Please Note: These minutes are pending Board approval.

Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on March 20, 2018 at 7:00 pm in the Council Chambers.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans-Davila
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (absent)	D. Rosenthal, Ex-Officio
J. Vouros	7 Staff
A. Clure (absent)	1 Press
D. Delia	22 Public
Rory Edwards	

Mrs. Ku called the meeting to order at 7:02 p.m.
MOTION: Mr. Cruson moved that the Board of Education go into Executive Session to discuss an attorney-client privileged communication regarding steps for addressing a personnel matter AND invite in Dr. Rodrigue and Mr. Bienkowski. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 1 – Executive Session
Executive session ended at 7:15 pm
Item 2 – Pledge of Allegiance
Item 3 – Celebration of Excellence
Postponed until later in the meeting.

Item 4 – Consent Agenda
MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the minutes of March 6, 2018, with the noted correction, the donation to Newtown Middle School, the resignation for retirement of Robin Walker, and the correspondence report. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 5 – Public Participation
Item 3 – Celebration of Excellence
Dr. Rodrigue stated that there are actually two celebrations of excellence and that we're waiting for the arrival of one of those groups. However Dr. Rodrigue said that she would like to recognize all of the members of the Board of Education at this time because March is Board of Education member appreciation month. She noted that she speaks on behalf of the students, staff, administrators and members of the community when she says to them, "Thank you for your ongoing efforts to make critical decisions that support our entire school system. You have demonstrated your support of the District, our students, staff and families through your diligence, hard work and integrity." Gifts of thanks, which included notepads with Dr. Rodrigue's favorite quote from Mark Twain, "Out of the public schools grows the greatness of a nation", were then passed out to all Board of Education members.

Item 6 – Reports
Chair Report:
Mrs. Ku reported that she, Dr. Rodrigue and Ron Bienkowski have been attending Legislative Council meetings and the Education Committee meetings. She stated that they have been answering questions and that she will make sure that the first set of questions, as well as the second set of questions that they are currently working on, get posted on the Board of Education district website. Mark Pompano will be attending an executive session to discuss security this Thursday, March 22nd. Mrs. Ku asked the Board members to start thinking about a possible day for a retreat in April. She will send out an e-mail with some possible dates for their consideration. Mrs. Ku reported that she

attended an interesting information session called “A Day on the Hill in Hartford” on March 15th. They spoke of a “Rainy Day Fund” and the co-chair of the Education Committee stated that there was $900 million put into this fund at the end of the budget process last year. The co-chair is hoping to use that money to restore some of the funding to the districts but that won’t happen unless we write letters, etc. Also they are reviewing the Student Data Privacy Act, the Education of Expelled Students, and Senate Bill 364 Special Education Funding (and information on this was passed out at the March 6, 2018 BOE meeting). Finally Mrs. Ku said that she wanted to thank Dr. Rodrigue and the administration for ensuring that our students were safe and able to express and voice their opinions during the national walkout on March 14, 2018. She recently attended a CABE workshop where she heard about different levels of participation and how this was handled around the state, and appreciated the decisions made in our District and the sensitivity with which it was handled.

Mr. Delia asked about the Rainy Day Fund and the $900 million that is there. Is this something that we have to ask for?
Mrs. Ku said that it is part of the General Fund, similar to the Rainy Day Fund our Town has, and that there would have to be a really big push for it to be used. However given the funds that have been cut from districts around the state, you could argue that “Now is a rainy day”…

Mr. Bienkowski stated that a lot of that Rainy Day Fund has come from accelerated tax receipts due to the change in Federal tax law. People paid what they normally would have paid in January or December so it’s like an accrued revenue that would be associated with the current fiscal year.

Superintendent’s Report:
Dr. Rodrigue said that she would like to hold back somewhat on the Superintendent’s Report as this is a long agenda and she does have two lengthy discussion topics with the Transportation Task Force and the discussion regarding the school calendar. However she did want to comment on the respectful discourse and feedback that has come forward from the community and staff on a variety of issues. Dr. Rodrigue stated that she welcomes these thoughts, as it helps her to review both sides, gather more information and make an informed decision as regards everything from snow days to a walkout. She thanked the community for this input and reiterated that she is also available by e-mail or phone. In addition, Dr. Rodrigue thanked her staff and administration for their coordination and planning for the walkout on March 14th. Amidst a lot of challenges and opinions, they really focused on giving secondary students a voice. She was at the high school and Mrs. Evans Davila was at the middle school, and our students were respectful throughout the designated time. On both campuses, students were safe and appreciative that we allowed them to voice their opinions on this very important topic. On a final note, Dr. Rodrigue said that she’s hoping the weather allows her to get away with only an early dismissal for tomorrow but that no decision will be made until then.

Committee Reports:
Curriculum & Instruction Committee – Mr. Vouros stated that it was reported to them that perseverance is a word that is used in the elementary math classrooms. It’s articulated by the children and they know what it means and how to use it. Perseverance with problem solving takes work to instill in students and Mrs. Pierce (Math/Science specialist at Head O’Meadow) highlighted where they believe the program resources in Stepping Stones provide students with plenty of opportunities to solve authentic math problems that they would encounter in the real world. Mrs. Evans Davila discussed how they are working with Growth Mindset to focus on students’ self-perception and confidence when facing challenging work that requires repeated trials. Students are now being given the opportunity to arrive at the correct answer in a number of different ways that make sense. The exploration of process when a student arrives at an incorrect answer contributes to gains in student proficiency as well. Both high achieving and struggling students’ needs are being met. Math/Science specialists are collaborating across grades K - 6 for a smooth transition for students from elementary school to Reed. Mr. Vouros said that “It’s all good!”

Newsletter -Mrs. Ku reported that the budget newsletter has gone out and thanked Mr.Cruson, on behalf of the committee, for making this happen. She also thanked him for handling all the correspondence that has been coming in as a result of the many issues going on right now.

Policy Committee – Mrs. Harriman-Stites reported that the Policy Committee meeting didn't happen because of the snow cancellation. There is one scheduled for tomorrow, however, weather permitting. Mrs. Ku stated that she and Mrs. Harriman-Stites have been involved with paraeducator negotiations and will update everyone at their first opportunity.
Student Representative Reports -
There was no student representative at the meeting at that time so Mrs. Ku went on to the Financial Report.

Financial Report :
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the financial report for the month ending February 28, 2018. Mr. Cruson seconded. Mr. Bienkowski reviewed his Monthly Financial Report Summary. Motion passes unanimously.
Item 7 – Old Business
Item 8 – New Business
Transportation Task Force II Presentation –
Dr. Rodrigue stated that earlier in the year a Transportation Task Force was convened to review the entire system as it related to the current school start times. She emphasized that this team, composed of parents, staff, administrators, as well as Dr. Ku, reviewed every aspect of the transportation system looking at any viable options, or tweaks that could be made, that would make the system more palatable for students, families and staff. These efforts managed to alleviate some of the concerns that were raised in the fall and throughout the year. Dr. Rodrigue said that a sub-committee of this Task Force, led by Chris Moretti, is presenting this evening and they have worked diligently to show the process that the Task Force subcommittee took, the options reviewed, the information and the data that was used and the final recommendation being made this evening. She thanked them again for all their hard work and introduced Chris Moretti.

Chris Moretti welcomed everyone and stated that he was there to share the Task Force subcommittee's conversations, discussions and struggles, as well as their recommendations for next steps. He prefaced his presentation by saying that this was extremely complicated work. That if you pulled one thread, the whole blanket unraveled and if you solved an issue, two more were created or two were undone. The committee members learned very quickly that everyone was not going to get everything they brought to the table and were hoping to resolve. Therefore their goal was to:

1) Resolve as many of the issues as they could;
2) Reduce the impact of those that were unsolvable;
3) To do so in a manner that was equitable for all stakeholders;
4) And the members agreed to not pass on a great plan in search of a perfect one.

He reiterated again that they had come to believe, as they were the 2nd Task Force that has spent months researching this, that there was no perfect plan.
Chris Moretti reviewed the Task Force subcommittee's plan in great detail through a PowerPoint presentation. In the end they were able to check their 6 Priority Boxes:

1) Stagger school times;
2) Buses on time to schools;
3) Student down time;
4) Shuttle/Crowding;
5) Length of ride;
6) Parent Pick-Up/Dismissal

Their recommendation proposal affects AM bus times only. It is more equitable between elementary and Reed students. The average estimated elementary bus ride increase is 8-12 minutes. The average estimated Reed decrease is 11-21 minutes.

The ride lengths with the Proposed System using THIS Year's enrollment and routes:

Ride Length	Percentage of Runs
25 – 35 minute bus ride	46%
36 – 45 minute bus ride	36%
46 – 50 minute bus ride	18%

82% of bus rides are 25- 45 minutes.

The Task Force Committee II's Recommendation for Fall 2018:

Staggered Start Times
Reed Intermediate – 8:55 am – 3:27 pm (6 hours 32 minutes)
Elementary Schools – 9:05 am – 3:37 pm (6 hours 32 minutes)

Dr. Rodrigue asked Chris Moretti to call up his Task Force members so that they could be recognized and thanked. The members are: Michelle Ku (Board of Education), Lorrie Rodrigue (Superintendent/Central Office), Administrators Jill Beaudry (Reed), and Tim Napolitano (Sandy Hook), Tanja Vadas (Central Office), Rich Dufour (All-Star Transportation), Teachers Liane Cohagen (Middle Gate), Tracy Galassi (Hawley) and Jess Fonovic (Reed), Parents Laura Brennan (Hawley, Reed, NMS) and Katie Burke (Head O'Meadow).

Chris Moretti (Hawley Principal) thanked everyone again for all their time and effort. He then asked if anyone had any questions for the committee.

Mr. Cruson asked where the committee got their statistics on industry standards.
Chris Moretti answered "All-Star Transportation". Mrs. Ku stated that she also reviewed surrounding towns and the length of the bus ride was dependent on the density of the town. Mr. Cruson restated that in addition to the industry standard, Mrs. Ku looked at a more local standard. She answered "yes", and that it fell under 60 minutes (but some were close to 60 minutes).

Mr. Delia thanked the committee and asked if we have to pay for hourly employees to stay with students (that have down time while wait for buses). Chris Moretti said that there was a need to increase supervision by support staff this year so there was an additional cost. Mr. Delia asked if this would be needed next year with their proposal. Chris Moretti stated that there will be no additional cost because the student down time has been eliminated with this proposal.

Mr. Delia said that he was worried about increasing the length of the bus ride for elementary students in the morning and feels that this is a long time for a 5 year old. Katie Burke responded that the only other option is to keep things as they are this year and this over burdens the teachers. Mr. Cruson stated that he shares Mr. Delia's concern but feels it is doable. Currently his elementary child's ride is over 40 minutes.

Chris Moretti stated that some bus rides will remain less but with this proposal equitability will be shared by all and at least it's a longer ride in the am and not the pm.

Mrs. Harriman-Stities said that she is "not thrilled" with needing to increase some of the bus rides in the morning but is looking at the equitability. With this proposal it will be much more equitable. She asked Tim Napolitano for his thoughts about Sandy Hook School with an estimated average 43

minute am ride this year. Tim said that he hasn't gotten a lot of parent complaints and that the children seem okay to him in the morning. Katie Burke said that she has heard from a Sandy Hook parent that a lot of parents haven't spoken up about it because of the bus accommodation provided (because of 12/14). They thought the bus ride length would get better next year when this accommodation is no longer needed. Katie stressed that she is not putting down their plan but sharing feedback. This parent also felt that drop-offs have increased. Mr. Cruson stated that he isn't surprised by what Mrs. Burke is sharing. This was a one year busing plan put into place so Reed students that were at SHS on 12/14 didn't have to return to SHS.

Mr. Delia stated that he is concerned about teacher time. Tracy Galassi, who is a committee member and a 3rd grade teacher at Hawley, said that the current bus situation this year has taken away from teachers' time in both the morning and the afternoon. It has impacted faculty times, parent teacher conferences, professional development and prep time.

Mrs. Harriman-Stites thanked everyone for adjusting and making the best of a difficult situation. She feels that ride time is important but the morale of the staff is a big issue. If this plan fixes that problem, it's a very important piece of the proposal.

Dr. Rodrigue praised the Task Force subcommittee again for the great job that they did on this recommendation as it has been two years of trying to find the best plan. Students might need to ride the bus 5 to10 minutes longer but she agrees with Chris Moretti that we have to get to the point of what is reasonable. Overall Dr. Rodrigue stated that she feels this is the best plan we can possibly find.

Mr. Vouros thanked the staff for the culture and climate in this district and for their patience, understanding and trust in the Board of Education. They worked with administrators, staff and parents regarding the importance of changing to later start times for our NMS and NHS students. The research shows the benefits of more sleep time for them.

Mr. Delia asked if we have any data on the effect of the later start time on absenteeism and tardiness for NMS and NHS students. Dr. Rodrigue stated that we are collecting data and that she will get it for him.

Mr. Delia asked if it was considered to put additional support for elementary teachers into this proposal. Dr. Rodrigue said that this plan alleviates the need for additional support as students no longer have the down time waiting for buses where they need to be supervised. However, she also noted that, separate from the school start time issue, she recognizes the need for additional support for our elementary teachers.

Mr. Delia stated that he is worried about student safety with potentially more drop-offs and more cars. Tracy Galassi, as a parent and teacher on the committee, said that she feels there has never been a safety issue at Hawley because they have adjusted for it. Tim Napolitano agreed that SHS does have more drop offs in the am but they also have adjusted for it to make it safe. Katie Burke feels that we'll see a lot more drop offs of elementary students in the morning because for parents who work, it's easier for them to be able to drop off their children in the morning. She feels all elementary schools should plan for this in the beginning of the year and is especially concerned about Head O'Meadow.

Jill Beaudry said that at Reed Intermediate they have 600+ students and their biggest priority is safety. Reed started an hour later this year and they had an issue with getting buses through at their stoplight but Newtown PD has made it better. Safety is not compromised!

Chris Moretti said that the beauty of this Task Force is that everyone looked at the issues through their own lens. By the time they were finished, not all agreed but they came to understand where

everyone was coming from. He reiterated that he feels the Committee addressed the 6 points as best as possible.

Mr. Vouros stated that he believes this will be a "work in progress" and that in the fall we will need to revisit and monitor these transportation issues, as he knows our elementary Principals will. He shares the concern about Head O'Meadow and the potential for increased drop offs and this will have to be dealt with. He said that we need to do whatever is best for the children.

Mrs. Harriman-Stites asked what the time frame is for a decision. Mrs. Ku stated that she hopes to conclude by the next Board of Education meeting (April 3, 2018). Therefore if anyone has further questions, please let her or Dr. Rodrigue know before that time.

Mr. Delia asked the Task Force subcommittee if they all feel that this proposed plan is a safe alternative. They all said yes.

Mrs. Ku thanked everyone on the Task Force subcommittee and said how much she appreciated all the work that went into this recommendation and the presentation. She then apologized to the audience for the confusion that occurred in that many of them were waiting in the hallway, and that we would now have the Celebration of Excellence that many of them had come for, and after that the Student Representative Report.

Item 3 – Celebration of Excellence

Dr. Rodrigue stated that the Board of Education is honored to recognize NHS PTA President, Kat Young, and the PTA members involved in the "Nighthawk Challenge" that was held at Newtown High School on Sunday, March 11, 2018. There were a variety of teams from around the district involved and it brought together families, staff, some athletic teams, and administrators in physical and mental competitions ranging from rowing to relay to bounce houses, pie-throwing and cupcake decorating. So much work went into this and it was amazing. The scoreboard was set up like it was the Olympics. Many people expressed that they hoped it would be an annual community event.

