

**MANCHESTER BOARD OF EDUCATION**  
**REGULAR MEETING**  
**MONDAY, DECEMBER 8, 2014**

**Curriculum and Instruction Committee  
Board of Education Meeting**

**Lincoln Center, Director's Room, 5:30 P.M.  
Lincoln Center, Hearing Room, 7:00 P.M.**

**A. OPENING**

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Election of Board Chair and Board Secretary
- 4) Reaffirming of Board of Education Bylaws and Policies
- 5) Approval of Board of Education Minutes – November 24, 2014 A – 3

**B. CONSENT CALENDAR**

- 1) Personnel Information B – 1
- 2) Establish an appropriation for FY14/15 in the amount of \$96,930 for the B – 2  
Carl D. Perkins Career and Technical Education Secondary Basic Grant  
provided by the State of Connecticut.
- 3) Resolution for First Niagara Municipal Deposit B – 3
- 4) Establish an appropriation for FY14/16 in the amount of \$1,675,135 under B – 4  
the Title I Improving Basic Program grant to be funded by the CT State  
Department of Education.
- 5) Establish an appropriation for FY14/16 in the amount of \$182,373 under B – 5  
Title II – Part A Grant to be funded by the CT State Department of Education.

**C. PUBLIC COMMENTS (any item before the board)**

**D. SUPERINTENDENT'S REPORT**

- 1) Power Hour at Manchester High School. Ms. Jill Krieger Principal
- 2) Parent Guides to District Curriculum, Dr. Amy Radikas, Asst. Superintendent D – 2  
for Curriculum and Instruction

**E. UNFINISHED BUSINESS**

*None*

**F. NEW BUSINESS**

- 1) Policy Revisions

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

- a. Board Policy #5143.2: School Lunch Accounts F – 1

**F. NEW BUSINESS – (Continued)**

**2) Policy Additions**

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

- a. Proposed Policy: Student Representatives to the Board of Education F – 2

**3) Policy Deletions**

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

- a. Policy 4131 Professional Growth F – 3 a
- b. Policy 4133 Continuing Education Units F – 3 b
- c. Policy 4147 Credit on Teacher Salary Schedule for Teacher Aide Experience F – 3 c

**G. COMMITTEE REPORTS**

- 1) Policy Committee – November 24, 2014 G – 1

**H. PUBLIC COMMENTS (comments limited to items on tonight’s agenda)**

**I. COMMUNICATIONS**

- 1) Student Representative – Joseph Coyne

**J. ITEMS FOR FUTURE AGENDAS**

**K. 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****APPOINTMENT**

Cara Hanscom to be a District-wide Gifted and Talented teacher. Ms. Hanscom received a Bachelor of Arts in Psychology degree at Saint Anselm College and Master of Arts Teaching in Elementary Education degree at Christian Brothers University. Ms. Hanscom resides in Somers. It is recommended that her appointment be approved effective December 8, 2014 (MA/Step 3 \$49,280).

**LEAVE OF ABSENCE**

Ryan Parker, Language Arts teacher at Illing Middle School, has rescinded his request for a Leave of Absence on March 1, 2015, through June 26, 2015. It is recommended that his rescission be approved.

**Town of Manchester  
Board of Education**

**To:** The Manchester Board of Education

**From:** Matthew Geary, Superintendent of Schools

**Subject:** Appropriation of The Carl D. Perkins Career and Technical Education Secondary Basic Grant for the 2014-15 school year.

**Date:** December 1, 2014

Background:

Manchester Public Schools have demonstrated a record of excellence in career and technical education. The Carl D. Perkins Career and Technical Education Secondary Basic Grant, in the amount of \$96,930, will improve and expand education and career guidance systems for Manchester's youth. The grant is funded by the State of Connecticut.

Discussion/Analysis:

Funds will be used to:

1. Revise and/or re-write curriculum to ensure alignment with state/national common core standards in Business, Family Consumer Science, and Technology Education departments.
2. Provide professional development opportunities to ensure that students are exposed to specific career-based competencies, which will prepare them for a transition to a technologically-advanced employment workplace.
3. Provide funding for externships and field trips in conjunction with the College Career Pathways initiative.
4. Support specific developmental initiatives through funding for instructional programs, supplies and equipment for grades 9-12 in the aforementioned areas.

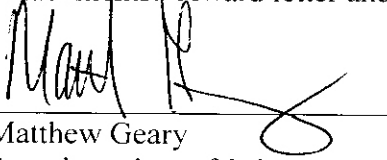
Financial Impact: None to the Board of Education

Other Board/Commission Action: None.

Recommendations:

The Superintendent of Schools recommends the Board of Education request the Board of Directors appropriate \$96,930 for the FY 2014-2015, Carl D. Perkins Career and Technical Education Secondary Basic Grant provided through the State of Connecticut.

Attachments: Award letter and budget.

  
Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
December 8, 2014



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

Grant Type: FEDERAL  
Statute: P.L. 109-270  
CFDA #: 84.048A  
SDE Project Code: SDE0000000000002

Grant Number: 077-000 12060-20742-2015-84010-170002

2 Grant Title

CARL D PERKINS CAREER & TECH. EDUC. ACT

5 Award Period

7/1/2014 - 6/30/2015

3 Education Staff

Program Manager:  
Lori Matyjas 860-713-6785

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

6 Authorized Funding

Grant Amount: \$96,930

Funding Status: Final

7 Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2014 and June 30, 2015 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2015. For grants awarded for two-year periods beginning July 1, 2014, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2016. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

This grant is awarded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and is subject to all provisions therein. Expenditures for administrative costs, including indirect charges, may not exceed 5% of the total amount expended.

This grant has been approved.

11/17/2014

Dianna Roberge-Wentzell  
Chief Academic Officer  
Academic Office

# BUDGET FORM

Created On: 11/17/2014

## ED 114

Fiscal Year: 2015  
Grantee Name: MANCHESTER  
Grant Title: CARL D PERKINS CAREER & TECH. EDUC. ACT  
Project Title: PERKINS SECONDARY BASIC GRANT  
Fund: 12060 SPID: 20742 Year: 2015 PROG: 84010 CF1: 170002 CF2:  
Grant Period: 7/1/2014 - 6/30/2015 Authorized Amount: \$96,930  
Project Code: SDE000000000002

Funding Status: Final  
Vendor ID: 00077

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$96,930

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	4,611
111B	INSTRUCTIONAL	7,495
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	927
322	IN SERVICE	9,315
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	6,000
580	TRAVEL	6,150
600	SUPPLIES	19,330
700	PROPERTY	43,102
917	INDIRECT COST	
	TOTAL	\$96,930
XANR	AGRICULTURE & NATURAL RESOURCES	
XAVC	ARTS, AUDIO VIDEO TECH. AND COMM. SRVCS.	12,183
XBAS	BUSINESS & ADMIN. SERVICES	2,515
XCON	CONSTRUCTION	4,652
XETS	EDUCATION AND TRAINING SERVICES	6,148
XFS	FINANCIAL SERVICES	2,091
XHS	HEALTH SERVICES	
XHSS	HUMAN SERVICES	
XHT	HOSPITALITY & TOURISM	20,669
XITS	INFO. TECH. TELECOM. SERVICES	6,765
XLP	LEGAL & PROTECTIVE SERVICES	
XMAN	MANUFACTURING	9,682
XPAG	PUBLIC ADMINISTRATION/GOVERNMENT SERVICE	
XSRT	SCIENTIFIC RESEARCH, ENGR. AND TECH SVCS	10,102
XTDL	TRANSPORTATION, DIST. AND LOGISTICS SVCS	14,902
XWRS	WHOLESALE/RETAIL SALES & SERVICES	2,515
	TOTAL for "X" Codes	\$92,224

Original Request Date: 6/3/2014

This budget was approved by Lori Matyjas on 11/5/2014.

