

EAST WINDSOR REGIONAL SCHOOL DISTRICT, HIGHTSTOWN, NJ 08520

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
SEPTEMBER 10, 2012**

The Board of Education of the East Windsor Regional School District, Hightstown, NJ, held a Regular meeting on **Monday, September 10, 2012** at 7:30 p.m. in the Hightstown High School Cafeteria located at 25 Leshin Lane, Hightstown, NJ.

Members Present: Lisa Abel, Pete Bussone, Paul Connolly, Bruce Ettman (7:38 p.m.), Suzann Fallon, Bonnie Fayer, Christine Harrington, Robert Lavery, Kennedy Paul
Members Absent: None
Also Present: Dr. Edward J. Forsthoffer, Chief School Administrator
Kurt Stumbaugh, SBA/Board Secretary
David Coates, Board Legal Counsel

ITEM 1. WELCOME

Board President Robert Lavery called the meeting to order at 7:30 p.m. and read the Open Public Meeting Act Statement as follows: "Written advance notice of this meeting has been given in accordance with law. Minutes of this meeting are being kept by the Board Secretary and will be made available to any member of the public requesting them from the Board Secretary at the Administration building, 25A Leshin Lane, Hightstown, NJ. Minutes will be provided at cost and in accordance with Board policy." Mr. Lavery asked "Are there any Board members present who believe this meeting to be in violation of the Open Public Meeting Act?" No one objected. "There being none, we may proceed."

Fire Code Compliance: Mr. Lavery made the following announcement: "In compliance with the fire code of the State of New Jersey, I call your attention to the emergency exits for this room, which are located...." (Mr. Lavery pointed to the emergency exits.)

ITEM 2. PLEDGE OF ALLEGIANCE

ITEM 3.A APPROVAL OF AGENDA

Mr. Paul moved seconded by Ms. Fallon, to approve the agenda as submitted. On a roll call vote of the Board, motion to approve was carried unanimously.

ITEM 3.B RESOLUTION FOR CLOSED SESSION

Mr. Paul moved, seconded by Ms. Fallon, to approve the following resolution:

BE IT RESOLVED, that the Board of Education of the East Windsor Regional School District will hold two closed sessions during its regular meeting on September 10, 2012. These closed sessions concern:

- Personnel Matters - Discussion of Non-Affiliated Salaries

Minutes of these closed sessions will be available in accordance with Board policy when the need for confidentiality no longer exists. On a roll call vote of the Board, motion to approve was carried unanimously.

4. RECOGNITION AND WELCOME OF CERTIFIED STAFF

Dr. Forsthoffer and the Board recognized and welcomed the new teachers to our District.

Nicole Barakat	Christopher Gabbai	Jennifer Meade
Mara Baskin	Kyle Gafgen	Melissa Meagher
Melissa Belgira	Esmeralda Garcia	Jennifer Nagy
David Bilenker	Carol Greenfield-Dubin	Jennifer Nelson
Amy Bleacher	Justin Halat	Mora Pattik
Jennifer Bond	MaryAnn Harrison	Roswell Perez
Lauren Bruscinio	Elizabeth Judd	Brianna Reilly
Marlene Casalino	Nora Kiefer	Keith Samber
Jennifer DaSilva	Taryn Kisko	Leslie Sanchez
Seth Davis	Sharon Kobal	Gerald Santoleri
Kristen DeLaRosa	Lauren Lentine	Vanessa Tapanes
Christina DeMicco	Kelly Loesser	Genevieve Thomas
Laura DiMeglio	Veronica Lubrano	Steven Voehl
Danielle Dixon	Alice Luczak	Virginia Vogelman
Jennifer Doyle	Gail MacIver-Yako	David Waldstein
Victoria Echeverri	Kelly McMullen	

5. PRESENTATIONS

Michael Dzwonar, Assistant Superintendent for Curriculum along with the curriculum supervisors - Darlene Nemeth, Maree Griffin, Kevin Akey, and Sandy Small, gave a detailed and informative presentation on the District Curriculums listed below. Mr. Dzwonar began the presentation by stating that we are approving a large amount of curriculum new and revised, as this is the year we need to begin to transition to the Common Core Curriculum. He provided an explanation as to what the Common Core Standards are, how they came about, and how they will affect the District and students.

- A. K-5 Curriculum - New/Revisions
- B. 6-8 Curriculum - New/Revisions
- C. 9-12 Mathematics - New/Revisions

(A brief question and answer period ensued after the presentation.)

6. FIRST READING OF BOE POLICIES

Mr. Paul moved, seconded by Ms. Fallon to approve the following policies:

- A. 1631 Residency Requirement for Person Holding School District Office, Employment, or Position (New) *Recommended*
- B. 2431 Athletic Competition (Revised) *Mandated*
- C. 5600 Pupil Discipline/Code of Conduct (Revised) *Mandated*
- D. 7510 Use of School Facilities (Revised) *Recommended*
- E. 8613 Waiver of Pupil Transportation (New) *Recommended*
- F. 9270 Home Schooling and Equivalent Education Outside the Schools (Revised) *Mandated*

1631 – Residency Requirement for Person Holding School District Office, Employment, or Position (New)

The “New Jersey First Act” (P.L. 2011, c. 70) establishes residency requirements for all persons holding office, employment, or a position in a New Jersey school district. Although the law was effective September 1, 2011, the New Jersey Department of Community Affairs recently published a Local Finance Notice on October 21, 2011 that included a summary of the law and a FAQ. Policy Guide 1631 has been developed to incorporate the provisions of this new law. Although the law does not mandate a policy, it is highly recommended a district consider adopting a policy regarding this law.

