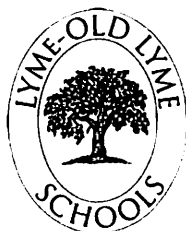


LYME-OLD LYME SCHOOLS

Regional School District #18

A Private School Experience



in a Public School Setting

Regular Board of Education Meeting

March 1, 2023

Board Present: Steven Wilson, Chair; Mary Powell St. Louis, Vice Chair; Christopher Staab, Treasurer; Suzanne Thompson, Secretary; Laura Dean-Frazier; Anna James; Jason Kemp; Jennifer Miller; Martha Shoemaker

Administration Present: Ian Neviasser, Superintendent of Schools; Mark Ambruso, Principal of Lyme-Old Lyme Middle School; Michelle Dean, Director of Curriculum; Melissa Dougherty, Director of Special Services; Kelly Enoch, Principal of Mile Creek School; Allison Hine, Principal of Lyme Consolidated School; Holly McCalla, Business Manager; Jeanne Manfredi, Assistant Principal of Lyme-Old Lyme High School; Ron Turner, Director of Facilities & Technology; Noah Ventola, Assistant Principal of Lyme-Old Lyme Middle School; James Wygonik, Principal of Lyme-Old Lyme High School

Others Present: Mercedes Alger and Heather Fried, RETA Co-Presidents; Abigail Pinney, Kindergarten Teacher at Mile Creek School; Chloe Datum and Billy Barry, High School Student Representatives; seven community members from LOL

I. Call to Order

The meeting was called to order at 6:31 p.m. by Chair Steven Wilson. The Pledge of Allegiance was recited.

II. Approval of Minutes

MOTION: Mrs. Shoemaker made a motion, which was seconded by Ms. Miller, to approve the minutes of the Special Meeting of February 1, 2023 as presented.

VOTE: the Board voted unanimously in favor of the motion.

MOTION: Mr. Kemp made a motion, which was seconded by Mrs. James, to approve the minutes of the Regular Meeting of February 1, 2023 as presented.

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VOTE: the Board voted unanimously in favor of the motion.

III. Visitors

1. VFW Teacher of the Year Presentation

Susan Lessard, VFW School Relations Coordinator, presented the VFW Teacher of the Year award to Diana Marchese, Library Media Specialist at Mile Creek School. This award also included a \$200 cash award earmarked to the charity or school club of Mrs. Marchese's choice which was the Shoreline Soup Kitchen.

2. Report from Student Representatives

Chloe Datum and Billy Barry reported on the following activities taking place at the schools:

At LOLHS: Since the last meeting, the high school music department went on a trip to Ireland over February break, resulting in three distinct performances in Cork, Galway and Dublin, along with the opportunity for many students to engage in cultural immersion. The indoor track team has continued their dominance as Girls Class S runners-up featuring representation at the New England's meet following some strong performances at the State Open. Other winter sports, like basketball, fencing and gymnastics, are also wrapping up in lieu of the spring season, with most practices starting later this March. Additionally, the Mock Trial team will have an opportunity to advance to the state championship as the quarter and semi-finals are occurring later next week. The spring musical will be *Mama Mia* on the 16th, 17th, and 18th, a production that has been in the works for the past few months. The SAT will be given to the junior class in March.

At LOLMS: February at the middle school began with the successful musical production of *Frozen, Jr.* The middle school welcomed friends from the preschool and grades 3-5 from both Mile Creek and Lyme School, as well as three packed shows for the community. Congratulations to all of the performers and "back of the house" students who worked diligently to put on this professional grade performance. Approximately 50 7th and 8th grade students will be presenting this Saturday at the Norwich Free Academy as they show off their National History Day presentations. Winter athletics ended in late February; however, three of the most popular winter athletic clubs are beginning as we start girls volleyball, winter running and fencing.

