

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, OCTOBER 26, 2015

**Building & Sites Committee Mtg.
Board Of Education Mtg.**

**5:30 P.M. – Director’s Rm.
7:00 P.M. – Hearing Rm.
Lincoln Center**

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Approval of Board of Education Minutes – October 13, 2015 A – 3
- 4) Approval of Special Meeting Minutes – October 15, 2015 A – 4

B. CONSENT CALENDAR

- 1) Personnel Information B – 1
- 2) Transfer of Funds B – 2
- 3) Establish an appropriation for FY15-16 Adult Education, REACT1, College Transition Pilot Grant in the amount of \$98,972. B – 3
- 4) Permission to apply for the FY15-17 General Improvements to Alliance Districts’ School Building Grant Program in the amount of \$1,710,000. B – 4

C. COMMITTEE REPORTS

- 1) C&I Committee Meeting Minutes – October 13, 2015 C – 1

D. REPORT FROM STUDENT REPRESENTATIVE

- 1) Ms. Lori Flagg & Ms. Shania Stanton

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT’S REPORT

- 1) Capital Improvements – Mr. Peter Staye, Facilities Director for Buildings & Grounds F – 1
- 2) Humanities & STEAM Presentation – Mrs. Diane Sheehan-Burns, Director of Humanities and Dr. Santosha Oliver, Director of STEAM F – 2
- 3) Alliance Grant Update – Mr. Matthew Geary, Superintendent of Schools

G. UNFINISHED BUSINESS –

1) Policy Recommendation

The Policy Committee submits to the full Board its recommended revision for a second reading and approval in accordance with its policy on policy changes:

- a. Board Policy 5131.6 - Smoking Policy G – 1
- b. Board Policy 6000 – Purpose of Education in Manchester Public Schools G – 2

H. NEW BUSINESS -

1) Policies Revisions

The Policy Committee submits to the full Board its recommended revision for the first reading and approval in accordance with its policy on policy changes:

Policy 6120: Manchester Public Schools Mission Statement H – 1

I. PUBLIC COMMENTS (comments limited to items on tonight's agenda)

J. COMMUNICATIONS

K. ITEMS FOR FUTURE AGENDAS

L. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be substituted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

PERSONNEL ACTION

APPOINTMENTS

Peter Braddock to be an English teacher for the Bentley Alternative Education Program. Mr. Braddock received a Bachelor of Arts in English degree at University of Connecticut. Mr. Braddock resides in South Windsor. It is recommended that his appointment be approved effective October 13, 2015 (BA/Step 1, \$43,611).

RESIGNATIONS

Jon Anger, Social Worker at Illing Middle School has submitted a letter of resignation for retirement purposes effective the end of business on October 30, 2015. Mr. Anger has been with Manchester Public Schools since August 28, 1997. It is recommended that his request be approved.

Christina Fedolfi, Grade 4 teacher at Waddell Elementary School has submitted a letter of resignation for personal reasons effective the end of business on November 10, 2015. Ms. Fedolfi has been with Manchester Public Schools since December 1, 2014. It is recommended that her request be approved.

Tracy Mercier, Grade 4 teacher at Verplanck Elementary School has submitted a letter of resignation for personal reasons effective the end of business on October 23, 2015. Ms. Mercier has been with Manchester Public Schools since August 24, 2015. It is recommended that her request be approved.

Loisann Sisson, Grade 1 teacher at Keeney Street Elementary School has submitted a letter of resignation for retirement purposes effective the end of business on October 30, 2015. Ms. Sisson has been with Manchester Public Schools since October 5, 1984. It is recommended that her request be approved.

Kenneth Whitney, Grade 3 teacher at Verplanck Elementary School has submitted a letter of resignation for personal reasons effective the end of business on November 2, 2015. Mr. Whitney has been with Manchester Public Schools since August 24, 2015. It is recommended that his request be approved.

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: October 9, 2015

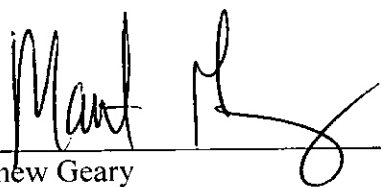
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Systemwide Enrichment Other Purchased Services account to Systemwide Enrichment Office Supplies account. A total transfer of \$1,850 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2015-2016 Budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 26, 2015

8-10/9/15
a

**Manchester Public Schools
Manchester, Connecticut**

To: **Accounting Department**

School: Kennedy Education Center

Date: 10/9/2015

Principal's Sign: [Signature]

Date of Approval: 10/9/2015

JUSTIFICATION (Required Field) : Move money from Enrichment Program Other Purchased Services to Office Supplies.

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

\$1,850.00 Account # 17020100 5590

Description: Other Purchased Serv.

\$ _____ Account # _____

Description: _____

\$1,850.00 **TOTAL DECREASE**

INCREASE In whole dollars only:

\$1,850.00 Account # 17020100 5680

Description: Office Supplies

\$ _____ Account # _____

Description: _____

\$1,850.00 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes ☒ No ☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

RECEIVED
OCT 09 2015
BY ACCOUNTS PAYABLE

**Town of Manchester
Board of Education**

To: Manchester Board of Education
From: Mr. Matthew Geary, Superintendent of Schools
Subject: Transfer of Funds
Date: October 19, 2015

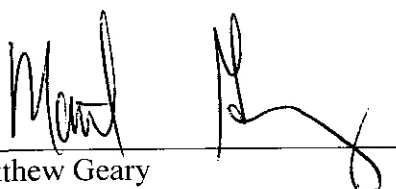
Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2015-2016 Budget.

Discussion/Analysis: Transfer from Illing Middle School Admin Office Supplies account to Illing Middle School Admin Dues/Fees account. A total transfer of \$250 is being requested.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2015-2016 Budget.


Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 26, 2015

S - 10/20/15
Q2

TRANSFER

OCT 20 2015

Manchester Public Schools
Manchester, Connecticut

ACCOUNTS PAYABLE

To: Accounting Department

School:

Illing Middle School

Approval Signature:

Beth Hayer

Date: 10/19/2015

Date of Approval:

10/19/15

JUSTIFICATION:

Professional Membership

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE: ADMINISTRATION

\$ 250.00 Account #: 423 53 240 5680 Description: Office Supplies

\$ Account #: Description:

Account #: Description:

INCREASE: ADMINISTRATION

\$ 250.00 Account #: 423 53 240 5810 Description: Dues & Fees

\$ Account #: Description:

\$ Account #: Description:

Accounting Department Only

Board Approval Needed:

X

Yes

No

Date of Board Approval:

Date Completed:

Name:

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation FY 15/16 Adult Ed, REACT1, College Transition Pilot Grant

Date: October 19, 2015

Background: The Manchester Board of Education applied for and was awarded a grant to be used to support the Adult Ed College Transition Pilot REACT 1 program. The pilot program proposes to address the needs of a group of 20 to 25 students who fall below the Federal definition of Ability to Benefit. The students have attained a high school diploma or its equivalent and require intensive postsecondary developmental education that will allow them to enroll directly in a credit bearing program of higher learning.

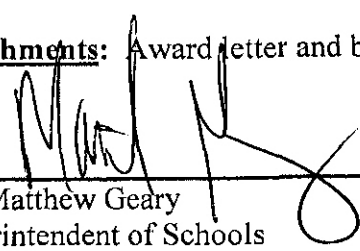
Discussion/Analysis: Funds will be used to offer pathways to postsecondary education for high school graduated adults. The program will provide preparatory support to meet the Accuplacer criteria for entry level college courses. This program will partner with the neighborhood community college, Manchester Community College.

Financial Impact: None to the Board of Education

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education request the Board of Directors establish an appropriation for FY 15/16 Adult Ed, REACT1, College Transition Pilot Grant in the amount of \$98,972.

Attachments: Award letter and budget.



Mr. Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 26, 2015



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS
45 NORTH SCHOOL STREET
MANCHESTER, CT 06040-2022

4 Award Information

Statute:

Grant Number: 077-000 11000-17030-2016-82079-170010

2 Grant Title

ADULT EDUCATION

5 Award Period

7/1/2015 - 6/30/2016

3 Education Staff

Program Manager:

Susan Pierson 860-807-2121

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$98,972

Funding Status: Final

7 Terms and Conditions of Award

Subject to the availability of state funds, your application (ED-244) for total adult education expenditures of \$98,972 has been approved for Fiscal Year 2016.

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

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

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

This grant has been approved.

10/14/2015

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

BUDGET FORM

Created On: 10/14/2015

ED 114

Fiscal Year: 2016
Grantee Name: MANCHESTER
Grant Title: ADULT EDUCATION
Project Title: ADULT EDUCATION TRANSITION PILOT
Fund: 11000 SPID: 17030 Year: 2016 PROG: 82079 CF1: 170010 CF2:
Grant Period: 7/1/2015 - 6/30/2016 Authorized Amount: \$98,972
Project Code: SDE000000000002

Funding Status: Final

Vendor ID: 00077

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$98,972

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	38,700
111B	INSTRUCTIONAL	29,931
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	10,808
321	TUTORS	7,288
322	IN SERVICE	1,160
324	FIELD TRIPS	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	2,194
400	PURCHASED PROPERTY SERVICES	2,307
500	OTHER PURCHASED SERVICES	2,898
600	SUPPLIES	3,286
700	PROPERTY	400
	TOTAL	\$98,972

Original Request Date: 9/9/2015

This budget was approved by Susan Pierson on 10/7/2015.

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Permission to apply for FY15-17 General Improvements to Alliance Districts' School Buildings Grant Program

Date: October 19, 2015

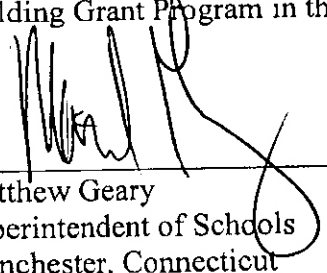
Background: Public Act 15-1 created the General Improvements to Alliance Districts' School Buildings Grant Program to help maintain or repair school buildings in Alliance Districts. The program goal is to assist districts unable to keep up with ongoing demands of maintaining and updating their facilities.

Discussion/Analysis: This grant is intended to fund projects beginning in FY 15-16 and concluding in FY 16-17 that would not otherwise qualify as school construction grant projects under chapter 173 of the Connecticut General Statutes. All projects must be completed by June 30, 2017.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education give permission to apply for the FY 15-17 General Improvements to Alliance Districts' School Building Grant Program in the amount of \$1,710,000.



Matthew Geary
Superintendent of Schools
Manchester, Connecticut
October 26, 2015

**Curriculum and Instruction Committee Minutes
October 13, 2015**

In attendance: Deborah Hagenow, Jason Scappaticci, Carl Stafford, Dr. Amy Radikas

Also in attendance: Diane Burns and Dr. Santosha Oliver

Meeting began at 5:30 p.m.

- Directors of Teaching and Learning for Humanities and STEAM provided an overview of the curricular work that has been completed since the summer.
- The committee was given a real time look at Unit Planner. All curriculum has been moved from Curriculum Connector to Unit Planner.
- Updates on coaching, STEM Specialists and enVision were also provided.
- The meeting wrapped up with an update regarding the new elective opportunities at Illing.

The meeting adjourned at 6:15 p.m.

