



Board of Education

5 Minortown Road ~ Woodbury, CT 06798

www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:

Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers

Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district

Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Regular Meeting of the Region 14 Board of Education

Monday, October 16, 2023; 7:00 p.m.

Mitchell Elementary School

Flanders Room

- I. Call to Order.....James Crocker
- II. Pledge of Allegiance.....James Crocker
- III. Introductions.....James Crocker
- IV. Approval of Minutes (Action Anticipated).....James Crocker
 - A. Regular Meeting, Monday, October 2, 2023
- V. Superintendent's Report.....Brian Murphy
 - A. HVAC Presentation: Mike Molzon, Director of Facilities

VI. Committee Reports

A. Curriculum Committee Update

On a recommendation by the Curriculum Committee to approve the following curricula:
(Action Anticipated)

- i. K-5 Math Curriculum

B. On a recommendation by the Curriculum Committee to approve the following textbook
(Action Anticipated)

- i. Forensic Science, Fundamentals & Investigations, 3rd Edition

C. Policy Committee Update

On a recommendation by the Policy Committee to approve the following policies:
(Second Read, Action Anticipated)

- i. Policy 4113.12 Minimum Duty-Free Lunch Periods for Teachers
- ii. Policy 5131.7 Weapons and Dangerous Instruments
- iii. Policy 5144.2 Use of Exclusionary Time Out Settings

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, who are asked to state their name and town of residence and to please limit comments to three (3) minutes. Up to 21 minutes of statements per topic are allowed. All comments should be addressed to the Board of Education Chair. Decorum will be enforced.

IX. Old Business

X. New Business

- A. Educator Evaluation Flexibilities: Dr. Taryn Fernandez (Action Anticipated)

XI. Other Business

XII. Adjournment



Minutes
Regular Meeting of the Region 14 Board of Education
Monday, October 2, 2023; 7:00 p.m.
Flanders Room
Mitchell Elementary School

Present:

Jim Crocker, Chairman
Chris Matta
Michael Carbonneau
Carol Ann Brown
Alice Jones
Caren Lipinski

Absent:

Tikva Rose
Chris Griffin

Also Present:

Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations

Presenters:

Bill Nemec, Principal, Woodbury Middle School
Suzi Greene, Assistant Principal, Woodbury Middle School

I. Call to Order

Mr. Crocker called the meeting to order at 7:00 p.m.

II. Pledge of Allegiance/Introductions

The Pledge of Allegiance was recited and members of the Board of Education and Central Office staff introduced themselves.

III. Approval of Minutes

A. Regular Meeting, Monday, September 18, 2023

A motion was made by Chris Matta and seconded by Caren Lipinski to accept/approve the minutes as presented; all in favor; none opposed; motion carried unanimously.

IV. Superintendent's Report

A. Positive Behavioral Interventions and Supports (PBIS) Presentation

The Woodbury Middle School Community is committed to growing a positive school climate by implementing PBIS throughout all settings and periods. The initiative is in addition to the numerous school climate plans introduced over the

last few years including 112 Warrior Way, Words Matter, and other programs implemented for the purpose of creating a safe learning environment for all students. The program kick off is planned for October 13th.

A presentation by Principal Nemec, Assistant Principal Suzi Greene, and several faculty members outlined Woodbury Middle School's Multi-tiered system of support and core values.

V. Committee Reports

A. Curriculum Committee Update

A Curriculum Committee meeting was held on Tuesday, September 26th. The following curricula were brought before the Board on a recommendation by the committee for approval. Committee Chair Carol Ann Brown provided a brief narrative of each.

i. 6th Grade English Language Arts

A motion was made by Carol Ann Brown and seconded by Michael Carbonneau to accept/approve the curriculum as presented; all in favor; none opposed; motion carried unanimously.

ii. 7th Grade English Language Arts

A motion was made by Carol Ann Brown and seconded by Alice Jones to accept/approve the curriculum as presented; all in favor; none opposed; motion carried unanimously.

iii. Grade English Language Arts

A motion was made by Carol Ann Brown and seconded by Caren Lipinski to accept/approve the curriculum as presented; all in favor; none opposed; motion carried unanimously.

B. Finance Committee Update

Tina Tanguay reported. Revenue as of September 30, 2023 totaled \$10,105,071 or 25.17% of anticipated income. Expenditures for the period totaled \$10,223,710 or 25.46% of budget.

Food service numbers are moving in a positive direction.

C. Horse Barn Committee Update

The horse barn structural framing is approximately 95% percent complete. Rain has delayed the project somewhat. Anticipated project completion date is December 1, 2023.

D. Policy Committee Meeting Update

The Policy Committee met on September 18th and recommended three policies be moved forward to the Board. Policies under consideration are Policy 4113.12, Minimum Duty-Free Lunch Periods for Teachers; Policy 5131.7, Weapons and

Dangerous Instruments; and Policy 5144.2, Use of Exclusionary Time Out Settings. First Read, No Action Anticipated

VI. Board Chair Comments

Chairman Crocker thanked the Board for their contribution of time and dedication.

VII. Privilege of the Floor

There were no spokespersons

VIII. Old Business

There was none

IX. New Business

Carol Ann Brown recognized several community events and announcements; Student Athlete of the Week, Ben Roden; the highly successful FFA Car Show with 205 cars registered; and Eric Birkenberger's class achievements at the Big E.