At Lyme Consolidated and Mile Creek School: At Lyme and Mile Creek School, we have been busy with data team meetings for each grade level. In these meetings, we examine student growth and use the assessment data to make decisions about the supports or extensions that each individual student may need. We also decide what level of tiered intervention a student may need. Having these regular opportunities to discuss student growth allows us to best meet the needs of all students. Currently, we are celebrating Read Across America week. We have guest readers coming into classrooms and many exciting activities planned. At Lyme School, the entire school will come together for a "book worm" and all classrooms will be reading *The Crayon Man*. At Mile Creek School, students at all grade levels will enjoy an hour of storytelling presented by Amy Forbes from Treehouse Players. Students have been engaging in activities during their library media class all week in celebration of the special day.

In the Preschool Program: In February, we had the pleasure of having parents visit for a craft day. The students designed mailboxes, made heart animals and special Valentine's Day cards. On Valentine's Day, the students dressed up as mail carriers and delivered personalized cards to the mailboxes. This activity was a purposeful way to promote creativity and practice fine motor skills. In March, the students are looking forward to the study of space when they will learn about the planets in the solar system and astronauts and visit the International Space Station via YouTube. The students will also be learning about Ireland and leprechauns and will build leprechaun traps, which is a really fun STEM activity. The preschoolers are excited to welcome their middle school friends on March 2 for Read Across America Day and to meet Center School's newest addition, Odin, who is Mrs. Dougherty's therapy dog. Odin will be joining us two days per week. In math instruction, the students will practice counting from 1 to 20. In literacy, they will learn the difference between fiction and nonfiction text. The shape of the month is the diamond, the color is white, and Jennifer Sanchez is the artist of the month.

3. Public Comment

There was no public comment.

IV. Correspondence

There was no correspondence to report.

V. Administrative Reports

1. Superintendent's Report

Mr. Neviasher reviewed the March personnel report which reflected vacancies for long-term substitutes. Positions recently filled included instructional assistants, a kindergarten teacher, and two long-term substitute positions.

Mr. Neviasher reviewed the March enrollment report which reflected a total of 1,289 students in-house, an increase of one student from last month this time.

Mr. Neviasher reported that March is Board Appreciation month.

Mr. Neviasher gave an update on the progress towards the district goals.

Curriculum. By June of 2023, in collaboration with the Teaching and Learning Committee, departments, and/or grade levels, the five year curriculum review schedule and framework will be evaluated and updated to demonstrate what is currently being addressed and what will be completed in the future.

The TLC Committee met to review the draft documents presented to the Board of Ed in January. Next steps were identified: updating the teaching staff on progress, addressing questions of staff and developing a plan for professional development on new/updating curriculum documents. In addition, all departments participated in vertical alignment activities on the February 17 professional development day. For example, all K-12 math teachers met to discuss their best practices using math modeling, Common Core math practices or classroom routines to increase mathematical thinking and fluency.

Human Resources. Over the course of the 2022-2023 school year, ensure employees have the resources necessary to perform their jobs at the highest level possible by offering a minimum of five building level training meetings to introduce new certified staff to the Wildcat Way; and utilize CFG protocols, resulting in a minimum of 80% of all certified staff indicating that collaboration and efficiency increased as a result.

District-wide: professional development sessions for instructional assistants and tutors.

LOLHS/LOLMS: Executive Functioning.

Mile Creek/Lyme: technology resources for elementary students.

Preschool: using augmentative communication devices in the preschool classroom.

LOLMS: each department worked through executive functioning information designed to better drive instruction and create systems that can aid students.

Mile Creek: staff worked in vertical groups during a faculty meeting to identify key instructional strategies to promote student engagement that align with the Connecticut Common Core of Teaching. At a second faculty meeting, staff engaged in professional development specific to Executive Functioning: Attention and Focus.

Preschool: reviewed Executive Functioning slides and discussed how to best support the executive functioning needs of the preschool students. Reviewed “Mind in the Making” with the teaching staff as a possible book study for next year.

Lyme School: during a faculty meeting, staff engaged in professional development specific to Executive Functioning: Attention and Focus. Instructional assistants engaged in the same work on a different day.

Community. By June of 2023, complete an inventory of community partnerships and service opportunities that promote student growth and development to ensure purposeful, diverse, and equitable experiences for each student over the course of their PK-12 experience.