Kat introduced all those who helped make the Nighthawk Challenge a success and said that they had 15 teams and 91 competitors. They worked hard to make it an event open to the whole district - staff, students, teachers, administrators and families.
(While waiting for pictures to load for the Nighthawk Challenge, Mrs. Ku saw Alan Colangelo in the crowd and took the opportunity to recognize him and Rich Dufour for their work on the Transportation Task Force and for being here tonight… Chris Moretti thanked both of them and all of the bus drivers for all that they've done this year to deal with the change in the start time.)

Everyone enjoyed the pictures from the Challenge. Kat told them that they grossed over $4,000 and netted about $3,000. They will split that with the students, who will get to vote on a student cause or charity and then the PTA is increasing the scholarships for the seniors and supporting classroom grants. Kat was presented a certificate of excellence and she and the PTA members were all thanked again by the Board.

Student Representative Report

Rory Edwards: This Thursday through Sunday (March 22 – 25, 2018) NHS drama will be presenting Les Miserables in the new auditorium. The shows will be Thursday, Friday and Saturday at 7:00 pm and Saturday and Sunday at 2:00 pm. The 100 Nights Dance was held this past Thursday in the NHS Cafetorium. The dance is an opportunity for seniors to come together to celebrate the last month they are together in high school. The Newtown Police Department will be starting its annual Student Police Academy on March 29, 2018 and is open to NHS students. The Academy lasts for 9 weeks and meets once a week. It is a program that provides residents and business owners with an

overview of the law enforcement functions of the Newtown Police Department and the criminal justice system we operate in.

The winter sports season ended last week. Boys basketball ended their season in Shelton with a hard fought loss against Amity on Saturday and members of the Blue Blaze Unified basketball team travelled to Mohegan Sun and brought the "spread the word to end the word" campaign to the women's NCAA basketball tournament. Baseball, softball, lacrosse, boys' volleyball, outdoor track and tennis are in full swing practicing and preparing for their spring seasons.

This past Wednesday on the one month anniversary of the school shooting in Parkland, Florida a large portion of the student body participated in the national school walkout for 17 minutes in the parking lot. Student organizers read the names of the 17 victims, as well as the names of victims from other shootings. Students demanded action and expressed their frustration with the lack of action on gun control since our town went through the same tragedy as Parkland just over 5 years ago. Despite that shared frustration, Newtown students remained incredibly respectful throughout the protest. Rory thanked Dr. Rodrigue, Mr. Roach and everyone else involved in coordinating with the organizers of this event for keeping everyone safe and above all for allowing students to have a voice at this important time.

Item 8 – New Business

First Read of K-1 Math Curriculum: Mrs. Evans Davila introduced two of our four Math/Science specialists at our elementary schools, Chrissie Pierce from Head O'Meadow and Kris Feda from Sandy Hook School. She said that Jill Bracksieck from Middle Gate and Amy Hiruo, the newest Math/Science specialist from Hawley, came together on this as well. This is a project that's been going on since last school year and Mrs. Evans Davila thanked Maura Drabik, Gael Lynch and Gail Maletz for their invaluable assistance in helping to guide this work. She commended the Math/Science specialists for all they have achieved in getting this curriculum in prime form, through two committee levels and also Curriculum & Instruction.

Chrissie Pierce told the Board that they started this process with Stepping Stones, an online resource that they've been using for several years, and recognized that they needed to develop curriculum that centered around concepts or could be related from year to year. They began by creating units that centered around the big ideas in math and from there tried to develop lenses that made sense for teachers to be instructing students. What they realized was that lenses lent themselves to be looked at from year to year. Also within all of the units, they have embedded all of the math practice standards.

Kris Feda said that as they progressed through the process of putting this curriculum through the concept based curriculum development, it allowed them to be able to dig a little deeper about some of the questioning that they wanted to use for the students to really be able to get into the conceptual understanding of the mathematics they were learning. They took a lot of time with the teachers over the summer to think about factual and conceptual questions in math and where they can start applying what happened in kindergarten and first grade and make those deeper conceptual connections. These questions dig deep into the math practices where we're engaging the students in some really great discourse. So now not only has our use of our resource transitioned into a concept based curriculum, it also has helped teachers to be able to develop stronger instructional strategies to allow for that conceptual understanding.

Mrs. Evans Davila pointed out that they feel this curriculum would benefit not only experienced teachers but could be a real lifeline to someone who comes in new. Also, they did a vertical look to make sure it bridges nicely with other grades and have already met with Jess Fonovic at Reed. She is thrilled with their work and believes the Board will see it as they read through it.

Kris Feda said that as they are able to continue to work with each other, and across schools and across grade levels, they are excited to deepen the conceptual instruction

Mr. Delia thanked them for their work and said that he was very impressed. In looking at the curriculum, it's very rigorous and he thinks the children need that. He asked them if there is any support that they wish to have or think that they will need to make sure that this is a success. Chrissie Pierce said that one support that has been great to have in place is the Project Challenge (Gifted & Talented) teacher at all of their buildings. Having the support for the students who need enrichment has been very helpful. Kris Feda responded that the opportunity for Professional Development would be very helpful as well, and that this would allow teachers to be able to come together, ask questions and continue to deepen their instructional strategies.

Mr. Delia asked Mrs. Evans Davila if there was a Professional Development plan in place to support this. She said that this is one of the next things they will be talking about in the math curriculum committee.

Mrs. Ku thanked Chrissie Pierce and Kris Feda, and stated that this is the 1st read on this curriculum, and at the next meeting they hope to vote on it. If anyone has any questions between now and then, they should get them to Mrs. Evans Davila.

Mrs. Ku said that she realizes that not everyone was here for the Public Participation agenda item and that we are next going to discuss the action on revision to 2017-2018 and 2018-2019 school calendars regarding the last day of school. Is there anyone here who would like to specifically speak to that agenda item?

Item 5 - Public Participation

Susan Stewart, 6 Miya Lane, stated that she'd like to request an additional public comment after the Board of Education discussion. Mrs. Ku said that there is a second Public Participation after this. Ms. Stewart asked if that would be prior to action. Since the public hasn't heard what the discussion is from the Board of Education, she would like to request that the BOE add a public comment time before taking any action. Mrs. Ku said that she understands the dilemma but she cannot do this as that is not how our Board meetings are conducted.

Ms. Steward stated that her comment, then, for the Board of Education would be to ask that all parties be considered – teachers and staff – with any change of the days to the calendar because the Board of Education adopted a calendar stating that you could go on vacation starting on June 21st. So if you make any change that would affect their plans, she requests that an accommodation be made for teachers and/or other staff that have already made plans. Perhaps consider taking those student days and making them staff days. If you make them staff days, the people affected would be your paraprofessionals who don't get paid for those days. They don't get paid on early release days, they don't get paid on snow days, so perhaps give them the opportunity to get paid to come in on those days if they choose to. There might be things that they could do such as helping teachers move their classrooms or there's always a need for professional development for paraeducators. They can learn how they can better help teachers in the classroom. These are things that I would ask you to consider prior to taking action this evening.
Mrs. Ku thanked Ms. Stewart for her comment

Item 8 – New Business

Action on Revision to 2017-2018 and 2018-2019 School Calendars Regarding the Last Day of School: Dr. Rodrigue stated that she has talked with multiple districts that are in a similar place as we are regarding the issue of having used all the snow days that were built into our calendar. She wants to communicate with parents and staff about this issue but needs to have direction from the Board of

Education. Our 2017-2018 calendar states that the last day of school will be on June 20, 2018, and after that, if we have more snow days we need to take away from the Friday of April break, then Thursday etc. Our current situation is that we are one day over our built-in snow days and need to decide whether to take away from our April break or make the last day of school June 21, 2018, and we still don't know if other weather days are coming. If we take from April break, there will be a high absence rate and there won't be enough substitutes.

Dr. Rodrigue said that there are other options to consider. We can choose to take from student days as there are 180 required and we have 183. We could add to the end of the year and make it a Professional Day for teachers. This would reduce the number of student days but still would be within State guidelines. As a side note, the State is starting to look at Digital Days where students and staff could work digitally on a snow day. This breaks the notion of traditional seat time and Dr. Rodrigue feels that we should be open to this in the future.

Mrs. Ku said that Dr. Rodrigue would like to have a decision regarding how we handle the calendar this year sooner rather than later. Mrs. Harriman-Stites responded that it is difficult to make decisions with more snow days potentially coming. She feels that the only decision that can be made at this time is whether we take from April break or continue in June.

Mr. Cruson said that he has trouble with changing the calendar at this point since it is stated on the calendar that after June 20th we will begin taking from the April break. Also, like Mrs. Harriman-Stites, he has concern around unknown weather coming up. Don't want to back ourselves in a corner and run out of days.

Mr. Delia stated that he has a different take. Teachers work really hard and don't get a lot of vacation time this time of year. He feels the teachers need the mental break in April.

Dr. Rodrigue feels the issue is that the longer we wait to make a decision, the harder it will be for people to plan. She did say, however, that she understands the point in that the Board of Education did adopt this calendar. She went back and looked at all the calendars for many years past and provided those. She said that the Board needs to look at our practice and why those decisions were made.

Mrs. Ku asked if it helped to make a decision now on whether we add to June or take away from April. Then at the next meeting a decision can be made about what this will look like.

Mr. Vouros said that he feels it is important for students and teachers to have the break in April and, if we did take away from April, there won't be a high productivity on those days. He agrees that we shouldn't plan anything for the end of the year since we don't know enough yet. However teachers want and need professional development so this could be an excellent idea.

Mr. Cruson understands the point Mr. Vouros is making about productivity but feels we will have a similar problem for June 21st as we said that school would be ending on June 20th.

MOTION: Mr. Vouros moved that the Board of Education revise the 2017-2018 school calendar, which includes five built-in emergency closing make-up days, a last day of school projected as June 14th and additional closing make-up days on June 15, 18, 19 and 20 - by adding June 21, 22 and June 25-29 as additional make-up days, before using any April-break make-up days. Mr. Delia seconded.

Mr. Delia feels that by extending for the end of the year, more people will be able to plan.

Mr. Vouros feels that at the end of the year, it's a different scenario. There's a less negative affect on the children and staff than taking away the days in April.
Mrs. Harriman-Stites has a struggle with this. She agrees with Susan Stewart in that the BOE did say that the calendar was ending June 20th. There isn't a good decision either way.

Mrs. Ku said that, as a parent, her children will miss that day but she needs to make this decision as a Board of Education member. She commented that storms this late in the season are very hard.
Mr. Cruson stated that he does see both sides but his children will go to school in April if needed because that is what we decided.

Mrs. Harriman-Stites asked, "Why aren't Memorial Day and Good Friday under consideration?"
Dr. Rodrigue stated that those are holidays and are part of the union contract, thus they are harder to take from.

Mr. Cruson asked if there are any other considerations that the Board needs to be aware of.
Dr. Rodrigue said that she believes there is less of an issue with adding to June. What's the least impact?

Vote: 4 ayes, 1 nay (Mr. Cruson).

Mrs. Ku reiterated that the decision on what the end of the year will look like will be made at the next Board of Education meeting.

Discussion and Possible Action on Resolution Regarding a Special Education Contingency Line in the Budget

MOTION: Mrs. Harriman-Stites moved that

WHEREAS, The Board of Education has included a line item in the budget for Special Education Contingency; and

WHEREAS, The Board of Education recognizes that guidelines for the use of such monies should be specified; and

WHEREAS, The Board of Education policy for the Non-lapsing Education Fund, P3171.1, addresses the education non-lapsing account without addressing Special Education Contingency; therefore be it

RESOLVED, That the Special Education Contingency line item be used for unforeseen Special Education expenses that may result from students moving into the district, from court placements, from DCYS, from mediated settlements, and changes to IEP's; and be it further

RESOLVED, That the Special Education Contingency line item be used to cover additional costs that are expected to exceed the Special Education budget in total; and be it further;

RESOLVED, That the Special Education Contingency line item be available for expense overages as presented to the BOE; for tuition, transportation, teachers, paraeducators, BT's, BCBA, professional services, specialized services, equipment, supplies and materials, or any other expenses required by a student's IEP; and be it further

RESOLVED, That this line item only be used for Special Education purposes for expenditures so noted above; and be it further

RESOLVED, That the Board of Education request of the Board of Finance that any balance in the Special Education Contingency line at the end of the fiscal year be deposited in the non-lapsing education fund and be designated for Special Education purposes, and that these monies retain the Special Education designation within the account; and be it further

RESOLVED, That prior to any expenditure from the non-lapsing account, the Board of Education will vote to authorize such spending, and the Board will expend these funds for such previously designated purpose except under extraordinary or emergency circumstances.

Mr. Vouros seconded.
Mrs. Harriman-Stites asked why we're making this resolution.

Mrs. Ku said that Mr. Bienkowski gave us a list of these items but we didn't vote on them as a Board. We need to say that this is how we stand on this and be very specific about what we're talking about.

Mr. Cruson agreed that we need to make it clear.
Mr. Delia asked if it's better to be more general. What if something comes up and we need this money?
Mrs. Harriman-Stites feels that there is still some flexibility here with some broad categories.Mr. Delia agrees that it is also somewhat broad.

Motion passes unanimously.

Item 9 – Public Participation
Lynn Edwards, 3 Sand Hill Road - She is confused as to why the Board of Education ever wanted to take away from the April break and hopes that they look into the 2018-19 calendar soon regarding this issue as well. She also asked for an explanation regarding the water main break at Head O'Meadow and how it impacted our student days. Mrs. Ku said that she would speak to her about this after the meeting.

Katie Burke, 48 Taunton Hill Road - As regards to the Transportation Task Force proposal, she feels that this is the right plan for teachers and administrators but not for students. With this plan, she believes the supervision will be shifted from teachers to bus drivers. She recently took a 30 minute bus trip with students and teachers. The bus was chaotic for 30 minutes with supervision. Can you imagine what it will be like with just the bus driver and a longer ride? She stated that 72% of the bus rides in 2016-17 were 72% or less. Is this fair to the youngest students? Many parents would prefer to leave things as they are.

Susan Stewart, 6 Miya Lane - As relates to the transportation proposal, her children attend Sandy Hook School and their bus ride is 25 minutes longer and sometimes more than last year and they were often late. It has gotten better but it does bother them. They are only a ½ mile from the school. Maybe we need to put money in for teachers to be paid for morning and afternoon bus duty. She also thanked the Board for the prompt decision on the school calendar.

John Feder, 27 Poverty Hollow Road - He has twin kindergartners at Head O'Meadow and is concerned about them riding with the older kids and not being ready for those conversations. He is also concerned about the space issues and security issues so they drive their children to school. 45 minutes is a long time and he feels that the little ones are being left behind.

Tracy Galassi, 21 Tuttle Road - Stated that she is a teacher at Hawley and has one child there and another coming next year. She wanted to reiterate that the Transportation Committee didn't make their decision based on what's better for teachers. She does feel that it's difficult to impossible to do it

at no cost if things stay the same as this year. Contractually there would need to be a discussion about teachers being there to supervise students waiting for buses.

MOTION: Mr. Cruson moved to adjourn and Mr. Vouros seconded. Motion passes unanimously.

Item 10 – Adjournment
The meeting adjourned at 10:55 p.m.