Respectfully submitted,
Dr. Amy Radikas



Next meeting: Monday, December 14, 2015 at Lincoln Center beginning at 5:30 p.m.

Building Grounds Project Status - Summer 2016

		2016 Cap. Proj. Plan	Town Project	Self Perform	Outside Contract	Complete	Status	Notes
Bennet	Retro Commissioning HVAC System		\$ 80,320					
Bowers	Replace Fence - West property Line	\$ 10,000			\$ 8,300	Yes		
Bowers	Repair Pavement in Playground	\$ 10,000					Defer	Incorporate into Larger Project
Bowers	Repair rear stairway and sidewalk				\$ 15,100	Yes		
Bowers	Paint Flagpole				\$ 1,800	Yes		
Bowers	Replace Stall Walls in All Bathrooms	\$ 40,000					Delete	Scope reduced by previous renovations
		\$ 60,000			\$ 25,200			
								
Buckley	Replace front entrance doors			Yes		Yes		
Buckley	Install A/C in room 1			Yes		Yes		
Buckley	Paint hallway walls			Yes		Yes		
								

Building Grounds Project Status - Summer 2016

Building Grounds Project Status - Summer 2016

		2016 Cap. Proj. Plan	Town Project	Self Perform	Outside Contract	Complete	Status	Notes
High School	Transformer Grounding				\$ 4,300	Yes		
High School	Renovate Family & Consumer Science and Add A/C	\$ 1		Yes		Yes		
High School	Create Pre-school and Add Playscape				\$ 42,000			
High School	Expand Library Office				\$ 82,500	Yes		
High School	Install Fume Hood in 246				\$ 40,000			
High School	ADA Enhancements	\$ 100,000					Defer	Incorporate into other projects
High School	Convert Burners to gas		\$ 56,850					
High School	MEP Support, Serving Line Replacement			Yes		Yes		
High School	IOH Pool- Clean & Regrout, Paint				\$ 8,900	Yes		Reimbursed by Park & Rec
High School	Refinish Gym Floor				\$ 25,500	Yes		
High School	Repave East Middle Trpk, Lot	\$ 150,000					Defer	Inadequate Budget
High School	Main Pool Replace Filter Media				\$ 3,375	Yes		
High School	Repair Water Main			Yes		Yes		
High School	Replace competition Basketball Backstops				\$ 34,000			
High School	Restore K-Wing Parapet	\$ 25,000					Defer	Re-evaluating
High School	Remove underground Oil Storage Tank						Defer	Rebidding in 2016
High School	Restroom Floor Tile Restoration	\$ 20,000					Defer	Re-evaluating
		\$ 295,001	\$ 56,850		\$ 240,575			
								
								
								

Building Grounds Project Status - Summer 2016

[illegible]

Building Grounds Project Status - Summer 2016

		2016 Cap. Proj. Plan	Town Project	Self Perform	Outside Contract	Complete	Status	Notes
MRA	Overlay Exterior Basketball Court				\$ 9,800	Yes		
MRA	Remove Select Shrubbery at Entrance			Yes		Yes		
MRA	Re-key Building to District Master				\$ 16,624	Yes		
					\$ 26,424			
								
Robertson	Convert Burners to gas		\$ 20,650					
Robertson	Demolition of Portable Classrooms				\$ 24,750	Yes		
Robertson	Create office space for new staff				\$ 8,950	Yes		
Robertson	Install A/C in Music Room			Yes		Yes		
Robertson	Repair Boiler Refractory				\$ 4,800	Yes		
Robertson	Clean HVAC ductwork serving Gym					Yes		
			\$ 20,650		\$ 38,500			
Verplanck	Install Carpet In Asst. Principal's Office				\$ 1,800	Yes		
Verplanck	Paint Hall Walls			Yes				
					\$ 1,800			

Building Grounds Project Status - Summer 2016

A wide-angle photograph of a large, two-story brick building with numerous windows, possibly a school or government building. The building is situated behind a large, paved area that appears to be a parking lot or a sports field. The sky is overcast with grey clouds. In the background, a flagpole with an American flag is visible on the left side.

Building Grounds Project Status - Summer 2016

[illegible]

Building Grounds Project Status - Summer 2016

		2016 Cap. Proj. Plan	Town Project	Self Perform	Outside Contract	Complete	Status	Notes
Waddell, Martin, Robertson	Remove Underground Oil Tank		\$110,925			Yes		
All Schools	Install Intrusion Alarm System		<u>\$206,400</u>					
All Schools	Grand Totals	\$ 529,002	\$ 516,020	\$ -	\$ 494,023			

Capital Project List
Sorted By Building

							Funding Source											
Seq	Building ID	Name	Description	Funding YE	Perform CYE	Cost	Alliance	BOE	BOE Bond	ADA	IAQ	Program	End of Life	Aesthetics	Safety	Ath / PE	Grounds	A/E Req'd
1		All	Window and Door Numbering Signage	2016	2016	\$ 10,000		Y							Y			
101		All	Stair / Sidewalk repair	2016	2016	\$ 40,000	Y			Y					Y		Y	
102		All	Stair / Sidewalk repair	2016	2017	\$ 40,000	Y			Y					Y		Y	
103		All	Stair / Sidewalk repair	2017	2018	\$ 40,000	N			Y					Y		Y	
2	221	Bennet	2 to 3 way valve conversion in Cone Gym	2016	2016	\$ 16,500	Y				Y							
3	221	Bennet	Repairs and modifications to HVAC system per Retro-commissioning	2016	2016	\$ 15,000	Y				Y							
4	221	Bennet	Replace failed exterior surface of Freezer	2016	2016	\$ 6,500		Y										
5	332	Bowers	Construct Student Drop Off area	2017	2018	\$ 195,000			Y						Y		Y	Y
6	332	Bowers	Library HVAC replacement	2016	2017	\$ 65,000	Y				Y		Y					
7	332	Bowers	Paint Fascia and Soffit	2016	2016	\$ 35,000	Y											
8	332	Bowers	Repipe sprinklers in PTA storage to extend below heating pipes	2016	2016	\$ 9,000	Y								Y			
9	332	Bowers	Replace building sign on Henry Street side of building	2016	2016	\$ 5,500		Y						Y				
10	332	Bowers	Replace Gym Air Handler	2016	2017	\$ 25,000		Y			Y		Y					
11	332	Bowers	Replace last set of metal restroom partitions	2016	2016	\$ 4,750		Y										
13	332	Bowers	Sand & Refinish Gym Floor	2016	2016	\$ 28,000	Y											
105	332	Bowers	Replace Window Shades	2016	2016	\$ 25,000	y						y	y				
14	335	Buckley	Install A/C in Library	2016	2016	\$ 35,000	Y				Y							
15	335	Buckley	Replace interior door hardware to rekey	2018	2019	\$ 55,000	Y								Y			
16	335	Buckley	Replace Lockers (includes reserve for abatement)	2016	2016	\$ 50,000	Y						Y					
17	335	Buckley	Replace Lockers on upper level (includes reserve for abatement)	2016	2017	\$ 25,000	Y						Y					
18	335	Buckley	Sand and refinish Gym floor	2016	2017	\$ 25,000	Y							Y		Y		
19	335	Buckley	Sand selected interior doors - year 1 of 3	2016	2016	\$ 5,000	N	Y						Y				
20	335	Buckley	Sand selected interior doors - year 2 of 3	2017	2017	\$ 5,000	N	Y						Y				
21	335	Buckley	Sand selected interior doors - year 3 of 3	2018	2018	\$ 5,000	N	Y						Y				
22	335	Buckley	Upgrade interior finish 2 rooms	2016	2016	\$ 50,000	Y				Y		Y	Y				
23	335	Buckley	Upgrade interior finish 20 rooms	2017	2017	\$ 400,000	Y				Y		Y	Y				
24	335	Buckley	Upgrade interior finish 20 rooms	2018	2018	\$ 400,000	Y				Y		Y					
25		Central Office	Relocate Storage from Vault	2016	2016		N	Y			Y							
26	111	High School	Bentley Wing HVAC replacement	2017	2018	\$ 60,000	Y				Y		Y					
27	111	High School	Redesign Brookfield St entrance from Rotunda to IOH pool	2017	2017	\$ 175,000			Y								Y	Y
28	111	High School	Replace A/C in Library	2016	2016	\$ 47,500	Y				Y		Y					
29	111	High School	Replace A/C in Office	2016	2016	\$ 20,000	Y				Y		Y					
30	111	High School	Replace AHU in weight room	2017	2018	\$ 15,000	Y				Y		Y					
31	111	High School	Replace basketball back stops operators, and frames (practice) in main gym	2016	2016	\$ 45,000	Y								Y	Y		
32	111	High School	Replace Burners on Boilers	2017	2017	\$ 100,000	Y						Y					

Capital Project List
Sorted By Building

Seq	Building ID	Name	Description	Funding YE	Perform CYE	Cost	Alliance	BOE	BOE Bond	ADA	IAQ	Program	End of Life	Aesthetics	Safety	Ath / PE	Grounds	A/E Req'd
33	111	High School	Replace dugouts for Baseball	2017	2017	\$ 18,000	Y									Y	Y	
34	111	High School	Replace dysfunctional AHU's servicing Gym	2017	2017	\$ 37,500	Y											
35	111	High School	Replace floor tile in 15 rooms and east halls to gym & pools - year 1 of 3	2016	2016	\$ 384,900	Y				Y							
36	111	High School	Replace lighting in 25 rooms - year 1 of 3	2016	2016	\$ 250,000	Y											
37	111	High School	Replace lighting in 25 rooms - year 2 of 3	2016	2017	\$ 250,000	Y											
38	111	High School	Replace lighting in 25 rooms - year 3 of 3	2017	2018	\$ 250,000	N											
39	111	High School	Replace lighting in weight room	2016	2016	\$ 22,000	Y											
40	111	High School	Replace main pool heat	2017	2017	\$ 45,000	Y											
41	111	High School	Update G47 HVAC controls	2016	2016	\$ 27,500		y										
42	111	High School	Replace 2 tennis courts on West side	2017	2017	\$ 150,000			Y	y						Y	Y	Y
43	111	High School	Replace Brookfield St Parking Lot including lighting	2017	2018	\$ 300,000			Y								Y	Y
44	111	High School	Replace East Middle Trpk Parking Lot	2017	2017	\$ 175,000			Y						Y		Y	Y
45	111	High School	Replace floor tile in 15 rooms and north & south halls to gym & pools - year 3 of 3	2017	2018	\$ 400,000	Y				y							
46	111	High School	Replace floor tile in 15 rooms and west halls to gym & pools - year 2 of 3	2016	2017	\$ 400,000	Y				y							
47	111	High School	Replace gym partitions with roll up curtains	2016	2016	\$ 30,000	Y						Y		Y	Y		
48	111	High School	Replace wood stair to pool mechanical room with galvanized steel	2017	2018	\$ 40,000	Y						Y		Y		Y	Y
49	111	High School	Sand selected interior doors - year 1 of 3	2016	2016	\$ 5,000	N	Y						Y				
50	111	High School	Sand selected interior doors - year 2 of 3	2017	2017	\$ 5,000	N	Y						Y				
51	111	High School	Sand selected interior doors - year 3 of 3	2018	2018	\$ 5,000	N	Y						Y				
52	225	Illing	Abate tile, replace ceiling and built in cabinetry in 15 rooms - year 1 of 3	2017	2017	\$ 365,000	Y				Y							
53	225	Illing	Abate tile, replace ceiling and built in cabinetry in 15 rooms - year 2 of 3	2018	2018	\$ 365,000	Y				Y			Y				
54	225	Illing	Abate tile, replace ceiling and built in cabinetry in 15 rooms - year 3 of 3	2019	2019	\$ 365,000	N				Y			Y				
55	225	Illing	Install A/C in attendance Office	2016	2016	\$ 7,500	Y				Y							
56	225	Illing	Renovate Family Consumer Science	2016	2016	\$ 185,000	Y			Y		Y	Y	Y				Y
57	225	Illing	Replace and expand parking lot and entrance sidewalk	2017	2017	\$ 1,650,000			Y	Y			Y		Y			Y
58	225	Illing	Replace boilers with Condensing	2017	2018	\$ 250,000		y					Y	Y				
59	225	Illing	Restrooms	2017	2017	\$ 25,000		Y					Y	Y				
60	225	Illing	Replace Main Office A/C	2017	2017	\$ 7,500	Y				Y							
61	225	Illing	Replace RTU for guidance and adjoining office	2017	2017	\$ 10,000	Y				Y							
62	225	Illing	Sand selected interior doors - year 1 of 3	2016	2016	\$ 5,000	N	Y						Y				