LOLMS: The musical, *Frozen, Jr.*, involved over 90 middle school students who performed for the preschool and the 3-5 grades from Lyme and Mile Creek School. The cast put on three community performances demonstrating their skills.

Mile Creek: students in grades 3-5 attended the play at the Middle School. HTTP and Me program continues. Fifth grade students have play practice on Wednesdays after school. The Invention Convention was held at the Town Hall for grade 5 students.

Center School: Monthly trip to the OLPGN Library. Continued with student visits to High Hopes.

Families visited Center School to celebrate Valentine's Day. Middle school students visited the preschool for Reading Buddies (middle school students read to small groups of preschoolers). All preschool students visited the middle school to watch the *Frozen Jr.* performance.

LOLHS: local author Beatriz Williams spent February 27 conducting writing workshops with the grade 11 English classes.

Lyme School: students in grades 3-5 attended *Frozen, Jr.* at the Middle School. HTTP and Me program continues on Tuesdays, and fifth grade students have play practice on Wednesdays after school. The Invention Convention was held at the Town Hall for grade 5 students. The Lyme Parks and Rec

Department offered a program on February 17 for students to participate in either theater or sports activities from 12:10-3:10 p.m. on the early release PD day.

Facilities. Over the course of the 2022-2023 school year, audit, update, and further develop the My-EOP platform to streamline the dissemination and training of building-specific and district-wide security procedures and practices for all staff and substitutes.

Initiated a signup challenge competition between the schools to encourage participation with the My-EOP platform.

Sustainability. Throughout the 2022-2023 school year, support and promote the TREX challenge to increase the amount of plastic waste collected by 10%.

No new updates.

Board of Education. During the 2022-2023 school year, at least six of the nine BOE members shall participate in eight hours of professional development offered through CAFE.

No new updates.

2. Business Manager's Report

Mrs. McCalla reviewed the Executive Budget Summary as of February 28, 2023. Fluctuations of note: spending is on track year over year with nothing substantial to report.

Year To Date Revenue Report

| | 2021-2022 Received | 2022-2023 Received YTD |
|------------------|--------------------|------------------------|
| Town of Old Lyme | \$27,006,352 | \$16,985,467 |
| Town of Lyme | \$5,996,088 | \$3,652,910 |

Mrs. McCalla reviewed the Contingency Maintenance Report. \$14,460 net increase in spending attributed to ceiling and flooring repair at the high school related to a frozen pipe. Balance stands at \$33,100.

VI. Educational Presentation

Purposeful Play

Kelly Enoch, Principal of Mile Creek School, and Abby Pinney, kindergarten teacher, gave a presentation on purposeful play. Two kindergarten students were present to provide examples of purposeful play that occurs daily in their classroom, including The Freeze Dance Game, Who Chooses First, and I Have, Who Has. A copy of their presentation is attached to these minutes for informational purposes.

VII. Chairman & Committee Reports:

- a. Facilities.* Ms. Miller reported that this group met at the middle school earlier in the evening. They reviewed the five year facilities plan and the oil remediation. Overall, the Center and Middle School are in excellent condition except for the HVAC system. The modernized library at the middle school is very functional. The group had a lengthy discussion whether the capital projects should be funded in the 2023-2024 operating budget or the undesignated fund.
- b. Finance.* No report.
- c. Communications.* Mrs. Thompson reported that they are continuing to develop the next *Focus on Education* (budget issue) newsletter and are putting relevant information on the website.
- d. Policy.* No report.
- e. LEARN.* No report.
- f. LOL Prevention Coalition.* Mr. Wilson attended this group's last meeting when a discussion on vaping took place. Several high school students shared their experiences with vaping with middle school students.
- g. PreK-8 Building Committee.* Mr. Wilson reported that at this group's last meeting they reviewed the request for qualifications submitted by the architects and owner's representatives. Although very few applications were received, all seemed very qualified. On March 8, this committee will interview two architectural firms and on March 13, they will interview two firms for the owner's representative.

VIII. New Business

1. Update on Oil Release

Dave Turner of Turner Environmental LLC gave a presentation on the oil release at LOLMS which occurred in August of 2022.

