

8th Grade

Snow Day Scholars Program



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Independent Learning Day Activities

Dear Students, Parents and Families:

As you know, weather in Connecticut during the long winter months is unpredictable, and often impacts our school schedule. For the 2019-2020 school year, the South Windsor Board of Education approved a district wide pilot of the **Snow Day Scholars** program. This initiative will support ongoing learning, even when students are home from school. The pilot will allow us to assess the feasibility of allowing students to demonstrate independent learning on emergency closing days with the understanding that the day will not need to be added to the calendar in June. The Snow Day Scholars program will only be initiated after three (3) emergency closing days have occurred. Both the 4th and 5th emergency closing days will be designated as an Independent Learning Day.

While at home on these days, students are asked to engage in independent learning, using their time to apply the skills and knowledge they have been working on in their classrooms. Included in this booklet are the following:

- Two separate menus of learning activities carefully crafted by teams of teachers and curriculum professionals are provided for each of the two Snow Day Scholars emergency closing days. These activities represent various content areas and levels of difficulty, and aim to support creativity, innovative thinking, personal wellness, and social consciousness.
- Some activities refer to a separate worksheet. These items are highlighted in **red**, and contain a reference number (e.g., "1-A") which can be found at the top of each attachment. All attachments have been provided in student packets, and are also available on the website.
- A **SAMPLE** of the optional parent feedback form is provided for your reference. Principals will send a link to the online survey to parents after each Snow Day Scholars event.

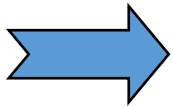
On emergency closing days #4 and #5, students should select and complete **at least four (4)** activities from the designated activity menu. After each activity is completed, check the box in the activity square. Students should bring the menu (as well as any other worksheets or papers) back to school to share with their homeroom teacher.

If you have any questions, do not hesitate to reach out to your child's teachers. **For your convenience, all of the information included in this packet (with embedded hyperlinks) is also available on the website.** Links to this and other information are provided on the back cover of this booklet.

Your continued partnership to help South Windsor Public Schools develop meaningful programs and activities for our students is always appreciated!

DREAM. ACHIEVE. INSPIRE.

Day 1 Activity Menu for Emergency Closing Day #4



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your homeroom teacher when you return to school.



Literacy



Math



S.T.E.M.



Social
Studies



World
Language



Career &
Tech Ed



Art and
Music



Health and
Wellness

NOTE: Items in **RED** indicate an attachment contained in this booklet; items in **BLUE** indicate an online website or resource



Visit Time.com and navigate to the "Photography" section. Browse through photos and select a photo and article to read. Respond to the writing prompts on **worksheet 1-A**.



Read independently for at least 30 minutes and respond to the **writing prompts on 1-B**.



Choose and complete one or more activities from any of the following websites that interests you.
www.8notes.com
www.musictheory.net
www.classicsforkids.com



Listen to a composition by a composer of your choice; write a short essay describing the composition, and 1-2 paragraphs about the composer and what you learned from your research.
www.classicsforkids.com



Graphing: Make a data table and create a graph of something in your house. Be sure to include a title, and appropriate labels to show what you found. Use the **template on attachment 1-C**.



Go online to view the video about "Elements of Art - Space." Then, complete the questions included on the **attached worksheet (1-D)**.



Sound: Using household items, create an instrument that can project different pitches. See attached **Sound worksheet (1-E)** for further guidance and suggestions.



With adult permission: (1) shovel snow for at least 30 minutes; or (2) go outside and sled for at least 30 minutes.



Go to CNN Student News. Follow the instructions on the **CNN News worksheet (1-F)**.



Landscape From Your Window. Follow the **instructions (1-G)** and draw a picture of what you see from your window.



Complete the **"Head Shoulders Knees and Toes" activity (1-H)**.



An Hour of Code: complete a coding activity at <https://hoc.nclab.com/karel/>



Watch and review CPR video: <https://www.youtube.com/watch?v=jcPSqe-oxPM>
Then, create a Google Doc indicating the steps you would take to perform CPR.



Watch your favorite Disney animated movie in French or Spanish and turn on the subtitles.



For Geometry and/or Algebra 1 students, complete the **Congruent Triangles Winter Snowflake activity (1-J)**.