Respectfully submitted:

_____
Daniel J. Cruson, Jr.
Secretary

Newtown Middle School

Thomas R. Einhorn
Principal

James E. Ross
Assistant Principal

11 Queen Street
Newtown, Connecticut 06470-2172
(203) 426-7642

March 15, 2018

Dear Dr. Rodrigue,

We have received a donation in the amount of $1,500.00 from Mr. and Mrs. Beylouni, which will partially fund a replacement basketball hoop for student use during lunch/recess time. Would you please present this to the BOE so that we may accept it?

Thank you,

Tom Einhorn

Fax: (203) 270-6102
www.newtown.nms.schooldesk.net

Robin Walker

11 North Branch Rd.

Newtown, CT 06470

March 13, 2018

Dear Doctor Rodrigue,

First, I want to congratulate you for becoming our new Superintendent of Newtown Schools. I am very happy to see someone who knows our district well, put into this position. My very best wishes go with you as you lead our schools.

The second purpose of this note is to let you know that at the end of the current school year, I will be retiring. It has been an honor to work in this school district and to work with so many wonderful, dedicated people. I remember meeting you so many years ago at Head O' Meadow School. It's been quite a journey, but a good one.

Fond regards,

Robin Walker

Robin Walker

Sandy Hook School

Correspondence Report
3/5/2018 – 3/19/2018

Date	Name	Topic
3/5/18	Abby Hill	Service Dogs
3/9/18	Lynn Edwards	Graduation and Moving Up Dates
3/9/18	Catherine Austermann	Media on 3/14
3/12/18	Po Murray	Question about armed gurads
3/13/18	Adam Stephan	WABC Request 3/14
3/13/18	Lynn Edwards	March 14 Schedules
3/13/18	Lynn Edwards	March 14 Schedules
3/14/18	Lynn Edwards	March 14 Schedules
3/14/18	Lynn Edwards	March 14 Schedules
3/14/18	Suzanne Hurley	Reconsideration of April Break
3/15/18	Mary Larson	Reduction of Music Position @ RIS
3/16/18	Jacqui Kaplan	End of year possible change
3/16/18	Chris Goldie	Snow days
3/18/18	Kara Wanzer	School Calendar
3/18/18	Amanda Armato	Staggering Start Times
3/19/18	Dori Parniawski	Calendar

3/20/18 Chair Report

1. Dr. Rodrigue, Ron Bienkowski and I are attending Legislative Council meetings and the Education Committee meetings and answering questions (attachment 1). Mark Pompano will attend executive session to discuss security this Thursday.

2. Start thinking about a day for retreat – April

3. Day on the Hill in Hartford 3/15/2018– "Rainy Day Fund," Bills of interest HB-5444 Student Data Privacy Act, HB-5445 Education of Expelled Students, SB-364 Special Education Funding

4. Thank you to Dr. Rodrigue and the Administration for ensuring that students were safe and had the ability to voice their opinions on 3/14.

LC Education Committee

BOE Q&A 3/13/2018

Pg 28 – In last year's budget discussions there was mention of a reduction of one SSO for the HS, was there a change of thought?

During the preparation for the 2016-2017 BOE budget, the previous Superintendent and Director of Security (M. Pompano), per the legislative council (LC), met in executive session. There was a question of whether one of the two-armed security officers could be eliminated from the high school. (At that time, the armed officers were employees of the town/ Newtown PD).

The only way to ensure an armed presence at NHS during the hours when classes were in session (including the TAP program) was to employ two-armed security officers. Also, at that time and which continues today, the second armed officer serves as the substitute armed officer for the district (each armed officer gets five sick/personal days per school year).

Prior to the armed security officers becoming BOE employees at the beginning of this current school year, the Newtown PD retained another armed school security officer (ASSO)to serve per diem as a substitute armed security officer. This officer continues to serve in this capacity with the BOE. However, this ASSO has other employment and cannot be readily available to work on short term notice. Absent the availability of this ASSO or the second NHS armed security officer to fill in for other the other armed security officers when they are out on leave, the police department ends up providing off-duty police officers paid over-time to provide coverage.

Pgs 61-70 – Why is the budget for MG approximately $70,000 higher than SH when SH is bigger?

The difference in budget between these two schools is mainly due to differences in certified and non-certified salaries (p. 61 and 70). Given that the numbers of staff are nearly identical (p.68 and 79), the differences are explained by the salary level of the staff in each building (as determined by contracts).

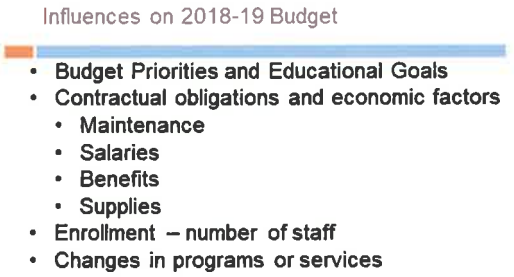
Pgs 93-111 – Why is the budget for MS approximately $630,000 higher than Reed when they are roughly the same size?

The difference in budget between these two schools is mainly due to the differences in certified salaries (p. 93 and 111) which can be attributed to the difference in the number of teachers at each school. There are 41 FTE teachers at Reed (p.105) and 52.29 FTE teachers at the Middle School (p.124). There are 57 more students in the Middle School than Reed (p.18,) and the schedule and cluster structure is different between the schools.

Pg 193 – Please explain $30,000 computer repair & maintenance. (ie what type of both and what type of equipment & are we better replacing)

If you look at the expenditure of the $30,000 in repairs for last year and this year, the dollars were or have been spent on cabling repairs, laptop batteries, Universal Power Supply batteries, server hard drives and projectors. In the case of the projectors, they are failed projectors that would not be due for replacement under obsolescence and yes, we replace them in lieu of repair because it is the more cost effective solution.

Pg 226 – With our school population decreasing by almost 300 students or 6% since 15-16 why is the cost of our transportation increasing by over $300,000 or 7.2% over the same period with an increase in the number of buses? (also during that period is a decrease of $40,000 in fuel)



- **Educational goals** included changing the school start time – part of this was a goal of doing so without any addition to the budget.
- **Contractual obligations** – Newtown's average of 2.67% increase/year for the bus contract over last 3 years is not dissimilar to other towns (see the spreadsheet from CASBO).
    - – Fuel savings have been realized because the two-tier system is more efficient than a three-tier system and the fleet is being changed to natural gas.
- **Enrollment** – declined by 6% since 2015-16, but this does not change the 57.8 square miles we cover or the low population density.
- **Changes in programs or services** – the change from a three tier system to a two tier system was a cost-savings but necessitated adding buses (resulting in no additional cost to the district).

Special Education Contingency Line Item

- To be used for unforeseen Special Education expenses.
- May be used to cover additional costs that are expected to exceed the Special Education budget in total.
- Will be available for expense overages as presented to the BOE; for tuition, transportation, teachers, paraeducators, BT's, BCBA, professional services, specialized services, equipment, supplies and materials, all as require by a student's IEP.
- Such transfers from the line item will require specific (noted in minutes) BOE approval.
- Should the balance in the account be full or partial at the end of the fiscal year it shall be requested to be included specifically for Special Education purposes, in the non-lapsing account, with any other monies that may be available to be carried over.
- It is the intent of this line item to only be used for Special Education purposes for expenditures so noted above.
- These purposes result for students moving into the district, from court placements, from DCYS, from mediated settlements, and changes to IEP's.

NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
February 28, 2018

SUMMARY

This financial report for the month of February indicates that the Board of Education spent approximately $4.2M; $3.8M on salaries with the balance of $.4M for all other objects.

During this month, the Board of Education received the first installment of the Excess Cost and Agency Placement Grant based on the December data submission. This first receipt is based on a state calculated rate at 74.5% and amounts to $1,174,420. This revenue now offsets YTD expenditures with the expected balance of $317,716 scheduled for a May receipt offsetting anticipated obligations. This is subject to change based on changes to expenses since December and State submissions overall.

With this grant receipt, all the main object accounts, including that which contains tuition, have moved to a positive balance position. The positive projection of January has carried into February with modest improvement.

Areas of change from last month include turnover in Certified salaries, additional transition receipts, and turnover in Special Education Services salaries (plus $63,000). Professional Services, including legal and evaluations ramped up this month (minus $60,000), Other Purchased Services, Tuition (minus $17,000), and Natural Gas price stability and positive usage (plus $30,000).

We are optimistic that these balances will hold until the end of the year, and even improve somewhat.

February revenue receipts included local tuition and other miscellaneous fees.

Ron Bienkowski
Director of Business
March 15, 2018

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.

- Expense Category – further defines the type of expense by Object Code

- Expended 2016-17 – unaudited expenditures from the prior fiscal year (for comparison purposes)

- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.

- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date. (None at this time)

- Current Transfers – identifies the recommended cross object codes for current month action. (None proposed at this time)

- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.

- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.

- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.

- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.

- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.

- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – (Current Formula) this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals.

Magnet Transportation Grant – provides reimbursement of $1,300 for local students attending approved Magnet school programs. The budgeted grant is $62,400 for this year. However, with reduced enrollment and ridership the grant will end up being $44,200.

The last portion of the monthly budget summary reports school generated revenue that are anticipated revenue to the Town of Newtown. Fees and charges include:

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.

- High school fees for three identified programs 1) high school sports participation fees, 2) parking permit fees and 3) child development fees.

- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION

2017-18 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	APPROVED BUDGET	YTD TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
	GENERAL FUND BUDGET										
100	**SALARIES**	$ 45,552,910	$ 46,819,455	$ (10,000)	$ -	$ 47,100,431	$ 25,050,806	$ 21,069,715	$ 979,910	$ 731,529	$ 248,382
200	**EMPLOYEE BENEFITS**	$ 11,471,657	$ 11,630,322	$ (13,000)	$ -	$ 11,639,582	$ 8,579,119	$ 2,292,053	$ 768,410	$ 751,564	$ 16,846
300	**PROFESSIONAL SERVICES**	$ 768,820	$ 863,121	$ -	$ -	$ 863,121	$ 459,875	$ 216,533	$ 186,713	$ 195,899	$ (9,186)
400	**PURCHASED PROPERTY SERV.**	$ 2,349,864	$ 1,877,822	$ -	$ -	$ 1,877,822	$ 1,407,853	$ 232,769	$ 237,200	$ 237,242	$ (42)
500	**OTHER PURCHASED SERVICES**	$ 8,656,242	$ 7,606,000	$ 23,000	$ -	$ 8,660,481	$ 5,829,369	$ 2,731,817	$ 99,295	$ 404,433	$ (305,138)
600	**SUPPLIES**	$ 3,832,662	$ 3,573,732	$ -	$ -	$ 3,573,732	$ 2,085,441	$ 234,749	$ 1,253,542	$ 1,195,808	$ 57,734
700	**PROPERTY**	$ 874,846	$ 556,850	$ -	$ -	$ 556,850	$ 381,468	$ 83,782	$ 91,600	$ 91,421	$ 179
800	**MISCELLANEOUS**	$ 60,122	$ 68,655	$ -	$ -	$ 68,655	$ 57,146	$ 965	$ 10,544	$ 8,900	$ 1,644
	TOTAL GENERAL FUND BUDGET	$ 73,567,123	$ 72,995,957	$ -	$ -	$ 74,340,674	$ 43,851,077	$ 26,862,382	$ 3,627,214	$ 3,616,795	$ 10,420
	TRANSFER NON-LAPSING	$ 97,942									
	GRAND TOTAL	$ 73,665,065	$ 72,995,957	$ -	$ -	$ 74,340,674	$ 43,851,077	$ 26,862,382	$ 3,627,214	$ 3,616,795	$ 10,420

(Audited)

Additional Appropriation to Operating Budget - Special Education 11/15/17 $ 1,031,481

Additional Transfer to Operating Budget - ASSO Program 1/3/18 $ 313,236

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NEWTOWN BOARD OF EDUCATION

2017-18 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	APPROVED BUDGET	YTD TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	**SALARIES**										
	Administrative Salaries	$ 3,433,535	$ 3,506,802	$ 56,863		$ 3,563,665	$ 2,247,343	$ 1,313,020	$ 3,301	$ 19,618	$ (16,317)
	Teachers & Specialists Salaries	$ 29,759,570	$ 30,400,715	$ (75,566)		$ 30,325,149	$ 15,244,018	$ 15,008,720	$ 72,411	$ 19,000	$ 53,411
	Early Retirement	$ 84,500	$ 32,000	$ -		$ 32,000	$ 32,000	$ -	$ -	$ -	$ -
	Continuing Ed./Summer School	$ 81,761	$ 94,578	$ (4,746)		$ 89,832	$ 69,990	$ 16,342	$ 3,501	$ 3,500	$ 1
	Homebound & Tutors Salaries	$ 192,562	$ 256,604	$ -		$ 256,604	$ 62,694	$ 54,946	$ 138,964	$ 41,932	$ 97,032
	Certified Substitutes	$ 625,894	$ 669,520	$ (20,000)		$ 649,520	$ 330,744	$ 136,710	$ 182,066	$ 174,766	$ 7,300
	Coaching/Activities	$ 552,865	$ 579,338	$ -		$ 579,338	$ 298,440	$ 7,266	$ 273,633	$ 273,633	$ -
	Staff & Program Development	$ 125,840	$ 178,469	$ -		$ 178,469	$ 112,390	$ 44,013	$ 22,066	$ 21,566	$ 500
	CERTIFIED SALARIES	$ 34,856,526	$ 35,718,026	$ (43,449)	$ -	$ 35,674,577	$ 18,397,618	$ 16,581,017	$ 695,942	$ 554,015	$ 141,927
	Supervisors/Technology Salaries	$ 777,355	$ 791,595	$ (13,329)		$ 778,266	$ 470,717	$ 266,036	$ 41,513	$ 18,500	$ 23,013
	Clerical & Secretarial salaries	$ 2,127,342	$ 2,193,704	$ (14,618)		$ 2,179,086	$ 1,310,189	$ 867,025	$ 1,872	$ 3,460	$ (1,588)
	Educational Assistants	$ 2,223,841	$ 2,327,687	$ 117,990		$ 2,445,677	$ 1,367,525	$ 1,062,736	$ 15,416	$ 14,801	$ 615
	Nurses & Medical advisors	$ 725,625	$ 737,830	$ 2,767		$ 740,597	$ 375,801	$ 335,523	$ 29,273	$ 29,273	$ (0)
	Custodial & Maint Salaries	$ 2,914,019	$ 3,029,989	$ 964		$ 3,030,953	$ 1,872,337	$ 1,148,218	$ 10,397	$ 7,600	$ 2,797
	Non Certified Adj & Bus Drivers salaries	$ -	$ 71,792	$ (45,092)		$ 26,700	$ 14,248	$ 12,328	$ 125	$ -	$ 125
	Career/Job salaries	$ 159,845	$ 204,168	$ (5,394)		$ 198,774	$ 73,208	$ 114,027	$ 11,539	$ (28,750)	$ 40,289
	Special Education Svcs Salaries	$ 1,073,371	$ 1,119,853	$ (6,104)		$ 1,113,749	$ 611,921	$ 456,523	$ 45,305	$ 27,784	$ 17,521
	Attendance & Security Salaries	$ 320,558	$ 317,169	$ (14,672)		$ 583,473	$ 329,270	$ 225,088	$ 29,115	$ 9,929	$ 19,186
	Extra Work - Non-Cert	$ 122,759	$ 80,352	$ 14,937		$ 105,289	$ 60,198	$ 1,194	$ 43,897	$ 39,400	$ 4,497
	Custodial & Maint. Overtime	$ 225,822	$ 191,290	$ -		$ 191,290	$ 140,746	$ -	$ 50,544	$ 50,544	$ -
	Civic activities/Park & Rec	$ 25,847	$ 36,000	$ (4,000)		$ 32,000	$ 27,028	$ -	$ 4,972	$ 4,973	$ (0)
	NON-CERTIFIED SALARIES	$ 10,696,384	$ 11,101,429	$ 33,449	$ -	$ 11,425,854	$ 6,653,188	$ 4,488,698	$ 283,968	$ 177,514	$ 106,454
	SUBTOTAL SALARIES	**$ 45,552,910**	**$ 46,819,455**	**$ (10,000)**	**$ -**	**$ 47,100,431**	**$ 25,050,806**	**$ 21,069,715**	**$ 979,910**	**$ 731,529**	**$ 248,382**

