

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on March 3, 2020 in the council chambers at 3 Primrose Street at 7:30 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	6 Staff
J. Vouros	2 Press
R. Harriman-Stites (absent)	2 Public
D. Zukowski	
H. Jojo	
M.Chand	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Mrs. Ku spoke about Debbie Leidlein who has been on the Board of Education for 10 years which is an amazing accomplishment. She is kind, deliberate and an incredibly fair and thoughtful leader. We have been lucky to have her contributions and leadership these past 10 years.

Dr. Rodrigue thanked Mrs. Leidlein on behalf of the staff, students, and families for her service and important work on the Board of Education for the last decade. She went above and beyond in advocating for children and education.

Mrs. Leidlein stated that she believes in giving back to the community. Being an educator made her commit to the Board of Education as opposed to other boards to make a difference for her children and those in the community. She has enjoyed her time on the Board and will carry this the rest of her life. She appreciates the opportunity to serve Newtown in this capacity.

Item 2 – Celebration of Excellence

Item 3 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the Newtown High School field trips, the donation to Head O'Meadow School, the donation to Newtown High School, and the acceptance of the correspondence report.

Mr. Cruson seconded.

Mrs. Leidlein asked to remove the high school trips from the consent agenda.

Mrs. Ku said they would be discussed at the end of the meeting.

Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Mrs. Ku said that after the discussion about how to handle the correspondence report and after considering desires of the Board that were split, she was hopeful to limit the report but she consulted with the Board attorney and concluded because of the sensitive nature of emails it was not worth the sometimes legal risk that may come with it, including the first amendment rights. We will continue the way we have been doing it. It is prudent to air on the side of caution. The Board of Finance made a \$100,000 reduction to the Board of Education budget and will present to the Legislative Council the next evening. They will be talking about long-term budget planning. March 11 is the CAFE Day on the Hill when they host the board of education members to discuss legislation coming up. Mrs. Ku hopes to have another Board

self- evaluation in April after the budget passes. We received a letter from NEASC for the two-year progress report for Newtown High School and listed several points they were pleased to learn about.

Mr. Vouros asked her to read the items.

Mrs. Ku named a few from the list which included that they were pleased with our extensive work on the curriculum and the creation of the professional learning communities. They also need to be updated if we have any changes in the school including the name of the principal and/or superintendent.

Superintendent's Report: Dr. Rodrigue spoke about the letter she sent regarding the coronavirus and there are no reported cases in Connecticut but we continue to take our cues from the Health Department and CDC. The Town and school officials met this this morning and spoke about future concerns and what impact it will have on school and actions that might be needed to put into place if we consider closing a school or the district. We are asking everyone to stay calm, keep children home when sick, wash hands frequently and reach out to Donna Culbert in the Health Department. We decided to cancel overseas trips because the CDC said there should be no unnecessary travel.

She and Mrs. Harriman-Stites toured the agriscience program at Shepaug Valley and Megan Bennett, Superintendent, will be here at a future Board meeting with updates. This is the first evening of sharing the Superintendent's Spotlight which came out of our PEAC group. It is Mrs. Carla Tischio's fifth grade class at Reed.

#### Committee Reports:

Mr. Vouros spoke about the two math curriculum discussed at the recent Curriculum and Instruction Committee meeting which will be presented tonight.

Mr. Cruson said the Communications Subcommittee met on February 24 to define what the committee is doing going forward and while the schools and Superintendent are responsible for communicating with the parents and staff, they will reach out to the community. They will meet once a month and send a newsletter quarterly which the Board will review before it's sent. They also talked about the budget newsletter and will use the points of pride as the basis and expand on that. Mr. Cruson also went to Sandy Hook School for "Reading Across America" along with other Board members which was very enjoyable.

#### Newtown High School Student Reports:

Ms. Jojo reported the third quarter was in full swing and winter sports were wrapping up.

Mr. Chand stated that the production of Pippin will be held the end of this month along with the junior prom. Student Government hosted a talent show and the Science Bowl team is competing at UCONN this weekend.

Mrs. Jojo also stated that many clubs are holding fundraisers for charities of their choice with Unified Sports raising money for Special Olympics Connecticut.

Mr. Chand shared that the dance team won states on February 29 for the third consecutive year in a row. The gymnastics team finished third in the state championship.

Ms. Jojo spoke about the importance of educating students on the coronavirus. At the recent NICE meeting they talked about risk factors when traveling and the importance of keeping students informed.

Mr. Chand said seniors are hearing from colleges and have begun the decision process of where they want to go. They are also looking at scholarships and some are still visiting schools. Overall the morale at the high school is high.

Item 7 – New Business

Algebra 1 Foundations Part 1 Curriculum and Statistics Curriculum:

Gene Hall and Chris Pearson gave a presentation on these curricula.

Mr. Delia asked why this was just a high school class.

Dr. Longobucco replied that it was for special education students.

Mr. Delia asked if staff was being trained to implement the statistics curriculum.

Mr. Pearson said he taught this for the last four years and also took a class at Tufts to be able to teach AP statistics. We discuss the classes and put in the best qualified teachers.

Mr. Delia asked if any other resources were needed.

Mr. Pearson replied that the text we use is strong and also prepares students for the AP test.

Mr. Delia inquired if there was any crossover into business classes or Capstone Projects to which Mr. Pearson said the opportunity to cross into the Capstone Project is more in political science classes.

Mr. Delia said one part was writing a RAFT article.

Mr. Pearson said RAFT is an acronym we use when they get a project.

Mrs. Zukowski asked if there are viral models like epidemiology which would look at the coronavirus and the probability of it spreading.

Mr. Pearson said that would fall more into the exponential growth function of Algebra I or II.

Mrs. Zukowski asked if former students come back and talked about that class.

Mr. Pearson said he has had students come back who took statistics in college and knew a lot of what they were taught.

Dr. Rodrigue said RAFT was the writing strategy and stands for Role Audience Format Topic.

Mr. Delia said this type of math class could guide them in a direction almost to a career and thanked them for their hard work.

Action on Policies:

MOTION: Mr. Delia moved that the Board of Education approve Bylaw 9326. Mr. Cruson seconded.