Policy Guide 1631 is RECOMMENDED

2431 – Athletic Competition (Revised)

Policy Guide 2431 has been revised as a result of New Jersey State Interscholastic Athletic Association’s (NJSIAA) recent policy permitting home schooled children to participate in a school district’s interscholastic athletic program. The New Jersey Department of Education Homeschooling FAQ – Question 10 indicates “a Board of Education may, but is not required to, allow a child educated elsewhere than at school to participate in curricular and extracurricular activities or sports activities.” Therefore, an option has been provided in this revised Policy Guide permitting home schooled children the opportunity to participate in the district’s interscholastic athletic program in accordance with NJSIAA’s rules and Board of Education policy. A district considering this option should review the recently published NJSIAA Guidelines that provide the conditions needed to be met to permit participation of a home schooled child in the district’s interscholastic athletic program.

Policy Guide 2431 is MANDATED

5600 – Pupil Discipline/Code of Conduct (Revised)

Policy Alert 195 included new Dating Violence at School Policy and Regulation Guides - 5519 mandated by recent legislation. Strauss Esmay provided these Guides as soon as possible as the law’s effective date was the beginning of the 2011-2012 school year. Similar to the Anti-Bullying Bill of Rights Act, the new dating violence at school law requires consequences and remedial/intervention measures for acts or incidents of dating violence at school. A listing of consequences and remedial/intervention measures are included in the new Dating Violence at School Policy and Regulation Guides. However, it is recommended these listings also be included in the school district’s Pupil Discipline/Code of Conduct. Therefore, Policy and Regulation Guides 5600 have also been revised to include consequences and remedial/intervention measures for acts or incidents of dating violence at school. School district responses shall be tiered with consideration given to the seriousness and the number of previous occurrences of an act or incident of dating violence at school which is explained in the new section F. in Regulation Guide 5600.

Policy Guide 5600 is MANDATED Regulation Guide 5600 is MANDATED

7510 – Use of School Facilities (Revised)

Policy Alert 194 included new Policy and Regulation Guides 2431.4 – Prevention and Treatment of Sports-Related Concussions and Head Injuries. These new Guides were mandated as a result of P.L. 2010, Chapter 94 (N.J.S.A. 18A:40-41.1 through 41.5). N.J.S.A. 18A:40-41.5 provides immunity to school districts for the injury or death of a person due to the action or inaction of persons employed by or under contract with a youth sports team organization that operates on school grounds provided the organization provides proof of a specific level of liability insurance and a statement of assurance the organization will comply with the district’s Policy and Regulation 2431.4. In addition to including these provisions in Policy and Regulation Guides 2431.4, it is recommended these provisions be incorporated into the school district’s Use of School Facilities Policy. Therefore, Policy and Regulation Guides 7510 – Use of School Facilities have been revised to incorporate this immunity language. Although the law only requires a concussion policy and regulation for school districts that have “interscholastic athletics” as defined in Policy Guide 2431.4, the immunity from liability provisions of N.J.S.A. 18A:40-41.5 are required to protect all school districts that permit youth sports team organizations to use its school facilities. Therefore, a district that does not have “interscholastic athletics” but permits youth sports

team organizations to use its school facilities should adopt Policy and Regulation Guides 2431.4 as these organizations would be required to meet the minimum insurance requirements and sign a statement of assurance for the district to receive immunity as outlined in N.J.S.A. 18A:40-41.5. Most school districts have a locally-developed Use of School Facilities Policy and Regulation. If a district is not using Strauss Esmay's Policy and Regulation Guides 7510, it is strongly recommended the immunity from liability language be incorporated into the district's current locally-developed Use of School Facilities Policy and Regulation.

Policy Guide 7510 is RECOMMENDED Regulation Guide 7510 is RECOMMENDED

8613 – Waiver of Pupil Transportation (New)

Public Law 2011, Chapter 132 (N.J.S.A. 18A:39-1c) was recently approved. The new statute permits a school district to not provide transportation to and from school for a pupil who lives remote from their school if the parent/guardian provides a signed written statement the pupil waives transportation services for that school year. This law was enacted to improve transportation efficiency by not requiring a school district to reserve seats on a school bus for pupils who voluntarily elect not to use the transportation services offered by the district. The new law requires the written statement shall be in such form as determined by the NJDOE. The NJDOE has indicated the form will be forthcoming and would likely be provided directly to school districts. The law further requires the district's policy have a provision allowing this waiver to be revised by a parent/guardian in the case of family or economic hardship. This is not a mandated policy guide, but has the potential to increase transportation efficiency and reduce transportation costs. Policy Guide 8613 has been developed indicating the Board may provide the pupil's parent/guardian the option of waiving transportation services. Obtaining waivers and modifying transportation routes will require the district's attention in the spring prior to the September opening of school. **Policy Guide 8613 is RECOMMENDED**

9270 – Home Schooling and Equivalent Education Outside the Schools (Revised)

Policy and Regulation Guides 9270 require revision as a result of New Jersey State Interscholastic Athletic Association's (NJSIAA) recent policy permitting home schooled children to participate in a school district's interscholastic athletic program. Policy Guide 2431 – Athletic Competition has been revised (provided in this Policy Alert) to provide the district the option to permit a home schooled child to participate in a school district's interscholastic athletic program provided NJSIAA recently published guidelines are met. Rather than restate this option in Policy and Regulation Guides 9270, these Guides have been revised to indicate any participation by a home schooled child in the regular school program, in an extra-curricular program, or sports activities will be in accordance with Board Policy or if required by federal law, or state statute or administrative code. This policy language limits the Board's position on this issue to one policy - Policy 2431. Additional revisions incorporated into these Guides were based on information provided in the New Jersey Department of Education – Frequently Asked Questions: Homeschooling that is published on the NJDOE website. There is limited legislation on home schooling; the NJDOE FAQ provides a good overview of the requirements, which we have provided in this Policy Alert. **Policy Guide 9270 is MANDATED Regulation Guide 9270 is MANDATED**

Prior to the roll call vote, Mr. Lavery called for discussion.