Capital Project List
Sorted By Building

Seq	Building ID	Name	Description	Funding YE	Perform CYE	Cost	Alliance	BOE	BOE Bond	ADA	IAQ	Program	End of Life	Aesthetics	Safety	Ath / PE	Grounds	A/E Req'd
63	225	Illing	Sand selected interior doors - year 2 of 3	2017	2017	\$ 5,000	N	Y						Y				
64	225	Illing	Sand selected interior doors - year 3 of 3	2018	2018	\$ 3,500	N	Y						Y				
65	339	Keeney	Abate floor tile in 6 rooms	2018	2018	\$ 95,000	Y				Y							
66	339	Keeney	Abate floor tile in 8 rooms and 2 halls	2016	2016	\$ 225,000	Y				Y							
67	339	Keeney	Abate floor tile in 6 rooms and east hall - Year 2 of 3	2017	2017	\$ 295,000	Y				Y							
68	339	Keeney	Air Condition 6 rooms in east wing	2018	2018	\$ 85,000	Y				Y							Y
69	339	Keeney	Crack fill asphalt	2016	2016	\$ 6,000			Y									
70	339	Keeney	Install partition on stage to make stage music space	2016	2016	\$ 65,000	Y					Y			Y			Y
71	339	Keeney	Modify access drives and add parking	2017	2017	\$ 55,000			Y									Y
72	339	Keeney	Relocate gas meter to exterior of building	2016	2016	\$ 5,800									Y			
73	339	Keeney	Replace Boiler Room Water Pumps	2016	2017	\$ 20,000	Y											
74	339	Keeney	Replace built in cabinetry in 4 rooms - year 1 of 3	2016	2016	\$ 47,000	Y							Y				
75	339	Keeney	Replace built in cabinetry in 6 rooms - year 2 of 3	2017	2017	\$ 69,000	Y							Y				
76	339	Keeney	Replace built in cabinetry in 6 rooms - year 3 of 3	2018	2018	\$ 69,000	Y							Y				
77	339	Keeney	Replace exterior doors	2016	2016	\$ 36,000	Y			Y			Y		Y			
78	339	Keeney	Replace hardware on interior doors to rekey	2017	2018	\$ 27,500	Y			Y			Y		Y			
79	339	Keeney	Replace HVAC in Café	2017	2018	\$ 22,000	Y											
80	339	Keeney	Replace lighting in gym	2017	2018	\$ 18,500	Y									Y		
81	339	Keeney	Sand selected interior doors - year 1 of 3	2016	2016	\$ 5,000	N	Y						Y				
82	339	Keeney	Sand selected interior doors - year 2 of 3	2017	2017	\$ 5,000	N	Y						Y				
83	339	Keeney	Sand selected interior doors - year 3 of 3	2018	2018	\$ 5,000	N	Y						Y				
84	339	Keeney	Separate rooms in east wing with hard walls	2018	2019	\$ 125,000	Y					Y						Y
85	345	Martin	Install lift to stage (converting music storage space)	2016	2016	\$ 55,000	Y			Y								
86	345	Martin	Relocate softball field to the south and replace back-stop & fencing	2017	2018	\$ 42,000	N	Y								Y	Y	
87	345	Martin	Repair & Crack fill asphalt	2016	2016	\$ 80,000			Y								Y	Y
88	345	Martin	Replace selected exterior doors	2016	2017	\$ 8,000	Y			Y			Y		Y			
89	794	MRA	Install ceiling in room 116	2016	2016	\$ 11,500	Y											
90	794	MRA	Repave Parking lot	2017	2017	\$ 175,000			Y								Y	Y
91	794	MRA	Replace dysfunctional Kitchen Make-Up Air Unit	2016	2016	\$ 13,500												
92	794	MRA	Replace Roof	2016	2017	\$ 85,000	Y											
93	108	Pre School	Convert Controls to Alerton	2016	2016	\$ 55,000	Y				Y							
94	108	Pre School	Replace Hydronic Pumps on Heating System	2016	2016	\$ 16,000	Y											

Capital Project List
Sorted By Building

Seq	Building ID	Name	Description	Funding YE	Perform CYE	Cost	Alliance	BOE	BOE Bond	ADA	IAQ	Program	End of Life	Aesthetics	Safety	Ath / PE	Grounds	A/E Req'd
95	351	Robertson	Replace Rotted Exterior Doors	2016	2016	\$ 12,500	Y			Y			Y		Y			
96	355	Verplanck	Install A/C in Asst Principal's office	2016	2016	\$ 6,800		Y			Y							
104	355	Verplanck	Replace rotted exterior doors	2016	2016	\$ 10,000	N			Y			Y		Y			
97	357	Waddell	Crack fill asphalt Windermere lot	2017	2017	\$ 5,000			Y								Y	Y
98	359	Washington	Abate Asbestos in Café, Kitchen and various rooms	2016	2016	\$ 125,000	Y				Y							
99	359	Washington	Repair openings in masonry panels below roof	2016	2016	\$ 18,000	Y								Y			
100	359	Washington	Replace carpet in selected areas of Rec Center portion of Building	2016	2016	<u>\$ 25,000</u>	Y							Y				
			Total Projects			\$ 10,140,250												

**DEPARTMENT OF ADMINISTRATIVE SERVICES
DIVISION OF CONSTRUCTION SERVICES
OFFICE OF SCHOOL FACILITIES**

General Improvements to Alliance Districts' School Buildings Grant Program Application Package

**September 1, 2015
Updated: September 9, 2015**

**APPLICATIONS DUE:
October 30, 2015
January 29, 2016
March 31, 2016**



Melody A. Currey, Commissioner
DEPARTMENT OF ADMINISTRATIVE SERVICES

Program Description:

Public Act 15-1 of the June Special Session revived and amended a grant to provide new funds to Connecticut's Alliance School Districts to improve the condition of the schools in greatest need of improvements **that are not generally eligible for funding or previously authorized under a school building project pursuant to Chapter 173 of the Connecticut General Statutes.**

Questions about a project's eligibility under Chapter 173 should be directed to Michelle Dixon or Tom Reault at the Office of School Facilities, at (860) 713-6480.

Examples of Eligible Projects:

C.G.S. Section 10-265h, which is included in this package, dictates the types of projects eligible for grant funding. These dollars are targeted for the types of repair and replacement work and other general improvements not covered by the existing school construction grants program.

Eligible improvement projects include:

- 1) Replacing windows and doors,
- 2) Replacing boilers and other heating and ventilation components,
- 3) Replacing internal communication and technology systems,
- 4) Replacing lockers,
- 5) Replacing cafeteria equipment,
- 6) Upgrading and replacing ceiling and floor coverings,
- 7) Upgrading restrooms, including new fixtures and water fountains and related water supplies and drainage,
- 8) Upgrading or replacing lighting fixtures, including energy efficient measures,
- 9) Upgrading entryways, driveways, parking areas, play areas and athletic fields,
- 10) Upgrading equipment,
- 11) Installing or upgrading security systems, including but not limited to video surveillance devices and fencing, and
- 12) Other similar work approved by the **Commissioner of Administrative Services.**

Ineligible projects include:

- 1) Routine building maintenance and maintenance supplies,
- 2) Cleaning, and
- 3) Salaries of in-house maintenance staff and other school staff.

Note: Direct labor charges for overtime, or newly hired staff, to work exclusively on specific eligible projects with the **prior approval of the Department may be permitted.** Questions about a project's eligibility under Chapter 173 should be directed to Michelle Dixon or Tom Reault of the Office of School Facilities, at (860) 713-6480.

Eligible Districts:

Ansonia	Hartford	Norwich
Bloomfield	Killingly	Putnam
Bridgeport	Manchester	Stamford
Bristol	Meriden	Vernon
Danbury	Middletown	Waterbury
Derby	Naugatuck	West Haven
East Hartford	New Britain	Winchester
East Haven	New Haven	Windham
East Windsor	New London	Windsor
Hamden	Norwalk	Windsor Locks

Management of the Program:

The grantee has complete management control of this grant. While DAS staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

Deadline for Applications:

For administrative purposes, applications shall be filed prior to the three periods of review: October 30, 2015; January 29, 2016; and March 31, 2016. Consideration for grant commitment will occur within 30 days of submittal for each period. Only applications with the original signatures will be accepted as timely filed. Preference in approving applications and awarding grants will be given to those applicants that submit complete application packages, including a life-cycle stewardship plan, on time. An approved life-cycle cost analysis worksheet, [Life Cycle Cost Analysis Determination Request](#) (Form 3020), may satisfy the life-cycle stewardship plan requirement. All funds are available for 2015 and 2016 fiscal years, however, all funds are to be spent by June 30, 2017.

A complete application consists of a) one signed copy of the Program Proposal; b) one signed District Certification; and c) one Project Description Form for **each facility**.

The mailing address is:

Department of Administrative Services
Office of School Facilities
165 Capitol Avenue
Room 437
Hartford, CT 06106

Questions regarding the application process should be directed to Michelle Dixon or Tom Reault, Office of School Facilities, at (860) 713-6480.

Applicants should not ask for approval of projects expressly denied in the statutory language to include school construction. Artificial Turf is an example of an item that is not an allowable expense. Questions about the eligibility of a project not clearly excluded should be referred to Michelle Dixon. When a clear determination cannot be made quickly, you will be instructed to include the project in your application rather than delay submitting the entire application package.

Once a formal determination is made, your application can be amended as necessary. We recommend that in applying for one or more projects with questionable eligibility, you also submit alternate work that is clearly eligible. In the event your first choice is deemed unacceptable, you will already have an approved alternate in place. Be sure that any projects intended as alternates are clearly labeled as such.

FUNDING IS CONTINGENT UPON APPROVAL OF THE BOND COMMISSION.

Review and Approval:

The Department of Administrative Services expects that complete applications received by October 30, 2015; January 29, 2016; and March 31, 2016 will be reviewed, negotiated and accepted, with modifications if necessary, within 30 days of receipt. Funding of grants shall be awarded as identified in the chart titled: **Alliance District Grants by Student Population**.