Mrs. Zukowski noted that the Policy Committee was supposed to come back to the Board after reviewing this policy. The new policy says a sign will be posted on this room but not the room where the subcommittees meet. The other change was the presiding officer would ask if anyone would be recording, which was removed. Her question was if this policy meant to protect the Board to say we will tell them of all recordings we know of, or to reassure people that when they speak they have a good chance of not being taped if they are expecting not to be taped.

Mr. Cruson said it was next to impossible to police what people are doing at meetings even if we adjusted the policy to say people should make it known.

Motion passed unanimously.

MOTION: Mr. Delia moved that the Board of Education approve Bylaw 9327 Electronic Mail Communications. Mr. Cruson seconded.

Mr. Cruson said the previous discussion was to make a change and Mrs. Harriman-Stites went through the chair to add the sentence "Board members are encouraged to use district provided or approved electronic mail accounts" which would be at the end of the first paragraph.

MOTION: Mr. Cruson moved to add the sentence "Board members are encouraged to use district provided or approved electronic mail accounts" at the end of the first section. Mr. Vouros seconded.

Mrs. Zukowski wondered if it should be the "district provided and approved" or "Board of Education provided and approved" if in the future the Board of Education members would not continue on the district email system. It might be more appropriate for the district to suggest an email system and have it be a Board of Education vote, as opposed to a district vote or the Superintendent would suggest the preferred email system.

Mr. Delia agreed to change the wording to Board approved email service rather than district approved.

Mrs. Leidlein said the Board of Education is doing the work of the district. Also, if there is an FOIA request, that often times goes through our IT department and if we are not using the district email it could cause a difficult situation for the district to assist us in gathering those emails.

Mrs. Ku agreed with the motion that the district provides an email for the Board and we are encouraged to use it.

Dr. Rodrigue said the Newtown Public Schools is the district and agreed with Mrs. Leidlein. District is used throughout policies and it means Newtown Public Schools.

Vote on changing the wording: 4 ayes, 2 nays (Mr. Delia, Mrs. Zukowski) Motion passes.  
Vote on policy: 5 ayes, 1 nay (Mr. Delia) Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve Bylaw 9330 Board/School District records. Mr. Cruson seconded.

Mrs. Zukowski referred to the bottom of page "b" new text added regarding scanners to copy a public record and made the following motion.

MOTION: Mrs. Zukowski moved to amend the motion for the Board to move the words at the top of page "c" to the end of the previous paragraph and remove the wording on the \$20 flat fee. Mr. Cruson seconded.

Vote on the amendment: Motion passes unanimously.

Vote on policy: Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve Bylaw 9350 Hearings to be rescinded. Mr. Cruson seconded.

Mrs. Cruson said we are rescinding this policy because it's covered in other policies. Motion passes unanimously.

Minutes of January 28, 2020:

Mrs. Ku stated that a motion was made by Mr. Delia and Mr. Cruson on these minutes so we would pick up the discussion. We have Mrs. Zukowsk's changes. Overall, the minutes only need to reflect the motions and votes required by law. The essence of a discussion is important

but not sure if it's more important than individual discussions by people needing to be part of the minutes.

Mrs. Zukowski provided changes to these minutes and said she had never been called into question when on other boards and believes the minutes are the main place people go to get information about meetings and she wants to be represented true to who she is and what she contributes. She stated that sometimes she says the wrong word from what she wanted to say. Mrs. Harriman-Stites said the spirit of what we say should be captured. She stood by her requested changes which she reviewed.

Mrs. Ku suggested a motion for all of the changes.

MOTION: Mrs. Zukowski moved that the Board of Education accept the three requested changes to the January 28, 2020 minutes. Mr. Cruson seconded.

Mrs. Zukowski believed these changes better reflect the spirit of what was said. One was a factual error that needs to be corrected.

Mr. Delia said that capturing the spirit he worries would open up a can of worms. Minutes should reflect what was said. It's not the job of anyone to try to figure out what someone means when they said something. It's just the best recollection of what was said, written down and then moved on.

Mrs. Zukowski said her recommendations reflected the words actually said in the transcript. Mrs. Ku looked at the transcript and there were some things Mrs. Zukowski asked to remove from the minutes that are not what she was proposing to replace, which concerns her. She was using "in today's business environment" but that was not in the transcript. Mrs. Zukowski explained why she wanted to add those words.

Mrs. Ku said that using the money from the special education fund is being removed from what she said.

Mrs. Zukowski said she was talking about a business model of having a 7-12 program at Chalk Hill in a separate building and think regionally to ensure sustainability of the program. It's not the words but the concepts.

Mrs. Leidlein asked if we are re-discussing the entire topics or discussing the minutes and what was discussed at the meeting which isn't on this agenda. We are just trying to clarify what was actually said at the meeting and what is represented in the minutes. It isn't up to Ms. June to try to determine what concepts are being discussed at a given time. We try to represent our thoughts at that time. We can't do this with minutes of every meeting. If that were to be the case, then she would recommend just recording in the minutes the motions and votes.

Mr. Vouros said it was important to recognize that the passion Mrs. Zukowski brings to the table will come through and doesn't necessarily have to be pages of transcript. The trust factor will increase as her tenure on the Board increases. It is not necessary for us to say everything we feel we need to say.

Mr. Cruson said these motions are legitimate corrections to the minutes.

Mrs. Zukowski honestly believes her changes are more reflective of her words. There were some complicated topics she wanted reflected properly.

Mrs. Leidlein said she wouldn't be opposed to adding words actually said if there weren't words actually said that were removed from the minutes and also the idea we are rearranging words to fit in certain areas that may have been implied in other areas.

Mr. Delia asked Mrs. Zukowski if she said “in today’s business environment.”  
Mrs. Zukowski said she did not.

Vote on amendment: 2 ayes, 4 nays (Mrs. Ku, Mr. Cruson, Mrs. Leidlein, Mr. Vouros) Motion fails.

Vote on minutes of January 28, 2019: 5 ayes, 1 nay (Mrs. Zukowski) Motion passes.

Minutes of February 4, 2020:

Mrs. Ku said there is a motion on the table from the last meeting.

Mrs. Zukowski explained her changes.

MOTION: Mrs. Zukowski moved to accept the two corrections to the February 4, 2020 minutes.  
Mr. Cruson seconded.