Ms. Fayer commented on Policy 1631 (Residency Requirement for Person Holding School District Office Employment or Position). Asked what is the benefit to the District to have a policy that requires an employee to be a resident of New Jersey?

Dr. Forsthoffer responded that this is the law, regardless of whether we make it a policy or not. The State does mandate policies based on legislation. It is odd that this one is recommended, so due to this legislation, Straus Esmay recommends we have a policy in place.

Mr. Ettman added that this seems unfair as parts of New Jersey border other States that would be unfairly impacted.

Ms. Fayer commented on Policy 9270 (Home Schooling and Equivalent Education Outside the Schools). She asked how a Superintendent is supposed to make sure a student is receiving equivalent instruction in these situations.

Dr. Forsthoffer responded that we do not have a due diligence for this; in fact we are unable to mandate they use our curriculum, although we would make our curriculum available. We don't provide textbooks or materials for students not enrolled in our schools. But if we become aware of child not being educated, the appropriate authorities would be notified.

Ms Fallon asked about guidelines for home schooled students participating in our extracurricular activities.

Mr. Ettman added that Policy 2431(Athletic Competition) addresses this issue, but is not sure what exactly is mandated. Asked for clarification.

Dr. Forsthoffer responded that we could allow home schooled children to participate in athletic activities, but we choose not to. This is per the recommendation from Mr. Gary Bushelli, Athletic Director.

Mr. Ettman commented on policy 5600 (Pupil Discipline / Code of Conduct), and asked how dating violence is different from any other violence or harassment or bullying. Is this another category of the same thing?

Ms. Fallon added that in the regulation for policy 5600, the section under *remedial measures - restitution and restoration*; the disciplinary actions listed appear to be excellent measures.

Dr. Forsthoffer responded that the measures listed are options that the District can utilize depending on the infraction.

Mr. Laverty had a question regarding facility usage. Why are commercial organizations' or "for profit" entities prohibited from usage?

Dr. Forsthoffer responded that they have been traditionally excluded. There is and always has been a very high demand for the usage of District space. There is a class system as to who gets in first and any profit making organization, if we opted to include them would be last on the list

Mr. Paul asked as policy 1631, regarding residency requirements for employment is not a mandated policy, do we have to pass it?

Mr. Coates responded that yes, it would make sense, as this would give the public notice. As this is the law we need to get the word out and one way to do this is through this policy.

Mr. Ettman wished to add to the minutes, his continued objection to mandated policies.

Mr. Laverty stated that the Board could have a motion to exclude Policy 6A-1631: Residency Requirement for Person Holding School District Office, Employment or Position (new) and to vote on it separately.

Motion: Ms. Abel moved, Seconded by Ms. Fayer, to amend the agenda to remove item 6A: First Reading of Policy 1631 from the agenda and for the Board to vote on it separately.

Vote: On a roll call vote of the Board, motion to approve was carried unanimously with 9 YES votes.

Mr. Laverty stated as amended, the motion is to now vote on policies 6B thru F on first reading and asked if there was any further discussion.

Ms. Harrington added that she agrees with Mr. Ettman's comments on dating violence. She also requested that the agenda specify whether a policy is mandated or recommended for reference purposes.

Motion: Mr. Paul amended his original motion, Seconded by Ms. Fallon as follows: to approve the first reading of policies 6B through 6F (only).

Vote: On a roll call vote of the Board, members voting yes: Ms. Abel, Mr. Bussone, Mr. Connolly Ms. Fallon, Ms. Fayer Ms. Harrington Mr. Laverty Mr. Paul Voting No: Mr. Ettman. Abstaining: no one.
On a roll call vote of the Board, motion to approve was carried with 8 YES votes.

Mr. Laverty asked for another motion to Approve Policy 1631.

Motion: Mr. Paul moved, Seconded by Ms. Harrington to approve Policy 1631 on first reading.

Vote: On a roll call vote of the Board, members voting yes: Mr. Connolly, Ms. Harrington and Mr. Laverty. Members voting no: Ms. Abel, Mr. Bussone, Mr. Ettman, Ms. Fallon, Ms. Fayer and Mr. Paul.
Members abstaining: no one Motion to approve was defeated with 6 NO votes.

7. A FIRST READING OF MANDATED REGULATION(S):

- 5600 Pupil Discipline/Code of Conduct (Revised)

Motion: Mr. Paul moved, Seconded by Ms. Harrington to approve Mandated Regulation 5600 on first reading.

Mr. Lavery called for discussion.

Ms. Fayer asked about the effectiveness of out of school suspension (OSS). Is there a more creative way to discipline these students other than taking them out of school? Is this really a punishment? Doesn't see that as a consequence.

Dr. Forsthoffer responded we do need to have something in place as a consequence for certain infractions. We can be creative and consider an alternative school setting within the school itself. Students with behavior problems may find this a stricter consequence than OSS. It is a concept worth looking into.

Ms. Harrington commented that she would like to see data, if any is available, on the effectiveness of this approach, and what discipline measures are effective. There may be something different we can do to be more positive as opposed to punitive.

Ms. Abel spoke regarding substance abuse. She asked if we require any kind of treatment in conjunction with suspension. Does a student have to attend a program or meet with the SAC?

Dr. Forsthoffer responded that if someone comes to school and we suspect they are under the influence we send them to get tested. We do offer them counseling, but are not mandated to do so. He explained the disciplinary measures associated with substance abuse.

Vote: On a roll call vote of the Board, members voting yes Ms. Abel, Mr. Bussone, Mr. Connolly, Ms. Fallon, Ms. Fayer, Ms. Harrington, Mr. Lavery, Mr. Paul. Voting No: Mr. Ettman Abstaining: no one.
Motion to approve was carried with 8 YES votes.