X. Other Business

There was none

XI. Adjournment

MOTION by Chris Matta; was seconded by Carol Ann Brown to adjourn the meeting; all in favor; none opposed; *meeting adjourned at 8:27 p.m.*

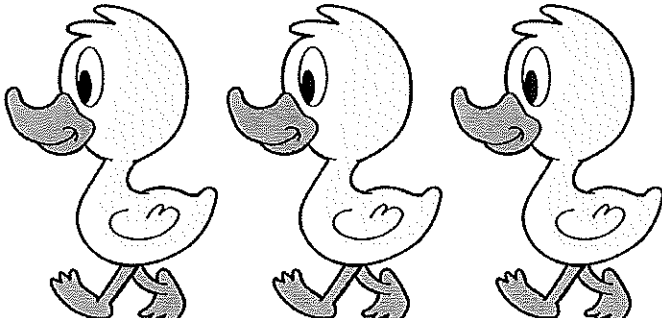

Respectfully Submitted,



*Patricia Paige
Board Clerk*

Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk

GRADE K MATH CURRICULUM

<p>Unit 1 Lesson 9: Create Picture Books</p> <p>WU Act It Out: The Story Changes (Warm up)</p> <p>Student Task Statement</p>  <p>3 little ducks went out one day, over the hill and far away. Mother duck said, "Quack, quack, quack." Then 3 little ducks came back.</p> <p>3 little ducks went out one day, over the hill and far away. Mother duck said, "Quack, quack, quack." Then 2 little ducks came back.</p>	
<p>Grade Level(s): Kindergarten</p>	<p>Curriculum Author(s): Taryn Fernandez <i>(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)</i></p>
<p>Course Description: The big ideas in kindergarten include: representing and comparing whole numbers, initially with sets of objects; understanding and applying addition and subtraction; and describing shapes and space. More time in kindergarten is devoted to numbers than to other topics.</p>	

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Math in Our World</u>	How many are there?	Counting is a way to tell how many objects there are.	TCC1(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); TI1(PK-2)
<u>Numbers 1-10</u>	Why do we count?	Counting tells how many there are in a group regardless of their arrangement. The last number said when counting tells the total number of objects counted.	TCC3(PK-2); TCC4(PK-2); CCE2(PK-2); TI1(PK-2); TI2(PK-2)
<u>Flat Shapes All Around Us</u>	How can we efficiently describe objects in our environment?	We can describe objects in our environment using geometric terms.	TCC2(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); CCE4(PK-2); P3(PK-2); AA4(PK-2)
<u>Understanding Addition and Subtraction</u>	How can we represent number combinations?	The quantity of numbers can be combined in different groups of numbers.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2)
<u>Composing and Decomposing Numbers to 10</u>	How can knowing how to put together or take apart numbers help form other numbers?	Numbers are composed of other numbers and numbers can be decomposed into other numbers.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2)
<u>Numbers 0-20</u>	How are teen numbers composed and decomposed?	Teen numbers are composed of a group of ten and some more.	TCC2(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); CCE4(PK-2); P3(PK-2); AA4(PK-2)
<u>Solid Shapes All Around Us</u>	What language can we use to describe 3-dimensional shapes?	With 3-dimensional shapes we can talk about capacity and weight.	TCC2(PK-2); TCC4(PK-2); CCE1(PK-2); CCE3(PK-2); CCE4(PK-2); P3(PK-2); AA4(PK-2)
<u>Putting it All Together</u>	How can we compare two groups of objects?	We can compare how many objects are in two different groups to tell which group is larger and which is smaller	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); TCC4(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2)



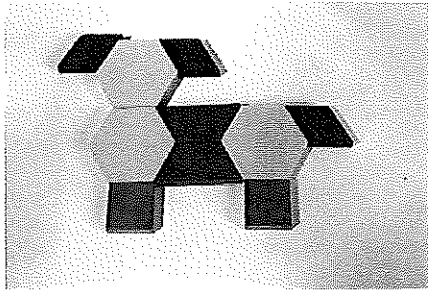
1st GRADE MATH CURRICULUM

Unit 7 Lesson 7: Put Together Flat Shapes

WU Notice and Wonder: Dogs (Warm up)

Student Task Statement

What do you notice?
What do you wonder?



Grade Level(s): 1st Grade

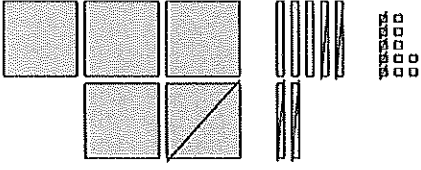

Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo
(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)

Course Description: The big ideas in grade 1 include: developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; developing understanding of whole-number relationships and place value, including grouping in tens and ones; developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing geometric shapes.

Year At A Glance			
Unit Title	Overarching Essential Question(s)	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Adding, Subtracting, and Working With Data</u>	What does the data tell us?	We can interpret data to ask and answer questions	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Addition and Subtraction Story Problems</u>	How can we solve story problems?	We can solve story problems by representing them with drawings, objects, words, and equations	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Adding and Subtracting Within 20</u>	What is the relationship of addition and subtraction?	Addition and subtraction are related/inverse operations.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Numbers to 99</u>	What does each number in a two-digit number represent?	The two digits of a two-digit number represent amounts of tens and ones.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Adding Within 100</u>	How does understanding properties of operations help me with strategies when I calculate?	Commutative and Associative Properties demonstrate decomposing and representing numbers within equations.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Length Measurements Within 120 Units</u>	How do we compare the lengths of objects?	We can compare lengths of objects using other objects such as counting cubes	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Geometry and Time</u>	How are shapes used in the real world? What is the result of dividing a shape into equal shares? How is time measured?	Shapes are all around our world and can be put together or taken apart to form other shapes. Decomposing into more equal shares creates smaller shares. Time is measured in hours and minutes and can be shown on different kinds of clocks.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)
<u>Putting it All Together</u>	How can I show what I've learned?	Learning is best demonstrated by the ability to apply what we have learned to new situations.	TCC1(PK-2); TCC3(PK-2); CCE1(PK-2); CCE4(PK-2); TI1(PK-2); TI2(PK-2); TI4(PK-2); P2(PK-2); AA1(PK-2); A2(PK-2)