Mrs. Zukowski said on page 2, paragraph 3, she wanted to change “art and science” to “art and music” because she meant to say “music.”

Mr. Delia said she said “art and science” other times too and it makes sense to say that. We can’t change minutes to reflect what we meant to say.

MOTION: Mr. Delia made a friendly amendment to split the motion to discuss each one individually. Mr. Cruson seconded. Vote: 4 ayes, 2 nays (Mrs. Ku, Mr. Vouros) Motion passes.

Mrs. Ku said we are here to talk about the district and the time doing this takes away from that. If we do this, it takes hours to go back at videos to make sure every word is correct. She was not in favor of changing things.

Vote on page 2 changes as proposed: 1 aye, 5 nays (Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mr. Vouros) Motion fails.

Mr. Cruson feels that page 1 changes are accurate and is a fair change to make.

Vote on page 1 changes: 4 ayes, 2 nays (Mrs. Ku, Mrs. Leidlein) motion passes.

Vote on February 4, 2020 minutes as amended: Motion passes unanimously.

School Calendars:

MOTION: Mr. Delia moved that the Board of Education approve the 2020-2021 and 2021-2022 school calendars. Mr. Cruson seconded.

Dr. Rodrigue decided on calendars for the next two years and these have been through multiple discussions with the leadership team, Teacher Forum, Climate and Culture, and PTA Presidents. Positive feedback was the flexibility of the April professional development day if weather was not favorable during the year and using it as a full day of school instead. We also made it more consistent to have mornings be two-hour delays and afternoons three-hour dismissals for professional development.

Motion passes unanimously.

Minutes of February 18, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of February 4, 2020. Mr. Cruson seconded. Vote: 5 ayes, 1 abstained (Mr. Vouros) Motion passes.

MOTION: Mr. Delia moved that the Board of Education approve the high school field trips.

Mr. Cruson seconded.

Mrs. Leidlein supports that the Superintendent be in touch with the Health Department, the State Board of Education, and the CDC because she was concerned about how things are changing at a rapid pace and even if we approve these trips we give the Superintendent the authority to cancel them without the Board needing to reconvene and vote. This decision would be with the recommendation provided by our community or State Health Department.

Mrs. Zukowski seconded.

Dr. Rodrigue appreciated that and it would be in alignment with her decision for overseas travel. The Board agreed.

Motion passes unanimously.

Item 8 – Public Participation

Keith Alexander, 8 Fawnwood Road, spoke as a former Board member and said that Mrs. Leidlein has a particular way of making it clear about trying to get everything done for the children. He appreciated that when he was on the Board.

MOTION: Mrs. Leidlein moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Adjournment

The meeting adjourned at 9:46 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary



# All-Star Transportation

31 Pecks Lane  
Newtown, CT 06470  
(203) 304 - 9778  
Fax: (203) 304 - 9776

Principal Approval: K. B.

## CHARTER BUS REQUEST

Person requesting: KURT ECKHARDT School: NEWTOWN HIGH SCHOOL

Class: NEWTOWN HS WINTER GUARD Date of trip: MARCH 31 - APR. 3, 2020

Pickup time: \_\_\_\_\_ AM / PM Destination: \_\_\_\_\_

Address of destination: WGI CHAMPIONSHIPS, DAYTON, OH

Leave time from destination: \_\_\_\_\_ AM / PM Snow/Rain date: \_\_\_\_\_

Teacher in charge of trip: GRACE MCKINLEY (COLOR GUARD COACH)

No. students: 10 No. staff: 2 COACHING STAFF No. parents (if applicable): 2 + 3 (PROPS, EQUIP)

Do any students have special needs for transportation? Yes / No

If **yes**, what is required? (wheel chair, harness, etc): \_\_\_\_\_

If multiple students have special needs requirements, please list: \_\_\_\_\_

Party responsible for payment: (TRANSPORTATION HAS BEEN ARRANGED - NO SCHOOL BUS NEEDED)

Contact person: KURT ECKHARDT Phone No.: 203-426-7646

*If additional space required for listing, please include separate page*

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, hamess) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
- Please fax this request with all completed information. A confirmation will be faxed back to you with all costs.
- We reserve the right to have buses back in town for school dismissal schedule.
- Cancellation or postponement of a reserved trip requires a minimum of two hours' notice on a school day; one day prior if a weekend trip. Failure to notify may incur a cost for time bus ran.

**GOAL OF ATTENDING WORLD CHAMPIONS-HIPS IN DAYTON, OHIO**

In the history of the Newtown Colorguard program, there have been some significant milestones and records. The Newtown Varsity Winterguard was undefeated in the local MAC circuit for seven years from 2005 to 2012. From 2010 to 2012, the Varsity team also placed 22nd, 24th, and 28th, respectively, at World Championships in Dayton, Ohio, where they competed against over 100 other colorguard teams.

In recent years, the program has begun to build itself back to this time of greatness. During the 2019 winter season, the JV team, which consisted of students from 5th to 8th grade, held their first place position throughout the season, including MAC Championships. During this past marching band season, the colorguard held the caption of Best Colorguard throughout the season, including USBands National Championships. This team has now proven time and time again that they are ready for the next step, which would be World Championships in Dayton, Ohio. By going to World Championships, it gives the members of the team new drive to challenge themselves so they can compete against other groups throughout the nation. This trip also offers a unique experience; it will give them a new look and appreciation at a sport that they have been a part of for years. They will be able to see that there is a community of high school students just like them who are doing what they love and trying to share it with the world.

**ITINERARY (TENTATIVE)**

<b>Dates</b>	<b>Tuesday March 31st</b>	<b>Wednesday April 1st</b>	<b>Thursday April 2nd</b>	<b>Friday April 3rd</b>
<b>Overview of Events</b> This is tentative as a specific schedule has not been released from the WGI organization and some events will depend on their placement after their prelims performance	Travel Day Students will leave around 5 am since it is 10 hour drive. If a plane is taken it will depend on the flight in which case students maybe able to attend part/all of the school day	Prelims Performance The team will perform at prelims. Time is TBD. Depending on time they will watch other performances.	Semi-Finals Performance. If the team makes it they will compete in Semi-finals (this will most likely take place in the morning). Depending on time they will watch other performances in their class. Later in the day they will watch performances of the Open and World Class teams.	Final Performance, if the team makes it they will compete in Finals (this will most likely take place in the morning). Depending on time they will watch other performances in their class. Later in the day they will watch performances of the Open and World Class teams. This will also be the day the team travels back to Newtown. No matter if it is by bus or plane they will travel back late at night and return early in the morning in order to allow for them to be a part of as much of the activities in Dayton as possible.