NEWTOWN BOARD OF EDUCATION

2017-18 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	APPROVED BUDGET	YTD TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	**EMPLOYEE BENEFITS**										
	Medical & Dental Expenses	$ 8,829,669	$ 8,835,482	$ -		$ 8,835,482	$ 6,646,750	$ 2,171,602	$ 17,130	$ 15,377	$ 1,753
	Life Insurance	$ 83,841	$ 86,329	$ -		$ 86,329	$ 63,591	$ -	$ 22,738	$ 21,791	$ 947
	FICA & Medicare	$ 1,391,811	$ 1,441,193	$ -		$ 1,463,453	$ 814,690	$ -	$ 648,763	$ 641,663	$ 7,100
	Pensions	$ 611,619	$ 662,888	$ -		$ 662,888	$ 644,405	$ 250	$ 18,233	$ 39,233	$ (21,000)
	Unemployment & Employee Assist.	$ 51,832	$ 87,000	$ -		$ 87,000	$ 31,382	$ -	$ 55,618	$ 33,500	$ 22,118
	Workers Compensation	$ 502,885	$ 517,430	$ (13,000)		$ 504,430	$ 378,301	$ 120,201	$ 5,928	$ -	$ 5,928
	SUBTOTAL EMPLOYEE BENEFITS	**$ 11,471,657**	**$ 11,630,322**	**$ (13,000)**	**$ -**	**$ 11,639,582**	**$ 8,579,119**	**$ 2,292,053**	**$ 768,410**	**$ 751,564**	**$ 16,846**
300	**PROFESSIONAL SERVICES**										
	Professional Services	$ 575,862	$ 614,472	$ -		$ 614,472	$ 338,594	$ 181,078	$ 94,800	$ 135,099	$ (40,299)
	Professional Educational Ser.	$ 192,957	$ 248,649	$ -		$ 248,649	$ 121,281	$ 35,455	$ 91,913	$ 60,800	$ 31,113
	SUBTOTAL PROFESSIONAL SVCS	**$ 768,820**	**$ 863,121**	**$ -**	**$ -**	**$ 863,121**	**$ 459,875**	**$ 216,533**	**$ 186,713**	**$ 195,899**	**$ (9,186)**
400	**PURCHASED PROPERTY SVCS**										
	Buildings & Grounds Services	$ 706,299	$ 713,100	$ -		$ 713,100	$ 600,998	$ 78,682	$ 33,420	$ 31,100	$ 2,320
	Utility Services - Water & Sewer	$ 124,917	$ 127,464	$ -		$ 127,464	$ 94,774	$ -	$ 32,690	$ 39,490	$ (6,800)
	Building, Site & Emergency Repairs	$ 517,986	$ 460,850	$ -		$ 460,850	$ 335,612	$ 53,786	$ 71,452	$ 72,652	$ (1,200)
	Equipment Repairs	$ 297,102	$ 279,712	$ -		$ 279,712	$ 167,183	$ 16,417	$ 96,112	$ 93,000	$ 3,112
	Rentals - Building & Equipment	$ 263,619	$ 272,923	$ -		$ 272,923	$ 185,513	$ 83,884	$ 3,526	$ 1,000	$ 2,526
	Building & Site Improvements	$ 439,942	$ 23,773	$ -		$ 23,773	$ 23,773	$ -	$ -	$ -	$ -
	SUBTOTAL PUR. PROPERTY SER.	**$ 2,349,864**	**$ 1,877,822**	**$ -**	**$ -**	**$ 1,877,822**	**$ 1,407,853**	**$ 232,769**	**$ 237,200**	**$ 237,242**	**$ (42)**

NEWTOWN BOARD OF EDUCATION

2017-18 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	APPROVED BUDGET	YTD TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	**OTHER PURCHASED SERVICES**										
	Contracted Services	$ 468,842	$ 575,152	$ 10,000		$ 585,152	$ 411,897	$ 80,500	$ 92,756	$ 88,000	$ 4,756
	Transportation Services	$ 4,196,264	$ 4,212,681	$ -		$ 4,212,681	$ 2,403,599	$ 1,284,477	$ 524,605	$ 498,728	$ 25,877
	Insurance - Property & Liability	$ 381,160	$ 399,012	$ 13,000		$ 412,012	$ 322,926	$ 87,578	$ 1,508	$ -	$ 1,508
	Communications	$ 143,318	$ 155,694	$ -		$ 155,694	$ 100,841	$ 46,126	$ 8,727	$ 6,000	$ 2,727
	Printing Services	$ 32,951	$ 35,293	$ -		$ 35,293	$ 8,045	$ 7,475	$ 19,773	$ 18,700	$ 1,073
	Tuition - Out of District	$ 3,202,382	$ 2,014,771	$ -		$ 3,046,252	$ 2,441,765	$ 1,184,758	$ (580,271)	$ (238,975)	$ (341,296)
	Student Travel & Staff Mileage	$ 231,325	$ 213,397	$ -		$ 213,397	$ 140,297	$ 40,903	$ 32,197	$ 31,980	$ 217
	SUBTOTAL OTHER PURCHASED SI	**$ 8,656,242**	**$ 7,606,000**	**$ 23,000**	**$ -**	**$ 8,660,481**	**$ 5,829,369**	**$ 2,731,817**	**$ 99,295**	**$ 404,433**	**$ (305,138)**
600	**SUPPLIES**										
	Instructional & Library Supplies	$ 834,174	$ 777,524	$ -		$ 777,524	$ 517,922	$ 38,711	$ 220,891	$ 216,600	$ 4,291
	Software, Medical & Office Sup.	$ 222,049	$ 156,753	$ -		$ 156,753	$ 55,654	$ 22,070	$ 79,030	$ 77,000	$ 2,030
	Plant Supplies	$ 393,852	$ 411,000	$ -		$ 411,000	$ 199,987	$ 36,794	$ 174,219	$ 170,863	$ 3,356
	Electric	$ 1,282,498	$ 1,318,911	$ -		$ 1,318,911	$ 765,194	$ -	$ 553,717	$ 560,143	$ (6,426)
	Propane & Natural Gas	$ 357,111	$ 390,800	$ -		$ 390,800	$ 142,729	$ 5,600	$ 242,471	$ 161,435	$ 81,036
	Fuel Oil	$ 202,843	$ 278,980	$ -		$ 278,980	$ 279,070	$ -	$ (90)	$ (90)	$ (0)
	Fuel For Vehicles & Equip.	$ 198,134	$ 213,742	$ -		$ 213,742	$ 109,853	$ 130,442	$ (26,553)	$ -	$ (26,553)
	Textbooks	$ 342,002	$ 26,022	$ -		$ 26,022	$ 15,033	$ 1,132	$ 9,857	$ 9,857	$ -
	SUBTOTAL SUPPLIES	**$ 3,832,662**	**$ 3,573,732**	**$ -**	**$ -**	**$ 3,573,732**	**$ 2,085,441**	**$ 234,749**	**$ 1,253,542**	**$ 1,195,808**	**$ 57,734**

NEWTOWN BOARD OF EDUCATION

2017-18 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	APPROVED BUDGET	YTD TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
700	**PROPERTY**										
	Capital Improvements (Sewers)	$ 218,541	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -
	Technology Equipment	$ 528,360	$ 547,650	$ -		$ 547,650	$ 376,948	$ 83,782	$ 86,920	$ 86,920	$ -
	Other Equipment	$ 127,945	$ 9,200	$ -		$ 9,200	$ 4,521	$ -	$ 4,679	$ 4,500	$ 179
	SUBTOTAL PROPERTY	**$ 874,846**	**$ 556,850**	**$ -**	**$ -**	**$ 556,850**	**$ 381,468**	**$ 83,782**	**$ 91,600**	**$ 91,421**	**$ 179**
800	**MISCELLANEOUS**										
	Memberships	$ 60,122	$ 68,655	$ -		$ 68,655	$ 57,146	$ 965	$ 10,544	$ 8,900	$ 1,644
	SUBTOTAL MISCELLANEOUS	**$ 60,122**	**$ 68,655**	**$ -**	**$ -**	**$ 68,655**	**$ 57,146**	**$ 965**	**$ 10,544**	**$ 8,900**	**$ 1,644**
	TOTAL LOCAL BUDGET	**$ 73,567,123**	**$ 72,995,957**	**$ -**	**$ -**	**$ 74,340,674**	**$ 43,851,077**	**$ 26,862,382**	**$ 3,627,214**	**$ 3,616,795**	**$ 10,420**

(Audited)

NEWTOWN BOARD OF EDUCATION

2017-18 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	APPROVED BUDGET	YTD TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE

BOARD OF EDUCATION FEES & CHARGES - SERVICES	2017-18 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	$30,800	$27,997	$2,803	90.90%
HIGH SCHOOL FEES				
PAY FOR PARTICIPATION IN SPORTS	$7,370	$7,370	$0	100.00%
PARKING PERMITS	$20,000	$20,000	$0	100.00%
CHILD DEVELOPMENT	$8,000	$8,000	$0	100.00%
	$35,370	$35,370	$0	100.00%
MISCELLANEOUS FEES	$4,000	$10,709	($6,709)	267.73%
TOTAL SCHOOL GENERATED FEES	$70,170	$74,076	($3,906)	105.57%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1ST ESTIMATED	2ND ESTIMATED	3rd ESTIMATED	FEB RECEIVED	MAY EXPECTED
100	**SALARIES**	$ (29,301)	$ -	$ (29,301)	$ (48,814)	$ (47,508)	$ (44,767)	$ (35,235)	$ (9,532)
200	**EMPLOYEE BENEFITS**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
300	**PROFESSIONAL SERVICES**	$ (10,490)	$ -	$ (10,490)	$ (56,686)	$ (55,171)	$ (25,411)	$ (20,000)	$ (5,411)
400	**PURCHASED PROPERTY SERV.**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
500	**OTHER PURCHASED SERVICES**	$ (2,365,717)	$ 1,031,481	$ (1,334,236)	$ (1,469,486)	$ (1,422,798)	$ (1,421,958)	$ (1,119,185)	$ (302,773)
600	**SUPPLIES**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
700	**PROPERTY**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
800	**MISCELLANEOUS**	$ -		$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL GENERAL FUND BUDGET	$ (2,405,508)	$ 1,031,481	$ (1,374,027)	$ (1,574,986)	$ (1,525,477)	$ (1,492,136)	$ (1,174,420)	$ (317,716)
100	**SALARIES**								
	Administrative Salaries	$ -		$ -		$ -	$ -		
	Teachers & Specialists Salaries	$ -		$ -		$ -	$ -		
	Early Retirement	$ -		$ -		$ -	$ -		
	Continuing Ed./Summer School	$ -		$ -		$ -	$ -		
	Homebound & Tutors Salaries	$ -		$ -		$ -	$ -		
	Certified Substitutes	$ -		$ -		$ -	$ -		
	Coaching/Activities	$ -		$ -		$ -	$ -		
	Staff & Program Development	$ -		$ -		$ -	$ -		
	CERTIFIED SALARIES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Supervisors/Technology Salaries	$ -		$ -		$ -	$ -		
	Clerical & Secretarial salaries	$ -		$ -		$ -	$ -		
	Educational Assistants	$ (12,715)		$ (12,715)	$ (4,732)	$ (4,605)	$ (3,980)	$ (3,133)	$ (847)
	Nurses & Medical advisors	$ -		$ -		$ -	$ -		
	Custodial & Maint Salaries	$ -		$ -		$ -	$ -		
	Non Certified Salary Adjustment	$ -		$ -		$ -	$ -		
	Career/Job salaries	$ -		$ -		$ -	$ -		
	Special Education Svcs Salaries	$ (16,586)		$ (16,586)	$ (44,082)	$ (42,903)	$ (40,787)	$ (32,102)	$ (8,685)
	Attendance & Security Salaries	$ -		$ -		$ -	$ -		
	Extra Work - Non-Cert	$ -		$ -		$ -	$ -		
	Custodial & Maint. Overtime	$ -		$ -		$ -	$ -		
	Civic activities/Park & Rec	$ -		$ -		$ -	$ -		
	NON-CERTIFIED SALARIES	$ (29,301)	$ -	$ (29,301)	$ (48,814)	$ (47,508)	$ (44,767)	$ (35,235)	$ (9,532)
	SUBTOTAL SALARIES	**$ (29,301)**	**$ -**	**$ (29,301)**	**$ (48,814)**	**$ (47,508)**	**$ (44,767)**	**$ (35,235)**	**$ (9,532)**
200	**EMPLOYEE BENEFITS**								
	SUBTOTAL EMPLOYEE BENEFITS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

FOR THE MONTH ENDING - FEBRUARY 28, 2018

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1ST ESTIMATED	2ND ESTIMATED	3rd ESTIMATED	FEB RECEIVED	MAY EXPECTED
300	**PROFESSIONAL SERVICES**								
	Professional Services	$ (10,490)		$ (10,490)	$ (56,686)	$ (55,171)	$ (25,411)	$ (20,000)	$ (5,411)
	Professional Educational Ser.	$ -		$ -		$ -	$ -		
	SUBTOTAL PROFESSIONAL SVCS	**$ (10,490)**	**$ -**	**$ (10,490)**	**$ (56,686)**	**$ (55,171)**	**$ (25,411)**	**$ (20,000)**	**$ (5,411)**
400	**PURCHASED PROPERTY SVCS**								
	SUBTOTAL PUR. PROPERTY SER.	**$ -**	**$ -**	**$ -**		**$ -**	**$ -**	**$ -**	**$ -**
500	**OTHER PURCHASED SERVICES**								
	Contracted Services	$ -		$ -		$ -	$ -		
	Transportation Services	$ (311,657)		$ (311,657)	$ (334,335)	$ (320,555)	$ (316,857)	$ (249,390)	$ (67,467)
	Insurance - Property & Liability	$ -		$ -		$ -	$ -		
	Communications	$ -		$ -		$ -	$ -		
	Printing Services	$ -		$ -		$ -	$ -		
	Tuition - Out of District	$ (2,054,060)	$ 1,031,481	$ (1,022,579)	$ (1,135,151)	$ (1,102,243)	$ (1,105,101)	$ (869,795)	$ (235,306)
	Student Travel & Staff Mileage	$ -		$ -		$ -	$ -		
	SUBTOTAL OTHER PURCHASED SI	**$ (2,365,717)**	**$ 1,031,481**	**$ (1,334,236)**	**$ (1,469,486)**	**$ (1,422,798)**	**$ (1,421,958)**	**$ (1,119,185)**	**$ (302,773)**
600	**SUPPLIES**								
	SUBTOTAL SUPPLIES	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
700	**PROPERTY**								
	SUBTOTAL PROPERTY	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
800	**MISCELLANEOUS**								
	Memberships								
	SUBTOTAL MISCELLANEOUS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	TOTAL LOCAL BUDGET	**$ (2,405,508)**	**$ 1,031,481**	**$ (1,374,027)**	**$ (1,574,986)**	**$ (1,525,477)**	**$ (1,492,136)**	**$ (1,174,420)**	**$ (317,716)**

Difference LC Reappropriation 11/15/17 $ (1,031,481)

Difference, Reappropriation to First Estimate $ (200,959)

Difference, Reappropriation to Second Estimate $ (151,450)

Difference, Reappropriation to Third Estimate $ (118,109)

Excess Cost and Agency placement Grants are budgeted at 75%.