2nd GRADE MATH CURRICULUM

<p style="text-align: center;"><i>How do Jada's equations match Lin's diagram? Finish Jada's work to find $582 - 145$.</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><i>Lin's diagram</i></p>  </div> <div style="text-align: center;"> <p><i>Jada's equations</i></p> $\begin{array}{r} 500 - 100 = \\ 70 \\ 80 - 40 = \\ 12 \\ 12 - 5 = \\ - \end{array}$ </div> </div>	
<p>Grade Level(s): 2nd Grade</p>	<p>Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo <i>(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)</i></p>
<p>Course Description: The big ideas in grade 2 include: extending understanding of the base-ten number system, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes.</p>	

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Adding, Subtracting, and Working with Data</u>	How can we collect, organize, and represent categorical data?	Data can be organized, represented and analyzed by using a line plot, picture graph or bar graph.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); TI1(PK-2); TI2(PK-2); TI3(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Adding and Subtracting within 100</u>	How do visual representations depict addition and subtraction?	Addition and subtraction can be represented on various models such as number lines, picture graphs, and bar graphs.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); TI1(PK-2); TI2(PK-2); TI3(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Measuring Length</u>	How do we measure length?	Length is found by counting intervals rather than counting the marks on a number line	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); TI1(PK-2); TI2(PK-2); TI3(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Addition and Subtraction on the Number Line</u>	How do visual representations depict addition and subtraction?	A number line diagram can be used to represent whole-numbers sums and differences.	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); TI1(PK-2); TI2(PK-2); TI3(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)
<u>Numbers to 1,000</u>	How does the position of a digit in a number affect its value?	<ul style="list-style-type: none"> Place value is based on groups of tens Each hundred is composed of 100 ones or 10 tens 	TCC1(PK-2); TCC2(PK-2); TCC3(PK-2); CCE1(PK-2); CCE2(PK-2); CCE3(PK-2); CCE4(PK-2); DE4(PK-2); TI1(PK-2); TI2(PK-2); TI3(PK-2); P2(PK-2); P3(PK-2); AA1(PK-2); AA2(PK-2); AA4(PK-2)



3rd GRADE MATH CURRICULUM

A farmer picked some apples. Some of the apples are packed into boxes and some are not.

From the list, choose 4 numbers that would make sense together in this situation. Write your choices in the table. Be ready to explain how your numbers make sense together.

400	300	240	12
350	290	230	10
340	280	170	5

total number of apples	number of apples not in boxes	number of boxes	number of apples in each box
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Grade Level(s): 3rd Grade

Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo
(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)

Course Description: The big ideas in grade 3 include: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator 1); developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.

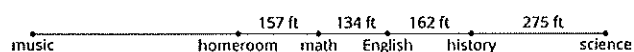
Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Introducing Multiplication</u>	How will modeling with equal groups help us in understanding multiplication situations?	Real world situations involving equal groups and area can be represented with multiplication equations and models.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Area and Multiplication</u>	How does the area of a rectangle relate to multiplication?	The area of a rectangle can be found by multiplying the lengths of two adjacent sides of the rectangle.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Wrapping Up Addition and Subtraction within 1000</u>	How can I represent numbers in different ways?	We can use algorithms, a set of steps that works every time as long as the steps are carried out correctly, to solve problems and represent numbers in different ways	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Relating Multiplication to Division</u>	How can we use multiplication to solve division problems?	Multiplication and division are related operations and there is an inverse relationship between them.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Fractions as Numbers</u>	What do fractions represent?	Fractions represent quantities where a whole is divided into equal-sized parts using models, manipulatives, words, and/or number lines.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Measuring Length, Time, Liquid, Volume, and Weight</u>	How do we use data represented in bar graphs and picture graphs to make sense of the world around us?	Information can be represented in bar graph and picture graph form to help us solve math problems.	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Two-Dimensional Shapes and Perimeter</u>	How are area and perimeter similar and different?	Perimeter and area are both related to the measures of the sides of the	TCC4(3-5); CCE1(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); DE4(3-5);



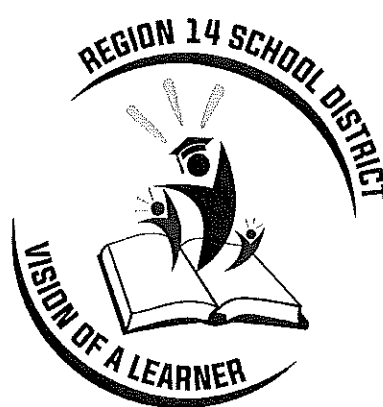
4th GRADE MATH CURRICULUM

Mai's cousin is in middle school. She travels from her homeroom to math, then English, history, and science. When she finishes her science class, she takes the same path back to her homeroom.

Mai's cousin makes the same trip 5 times each week. The distances between the classes are shown.



- What mathematical questions can you ask about this situation?



Grade Level(s): 4th Grade

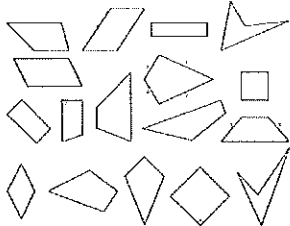
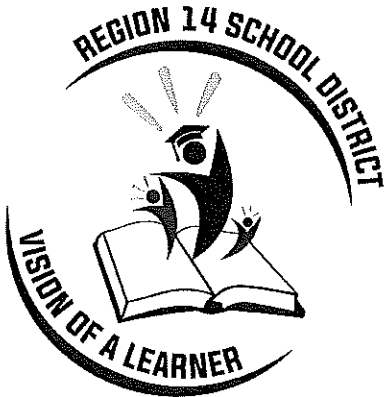
Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo
(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)