8. ANNOUNCEMENTS

Dr. Forsthoffer spoke on the following topics:

- We had an excellent and very smooth school opening. The facilities department did a great job in getting our buildings clean and ready and transportation went surprisingly smooth.
- The annex gym floor has been completed and is being used.
- The tech center has a small amount of punch list items that still need to be addressed.
- The stadium bleachers are in very good shape. We have a TCO right now, and there are some small modifications that need to be done.
- The Evaluation Instrument selection is being worked on and hope to have that decided upon by the end of September.
- Met with David Hespe and other superintendents and college presidents to discuss how to address college readiness shortcomings and how to close the achievement gap and the need for remedial courses in college.

9. FIRST OPPORTUNITY FOR PUBLIC COMMENT

None.

10. FIRST OPPORTUNITY FOR BOARD MEMBERS' COMMENTS

Mr. Bussone commented on the freshman orientation. He commended Chartwells, and all the donors who did a great job and provided a great luncheon. Was amazed at the professionalism everyone showed. Very impressed with the organization of the event and thanked all involved.

Mr. Lavery, agreed that it went very well too. Noted the attendance of many local dignitaries who also participated.

Ms. Fayer agreed that the students all enjoyed the freshman luncheon. She also commented that the District opening day convocation went very well. She was very impressed with the power point presentation at the conclusion. It had a very powerful message.

Ms. Fallon welcomed all the brand new teachers. Agreed that opening day went very well.

Ms. Fallon also commented on the book "Ahead of the Game" by Rosemary Scolaro Moser. It addresses the very serious issue of concussion injuries. This book should be recommended reading for every coach and is a must read for information on brain injuries in athletics.

Ms. Harrington gave her thanks to the curriculum supervisors for their presentation this evening and the hard work they put into it. She added that they are the heart of what we do here.

Mr. Connolly agreed with Ms. Harrington on the excellent and hard work put into the presentation and that he very much looks forward to "Curriculum Night."

Ms. Abel added that she was very impressed with the curriculum presentation as well.

Mr. Paul also expressed his thanks for all the effort put into the curriculum, and knows that there has been a lot of work on this. He also spoke about the possibility of having games played on artificial turf. It has been a while since this was discussed and we should see what the cost would be, and what other districts are doing.

Dr. Forsthoffer responded that yes, he would like to research this as a possible project for the athletic field. There will be future discussion after he researches the topic.

11. EXECUTIVE SESSION (optional)

Not needed.

12. MOTION TO APPROVE ROUTINE ITEMS BY EXCEPTION

Mr. Paul moved, seconded by Ms. Abel to approve the following items as submitted:

- A. Staffing & Emergent Hiring
- B. Out of District Placement
- C. Professional Services for Students
- D. Travel and Related Expenses
- E. K-5 Curriculum New / Revisions (on SharePoint)
 1. Language Arts - New
 2. Social Studies – New / Revisions
 3. Health – Revisions
 4. 3-5 Math – Revisions
 5. Related Arts - Revisions
- F. 6-8 Curriculum New / Revisions (on SharePoint)
 1. 6-8 Language Arts – Revision
 2. 8 Accelerated Language Arts
 3. 8 Social Studies - New
 4. 6-8 Health Curriculum - Revisions
- G. 9-12 Mathematics New / Revisions (on SharePoint)
 1. Algebra I – New
 2. Geometry – Revisions
 3. Algebra II – Revisions
 4. Pre-Calculus - Revisions
- H. Approval of Minutes for July 23, 2012
- I. Staff Eligible for Mileage Reimbursement
- J. Revised Board Secretary's Report for June, 2012
- K. Revised Treasurer's Report for June, 2012
- L. Board Secretary's Report for July, 2012
- M. Treasurer's Report for July, 2012
- N. Transfer Report for July, 2012
- O. HHS German Exchange Trip
- P. Bill List for September 10, 2012

On a roll call vote of the Board, motion to approve was carried unanimously.

A. Staffing and Emergent Hiring

Board Approval is recommended for the submission of applications for emergent hiring pending completion of the criminal history background check to the County Superintendent for the following individuals(s):

- Diana Aungst Teacher MHK
- Michael Gilligan Teacher EMK
- Jaclyn Kosinski Teacher-LOA GNR
- Vanessa Tapanes School Psychologist District

B. Out of District Placement in Public and Private Schools

New Hope Academy

Tuition September 4, 2012 through June 28, 2013

- 1. Student: #500434 RSY \$ 39,250.00
- 2. Student: #600818 RSY \$ 39,250.00

C. PROFESSIONAL SERVICES FOR STUDENTS

The Office of Student Services requires services of consultants to provide students with disabilities and staff assigned to these students, services under the Individuals with Disabilities Act (IDEA).

Name	Rate
Language & Literacy Associates for Multilingual and Multicultural Education	\$750.00 per two-hour session

D. TRAVEL AND RELATED EXPENSES

J. Smedley	Guidance	September 18, 2012	Registration and Attendance at "Revolutionizing Diagnosis & Treatment Using the DSM-5", Sheraton Philadelphia Downtown Hotel, Philadelphia, PA	114.98	114.98
T. Sherrod	Student Services	October 30, 2012	Registration and Attendance at "Balancing Competing Legal Requirements for Students w/Multiple Needs" Workshop, FEA Offices, Monroe Township, NJ	147.00	\$147
K. Stumbaugh	Business Office	October 23-25, 2012	Hotel Accommodations and Registration for BOE Members and Administrators to Attend NJSBA Annual Convention in Atlantic City, Trump Taj Mahal Casino Resort, Atlantic City, NJ	3,020.00	\$3,020
I. Reitano	Transp.	October 3, 10,17,24,31; November 7 & 14, 17, and December 1 & 8, 2012	Attendance at Rutgers Continuing Studies/Center for Gov't. Services Workshops for Transportation Supervisors, "Transporting Students w/Disabilities and "Codes, Statutes and Regulations," Center for Gov't. Services, New Brunswick, NJ	944.00	\$944
T. Sherrod	Student Services	Nov. 1 & 27, 2012	Registration to Attend LEGAL ONE Series Workshops, Foundation for Educational Administration Offices, Monroe, NJ	300.00	\$300