# MUNICIPAL DEPOSIT RESOLUTION

I, Matthew Geary, as a Superintendent (official title), of the Manchester Board of Education (municipality) organized and existing under the laws of the State of Connecticut described herein as "this corporation," hereby certify that the following is a true copy of resolutions duly adopted by the Board of Directors of this corporation at a meeting duly held, a quorum being present, on \_\_\_\_\_, 20\_\_\_\_, that such resolutions are in conformity with the certificate of incorporation and by-laws of this corporation, and that such resolutions are now in full force and effect:

"RESOLVED, that First Niagara Bank, N.A. headquartered in Buffalo, New York is designated an authorized depository of this corporation; and

"FURTHER RESOLVED, that all drafts, checks, or other instruments or orders for the payment of money drawn against the account or accounts of this corporation with said depository shall be signed by any 1 (insert number) of the following (insert titles & names):

Patricia F. Brooks – Asst. to the Superintendent – Finance & Management; Jill Krieger, Principal;

James Farrell, Asst. Principal; Mark Ruede, Asst. Principal; Lindsey Boutilier, Athletic Dir.

"FURTHER RESOLVED, that said depository is authorized to place to the credit of the account, or any of the accounts, of this corporation, funds, drafts, checks or other property by whomever delivered to said depository or agent thereof for deposit to the accounts of this corporation, endorsed with the name of this corporation, by rubber stamp, facsimile, mechanical, manual, or other signature (and any such endorsement by whomever affixed shall be the endorsement of this corporation), or otherwise endorsed, or unendorsed, provided that if any such item shall bear, or be accompanied by, directions (by whomever made) for deposit to specific account, then such deposit shall be to the credit of such specific account; and

"FURTHER RESOLVED, that said depository is hereby directed to accept, and/or pay and/or apply any draft, check, instrument or order for the payment of money, or any proceeds thereof, drawn on such account or accounts when signed as required by these resolutions by manual, rubber stamp, facsimile, or other mechanical signature (by whomever affixed) without limit as to amount, without inquiry, and without regard to the disposition of any such item or any proceeds thereof. Further, said depository shall not be liable in connection therewith notwithstanding that such item may be payable to the order of a person whose signature appears thereon or of any other officer or officers, agent or agents of this corporation, or such items or any proceeds thereof may be used or disposed of for the personal credit or account of any such person or persons, officer or officers, agent or agents with the depository or otherwise."

## AUTHORIZED SIGNATURES:

Signature

Print Name

Patricia F. Brooks

Jill Krieger

James Farrell

Mark Ruede

Lindsey Boutilier

IN WITNESS WHEREOF, I have hereunto subscribed my signature on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

{SEAL}

\*

Superintendent

\* If the Secretary under the powers conferred by the above resolutions is authorized to act alone, the certification of the resolutions must be confirmed below by another officer.

Confirmed: \_\_\_\_\_

OFFICIAL TITLE

TCB MDR 8/00

This order is binding upon the corporation until First Niagara Bank, N.A. is notified in writing of changes in authorizations affecting any accounts of the corporation and until new signatures are filed and recorded by the Bank.

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Matthew Geary, Superintendent of Schools  
**Subject:** Item for Appropriation, Title I Grant FY 2014-2016  
**Date:** December 1, 2014

**Background:**

The Connecticut State Department of Education has awarded funding under the TITLE I Improving Basic Programs grant FY 2014-2016. This grant will be used to fund instructional and other literacy support staff.

**Discussion/Analysis:**

The TITLE I Improving Basic Programs Grant FY 2014-2016 will support programs to ensure that all students are reading at or above grade level. Students not reaching that goal will receive remediation and intensive intervention to significantly accelerate their academic progress.

**Financial Impact:**

The District has been granted \$1,675,135 for the FY 2014-2016.

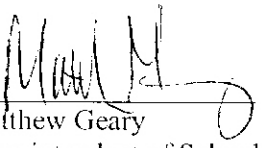
**Other Board/Commission Action:**

**Recommendations:**

The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for \$1,675,135 under the TITLE I Improving Basic Program grant FY 2014-2016, to be funded by the Connecticut State Department of Education.

**Attachments:**

CT State Department of Education Notification of Grant Award of TITLE I Improving Basic Programs Grant for the FY 2014-2016.

  
Matthew Geary  
Superintendent of Schools  
December 8, 2014





STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



GRANT AWARD NOTIFICATION

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1 Grant Recipient

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

4 Award Information

Grant Type: FEDERAL  
Statute: P.L. 107-110  
CFDA #: 84.010A  
SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-20679-2015-82070-170002

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2 Grant Title

TITLE I IMPROVING BASIC PROGRAMS

5 Award Period

7/1/2014 - 6/30/2016

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3 Education Staff

Program Manager:

James Dargati 860-713-6562

Payment & Expenditure Inquiries:

Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$1,675,135

Funding Status: Final

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7 Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2014 and June 30, 2015 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2015. For grants awarded for two-year periods beginning July 1, 2014, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2016. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

Although this grant is issued for a two-year period, Section 1127 of P.L. 107-110 requires that 85% of this Title I allocation must be expended by September 30, 2014. This requirement does not apply to districts that receive less than \$50,000 in Title I funds. The percentage limitation on carryover funds may be waived once every three years if the State Department of Education deems a district's waiver request to be reasonable and necessary.

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This grant has been approved.

11/26/2014

Dianna Roberge-Wentzell  
Chief Academic Officer  
Academic Office

# BUDGET FORM

Created On: 11/26/2014

## ED 114

Fiscal Year: 2015

Grantee Name: MANCHESTER

Grantee: 077-000

Funding Status: Final

Vendor ID: 00077

Grant Title: TITLE IMPROVING BASIC PROGRAMS

Project Title:

Fund: 12060

SPID: 20679

Year: 2015

PROG: 82070

CFI: 170002

CF2:

Grant Period: 7/1/2014 - 6/30/2016

Authorized Amount: \$1,675,135

Project Code: SDF000000000002

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$1,675,135

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD	NEGL BUD
100	PERSONAL SERVICES - SALARIES	1,007,771	5,542	1,393
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	197,962	424	107
300	PURCHASED PROTECTH SERVICES	211,634	4,000	4,129
400	PURCHASED PROPERTY SERVICES			
500	OTHER PURCHASED SERVICES	20,900		3,190
600	SUPPLIES	125,408	1,212	3,342
700	PROPERTY	82,109	5,212	800
800	MISCELLANEOUS			
917	INDIRECT COST			
	TOTAL	\$1,645,784	\$16,390	\$12,961

Original Request Date: 10/17/2014

This budget was approved by James Dargati on 11/18/2014.