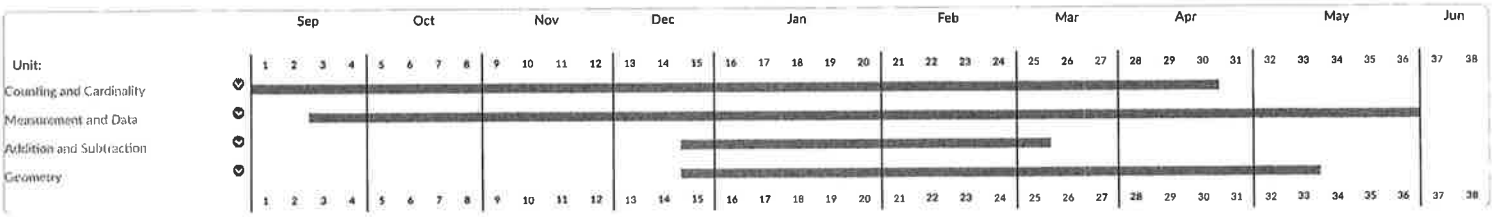
The 3rd Anticipated is at 74.51% on eligible expenditures for this year. State advising districts to plan on 73%.

Newtown Public Schools
Math Kindergarten

Kindergarten Math

District Elementary > Kindergarten > Mathematics > Math Kindergarten

Collaboration



Counting and Cardinality

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Quantity

Generalizations / Enduring Understandings

Strand 1: Number names/Count sequence
Generalization: Counting articulates a sequence of numerals.
Concepts:

- sequence
- count
- numeral

Strand 2: Count to tell the number of objects
Generalization: One to one correspondence pairs one number name with one object.
Concepts:

- one to one correspondence
- count
- representation
- subitization- perceive at a glance the number of items presented up to 7 digits
- number conservation- quantity does not change with physical rearrangement

Strand 3: Compare numbers
Generalization: Matching and counting strategies compare numbers.
Concepts:

- equality
- comparison

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
How many in this group?
What is a numeral?

Conceptual:
How do you know whether two sets have the same quantity?
How do we use numbers every day?
How can we show numbers in different ways?
Can a set have 0 objects?
What is the difference between "more" and "less"?

Provocative:
Should things always be put in number order?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Kindergarten

Counting & Cardinality

K.CC.A. Know number names and the count sequence.

- K.CC.A.1. Count to 100 by ones and by tens.
- K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.CC.B. Count to tell the number of objects.

- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.B.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.CC.B.4c. Understand that each successive number name refers to a quantity that is one larger.
- K.CC.B.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.CC.C. Compare numbers.

- K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.

Operations & Algebraic Thinking

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Number & Operations in Base Ten

K.NBT.A. Work with numbers 11-19 to gain foundations for place value.

- K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to...

- represent numbers up to 10 using pictures, numerals, and number names
- count up to 20 items demonstrating the one-to-one principle, the order-irrelevance principle, and the cardinality principle
- rote count forward to and backward from 15 from any number
- identify missing numbers in a sequence
- identify numbers one more and one less than a given number
- use concrete materials and/or numerals to compare numbers up to 20
- identify a teen number as having one group of ten ones and some extra ones
- rote count from 0 to 100

Critical Content & Skills

What students must KNOW and be able to DO

- A number can be represented by a set of objects, then by a word, and finally by a numeral.
- The last number word when counting names the quantity in set.
- Counting tells how many things are in a set.
- Numbers correspond to each other through a variety of relationships.

Core Learning Activities

A number can be represented by a set of objects, then by a word, and finally by a numeral.

- thread beads
- making sets of 1-5
- using five frame dominoes
- making matching quantities
- finger paint numbers
- sand writing
- building a 1-10 number track
- writing before and after numbers
- matching numeral, number name or group
- write what you roll
- representing numbers with counters
- five/ten frame domino trail
- writing numerals

The last number word when counting names the quantity in set.

- making a matching group

- making groups of 4
- creating matching groups with numerals 1-5
- snap(subitizing with unstructured numbers)
- matching number representations
- matching teen representations
-

Counting tells how many things are in a set.

- representing numbers with counters
- five/ten frame domino trail
- making groups of teen numbers

Numbers correspond to each other through a variety of relationships.

- determining more and less
- comparing quantities
- comparing numerals on a track
- moving forward and back on a number track
- nearby numbers
- guess my number
- showing one more and one less
- identifying one more and one less

Assessments

- K M1.1.pdf
- K M2.1.pdf
- K M2.2.pdf
- K M3.1.pdf
- K M4.1.pdf
- K M4.2.pdf
- K M4.1.pdf
- K M4.2.pdf
- K M7.1.pdf
- K M9.1.pdf

Resources

Professional & Student

Professional Resources

- Stepping Stones pre-tests and check-ups are found in the assessment tab of each module
- Stepping Stones Math Ed videos:
  - (JTN1) *Teaching Number: Counting Principles* (Module 1 &2)
  - (JTN1) *Teaching Number: Subitizing Quantities* (Module 1&2)
  - (JTN3) *Teaching Number: 0-9* (Module 1&2)
  - (RTN3) *Teaching Number: Relative Position* (Module 2)
  - (BH01) *Using a Hands-On Approach to Represent Numbers to 10* (Module 4)
  - (BH02) *Using a Hands-On Approach to Represent Tens and Ones* (Module 7)

Student Resources

- Stepping Stones Student Journal
- Stepping Stones Number Case
- Stepping Stones Big Books: Hip Hop Hippos, (Module 2) The Clowns New Clothes, (Module 3), Sweet Dreams (Module 2) Bug's Day Out (Module 7)
- materials:
  - pan balances
  - various counters
  - jump rope
- district-approved websites and apps as needed

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones

Module 1

- Sorting Seasons (Science)
- My Name and Number (Language Arts)
- Sorting Collage (Music and the Arts)

Module 2

- Writing Numerals 1 to 6 , 7 to 10, 0 (Language Arts)

- Action Numbers (Sports and Recreation)
- Before and After (Sports and Recreation)

Module 3

- Read How Do Dinosaurs Count to Ten (Language Arts)
- Read More, Fewer, Less (Language Arts)

Module 4

- Name Sort (Language Arts)
- Number Jump (Sports and Recreation)
- Caterpillar Counting (Music and Arts)

Module 7

- Read Counting is for Birds (Language Arts)
- Read Meet the Teens (Language Arts)
- Number Match (Sports and Recreation)

Module 9

- Read More of Less (Language Arts)
- Name Game (Language Arts)
- Number Challenge (Sports and Recreation)
- Number Collage (Music and Arts)

Measurement and Data

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Process

Generalizations / Enduring Understandings

Strand 1: Data
Generalization: Attributes categorize items.
Concepts:

- classification
- comparison
- attribute
- representation

Strand 2: Comparisons
Generalization: Experiences with length, mass and capacity develops measurement vocabulary.
Concepts:

- length
- mass
- capacity
- measurement

Strand 3: Money
Generalization: Knowing coin names and values promotes understanding of coin combinations.
Concepts:

- coin name and value
- sorting
- combinations

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
Is there more than one way to sort an object?
What is the name of "this" coin?
What is the value of "this" coin?
What attributes of an object can be measured?

Conceptual:
Does how I measure matter?
How can information be organized?
What are some ways to sort data?
What ways can an object be measured?
How can two objects be compared by their size and/or weight?
What categories can be used to identify the different attributes of objects?

Provocative:
Can all things be measured?
Why do we collect data?
Should all things be measured in the same way?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Kindergarten

Operations & Algebraic Thinking

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Measurement & Data

K.MD.A. Describe and compare measurable attributes.

- K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

K.MD.B. Classify objects and count the number of objects in each category.

- K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to...

- sort into two categories
- make yes /no graphs
- make comparisons using length, mass and capacity
- identify coins and their values (penny, nickel, dime, quarter)
- show groups of coins

Critical Content & Skills

What students must KNOW and be able to DO

- Sort and classify objects according to a rule.
- Describe and compare measurable attributes (length, mass, and capacity) of an object using non-standard units.
- Organize and record information.
- Identify pennies, nickels, dimes, and quarters.
- Identify a teen number as having a group of ten ones and some extra ones.

Core Learning Activities

Sort and classify objects according to a rule.

- sort collage materials, vehicles, and animals

Describe and compare measurable attributes (length, mass and capacity) of an object using non-standard units.

- identify a heavier object
- use modeling clay to create models showing size
- use different non-standard units to measure length of objects
- use a pan balance to compare mass of objects
- use containers of various sizes to compare capacity of containers

Organize and record information.

- make a yes/no graph

Identify pennies, nickels, dimes, and quarters.
Identify a teen number as having a group of ten ones and some extra ones.

- coin rubbings
- lucky dip (coin hiding/guessing)
- treasure hunt (coin match)
- shopping- match money to price tag

Assessments

K M1.2.pdf

K. M3.2.pdf

Resources

Professional & Student

Professional Resources

- Stepping Stones pre-test and check-ups are found in the assessment tab of each module.
- Stepping Stones Math Ed videos:
  - (JTD) Data: *Collecting and Displaying Information for Early Learners (Module 1)*

- (JCM1) *Measurement: Teaching Comparison Language (Module 3)*

Student Resources

- Stepping Stones Student Journal
- Stepping Stones Number Case
- Stepping Stones Big Books: The Clown's New Clothes, *(Module 3)*
- materials:
  - various color animal counters
  - collection of toys in a box, at least six of each toy, such as trucks, puppets, bears, and animals or insects
  - magazine
  - bags of rice, beans, pasta, etc
  - books of similar size
  - varied measurement container
  - objects of similar size
  - pan balance
  - straws of different length
  - collection of small objects; heavy and light
  - play money
  - money
  - bean bags
  - varied balls of different sizes
- district-approved websites and apps as needed

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones

Module 1

- Sorting Seasons (Science)
- Sorting Collage (Music and the Arts)

Module 3

- Rocky Outdoors (Science)
- Read Who Sank the Boat (Language Arts)
- Copy Cat (Sports and Recreation)
- Classroom Store (Social Studies)

Addition and Subtraction

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Patterns and Equality

Generalizations / Enduring Understandings

Strand 1: Equality
Generalization: Balance represents equality.
Concepts:

- equality
- balance

Strand 2: Parts and Total
Generalization: Addition represents put-together situations; subtraction represents take-apart situations.
Concepts:

- composition
- decomposition
- representation
- addition
- subtraction
- commutative property

Strand 3: Fluency
Generalization: Strategies promote addition and subtraction fact fluency.

- addition
- subtraction
- efficiency
- flexibility

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What does the equal sign mean?
What does the +/- sign mean?

Conceptual:
Show me how to solve _____ using objects, pictures, words, or numbers?
How are addition and subtraction different?
What happens when quantities are joined together?
Does the order of addends change the sum?
How can I use different combinations of numbers to represent the same quantity?
How can models be used to represent addition and subtraction?

Provocative:
Is building number combinations to 5 and 10 helpful? How?
How do you know when your answer makes sense?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Kindergarten

Counting & Cardinality

K.CC.A. Know number names and the count sequence.

- K.CC.A.1. Count to 100 by ones and by tens.
- K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Operations & Algebraic Thinking

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- K.OA.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.A.5. Fluently add and subtract within 5.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to...

- understand the idea of balance
- identify an unknown part in balance situations
- identify two parts that balance a total
- understand the language of equality
- represent situations (take apart and take from)
- write equations (take apart and take from)
- add two groups (put together and add to)
- write equations (put together and add to)
- develop fact fluency
- interpret word problems
- solve word problems by acting out, drawing pictures and writing equations

Critical Content & Skills

What students must KNOW and be able to DO

- Add and subtract using four basic categories:

1. joining problems (start-change-result)
2. separating problems (start-change-result)
3. part-part whole problems (2 parts combined to a total)
4. comparing problems (comparing 2 quantities to find difference).

- Recognize quantities in structured arrangements.
- Combine numbers to represent the same quantity.
- Identify different combinations that make ten.
- Count forward to 100 from any number.
- Skip count forward by 10 to 100.
- Represent addition and subtraction word problems.
- Problem solve in different ways.

Core Learning Activities

Add and subtract using four basic categories:

1. joining problems (start-change-result)
2. separating problems (start-change-result)
3. part-part-whole problems (2 parts combined to a total)
4. comparing problems (comparing 2 quantities to find difference)

Recognize quantities in structured arrangements.

- pan balance games and activities
- match sentences to pictures
- identify "missing parts" activities and games
- make combinations that balance
- write facts and their turnarounds
- activities for "turn-around facts" (eg. dominoes, hanger facts)
- add two groups to generate a total
- match addition expression to total
- pop the balloons: toss counters on balloons to show subtraction
- count back on the track
- take away counters
- write subtraction sentence
- roll to take away

Combine numbers to represent the same quantity.
Identify different combinations that make ten.

- make combinations of 10
- go fish for 10

Count forward to 100 from any number.
Skip count forward by 10 to 100.

- counting on activities

Represent addition and subtraction word problems.
Problem solve in different ways.

- model problems using objects, picture, and words.
- sort addition and subtraction word problems
- act out addition and subtraction problems
- draw pictures to match story problems
- match sentences to word problems

Assessments

- K M5.1.pdf
- K M6.1.pdf
- K M6.2.pdf
- K M8.1.pdf
- K M8.2.pdf
- K M10.1.pdf
- K M11.1.pdf
- WINTER Apples and Bananas Task and Rubric.doc
- SPRING Bo Peep's Dominoes and Rubric.docx

Resources

Professional & Student

Professional Resources

- Stepping Stones pre-test and check-ups are found in the assessment tab of each module.
- Stepping Stones Math Ed videos:
  - (CSP1) *Using Static Problems to Relate Addition and Subtraction, and introduce Equality* (Module 5)
  - (BSPN) *Using Structured Patterns to Develop Addition Concepts* (Module 6)
  - (CIAF) *An Introduction to Teaching Addition Number Facts* (Module 6)
  - (CLSS) *Using Language to Develop Subtraction Concepts* (Module 8)
  - (CAP1) *Using Active Problems to Relate Addition and Subtraction and Introduce Functions* (Module 8)
  - (CSP1) *Using Static Problems to Relate Addition and Subtraction and Introduce Equality* (Module 8)
  - (BSPN) *Using Structured Patterns to Develop Number Combinations* (Module 10)
  - (RSLA) *Using Language Stages to Develop Addition Concepts* (Module 10)
  - *(CLSS) Using Language Stages to Develop Subtraction Concepts* (Module 11)

Student Resources

- Stepping Stones Student Journal
- Stepping Stones Number Case
- Stepping Stones Big Books: I Spy (Module 5) Just a Few More, Mice Mice Everywhere (Module 6) These and Those, Ten Happy Hens, (Module 8) Scaredy Cats (Module 10)
- materials:
  - various counters
  - plastic straws
  - clothes pins
  - hangers
- district-approved websites and apps as needed

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones

Module 5

- Read Balancing Act (Language Arts)
- Read Which Way, Ben Bunny (Language Arts)
- Balance Book (Language Arts)
- Obstacle Course (Sports and Recreation)

Module 6

- Our Addition Storybook (Language Arts)
- Fact Balancing (Sports and Recreation)

- Hanging facts (Music and Arts)

Module 8

- Read Hershey's Kiss Subtraction Book (Language Arts)
- Subtraction Bowling (Sports and Recreation)
- Subtraction Art (Music and Arts)

Module 10

- Addition Relay (Sports and Recreation)

Module 11

- Read Ten Friendly Frogs (Language Arts)
- Read Ten Apples Up on Top (Language Arts)
- Word Problems (Sports and Recreation)

Geometry

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Structure and Spatial Relations

Generalizations / Enduring Understandings

Strand 1: Position
Generalizations: Relative position describes objects in the environment.