M. Nikola	Bldgs. & Grounds	Oct. 21-27, 2012	Registration and Attendance at Johnson Controls Metasys DX-9100 Engineering Training, Hampton Inn-Boston/Peabody, MA	2,697.62	\$2,698
M. Dzwonar	C&A	Oct. 11, 2012	Registration for Autism NJ Annual Conf. 2012, Atlantic City, NJ Convention Center	250.00	\$250
Total for Month				7,473.60	7,473.60
YTD Total				7,473.60	7,473.60

E. K-5 Curriculum New/Revisions (on Sharepoint)

Approval is requested of the new K-5 Elementary Language Arts Curriculum which meets the requirements and mandates of the Common Core State Standards.

1. Adaption of the Elementary Language Arts Curriculum K-5

The Common Core State Standards Initiative provides a clear and consistent framework to prepare our students for college and for the workforce. The English Language Arts standards focus on reading, writing, speaking and listening and language. The standards require that student gain, evaluate, and present increasingly complex information, ideas, and evidence to help them prepare for real life experience at college and in 21st century careers beginning with the earliest grades. The major educational objective of the Elementary Language Arts Curriculum is to provide a framework of increasing complexity in what students must be able to read as well as requiring a progressive development of reading comprehension so that students through the grades are able to gain more from whatever they read. In grades K, 1 and 2 this resource will supplement the Wilson Foundations Program which emphasizes phonemic awareness, automaticity, phonics and fluency via systematic and explicit instruction. **To meet the Common Core Standards in English Language Arts the Houghton-Mifflin/Harcourt Journeys Program will be used as the core reading program in all elementary classrooms.** A diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students will build knowledge, gain insights, explore possibilities, and broaden their perspectives with this program.

The reading block time will be divided into three main categories:

- ✓ Whole Group- Instruction using *Journeys* literature selections will ensure that all students learn the same literacy skills through on-level interactive and shared reading, minilessons, and genre studies.
- ✓ Small Group Guided Reading- Students will work in small, flexible groups using Leveled Readers on their instructional level as they move toward reading more complex text.
- ✓ Independent Literacy Time.- Students practice and extend skills and strategies taught during whole group and small group instruction. Various assessment tools will be administered during the year to monitor students' growth.

2. Approval is requested for the adaptation of the revised K-4 and new grade 5 Social Studies Curriculum that has been aligned with the New Jersey Core Curriculum Content Standards for Social Studies

Adaption of the K-5 Social Studies Curriculum

The goal of the East Windsor Elementary School Social Studies Curriculum is to develop an increased depth of understanding of our global society. The Social Studies Curriculum Content Standards' framework will provide an understanding of the fundamental principle and values of American democracy and citizenship that will enable students to make informed decisions about local, national and international issues and challenges. Social Studies education in the 21st century provides learning with the knowledge skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The revision in **grades K-4** provides more specific objectives in the fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events

contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life. In the new **grade 5** curriculum, the content now includes: the study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people will enable students to realize the significance of cultural transmission in today’s global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning will empower students to become civic-minded and socially active.

3. Approval is requested for the adaptation of the revised K-5 Health Curriculum that has been aligned with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

Adaption of the K-5 Health Curriculum

The goal of the East Windsor Elementary School Health Curriculum is to promote an understanding of Comprehensive Health Standards in the 21st century. Health literacy is an integral component of the 21st century education. Healthy students are learners who are knowledgeable, and emotionally and physically healthy.

The primary focus of the revision is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The curriculum is designed to provide teachers with a set of tools for students to learn and to take responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Resources have been aligned to the standards. Students in Grades 1-5 will receive instruction:

- Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

4. Approval is requested for the adaptation of the revised math curriculum for third through fifth grade in order to transition to the requirements and mandates of the Common Core State Standards in Mathematics.

Adaption of the Revised Math Curriculum for Grades 3-5

The Common Core State Standards Initiative provides a clear and consistent framework to prepare our students for college and for the workforce. The K-5 standards in mathematics provides students with a solid foundation in *whole numbers, addition, subtraction, multiplication, division, fractions and decimals* which help young students build the foundations to successfully apply more demanding math concepts and procedures. Updates to the curriculum include:

Third Grade
New Requirement- (Previously taught at a higher grade)
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i>
3.OA.6. Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>
3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i> d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

<p>3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems</p>
<p>New Requirement-(Previously taught at a lower grade)</p>
<p>3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
<p>New Content- not previously taught in third grade</p>
<p>3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>

<p>Fourth Grade</p>
<p>New Requirement-(Previously taught at a higher grade)</p>
<p>4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>
<p>4.NF 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i> c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>
<p>4.NF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i> b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i> c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p>
<p>4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>
<p>4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
<p>4.MD.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.</p>

4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
New Content- (not previously required in fourth grade)
4.NBT.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Fifth Grade	
New Requirement-(Previously taught at a higher grade)	
5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	
5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	
5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used.	
5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	
5.NF.5. Interpret multiplication as scaling (resizing), by:	+
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	+
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	+
5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	
5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. [“Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.” (Footnote to Common Core State Standards)]	+
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	+
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	+

<p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i></p>
New Content- (not previously required in fifth grade)
5.NBT.5. Fluently multiply multi-digit whole numbers using the standard algorithm.
5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>
<p>5.MD.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p> <p>b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>
5.MD.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems

The foundation of the East Windsor Elementary School Mathematics Curriculum is the belief that all students must develop mathematical literacy to become productive members of society. In support of this, the curriculum is aligned with the Common Core State Standards. The Elementary Math Curriculum is designed to assure that each student encounters an appropriate level of mathematical challenge while developing critical thinking and problem solving skills. The curriculum document is designed to provide teachers with a robust set of tools that can be utilized to provide an environment that stimulates enthusiasm for mathematical learning, while developing a strong foundation of the Common Core State Standards to empower students to maximize their individual potential for mathematical literacy.