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Matthew Geary, Superintendent of Schools  
**Subject:** Item for Appropriation, Title II Grant FY 2014-2016  
**Date:** December 3, 2014

**Background:**

The Connecticut State Department of Education has awarded funding under the Title II – Part A Grant FY 2014-2016. This grant will be used to ensure that all students are performing at or above grade level.

**Discussion/Analysis:**

The Title II – Part A Grant for the FY 2014-2016 will support programs to ensure that students identified as not reaching goal receive intensive intervention in math and science that will significantly accelerate their academic progress. The funding will be used to support data collection, math literacy and analysis, ongoing professional development and quality instruction for at-risk students.

**Financial Impact:**

The District has been granted \$182,373 for the FY 2014-2016.

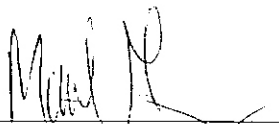
**Other Board/Commission Action:**

**Recommendations:**

The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for \$182,373 under the Title II – Part A Grant FY 2014-2016, to be funded by the Connecticut State Department of Education.

**Attachments:**

CT State Department of Education Notification of Grant Award Title II – Part A Grant for the FY 2014-2016.



Matthew Geary  
Superintendent of Schools  
December 8, 2014



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

Grant Type: FEDERAL  
Statute: P.L. 107-110  
CFDA #: 84.367A  
SDE Project Code: SDE000000000002  
Grant Number: 077-000 12060-20858-2015-84131-170002

2 Grant Title

TITLE II-PART A TEACHERS

5 Award Period

7/1/2014 - 6/30/2016

3 Education Staff

Program Manager:  
James Dargati 860-713-6562  
Payment & Expenditure Inquiries:  
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: \$182,373  
Funding Status: Final

7 Terms and Conditions of Award

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

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2014 and June 30, 2015 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2015. For grants awarded for two-year periods beginning July 1, 2014, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2016. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

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

This grant has been approved.

11/26/2014

Dianna Roberge-Wentzell  
Chief Academic Officer  
Academic Office

# BUDGET FORM

Created On: 11/26/2014

## ED 114

Fiscal Year: 2015  
Grantee Name: MANCHESTER  
Grant Title: TITLE II-PART A TEACHERS  
Project Title:  
Fund: 12060 SPID: 20858 Year: 2015 PROG: 84131 CF1: 170002 CF2:  
Grant Period: 7/1/2014 - 6/30/2016  
Project Code: SD13000000000002  
Funding Status: Final  
Vendor ID: 00077  
Authorized Amount: \$182,373

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$182,373

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
100	PERSONAL SERVICES - SALARIES	25,738	1,078
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	13,600	83
300	PURCHASED PROF/TECH SERVICES	40,000	21,862
400	PURCHASED PROPERTY SERVICES		
500	OTHER PURCHASED SERVICES		
600	SUPPLIES		14,301
700	PROPERTY		
800	MISCELLANEOUS		800
917	INDIRECT COST		
930	TRANSFERRED FUNDS	64,911	
	TOTAL	\$144,249	\$38,124
XCHR	TOTAL CHARTER SCHOOLS		

Original Request Date: 10/17/2014

This budget was approved by James Dargati on 11/18/2014.

# How can I help my child at home?

## Reading & Writing

- Read and discuss books with your child every day for at least 15 minutes. Ask questions about the story, the characters and connections to their life. Read sight words together while reading (I, the, and)
- Watch a TV show with your child. Ask your child to retell the story in his or her own words by telling what happened first, second, third, etc. Now try it with a book.
- Have your child practice writing his/her name.
- Pick a letter or sound of the day. Have your child name as many words as they can beginning with that letter or sound. Look for other words with that same letter or sound in a book.
- Practice stretching the sounds in a word, listening for sounds at beginning, middle and end. (ex. cat. Say "Cat, starts with c-c-c then a-a-a and ends with t-t-t).

## Mathematics

- Use everyday objects to allow your child to count and group a collection of objects.
- Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include 5+5, 6+4, 8+2, etc. Have your child explain his or her thinking.
- If you had 3 apples and your brother ate one, how many will you have left.

## Manchester Public Schools

45 North School Street, Manchester, CT 06042

Office of the Superintendent: (860) 647-3441

Office of Curriculum & Instruction: (860) 647-3447

Pupil Personnel Services: (860) 647-3448

<http://www.mpspride.org>

### Bowers Elementary School

141 Princeton Street, Manchester, CT 06042  
(860) 647-3313

### Buckley Elementary School

250 Vernon Street, Manchester, CT 06042  
(860) 647-3302

### Highland Park Elementary School

397 Porter Street, Manchester, CT 06040  
(860) 647-3430

### Keeney Elementary School

179 Keeney Street, Manchester, CT 06040  
(860) 647-3354

### Martin Elementary School

140 Dartmouth Road, Manchester, CT 06040  
(860) 647-3367

### Robertson Elementary School

65 North School Street, Manchester, CT 06042  
(860) 647-3372

### Verplanck Elementary School

126 Olcott Street, Manchester, CT 06040  
(860) 647-3383

### Waddell Elementary School

163 Broad Street, Manchester, CT 06042  
(860) 647-3392

### Washington Elementary School

94 Cedar Street, Manchester, CT 06040  
(860) 647-3332

### Elisabeth M. Bennet Academy

1151 Main Street, Manchester, CT 06040  
(860) 647-3571

### Illing Middle School

227 East Middle Turnpike, Manchester, CT 06042  
(860) 647-3400

### Manchester High School

134 East Middle Turnpike, Manchester, CT 06040  
(860) 647-3521

### Bentley Alternative Education

134 East Middle Turnpike, Manchester, CT 06040  
(860) 647-3342

### Manchester Regional Academy

665 Wetherell Street, Manchester, CT 06040  
(860) 647-3495

### Manchester Preschool Center

60 Washington Street, Manchester, CT 06042  
(860) 647-3502



D - 2

# A Parent Guide to District Curriculum



# Kindergarten

Adapted from Council of Great City Schools' Parent Roadmaps  
<http://www.cgcs.org>

## Initiatives and Changes

### What are the Common Core State Standards?

The Common Core State Standards, adopted by Connecticut's State Board of Education in 2010, provide teachers, students and families with expectations of what students should know and be able to do at each grade level. These standards are designed to ensure that students graduate from high school and are prepared to meet the demands of college and the workforce.

### What are the Common Core Shifts for English Language Arts and Mathematics?

#### English Language Arts:

- Regular independent reading using challenging fiction and non-fiction pieces
- Effectively communicating (writing/speaking), especially arguing an idea or opinion supported by evidence.
- Applying reading skills to acquire knowledge of the world through non-fiction text

#### Mathematics:

- Students are to learn more, but about fewer topics.
- Students will be instructed in highly rigorous topics.
- Students will be given instruction, practice and time to more deeply understand these topics.
- Knowledge and skills are strengthened within each grade and from grade to grade.
- Students will show their work, explain their thinking and defend their answers.

### District Workshop Model

Manchester Public Schools is embracing the workshop model in the classroom, starting in the 2014-2015 school year, in grades K-8. Workshop is an approach to teaching major skills (math, writing, reading) in which teachers model concepts and skills, provide structured small group lessons, and allow for independent practice.