Using the link below, go to the "Linear Equation Escape Room." For each page, you have to get the correct answer to unlock the next level. Can you solve it?
[Click here](#)

Day 1 Worksheets, Writing Prompts and Attachments



PHOTOGRAPHY AND THE NEWS

(1-A)

Visit [Time.com](https://www.time.com) and navigate to the “Photography” section. Browse through photos and select a photo and article to read. Write a brief response to explain how the image helps to support the communication of content from the news. Who or what is pictured? What is the tone of the photo? What new information can be gained from the photo?



WRITING PROMPT: CHARACTER CONFLICT

(1-B)

Read independently for at least 30 minutes and respond to the following prompt: What conflicts have been established in the text? What have these conflicts revealed about the characters? Do they contribute to the development of a theme in the text?



Follow the link, watch the video, and answer the questions below:

<https://cptv.pbslearningmedia.org/resource/c4c91876-2651-4a25-835f-29a56cd88e68/elements-of-art-space-kqed-art-school/>

1. Explain what space is.
2. Explain the difference between "positive space" and "negative space."
3. What are 5 different adjectives that are specifically used to describe a sense of space in a work of art?
4. Choose one word from the video that you aren't familiar with and define it using a dictionary. If there weren't any words you didn't understand, choose one that you think someone else might not know.

Analysis of a piece of art

Answer the following questions based on the art you see here.

The Afternoon Meal (La Merienda) by Luis Melendez



How does the artist create space in this artwork?

How does the sense of space effect how you interpret this artwork?

If you were creating an artwork of your meal, what kind of background would you give it? Why?

Day 1 Worksheets, Writing Prompts and Attachments



SOUND

(1-E)

The problem you are investigating is: **How can you make music from items around your house?**

Procedure:

1. Using household items, create an instrument that can make sound.
2. Modify that instrument so that it can project different pitches. What did you need to change about your instrument to produce different pitches?

3. Using the same “instrument” see if you can produce different volumes. What did you need to change to produce different volumes?

4. Using your “instrument” as an example, write an explanation describing the difference between amplitude and frequency in waves.

Optional Extension: Record a song for the class (flipgrid)



Directions: Go to CNN Student News. Scroll down to archives with dates of programs, then click on a date and watch a ten-minute show. Fill in the chart below to help you summarize the three stories in the video. Write at least one paragraph per story.

Story #1

Story #2

Story #3

Day 1 Worksheets, Writing Prompts and Attachments



LANDSCAPE FROM YOUR WINDOW

(1-G)



Use materials of your choice (crayons, pencils, paint, clay) to create a picture of the view from your window. What do you see? What is happening? How can you tell? What details can you include in your artwork to describe what you see? Find a creative way to show what is happening outside your window. Bring your artwork to school to share with your class.

Added Challenge: After you've created your artwork, write about the view from your window using the same prompts listed above.



PARTES DEL CUERPO - HEAD, SHOULDERS, KNEES AND TOES

(1-H)

Head, Shoulders, Knees and Toes

Directions:

1. Sing "Head, Shoulders, Knees, and Toes" in español at least 3 times.
2. Draw a body with all of the following body parts labeled in **Spanish**



cabeza (head)

hombros (shoulders)

rodillas (knees)

pies (feet)

dedos del pie (toes)

ojos (eyes)

orejas (ears)

boca (mouth)

nariz (nose)

pierna (leg)

brazo (arm)

mano (hand)

Day 1 Worksheets, Writing Prompts and Attachments



CONGRUENT TRIANGLES ACTIVITY

(1-J)

All triangles in the snowflake are isosceles.

All six tall triangles are congruent to one another.

Write a congruency statement for triangles ABC and CDE .

Find the sum of the angle measures in ALL of the triangles in the snowflake.

List all corresponding parts of congruent triangles for angle FEG .

Write two different congruency statements that both use triangle JKL .

If $m\angle A = 20^\circ$, what is $m\angle C$?

If $m\angle M = (3x)^\circ$ and $m\angle F = (x + 12)^\circ$, what is $m\angle BKL$?

If $m\angle G, JH = 75^\circ$, what is $m\angle K$?