Concepts:

- position
- direction
- shapes

Strand 2: 2D Shapes/3D Shapes
Generalizations: Language describes the similarities and differences of shapes.

Concepts:

- attributes
- classification
- two-dimensional
- three-dimensional
- composite shapes

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
How can shapes be sorted?
How are shapes alike and different?
Where can we find shapes in the real world?
How can a shape be described?
What is an attribute?
What are some attributes of a 2D shape?
What are some attributes of a 3D shape?

Conceptual:
How can we describe the location or position of an object or shape?
How can we describe shapes in our everyday lives?
What makes shapes different from each other?
How can we use words that describe location in our everyday lives?
How are quadrilaterals and triangles different?
How do shapes fit together and come apart?

Provocative:
Can the same attributes be applied to all shapes?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Kindergarten

Geometry

K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.A.2. Correctly name shapes regardless of their orientations or overall size.
- K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.B. Analyze, compare, create, and compose shapes.

- K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

- K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.B.6. Compose simple shapes to form larger shapes.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to...

- use spatial language
- identify left and right
- sort 3D objects
- identify and use 3D objects
- identify and use 2D shapes
- analyze attributes of 2D shapes
- draw 2D shapes
- create 2D shapes

Critical Content & Skills

What students must KNOW and be able to DO

- Describe the position of objects using informal language.
- Identify two dimensional and three dimensional shapes.
- Identify circles, triangles, squares, and non-square rectangles.
- Make and Draw 2D and 3D objects.
- Create and extend patterns using geometric shapes.
- Identify properties that determine when shapes are alike or different.
- Compose smaller shapes to make larger shapes, and larger shapes can be decomposed to form smaller shapes.

Core Learning Activities

Describe the position of objects using informal language.

- position objects according to positional language
- left and right hand activities

Identify two dimensional and three dimensional shapes.
Identify circles, triangles, squares, and non-square rectangles.

- identify shapes
- identify shapes all around us
- sort by attributes
- sort 2D and 3D objects by name
- count sides and corners of shapes

Make and Draw 2D and 3D objects.

- construct 2D and 3D shapes
- draw 2D and 3D shapes
- stamp objects and shapes

Create and extend patterns using geometric shapes.

- string shapes

Identify properties that determine when shapes are alike or different.

- sort curved or straight lines

Compose smaller shapes to make larger shapes, and larger shapes can be decomposed to form smaller shapes.

- create pattern block pictures
- solve jigsaw puzzles

Assessments

Resources

Professional & Student

Professional Resources

- K M5.2.pdf
- K M7.2.pdf
- K M9.2.pdf
- K M10.2.pdf
- K M11.2.pdf

- Stepping Stones pre-test and check-ups are found in the assessment tab of each module.
- Stepping Stones Math Ed videos:
  - JTG1 *Teaching Geometry: Early 3D and 2D Concepts* (Module 7,9,10, & 11)

Student Resources

- Stepping Stones Student Journal
- Stepping Stones Number Case
- Stepping Stones Big Books: I Spy, (Module 5)
- materials:
  - animal counters
  - collection of real world 3D objects
  - collection of 3D objects with flat surfaces
  - collection of 2D objects
  - straws and pipecleaners
  - hula hoops
  - soccer ball
  - pattern blocks
- district-approved websites and apps as needed

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones

Module 5

- Obstacle Course (Sports and Recreation)
- Stick Puppets (Music and Arts)

Module 7

- Read Cubes, Cones, Cylinders and Spheres (Language Arts)
- 3D Art (Music and Art)

Module 10

- Shape Name Letters (Language Arts)
- Shape Puppets (Music and Art)

Module 11

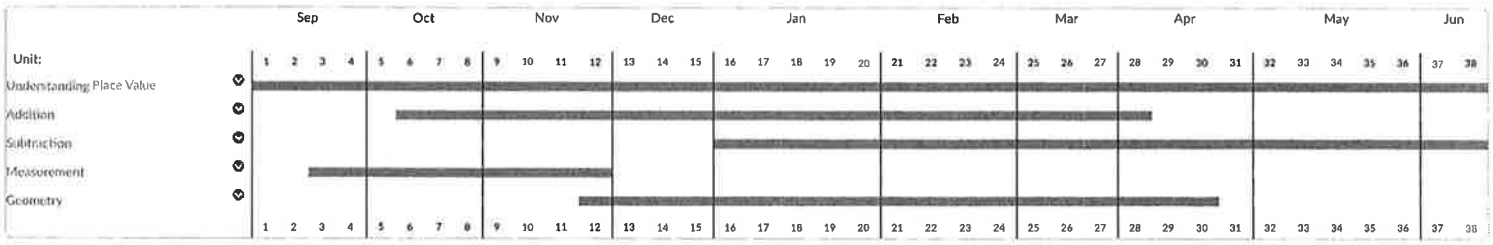
- 2D Shape Art (Music and Art)

Newtown Public Schools
Math Grade 1

Grade 1 Math

District Elementary > Grade 1 > Mathematics > Math Grade 1

Collaboration



Understanding Place Value

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

System and Structure

Generalizations / Enduring Understandings

Strand 1: Numbers to Twenty
Generalizations: The position of numerals represents quantity.

Concepts:

- quantity
- representation
- position

Strand 2: Two- and Three-Digit Numbers
Generalizations:
Two- and Three-Digit numbers can be compared using place value.
Digits correspond to different values depending on their place in a number.

Concepts:

- comparison
- number names
- base ten system

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What is the largest digit we can use when representing amounts in each place value?
How can we represent a collection of objects with tens and ones?

Conceptual:
How can tens and ones be traded and regrouped?
How does the position of a digit in a number affect its value?
In what ways can numbers be composed and decomposed?
How are place value patterns repeated in numbers?

Provocative:
Does using place value make it easier to understand the value of a number? How?
What is the most efficient way to represent a number in a given situation? Explain.

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 1

Number & Operations in Base Ten

1.NBT.A. Extend the counting sequence.

- 1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.B. Understand place value.

- 1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 1.NBT.B.2a. 10 can be thought of as a bundle of ten ones — called a "ten."
- 1.NBT.B.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.B.2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.NBT.C. Use place value understanding and properties of operations to add and subtract.

- 1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- identify a teen number as having a group of tens and ones
- represent two-digit numbers up to 99
- identify a two-digit number as having a quantity of tens and a quantity of ones
- represent multiples of ten
- compare two-digit numbers using place value
- use the < and > symbols to compare two-digit numbers
- represent three-digit numbers up to 100
- count forward up to 120
- skip count backwards by 10 within 100
- subtract multiples of 10 from other multiples of 10

Critical Content & Skills

What students must KNOW and be able to DO

- Quantities may be compared, counted, and represented in multiple ways including grouping, pictures, words, number line locations, and symbols.
- Knowing and using number benchmarks can help with estimating and simplifying computations.
- Concrete models, drawings, and place value strategies can be used to add and subtract within 100.

Core Learning Activities

Quantities may be compared, counted, and represented in multiple ways including grouping, pictures, words, number line locations, and symbols.

- use base ten blocks or cubes to represent numbers
- use fingers, ten frames, cubes and counters to represent numbers
- use dimes and pennies
- use two-digit and three-digit numeral expander
- use hundred chart
- use number track to 20
- use place value cards
- solve number puzzles(riddles)

Knowing and using number benchmarks can help with estimating and simplifying computations.

- use base ten blocks or cubes
- use dimes and pennies
- use hundred chart
- use number track to 20

Concrete models, drawings, and place value strategies can be used to add and subtract within 100.

- use base ten blocks or cubes
- use fingers, ten frames, cubes and counters
- use dimes and pennies
- use hundred chart
- use number track to 20

Assessments

Resources

Professional & Student

Student Resources:

- Stepping Stones Student Journal
- Stepping Stones Number Case

- 1M1.1.pdf
- 1 M1.2.pdf
- 1 M1.PT.pdf
- 1.M1.PT Rubric.pdf
- 1 M3.1.pdf
- 1 M3.2.pdf
- 1 M3.PT.pdf
- 1.M3.PT Rubric.pdf
- 1 M5.2.pdf
- 1 M7.2.pdf
- 1 M7.PT.pdf
- 1.M7.PT Rubric.pdf
- 1 M9.PT.pdf
- 1.M9.PT Rubric.pdf
- 1 M12.1.pdf
- 1 M12.2.pdf
- 1 M12.PT.pdf
- 1.M12.PT Rubric.pdf

- materials:
  - number track to 100
  - number expanders
  - Flare (interactive tools)
  - hundred chart
  - transparent counters
  - Stepping Stones: Fundamentals Games - Make A Number, Name That Number, Over Fifty, Split to Add, What's That Number?
  - Front Row
  - Stepping Stones Big Books - I See, You See (1.4)

Professional Resources:

- Stepping Stones pre-test, check-ups and performance tasks are found in the assessment tab of each module.

district-approved websites and apps, as appropriate

Stepping Stones Math Ed Videos:

- BHO2 Using a Hands-On Approach to Represent Tens and Ones
- RPV1 Teaching Place Value: 20 to 99
- RPV2 Teaching Place Value: Teen Numbers

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones

- Number Hunt (Language Arts and Literature) (Module 12)
- Human place-value chart (Sports and recreation) (Module 12)
- One Hundred Hungry Ants (Language Arts and Literature) (Module 7)

Calendar Time (days in school)

Addition

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Patterns and Equality

Generalizations / Enduring Understandings

Strand 1: Fluency Strategies for Addition
Generalization: Strategies assist in the recall of addition facts.

Concepts:

- strategies
- addition facts
- commutative property
- associative property

Strand 2: Place Value Strategies for Addition
Generalization: Two-digit numbers can be added using place value.

Concepts:

- place value
- two-digit numbers
- addition

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What is the symbol for addition?
Is the sum of the parts always the total?
What are addition words you know?

Conceptual:
What happens when we change the order of numbers when we add?
How can we use different combinations of numbers to represent the same quantity?
How is addition related to counting on?
What happens when we join two quantities?
Why is it important to know and use multiple strategies for solving addition problems?
How do we know if an addition answer is correct?

Provocative:
Is there one addition strategy that is most efficient? Explain.
Can patterns or relationships between numbers help us predict totals? How?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 1

Operations & Algebraic Thinking

1.OA.A. Represent and solve problems involving addition and subtraction.

- 1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.A.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.B.3. Apply properties of operations as strategies to add and subtract.

1.OA.C. Add and subtract within 20.

- 1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

- 1.OA.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D. Work with addition and subtraction equations.

- 1.OA.D.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
- 1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Number & Operations in Base Ten

1.NBT.A. Extend the counting sequence.

- 1.NBT.A.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.C. Use place value understanding and properties of operations to add and subtract.

- 1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- 1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- solve addition word problems
- use the commutative property of addition
- use a strategy (count on) and (doubles) to add one-digit and two-digit numbers
- fluently recall addition facts within 20
- calculate the unknown amount in addition equations
- add two or three one-digit numbers to make 10
- use the associative property of addition
- identify related addition and subtraction facts
- relate skip counting to addition
- add one- and two-digit numbers (without composing)

Critical Content & Skills

What students must KNOW and be able to DO

- Connect counting and addition (i.e. adding two is the same as counting on two).
- Use properties of addition to add whole numbers and to use increasingly sophisticated strategies based on these properties to solve addition problems.
- Use a variety of models to add-to, put-together, take-apart, and compare situations.
- Develop strategies for adding whole numbers.

Core Learning Activities

Connect counting and addition (i.e. adding two is the same as counting on two).

- cubes for count-on games
- domino dot cards
- pennies and dimes for counting on
- count on to a given number
- identify 1 more and 10 more on a hundreds chart

Use properties of addition to add whole numbers and to use increasingly sophisticated strategies based on these properties to solve addition problems.

- domino dot cards
- roll cubes to write an addition fact
- pan balance to model addition facts
- connecting cubes on part-part total charts
- addition war with playing cards

Use a variety of models to add-to, put-together, take-apart, and compare situations.

- pan balance to model addition facts

- connecting cubes on part-part total charts
- domino dot cards
- pennies and dimes for counting on
- identify 1 more and 10 more on a hundreds chart

Develop strategies for adding whole numbers.

- roll cubes to write an addition fact
- connecting cubes on part-part total charts
- addition war with playing cards
- domino dot cards
- pennies and dimes for counting on
- identify 1 more and 10 more on a hundreds chart
- addition war with playing cards

Assessments

- 1 M2.1.pdf
- 1 M2.2.pdf
- 1 M2.PT.pdf
- 1.M2.PT Rubric.pdf
- 1 M5.1.pdf
- 1 M5.PT.pdf
- 1.M5.PT Rubric.pdf
- 1 M6.PT.pdf
- 1.M6.PT Rubric.pdf
- 1 M8.1.pdf
- 1 M8.2.pdf
- 1 M8.PT.pdf
- 1.M8.PT Rubric.pdf
- 1 M9.1.pdf
- 1 M9.2.pdf
- 1 M9.PT.pdf
- 1.M9.PT Rubric.pdf
- 1 M10.PT.pdf
- 1.M10.PT Rubric.pdf

Resources

Professional & Student

Student Resources:

- Stepping Stones Student Journal
- Number Case
- Stepping Stones: Big Books - Addtron (2.8), How Many Legs? (8.1)
- materials:
  - various counters (cubes, coins, teddy bears, small toys, buttons
  - clothespins
  - tagboard
  - ten frames
  - dominoes
  - transparent counters
  - connecting cubes
  - number track up to 20
  - pan balance
  - hundred chart
  - playing cards
  - Stepping Stones: Fundamentals - Add Em Up, Add On, Add To It, Adding to 100, Count On, Dot Numbers, Dots and More, Double Fun, Double Trouble, Double UP, Fill Five, Fill Up Five, Make 20, Match A Total, On Track, On The Edge, Over 50, Roll and Count, Slides and Ladders, Split To Add, Three Sum, Total Ten, Total 20

Professional Resources:

Stepping Stones pre-test, check-ups and performance tasks are found in the assessment tab of each module.

district-approved websites and apps as needed

Stepping Stones Math Ed Videos:

- BAMS Using Mental Strategies to Add
- BHO3 Using a Hands-on Approach to Develop Mental Strategies for Addition
- BMSA Comparing Mental Strategies: Addition
- CAS1 Teaching the Count-On Strategy for Addition Number Facts
- CAS2 Teaching the Doubles Strategy for Addition Number Facts
- CAS3 Teaching the Bridge to Ten Strategy For Addition Number Facts
- CIAF Introduction to Teaching Addition Number Facts

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones

- Doubles Song (Music and The Arts) (Module 2)
- Double The Ducks (Language Arts and Literature) (Module 2/5)
- Make-Ten Relay (Sports and Rec) (Module 8)
- Make-Ten Chains (Music and The Arts) (Module 8)
- Writing Word Problems (Language Arts and Literature) (Module 9)
- Count-On Game (Sports and Recreation) (Module 9)

- Greater and Less Trails (Technology) (Module 9)

Subtraction

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Patterns and Equality

Generalizations / Enduring Understandings

Strand 1: Fluency Strategies for Subtraction
Generalizations:
Subtraction relates to addition.
Strategies assist in the recall of subtraction facts.