## WHAT WILL MY CHILD LEARN IN...<sup>D-2</sup>

### English Language Arts

*In kindergarten, your child will learn to read and use the alphabet; break down words into syllables and letters and identify the sounds each letter makes. The focus is on using written and spoken language effectively. Activities in these areas will include:*

**Alphabet:** Naming and writing upper & lowercase letters; matching letters to sounds

**Recognizing Words:** Learning and using sight words and learning ways to read new/unknown words

**How Language & Reading Work Together:** Words are made up of parts (syllables); words that rhyme often share spelling patterns (cat/sat); spelling of words students are learning to read

**What are the Parts of the Book and How Do We Use It?:** Identifying front cover, back cover, title page; reading left to right, top to bottom, one page at a time

**Comprehension/Understanding:** Understanding main ideas and details of stories (printed/spoken); asking and answering questions about stories the teacher reads out loud; retelling the story

**Writing:** Using pictures and words to describe an event, give information about a topic, or sharing an opinion

### Mathematics

*In kindergarten, your child will learn shapes, numbers and what numbers represent. Children will also learn how to add and subtract. Activities in these areas include:*

**Knowing Numbers and Counting:** Counting to 100 by ones and tens; counting forward beginning with a number other than 1; writing numbers from 0-20; using objects to show written number

**Counting and Comparing:** Counting objects in a group; comparing the numbers of two groups of objects; comparing two numbers to tell which is greater/bigger or less/smaller than the other

**Addition and Subtraction:** Understanding addition as putting together and subtraction as taking away from; adding and subtracting within 5 quickly and accurately; representing and solving problems using addition and subtraction

**Measuring:** Measuring attributes (length, width, weight)

**Shapes:** Identifying shapes regardless of orientation or size (e.g., a square oriented as a “diamond” is still a square)



# How can I help my child at home?

## Reading & Writing

- Read to your child and have him/her read to you every day for at least 15 minutes. Ask questions about the story, the characters and connections to his/her life.
- Watch a TV show with your child. Ask your child to retell the story in his or her own words by telling what happened first, second, third, etc. and about the characters. Now try it with a book.
- Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
- Let different members of the family pick books to read together. Talk about what you like (events, characters, ideas), predictions on what will happen next, how the book connects to your own life, and if you would recommend it (with reasons).
- Practice sight words with flash cards, such as: of, his, her, any
- Pick a “sound or word of the day” each day starting with a different letter. Have your child name as many as they know, write the word and look for other things beginning with the same letter. Then, find the words in a book.

## Mathematics

- Use everyday objects to allow your child to count and group a collection of objects
- Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include 5+5, 6+4, 8+2, etc. Have your child explain his or her thinking.
- Have your child create story problems show addition and subtraction of small numbers. For example, “Ann had eight balloons. Then she gave three away, so she only had five left.”

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D - 2

# A Parent Guide to District Curriculum



## Grade 1

Adapted from Council of Great City Schools' Parent Roadmaps  
<http://www.cgcs.org>



## Initiatives and Changes

### What are the Common Core State Standards?

The Common Core State Standards, adopted by Connecticut's State Board of Education in 2010, provide teachers, students and families with expectations of what students should know and be able to do at each grade level. These standards are designed to ensure that students graduate from high school and are prepared to meet the demands of college and the workforce.

### What are the Common Core Shifts for English Language Arts and Mathematics?

#### English Language Arts:

- Regular independent reading using challenging fiction and non-fiction pieces.
- Effectively communicating (writing/speaking), especially arguing an idea or opinion supported by evidence.
- Applying reading skills to acquire knowledge of the world through non-fiction text.

#### Mathematics:

- Students are to learn more, but about fewer topics.
- Students will be instructed in highly rigorous topics.
- Students will be given instruction, practice and time to more deeply understand these topics.
- Knowledge and skills are strengthened within each grade and from grade to grade.
- Students will show their work, explain their thinking and defend their answers.

### District Workshop Model

Manchester Public Schools is embracing the workshop model in the classroom, starting in the 2014-2015 school year, in grades K-8. Workshop is an approach to teaching major skills (math, writing, reading) in which teachers model concepts and skills, provide structured small group lessons, and allow for independent practice.

## WHAT WILL MY CHILD LEARN IN...<sup>D-2</sup>

### English Language Arts

*In grade one, your child will build important reading, writing, speaking, and listening skills. Your child will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, children will work on putting together clear sentences on a range of topics using a growing vocabulary. Activities in these areas will include:*

**Parts to a Story:** What is the lesson or moral of the story? Asking and answering questions about characters, settings, major events and the order they happened. Identifying the feelings and experiences of different characters

**Different Types of Books:** Explaining differences between books that tell stories (fiction) and texts that provide information/facts (non-fiction)

**Basic Rules of Spoken and Written English:** sentence types (question, statement), punctuation, syllables, rhyming, and parts of speech (nouns, verbs)

**Writing:** Writing complete sentences; writing to describe an event, provide information on a topic, or share an opinion – showing some sense of beginning and ending; working with others to gather facts and information on a topic

### Mathematics

*In grade one, your child will learn to add and subtract within 20. Your child will continue to work with whole numbers and place value. Children will also use charts, tables, and diagrams to solve problems. Activities in these areas will include:*

**Counting:** Extending counting to 120

**Addition and Subtraction:** Adding and subtracting within 10 (mentally) & 20 (on paper); adding and subtracting within 20; understanding the rules of addition and subtraction (for example,  $5+2=2+5$ ); adding one and two digit numbers together

**Word Problems:** Representing and solving problems using addition and subtraction

**Place Value:** Understanding what the different digits mean in two-digit numbers; grouping numbers into tens and ones; using place value understanding to add and subtract

**Comparison:** Organizing objects into categories and comparing the number of objects in different categories; comparing two numbers (greater than,  $>$  or less than  $<$  or equal  $=$ ); understanding what the equal sign ( $=$ ) means, and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true?  $3+3=6$  or  $4+1=5+2$ )

**Measurement:** Measuring lengths with non-standard units, for example using toothpicks or paper clips to measure an object

# How can I help my child at home?

## Reading & Writing

- Provide time and space for your child to read independently, free from distractions such as television/video games. Read as a family.
- Provide books, magazines, or other materials about topics that would motivate your child to read.
- Have your child write letters and/or cards to family and friends, telling about an important event in their life, recent trip, or something important to them. Include pictures or graphics to make this a fun activity.

## Mathematics

- Play math games with your child. For example, "I'm thinking of a number. It has 5 tens, 3 hundreds, and 4 ones. What is the number? 354."
- Have your child explain the relationship between different numbers without counting. For example, 147 is 47 more than 100 and three less than 150.
- Talk about addition as being the idea that you take one part to another part and create a new whole. For example:  $2 \text{ (part)} + 3 \text{ (part)} = 5 \text{ (whole)}$
- Talk about subtraction as the idea that you take a whole and break it into its parts. For example:  $5 \text{ (whole)} - 3 \text{ (part)} = 2 \text{ (part)}$
- Praise your child when he or she makes an effort. Share in the excitement when your child solves a problem or understands something for the first time.

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D - 2

# A Parent Guide to District Curriculum



## Grade 2

Adapted from Council of Great City Schools' Parent Roadmaps  
<http://www.cgcs.org>

## Initiatives and Changes

### What are the Common Core State Standards?

The Common Core State Standards, adopted by Connecticut's State Board of Education in 2010, provide teachers, students and families with expectations of what students should know and be able to do at each grade level. These standards are designed to ensure that students graduate from high school and are prepared to meet the demands of college and the workforce.