Course Description: The big ideas in grade 4 include: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Factors and Multiples</u>	What patterns do I notice when I am multiplying whole numbers that can help me multiply more efficiently?	A number can be multiplicatively decomposed into factor pairs and expressed as a product of these factor pairs.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Fraction Equivalence and Comparison</u>	How are fractions compared and represented?	Fractions with different denominators can be compared by using visual fraction models, benchmark fractions, finding common denominators, and finding common numerators.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Extending Operations to Fractions</u>	How can I represent decomposing a fraction?	Fractions and Mixed Numbers are composed of unit fractions and non-unit fractions and can be decomposed as a sum of unit and/or non-unit fractions.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>From Hundredths to Hundred-Thousands</u>	How are fractions and decimals related?	Fractions can be expressed as decimals and compared as decimal fractions.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Multiplicative Comparison and Measurement</u>	How does understanding the multiplicative relationships between measurements help us in our daily lives?	Whether measuring liquids, weights, distance, or time, understanding multiplicative relationships helps us to better visualize, estimate, comprehend, and respond to the questions how much, how many, how long, or how far.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Multiplying and Dividing Multi-digit Numbers</u>	How can I strategically determine which strategy to use while solving	Flexible methods of computation involve grouping numbers in strategic ways, and the context of a problem	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5);



5th GRADE MATH CURRICULUM

<p>1. Play a round of Guess Which One.</p> <p>Partner A: Select one of the quadrilaterals. Do not reveal your choice to your partner.</p> <p>Partner B: Ask "yes" or "no" questions to guess which shape your partner picked. After each question, cross out or remove quadrilaterals based on your partner's answers.</p> <p>Use the space to record your questions for this round.</p> 	
<p>Grade Level(s): 5th Grade</p>	<p>Curriculum Author(s): Taryn Fernandez, Jennifer Schnitzer, Alicia Schiavo <i>(Curriculum content aligns with the CT State Model Math Curriculum and is based on the Illustrative Math program used in grades K-9)</i></p>
<p>Course Description: The big ideas in grade 5 include: developing fluency with addition and subtraction of fractions, developing understanding of multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions), extending division to two-digit divisors, developing understanding of operations with decimals to hundredths, developing fluency with whole number and decimal operations, and developing understanding of volume.</p>	

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Finding Volume</u>	How does the area of rectangles relate to the volume of rectangular prisms?	Volume can be found by repeatedly adding the area of the base or by multiplying all three dimensions.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Fractions as Quotients and Fraction Multiplication</u>	What is the meaning of the fraction bar?	Fractions can be interpreted as division	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Multiplying and Dividing Fractions</u>	Does a number get bigger or smaller when we multiply it by a fraction? Does dividing a fraction by a whole number result in a smaller number or a larger number? What about the other way around?	Multiplying a given number by a fraction greater than 1 results in a product greater than the given number, and multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Dividing a whole number by a unit fraction can be thought of as finding how many of the unit fraction it takes to make a whole, and multiplying the result by the whole number	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Wrapping Up Multiplication and Division with Multi-Digit Numbers</u>	How can we apply our understanding of one or two-digit multiplication and division to three or more digit multiplication and division?	Standard algorithms can be used to solve multiplication and division problems	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)
<u>Place Value Patterns and Decimal Operations</u>	How do patterns in the number system help you understand quantity?	In a multi-digit number, a digit in the ones place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	TCC4(3-5); CCE1(3-5); CCE2(3-5); CCE3(3-5); CCE4(3-5); DE1(3-5); TI2(3-5); TI3(3-5); P2(3-5); AA1(3-5); AA2(3-5); AA4(3-5)





Regional School District 14 Textbook Adoption Proposal Form

Instructions - After the text selection process is finished, please submit the following to the Director of Teaching and Learning for the chosen text:

- Completed adoption proposal form
- A copy of the cost proposal/quote from the vendor
- 1-3 copies of the Student Textbook and the Teacher's Guide for review.

School/Grade/Department: Nonnewaug / 9-12 / Science	Date: October 12, 2023
Evaluating Team Members: York, Pratt, Yocis	
Textbook Information	
Title of the Proposed Textbook: Forensic Science, Fundamentals & Investigations	Edition: 3rd
Author(s)/Editors: Bertino & Bertino	
Publisher (please include name of contact person, address, phone, and fax) Cengage Erin Connolly erin.connolly@cengage.com (860) 682-0511	
Text Readability Level:	Copyright Year: 2021
Is this a more current edition of an approved text already in use? (If yes, please include the title, copyright date, and publisher of the text being replaced) No, but here is what we use now: Forensic Science, An Introduction (Pearson, 2007)	
Proposed Textbook Cost	
Cost of The Proposed Text: (Text with 6-year digital access)	\$ 143
Number of Texts Requested:	x 25
Approximate Cost of Shipping:	+ 357.50
Total Cost:	\$ 3932.50

Additional Information Required
<p>Titles of Other Texts Reviewed: Introduction to Forensic Science & Criminalistics, 2nd Ed. (Taylor & Francis, 2019) Forensic Science for High School (Kendall Hunt, 2016) Criminalistics, An Introduction to Forensic Science (Pearson, 2021)</p>
<p>Advantages of The Proposed Text: The textbook that we are currently using is from 2007 and was the first real Forensics textbook used for high schools. This new book includes:</p> <ol style="list-style-type: none">1) More current content from the last 16 years2) alignment to current national and NGSS standards3) Over 100 hands-on embedded activities and inquiry-based labs4) Chapter Scenarios and case studies reflecting current events
<p>Other School Districts Utilizing The Proposed Text: Cheshire High School NWR (Region 7) Milford Immaculate West Haven Bridgeport Military Academy</p>

Evaluation of The Proposed Textbook			
Content - Please place an "x" in the appropriate rating.	Yes	No	N/A
1. Are the instructional goals clearly stated in terms of what students should know and be able to do?	x		
2. Does the content align with the state and district curriculum standards?	x		
3. Does the content challenge students of varying levels?	x		
4. Is the content age appropriate in terms of interests, concepts, etc.?	x		
5. Does the content reflect recent scholarship in this subject area?	x		
6. Are there connections made within and across content areas?	x		
7. Are gender, racial, ethnic, religious, and socio-economic groups, past and present, accurately and fairly represented?	x		
8. Does the content (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our global society?	x		
9. Are all sides of a controversial issue treated objectively?	x		
Please provide a brief explanation any "no" responses above:			
Assessment of Student Learning - Please place an "x" in the appropriate rating.	Yes	No	N/A
1. Are there formal and informal assessment practices integrated throughout the text?	x		
2. Do the assessments provide a balanced profile of students' acquisition of skills, knowledge, understanding, and their ability to apply their learning to real world situations?	x		
3. Will the assessments provide meaningful feedback to teachers to improve instruction and learning?	x		
Please provide a brief explanation any "no" responses above:			
Instructional Support - Please place an "x" in the appropriate rating.	Yes	No	N/A
1. Are there up-to-date reference sources listed?	x		