This is a two-year grant cycle for expenditure purposes with an annual expenditure report and final expenditure report required for each project. Reports are due June 30, 2016, and June 30, 2017, for final report, or upon completion of the project.

CONNECTICUT GENERAL STATUTES SECTION 10-265h
Grants for General Improvements to Alliance School Buildings

(a) The Commissioner of Administrative Services, in consultation with the Commissioner of Education, shall establish, within available bond authorizations, a grant program to assist alliance districts, as defined in section 10-262u, in paying for general improvements to school buildings. For purposes of this section "general improvements to school buildings" means work that (1) is generally not eligible for reimbursement pursuant to chapter 173, and (2) is to (A) replace windows, doors, boilers and other heating and ventilation system components, internal communications and technology systems, lockers, floors, cafeteria equipment and ceilings, including the installation of new drop ceilings, (B) upgrade restrooms including the replacement of fixtures and related water supplies and drainage, (C) upgrade and replace lighting, including energy efficient upgrades to lighting systems and controls to increase efficiency, and reduce consumption levels and cost, (D) upgrade entryways, driveways, parking areas, play areas and athletic fields, (E) upgrade equipment, (F) repair roofs, including the installation of energy efficient fixtures and systems and environmental enhancements, or (G) install or upgrade security equipment that is consistent with the school safety infrastructure standards, developed by the School Safety Infrastructure Council pursuant to section 10-292r, including, but not limited to, video surveillance devices and fencing, provided "general improvements to school buildings" may include work not specified in this subdivision if the alliance district provides justification for such work acceptable to the Commissioner of Administrative Services, but shall not include routine maintenance such as painting, cleaning, equipment repair or other minor repairs or work done at the administrative facilities of a board of education.

(b) Eligibility for grants pursuant to this section shall be determined for a five-year period based on a school district's designation as an alliance district in the initial year of designation as an alliance district. Grant awards shall be made annually contingent upon the filing of an application and a satisfactory annual evaluation. Priority shall be given to an alliance district that includes a life-cycle stewardship plan with such alliance district's application. The life-cycle stewardship plan shall describe the investments and other efforts that have been and will be made by the alliance district to extend the life cycle of its facilities and equipment. Alliance districts shall apply for grants pursuant to this section at such time and in such manner as the commissioner prescribes. Grant awards made to an alliance district that is one of the alliance districts with the five largest populations, based on the 2010 federal census, shall be in an amount equal to or greater than two million dollars.

(c) No funds received by an alliance district pursuant to this section shall be used to supplant local matching requirements for federal or state funding otherwise received by such alliance district for improvements to school buildings.

(d) Each alliance district that receives funds pursuant to this section shall file expenditure reports with the Department of Administrative Services as requested by the Commissioner of Administrative Services. Each alliance district shall refund (1) any unexpended amounts at the close of the project for which the grants are awarded and (2) any amounts not expended in accordance with the approved grant application.

(e) General improvements for which grants are awarded in any year shall be completed by the end of the succeeding fiscal year.

Capital Project List
Sorted By Fiscal Year

Seq	Name	Description	Fund / YE	Perform CYE	Cost	Alliance 16	Alliance 17	Pending 18	BOE 16	BOE 17	BOE 18	BOE BOND
1	All	Window and Door Numbering Signage	BOE 16	2016	\$ 10,000				\$ 10,000			
101	All	Stair / Sidewalk repair	BOE 16	2016	\$ 40,000				\$ 40,000			
102	All	Stair / Sidewalk repair	BOE 17	2017	\$ 40,000					\$ 40,000		
103	All	Stair / Sidewalk repair	BOE 18	2018	\$ 40,000						\$ 40,000	
2	Bennet	2 to 3 way valve conversion in Cone Gym	BOE 16	2016	\$ 16,500				\$ 16,500			
3	Bennet	Repairs and modifications to HVAC system per Retro-commissioning	BOE 16	2016	\$ 15,000				\$ 15,000			
4	Bennet	Replace failed exterior surface of Freezer	BOE 16	2016	\$ 6,500				\$ 6,500			
5	Bowers	Construct Student Drop Off area	BOE BOND	2018	\$ 195,000							\$ 195,000
6	Bowers	Library HVAC replacement	A17	2017	\$ 65,000		\$ 65,000					
7	Bowers	Paint Fascia and Soffit	A16	2016	\$ 35,000	\$ 35,000						
8	Bowers	Repipe sprinklers in PTA storage to extend below heating pipes	BOE 16	2016	\$ 9,000				\$ 9,000			
9	Bowers	Replace building sign on Henry Street side of building	BOE 16	2016	\$ 5,500				\$ 5,500			
10	Bowers	Replace Gym Air Handler	BOE 16	2017	\$ 25,000				\$ 25,000			
11	Bowers	Replace last set of metal restroom partitions	BOE 16	2016	\$ 4,750				\$ 4,750			
12	Bowers	Replace Stage Curtain	BOE 17	17	\$ 40,000					\$ 40,000		
13	Bowers	Sand & Refinish Gym Floor	BOE 16	2016	\$ 28,000				\$ 28,000			
105	Bowers	Replace Window Shades	A16	2016	\$ 25,000	\$ 25,000						
14	Buckley	Install A/C in Library	BOE 16	2016	\$ 35,000				\$ 35,000			
15	Buckley	Replace interior door hardware to rekey	BOE 18	2018	\$ 55,000						\$ 55,000	
16	Buckley	Replace Lockers (includes reserve for abatement)	A16	2016	\$ 25,000	\$ 25,000						
17	Buckley	Replace Lockers on upper level (includes reserve for abatement)	A16	2017	\$ 25,000	\$ 25,000						
18	Buckley	Sand and refinish Gym floor	BOE 17	2017	\$ 25,000					\$ 25,000		
19	Buckley	Sand selected interior doors - year 1 of 3	BOE 16	2016	\$ 5,000				\$ 5,000			
20	Buckley	Sand selected interior doors - year 2 of 3	BOE 17	2017	\$ 5,000					\$ 5,000		
21	Buckley	Sand selected interior doors - year 3 of 3	BOE 18	2018	\$ 5,000						\$ 5,000	

Capital Project List
Sorted By Fiscal Year

Seq	Name	Description	Fund / YE	Perform CYE	Cost	Alliance 16	Alliance 17	Pending 18	BOE 16	BOE 17	BOE 18	BOE BOND
22	Buckley	Upgrade interior finish 2 rooms	BOE 16	2016	\$ 50,000				\$ 50,000			
23	Buckley	Upgrade interior finish 20 rooms	A17	2017	\$ 400,000		\$ 400,000					
24	Buckley	Upgrade interior finish 20 rooms	A18	2018	\$ 400,000			\$ 400,000				
25	Central Office	Relocate Storage from Vault		2016								
26	High School	Bentley Wing HVAC replacement	A18	2018	\$ 60,000			\$ 60,000				
27	High School	Redesign Brookfield St entrance from Rotunda to IOH pool	BOE BOND	2017	\$ 175,000							\$ 175,000
28	High School	Replace A/C in Library	A16	2016	\$ 47,500	\$ 47,500						
29	High School	Replace A/C in Office	BOE 16	2016	\$ 20,000				\$ 20,000			
30	High School	Replace AHU in weight room	A18	2018	\$ 15,000			\$ 15,000				
31	High School	Replace basketball back stops operators, and frames (practice) in main gym	BOE 16	2016	\$ 45,000				\$ 45,000			
32	High School	Replace Burners on Boilers	BOE 17	2017	\$ 100,000					\$ 100,000		
33	High School	Replace dugouts for Baseball	BOE 17	2017	\$ 18,000					\$ 18,000		
34	High School	Replace dysfunctional AHU's servicing Gym	BOE 17	2017	\$ 37,500					\$ 37,500		
35	High School	Replace floor tile in 25 rooms and east halls to gym & pools - year 1 of 3	A16	2016	\$ 384,900	\$ 384,900						
36	High School	Replace lighting in 25 rooms - year 1 of 3	A16	2016	\$ 250,000	\$ 250,000						
37	High School	Replace lighting in 25 rooms - year 2 of 3	A17	2017	\$ 250,000		\$ 250,000					
38	High School	Replace lighting in 25 rooms - year 3 of 3	A18	2018	\$ 250,000			\$ 250,000				
39	High School	Replace lighting in weight room	A16	2016	\$ 22,000	\$ 22,000						
40	High School	Replace main pool heat	BOE 17	2017	\$ 45,000					\$ 45,000		
41	High School	Update G47 HVAC controls	A16	2016	\$ 27,500	\$ 27,500						
42	High School	Replace 2 tennis courts on West side	BOE Bond	2017	\$ 150,000							\$ 150,000
43	High School	Replace Brookfield St Parking Lot including lighting	BOE Bond	2018	\$ 300,000							\$ 300,000
44	High School	Replace East Middle Trpk Parking Lot	BOE Bond	2017	\$ 175,000							\$ 175,000
45	High School	Replace floor tile in 25 rooms and north & south halls to gym & pools - year 3 of 3	A18	2018	\$ 400,000			\$ 400,000				

Capital Project List
Sorted By Fiscal Year

Seq	Name	Description	Fund / YE	Perform CYE	Cost	Alliance 16	Alliance 17	Pending 18	BOE 16	BOE 17	BOE 18	BOE BOND
46	High School	Replace floor tile in 25 rooms and west halls to gym & pools - year 2 of 3	A17	2017	\$ 400,000		\$ 400,000					
47	High School	Replace gym partitions with roll up curtains	A16	2016	\$ 30,000	\$ 30,000						
48	High School	Replace wood stair to pool mechanical room with galvanized steel	A18	2018	\$ 40,000			\$ 40,000				
49	High School	Sand selected interior doors - year 1 of 3	BOE 16	2016	\$ 5,000				\$ 5,000			
50	High School	Sand selected interior doors - year 2 of 3	BOE 17	2017	\$ 5,000					\$ 5,000		
51	High School	Sand selected interior doors - year 3 of 3	BOE 18	2018	\$ 5,000						\$ 5,000	
52	Illing	Abate tile, replace ceiling and built in cabinetry in 15 rooms - year 1 of 3	A17	2017	\$ 365,000		\$ 365,000					
53	Illing	Abate tile, replace ceiling and built in cabinetry in 15 rooms - year 2 of 3	A18	2018	\$ 365,000			\$ 365,000				
54	Illing	Abate tile, replace ceiling and built in cabinetry in 15 rooms - year 3 of 3	A19	2019	\$ 365,000							
55	Illing	Install A/C in attendance Office	A16	2016	\$ 7,500	\$ 7,500						
56	Illing	Renovate Family Consumer Science	A16	2016	\$ 185,000	\$ 185,000						
57	Illing	Replace and expand parking lot and entrance sidewalk	BOE Bond	2017	\$ 1,650,000							\$ 1,650,000
58	Illing	Replace boilers with Condensing	A17	2018	\$ 250,000		\$ 250,000					
59	Illing	Replace hard ceilings in Boys and Girls Restrooms	BOE 17	2017	\$ 25,000					\$ 25,000		
60	Illing	Replace Main Office A/C	BOE 17	2017	\$ 7,500					\$ 7,500		
61	Illing	Replace RTU for guidance and adjoining office	BOE 17	2017	\$ 10,000					\$ 10,000		
62	Illing	Sand selected interior doors - year 1 of 3	BOE 16	2016	\$ 5,000				\$ 5,000			
63	Illing	Sand selected interior doors - year 2 of 3	BOE 17	2017	\$ 5,000					\$ 5,000		
64	Illing	Sand selected interior doors - year 3 of 3	BOE 18	2018	\$ 3,500						\$ 3,500	
65	Keeney	Abate floor tile in 6 rooms	A18	2018	\$ 95,000			\$ 95,000				
66	Keeney	Abate floor tile in 7 rooms and 2 halls Year 1 of 3	A16	2016	\$ 225,000	\$ 225,000						