Background Information on Oil Release Timeline

August 1, 2022

At approximately 8:00 a.m. a notification was received from the Building Management System (BMS) which is a computer-based system that alerts maintenance staff of issues related to the HVAC system. The alert indicated that a boiler failed to fire when the system called for heat. Upon inspection, it was discovered that a fuel line ruptured at a fitting and was spilling oil onto the boiler room floor. Cleanup began under the supervision of the CT Department of Energy and Environmental Protection (DEEP) around 8:30 a.m. that same morning.

In addition to vacuuming up the spilled oil, 40 tons of contaminated soil was removed from the area and the boiler room was cleaned of all residual oil. This incident was discussed at length at the August 3, 2022 Board of Education meeting which is available at: <https://www.youtube.com/watch?v=KlkZvwMJnEc>

August – January

Under the advisement of DEEP, Kropp Environmental, a Licensed Environmental Professional (LEP), and CIRMA (district's insurance company), we continued to extract any possible remaining oil from the ground via a vacuum truck and drilled eleven monitoring wells as a way to determine if any petroleum product was migrating from the spill site. The consensus among these professionals was that there was no evidence to support that the spill would impact neighboring wells or the district's potable water wells.

Results from one monitoring well (MW7) on December 1, 2022 showed evidence of petroleum products in the groundwater. This result required Kropp Environmental to notify their client (Region 18 Schools) and DEEP. DEEP was notified by Kropp Environmental on January 11, 2023.

February

The initial tests of private wells on Lyme Street came back showing no contamination due to the spill. One well did show some levels of contamination, but it has been determined that it was not in relation to the spill. A retest of that well did not produce any detectable contaminants.

As a public supplier of water, the district is required to test the water supply on a quarterly basis. On February 2, 2023, Whitewater (certified water system administrator) collected a full suite of samples from each of the active potable water wells utilizing additional parameters as recommended by DEEP based on the oil spill that occurred at the Lyme-Old Lyme Middle School in August.

Chemicals were detected in potable water well number seven that belong to a class of chemicals called polycyclic aromatic hydrocarbons (PAH's). As a result, potable water well number seven was taken offline and water to the main campus was temporarily shut off. PAH's are present naturally in coal, crude oil, and gasoline. They are also formed when organic materials like coal, wood, garbage, and tobacco are burned. There are no enforceable drinking water standards for the PAH's found in well number seven. Even though there are no drinking water standards, available health-based guidelines were used to inform the decision-making.

While not impossible, based on the distance, the direction of groundwater flow, the depth of the well, the time period elapsed, and the location of the potable wells, the probability that this contamination is related to the August oil spill is extremely low, if not nonexistent. It is much more likely that the PAH's found in well number seven came from a different source which we are actively working to identify.

The test that resulted in the turning off of the water was a test of undiluted potable water directly from well number seven. The water from well number seven would generally be mixed with water from three other wells and then pass through a chlorinating and pH adjusting system before being used on the campus. Since the spill, the water has been tested for Volatile Organic Compounds (VOC's) at the entry point (such as a faucet) on two separate occasions. VOC samples were collected from the entry point on 8/8/22 and 10/14/22 with no detections of oil-related compounds.

On February 14, 2023, entry point potable water test results were received showing that the water meets all regulatory standards for consumption with no detections of PAH's. Water to the main campus was turned back on with approval from the CT Department of Public Health.

Costs

Region 18 has expended approximately \$75,000 out of the contingency portion (which is reported monthly at each Board of Education meeting) of the regular budget and has subsequently met the insurance deductible. These monies have covered the cleanup, installation of 11 underground monitoring wells to measure any activity in the ground near the site, disposal, testing, and other costs associated with the cleanup and monitoring. The insurance carrier is now funding the ongoing process.

Mr. Turner reported on remediation strategies in the works or to be done:

- Sampling new wells and obtaining a sub slab soil vapor sample from the cafeteria.
- Filling small 3/8" hole with silicone sealant which will prevent any vapors from entering the room. Better cosmetic fix should be done in the future.
- Information will be needed on the nearby drinking water wells as need to identify and resample the shallow wells. Plan in works to call the local health department to see if they have any well completion logs.
- Looking for potential discharge location for the pump and treating groundwater remediation system with conceptual information forthcoming.