$(37a)^\circ$
 $a = \underline{\hspace{2cm}}$
 $(9a + 35)^\circ$

$b = \underline{\hspace{2cm}}$
 $(b + 10)^\circ$ $(3b)^\circ$

$(f)^\circ$
 $(2f)^\circ$ $f = \underline{\hspace{2cm}}$
 $(f)^\circ$

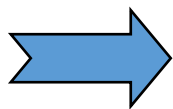
$(41.5 + c)^\circ$
 $c = \underline{\hspace{2cm}}$ $(10c + 1)^\circ$

$(6d)^\circ$
 $d = \underline{\hspace{2cm}}$
 $(e + d)^\circ$

$e = \underline{\hspace{2cm}}$
 $(9d - 9)^\circ$

Name: _____

Day 2 Activity Menu for Emergency Closing Day #5



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your homeroom teacher when you return to school.



Literacy



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Tech Ed



Art and
Music



Health and
Wellness

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Read independently for at least 30 minutes and respond to the following prompt: What mood/tone has been established in the text? What details does the author include to help establish the mood/ tone?



Write a short story about a snow day conflict. For an extra challenge try to embed at least one symbol in your story.



Rube Goldberg Idea Video
After watching the video, create a machine that pushes a marble (or other sphere) at least 0.5 meters across the floor or table.



Choose and complete one or more activities from any of the following websites that interests you.
www.8notes.com
www.musictheory.net
www.classicsforkids.com



Go to this Spanish website: www.spanish-games.net and choose a vocabulary category to review and then play a game.



Force and Motion:
Draw a model to describe Newton's Third Law (see **worksheet 2-A for guidance**).



Click on the link and read/watch something that interests you: www.1jour1actu.com
Any language:
www.digitaldialects.com
Practice your language (or explore a new one!)



Using the **Career Interview worksheet (2-B)**, interview an adult about their career and work history.



Self-Portrait: Look in a mirror and draw a self-portrait. Include as much realistic detail as possible.



Watch the video and complete the activities on the **"Elements of Art - Form" worksheet (2-C)**



Equation Practice: Pick any two rows on the attached **worksheet (2-D)** to complete.



Let's Get Moving: Pick three activities from the packet to help you work on your fitness (instructions/diagrams are included on **worksheet 2-E**).



Multi-Step Equation Practice: Solve as many of the 20 equations on the **Equation worksheet (2-F)** as you can.



Quantile Math at Home: Explore enrichment activities for math just for you!
<https://hub.lexile.com/math-at-home>



Write a one page reflection on whether we should celebrate the first 100 years of U.S. History (1776-1876) based on what you have studied so far? Support your answer with specific historical events (names, places, dates, etc.)



BONUS: Design your own Snow Day Scholars activity. What are the goals and learning expectations of your activity? What content area(s) does it represent?

Day 2 Worksheets, Writing Prompts and Attachments



FORCE AND MOTION

(2-A)

Draw a model of one of the following interactions to describe Newton's Third Law. Be sure to include the action and reaction of both objects. Add labels or symbols to show the motion.

- A golfer swinging their club to hit a golf ball
- Two people on ice skates pushing away from one another.
- Your own idea involving the motion of two colliding objects



CAREER INTERVIEW

(2-B)

DIRECTIONS: Interview an adult (parent, grandparent, teacher, coach, friend, etc.) about their work history. This person does not have to be currently employed but has worked at least one job before. Set aside at least **30 minutes** to complete this assignment.

Name of person being interviewed: _____

How do you know them? _____

The following questions are **REQUIRED** for your interview:

- | |
|--|
| 1. What was your first job and how much did you get paid (approximately)? |
| 2. How many different jobs have you had in your life? |
| 3. What type of skills did you learn from these early jobs? |
| 4. Have you ever worked more than one job at the same time? If so, why? And what were the jobs? |
| 5. How did you decide upon your career goals? |
| 6. What is your highest education and training level? |
| 7. How has your education/training impacted your job opportunities? |
| 8. What is/was your current/most recent job? How long have you/did you work(ed) in this position? |
| 9. How many hours do you/did you work in a typical week? |
| 10. Is there anything you would do differently in your education and training? Is there anything you would change or wish you would have done? |

Choose five (5) questions from those listed below to ask your interview subject.