### What are the Common Core Shifts for English Language Arts and Mathematics?

#### English Language Arts:

- Regular independent reading using challenging fiction and non-fiction pieces.
- Effectively communicating (writing/speaking), especially arguing an idea or opinion supported by evidence.
- Applying reading skills to acquire knowledge of the world through non-fiction text.

#### Mathematics:

- Students are to learn more, but about fewer topics.
- Students will be instructed in highly rigorous topics.
- Students will be given instruction, practice and time to more deeply understand these topics.
- Knowledge and skills are strengthened within each grade and from grade to grade.
- Students will show their work, explain their thinking and defend their answers.

### District Workshop Model

Manchester Public Schools is embracing the workshop model in the classroom, starting in the 2014-2015 school year, in grades K-8. Workshop is an approach to teaching major skills (math, writing, reading) in which teachers model concepts and skills, provide structured small group lessons, and allow for independent practice.

## WHAT WILL MY CHILD LEARN IN...<sup>D-2</sup>

### English Language Arts

*In grade two, your child will continue to build important reading, writing, speaking, and listening skills. Children will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. Activities in these areas will include:*

**Parts to a Text or Story:** Who, what, where, when, why, and how questions about stories; parts of a story (beginning, middle, end); What is point of view? How is each character unique? What is the main idea in the texts about history, social studies, or science?

**Rules of Spoken and Written English:** past tense; correct use for capital letters in holidays, product names, geographic names; correct punctuation use for commas and apostrophes; parts of speech

**Writing:** Writing to tell a story (short series of events and describing actions, thoughts, and feelings, including a clear beginning, middle and end); defend opinions (using important details and examples to support a position); or explain a process or idea (how to make a peanut butter and jelly sandwich)

### Mathematics

*In grade two, your child will extend their understanding of place value to the hundreds place and use this understanding to solve word problems. Your child will continue to work on addition and subtraction skills, adding and subtracting numbers up to 20 from memory and working with numbers up to 100. Activities in these areas will include:*

**Addition and Subtraction:** Adding and subtracting numbers up to 20 from memory; quickly adding or subtracting 10 or 100 from a given number; counting within 1000; skip counting by 5's, 10's and 100's; adding and subtracting 3 digit numbers; writing equations to show addition of equal numbers; solving one or two step word problems involving addition and subtraction

**Place Value:** Understanding what the different digits mean in a three-digit number; using place value to add and subtract

**Measurement:** Measuring lengths of objects in standard units such as inches and centimeters; generating data and comparing using picture graphs and bar graphs

**Money:** Solving problems using coins and dollar bills

**Time:** Tell and write time from an analog clock and a digital clock to the nearest five minutes

**Shapes:** Breaking up a rectangle into same-size squares; dividing circles and rectangles into halves, thirds, or fourths



## How can I help my child at home?

### Reading & Writing

- Provide time and space for your child to read independently, free from distractions such as television/video games.
- Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
- Read and discuss books, articles or internet stories together by using websites found on Manchester K-8 Resource Page.
- Have your child write letters and/or cards to family and friends, telling about an important event in their life, recent trip, or something important to them. Include pictures or graphics to make this a fun activity.
- Use technology to help build your child's interest in reading by using several websites where students can read books or articles online.

### Mathematics

- Play math games with your child. For example, "I'm thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would answer this problem?" Have your child explain the solutions. How does your child know that all the number pairs have been identified?
- Encourage your child to write or describe numbers in different ways. For example, "What are some different ways to make 1450?"  $1450 = 1 \text{ thousand}, 4 \text{ hundreds}, 5 \text{ tens}, \text{ and } 0 \text{ ones}$ , or  $1000 + 450$ , or  $14 \text{ hundreds and } 50 \text{ ones}$ .
- Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have your child demonstrate how many  $\frac{1}{3}$ 's are in a whole, how many  $\frac{1}{4}$  cups you need to make  $1\frac{1}{4}$  cups, and how many times you have to refill a  $\frac{1}{2}$  cup measure to make  $1\frac{1}{2}$  cups.
- Reinforce fact fluency by using math websites, found on the Manchester K-8 Resource Page.
- Play board games (like Monopoly) and dominoes (multiplication dominoes) to practice multi-digit fluency within adding, subtracting, multiplying and dividing.

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D - 2

## A Parent Guide to District Curriculum



## Grade 3

Adapted from Council of Great City Schools' Parent Roadmaps  
<http://www.cgcs.org>

## Initiatives and Changes

### What are the Common Core State Standards?

The Common Core State Standards, adopted by Connecticut's State Board of Education in 2010, provide teachers, students and families with expectations of what students should know and be able to do at each grade level. These standards are designed to ensure that students graduate from high school and are prepared to meet the demands of college and the workforce.

### What are the Common Core Shifts for English Language Arts and Mathematics?

#### English Language Arts:

- Regular independent reading using challenging fiction and non-fiction pieces.
- Effectively communicating (writing/speaking), especially arguing an idea or opinion supported by evidence.
- Applying reading skills to acquire knowledge of the world through non-fiction text.

#### Mathematics:

- Students are to learn more, but about fewer topics.
- Students will be instructed in highly rigorous topics.
- Students will be given instruction, practice and time to more deeply understand these topics.
- Knowledge and skills are strengthened within each grade and from grade to grade.
- Students will show their work, explain their thinking and defend their answers.

### What is the Smarter Balanced Assessment?

The Smarter Balanced Assessment is Connecticut's new state test to assess student's learning of the Connecticut Core Standards. This test is taken on the computer during the spring in the areas of Mathematics and English Language Arts.

### District Workshop Model

Manchester Public Schools is embracing the workshop model in the classroom, starting in the 2014-2015 school year, in grades K-8. Workshop is an approach to teaching major skills (math, writing, reading) in which teachers model concepts and skills, provide structured small group lessons, and allow for independent practice.

## WHAT WILL MY CHILD LEARN IN...<sup>D-2</sup>

### English Language Arts

*In grade three, children will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Activities in these areas will include:*

**Parts of a Story:** Reading a wide range of stories (short stories, picture books, chapter books) and describing how the story teaches a lesson; describing characters, events and setting in a story

**Non-fiction Texts:** Reading texts about history, social studies, or science; answering questions about what they learned by using information from maps or pictures and the text to support their answers

**Rules of Spoken and Written English:** Grammar; correct punctuation use (commas, quotation marks); proper use of English language

**Oral Presentation:** Presenting to groups on topics; telling a stories; using relevant facts and details and speaking clearly

**Writing:** Writing to tell a story, with focus on descriptions and use of dialogue; gathering information from books, articles and online sources to build understanding of a topic; writing pieces to inform on a topic, or defend an opinion

### Mathematics

*In grade three, your child will continue to build their concept of numbers, and develop an understanding of fractions as numbers. Your child will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Your child will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Activities in these areas will include:*

**Addition and Subtraction:** Adding and subtracting within 1,000 (3 digit numbers); conceptual understanding as well as quick recall for fact fluency

**Multiplication and Division:** Multiplying and dividing within 100 (2 digit numbers); conceptual understanding as well as quick recall for fact fluency

**Word Problems:** Representing and solving two-step word problems using addition, subtraction, multiplication, division; measuring and estimating intervals of time, liquid, volumes and masses of objects

**Measurement and Data:** Understanding area of an object (length times width); relating the measurement of area to multiplication and division; measuring weights and volumes; representing and interpreting data

**Fractions:** Understanding fractions as numbers; identifying a fraction as a number on a number line; comparing the size of two fractions; expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that  $\frac{3}{1}$  and 3 are the same number)



# How can I help my child at home?

## Reading & Writing

- Provide time and space for your child to read independently, free from distractions such as television/video games.
- Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
- Read and discuss books, articles or internet stories together by using websites found on Manchester K-8 Resource Page.
- Have your child write letters and/or cards to family and friends, telling about an important event in their life, recent trip, or something important to them. Include pictures or graphics to make this a fun activity.