Mr. Turner also addressed questions from the Board of Education members and Lyme Street residents who live in the vicinity of the middle school on the following subjects: possible threat of water/soil contamination in the future; quantification of oil; depth of drilling; length of time pump and treat systems will be in place; commonality of these type of spills; negligible effect on outdoor sports/fields; where contaminated oil/water/soil ends up; monitoring volatiles; how often wells should be tested; redevelopment of wells; and results of test results being made public on the district's website.

2. Tuition Student Request at LOLHS (2022-2023)

Mr. Neviasser reported on a tuition request for a 9th grade student for the current school year.

MOTION: Mr. Kemp made a motion, which was seconded by Mrs. Dean-Frazier, to approve the tuition student request as presented.

VOTE: the Board voted unanimously in favor of the motion.

3. Tuition Student Request at LOLHS (2023-2024)

Mr. Neviasser reported on a tuition student request for a 9th grade student (staff member's child) for the upcoming school year.

MOTION: Ms. Miller made a motion, which was seconded by Mrs. Shoemaker, to approve the tuition student request as presented.

VOTE: the Board voted unanimously in favor of the motion.

4. Healthy Food Certification

Mr. Neviasser provided the following background information on the agenda item:

[Section 10-215f](#) of the Connecticut General Statutes requires that each local board of education or governing authority for all Connecticut public school districts participating in the National School Lunch Program (NSLP) must take action annually to certify whether all food items sold to students will or will not meet the Connecticut Nutrition Standards. This includes all NSLP public schools, regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools and endowed academies.

MOTION: Mrs. Shoemaker made a motion, which was seconded by Mrs. Thompson, that pursuant to C.G.S. Section 10-215f, the Region 18 Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.

VOTE: the Board voted unanimously in favor of the motion.

MOTION: Mr. Kemp made a motion, which was seconded by Ms. Miller, that the Region 18 Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

VOTE: the Board voted unanimously in favor of the motion.

5. Wi-Fi Upgrade Project

Ron Turner, Director of Facilities and Technology, gave the following background information on this agenda item:

The wireless Internet system in the District is over seven years old and requires an update. This new system will provide greater speed, security, and access to the District's Wi-Fi network.

This project will be partially funded by reimbursement through E-Rate, and this project was announced nationally through the E-Rate open bidding process. The District received four proposals, with Connecticut Computers being the lowest bidder for the project. The bid results are as follows:

| | |
|-----------------------|--------------|
| Connecticut Computers | \$146,995.00 |
| Questivity, Inc. | \$159,082.48 |
| RelComm | \$170,558.48 |
| Optimus Technology | \$203,646.81 |

Connecticut Computers is a vendor that the district works with on a regular basis, and they are well acquainted with our systems and infrastructure. They recently completed a project of similar scope in 2021 when they upgraded the district's network switches.

This project is included in the fiscal year 2023-2024 budget, and the bid award is contingent upon the approval of the 2023-2024 proposed budget. We anticipate approximately \$73,500 in grant funding reimbursement from E-Rate after the project is completed.

MOTION: Mrs. Thompson made a motion, which was seconded by Mrs. Shoemaker, to award Connecticut Computer Services a contract to upgrade the District wireless Internet system for a value of \$146,995.00.

VOTE: the Board voted unanimously in favor of the motion.

IX. Old Business

1. Movement of Capital Projects to the Undesignated Fund

Mr. Neviasser reported that at the February Community Leadership meeting there were concerns raised that the Board had approved removing the proposed capital projects (listed below) from the operating budget to the undersigned fund, thus reducing the percent increase of the 2023-2024 budget from 2.91% to 2.01%

| | |
|---|------------------|
| Upgrade to Middle School auditorium sound | \$150,000. |
| Repairs to main campus water tank | \$51,000. |
| High School irrigation expansion | \$42,500. |
| High School middle field bleachers | \$40,000. |
| Lyme School basketball court | <u>\$30,000.</u> |
| | \$313,500. |

The Board discussed the pros and cons of where to fund these projects. There was no decision made and Mrs. Shoemaker suggested that this be raised again at the March 3 Community Leadership meeting.