2. Is there a focus on higher level thinking skills?	x		
3. Are the units and lessons organized in a manner that are easy to use?	x		
4. Do the activities engage students in problems and questions before solutions and answers are introduced?	x		
5. Do the materials allow for a variety of activities that address different learning styles?	x		
6. Do the materials provide ways of building students' competency with the Vision of A Learner attributes?	x		
7. Do the materials provide opportunities for parents and community members to be involved in learning activities?	x		
8. Are the typeface, type size, illustrations, and visual aids suitable for the students who will be using this text?	x		
9. Is the text/supplemental material available in different languages?	x		
10. Is the text/supplemental material available on audiobook?	x		
11. Do the instructional methods reflect current learning theory and pedagogy?	x		
12. Are the authors (contributors) recognized for their expertise in this subject area and their experience with students at a similar level to those who will be utilizing this text?	x		
Please provide a brief explanation any "no" responses above:			
Overall Summary and Rationale for Utilizing This Textbook:			

Approval Signatures	
Department Chairperson:	Date:
Principal:	Date:
Director of Teaching and Learning:	Date:

A new mandated policy to consider.

Personnel -- Certified

Minimum Duty-Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:

cps 7/22

A mandated policy to consider.

Students

Weapons and Dangerous Instruments

The Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited.

Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device.

Alternate language: A “dangerous weapon” is any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious injury. A “deadly weapon” is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.

Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. A student who violates this policy will be reported to law enforcement authorities.

A “destructive device” is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process and is violative of publicized policies of the Board as grounds for expulsion.

Students

Weapons and Dangerous Instruments (continued)

Additional optional language to consider:

Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” is defined by federal law, means in/on school grounds or within 1,000 feet of school grounds.

“Gun-Free School Zone” signs will/may be posted in cooperation with city/town officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

(cf. 5114 - Suspension/Expulsion)

(cf. 5145.12 - Search and Seizure)

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules.
 10-233a through 10-233f - Expulsion as amended by PA 95-304
 53a-3 Definitions.
 53a-217b - Possession of firearms and deadly weapons on school grounds
 53-206 Carrying and sale of dangerous weapons.
 PA 94-221 An Act Concerning School Discipline and Safety.
 Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q)
 (2006)
 GOALS 2000: Educate America Act
 18 U.S.C. 921 Definitions.
 20 U.S.C. §7961, The Gun-Free School Act, 8561 of the Every Student
 Succeeds Act.
 Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006)
 Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-
 7117

Policy adopted:

rev 5/03

rev 2/13

rev 7/18

A new and mandated policy to consider. This can also be covered in policy #5144.1, but with less specificity.

Students

Use of Exclusionary Time Out Settings

The Board of Education (Board) recognizes that the use of exclusionary time out may be an effective method of behavior intervention for some students. A time out setting used for an exclusionary time out is an area for a student to safely deescalate, regain control, and prepare to meet expectations to return to his/her educational program. The time out setting offers a quiet place to be used when students are overwhelmed, experiencing over-stimulation or are out of control.

OR

The Board of Education (Board) acknowledges that behavior management practices for students may sometimes include the use of exclusionary time out settings. A time out setting is an area for a student to safely deescalate, self-regulate, self-calm, regain control and prepare to meet expectations to return to his/her educational program. A time out setting shall only be used in conjunction with a behavior management program which teaches and reinforces acceptable behaviors, except where it is necessary to remove a student from a potentially dangerous situation or an unanticipated situation.

Definitions

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

Seclusion means the involuntary confinement of a student in a room, physically prevented from leaving. Seclusion does not include an exclusionary time out.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

Students

Use of Exclusionary Time Out Settings (continued)

Types of Time Out

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction for the purpose of calming.

There are two kinds of time-out:

- **Inclusionary** – when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.
- **Exclusionary** – when a student is separated from the rest of the class through complete visual separation or actual physical separation.

Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

Use of Exclusionary Time Out Setting/Space

If a time out setting/space is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The Board has adopted and implemented the following policy and procedures governing school use of time out settings/spaces as part of its behavior management approach consistent with P.A. 18-51.

At a minimum, the use of exclusionary time out settings/spaces shall be governed by the following rules and standards:

1. The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time out space shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.

Staff shall continuously monitor the student in a time out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.

Students

Use of Exclusionary Time Out Settings (continued)

Under no circumstances shall a time out setting/space in a school program be used for seclusion of the student, where the term “seclusion” is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.

2. Factors which may precipitate the use of the time out setting/space:
 - a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)
 - b. Behavior that is severely disruptive
 - c. Dangerous behavior that presents a risk of injury or harm to that student or to others
 - d. Behavior that is dangerous or presents a risk of significant property damage.

The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.

3. Time limitations for the use of the time out setting/space:

A student should remain in the designated time out setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes. *(A suggested time-legislation does not specify time limits)*

School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student’s parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

If, at any point during the student’s stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student’s parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student’s safety.

Further, a student’s IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student’s age and individual needs.

Students

Use of Exclusionary Time Out Settings (continued)

School administration or other personnel shall be notified in the event a student is placed in a time out setting for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out setting for the student. Whether the student requires a debriefing following the use of a time out setting shall be left to the staff knowledgeable about the individual student.

When it is decided through the program planning process to use a time out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the time out setting, it is important that non-violent crisis techniques be used. Consideration must be given to the procedures pertaining to use of physical restraint and/or seclusion as defined in policy 5144.1.

4. Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:
 - a. The Director of Special Education (or _____) shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.
 - b. Specific Training Activities and Programs:

Staff members working with students who have the use of the time out space will:

- Receive full training in the policy and procedures for the use of a time out setting.
- Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.

5. Data collection to monitor the effectiveness of the use of time out settings/spaces:

The District shall establish and implement procedures to document the use of time out space, including information to monitor the effectiveness of the use of the time out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

Students

Use of Exclusionary Time Out Settings (continued)

Such data collection should appropriately include, but is not limited to, the following information:

- a. A record for each student showing the date and time of each use of the time out setting;
- b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;
- c. The amount of time that the student was in the time out setting; and
- d. Information to monitor the effectiveness of the use of the time out setting to decrease specified behaviors which resulted in the student being placed in the setting.

6. Information to be provided to parents:

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out setting for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out setting and provide the parent with a copy of the school's policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child was placed in a time out setting. Minimally, *whenever a time out setting is used as an emergency intervention* the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible. The use of a time out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time out setting should be directed to school administrators.

Physical Space Used as a Time Out Setting/Space

The physical space used as a time out setting must meet certain standards:

- a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time out.)
- b. The space or setting used for an exclusionary time out must be appropriate for calming or deescalating the student's behavior.
- c. The area shall be of adequate width, length and height to allow the student to move about and recline comfortably.

Students

Use of Exclusionary Time Out Settings

Physical Space Used as a Time Out Setting/Space (continued)

- d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.
- f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
- g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

(cf. 4148/4248 – Employee Protection)

(cf. 5141.23 – Students with Special Health Care Needs)

(cf. 5144.1 – Physical Restraint/Seclusion/Exclusionary Time Out)

Legal Reference: Connecticut General Statutes
 10-76b State supervision of special education programs and services.
 10-76d Duties and powers of boards of education to provide special
 education programs and services.
 10-236b Physical restraint and seclusion of students by school employees.
 (as amended by PA 17-220 and PA 18-51)
 46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
 46a-152 Physical restraint, seclusion and use of psychopharmacologic
 agents restricted. Monitoring and documentation required.
 46a-153 Recording of use of restraint and seclusion required. Review of
 records by state agencies. Reviewing state agency to report serious injury
 or death to Office of Protection and Advocacy for Persons with
 Disabilities and to Office of Child Advocate. (as amended by PA 12-88)
 53a-18 Use of reasonable physical force or deadly physical force
 generally.
 53a-19 Use of physical force in defense of person
 53a-20 Use of physical force in defense of premises.
 53a-21 Use of physical force in defense of property.
 PA 15-141 An Act Concerning Seclusion and Restraint in Schools.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-
 11.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-
 11.

Policy adopted:

cps 6/18

**Sample Designated Time-Out Setting
Data Collection Form**

Name of Student:
Date of designated time-out room use:
Time of designated time-out room use:
Duration of designated time-out room use:
Name of professional staff supervising student while in designated time-out room:

Describe:
a) Antecedent events leading up to use of designated time-out room
b) Behavior that resulted in use of designated time-out room
c) Behavior observed in the designated time-out room

If used, describe the physical assistance required:

On this occasion, was the student able to self-regulate and/or control behavior in order to return to the classroom or were further interventions required? Specify.

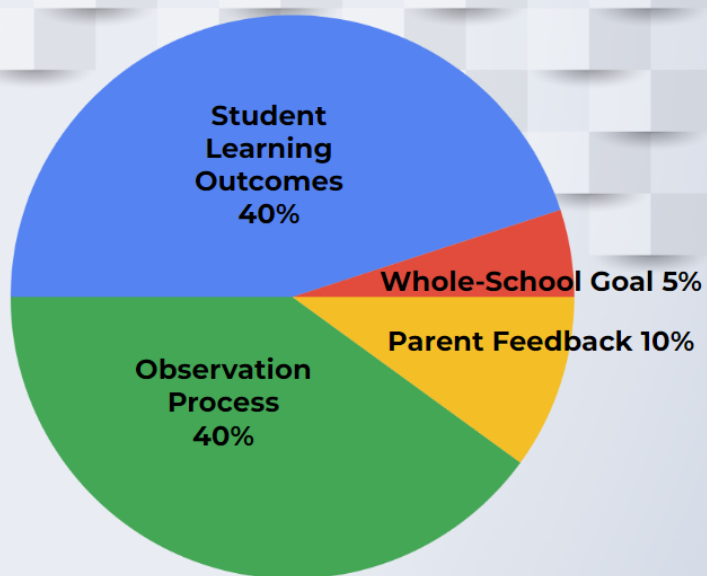
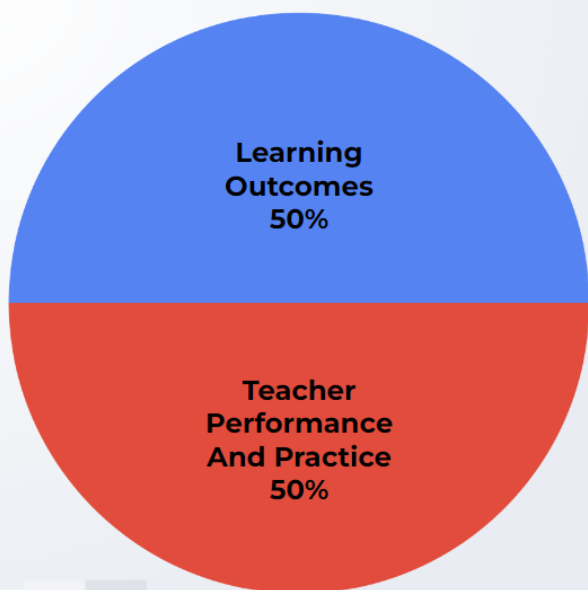
NOTE: *This data must be placed in the student's confidential record.*