**PEOPLE ATTENDING TRIP**

<b>Varsity Guard Member</b>	There are 10 high school members on the Varsity Winterguard. One senior, one junior, two sophomores, and six freshman make up the team.
<b>Chaperones/Parents</b>	There will be two moms of guard members who will serve as chaperones. They will be with the team the entirety of the trip. There will also be at least 3 other parents who will help with moving the props and equipment for the team. They will also serve to watch over the team when needed.
<b>Coaches</b>	At least 2 of the coaching staff will be with them during the rehearsal and performance times. There are other responsibilities that the coaches will have while on the trip which is why there are several parents serving as chaperones.

Travel			
Type	Cost(s)		Total Cost of Transportation
Bus	Bus Rental for 4 days	- \$8500	\$8,500
Van *	Van Rental *	- \$800	\$950
	Transportation of Equipment **	- \$150	
Plane ***	Plane Tickets ****	- 5400	\$5,950
	Transportation of Equipment **	-150	
	Transportation of Team in Dayton	- 400	

Housing	
Type	Cost
Hotel	\$4,705
AirBnB	- 1,660

This booking is for 8 rooms to house the team members and chaperones. The AirBnB that the team and chaperones would stay in would be an entire house that is not open to other guests. This price may change depending on the availability of the house we look into and when we book it.

\* This mode of transportation would involve parents volunteering to drive the team the 10+ hours to Dayton. The rental does not include the cost of gas.

\*\* A parent would drive a car out with a trailer attachment that would hold all of the equipment needed.

\*\*\* If a plane is taken the cost of transportation of the equipment and transportation when the team is out there must also be taken into account

\*\*\*\* Price is subject to change based on when flight is booked

NO BUS ✓



31 Pecks Lane  
Newtown, CT 06470  
(203) 304 - 9778  
Fax: (203) 304 - 9776

Principal Approval: KZ

WORLD CHAMPIONSHIPS  
WGI Winter Percussion

**CHARTER BUS REQUEST**

Person requesting: Eckhardt School: NHS

Class: Winter Percussion Date of trip: 4/15/20 - 4/18/20

Pickup time: 5:30  AM  PM Destination: Hampton Inn

Address of destination: 25 Greenwood Lane, Springboro, OH 45066

Leave time from destination: 10:30 AM  PM Snow/Rain date: ---

Teacher in charge of trip: Ms Bonnie Voegel

No. students: 2 No. staff: 9 No. parents (if applicable): 5

Do any students have special needs for transportation? Yes /  No

If yes, what is required? (wheel chair, harness, etc): \_\_\_\_\_

If multiple students have special needs requirements, please list: \_\_\_\_\_

BUS ALREADY BOOKED

Party responsible for payment: \_\_\_\_\_

Contact person: \_\_\_\_\_ Phone No.: \_\_\_\_\_

*If additional space required for listing, please include separate page*

- > A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- > Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- > Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- > If trip is being paid through a grant, school is still **responsible for payment for service.**
- > Please fax this request with all completed information. A confirmation will be faxed back to you with all costs.
- > We reserve the right to have buses back in town for school dismissal schedule.
- > Cancellation or postponement of a reserved trip requires a minimum of two hours' notice on a school day; one day prior if a weekend trip. Failure to notify may incur a cost for time bus ran.



# All-Star Transportation

31 Pecks Lane  
Newtown, CT 06470  
(203) 304 - 9778  
Fax: (203) 304 - 9776

Principal Approval: K. [Signature]

## CHARTER BUS REQUEST

Person requesting: JANE MATSON School: NEWTOWN HIGH SCHOOL

Class: NHS CHOIRS Date of trip: MAY 22-25, 2020

Pickup time: \_\_\_\_\_ AM / PM Destination: \_\_\_\_\_

Address of destination: DISNEY WORLD ORLANDO, FL

Leave time from destination: \_\_\_\_\_ AM / PM Snow/Rain date: \_\_\_\_\_

Teacher in charge of trip: JANE MATSON

No. students: 77 No. staff: 2 No. parents (if applicable): 6 (1 CHAPERONE IS A PHYSICIAN)

Do any students have special needs for transportation? Yes / No

If **yes**, what is required? (wheel chair, harness, etc): \_\_\_\_\_

If multiple students have special needs requirements, please list: \_\_\_\_\_

Party responsible for payment: COACH BUS (LAND JET) PROVIDING TRANSPORTATION TO + FROM AIRPORT

Contact person: \_\_\_\_\_ Phone No.: \_\_\_\_\_

*If additional space required for listing, please include separate page*

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
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NEWTON PUBLIC SCHOOLS

Debrantes, Nathalie &lt;debrantesn@newtown.k12.ct.us&gt;

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## Disney Trip Blurb

2 messages

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**Matson, Jane** <matsonj@newtown.k12.ct.us>

Tue, Jan 21, 2020 at 2:11 PM

To: Kimberly Longobucco &lt;longobuccok@newtown.k12.ct.us&gt;, Michelle Hiscavich &lt;hiscavichm@newtown.k12.ct.us&gt;, Nathalie de Brantes &lt;debrantesn@newtown.k12.ct.us&gt;

Hi Ladies,

Below is the blurb about the choral trip to Disney World. Michelle asked me to write one for the Board of Ed. Please let me know if you have any questions.

Thank you all,

Janie

Dear Board of Ed,

The NHS Choirs are planning a trip to Walt Disney World in Orlando Florida. This trip will be an opportunity for the choral students to work with Disney musical directors on Disney movie music. Students will be lead by Disney performers in the performance and recording of this music. Students will also have the opportunity to perform their own choral music at Disney Springs. This is an open concert that can be attended by anyone in the park at the time.

Students will leave NHS on Friday May 22<sup>nd</sup> and return on Monday May 25<sup>th</sup>. Because of the long weekend, students will only miss half a day of school on Friday the 22<sup>nd</sup>.