- | |
|---|
| 1. Are you required to have ongoing education and/or training to maintain your current position? If yes, what is it? |
| 2. Is your current job your “dream job”? Did you imagine working in this field when you were younger? Please explain. |
| 3. How has technology changed or impacted your career field? |
| 4. How have working conditions, gender roles, and equity issues changed in your job? |
| 5. Has climate change or increasing environmental awareness had an impact on your career? If yes, how? |
| 6. Have you ever had a coworker that you didn’t get along with? How did you handle that? |
| 7. What parts of your job do you find the most challenging? |
| 8. What parts of your job do you find the most rewarding? |
| 9. Have you ever been fired from a job? Please explain. |
| 10. Have you ever quit or resigned from a job? Please explain. |

Day 2 Worksheets, Writing Prompts and Attachments



ELEMENTS OF ART: FORM

(2-C)

Using the following link, go online and watch the video. Then answer the questions below. (Use a separate piece of paper if needed)

<https://cptv.pbslearningmedia.org/resource/5087995a-6e3f-4e1a-a3e2-41f21bece763/elements-of-art-form/>

What is the difference between "implied" and "real" form?

When a triangle has the added dimension of depth, what does it become?

When a circle has the added dimension of depth, what does it become?

Choose one word from the video that you aren't familiar with and define it using a dictionary. If there weren't any words you didn't understand, choose one that you think someone else might not know.

Analysis of a Piece of Art

Answer the following questions based on the art you see here.

Onions and Tomato by Mary Ann Currier



How does the artist create the illusion of 3 dimensional form in this artwork?

How does the use of light and shadow affect the feeling you get from this artwork?

If you were painting or drawing a still life, how do you think you would create the illusion of 3 dimensional form? What objects would you include in your still life, and why?



EQUATION PRACTICE

(2-D)

Pick any TWO rows to complete. On a separate piece of paper, write the problem and show your work.

	1	2	3	4	5
ROW A	Solve the equation and show steps: $3x + 8 = 29$	Write an equation for the expression. Then solve mentally: 3 less than a number is 12. What is the number	Simplify without using a calculator: $2(-4) - 8(-2) + 2^3$	At noon, the temperature is -4° F. By 6:00 pm, the temperature rose 26 degrees. What is the new temp?	Use the distributive property and then simplify the expression: $3(x-6) + 4(2x-9)$

	1	2	3	4	5
ROW B	What is the sum of the interior angles of a triangle?	Can a right triangle also be an obtuse triangle? " Yes " No Why or why not?	Solve the equation and show steps: $4x - 10 = -10$	Solve the equation: $\frac{x}{8} = 24$	Solve the equation: $\frac{1}{3}x = 12$

	1	2	3	4	5
ROW C	A square has a perimeter of 52 units. What is the length of each side?	A square has an area of 100 square feet. What is the length of each side?	A bag contains 18 red gum balls and 6 yellow gum balls. Without looking, what is the probability that you will randomly choose a yellow gum ball?	Solve the equation and show steps: $\frac{x}{4} - 8 = 32$	What is 8 less than negative 12?

	1	2	3	4	5
ROW D	Solve the equation and show steps: $-4(2x + 5) - 3x = 35$	A dog pen is 18 feet wide. Its length is twice the width. What is the total perimeter of the pen?	Write and solve an equation: Eight less than twice a number is 42. What is the number?	What is each interior angle measure of an equiangular triangle?	What is the square root of 90 rounded to the nearest tenths place?

	1	2	3	4	5
ROW E	Solve the equation: $4x + 8 = 2x + 6x - 10$	What is the absolute value of -6?	Solve the equation: $6(x - 12) = 2(3x - 36)$	Make up your own example of an equation that has no solution. You must use the distributive property.	Simplify each expression: $ -56 = \underline{\hspace{2cm}}$ $ 40 = \underline{\hspace{2cm}}$

Day 2 Worksheets, Writing Prompts and Attachments



LET'S GET MOVING!

(2-E)

WALL PUSH-UP EXERCISE

TARGETED MUSCLES: Arms, shoulders, and chest



1. Face a wall, standing a little farther than arm's length away, feet shoulder-width apart.
2. Lean your body forward and put your palms flat against the wall at shoulder height and shoulder-width apart.
3. Slowly breathe in as you bend your elbows and lower your upper body toward the wall in a slow, controlled motion. Keep your feet flat on the floor.
4. Hold the position for 1 second.
5. Breathe out; slowly push yourself back until your arms are straight.
6. Continue for 10-15 reps
7. Rest 1 minute, then repeat 10-15 more reps.

CURL-UPS

TARGETED MUSCLES: Abdominals



1. Begin by lying flat on the floor on your back with knees bent, heels approximately 18' away from your buttocks and arms extended at your side
2. Raise your head and shoulders off the floor and slide your hands along the floor keeping your elbows locked and feet flat until your fingertips almost reach your heels
3. Return to the starting position (only pausing for ½ second) then repeat this movement until you have done 10-15 reps.
4. Rest 1 minute, then repeat another 10-15 reps.