Capital Project List
Sorted By Fiscal Year

Seq	Name	Description	Fund / YE	Perform CYE	Cost	Alliance 16	Alliance 17	Pending 18	BOE 16	BOE 17	BOE 18	BOE BOND
67	Keeney	Abate floor tile in 6 rooms and east hall - Year 2 of 3	A17	2017	\$ 295,000		\$ 295,000					
68	Keeney	Air Condition 6 rooms in east wing	A18	2018	\$ 85,000			\$ 85,000				
69	Keeney	Crack fill asphalt	BOE Bond	2016	\$ 6,000							\$ 6,000
70	Keeney	Install partition on stage to make stage music space	A16	2016	\$ 65,000	\$ 65,000						
71	Keeney	Modify access drives and add parking	BOE Bond	2017	\$ 55,000							\$ 55,000
72	Keeney	Relocate gas meter to exterior of building	BOE 16	2016	\$ 5,800				\$ 5,800			
73	Keeney	Replace Boiler Room Water Pumps	BOE 17	2017	\$ 20,000					\$ 20,000		
74	Keeney	Replace built in cabinetry in 4 rooms - year 1 of 3	A16	2016	\$ 47,000	\$ 47,000						
75	Keeney	Replace built in cabinetry in 6 rooms - year 2 of 3	BOE 17	2017	\$ 69,000					\$ 69,000		
76	Keeney	Replace built in cabinetry in 6 rooms - year 3 of 3	A18	2018	\$ 69,000			\$ 69,000				
77	Keeney	Replace exterior doors	BOE 16	2016	\$ 36,000				\$ 36,000			
78	Keeney	Replace hardware on interior doors to rekey	BOE 18	2018	\$ 27,500						\$ 27,500	
79	Keeney	Replace HVAC in Café	BOE 17	2018	\$ 22,000					\$ 22,000		
80	Keeney	Replace lighting in gym	BOE 18	2018	\$ 18,500						\$ 18,500	
81	Keeney	Sand selected interior doors - year 1 of 3	BOE 16	2016	\$ 5,000				\$ 5,000			
82	Keeney	Sand selected interior doors - year 2 of 3	BOE 17	2017	\$ 5,000					\$ 5,000		
83	Keeney	Sand selected interior doors - year 3 of 3	BOE 18	2018	\$ 5,000						\$ 5,000	
84	Keeney	Separate rooms in east wing with hard walls	A18	2019	\$ 125,000			\$ 125,000				
85	Martin	Install lift to stage (converting music storage space)	A16	2016	\$ 55,000	\$ 55,000						
86	Martin	Relocate softball field to the south and replace back-stop & fencing	BOE 18	2018	\$ 42,000						\$ 42,000	

Capital Project List
Sorted By Fiscal Year

Seq	Name	Description	Fund / YE	Perform CYE	Cost	Alliance 16	Alliance 17	Pending 18	BOE 16	BOE 17	BOE 18	BOE BOND
87	Martin	Repair & Crack fill asphalt	BOE Bond	2016	\$ 80,000							\$ 80,000
88	Martin	Replace selected exterior doors	A16	2016	\$ 8,000	\$ 8,000						
89	MRA	Install ceiling in room 116	A16	2016	\$ 11,500	\$ 11,500						
90	MRA	Repave Parking lot	BOE BOND	2017	\$ 175,000							\$ 175,000
91	MRA	Replace dysfunctional Kitchen Make-Up Air Unit	BOE 16	2016	\$ 13,500				\$ 13,500			
92	MRA	Replace Roof	BOE 17	2017	\$ 85,000					\$ 85,000		
93	Pre School	Convert Controls to Alerton	A16	2016	\$ 55,000	\$ 55,000						
94	Pre School	Replace Hydronic Pumps on Heating System	BOE 16	2016	\$ 16,000				\$ 16,000			
95	Robertson	Replace Rotted Exterior Doors	BOE 16	2016	\$ 12,500				\$ 12,500			
96	Verplanck	Install A/C in Asst Principal's office	BOE 16	2016	\$ 6,800				\$ 6,800			
104	Verplanck	Replace rotted exterior doors	BOE 16	2016	\$ 10,000				\$ 10,000			
97	Waddell	Crack fill asphalt Windermere lot	BOE Bond	2017	\$ 5,000							\$ 5,000
98	Washington	Abate Asbestos in Café, Kitchen and various rooms	A16	2016	\$ 125,000	\$ 125,000						
99	Washington	Repair openings in masonry panels below roof	A16	2016	\$ 18,000	\$ 18,000						
100	Washington	Replace carpet in selected areas of Rec Center portion of Building	A16	2016	\$ 25,000	\$ 25,000						
		Total Projects			\$ 10,155,250	\$ 1,698,900	\$ 2,025,000	\$ 1,904,000	\$ 430,850	\$ 564,000	\$ 201,500	\$ 2,966,000

Bond Funded Capital Site Projects

Seq	Name	Description	Funding YE	Perform CYE	Cost	Perform in 2016	Perform in 2017	Perform in 2018
5	Bowers	Construct Student Drop Off area	2017	2018	\$ 195,000			\$195,000
27	High School	Redesign Brookfield St entrance from Rotunda to IOH pool	2017	2017	\$ 175,000		\$ 175,000	
42	High School	Replace 2 tennis courts on West side	2017	2017	\$ 150,000		\$ 150,000	
43	High School	Replace Brookfield St Parking Lot including lighting	2017	2018	\$ 300,000			\$300,000
44	High School	Replace East Middle Trpk Parking Lot	2017	2017	\$ 175,000		\$ 175,000	
57	Illing	Replace and expand parking lot and entrance sidewalk	2017	2017	\$1,650,000		\$ 1,650,000	
69	Keeney	Crack fill asphalt	2016	2016	\$ 6,000	\$ 6,000		
71	Keeney	Modify access drives and add parking	2017	2017	\$ 55,000		\$ 55,000	
87	Martin	Add Hcap Stalls, Repair & Crack fill asphalt	2016	2016	\$ 80,000	\$ 80,000		
90	MRA	Repave Parking lot	2017	2017	\$ 175,000		\$ 175,000	
97	Waddell	Crack fill asphalt Windermere lot	2017	2017	\$ 5,000		\$ 5,000	
					\$2,966,000	\$ 86,000	\$ 2,385,000	\$495,000



F-2

Humanities & STEAM Update

Presented by Diane Sheehan-Burns & Santosha Oliver,
Ph.D.

Mission

Manchester Public Schools will engage all students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be lifelong learners and contributing members of society.



Instructional Framework for Elementary Teaching and Learning

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Introduction

Mission Statement

Literacy & Mathematics Instruction

Workshop Model

Workshop Look-Fors

Mini Lessons

Small Group Instruction

Independent Practice

Conferencing

Common Language in the Workshop Model

Instructional Resources

Sample Schedules



Workshop Model

Sharing & closing
5 - 10 minutes



Mini Lesson
10 minutes



Independent Work Time



40 minutes

ELA and Math Workshop

FRAMEWORK

Mini Lesson

Introduce or reinforce big ideas with standards based lessons.

Small Group Instruction (Guided Math/Guided Reading/Strategy Groups)

Learning Centers/Conferencing/Independent Practice

Target instruction and purposeful practice

Share

Summarize big ideas and reinforce take - aways.



Elements of Math Workshop

Component	Time Frame	Purpose
Introduction: Math Energizers	5-10 Minutes	Problem Solving, Review, Practice & Fluency
Introduction: Mini-Lesson	10-15 Minutes	Introduce or Reinforce Big Ideas with Standards-Based Lesson
Activities: Guided Math Group/ Learning Centers	10-15 Minutes (1-3 rotations)	Targeted instruction and purposeful practice
Closure: Share Out	10 Minutes	Summarize Big Ideas & Reinforce Mathematical Takeaways
Total Time	Approximately 60 Minutes	



Math Centers



ELA Workshop

Components	K-3	4/5
Interactive Read Aloud	15 minutes (daily)	15 minutes (daily)
Reading Workshop	60 minutes (daily)	60 minutes (daily)
Word Study	15 minutes (# of days may vary)	15 minutes (# of days may vary)
Shared Reading	15 minutes (# of days may vary)	15 minutes (# of days may vary)
Writing Workshop	60 minutes (daily)	60 minutes (daily)



Independent Reading





Curriculum

Teachers access curriculum through Unit Planner, our software platform that houses all MPS curriculum documents.



Unit Planner

 Unit Planner Manchester Public Schools 

[Close Unit](#)

Understanding By Design	STAGE 1: Desired Results	STAGE 2: Assessments	STAGE 3: Learning Plan
Additional Information	Overview	Key Understandings	End-of-unit
	Activities	Resources / Reflection	

Math - Grade K: Unit 2 - Numbers 0-10

* denotes required field

Unit Name / Topic *	Math - Grade K: Unit 2 - Numbers 0-10
Subject(s)	Mathematics
Grade(s)	K
Author	Heather Elsingher
Team	Santosha Oliver Lisa Miner Lesley Sherman
Duration	40 Day(s)
Interdisciplinary Approach(es)	STEM
Course(s)	ELEM-MA-Mathematics - Grade K

Unit Focus

Briefly describe what your unit is about.

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics. In this unit of study, students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of less sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

The Standards for Mathematical Practice should also be addressed in this unit. The Standards for Mathematical Practices describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

Prior Learnings / Connections

Mathematical standards and practices are interwoven and should be addressed throughout the year in order to emphasize the natural connections that exist among mathematical topics.

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Unit Overview



Stage 1 Desired Results

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Close Unit

Understanding by Design	STAGE 1: Desired Results	STAGE 2: Assessments	STAGE 3: Learning Plan
Additional Information	Objectives	Key Understandings	Evidence
	Activities	Resources / Reflection	

Math - Grade K: Unit 2 - Numbers 0-10

Established Goals
What Content Standards, Department, School and/or District related goal(s) will this unit address?

Standards

Code	Standard
Common Core Standards	
Mathematics : K	
Classify objects and count the number of objects in each category.	
CCSS.MATH.CONTENT.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Compare numbers.	
CCSS.MATH.CONTENT.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
CCSS.MATH.CONTENT.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
Count to tell the number of objects.	
CCSS.MATH.CONTENT.K.CC.B.5	Count to answer how many? questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Know number names and the count sequence.	
CCSS.MATH.CONTENT.K.CC.A.1	Count to 100 by ones and by tens.
CCSS.MATH.CONTENT.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
CCSS.MATH.CONTENT.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Understand the relationship between numbers and quantities; connect counting to cardinality.	
CCSS.MATH.CONTENT.K.CC.B.4.C	Understand that each successive number name refers to a quantity that is one larger.
CCSS.MATH.CONTENT.K.CC.B.4B	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
CCSS.MATH.CONTENT.K.CC.B.4.A	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Other Goals
Include department, school and/or district goals here to help you address you established goals

Code	Goal
Habits of Mind	
HOM1	Persisting - Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Long-term Transfer Goal(s)

Code	Transfer
T1	Students will be able to independently use their learning to interpret and persevere in solving mathematical problems using strategic thinking and expressing answers with a degree of precision appropriate for the problem context.
T2	Students will be able to independently use their learning to express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.