5. Approval is requested for the adaptation of the revised K-5 Related Arts that has been aligned with the New Jersey Core Curriculum Content Standards.

Adaption of the K-5 Related Arts Curriculum

- Visual and Performing Arts
- Comprehensive Health and Physical Education

The Comprehensive Health and Physical Education Standards revisions include the following progress indicators:

- An emphasis on health literacy, a 21st century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The Visual and Performing Arts standards revisions are listed below. All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines:

- **Standard 1.1 The Creative Process:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*
- **Standard 1.2 History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

- **Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts- specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.
- **Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre & visual art.*
- **Standard 1.4** addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

F. 6-8 Curriculum New/Revisions (on SharePoint)

1. Approval is requested for the adaptation of a revised CCELA map in Middle School Language Arts in order to meet the requirements and mandates of the Common Core Middle School Reading Standards.

Adaption of A Revised CCELA curriculum map For LA In 6-8 Grade

The Language Arts Common Core curriculum maps would replace the NJCCCS maps from 2009. After performing a gap analysis of the current curriculum, the curriculum committee created a five unit map, which matches the NJ Model curriculum template and provides students with reading materials in core lessons that match the rigor and expectations outlined in the CCELA.

Updates include:

- Providing greater access to a wealth of nonfiction resources
- Including comparative text units
- Providing multiple genre reading selections
- Providing text passages that are scaffolded to provide a range of readings in the text complexity band put forth in the CCELA.
- Including aligned reading skills as well as literary analysis workshops
- Providing comparable leveled selections in follow up to core reading selections
- Including vocabulary workshop mini-units which complement the CCELA strands for vocabulary acquisition.
- Imbedding performance-based assessments as well as traditional formative and summative assessment tools.

Infusing two units of non-fiction writing, utilizing current resources, as well as digital and print enhancements currently available to promote argument-based writing, and functional text responses. This resulted in several revisions to the literacy map for 6-8 science and social studies. The 2009 map did not meet the requirements of the Common Core Standards as it did not support the acquisition of informational text skills, had limited non-fiction infusion, and did not support the opportunity to incorporate drama and folklore selections required by the common core. Updates in the new map provided for incorporation of these genres and a whole digital library of resources for teachers that were unavailable in their previous resources. The East Windsor School District believes that the English Language Arts goes beyond functional literacy in all content areas.

To foster lifelong literacy and learning for our students, it is essential to prepare them with college and career readiness skills. Students will need to compete in our global society through collaborative and independent efforts. Our curriculum objectives reflect the Common Core State Standards for English Language Arts and Literacy in content areas and technical subjects. Middle school students will be engaged in skills and learning activities that should transfer their knowledge about reading and writing to real-world literacy. The curriculum guide is designed to help students consolidate the skills and strategies learned in the elementary grades in order to become an increasingly proficient, thoughtful independent reader and writer. Students will need to continue building upon skills in order to develop and enhance the ability to transfer knowledge and skills about reading and writing to real-world literacy and communication needs, especially for content area instruction. The middle school level curriculum provides for a more rigorous, sequential series of standards needed to master both language and communication skills expected of our students as 21st century learners. Self-selected and teacher selected reading in a variety of authentic texts are still a critical component of the MS LA program and purchases to enhance our

selection of non-fiction reading resources took place during the summer months. It is important to note based on student performance data and teacher articulation, sections of this document, namely, the scope and sequence, will be updated on an annual basis. These updates will reflect any information released by the state and/or PARCC regarding impending assessments and updates to the model curriculum. Any alterations will be made available to teachers in digital format so that student performance data can be used to support the instructional staff with re-mapping, and best practices instructional activities to support the staff in implementing the district vision for student achievement in Language Arts. Any changes in student outcomes or benchmarks will be made public.

2. Approval is requested for the adaptation of an Accelerate Language Arts Class for Grade 8. This course will provide instruction to meet the requirements and mandates of the Common Core Middle School Reading Standards.

Adaption Of An Accelerated LA Course In Grade 8

The Accelerated Language Arts class will provide students with the opportunity for a focused study of literature, history, art, music and philosophy that explores the shared universal theme of culture patterns. Emphasis is therefore placed more on the socio-cultural understanding of literature and history rather than an in-depth exploration of literary analysis or criticism. In this regard, the quantity and pace at which material is covered, the number of examples of genre that are examined, and the quantity and sophistication of writing assignments is greater than that for the typical grade 8 language arts classes. Advanced students are held to higher expectations in both quantity and quality of their work and they are expected to work independently. Students will have the opportunity to work at an accelerated pace, be exposed to higher level thinking, participate in activities that promote and develop creativity, originality, and problem solving strategies, and increase the depth and sophistication of the content. Research and the exploration of supplemental materials will encourage students to become more self-directed and independent in their course of study. Text choices will correlate with social studies topics and teachers in both social Studies and Language Arts will readily reference the texts as they relate to the historical time period under study. Students will also focus on vocabulary development, including Greek and Latin roots, and extend their writing abilities. The integration of 21st century skills will provide alignment with the Common Core and includes online research, participation in multimedia projects, and literature circles. Students will be expected to complete Unit Performance Assessments at the end of each unit as well as weekly reading "extensions" and written literary analyses. Students selected for this course would have to demonstrate advanced proficient their NJASK[^] and NJASK7, as well as maintaining a grade of B+ or higher in both their sixth and seventh grade language arts and social studies classes.