STANDARD PLANK

TARGETED MUSCLES: The **plank** is one of the best **exercises** you can **do** for your core because it builds isometric strength to help sculpt your waistline (abdominals) and improve your posture. Depending on the type of **plank** you try, you can also engage your back, arms, shoulders, glutes, and hamstrings.



1. Plant hands directly under shoulders (slightly wider than shoulder width) like you're about to do a push-up.
2. Ground toes into the floor and squeeze glutes to stabilize your body. Your legs should be working, too — be careful not to lock or hyperextend your knees.
3. Neutralize your neck and spine by looking at a spot on the floor about a foot beyond your hands. Your head should be in line with your back.
4. Hold the position for 20-60 seconds. As you get more comfortable with the move, hold your plank for as long as possible without compromising your form or breath.
5. Continue for 10-15 reps. Rest 1 minute, then repeat 10-15 more reps.

BOX JUMPS

During the upward phase of this movement, you'll use your core, glutes, quads, hamstrings, calves, and even arms to propel yourself onto the **box**. When you land during **box jump** workouts, your quads will do most of the work



1. To properly perform a basic **box jump**, stand facing the **box**, feet shoulder-width apart.
2. Bend your knees and swing arms behind you, keeping your back straight. In one explosive motion, swing your arms forward and push off the ground, tucking your knees slightly as you spring up onto the **box**.
3. Repeat this until you have done 10 reps total.
4. Rest one minute then repeat 10 more reps.

FOREARM PLANK

TARGETED MUSCLES: The **plank** is one of the best exercises you can do for your core because it builds isometric strength to help sculpt your waistline (abdominals) and improve your posture. And depending on the type of **plank** you try, you can also engage your back, arms, shoulders, glutes, and hamstrings.



1. This variation, one of the most common ways to perform a plank, is slightly easier than holding your body up with just your hands.
2. Place forearms on the floor with elbows aligned below shoulders and arms parallel to your body at about shoulder width. If flat palms bother your wrists, clasp your hands together.
3. Hold the position for 20-60 seconds. As you get more comfortable with the move, hold your plank for as long as possible without compromising your form or breath.

MOUNTAIN CLIMBERS

An exercise that gets your heart rate up fast, while also firing nearly every **muscle** group in the body—deltoids, biceps, triceps, chest, obliques, abdominals, quads, hamstrings and hip abductors.



1. Start in a plank position with arms and legs long. Beginning in a solid plank is the key to proper form and good results in the **Mountain Climber**. ...
2. Pull your right knee into your chest. ...
3. Quickly switch and pull the left knee in...
4. Continue to switch knees until you have performed 10-20 reps
5. Rest one minute, then perform 10-20 more reps

HIGH KNEES



How to Do High Knees

Develops strength and endurance of the hip flexors, the **muscles** that lift the **knees** and prevents plodding in the running stride. Develops strength and endurance of the quads. Stretches the hip extensors, which include the gluteal **muscles**. These benefits lead to a longer stride for faster, more efficient running.

1. Stand with your feet hip-width apart. Lift up your left **knee** to your chest.
2. Switch to lift your right **knee** to your chest. Continue the movement, alternating legs and moving at a sprinting or running pace for 30 seconds.
3. Rest one minute, then repeat for 30 more seconds

JUMPING JACKS

Target Muscles—Lats, shoulders, biceps, triceps, inner thighs, hamstrings, quads, calves, and glutes



1. Start standing up with your legs together, a slight bend in knees, and hands resting on thighs.
2. Keeping knees bent, open the arms and legs out to the sides. Arms come above the head and legs wider than shoulders.
3. Close your arms and legs back to your sides, return to start.
4. Repeat until you have performed 20 reps
5. Rest one minute then repeat 20 more reps

SQUAT JUMPS



A **squat** or **jumping** exercise works numerous **muscles** in the lower body, core, and even the upper body. The major **muscles** used are the quadriceps, hamstrings, gluteals, lower back and abdominals.

1. Stand with your feet shoulder-width apart.
2. Start by doing a regular squat, then engage your core and jump up explosively.
3. When you land, lower your body back into the squat position to complete one rep. Land as quietly as possible, which requires control.
4. Do two sets of 10 reps.