Students will take coach buses to fly out of Hartford on Southwest Airlines on Friday May 22<sup>nd</sup> and return to Hartford via Southwest Airlines on Monday May 25<sup>th</sup> and back to NHS via coach buses.

There are approximately 77 students going at a cost of \$1,250 per student. The Choral Parents have offered several fundraisers for students to participate in to help defray the costs of the trip. We are also creating a corporate tee shirt that we hope will bring down the cost a bit. We have also had several people come forward and offer donations to those with financial need.

In addition to myself, there is one other certified teacher going on the trip and six parent chaperones, all of whom will have completed the volunteer paperwork by the trip date. One of our chaperones is a physician.

I would be happy to answer any questions you might have about the trip. Thank you so much for your consideration.

Jane Matson  
Choral Director  
NHS

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**Please visit our website at [www.nhschorus.com](http://www.nhschorus.com) for all your choral needs.**



**2.24.2020**

Dear Tim Napolitano,

The Sensory Path, Inc. would like to donate a sensory path to Head o' Meadow Elementary School as an expression of our appreciation of a business relationship with a parent whose son is currently in the 2<sup>nd</sup> grade class.

Mr. Yulius Stanevskis recently completed a large project in redesigning our website. We have offered to donate a sensory path to each of his children's school simply as an expression of our gratitude.

With this donation, we expect no repayment of any kind, nor do we ask for recognition. Any thanks and recognition should be given solely to Mr. Stanevskis. Acceptance of this donation does not generate any relationship or contract with our company.

SINCERELY,

ERIKA ROBINSON  
CEO  
[ERIKA@THESENSORYPATH.COM](mailto:ERIKA@THESENSORYPATH.COM)  
601.497.4857



February 27, 2020

TO: Dr. Rodrigue

FROM: Kim Longobucco

Please accept the donation of \$7,500 from Ingersoll Auto of Danbury to the Musical. This is a very generous gift to the Newtown High School Drama program. Newtown High School students will certainly benefit from this donation.

Thank you.

Correspondence Report  
02/18/2020 – 03/02/2020

<b>Date</b>	<b>Name</b>	<b>Subject</b>
2/18/20	Kathy June	Financial Report
2/18/20	Donna Norling	Curriculum and Instruction Minutes
2/18/20	Nancy Crevier	Re: 2020 District 3 Oratorical Contest Congratulation
2/18/20	Anne Uberti	Re: 2020 District 3 Oratorical Contest Congratulation
2/18/20	Jeffrey Tolson	Re: 2020 District 3 Oratorical Contest Congratulation
2/18/20	Deborra Zukowski	Re: 2020 District 3 Oratorical Contest Congratulation
2/18/20	Lorrie Rodrigue	Re: 2020 District 3 Oratorical Contest Congratulation
2/19/20	Kathy June	Milan's Mental Health & Education Statement
2/19/20	Kiley Gottschalk	BOF 2.20.20 Agenda
2/19/20	Jim Gaston	Re: 2020 District 3 Oratorical Contest Congratulation
2/19/20	Lorrie Rodrigue	Japan Exchange Cancellation
2/20/20	Daniel Cruson	Communications Sub-Committee Agenda
2/20/20	Beth Murphy	Author Visit at HOM – Guest Reader
2/21/20	Deborra Zukowski	Requested Minute Amendments
2/24/20	Kiley Gottschalk	BOF 2.24.20 CANCELED
2/24/20	Sarah Connell	CANCELED* BOE Policy Subcommittee – 2/26/2020
2/24/20	Kiley Gottschalk	BOF Agenda for 2.27.20
2/26/20	Donna & Neil Randle	Exemplary Veterans Program 2020
2/26/20	Michelle Ku	Budget Meeting Update
2/27/20	Kathy June	BOE Mailing – March 3, 2020
2/27/20	Michelle Ku	BOF Meeting – budget update
2/28/20	Michelle Ku	Coronavirus Update
2/28/20	Kathy June	Letter to Staff and Parents about Coronavirus
2/28/20	Kathy June	Classroom Visits Scheduling
3/2/20	Donna Norling	Curriculum and Instruction Minutes
3/2/20	John Vouros	Re: Curriculum and Instruction Minutes
3/2/20	Donna Norling	C & I Minutes Attached
3/2/20	Daniel Cruson	Communications Sub-Committee Agenda

TO: Lorrie Rodrigue, Superintendent  
FROM: Suzanne D'Eramo, Director of Human Resources  
RE: Superintendent's Report – Certified Staffing Update for March 2020  
DATE: March 3, 2020

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MARCH 2020

Resignations/Retirements:

Jennifer Huettner – NHS Latin teacher (effective June 30, 2020)

Carol Pelligra – NHS art teacher (effective June 30, 2020)

Marcie Rockwell – SHS school psychologist (effective June 30, 2020)

New Hires:

None

**NEWTOWN PUBLIC SCHOOLS**  
Newtown, Connecticut

**ENROLLMENT REPORT AS OF February 28, 2020**

Current Monthly Enrollment

Cumulative Year-to-Date

Grade	Jan(e)	Added	Left	Feb	Aug 26th	Added	Left	Feb
	2020			2020				2019
K	247	1	0	248	245	7	4	248
1	259	0	1	258	259	5	6	258
2	264	1	1	264	263	5	4	264
3	262	1	0	263	265	5	7	263
4	289	1	0	290	290	3	3	290
Total Elementary	1,321	4	2	1,323	1,322	25	24	1,323
5	275	0	0	275	277	0	2	275
6	285	1	0	286	285	3	2	286
Total Intermediate	560	1	0	561	562	3	4	561
7	338	1	0	339	342	3	6	339
8	337	1	0	338	342	2	6	338
Total Middle	675	2	0	677	684	5	12	677
9	352	0	0	352	347	7	2	352
10	358	1	1	358	358	5	5	358
11	383	0	0	383	384	2	3	383
12	412	0	0	412	426	2	16	412
Total High	1,505	1	1	1,505	1,515	16	26	1,505
<u>Special Education</u>								
Pre-Kdg	86	6	2	90	76	19	5	90
Community Partnership	15	0	0	15	16	0	1	15
Out-of-Town	40	0	2	38	40	2	4	38
TOTAL K-12	4,202	14	7	4,209	4,215	70	76	4,209
	=====	===	===	=====	=====	===	===	=====