Stage 1 Desired Results

Understandings

What specifically do you want students to understand? What inferences should they make?

Code	Understanding
U1	Numbers can be used to represent quantities
U2	Counting tells how many there are in a group regardless of their arrangement
U3	The last number said when counting tells the total number of objects counted
U4	Objects can be counted and sorted

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer?

Code	Essential Question
Q1	Why do we count?
Q2	How are numerals used?
Q3	How can we compare 2 quantities?
Q4	How can we classify and count data?

Knowledge

What facts and basic concepts should students know and be able to recall?

Code	Knowledge
K1	Counting (by ones) and cardinality
K2	1 to 1 correspondence
K3	Number comparisons (0 to 10) - Greater than, Less than, Equal to
K4	Written numerals zero to 10
K5	Vocabulary/Terms: <ul style="list-style-type: none"> count counting numbers zero (0) one (1) two (2) three (3) four (4) five (5) six (6) seven (7) eight (8) nine (9) ten (10) more than less than equal to more less less than equal greater than bigger smaller model same number as order whole part none category chart classify tally mark

Skills

What discrete skills and processes should students be able to use?

Code	Skill
S1	Counting to 10 orally
S2	Counting using 1 to 1 correspondence
S3	Counting up to 10 objects in a variety of configurations (circle, array, line)
S4	Matching objects in a set to a written numeral.
S5	Identifying numbers and quantities
S6	Reading numbers 0-10
S7	Comparing 2 numbers (1-10) as written numbers
S8	Producing a written list of numbers 0-10



Stage 2 Assessment

Activities Resources & Reflection

Math - Grade K: Unit 2 - Numbers 0-10

Performance Task(s)
How will students demonstrate their understanding (meaning-making and transfer) through complex performance?
* Indicates common assessment of learning

Coding	Code	Assessment Information
	PT1	<p>Name enVision Math Today's Challenge (Optional)</p> <p>Assessment Evidence Today's Challenge includes sets of five problems that use the same data. You may introduce them over five days during a topic. The problems increase in difficulty within each set. Before using Today's Challenge, read the accompanying Teacher's Guide. It includes notes and suggests teaching actions for before, during, and after each activity. Today's Challenge drives students to apply their knowledge to complex tasks and write their own problem (DIY).</p>
	PT2	<p>Name enVision Math & Science Activity (Optional)</p> <p>Assessment Evidence Each topic includes a science-themed Topic Opener related to the Desired Results in Stage 1. The Math and Science Activity provides an opportunity for students to apply their learning to various problems, situations and contexts. Students may explore this theme during several activities throughout the topic to establish real-world contexts and purposes.</p>

Other Evidence
What other evidence will you collect to determine whether Stage 1 goals were achieved?

Coding	Code	Assessment Information
	OE1	<p>Name Unit 2 Assessment</p> <p>Assessment Evidence Resources</p> <ul style="list-style-type: none"> Unit 2 - Recording Sheet - Blank Number Grid for Unit 2 - Unit 2 - Assessment Resources - Unit 2 - Assessment Directions -
	OE2	<p>Name enVision Math 2.0 Assessments (Optional)</p> <p>Assessment Evidence enVision Math 2.0 offers ongoing assessment, diagnosis, and intervention resources. Formative assessments are interwoven at the lesson and topic levels. Each lesson includes daily, data-driven differentiated instruction that allows you to respond to your students' individual needs. Additional assessment evidence may include benchmark assessments, topic assessments, quick checks, tasks, observations, etc. Teachers may also create customized assessments in enVision.</p>

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Stage 3 Learning Plan

Math - Grade K: Unit 2 - Numbers 0-10

Pre-Assessment

What pre-assessments will you use to check student's prior knowledge, skill levels and potential misconceptions?
Kindergarten District Benchmark Assessment (Optional)

Learning Plan

While detailed lesson plans are not expected here, you should include sufficient information so that another teacher who is familiar with the unit's content could understand and follow the basic learning plan. That means not just stating WHAT learners will do but WHY the event is proposed - its purpose.

Optional: Code your learning activities to their alignment with Stage 1 elements.

Coding	Code	Learning Activity Information
	LE1	<p>enVisionMATH® 2.0 employs a three-part lesson structure that consists of Problem-Based Learning, the Visual Learning Bridge, and Assess and Differentiate. Each topic features one or more Big Ideas. The Big Ideas connect the Essential Understandings and Objective(s) that each lesson feature. As you plan your lesson, refer to these concepts as the foundational ideas that drive your instruction, focus your lessons, and direct your students' learning.</p> <p>Unit 2: Numbers 0-10-enVision Math 2.0 Correlation</p> <p>Topic 1- Numbers 0-5 Topic 2 - Compare Numbers 0-5 Topic 3 - Numbers 6-10 Topic 4 - Compare Numbers 0-10 Topic 5- Classify & Count Data</p>
	LE2	<p>Weekly Learning Plan</p> <p>Throughout this Unit: Continue counting routines, calendar routines, Math Talks, etc that began in the Launch Unit (Unit 1)</p> <p>Weeks 1 & 2:</p> <ul style="list-style-type: none"> Focus on Numbers 1, 2, 3, 4, 5- enVision Math 2.0 Topic 1: Lessons 1-6 Teach the Number 0- enVision Math 2.0 Topic 1: Lessons 7 & 8 <p>Weeks 3 & 4:</p> <ul style="list-style-type: none"> Compare Numbers 0-5: enVision Math 2.0 Topic 1: Lessons 9 & 10 Compare Numbers 0-5; Teach: equal, less than, greater than, Compare by Counting -enVisions 2.0 Topic 2: Lessons 1-5 Mathematical Practices- enVision Math 2.0 Topic 1: Lesson 11 (Constructing Arguments) & Topic 2: Lesson 6 (Model with Math) <p>Week 5:</p> <ul style="list-style-type: none"> Focus on Numbers 6, 7, 8, 9, 10- enVision Math 2.0 Topic 3: Lessons 1-6 Practice Counting 1-10 in a variety of configurations <p>Weeks 6 & 7:</p> <ul style="list-style-type: none"> Compare Numbers 0-10-enVision Math 2.0 Topic 4: Lessons 1-5 Ways to Make 10 -enVision Math 2.0 Topic 3: Lesson 7 <p>Week 8</p> <ul style="list-style-type: none"> Count, Sort and Classify Data-enVision Math 2.0 Topic 5: Lessons 1-4
	LE3	<p>Manipulatives/Materials</p> <ul style="list-style-type: none"> Ten frame-individual students/large class model Manipulatives for counting Number cards Dice Number spinners Rekenrek Vocabulary Cards (envisions 2.0) Centers (envisions 2.0) Activities in Resources



Unit Resources

Math - Grade K: Unit 2 - Numbers 0-10

Resources

Included here might be student booklets, sites, hand-outs, overheads and so on that make teaching the unit possible.

No.	Name	LE(s)	Description	Files/Links
RES1	Math Work Stations: Independent Learning You Can Count On, K-2 by Debbie Diller		Teacher Resource	
RES2	Unit 2 - Recording Sheet			https://docs.google.com/a/mpspride.org/document/d/18cd6hjmFz6nWLWn2majqmFh1d6YCICKp2PidA0H2v4o/edit?usp=sharing
RES3	Blank Number Grid for Unit 2			https://docs.google.com/a/mpspride.org/document/d/1V6I11pcQWWxmFz3U6mPXaPDUixAtcJgSdIX3pcgDhcw/edit?usp=sharing
RES4	Unit 2 - Assessment Resources			https://drive.google.com/a/mpspride.org/file/d/0B6yqp2quUBXKQXRDUtVxV3FjQU0/view?usp=sharing
RES5	Number Talk: Helping Children Build Mental Math and Computation Strategies, Sherry Parrish		Teacher Resource	
RES6	Unit 2 - Assessment Directions			https://docs.google.com/a/mpspride.org/document/d/1t9E1su18mGbNpOF_4h7g_r-zRHyV-4886a24DAQ2kb0/edit?usp=sharing
RES7	Teaching Student Centered Math K-3 by John A. Van de Walle		Teacher Resource	
RES8	Guided Math In Action K-5 by Dr. Nicki Newton		Teacher Resource	
RES9	Developing Number Concepts: Book 1 by Kathy Richardson		Teacher Resource - All documents are stored in Google Folder (1-2, 1-6, 1-7, 1-8, 1-16, 1-20, 1-25, 1-38, 1-39) and other CENTERS/ACTIVITIES.	https://drive.google.com/a/mpspride.org/folderview?id=0B6yqp2quUBXKfMMSOWRja2JQcFNGeEVVLXR5ekZBeDfZExzWTA1UGlIRXpud2ZxVlc1RE0&usp=sharing
RES10	Scholastic Math Reads Kit - Book List		List of all books from Scholastic Math Reads Kit for Unit 2	https://docs.google.com/a/mpspride.org/document/d/1YOXp2cr7ivP5R7fwJ2Ec_nVMyc5H5z_-gFOBifR75Q/edit?usp=sharing
RES11	Kindergarten Resources		Google Folder	https://drive.google.com/a/mpspride.org/folderview?id=0B6yqp2quUBXKS0I6bEdmRkp5Mms&usp=sharing