X. Executive Session

There was no need for an executive session.

XI. Adjournment

The regular meeting adjourned at 8:06 p.m. upon a motion by Mrs. Shoemaker and a second by Ms. Miller.

Respectfully submitted,

Suzanne Thompson, Secretary

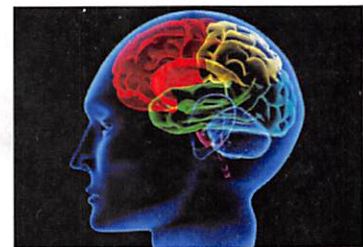
Purposeful Play and Executive Functions in Kindergarten

Presented by Abby Pinney and Kelly Enoch



Core Executive Functions

- **Inhibitory control of actions and attention**
 - self-control or discipline – physical, emotional (response inhibition)
 - selective or sustained attention (despite frustration or boredom)
- **Working memory**
 - holding information in mind & working with it
- **Cognitive flexibility**
 - thinking “outside the box”
 - adapt to different rules
 - problem-solving
 - Creativity



<https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>

Specialized cognitive skills work together to regulate, recall and plan a person's actions helping a child to :

- Remember and follow multiple-step directions
- Avoid distractions and impulsive responses
- Adjust when rules and instructions change
- Keep trying after an initial failure
- Persevere and try different solutions
- Organize and manage projects and long-term assignments



Judy Willis 2017

Sustaining attention and engagement

- Choice - agency
- Novelty (pattern change) correlates with attention
- Curiosity
- Prediction
- Personal relevance
- Appropriate risk or challenge
- Instruction planned with inquiry and discovery can stand alone to captivate and sustain attention
- **Dopamine (enjoyment with risk-taking) release sustains interest and perseverance**

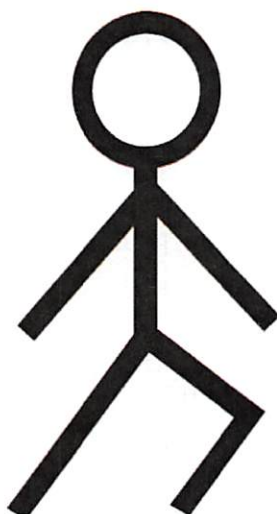


Judy Willis 2017

Project Strategies

- **Freeze Game**
- Graphic Practice
- Relay Game
- *I have, Who has*
- Buddy Reading
- Question of the day
- Daily schedule
- Linear calendar
- **Who Goes First**
- Activity management
- Message of the day
- **Play plans**

Freeze Dance Game!



Who Chooses First!



Marble Run

☐ ☐ ☐ ☐



Building Bars

☐ ☐ ☐ ☐



Kinex

☐ ☐ ☐ ☐



Puppet Theater

☐ ☐ ☐ ☐




Oil Pastels

☐ ☐ ☐ ☐

Who Goes First?

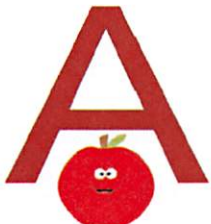
- Trent
- Katarina
- Owen
- Emilia
- Tan
- Miller
- CJ
- Slater
- Faelan
- Nora
- Ben
- Mila
- Macon
- Liv
- Griffin
- Madison
- Ava

I Have, Who Has!


START

I have




Who has F?

I have



Who has O?



Play Plans! Sept-Jan



Learning Scenario

- Starts with a big idea
- Tied to standards and curriculum
- Draws from what children know and what questions that they have
- Builds background knowledge and context
- Builds social interaction and cooperative work



Purposeful play: Provocation, challenge, problem to solve



- Helps to give children ideas
- Guides discovery
- Sustains attention to task
- Allows for different approaches and solutions
- Addresses standards



“SCIENTISTS HAVE RECENTLY
DETERMINED THAT IT TAKES
APPROXIMATELY 400
REPETITIONS TO CREATE A NEW
SYNAPSE IN THE BRAIN –
UNLESS IT IS DONE WITH PLAY,
IN WHICH CASE, IT TAKES BETWEEN
10 AND 20 REPETITIONS!”