Day 2 Worksheets, Writing Prompts and Attachments



MULTI-STEP EQUATION PRACTICE

(2-F)

Task Card #1

Solve the equation

$$4x + 6 + 3 = 17$$

Task Card #2

Solve the equation

$$8x - 4(x + 8) = 8$$

Task Card #3

Solve the equation

$$x - 4 = -9 + x$$

Task Card #4

Solve the equation

$$14 = -(x - 8)$$

Task Card #5

Solve the equation

$$3x - 5 = -48 - 40x$$

Task Card #6

Solve the equation

$$x + 2 = -10x + 10x - 6$$

Task Card #7

Solve the equation

$$3x + 3x = 16 + 8x$$

Task Card #8

Solve the equation

$$10 - 10x = 1 - 9x$$

Task Card #9

Solve the equation

$$-8x - 4 = -2 + x - 6 - 8x$$

Task Card #10

Solve the equation

$$\frac{2}{3} - \frac{3}{2}x + \frac{1}{3}x + 4 = 0$$

Task Card #11

Solve the equation

$$-4(-2x + 8) = -6(x - 18) + 12x$$

Task Card #12

Solve the equation

$$1.8x + 10.2 = 2.7x + 12.9$$

Task Card #13

Solve the equation

$$10x + 6 = -3x - 21 + 10x$$

Task Card #14

Solve the equation

$$10(-12x + 18) = -1020$$

Task Card #15

Solve the equation

$$-2x - 2(x + 27) = -26$$

Task Card #16

Solve the equation

$$3x - 5 - 5x = 3$$

Task Card #17

Solve the equation

$$12x + 54 = -8x - 4(-5x + 2)$$

Task Card #18

Solve the equation

$$5(5x - 5) = -25 + 5x$$

Task Card #19

Solve the equation

$$-6x - 2(3x + 18) = -96$$

Task Card #20

Solve the equation

$$52 = 2x + 4(-3x - 17)$$

Snow Day Scholars Optional Parent Feedback Form

The following is a *SAMPLE* of the Optional Parent Feedback Form. After each Snow Day Scholars day, you will receive a link to this survey from your child's principal. This brief survey can be completed [online](#) (using any computer, phone or tablet device). Your feedback regarding the 2019-2020 Pilot of the South Windsor Snow Day Scholars Program will help us assess the feasibility of the program in the future. Thank you for your time and input!

Child's grade level: 6 7 8
(if you have multiple children in different grades, check all that apply)

Were the directions clear to you and your child?

- Yes
 No

Was your child able to identify at least four activities to complete independently?

- Yes
 No

Did the activities for your child's grade level seem:

- Too Easy
 Too Hard
 Just Right

Did any activities require substantial support from an adult? If so, which activities?

- Yes
 No

Approximately how long did it take your child to complete the activities they chose?

- Less than 2 hours
 Between 2 and 4 hours
 More than 4 hours

Did your child need additional materials to complete an activity that were not easily accessible?

- Yes
 No

Were the resources, worksheets, and templates attached to the learning menus helpful?

- Yes
 No

Is there any other feedback that you would like to share?

Snow Day Scholars Program



The following links may be helpful to students and families:

- [South Windsor Public Schools District Website](#)
- [Snow Day Scholars Program—Pilot Information and Frequently Asked Questions](#)
- [Snow Day Scholars Grade Level Activities](#) (the menus and all attachments in this packet can be found on the Student Dashboard, accessible from the upper right corner of any page on the website)
- [Optional Parent Feedback Survey](#)

Questions? Contact TEMS or email your teacher.

(Please note that teachers are not present when schools are closed due to inclement weather.)



[Melissa Morgan-Hostetler](#), Principal

[Jarrid Clifton](#), Associate Principal

[David St. Jean](#), Associate Principal

District Administration

Kate Carter, Ed.D.

Superintendent of Schools

Colin J. McNamara

Assistant Superintendent,
Personnel and Administration

Sheryl L. Mortensen

Assistant Superintendent,
Curriculum and Instruction

Chris M. Chemerka

Director of Finance and Operations

South Windsor Public Schools Vision Statement

*The South Windsor Public Schools
promotes an engaging and dynamic culture of learning
that prepares students
to achieve their own individual excellence.
Within an emotionally safe environment, educators will
foster students' academic, social and personal growth.
Our students will demonstrate
critical and creative thinking, self-direction, collaboration,
adaptability, compassion and civic responsibility
in an ever-changing global society.*