ENROLLMENT BY SCHOOL

Hawley	299	0	0	299	304	3	8	299
Sandy Hook	365	2	0	367	368	8	9	367
Middle Gate	360	2	1	361	354	11	4	361
Head O' Meadow	297	0	1	296	296	3	3	296
Total	1,321	4	2	1,323	1,322	25	24	1,323
Reed Intermediate	560	1	0	561	562	3	4	561
Middle School	675	2	0	677	684	5	12	677
High School	1,505	1	1	1,505	1,515	16	26	1,505
<u>Special Education</u>								
Pre-Kdg	86	6	2	90	76	19	5	90
Community Partnership	15	0	0	15	16	0	1	15
Out-of-Town	40	0	2	38	40	2	4	38
TOTAL K-12	4,202	14	7	4,209	4,215	70	76	4,209
	=====	===	===	=====	=====	===	===	=====

(e) = End Of Month

check 0 0 0 0 0 0 0 0

**NEWTOWN PUBLIC SCHOOLS**  
**Newtown, Connecticut**

ELEMENTARY CLASS SIZES AS OF February 28, 2020

Grade	Hawley	Sandy Hook	Middle Gate	Head O' Meadow	Reed	TOTAL	check
<b>Pre K</b>		<b>90</b>				<b>90</b>	0
<b>K</b>	14	17	18	18			
	14	17	18	17			
	14	17	18	18			
	14	17	17				
<b>Total K</b>	<b>56</b>	<b>68</b>	<b>71</b>	<b>53</b>		<b>248</b>	0
<b>1</b>	20	17	15	17			
	20	15	15	17			
	20	18	16	17			
		17	16	18			
<b>Total 1</b>	<b>60</b>	<b>67</b>	<b>62</b>	<b>69</b>		<b>258</b>	0
<b>2</b>	19	20	18	19			
	19	20	18	18			
	20	19	18	18			
		20	18				
<b>Total 2</b>	<b>58</b>	<b>79</b>	<b>72</b>	<b>55</b>		<b>264</b>	0
<b>3</b>	20	16	20	25			
	19	20	20	25			
	18	20	21				
		18	21				
<b>Total 3</b>	<b>57</b>	<b>74</b>	<b>82</b>	<b>50</b>		<b>263</b>	0
<b>4</b>	17	20	19	23			
	18	19	19	23			
	16	20	18	23			
	17	20	18				
<b>Total 4</b>	<b>68</b>	<b>79</b>	<b>74</b>	<b>69</b>		<b>290</b>	0
<b>Total K-4</b>	<b>299</b>	<b>367</b>	<b>361</b>	<b>296</b>		<b>1,323</b>	0
check	0	0	0	0		0	



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS

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**Executive Assistant to the Director**  
DONNA M. SPENCER-WILSON  
781-425-7719  
dspencerwilson@neasc.org

February 20, 2020

Kimberly Longobucco  
Principal  
Newtown High School  
12 Berkshire Road  
Sandy Hook, CT 06482

Dear Dr. Longobucco:

The Commission on Public Schools, at its January 26-27, 2020 meeting, reviewed the Two-Year Progress Report of Newtown High School and continued the school's accreditation.

The Commission was pleased to learn of the school's progress, specifically citing the following:

- the extensive work on the review and revision of the curriculum
- the creation and use of professional learning communities (PLC) time to examine instruction and assessment data to improve and revise instruction
- the creation of a grades K-12 instructional cabinet to facilitate collaboration and improve articulation between schools
- the addition of two academic officers to facilitate the transition for identified students from the eighth to the ninth grade
- the addition of a full-time special education teacher to the FLEX program to support student needs
- the change in the school schedule based on feedback gathered from parents and students
- the changes made to the school's advisory program to more meaningful contact time with students
- the creation and implementation of a senior capstone project
- the implementation of new courses, such as Project Lead the Way's Engineering course and Video Game Design, which emphasize inquiry, problem-solving, and higher order thinking skills
- the creation of the Freshman Seminar course
- the implementation of Project Adventure
- the increased and purposeful interdisciplinary learning units created by the English and social studies departments

Kimberly Longobucco  
February 20, 2020  
Page Two

- the increase in inquiry- and problem-solving-based units across the school that challenge students to use the skills learned throughout the year
- the increase in purposefully solicited feedback from students and parents used by the school to foster improvements
- the upgrade to PowerTeacher Pro to increase communication between parents and teachers
- the accolades and awards earned by Newtown High School educators in recent years
- the increased technology access achieved through the purchase of additional Chromebook carts and the addition of makerspaces throughout the school
- the renovation of the school's auditorium and the replacement of the school's roof

All accredited schools are asked to submit a required Five-Year Progress Report, which in the case of Newtown High School is due on October 1, 2020. The school is reminded that information about the proper preparation of the Five-Year Progress Report which can be found at <https://cpss.neasc.org> under the "Process" tab, *Five-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: Section I, highlighted recommendations from notification letter(s) and Section II, general report recommendations not classified as Completed from Section II in the school's Two-Year Progress Report, as well as the requested information in Sections III-IX.

School officials are reminded that all valid recommendations in the accreditation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to [cpss-air@neasc.org](mailto:cpss-air@neasc.org).

The school's accreditation status will be reviewed when the Commission considers the Five-Year Progress Report. The school's Five-Year Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to [cpss-air@neasc.org](mailto:cpss-air@neasc.org).

Sincerely,

  
Kathleen A. Montagano

KAM/mms  
Enclosure

cc: Lorrie Rodrigue, Superintendent, Newtown Public Schools  
Michelle Ku, Chairperson, Newtown Board of Education  
Robert N. Baldwin, Chair, Commission on Public Schools

Kimberly Longobucco  
February 20, 2020  
Page Two

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Sincerely,



Kathleen A. Montagano

KAM/mms  
Enclosure

cc: Lorrie Rodrigue, Superintendent, Newtown Public Schools  
Michelle Ku, Chairperson, Newtown Board of Education  
Robert N. Baldwin, Chair, Commission on Public Schools

## **Bylaws of the Board**

### **Taping/Recording Board Meetings**

1. Board of Education public meetings may be recorded or broadcasted. To protect privacy and to make the public aware, a sign will be posted or the presiding officer will announce whether the Board meeting will be recorded.