## Mathematics

- Play math games with your child. For example, "I'm thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would answer this problem?" Have your child explain the solutions. How does your child know that all the number pairs have been identified?
- Encourage your child to write or describe numbers in different ways. For example, "What are some different ways to make 1450?"  $1450 = 1 \text{ thousand}, 4 \text{ hundreds}, 5 \text{ tens}, \text{ and } 0 \text{ ones}$ , or  $1000 + 450$ , or  $14 \text{ hundreds and } 50 \text{ ones}$ .
- Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have your child demonstrate how many  $\frac{1}{3}$ 's are in a whole, how many  $\frac{1}{4}$  cups you need to make  $1\frac{1}{4}$  cups, and how many times you have to refill a  $\frac{1}{2}$  cup measure to make  $1\frac{1}{2}$  cups.
- Reinforce fact fluency by using math websites, found on the Manchester K-8 Resource Page.
- Play board games (like Monopoly) and dominoes (multiplication dominoes) to practice multi-digit fluency within adding, subtracting, multiplying and dividing.

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# A Parent Guide to District Curriculum



# Grade 4

Adapted from Council of Great City Schools' Parent Roadmaps  
<http://www.cgcs.org>

## Initiatives and Changes

### What are the Common Core State Standards?

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#### English Language Arts:

- Regular independent reading using challenging fiction and non-fiction pieces.
- Effectively communicating (writing/speaking), especially arguing an idea or opinion supported by evidence.
- Applying reading skills to acquire knowledge of the world through non-fiction text.

#### Mathematics:

- Students are to learn more, but about fewer topics.
- Students will be instructed in highly rigorous topics.
- Students will be given instruction, practice and time to more deeply understand these topics.
- Knowledge and skills are strengthened within each grade and from grade to grade.
- Students will show their work, explain their thinking and defend their answers.

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### District Workshop Model

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## WHAT WILL MY CHILD LEARN IN...<sup>D-2</sup>

### English Language Arts

*In grade four, children will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read by referring to details or information from the text. Activities in these areas will include:*

**Reading:** Identifying the theme/main idea of a story, play, poem or non-fiction piece; comparing ideas across several texts

**Other Ways to Find, Organize & Present Information:** Understanding how information is organized in textbooks, articles, charts, graphs, timelines, illustrations; taking advantage of how information is organized to effectively read and create written, oral and digital presentations

**Rules of Spoken and Written English:** Grammar; parts of speech; correctly using frequently confused words (too, two, to; their, there, they're); correct capitalization and punctuation (commas and quotation marks)

**Oral Language:** Giving a class presentation on a topic or telling a story using relevant, organized facts and details and speaking clearly

**Writing:** Organizing information from books, articles, and online sources to learn more about a topic; writing stories with dialogue and descriptions of character's actions thoughts, and feelings, as well as event order; Writing research/opinion papers, making sure to use relevant organized facts and details

### Mathematics

*In grade four, your child will use addition, subtraction, multiplication, and division to solve word problems. Your child will continue to build understanding of fractions—creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. Children will also start to understand the relationship between fractions and decimals. Activities in these areas will include:*

**Place Value:** Extending place value understanding for multi-digit whole numbers up to a million

**Four Operations and Whole Numbers:** Adding and subtracting whole numbers up to 1 million quickly and accurately; multiplying and dividing multi-digit numbers; using 4 operations with whole numbers to solve problems

**Fractions:** Extending understanding of fractions by comparing the size of two fractions with different numerators (top numbers) and different denominators (bottom numbers); creating equal fractions ( $\frac{3}{4} = \frac{6}{8}$ ); adding and subtracting fractions with the same denominator; building fractions from smaller fractions ( $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$ )

**Geometry:** Measuring angles in whole number degrees using a protractor; drawing points, lines, line segments, rays, angles, perpendicular and parallel lines; classifying 2-D shapes based on their parallel and/or perpendicular lines and angles

**Measurement:** Solving multi-step word problems involving measurement and converting measurements from larger to smaller units, (for example 1 foot = 12 inches)

**Decimals:** Converting fractions with denominators of 10 or 100 into decimals; locating decimals on a number line; comparing decimals and fractions using the symbols > (greater than), = (equal to), and < (less than)



# How can I help my child at home?

## Reading & Writing

- Provide time and space for your child to read independently.
- Provide books, magazines, or other materials about hobbies or interests.
- Reading should be a social activity. Let different members of the family pick a book or article to be read or discussed together.
- Have your child persuade you in writing: asking for a privilege or permission. Have your child research that activity to support his idea.
- Have your child hand write thank you notes and birthday cards in complete sentences.
- Use technology to help build your child's interest in reading. There are several websites found on the Manchester K-8 resource page where student can read books or articles.

## Mathematics

- Use everyday objects to allow your child to explore the concept of fractions. For example, have your child divide a pizza (or a healthy snack) between three people. Ask, "How much does each person receive?" (Each person would receive  $\frac{1}{3}$  of the candy bar or snack).
- Have your child explain how to write fractions in different ways. For example, what are some different ways to write  $\frac{4}{3}$ ? He or she could answer  $4 \div 3$ ,  $1 \frac{1}{3}$ ,  $\frac{2}{3} + \frac{2}{3}$ ,  $2 \times \frac{2}{3}$ ,  $\frac{8}{6}$ ,  $4 \times \frac{1}{3}$ , etc.
- Ask your child to give you a fraction equal to a decimal. For example, what are two fractions that can be used to represent 0.6? Answers could include  $\frac{6}{10}$ ,  $\frac{60}{100}$ ,  $\frac{12}{20}$ , or  $\frac{3}{5}$ .
- Continue to work on addition, subtraction, multiplication and division facts.