Comparison of TEVAL Plan with TEVAL Flexibilities

EDUCATOR EVALUATION AND SUPPORT PLAN COMPARISON

2015 TEVAL Plan	TEVAL Flexibilities
<p>Student Learning Outcomes (45%)</p> <ul style="list-style-type: none"> • Must be mutually agreed upon between the teacher and evaluator • Three performance conferences throughout the year: beginning, middle, and end of the year. • Teachers analyze assessment data at the beginning of the year, progress reports, success plans, etc. to learn about student needs. • Develop at least one, but not more than four Student Learning Objectives (SLOs) <ul style="list-style-type: none"> ◦ If one SLO is selected, must have two or more Indicators of Academic Growth and Development (IAGDs) ◦ If more than one SLO, only one IAGD per SLO is required ◦ IAGDs must include quantitative measures • Scores on each SLO are based on student success. Scores are averaged to the nearest tenth. 	<p>Student Learning Indicators (45%)</p> <p>Support the wellness of the whole child, ensure equitable learning opportunities for all students, and provide support to students who have challenges attaining learning goals</p> <ul style="list-style-type: none"> • Teachers will develop ONE student learning goal with a minimum of TWO indicators, or measures of accomplishment mutually agreed upon with their evaluating administrator focused on: <ul style="list-style-type: none"> ◦ Social and emotional learning for students; ◦ Student engagement; ◦ Engaging families; ◦ Cultural responsiveness; or ◦ Academic achievement • Support the wellness of the whole child, ensure equitable learning opportunities for all students, and provide support to students who have challenges attaining learning goals
<p>Observations of Performance & Practice (40%)</p> <ul style="list-style-type: none"> • Formal observations - at least 30 minutes <ul style="list-style-type: none"> ◦ Must have pre- and post-conference • Informal observations - at least 15 minutes <ul style="list-style-type: none"> ◦ Must have post-conference and written and verbal feedback • Less than 2 years in Region 14 <ul style="list-style-type: none"> ◦ At least 3 formal in-class observations ◦ At least 1 informal in-class observation or review of practice • Non-tenured 3rd/4th year educator with rating of proficient or exemplary <ul style="list-style-type: none"> ◦ At least 2 formal in-class observations ◦ At least 1 informal in-class observation or review of practice • Tenured Educators - Based on performance category <ul style="list-style-type: none"> ◦ Exemplary and Proficient <ul style="list-style-type: none"> ■ at least 1 formal in-class observation every three years ■ At least 1 review of practice ■ In opposite years, at least three informal observations ◦ Developing <ul style="list-style-type: none"> ■ At least 3 formal in-class observations ■ At least 2 informal in-class 	<p>Observations of Performance & Practice (40%)</p> <ul style="list-style-type: none"> • Formative in nature and take place more frequently, for shorter amounts of time throughout the school year to provide feedback and support. • Focus on educator practice that supports social and emotional learning, the health and well-being of staff and students, and student learning • Written feedback based on evidence collected and current CSDE Rubrics <ul style="list-style-type: none"> ◦ Formative in nature ◦ Include recommendations for growth and professional learning • Adjustments may be made to the following requirements if shorter, more frequent observations will take place: <ul style="list-style-type: none"> ◦ 3 Years+ with Proficient or Exemplary during 2021-2022 - Minimum of TWO informal observations and ONE review of practice ◦ <3 Years or Developing or Below Standard during 2021-2022 - Minimum of THREE informal observations and ONE review of practice with post-observation conferences

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Below Standard <ul style="list-style-type: none"> ■ At least 3 formal in-class observations ■ At least 3 informal in-class observations or reviews of practice ● Observations are rated utilizing the CCT and CCS Rubrics ● All teachers develop a Professional Growth Plan also known as a Performance and Practice Goal ● Final rating is determined by averaging the components within each domain to a tenth of a decimal along with the parent feedback goal rating. 	
<p>Parent Feedback (10%) Teacher sets a goal based on the whole-school goals developed by administration based on parent survey feedback</p> <ul style="list-style-type: none"> ● 4 Exemplary - exceeded the goal ● 3 Proficient - met the goal ● 2 Developing - partially met the goal ● 1 Below Standard - did not meet the goal 	<p>Stakeholder Feedback (10%) Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning.</p> <ul style="list-style-type: none"> ● CSDE recommends that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.
<p>Whole School Goal (5%) Determined by an aggregate rating for multiple student learning indicators established for the building administrator's evaluation rating.</p>	<p>Whole School Goal (5%) Flexibility provided to districts with the consensus of the PDEC.</p> <ul style="list-style-type: none"> ● Educators focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to: <ul style="list-style-type: none"> ○ Social emotional learning; ○ Providing equitable learning opportunities for all students; ○ Professional learning to improve practice; ○ Professional learning communities; or ○ Best practices for hybrid or remote learning.
<p>Summary of Changes from 2015 TEVAL to TEVAL Flexibilities</p> <ul style="list-style-type: none"> ● Flexibility in the SLO content, though the primary focus will be academic achievement ● More frequent observations, but for shorter periods of time ● Holistic scoring rather than averaging specific scores ● Whole School Goal does not need to be tied to administrator's goals 	