Comments

Add any additional comments or notes to your Unit Plan

Comment

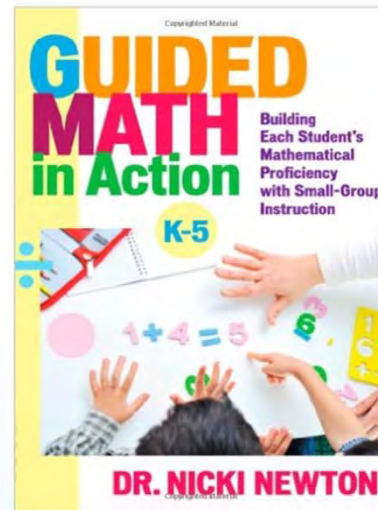
No comments

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CURRICULUM RESOURCES





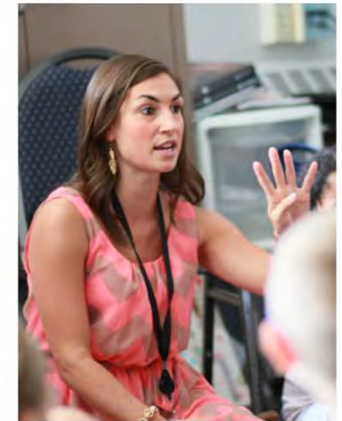
STEM SPECIALISTS



Verplanck: Cindy Woods (left) and Colleen Deacon



Robertson:
Laurie Gardner



Waddell: Danielle Brodeur



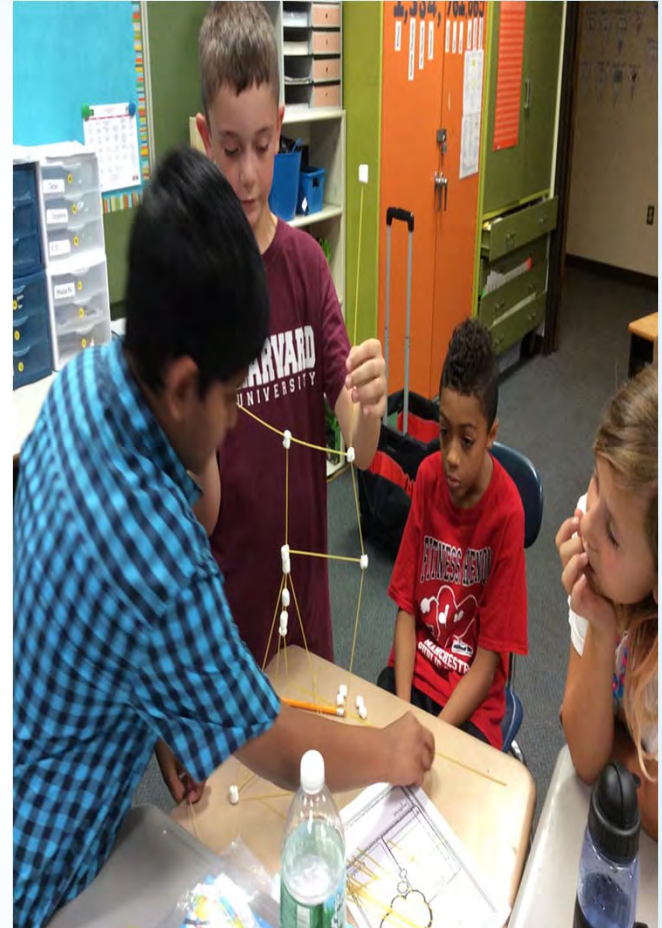
Bowers: Bill McDougal



Buckley: Chanel Curtin
(left) and Sarah Patrylak



STEM ACTIVITIES



QUESTIONS



RESOURCES

- Newton, N. (2016). Math Workshop in Action. Routledge: New York, NY.
- Van de Walle, J., Karp, K. & Bay-Williams, J. (2011). Elementary and middle school mathematics: Teaching developmentally. Pearson: New York.
- Sammons, L. (2010). Guided Math: A Framework for Mathematics Instruction. Shell Education: Huntington Beach, CA.
- Diller, D. (2010). Math work stations: Independent Learning You Can Count On, K-2. Stenhouse: Portland, ME.



UNIT OVERVIEW

GENERAL INFORMATION

Terms:		Duration:	40.0 Day(s)	Start Date:		Finish Date:	
Subjects:	Mathematics	Interdisciplinary Approaches:	STEM			Courses:	ELEM-MA-Mathematics - Grade K
Year Level(s):	K			Unit No.	MPSDC-023682		
Author:	Heather Elsinger			Teaching Team:	Santosha Oliver, Lisa Miner, Lesley Sherman		

UNIT FOCUS

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics. In this unit of study, students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of less sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. The Standards for Mathematical Practice should also be addressed in this unit. The Standards for Mathematical Practices describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

PRIOR LEARNINGS / CONNECTIONS

Mathematical standards and practices are interwoven and should be addressed throughout the year in order to emphasize the natural connections that exist among mathematical topics.

ADDITIONAL INFORMATION

RESOURCES

No.	Description	Files / Links
RES1	Math Work Stations: Independent Learning You Can Count On, K-2 by Debbie Diller - Teacher Resource	
RES2	Unit 2 - Recording Sheet -	https://docs.google.com/a/mpspride.org/document/d/18cd6hjmFz6nWLWn2maJqmFh1d6YClCkp2PldA0H2v4o/edit?usp=sharing (link)
RES3	Blank Number Grid for Unit 2 -	https://docs.google.com/a/mpspride.org/document/d/1V6ll1pcQWWxmFz3U6mPXaPDUixAtcJgSdIX3pcgDhcw/edit?usp=sharing (link)
RES4	Unit 2 - Assessment Resources -	https://drive.google.com/a/mpspride.org/file/d/0B6yqp2quUBXKQXRDUtvxV3FjQU0/view?usp=sharing (link)
RES5	Number Talk: Helping Children Build Mental Math and Computation Strategies, Sherry Parrish - Teacher Resource	
RES6	Unit 2 - Assessment Directions -	https://docs.google.com/a/mpspride.org/document/d/1t9E1su18mGbNpOF_4h7g_r-zRHvV-4886a24DAQ2kb0/edit?usp=sharing (link)

RES7	Teaching Student Centered Math K-3 by John A. Van de Walle - Teacher Resource	
RES8	Guided Math In Action K-5 by Dr. Nicki Newton - Teacher Resource	
RES9	Developing Number Concepts: Book 1 by Kathy Richardson - Teacher Resource - All documents are stored in Google Folder (1-2, 1-6, 1-7, 1-8, 1-16, 1-20, 1-25, 1-38, 1-39) and other CENTERS/ACTIVITIES.	https://drive.google.com/a/mpspride.org/folderview?id=0B6yqp2quUBXKfmM5OWRja2JQcFNGeEVVLXR5ekZBeDZfZExzWTA1UGIIRXpud2ZxVlc1RE0&usp=sharing (link)
RES10	Scholastic Math Reads Kit - Book List - List of all books from Scholastic Math Reads Kit for Unit 2	https://docs.google.com/a/mpspride.org/document/d/1YOXp2cr7ivP5R7fwJ2Ec_nVMyc5H5z_-_gfOBifR75Q/edit?usp=sharing (link)
RES11	Kindergarten Resources - Google Folder	https://drive.google.com/a/mpspride.org/folderview?id=0B6yqp2quUBXKS0l6bEdmRkp5Mms&usp=sharing (link)
COMMENTS / NOTES		

STAGE 1: DESIRED RESULTS - KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER				
Curriculum Common Core Standards <i>Mathematics : K</i> 920160 Counting & Cardinality 920165 Count to tell the number of objects. CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> CCSS.MATH.CONTENT.K.CC.B.4B Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. CCSS.MATH.CONTENT.K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger. CCSS.MATH.CONTENT.K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. CCSS.MATH.CONTENT.K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. 920171 Compare numbers. <ul style="list-style-type: none"> CCSS.MATH.CONTENT.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. CCSS.MATH.CONTENT.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. 920161 Know number names and the count sequence.	<i>Students will be able to independently use their learning to ...</i> T1 Students will be able to independently use their learning to interpret and persevere in solving mathematical problems using strategic thinking and expressing answers with a degree of precision appropriate for the problem context. T2 Students will be able to independently use their learning to express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.				
	MEANING				
	<table> <tr> <th>UNDERSTANDINGS</th><th>ESSENTIAL QUESTIONS</th></tr> <tr> <td> <i>Students will understand that ...</i> U1 Numbers can be used to represent quantities U2 Counting tells how many there are in a group regardless of their arrangement U3 The last number said when counting tells the total number of objects counted U4 Objects can be counted and sorted </td><td> <i>Students will keep considering ...</i> Q1 Why do we count? Q2 How are numerals used? Q3 How can we compare 2 quantities? Q4 How can we classify and count data? </td></tr> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will understand that ...</i> U1 Numbers can be used to represent quantities U2 Counting tells how many there are in a group regardless of their arrangement U3 The last number said when counting tells the total number of objects counted U4 Objects can be counted and sorted	<i>Students will keep considering ...</i> Q1 Why do we count? Q2 How are numerals used? Q3 How can we compare 2 quantities? Q4 How can we classify and count data?
UNDERSTANDINGS	ESSENTIAL QUESTIONS				
<i>Students will understand that ...</i> U1 Numbers can be used to represent quantities U2 Counting tells how many there are in a group regardless of their arrangement U3 The last number said when counting tells the total number of objects counted U4 Objects can be counted and sorted	<i>Students will keep considering ...</i> Q1 Why do we count? Q2 How are numerals used? Q3 How can we compare 2 quantities? Q4 How can we classify and count data?				
	ACQUISITION OF KNOWLEDGE AND SKILL				
	<table> <tr> <th>KNOWLEDGE</th><th>SKILLS</th></tr> <tr> <td> <i>Students will know ...</i> K1 Counting (by ones) and cardinality K2 1 to 1 correspondence K3 Number comparisons (0 to 10) - Greater than, Less than, Equal to K4 </td><td> <i>Students will be skilled at ...</i> S1 Counting to 10 orally S2 Counting using 1 to 1 correspondence S3 Counting up to 10 objects in a variety of configurations (circle, array, line) S4 </td></tr> </table>	KNOWLEDGE	SKILLS	<i>Students will know ...</i> K1 Counting (by ones) and cardinality K2 1 to 1 correspondence K3 Number comparisons (0 to 10) - Greater than, Less than, Equal to K4	<i>Students will be skilled at ...</i> S1 Counting to 10 orally S2 Counting using 1 to 1 correspondence S3 Counting up to 10 objects in a variety of configurations (circle, array, line) S4
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<ul style="list-style-type: none"> • CCSS.MATH.CONTENT.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • CCSS.MATH.CONTENT.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). • CCSS.MATH.CONTENT.K.CC.A.1 Count to 100 by ones and by tens. <p>920184 Measurement & Data 920188 <i>Classify objects and count the number of objects in each category.</i></p> <ul style="list-style-type: none"> • CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <p>Other Goals Habits of Mind</p> <ul style="list-style-type: none"> • Persisting - Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up. 	<p>Written numerals zero to 10 K5 Vocabulary/Terms:</p> <ul style="list-style-type: none"> • count • counting • numbers • zero (0) • one (1) • two (2) • three (3) • four (4) • five (5) • six (6) • seven (7) • eight (8) • nine (9) • ten (10) • more than • less than • equal to • more • less • less than • equal • greater than • bigger • smaller 	<p>Matching objects in a set to a written numeral. S5 Identifying numbers and quantities S6 Reading numbers 0-10 S7 Comparing 2 numbers (1-10) as written numbers S8 Producing a written list of numbers 0-10</p>
--	---	---

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• model• same number as• order• whole• part• none• category• chart• classify• tally mark | |
|--|---|--|

STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
	PT1		<p>Name: enVision Math Today's Challenge (Optional)</p> <p>Details: Summative</p> <p>Assessment Evidence: Today's Challenge includes sets of five problems that use the same data. You may introduce them over five days during a topic. The problems increase in difficulty within each set. Before using Today's Challenge, read the accompanying Teacher's Guide. It includes notes and suggests teaching actions for before, during, and after each activity. Today's Challenge drives students to apply their knowledge to complex tasks and write their own problem (DIY).</p>
	PT2		<p>Name: enVision Math & Science Activity (Optional)</p> <p>Details: Summative</p> <p>Assessment Evidence: Each topic includes a science-themed Topic Opener related to the Desired Results in Stage 1. The Math and Science Activity provides an opportunity for students to apply their learning to various problems, situations and contexts. Students may explore this theme during several activities throughout the topic to establish real-world contexts and purposes.</p>

OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description
	OE1		<p>Name: Unit 2 Assessment</p> <p>Details: Summative</p> <p>Assessment Evidence:</p> <p>Resources</p> <ul style="list-style-type: none"> • Unit 2 - Recording Sheet - • Blank Number Grid for Unit 2 - • Unit 2 - Assessment Resources - • Unit 2 - Assessment Directions -

	OE2		<p>Name: enVision Math 2.0 Assessments (Optional)</p> <p>Details: Summative</p> <p>Assessment Evidence: enVision Math 2.0 offers ongoing assessment, diagnosis, and intervention resources. Formative assessments are interwoven at the lesson and topic levels. Each lesson includes daily, data-driven differentiated instruction that allows you to respond to your students' individual needs. Additional assessment evidence may include benchmark assessments, topic assessments, quick checks, tasks, observations, etc. Teachers may also create customized assessments in enVision.</p>

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Kindergarten District Benchmark Assessment (Optional)

Coding	Code	Description of Learning Activity	Extension / Modification
	LE1	<p>Activity: enVisionMATH® 2.0 employs a three-part lesson structure that consists of Problem-Based Learning, the Visual Learning Bridge, and Assess and Differentiate. Each topic features one or more Big Ideas. The Big Ideas connect the Essential Understandings and Objective(s) that each lesson feature. As you plan your lesson, refer to these concepts as the foundational ideas that drive your instruction, focus your lessons, and direct your students' learning.</p> <p><u>Unit 2: Numbers 0-10-enVision Math 2.0 Correlation</u></p> <p>Topic 1- Numbers 0-5 Topic 2 - Compare Numbers 0-5 Topic 3 - Numbers 6-10 Topic 4 - Compare Numbers 0-10 Topic 5- Classify & Count Data</p>	
	LE2	<p>Activity: <u>Weekly Learning Plan</u> Throughout this Unit: Continue counting routines, calendar routines, Math Talks, etc that began in the Launch Unit (Unit 1) Weeks 1 & 2:</p> <ul style="list-style-type: none"> • Focus on Numbers 1, 2, 3, 4, 5- enVision Math 2.0 Topic 1: Lessons 1-6 • Teach the Number 0- enVision Math 2.0 Topic 1: Lessons 7 & 8 <p>Weeks 3 & 4:</p> <ul style="list-style-type: none"> • Compare Numbers 0-5: enVision Math 2.0 Topic 1: Lessons 9 & 10 • Compare Numbers 0-5; Teach: equal, less than, greater than, Compare by Counting -enVisions 2.0 Topic 2: Lessons 1-5 • Mathematical Practices- enVision Math 2.0 Topic 1: Lesson 11 (Constructing Arguments) & Topic 2: Lesson 6 (Model with Math) <p>Week 5:</p> <ul style="list-style-type: none"> • Focus on Numbers 6, 7, 8, 9, 10- enVision Math 2.0 Topic 3: Lessons 1-6 • Practice Counting 1-10 in a variety of configurations 	

		<p>Weeks 6 & 7:</p> <ul style="list-style-type: none">• Compare Numbers 0-10-enVision Math 2.O Topic 4: Lessons 1-5• Ways to Make 10 -enVision Math 2.O Topic 3: Lesson 7 <p>Week 8</p> <ul style="list-style-type: none">• Count, Sort and Classify Data-enVision Math 2.O Topic 5: Lessons 1-4	
	LE3	<p>Activity: <u>Manipulatives/Materials</u></p> <ul style="list-style-type: none">• Ten frame-individual students/large class model• Manipulatives for counting• Number cards• Dice• Number spinners• Rekenrek• Vocabulary Cards (envisions 2.0)• Centers (envisions 2.0)• Activities in Resources	

STUDENTS AND PERSONNEL – 5131.6

SMOKING POLICY

General Statement

The Manchester Board of Education recognizes the many health hazards associated with smoking. It has long been established that smoking/vaping harm the health of those who smoke/vape. New studies and research have shown that the toxic fumes generated by second-hand smoke can cause heart damage to people who breathe them.

It shall be the policy of the Board of Education that no smoking, vaping, or other use of tobacco products be allowed on school property at any time or on any transportation provided by the Board of Education.

Further, it shall be the policy of the Board to provide all students in the district programs as directed by Sec. 10-19 of the CT General Statutes. It is expected that these programs will help students to become more aware of health hazards caused by smoking/vaping and better informed about the diseases related to smoking/vaping. In addition, it is also expected that these programs will aid students in developing constructive attitudes and help them make wise decisions about smoking.

Penalties for infractions of smoking regulations must be consistently administered by the school administration to both students and board employees. The administration is charged with enforcing this regulation. ~~as defined in student handbooks and employee contracts.~~

The administration will provide accurate up-to-date materials and resources for an effective and stimulating instructional program in this important health area. Programs for those students and staff members who may desire to terminate smoking are to be provided.

INSTRUCTION - 6000

~~The Purpose of Education in the Manchester Public Schools~~

~~Statement of Purpose~~

~~The purpose of education is in full partnership with the family and community to help each individual discover, develop and enjoy their own potential as a unique, rational, creative human being, able and willing to sustain personal well-being and to contribute to the well-being of others. At the same time, it is expected that each individual understands that his/her freedom to develop personal values and realize individual aspirations depends upon his/her discipline to respect the values, rights and aspirations of others as individuals and in society as a whole.~~

Adopted: September 10, 1973

Revised: November 9, 1987

MANCHESTER PUBLIC SCHOOLS

Mission Statement

The mission of the Manchester Public Schools is to engage all students in the highest 21st Century education from preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. **All students will be prepared to be life-long learners and contributing members of society.**

Instructional Mission of the Manchester Public Schools

Vision of the Manchester Public Schools

Three Areas of Focus for the Manchester Public Schools:

1. Outcomes and Opportunities for Students
2. Overall Quality of the School District
3. The School District's Relationship with the Community

1. Outcomes and Opportunities for Students:

Our vision is that all students in the Manchester Public Schools will:

- Arrive at kindergarten with developmentally appropriate social and academic readiness capabilities
- Achieve foundational skills in reading, writing and mathematics on grade level, by grade three.
- Meet high performance standards on local and State assessments.
- Demonstrate positive values and beliefs as evidenced by respect for peers and adults; a strong work ethic; a growth mindset; and kindness and caring for themselves and others.
- Make decisions that have positive results for themselves and others; manage their time effectively; advocate for themselves; embrace and value differences in all people; and assume responsibility for their own actions.
- Engage in critical and creative thinking to solve personal, social and academic problems; and actively pursue independent learning opportunities.
- Apply technology to analyze, evaluate, and synthesize the increasing volume of available information in a rapidly changing world
- Develop an appreciation of the performing and visual arts; participate and collaborate in all aspects of the arts commensurate with age, interests and talents.
- Exemplify the determination, perseverance, grit, and teamwork necessary to succeed in the challenges they will face in all areas of school life and beyond graduation.

- Be prepared to make sound personal decisions regarding a healthy, productive lifestyle, including diet, health maintenance, exercise including athletics, and positive leisure activities.
- Value all educational opportunities; remain in school; and graduate with optimism and confidence in their choices for college and career opportunities.

2. Overall Quality of the School District

Our vision is that the Manchester Public Schools will be characterized by the following:

- Safe, secure and well maintained schools.
- A strong belief that all children can learn.
- Adults who are committed to ensuring success for all students by providing equal access and opportunities.
- A climate that fosters learning and high achievement and is characterized by mutual respect, care, and concern for all students, staff and families.
- A strong, inclusive, and comprehensive academic system that includes a rigorous, standards-based curriculum, and high-quality and consistently effective instruction and assessment in all schools.
- Co-curricular programs for gifted, service-minded, creative, artistic and athletic students appropriate to satisfy the myriad needs and interests of all students in support of their college and career readiness.
- A student population in all schools that represents the diversity in the District as a whole.
- A wide range of up-to-date technologies and technical support for student learning; professional development; personnel and office management; and student records maintenance and transfer throughout the District.
- A unified and coherent system of ongoing monitoring and evaluation of students, staff, and administration; and for auditing and evaluating all major operating systems in the District.
- An effective system in place to ensure the recruitment, orientation, supervision, and development of all personnel in the District to ensure selection, support, and retention of highly talented administrators, faculty and staff.
- Well-trained and skilled classroom-level professionals who work collaboratively to examine student work, assess student performance, and continuously improve classroom instructional practices.
- Well-trained teams of adults collaboratively engaged at all levels of the system to enhance the capacities of District educators to significantly contribute to positive outcomes for all students.

3. The School District's Relationship with the Community

Our vision is that the Manchester Pubic Schools' relationships with the community will be characterized by the following:

- Constituents from both schools and community recognize the importance of the role each has in making the community a viable and attractive place to live.

- Parents and families are actively involved in their children's educational success, including engagement in school activities and community participation in social, civic and political events.
- Residents understand and support the tax-based educational budget and become advocates for school improvement.
- Faculty, staff and administration are integral in supporting the community through civic, social and political engagement.
- School officials provide many opportunities to include community members in school activities, ensuring an open, welcoming environment.
- School officials communicate frequently and directly to the community so that residents understand the District's vision and goals and are informed of the progress being made toward achievement of the District's expectations for all of its students.

Theory of Action

If we

- ~~Provide a safe and respectful school climate,~~
- ~~Involve all students in rigorous and engaging learning experiences based on focused analysis and application of student performance,~~
- ~~Build instructional leadership capacity by attracting and retaining the highest quality staff through challenging professional learning, leadership opportunities and effective teacher and administrator evaluation processes,~~
- ~~Improve allocation of resources (such as additional time) to promote effective instruction,~~
- ~~Actively engage our families and community in educating our students,~~

~~Then student achievement and commitment to an engagement in learning will increase.~~

Five Year Student Achievement District Goals 2012-2016

All students will:

- Achieve mastery in literacy and numeracy as articulated in the Common Core
- Demonstrate the skills and competencies required for success in learning and work beyond school
- Demonstrate personal responsibility, character, cultural understanding, and ethical behavior

District and building level faculty and staff will:

- Develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, and participation in workshops, and support from school leaders and colleagues over time.
- Build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders

District Improvement Plan

The District Improvement Plan, developed by a District Improvement Team, outlines strategies and action steps in four areas: Academics, Talent, Culture and Climate, and Systems. The District Improvement Plan drives the work of the district and School Improvement Plans are aligned to the District Improvement Plan to ensure coherence across the Manchester Public Schools.

Indicators of Success

Adult Action Indicators

- ~~On-going data collection and analysis for improved instructional practices in each five-year goal area~~
- ~~Alignment between the written and taught curriculum~~
- ~~Professional learning to support the articulated theory of action~~

Common Assessments

- ~~Measured student progress over time (preK-12) on skills and content~~

State and National Assessments

- ~~Yearly and longitudinal data comparisons; DPI and SPI data~~

Social/Emotional Measures

- ~~Reduced discipline referrals, improved attendance, student faculty survey data, graduation and suspension rates~~

The District Improvement Plan includes Fidelity Indicators and Indicators of Adult Progress that will be monitored by the District Improvement Team and reported to the Manchester Board of Education.

Student Progress Indicators

The District Data Dashboard contains data points that measure progress in Academics, Culture and Climate, and College and Career Readiness. This data allows the Board of Education and Administration to monitor student progress and informs the District Improvement Plan.

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Revised November, 2015