## Manchester Public Schools

45 North School Street, Manchester, CT 06042

Office of the Superintendent: (860) 647-3441

Office of Curriculum & Instruction: (860) 647-3447

Pupil Personnel Services: (860) 647-3448

<http://www.mpspride.org>

### Bowers Elementary School

141 Princeton Street, Manchester, CT 06042  
(860) 647-3313

### Buckley Elementary School

250 Vernon Street, Manchester, CT 06042  
(860) 647-3302

### Highland Park Elementary School

397 Porter Street, Manchester, CT 06040  
(860) 647-3430

### Keeney Elementary School

179 Keeney Street, Manchester, CT 06040  
(860) 647-3354

### Martin Elementary School

140 Dartmouth Road, Manchester, CT 06040  
(860) 647-3367

### Robertson Elementary School

65 North School Street, Manchester, CT 06042  
(860) 647-3372

### Verplanck Elementary School

126 Olcott Street, Manchester, CT 06040  
(860) 647-3383

### Waddell Elementary School

163 Broad Street, Manchester, CT 06042  
(860) 647-3392

### Washington Elementary School

94 Cedar Street, Manchester, CT 06040  
(860) 647-3332

### Elisabeth M. Bennet Academy

1151 Main Street, Manchester, CT 06040  
(860) 647-3571

### Illing Middle School

227 East Middle Turnpike, Manchester, CT 06042  
(860) 647-3400

### Manchester High School

134 East Middle Turnpike, Manchester, CT 06040  
(860) 647-3521

### Bentley Alternative Education

134 East Middle Turnpike, Manchester, CT 06040  
(860) 647-3342

### Manchester Regional Academy

665 Wetherell Street, Manchester, CT 06040  
(860) 647-3495

### Manchester Preschool Center

60 Washington Street, Manchester, CT 06042  
(860) 647-3502



D - 2

# A Parent Guide to District Curriculum



## Grade 5

Adapted from Council of Great City Schools' Parent Roadmaps  
<http://www.cgcs.org>



## Initiatives and Changes

### What are the Common Core State Standards?

The Common Core State Standards, adopted by Connecticut's State Board of Education in 2010, provide teachers, students and families with expectations of what students should know and be able to do at each grade level. These standards are designed to ensure that students graduate from high school and are prepared to meet the demands of college and the workforce.

### What are the Common Core Shifts for English Language Arts and Mathematics?

#### English Language Arts:

- Regular independent reading using challenging fiction and non-fiction pieces.
- Effectively communicating (writing/speaking), especially arguing an idea or opinion supported by evidence.
- Applying reading skills to acquire knowledge of the world through non-fiction text.

#### Mathematics:

- Students are to learn more, but about fewer topics.
- Students will be instructed in highly rigorous topics.
- Students will be given instruction, practice and time to more deeply understand these topics.
- Knowledge and skills are strengthened within each grade and from grade to grade.
- Students will show their work, explain their thinking and defend their answers.

### What is the Smarter Balanced Assessment?

The Smarter Balanced Assessment is Connecticut's new state test to assess students' learning of the Common Core State Standards. This test is taken on the computer during the spring in the areas of Mathematics and English Language Arts.

### District Workshop Model

Manchester Public Schools is embracing the workshop model in the classroom, starting in the 2014-2015 school year, in grades K-8. Workshop is an approach to teaching major skills (math, writing, reading) in which teachers model concepts and skills, provide structured small group lessons, and allow for independent practice.

## WHAT WILL MY CHILD LEARN IN...<sup>D-2</sup>

### English Language Arts

*In grade five, your child will continue to build important reading, writing, speaking, and listening skills through more challenging pieces. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, then speak and write about it using specific evidence and details from the text. Activities in these areas will include:*

**Reading:** Identifying the theme/main idea of a story, play, poem or non-fiction piece; comparing ideas across several texts. Explaining how authors use reasons and evidence to support their points or ideas

**Problem Solving:** Drawing on information from multiple books, articles, or online sources to locate answers or to solve problems

**Rules of Spoken and Written English:** Grammar; correct use of punctuation, sentence structure and use

**Class Discussions:** Participation by listening, coming prepared, asking questions, sharing ideas, and building on the ideas of others

**Oral Language:** Giving class presentations on topics or telling stories, introducing relevant facts and details in a clear, logical order using visual/digital tools effectively

**Writing:** Writing narrative/stories, research or opinion papers with citations, over extended periods of time; participating in shared research and writing projects

### Mathematics

*In grade five, your child will develop an understanding of the place value system by working with decimals up to the hundredths place. Children will also add, subtract, multiply and divide fractions, including fractions with unlike denominators. Children will continue to expand their geometry and measurement skills. Activities in these areas will include:*

**Multiplication and Division:** Quickly and accurately multiplying multi-digit whole numbers and decimals to hundredths; dividing numbers with up to four digits by two digit numbers

**Exponents:** Using exponents to express powers of 10; for example: in  $10^2$ , 2 is the exponent

**Decimals:** Reading, writing, and comparing decimals to the thousandths place; adding, subtracting, multiplying, and dividing decimals to the hundredths place

**Numerical Expressions:** Writing and interpreting mathematical expressions using symbols such as parentheses. For example, "add 8 and 7, then multiply by 2" can be written as  $2 \times (8+7)$

**Fractions:** Using equivalent fractions as a strategy to add and subtract fractions; adding and subtracting fractions with unlike denominators; multiplying & dividing fractions by whole numbers and other fractions

**Graphing:** Graphing points in the coordinate plane to solve real world and mathematical problems

**Measurement:** Measuring volume; understanding concepts of volume and relating volume to multiplication and addition

## STUDENTS 5143.2

Current

## SCHOOL LUNCH ACCOUNTS

It is the policy of the Manchester Public Schools to allow students to charge meals when the student does not have cash available or there is no money left in the student's mealtime account at schools operating under the Traditional School Meal Program. Full priced or reduced priced elementary students will be allowed to charge three meals.

Students owing three meals will no longer be allowed to charge meals; these students will be provided with an alternative meal. The alternative meal will consist of a cheese sandwich or peanut butter and jelly sandwich, fruit/vegetable, and milk.

Full priced or reduced priced middle and high school students will be allowed to charge three meals. Students owing three meals will no longer be allowed to charge meals; these students will be provided with an alternative meal for two consecutive days. The alternative meal will consist of a cheese sandwich or peanut butter and jelly sandwich, fruit/vegetable, and milk.

Alternative meals are designed for and served to students who do not have cash or funds in their mealtime account. Every effort will be made to let the student know when funds within an account are low. In addition, notification will be sent to the parent or guardian.

It is the responsibility of the parent or guardian to monitor account status for their students. Parents or guardians can monitor their student's mealtime account by utilizing the online payment system at [www.ezschoollpay.com](http://www.ezschoollpay.com). If parents or guardians need more information regarding the use of the online payment system, they can reach Nutritional Services at (860) 647-3461.

District policy states that, the parent or guardian of the student receiving alternative meals will be expected to pay the cost for all alternative meals served.

Adopted: January 25, 2010

## SCHOOL LUNCH ACCOUNTS

The purpose of this policy is to ensure that every child has access to healthy and nutritious lunches, regardless of the socio-economic status of a family. While every effort will be made to let the student and parent / guardian know when funds within an account are low, on occasion a child may fail to bring to school the necessary resources to secure a lunch meal at school. It is the policy of the Manchester Public Schools to allow students to charge meals when the student does not have cash available or there is no money left in the student's mealtime account at schools operating under the Traditional School Meal Program. ~~Full priced or reduced priced elementary~~ All students will be allowed to charge three meals.

~~Students owing three meals will no longer be allowed to charge meals; these students will be provided with an alternative meal. The alternative meal will consist of a cheese sandwich or peanut butter and jelly sandwich, fruit/vegetable, and milk.~~

~~Full priced or reduced priced middle and high school students will be allowed to charge three meals. Students owing three meals will no longer be allowed to charge meals; these students will be provided with an alternative meal for two consecutive days. The alternative meal will consist of a cheese sandwich or peanut butter and jelly sandwich, fruit/vegetable, and milk.~~

~~Alternative meals are designed for and served to students who do not have cash or funds in their mealtime account. Every effort will be made to let the student know when funds within an account are low. In addition, notification will be sent to the parent or guardian.~~

Once a student has charged three meals, school staff will make contact with the family of the student. Parents / Guardians will be notified of their child's negative balances and will be asked for prompt payment. All negative balances must be paid in full within 10 days of notice. Parents will be contacted by the district or the food service director either by written letter, electronic e-mail or phone call to the household.