2. The recordings are not to be considered part of the minutes.

### **Recording Devices**

1. Broadcasting and recordings of meetings are permitted and electronic and photographic audio and video devices may be used at meetings of the Board of Education according to the following guidelines:

2. Persons operating recording devices are asked not to

- a. Obstruct the view between members of the audience and the Board of Education,
- b. Disrupt the proceedings by holding interviews,
- c. Provide commentary in a manner that distracts Board members.

Adopted: 6/5/12

## Bylaws of the Board

### Meetings

#### Electronic Mail Communications

The Board of Education believes that Board members electronically connected to other Board members is an efficient and convenient way to communicate. The main goal of electronic mail (e-mail) is to expedite the passage of information. E-mail gives Board members quick access to one another. Communication among Board members via e-mail should conform to the same standards as other forms of communication. (i.e., committee meetings, etc.) as directed by the Freedom of Information Act. When used properly, e-mail is an effective communications tool and can provide a formal record.

#### Guidelines for Board E-Mail Usage

The Freedom of Information Act mandates that all meetings of public bodies such as school Boards be open to the public. It is the policy of the Board of Education that email shall not be used in such a manner as to deprive the public of the rights given to it under the Freedom of Information Act. For this purpose, this bylaw sets forth guidelines for the uses intended to be made of e-mail by Board members when communicating with other Board members.

1. E-mail, like other written forms of communication relating to the conduct of the public business, is subject to the Freedom of Information Act and subject to disclosure.
2. Board members shall not use e-mail ~~as a substitute~~ for deliberations ~~at public Board meetings~~, and/or shall not discuss policy matters or vote informally on any issues.
3. E-mail should be used to pass along factual information.
4. Personnel issues and other sensitive subjects should never be discussed on-line. The confidentiality of employee data, student data, and other sensitive subjects must always be maintained.
5. Security of e-mail communication cannot be assured. Board members shall not reveal their passwords to others in the network or to anyone outside of it. If any Board member has reason to believe a password has been lost or stolen, or that e-mail is being accessed by someone without authorization, he/she shall notify the Superintendent, who will notify the district's technology specialist.

Any usage contrary to the aforementioned shall be reported immediately to the Superintendent.

#### Accessing E-Mail

In the event a Board member elects not to access e-mail, a hard copy of all e-mail directed to "Board" will be placed in the Board packet ~~delivered via courier~~, and will also be accessible in the Board of Education Office.

Legal Reference: Connecticut General Statutes  
 The Freedom of Information Act. 1-200 Definitions.  
 1-210 Access to public records. Exempt records.  
 1-211 Disclosure of computer-stored public records.

Adopted: 6/5/12

## Bylaws of the Board

### Board/School District Records

Any recorded data or information relating to the conduct of the public's business prepared, owned, used, received or retained by the Board of Education or the school district, whether handwritten, typed, tape recorded, printed, photostated, photographed, or recorded by any other method is by definition a "public record" and access thereto during normal hours of business shall be granted to any citizen. The Board recognizes the need for its records to be stored as a blend of printed, bound and electronically recorded (i.e., audiotapes, videotapes, micro-fiche, computer disk) material. All such records shall be maintained at the office of the Superintendent of Schools, who shall be the custodian of all public records of the district.

~~Not included in the category of public records to which the privilege of access is given are the following:~~

- ~~1. Preliminary drafts or notes provided the custodian or the Board of Education has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure.~~
- ~~2. Personnel or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.~~
- ~~3. Records pertaining to strategy and negotiations with respect to pending claims and litigation to which the district is a party until such litigation or claim has been adjudicated or otherwise settled.~~
- ~~4. Trade secrets.~~
- ~~5. Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examinations.~~
- ~~6. The contents of real estate appraisals, engineering or feasibility estimates and evaluation made for or by the district relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all proceedings or transactions have been terminated (except that the law of public domain is not affected by this provision).~~
- ~~7. Records, reports and statements of strategy or negotiations with respect to collective bargaining.~~
- ~~8. Records, tax returns, reports and statements exempted by federal law or state statutes or communications privileged by the attorney-client relationship.~~

~~9. Names or addresses of students enrolled in the public schools without the consent of each student whose name or address is to be disclosed who is eighteen or older and a parent or guardian of such minor student.~~

~~10. Records including engineering and architectural drawings; security systems' operational specifications (except a general description, cost and quality of the system); training manuals that describe security procedures, emergency plans or security equipment; internal security audits; and logs and other documents containing information on security personnel movement or assignments if reasonable grounds exist to believe their release would pose a safety risk, including harm to anyone, a facility or equipment.~~

~~11. Security manuals, emergency plans, emergency recovery or response plans and staff meeting minutes or records or portions of them that contain or reveal security information or otherwise exempt records.~~

~~12. Educational records not subject to disclosure under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 123g; as amended.~~

~~13. Records of standards, procedures, processes, software and codes not otherwise available to the public, the disclosure of which would compromise the security or integrity of an information technology system.~~

### **Availability of Records**

Any person shall receive promptly on request, a plain or certified copy of any public record except those which access is not permitted under law ([C.G.S. 1-206 to 1-213](#)) a cost not to exceed fifty cents per page. If any copy requested required a printout or transcription, or if any person applies for a printout or transcription of a public record, the fee shall not exceed the cost to the school district. The district will require prepayment of the fee if the fee is estimated to be two dollars or more. There will be no sales tax for this service. There will be no charge if the person requesting the record is an indigent, the record requested is exempt from disclosure, or if, in the judgment of the custodian of records, compliance with the request benefits the general welfare.

An additional charge of one dollar for the first page and fifty cents for each additional page may be made for certification of any records or of any fact within the record.

An individual may use a "hand-held" scanner\* to copy a public record. The Board establishes a fee structure not to exceed twenty dollars (\$20) for an individual to pay each time the individual copies records at the Board offices with a hand held scanner.

\*A hand-held scanner is defined by C.G.S. 1-212(g) as a battery-operated electronic scanning device the use of which (1) leaves no mark or impression on the public record, and (2) does not unreasonably interfere with the operation of the public agency.

The Board considers the use of a "smartphone" as analogous to a hand-held scanner and therefore, subject to a twenty dollar (\$20) flat fee.