Concepts:

- strategies
- part-part-total
- subtraction facts

Strand 2: Relating Subtraction to Addition
Generalization: Fact families relate addition and subtraction.

Concepts:

- fact families
- addition
- subtraction
- comparison

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What is the symbol for subtraction?
How can you use the count back strategy to solve __-__=__?
What are subtraction words you know?

Conceptual:
How can we use addition to solve subtraction?
How can you find what is left when we take one quantity from another?
Why is important to know and use multiple strategies for solving subtraction?
How do we know if a subtraction answer is correct?

Provocative:
How do you know if a problem is about addition or subtraction?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 1

Operations & Algebraic Thinking

1.OA.A. Represent and solve problems involving addition and subtraction.

- 1.OA.A.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- 1.OA.A.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.B.3. Apply properties of operations as strategies to add and subtract.
- 1.OA.B.4. Understand subtraction as an unknown-addend problem.

1.OA.C. Add and subtract within 20.

- 1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D. Work with addition and subtraction equations.

- 1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Number & Operations in Base Ten

1.NBT.C. Use place value understanding and properties of operations to add and subtract.

- 1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- solve subtraction word problems
- calculate unknown amounts in subtraction equations
- relate subtraction to unknown addend problems
- use a strategy (think addition) to subtraction one-digit numbers (make ten facts, count-on and use -double facts)
- recall fluently count-on subtraction facts within 20
- recall fluently use-doubles subtraction facts within 20
- identify related addition and subtraction facts
- represent subtraction situations (comparison model)
- bridge 10 to subtract one-digit numbers
- relate skip counting to subtraction

Critical Content & Skills

What students must KNOW and be able to DO

- Connect counting and subtraction (i.e. Subtracting two is the same as counting back two).
- Use properties of subtraction to subtract whole numbers and to use increasingly sophisticated strategies based on these properties to solve subtraction problems.
- Use a variety of models to take-from, take-apart, and compare situations.
- Develop strategies for subtracting whole numbers.
- Relate addition and subtraction.

Core Learning Activities

Connect counting and subtraction (i.e. Subtracting two is the same as counting back two).

- cubes for counting back
- pennies and dimes for counting back ones and tens
- manipulatives to count back on a number track

Use properties of subtraction to subtract whole numbers and to use increasingly sophisticated strategies based on these properties to solve subtraction problems.

- domino dot cards to find difference
- coat hanger and clothespins to find missing addend

Use a variety of models to take-from, take-apart, and compare situations.

- cubes for counting back
- pennies and dimes for counting back ones and tens
- domino dot cards to find difference
- coat hanger and clothespins to find missing addend
- manipulatives to count back on a number track

Develop strategies for subtracting whole numbers.

- cubes for counting back
- pennies and dimes for counting back ones and tens
- domino dot cards to find difference
- coat hanger and clothespins to find missing addend
- roll dice and make a subtraction equation

- manipulatives to count back on a number track
- games to practice recall of basic facts

Relate addition and subtraction.

- domino dot cards to find difference
- coat hanger and clothespins to find missing addend
- games to practice recall of basic facts

Assessments

- 1 M4.1.pdf
- 1 M4.PT.pdf
- 1.M4.PT Rubric.pdf
- 1 M6.1.pdf
- 1 M6.PT.pdf
- 1.M6.PT Rubric.pdf
- 1.M7.1.pdf
- 1 M10.1.pdf
- 1 M10.2.pdf
- 1 M10.PT.pdf
- 1.M10.PT Rubric.pdf
- 1 M11.1.pdf

Resources

Professional & Student

Student Resources:

- Stepping Stones Student Journal
- Stepping Stones Number Case
- Stepping Stones: Big Books - Cupcake Capers (4.1, 4.3), Joe's Carrots (6.4), Bear and Badger (10.6), Shoes in Twos (11.5), Stella's Store 11.6
- materials:
  - various counters (teddy bears, small toys, buttons, coins, cubes)
  - ball
  - blindfold
  - dominoes
  - large number track (1-10)
  - ten frames
  - hangers, clothespins and collars (support 53)
  - base ten blocks
  - hundred chart
  - Stepping Stones: Fundamentals Games - On Track, Take That, Take It Away, Take or Tally, What's The Difference, Double Up, Double Trouble, Add 'Em Up

Professional Resources:

Stepping Stones pre-test, check-ups and performance tasks are found in the assessment tab of each module.

district-approved websites and apps as needed

Stepping Stones Math Ed Videos:

- BHO4 Using a Hands-On Approach to Develop Mental Strategies for Subtraction
- CAP1 Using Active Problems to Relate Addition and Subtraction and Introduce Functions
- CLSS Using Language Stages to Develop Subtraction Concepts
- CSFS Teaching the Think Addition Strategy for Subtraction Number Facts

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones:

- Elevator Magic written by Stuart Murphy (Language Arts and Literature) (Module 4)
- Subtraction Match Game (Sports and Recreation) (Module 4)
- Think-Addition Race (Sports and Recreation) (Module 6)
- Subtraction Tag Team (Sports and Recreation) (Module 10)
- Nature Patterns (Music and Art) (Module 11)

Measurement

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Process and Communication

Generalizations / Enduring Understandings

Strand 1: Non-Standard Measurement
Generalization: Comparisons are made using non-standard units of measure.
Concepts:

- units of measure
- length

Strand 2: Time
Generalization: Clocks identify time.
Concepts:

- time
- clocks
- sequence

Strand 3: Data
Generalization: Charts and graphs represent data.
Concepts:

- data
- charts/Graphs

Strand 4: Money
Generalization: The relationship between pennies, dimes and dollars utilizes the base ten system.
Concepts:

- currency
- base ten
- value
- trade

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
What are the names of these 4 coins? How much are they worth?
What does the hour/minute hand on a clock tell us?
What is the width/length/height of _____?

Conceptual:
How can tally marks help organize our counting?
How do tables and charts help us organize our thinking?
What can we use to measure objects?
How can we use time in our daily life?
How do measurements help compare objects?
What different ways can data be displayed?
How can place value help you count coins?
How can we collect data?

Provocative:
Is it important to collect data? Why or Why not?
Is it important to measure time? Explain.

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 1

Number & Operations in Base Ten

1.NBT.C. Use place value understanding and properties of operations to add and subtract.

- 1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Measurement & Data

1.MD.A. Measure lengths indirectly and by iterating length units.

- 1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.A.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.MD.B. Tell and write time.

- 1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.C. Represent and interpret data.

- 1.MD.C.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- use indirect comparison to compare and order length
- use non-standard uniform units to measure length/capacity/mass
- identify times to the hour and half hour (analog and digital)
- create, describe and interpret tally charts
- relate coins to each other
- identify combinations of coins that match totals up to one dollar

Critical Content & Skills

What students must KNOW and be able to DO

- Tell time to the hour and half hour using analog and digital clocks.
- Compare and order objects according to length, mass, and capacity units.
- Create and use tools to measure length, mass, and capacity units.
- Organize, represent and analyze data collected from measurement.
- Identify the name and value of coins (penny, nickel, dime, quarter).
- Relate coins and determine the value of a collection.

Core Learning Activities

Tell time to the hour and half hour using analog and digital clocks.

- match analog and digital times

Compare and order objects according to length, mass, and capacity units.
Create and use tools to measure length, mass, and capacity units.

- measure cubit and compare
- measure capacity with rice\beans in a variety of containers
- compare lighter than and heavier than with pan or equal arm balance
- compare the mass, capacity, and length of objects of various sizes

Organize, represent and analyze data collected from measurement.

- make a graph using a tally chart
- make a vertical and horizontal bar chart

Identify the name and value of coins (penny, nickel, dime, quarter).
Relate coins and determine the value of a collection.

- use coins to match different values
- trade coins
- sort coins
- play store with coins

- trade coins for a dollar

Assessments

- 1 M2.2.pdf
- 1 M7.2.pdf
- 1 M8.2.pdf
- 1 M11.2.pdf
- 1 M11.PT.pdf
- 1.M11.PT Rubric.pdf

Resources

Professional & Student

Student Resources:

- Stepping Stones Student Journal
- Stepping Stones Number Case
- Stepping Stones: Big Books - The Best Bug (Mod 3.12), The Cat Nap (Mod 2.11) (Mod 7.10)
- materials:
  - Various counters (links, cubes)
  - Ball
  - String
  - Vases (see lesson Mod 12.9)
  - Resealable bags
  - 5 plastic bottles in different shapes and sizes
  - Collection of clear plastic containers in different sizes and shapes
  - Small non-standard capacity measures
  - Uncooked rice or dry beans
  - Tennis ball
  - Pan balance
  - Classroom objects
  - Judy clocks
  - Chart paper
  - Coins

Professional Resources:

Stepping Stones pre-test, check-ups and performance tasks are found in the assessment tab of each module.

district-approved websites and apps as needed

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

- How Big is A Foot? Rolf Myller (LA) (Module 3)
- Uniform Lengths game (Sports and Rec) (Module 3)
- Set of Three (Music and Arts) (Module 3)
- Working with Capacity (Science) (Module 12)
- It's About Time (LA) (Module 2)Stuart Murphy
- Time Match Game (Sports and Rec) Module 2
- Tally O'Malley written by Stuart Murphy (LA) (Module 8)
- Going Shopping (Social Studies) (Module 11)

Geometry

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Structure and Spatial Relations

Generalizations / Enduring Understandings

Strand 1: 2D Shapes/3D Shapes
Generalizations:
Attributes define 2D and 3D shapes.
Combinations of shapes create composite shapes.

Concepts:

- attributes
- classification
- two-dimensional
- three-dimensional
- composite shapes

Strand 2: Fractions
Generalization: Equal parts represent fractions.

Concepts:

- equal parts
- fraction

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

Factual:
How many sides/corners does a _____ have?
What is a 2-D/3-D shape?
Where can we find shapes in our world?
Where can we find fractions in our world?

Conceptual:
How can shapes be sorted?
How are shapes alike and different?
How can I put shapes together and take them apart to form other shapes?
How do we know when parts are equal?
How can we divide shapes into equal parts?

Provocative:
What attributes of a shape make it useful in our world?
Why are fractions necessary? Explain.

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: Mathematics

CCSS: Grade 1

Geometry

1.G.A. Reason with shapes and their attributes.

- 1.G.A.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
- 1.G.A.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- 1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates

smaller shares.

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- identify and describe attributes of 2-D shapes
- identify and draw circles, triangles, squares, non-square rectangles, and hexagons
- join and split 2-D shapes to make new shapes
- represent one-half and one-fourth (length and area models)
- identify how creating more equal shares results in smaller shares
- identify and describe the attributes of spheres, cones, cylinders, and prisms (including cubes)
- make 3-D objects

Critical Content & Skills

What students must KNOW and be able to DO

- Compare shapes using properties.
- Describe, represent and make sense of our environment using geometry.
- Count the sides, angles, and faces of a shape.
- Divide shapes into equal parts.

Core Learning Activities

Compare shapes using properties.

- match shape cards with a partner
- sort shapes by attributes

Describe, represent and make sense of our environment using geometry.

- find various 3D shapes around the room
- match real world 3D shapes (ball) to formal 3D shapes (sphere)

Count the sides, angles, and faces of a shape.

- make shapes on geoboards
- create a new shape with 2 to 4 shapes
- create shapes with straws and pipe cleaners

Divide shapes into equal parts.

- cut shapes in halves and fourths

Assessments

1 M4.2.pdf

1 M6.2.pdf

1 M10.2.pdf

Resources

Professional & Student

Students Resources:

- Stepping Stones Student Journal
- Stepping Stones Number Case
- Stepping Stones: Big Books - A Piece of Pie (6.9)
- materials:
  - various counters (links, cubes, buttons)
  - various sizes of plastic bags
  - assorted magazines
  - geoboards
  - rubber bands
  - pattern blocks
  - 3D shapes
  - everyday 3D objects
  - pipe cleaners
  - straws

Professional Resources:

Stepping Stones pre-test, check-ups and performance tasks are found in the assessment tab of each module.

district-approved websites and apps as needed

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Stepping Stones:

- Decorate 3-D objects (Music and The Arts) (Module 10)
- Book: I See Shapes by Marcia Fries (Language Arts and Literature) (Module 4)
- 2-D shape posters (Music and The Arts) (Module 4)
- Book: Give Me Half! by Stuart J. Murphy (Language Arts and Literature) (Module 6)
- Show one-half with fraction flowers and trains (Music and The Arts) (Module 6)

Transportation Task Force

Board of Education Presentation

March 20, 2018

The Beginning:
Winter 2016 / Spring 2017

- **Sleep Study Research**
- High School and Middle School- **later start time**
- Increased/uninterrupted REM sleep
- Healthier, happier, more communicative
- Calmer morning getting ready
- Decreased tardiness/absenteeism
- No students waiting in the dark
- Survey completed
- **No cost to District**

The Initial Changes: Summer 2017

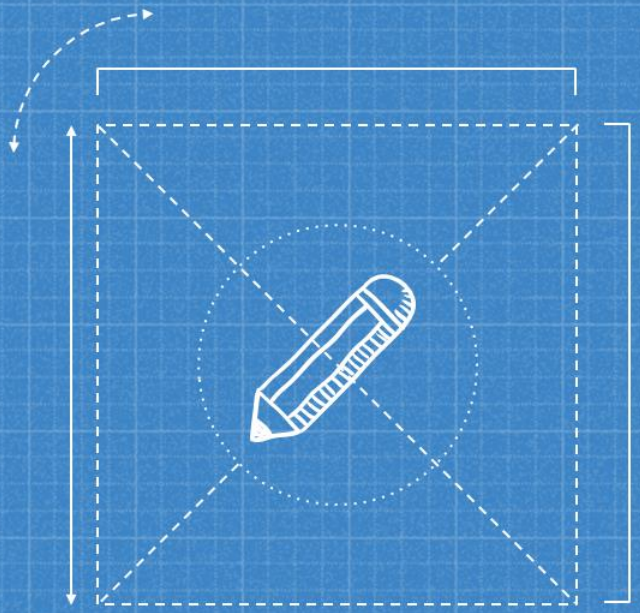
- Three-Tier to **Two-Tier** bus configuration
- Shared buses: NHS and NMS; Reed and elementary
- Shuttle buses at elementary schools
- Students dropped off early at the elementary schools **(8:45 AM)**
- Increased and ongoing Reed-Elementary School communication established

The Roll Out: August 2017

- Some Reed **buses late** (AM)
- **Downtime at elementary schools (AM/PM)**
- Increased student behaviors during downtime
- Increased student supervision needed
- Students **getting home later** in the afternoon
- Bus crowding (full)
- Increased pickups (shuttles/get to activities)
- Walkers/Return issues/Sibling sign-out