— DR. KARYN PURVIS

@LITTLEFORESTFOLK

Freeze Dance

- **Inhibitory control** through self-control, response inhibition waiting for the music to stop to recreate position and sustained attention through length of song
- **Working memory** through holding the information of the movement/position in your mind while moving then recreating when stopped
- **Cognitive flexibility** dance positions require adaptation and creativity to form with your body
- **Follow multi-step directions**
- **Avoid distractions and curb impulsive responses**
- **Safe risk-taking**
- **Dopamine release**

CT ELDS -

Social Emotional Development:

Strand G: Early learning experiences will support children to develop self-awareness, self-concept and competence.

SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.

Language and Literacy:

Strand A: Early learning experiences will support children to understand language (receptive language).

L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.

Physical Development and Health:

Strand A: Early learning experiences will support children to support gross motor skills

PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy

Who Chooses First:

- **Inhibitory control** through self-control, response inhibition waiting for their turn to choose when going through the list of students
- **Cognitive flexibility** dance positions require adaptation and creativity to form with your body
- **Provides choice/agency**
- **Allows for prediction** seeing list daily, knowing where your name falls
- **Contributes to a sense of self-efficacy**
- **Delayed gratification** knowing you cannot always have what you want; providing opportunities for making a plan A, plan B and plan C
- **Handle disappointment appropriately and adapt to changes** when unable to go to a play center you were planning to go to

CT ELDS -

Social Emotional Development:

Strand C: Early learning experiences will support children to develop self-regulation

SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support

SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)

Strand G: Early learning experiences will support children to develop self-awareness, self-concept and competence.

SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.

Strand H: Early learning experiences will support children to develop social relationships

SE.60.16 Cooperate with peers through sharing and taking turns

I Have, Who Has:

- **Inhibitory control** through self-control, response inhibition waiting for their turn based on their card as well as not responding for others
- **Cognitive flexibility** the premise of the activity is the same, but content material fluctuates
- **Working memory** through holding the information of the information on their personal card when asked
- **Allows for prediction** knowing the pattern of "I have, who has" will always be the same no matter the material
- **Delayed gratification** providing opportunities for waiting and allowing others their turn
- **Reading, language (receptive and expressive), numeral identification, shape identification**

CCSS English Language Arts

Strand A: Understand Language (Receptive Language)

CC.K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly.

CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)

Strand C: Use language for social interaction

CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Strand D: Book Appreciation and Knowledge

CC.K.R.1.10 Actively engage in group reading activities with purpose and understanding

Strand E: Knowledge of Print and Its Uses

CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant

CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters

CC.K.R.F.2.c Blend and segment onsets and rhymes of single-syllable spoken words

CCSS Mathematics

K.G.2. Correctly name shapes regardless of their orientations or overall size

CT ELDS -

Cognition:

Strand C: Early learning experiences will support children to strengthen executive function

C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)

Play Plans:

- **Inhibitory control** when students have to wait to play they toy they are writing about during writing centers until play time
- **Working memory** through holding the information of where they chose to play and what their plan is when they get there to play; also through mapping out sentences and counting words - remembering what they were planning to write about what they were planning to play! WHEW!
- **Cognitive flexibility** if a student is not able to choose that play center that exact day - still fulfill plan once there
- **Allows for prediction** knowing the pattern of "I am going to. . . ." when writing their play plans
- **Provides choice/agency**
- **Reading, language (receptive and expressive), one to one correspondence**

CCSS English Language Arts

Strand A: Understand Language (Receptive Language)

CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful)

CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts

CC.K.SL.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail

CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail

Strand F: Phonological Awareness

CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Strand G: Conveying meaning through drawing, letters and words

CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

CC.K.L.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing

CCSS Science - Engineering Design

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

CT ELDS-

Cognition

Strand C: Early learning experiences will support children to strengthen executive function

C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan

C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration

C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer

Language and Literacy

Strand A: Early learning experiences will support children to understand language (receptive language).

L.60.3 Understand increasingly complex sentences that include 3-4 concepts

Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.

L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word