If the negative balance is not paid in full within ten days, students can continue to charge meals. The parent/guardian will be notified of the outstanding balance on the child's account monthly. All student lunch accounts must be paid in full before the end of the school year. The school reserves the right to withhold report cards and student records until lunch account balances have been paid in full.

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~~District policy states that, the parent or guardian of the student receiving alternative meals will be expected to pay the cost for all alternative meals served.~~

For departmental record-keeping, the food service program shall notify the district monthly of all negative balances.

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For departmental record-keeping, the food service program shall notify the district monthly of all negative balances.

Revised: January, 2015

**Student Representatives on the Board of Education****Proposed Policy**

The Board of Education recognizes the importance of maintaining open communication with the student body. In an effort to improve this communication, the Board supports seating two students from the high school to serve in a nonvoting capacity on the Board of Education. These student representatives on the Board of Education will give students a more effective voice in and at the decision-making level of the school system.

A student representative shall:

- a. Attend all regular meetings of the Board of Education
- b. Report on happenings at Manchester High School under the Communications item on the agenda
- c. Raise issues pertinent to the students at Manchester High School
- d. Speak on any issue on the agenda or motion before the Board unless deemed inappropriate by the Board
- e. Report back to the Manchester High School student body via the student organizations

A student representative shall not:

- a. Be able to cast an official vote on any motion or resolution.
- b. Be allowed to attend executive sessions, negotiation sessions or personnel portions of the regular meetings of the Board of Education.

The following procedures will be observed for the seating of the student representatives:

- a. Student representatives will come from the junior and senior class at the high school. One student should be a member of the junior class and one student should be a member of the senior class.
- b. Any junior or senior, through completion of an application and letter of intent and the fulfillment of academic requirements, will be considered eligible. The high school principal or his/her designee will choose the representatives.
- c. After the students have been selected, they will be given an orientation session by the high school principal or his/her designee.
- d. At least one of the two representatives will be seated at the Board table during each Board of Education meeting.
- e. The Board of Education reserves the right to dismiss a student due to poor attendance and call for the selection of a new member.
- f. The term of office for the two representatives shall be for one school year; however, it is expected that the junior representative serve for two school years if re-appointed.

## Professional Growth

## Guidelines for Credit Evaluation Committee

This policy defines the basis upon which the Board of Education will grant salary consideration for courses completed by staff members when these courses are not part of an accredited college program.

Several of our staff members have completed programs of a technical nature in such areas as computer programming and film making. These course opportunities were not offered or taken for college credit but would give the teacher a great deal of information and certainly would assist the teacher in being better prepared to teach.

The following guidelines are adopted concerning these courses:

1. That they be directly related to the teacher's teaching assignment
2. That they be evaluated on a credit basis similar to the typical college course credit system based on time devoted to classroom attendance and the level of sophistication of assignments.
3. That no credit be given for these courses for any teacher if the course content either duplicates or closely parallels a course already completed by the teacher for credit or a regular college course that the teacher takes in the future.
4. That teachers must have prior approval from the Assistant Superintendent for Administration if this course is to be submitted for salary consideration.
5. That the teacher must submit to the Assistant Superintendent for Instruction course descriptions and other data related to the course content plus the recommendation of the teacher's department head and/or principal concerning the teacher's involvement in this course.
6. That the Board of Education grant a maximum of 6 credits for courses of this type. This course credit naturally would count towards salary consideration but would not be accepted by the State for certification purposes.

Teachers will not be permitted to submit courses of this nature for salary consideration if the enrollment fees for these courses have been paid for by the Board of Education.

Adopted: August 27, 1973

PERSONNEL 4133

Delete

## CONTINUING EDUCATION UNITS

The Board of Education believes in the importance of teachers participating in staff development activities as part of their professional and educational development. State law requires the successful completion of 9 CEUs every five years in order for a holder to maintain a professional educator certificate. In order to achieve this goal, the Board will make available annually at no cost to its certified employees, no fewer than eighteen, 60 minute instructional contact hours of professional development activities for CEUs. CEUs awarded by providers approved by the State Department of Education also may be used to fulfill the CEU requirements.

The specific professional development activities to be made available will be determined with the advice and assistance of the Staff Development Committee which will include a representative of the Manchester Education Association and the Manchester School Administrators Association.

The Board of Education may award CEU equivalents to any of its employees for the successful completion of professional development activities which are not offered by an approved CEU provider. Any combination of CEUs and CEU equivalents can be used toward the CEU requirement. All 90 hours of CEU activities may be earned as CEU equivalents.

Adopted: December 11, 1989

## Credit on Teacher Salary Schedule for Teacher Aide Experience

The Board of Education will consider granting credit on the Teacher Salary Schedule for experiences as a teacher aide if the following criteria are met:

- 1.) The teacher must have been certified as a teacher at the time employed as an aide. It should also be understood that the teacher moved from an aide position in Manchester directly to a teaching position and is currently a teacher in Manchester.
- 2.) That the performance of the aide was unique in that the aide had functioned at a level normally beyond what is expected of an aide and that a good portion of the aide's activities was performed not under the direct supervision of a teacher.
- 3.) The uniqueness of the aide's position must be documented in writing by the principal of the school and the Assistant Superintendent for Administration.
- 4.) The teacher must submit, in writing, a request to the Credit Evaluation Committee and no salary credit will be given unless the Committee is in agreement.
- 5.) Only experience gained as a teacher aide in the Manchester Public Schools will be considered.
- 6.) No more than one year's credit on the salary schedule will be granted.

Adopted: June 10, 1974

Revised: June 27, 1977



**Manchester Public Schools  
Board of Education  
Policy Committee  
Minutes  
Monday, November 24, 2014**

Members Present: Maria Cruz, Deb Hagenow, Mary-Jane Pazda  
Others Present: Matt Geary, Superintendent of Schools

The meeting was called to order at 5:30 P.M.

1. The committee tabled their discussion of Article II Section 3: Vice Chair of Board of Education to a later meeting.
2. Mr. Geary reported that a draft of Policy 3510 will be forthcoming at the next Policy Committee meeting.
3. The committee endorsed the following policies and will send them for the full Board of Education for consideration:
  - Revise Board Policy #5143.2: School Lunch Accounts
  - Addition of Board Policy Student Representatives to the Board of Education (Section 9000 Article 2 Section 19)
  - Deletion of Board Policy 4131 Professional Growth
  - Deletion of Board Policy 4133 Continuing Education Units
  - Deletion of Board Policy 4147 Credit on Teacher Salary Schedule for Teacher Aide Experience
4. Committee members endorsed the move of the Communications section of the agenda to after the second Public Comment at Board of Education meetings on a trial basis.

The meeting adjourned at 6:15 P.M.

Next Meeting Date: Monday, January 26 at 5:30

Submitted by Matt Geary, Superintendent of Schools