2015 TEVAL - Teacher Summative Rating



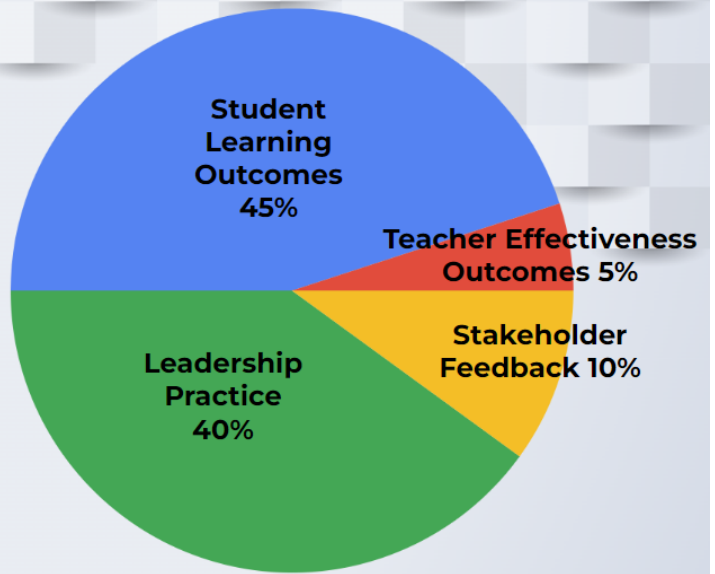
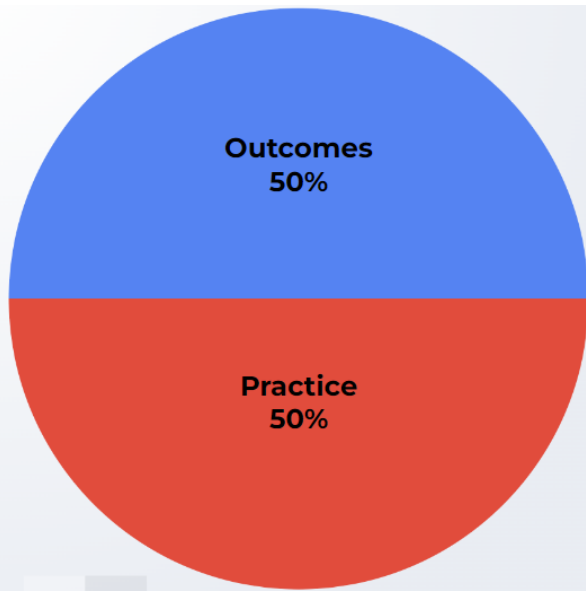
TEVAL Flexibilities - Teacher Holistic Summative Rating



ADMINISTRATOR EVALUATION AND SUPPORT PLAN COMPARISON

2015 TEVAL Plan	TEVAL Flexibilities
<p>Prior to developing a plan, the following must be in place:</p> <ul style="list-style-type: none"> • Student learning data are available to review by administrator • The State has assigned a School Performance Index (SPI) • Stakeholder survey data are available for review • The superintendent has communicated student learning priorities for the year • The administrator has developed a school improvement plan 	
<p>Observation of Leadership Practice (40%) Leadership practice is defined in the Common Core of Leading rubric and includes six performance areas.</p> <ul style="list-style-type: none"> • 50% of this practice rating is associated with Teaching and Learning. • 50% are the other 5 performance areas equally weighted. <ul style="list-style-type: none"> ◦ Vision, Mission and Goals ◦ Organizational Systems and Safety ◦ Families and Stakeholders ◦ Ethics and Integrity ◦ The Education System • Evaluator must conduct at least two school site observations for any administrator and at least four site observations for administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard. • Mid-year formative conference with evaluator • Summative self-assessment at the end of the year by administrator • End of year conference with evaluator to discuss evidence. 	<p>Observation of Leadership Practice (40%) Formative in nature and take place more frequently, for shorter amounts of time throughout the school year to provide feedback and support.</p> <ul style="list-style-type: none"> • Artifact reviews may replace ONE of the required site visits <ul style="list-style-type: none"> ◦ 2 Years+ with Proficient or Exemplary during 2021-2022 - a minimum of TWO site visits and ONE artifact review ◦ <3 Years or Developing or Below Standard during 2021-2022 - a minimum of THREE site visits and TWO artifact reviews, with additional site visits/artifact reviews, as needed • Evaluators are encouraged to provide additional opportunities to check in with administrators regarding social and emotional well-being and support, and may implement additional site visits/artifact reviews as needed.
<p>Stakeholder Feedback (10%) Administrators send out a survey to stakeholders that aligns with the CCL Standards</p> <ul style="list-style-type: none"> • School-based admins must include teachers and parents but may also include other staff, community members, students, etc.) • Surveys may be leadership practice surveys, school practice surveys, or school climate surveys • Summative rating is based on the degree to which the administrator makes growth on feedback measures using data from the prior year or beginning of the year as baseline 	<p>Stakeholder Feedback (10%) Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning.</p> <ul style="list-style-type: none"> • CSDE recommends that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

<p>Student Learning Objectives (45%) Administrators establish three student learning objectives.</p> <ul style="list-style-type: none"> • All must align with the Common Core State Standards. • At least one must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments. • HS admins must include one measure related to the cohort graduation rate and the extended graduation rate. • Other options include, but are not limited to student performance or growth on state assessments or AP exams, and student progress toward graduation. 	<p>Student Learning Indicators (45%) Administrators will develop two student learning indicators, or measures of accomplishment, including, but not limited to:</p> <ul style="list-style-type: none"> • supporting the health, safety, and social and emotional well-being, of staff and students, • ensuring equity for the most vulnerable students and their families, • mastery-based learning, or • developing systematic approaches to incorporating social and emotional practices and/or culturally responsive practices into the teaching and learning process. <p>Indicators or measures of accomplishment could be demonstrated by implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.</p>
<p>Teacher Effectiveness Outcomes (5%) Measured by an aggregation of teachers' student learning objectives (SLOs)</p> <ul style="list-style-type: none"> • Evaluators must discuss with administrators their strategies in working with teachers to set SLOs 	<p>Teacher Effectiveness Outcomes (5%) Measured by an aggregation of teachers' student learning objectives (SLOs)</p> <ul style="list-style-type: none"> • Improving the percentage (or meeting a target of a high percentage) of teachers who meet the SLOs in their performance evaluations
<p>Summary of Changes from 2015 TEVAL to TEVAL Flexibilities</p> <ul style="list-style-type: none"> • One fewer student learning indicator • Stakeholder Feedback Goal is focused on outreach to parents • Holistic scoring rather than averaging specific scores 	



2015 TEVAL - Administrator Summative Rating



Administrators' Summative Holistic Rating