3. Approval is requested for the adaptation of an Accelerate Social Studies Class for Grade 8. This course will provide instruction to meet the requirements and mandates of the Common Core Middle School Reading Standards as well as the NJCCS 2009 for Social Studies.

Adaption Of An Accelerated Social Studies Course In Grade 8 The Accelerated Social Studies class will provide students with the opportunity for a focused study of literature, history, art, music and philosophy that explores the shared universal theme of culture patterns. Emphasis is therefore placed more on the socio-cultural understanding of literature and history rather than an in-depth exploration of historical events. In this regard, the quantity and pace at which material is covered, the manner in which events are examined, and the quantity and sophistication of writing assignments is greater than that for the typical grade 8 Social Studies classes. Advanced students are held to higher expectations in both quantity and quality of their work and they are expected to work independently. Students will have the opportunity to work at an accelerated pace, be exposed to higher level thinking, participate in activities that promote and develop creativity, originality, and problem solving strategies, and increase the depth and sophistication of the content. Research and the exploration of supplemental materials will encourage students to become more self-directed and independent in their course of study. Required reading in literary works will correlate with social studies topics and teachers in both Social Studies and Language Arts will readily reference the texts as they relate to the historical time period and themes under study. Students will trace the path of how our government, economy, religious and social systems had

their beginnings in the ancient world. This course will allow the student to look at the birth of civilization and the evolution of societies from hunter/gatherers to city-states and empires. In addition to opportunities for content-area integration, the global nature of the ancient civilizations curriculum affords students the chance to explore the development of many diverse cultures. By exploring how ancient people lived day-to-day, governed themselves and solved problems related to environmental and other issues, students begin to see how the past informs our current way of life. The present, as well as the past, will be emphasized throughout the year, and a study of civics, current events, economics, and geography will be integrated with political history. The integration of 21st century skills will provide alignment with the Common Core and includes online research, participation in multimedia projects, and literature circles. Students will be expected to complete Unit Performance Assessments at the end of each unit as well as weekly reading "extensions" and written literary analyses. Students selected for this course would have to demonstrate advanced proficiency their NJASK6 and NJASK7, as well as maintaining a grade of B+ or higher in both their sixth and seventh grade language arts and social studies classes.

4. Approval is sought for the realignment of the health curriculum scope and sequence for grades 6 to 8. The department identified overlapping units and lessons within the health curriculum last year. Two members of the department took the existing curriculum and realigned the scope and sequence in order to eliminate redundancy in the areas of substances and personal health. The table below summarizes the new alignment.

Health Curriculum Progression

6th Grade	Introduction To Alcohol and Drugs	Personal Health/Relationships and Character Building	Nutrition and Body Systems	X	X
7th Grade	Tobacco/OTC Medicines/Supplements	Family Life/Personal Health	X	First Aid/CPR/Accident Prevention	X
8th Grade	Alcohol and Illicit Drugs	Family Life/Sexuality	X	X	Common Communicable Diseases/STD's STI's/Pathogens

G. 9-12 Mathematics New/Revisions (on Sharepoint)

1. Approval is requested for the adaptation of a new Curriculum for Algebra 1 in order to meet the requirements and mandates of the state with the implementation of the Common Core Mathematics Standards for Algebra 1.

Adaption of a NEW curriculum for Algebra 1

The Algebra 1 Common Core curriculum would replace the NJCCCS Algebra standards from 2009. This is a more rigorous Algebra course than has previously offered. The curriculum will be continued to be refined as students from grades 6-8 migrate to the math Common Core State Standards. This transitional version was written by supervisors, teachers and an outside consultant after performing a gap analysis of the current curriculum and the new Common Core Standards. The revisions are primarily reflected in five key areas:

- Critical Area 1: Relationships between Quantities and Reasoning with Equations
- Critical Area 2: Linear Relationship
- Critical Area 3: Expressions and Equations
- Critical Area 4: Quadratic Functions and Modeling
- Critical Area 5: Functions and Descriptive Statistics

2. Approval is requested for the adaptation of a revised Curriculum for Geometry in order to meet the requirements and mandates of the state with the implementation of the Common Core Mathematics Standards for Geometry.

Adaption of a Revised curriculum for Geometry

The Geometry Common Core curriculum would replace the NJCCCS Geometry standards from 2009. The curriculum will be continued to be refined as students from grades 6-8, as well as Algebra 1, migrate to the math

Common Core State Standards. This transitional version was written by supervisors, teachers and an outside consultant after performing a gap analysis of the current curriculum and the new Common Core Standards.

The revisions are primarily reflected in five key areas:

Critical Area 1: Congruence, Proof & Constructions

Critical Area 2: Similarity, Proof & Trigonometry

Critical Area 3: Extending to Three-Dimensions

Critical Area 4: Circles & Expressing Geometric Properties through Equations

Critical Area 5: Applications of Probability

3. Approval is requested for the adaptation of a revised Curriculum for Algebra 2 in order to meet the requirements and mandates of the state with the implementation of the Common Core Mathematics Standards for Algebra 2.

Adaption of a Revised curriculum for Algebra 2

The Algebra 2 Common Core curriculum would replace the NJCCCS Algebra 2 standards from 2009. The curriculum will be continued to be refined as students from grades 6-8, as well as Algebra 1 and Geometry, migrate to the math Common Core State Standards. This transitional version was written by supervisors, teachers and an outside consultant after performing a gap analysis of the current curriculum and the new Common Core Standards. The revisions are primarily reflected in five key areas:

Critical Area 1: Polynomials

Critical Area 2: Polynomials & Radical Relationships

Critical Area 3: Modeling with Functions

Critical Area 4: Trigonometric Functions

Critical Area 5: Inference & Conclusions from Data

4. Approval is requested for the adaptation of a revised Curriculum for Pre-Calculus in order to meet the requirements and mandates of the state with the implementation of the Common Core Mathematics Standards for Pre-Calculus.