The Immediate Moves: Fall 2017

- **Reed day shortened (5 min)**
- Altered practices/schedules to address increased supervision
- Extended support staff time to be with students
- All Star made changes (e.g. St. Rose buses, split routes, express buses)
- BoE creating/revisiting walker policies
- **Reconvene Transportation Task Force to revisit**



Transportation Task Force II

CHARGE: *Review, Revisit, Revise and RECOMMEND*

The 6 Priorities: Boxes to Check

- ❑ Stagger school times
- ❑ Buses on time to schools
- ❑ Student down time
- ❑ Shuttle/Crowding
- ❑ Length of ride
- ❑ Parent Pick-Up/Dismissal

The Discussions

1. Condensed 3-Tier System/Different Schools Combined

***Doesn't fit** the new time frame, elem day would end later

*MS & Reed

2. Dedicated Reed Fleet of Buses/No Shuttle

***Significant cost**: $1,188,439 (# of buses,bus cost, fuel, added drivers)

***Logistics**/all at Reed

The Discussions

3. No Change (Current System)

*Unhappy this year

***Unchecked Boxes**

4. Staggered Start Times

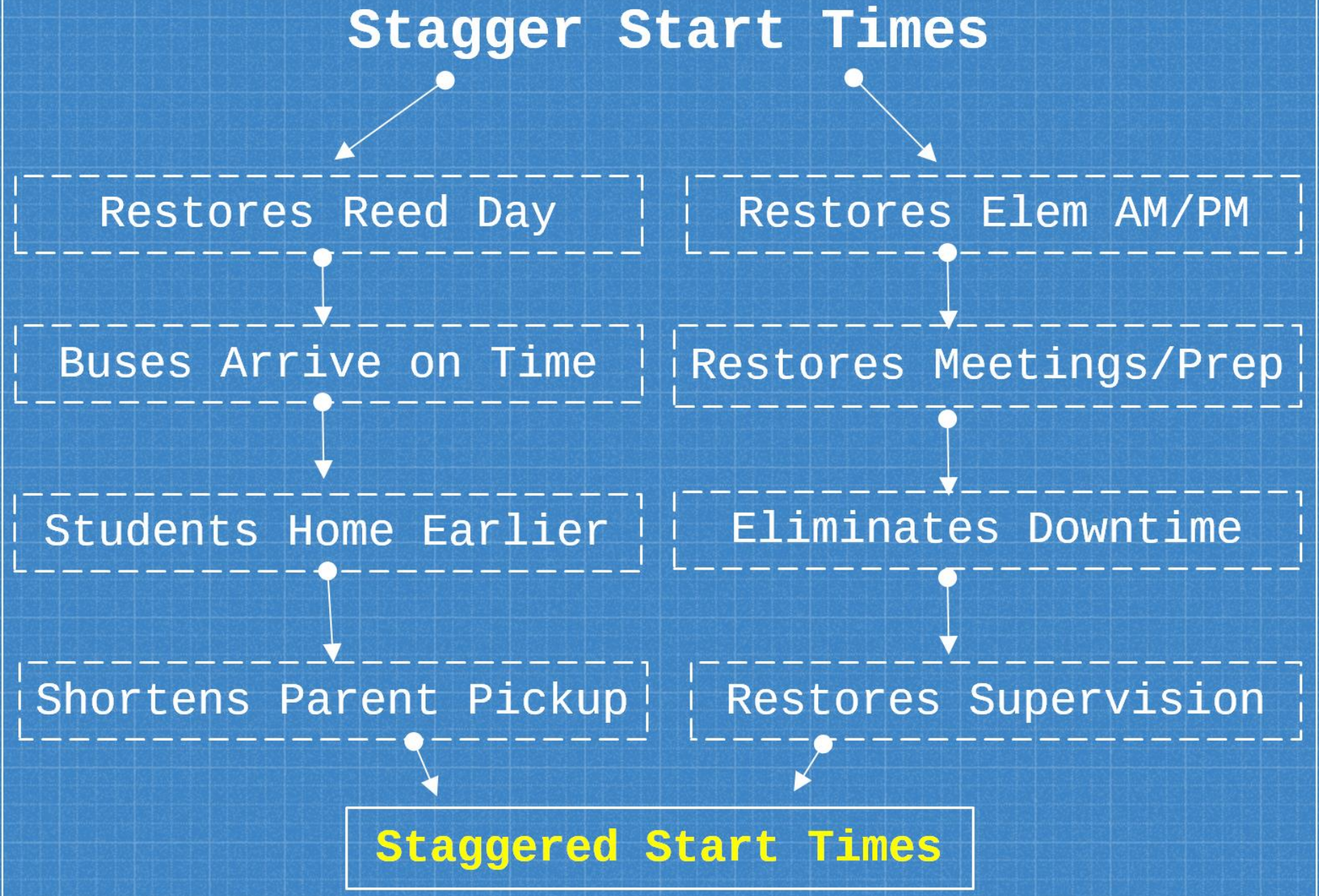
*Original Plan

***How To Improve?**

1

Stagger Start Times

Checks Many Boxes


Stagger Start Times
Restores Reed Day
Restores Elem AM/PM
Buses Arrive on Time
Restores Meetings/Prep
Students Home Earlier
Eliminates Downtime
Shortens Parent Pickup
Restores Supervision
Staggered Start Times

The 6 Priorities: Boxes to Check

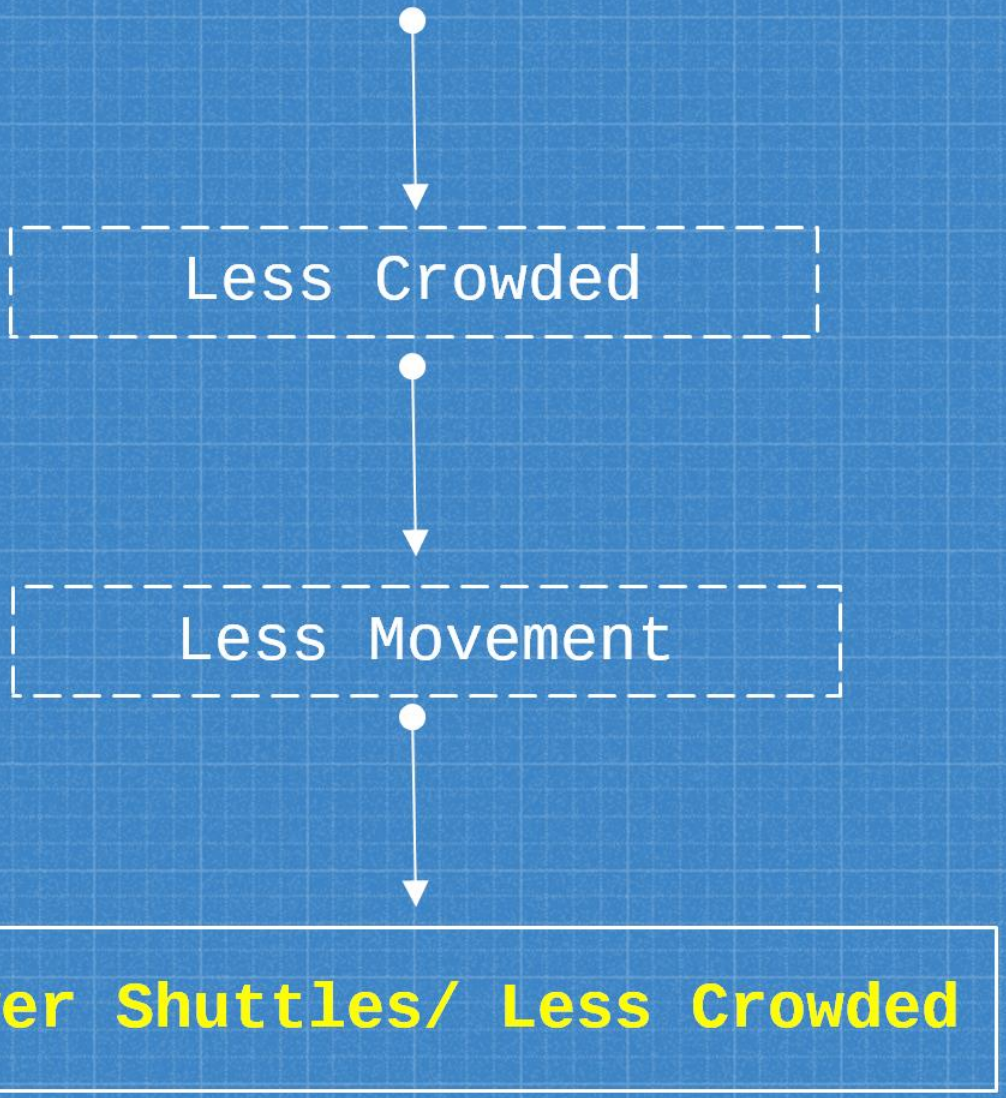
- ☑ Stagger school times
- ☑ Buses on time to schools
- ☑ Student down time
- ☐ Shuttle/Crowding
- ☐ Length of ride
- ☑ Parent Pick-Up/Dismissal

2

Shuttle / Crowding

More Means Less

Another Shuttle



The 6 Priorities: Boxes to Check

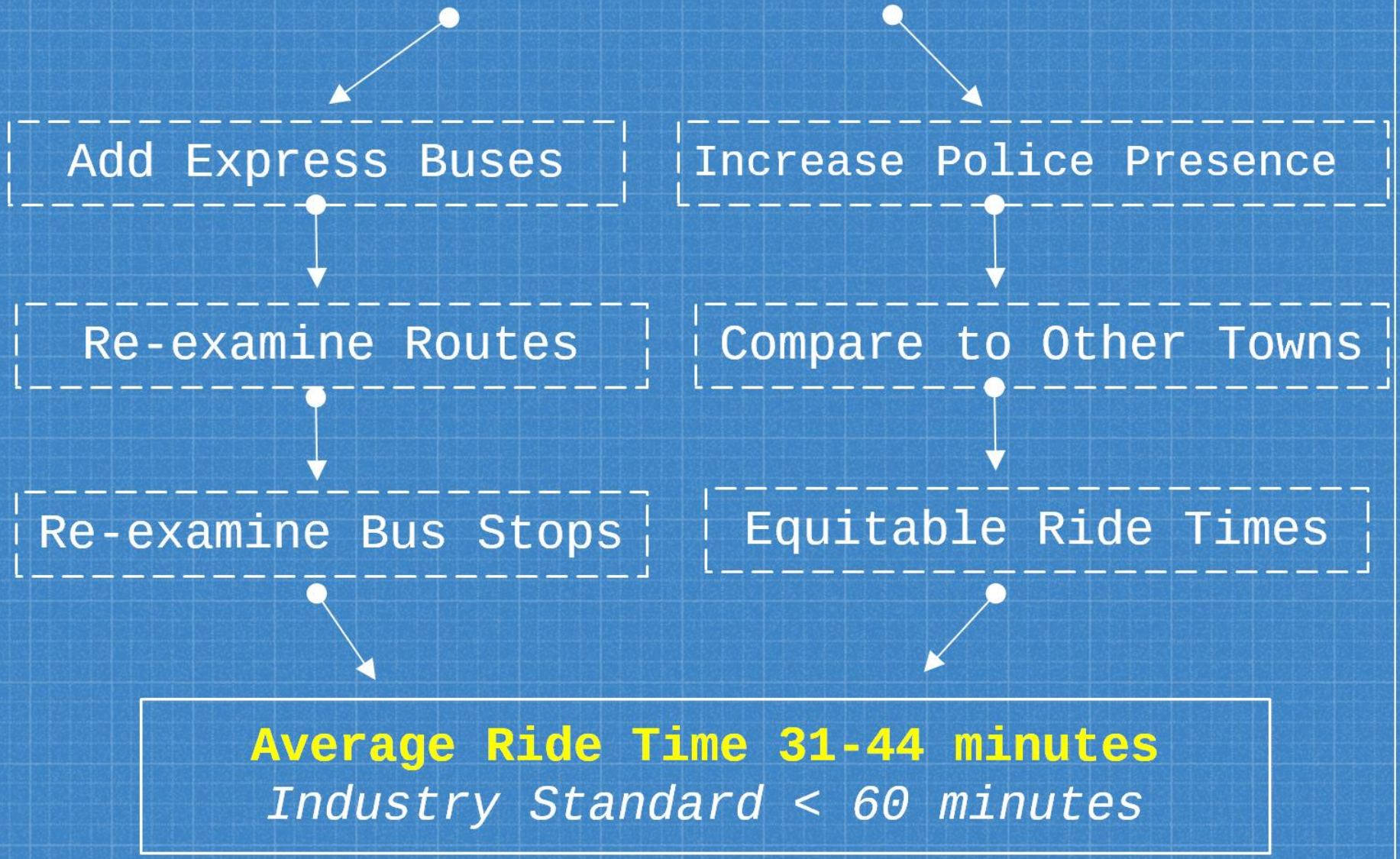
- ☑ Stagger school times
- ☑ Buses on time to schools
- ☑ Student down time
- ☑ Shuttle/Crowding
- ☐ Length of ride
- ☑ Parent Pick-Up/Dismissal

3

Length of Bus Ride

Most Difficult Box to Check

Addressing Bus Ride Length



Summary of Proposed Bus Changes

Ave Ride Time(min)	HAW	RIS	SH	RIS	MG	RIS	HOM	RIS
Current AM Time	32	46	43	33	33	50	35	52
Proposed AM Time	44	35	43	33	42	31	43	31
Average AM Change	+12	-11	0	0	+9	-19	+8	-21
Average PM Time	32	46	35	51	30	45	31	46

- *Proposal affects AM only*
- *More equitable between elementary and Reed students*
- *Average estimated elementary increase is 8-12 minutes*
- *Average estimated Reed decrease is 11-21 minutes*

Example:
Using Current Information

*Ride lengths with the **Proposed System** using **THIS Year's** enrollment and routes*

Ride Length	Percentages of Runs
25-35 minute bus ride	46%
36-45 minute bus ride	36%
46-50 minute bus ride	18%

82%: 25-45 minutes

The 6 Priorities: Boxes to Check

- ☑ Stagger school times
- ☑ Buses on time to schools
- ☑ Student down time
- ☑ Shuttle/Crowding
- ☑ Length of ride
- ☑ Parent Pick-Up/Dismissal

The Must Mentions...

Concerns

All respectful/valid

All listened to

Due Diligence

Had the gift of time

Worked very hard

Considered EVERYTHING

Original Goal 1

HS/MS 8:00 AM Start Time

Original Goal 2

No Impact to Elementary Schedules

The Must Mentions...

"We did not pass on GREAT in search of Perfection"

The Transportation Task Force Committee II

Central Office Administrators

Lorrie Rodrigue

Board of Ed

Michelle Ku

Jill Beaudry - RIS

Superintendent

Chris Moretti- HAW

Tim Napolitano- SH

Tanja Vadas

Business Office

All-Star

Rich Dufour

Teachers

Liane Cohagen- MG

Tracy Galassi- HAW

Jess Fonovic- RIS

Parents

Laura Brenn

Katie

MS

The Recommendation: Fall 2018

Staggered Start Times

Reed Intermediate

8:55 AM - 3:27 PM [6 hrs 32 min]

Elementary Schools

9:05 AM - 3:37 PM [6 hrs 32 min]

Thank You!!

QUESTIONS???