Adaption of a Revised curriculum for Pre-Calculus

The Pre-Calculus Common Core curriculum would replace the NJCCCS Pre-Calculus standards from 2009. The curriculum will be continued to be refined as students from grades 6-8, as well as Algebra 1, Geometry, and Algebra 2, migrate to the math Common Core State Standards. This transitional version was written by supervisors, teachers and an outside consultant after performing a gap analysis of the current curriculum and the new Common Core Standards. The revisions are primarily reflected in five key areas:

- Critical Area 1:

Number and Quantity; The Complex Number System; Vector Quantities and Matrices

- Critical Area 2:

Algebra; Reasoning with Equations and Inequalities

- Critical Area 3:

Functions; Interpreting Functions; Building Functions; Trigonometric Functions

- Critical Area 4:

Geometry; Expressing Geometric Properties with Equations; Geometric Measurement and Dimension

- Critical Area 5:

Statistics and Probability; Using Probability to Make Decisions

H. Approval of Minutes for July 23, 2012

As submitted. Available for review on District Website and Board Secretary's office

I. Staff Eligible for Mileage Reimbursement

State travel regulations require the Board of Education to approve in advance payment for school related travel. The District compiles a list of individual(s) who may routinely receive the standard IRS mileage reimbursement

rate for district related travel in accordance with collective bargaining agreements and unaffiliated employee terms of employment. It is recommended that the Board approve the following individuals be added to the list of staff eligible for mileage reimbursement for the 2012-13 school year.

- Peter Bussone Board member
- Ellen Hoffman Educational Assistant
- Donna Graham Student Services
- Patty Togans Student Services
- Rachel Raimondo Student Services

J. Revised Board Secretary's Report for June 2012

Whereas, the Board of Education has received the (revised) report of the Board Secretary and Treasurer for the month of JUNE, 2012 submitted pursuant to N.J.S.A 18A:17-9, and

Whereas, in compliance with N.J.A.C. 6:20-2A.10 (d) the Secretary has certified that, as of the date of the reports, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the District Board of Education;

Now Therefore Be it Resolved, the Board of Education accepts the above referenced reports and certifications and certifies that after review of the Secretary's monthly financial report (appropriation section), to the best of its knowledge, no major account or fund has been over expended in violation on N.J.A.C.6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the year.

K. Revised Treasurer's Report for June, 2012

The revised treasurer's report is in agreement with the revised Board Secretary's Report.

L. Board Secretary's Report for July, 2012

Whereas, the Board of Education has received the report of the Board Secretary and Treasurer for the month of JULY, 2012 submitted pursuant to N.J.S.A 18A:17-9, and

Whereas, in compliance with N.J.A.C. 6:20-2A.10 (d) the Secretary has certified that, as of the date of the reports, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the District Board of Education;

Now Therefore Be it Resolved, the Board of Education accepts the above referenced reports and certifications and certifies that after review of the Secretary's monthly financial report (appropriation section), to the best of its knowledge, no major account or fund has been over expended in violation on N.J.A.C.6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the year.

M. Treasurers Report for July, 2012

The Treasurers report is in agreement with the Board Secretary's Report.

N. Transfer Report for July, 2012

The East Windsor Regional School District submits to the County School Business Administrator an updated report of budget transfers and changes in revenue and appropriations on a monthly basis. The EWRSD Board of Education certifies to the best of its knowledge that no major account or fund has been over expended in violation of N.J.A.C. 6A:23-2.11 and that sufficient funds are available to meet the District's financial obligations for the remainder of the fiscal year.

RESOLVED, that the Board of Education ratifies the attached transfers between budget line items that have been approved by the Superintendent of Schools and reported to them pursuant to Board policy and State regulation.

O. HHS German Exchange Trip

The World Language German Exchange Program of Hightstown High School would like to have an overnight trip to Hanover Germany from June 20, 2013 to July 6, 2013. Board approval is requested as submitted.

P. Bill List for September 10, 2012

RESOLVED: That the Board of Education approves the payment of bills and claims in the amount of \$538,363.38 as submitted in the attached report.

Mr. Lavery called for Discussion:

Mr. Connolly commented that moving the German Exchange program to the summer is not a good idea. By removing it from the school year it may create problems, and students may lose interest.

Vote on Routine Exception Items

On a roll call vote of the Board, motion to approve was carried unanimously.

13. SECOND OPPORTUNITY FOR PUBLIC COMMENT

No one spoke.

14. SECOND OPPORTUNITY FOR BOARD MEMBERS COMMENTS

Mr. Bussone commented on the playgrounds at the elementary schools and finds that some playgrounds have more equipment than others. He stated that GNR with 693 students has 9 pieces, EMK with 676 students has 2 pieces, PLD with 574 students has 12 pieces and WCB with 497 students has 17 pieces. Asked about the discrepancy in the number of playground pieces to the amount of students at a school and can be done to make it more consistent in relation to the number of students.

Mr. Lavery commented that the PTO's have typically been involved in fund raisers for such items and recommended more communication with the parent organizations.

Dr. Forsthoffer commented that a joint council can be looked into. The PTO presidents would welcome an opportunity to express concerns and needs. PTO's have become more and more involved in fundraising to defray costs for activities and such things as playground equipment.

15. EXECUTIVE SESSION

The Board went into closed session.

16. OPEN SESSION

17. ADJOURN

Kurt Stumbaugh, Board Secretary