~~(Alternate position): The Board considers cell phones with camera capability not a hand-held scanner. Such phone cannot be used to take pictures of any records. The school district will make copies of the requested permissible records at the rate of fifty cents per page.~~

The Superintendent, on behalf of the Board of Education, shall notify an employee in writing when a request is made for disclosure of the employee's personnel, medical or similar files, if the Superintendent reasonably believes disclosure would invade the employee's privacy.

### **Designation of Records Access Officer (optional)**

1. The Superintendent of Schools is will designate a Records Access Officer of the School District, who shall have the duty of coordinating the School District's response to public requests for access to records, in accordance with Connecticut Freedom of Information Commission rules and regulations.
2. The Records Access Officer is responsible for assuring that District personnel:
  - a. Assist the requester in identifying requested records, if necessary.
  - b. Upon locating the records, take one of the following actions:
    1. Make records promptly available for inspection; or
    2. Deny access to the records in whole or in part and explain the reasons therefore.
  - c. Upon the request for copies of records:
    1. Make a copy available upon payment or offer to pay established fees.
  - d. Upon request, certify that a transcript is a true copy of the records.
  - e. Upon failure to locate records, certify that:
    1. The District is not the legal custodian for such records.
    2. The records of which the District is a custodian cannot be found after diligent search.

### **Requests for Public Access to Records**

1. Requests for inspection of records shall be made ~~at least four (4) working days in~~ advance to the Records Access Officer.

2. The Records Access Officer shall respond promptly to a request for records. ~~Except under extraordinary circumstances, the District shall make response no more than four (4) working days after receipt of the request.~~
3. A request shall reasonably describe the record or records sought. Whenever possible, a person requesting records shall supply information regarding dates, file designations or other information that may help to describe the records sought.
4. If the District does not provide or deny access to the record sought within four (4) business days of receipt of a request, ~~the District shall furnish a written acknowledgment of receipt of the request and statement of the approximate date when the request will be granted or denied. If access to records is neither granted nor denied within ten business days after the date of acknowledgment of receipt of a request,~~ the request may be construed as a denial of access that may be appealed in accordance with state statute (C.G.S. 1-206)

#### **Denial of Access to Records (optional)**

1. ~~If the District fails to respond to a request within four (4) business days of receipt of a request, such failure shall be deemed a denial of access by the District.~~
2. ~~Any person denied access to records may appeal to the State Freedom of Information Commission identifying:~~
  - a. ~~The date and location of a request for records;~~
  - b. ~~The records that were denied; and~~
  - c. ~~The name and return address of the appellant.~~

Legal Reference: Connecticut General Statutes

1-15 Application for copies of public records.

1-200 Definitions.

1-206 Denial of access to public records or meetings.

1-210 to 1-213 Access to public records. (as amended by PA 02-113)

1-211 Access to computer stored records.

1-212(g) Copies and scanning of public records

1-214 Public contracts as part of public records.

[1](#) 225 to [1](#) 240 Meetings of public agencies.

**9330(e)**

Paulsen v. Superintendent of Schools, Bethel Public Schools, #FIC 2015-663  
(June 8, 2016)

Federal Rules of Civil Procedure - 2006 Amendments

**Bylaw adopted by the Board:**

## **Bylaws of the Board**

### **Hearings**

These rules shall apply to all formal hearings before the Board of Education in contested cases. Said rules shall not apply to conferences or other informal investigations or proceedings at or upon which no formal ruling or decision is made, or to any proceeding in a non-contested case.

### **Hearings or Appeals**

All requests for hearing or appeals authorized under law, and regulations of the State of Connecticut or as otherwise provided for by resolutions of the Board of Education shall be in writing to the Board Chairperson and the Superintendent. Appeals from the decision of the Superintendent shall include the appellant's statement of the issues to be presented in said appeal. All hearings in personnel actions held under Notice of Hearing, 1., will not be public unless both parties agree. All hearings held under Notice of Hearing, 2., will be public.

### **Notice of Hearing**

1. In personnel actions, written notice of hearing shall be sent by the Board Chairperson, or his/her designee, to all interested parties not less than 24 hours prior to the hearing. Such notice shall state the charges and/or issues. It shall also state the date, time and place of the hearing.
2. In all other cases involving appeals authorized by law, written notice of a hearing shall be sent by the Board Chairperson or his/her designee to all interested parties not less than 24 hours prior to the hearing and shall outline a counter statement of charges and/or issues, if any, involved in the proceeding, if the Superintendent shall deem such to be materially and substantially different from those previously raised or decided by said appellant before the Superintendent in the first instance. Any disagreement arising from the above shall be resolved by the Board.

### **Parties-Representation**

1. "Party" includes any person or agency named or admitted as a party. Any person or agency may be admitted as a party for limited purposes upon the satisfactory demonstration of the nature and extent of its interest to the Board.
2. All parties appearing at formal hearings shall have the right to appear in proper person or with counsel. All such parties shall have the right to be accompanied, represented, and advised by counsel.

### **Records - Transcripts**

1. The Board shall prepare an official record, which shall include all pleadings, testimony, exhibits, and other memoranda or material filed in the proceeding.
2. A stenographic record of the proceedings shall be made at the expense of the school system and shall be transcribed. Cost of copies of the transcript of any proceedings, or part thereof, shall be paid by the party requesting such copy.

### **Presiding Officer - Duties and Authority**

Each hearing shall be held before not less than a quorum of the Board. The Board Chairperson, or in his/her absence the Vice-Chairperson, and in the absence of both a member designated by the Chairperson, shall be the presiding officer and shall have charge of the hearing, with authority to permit the examination of witnesses testifying in the proceedings.

### **Order of Procedure**

The order in which the parties shall present their case shall be determined by the presiding officer except in cases of appeals as follows:

1. In an appeal on a dismissal or suspension, the Superintendent shall proceed first.
2. In all other appeals, the appellant shall proceed first.

### **Examination of Witnesses and Introduction of Evidence**

1. The strict judicial rules of evidence shall not be applicable to hearings conducted hereunder, and, in each case, the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such material issue. The presiding officer may limit or refuse to omit cumulative or repetitive evidence, and may curtail redundant questioning. The presiding officer may encourage (but shall in no event coerce) the parties, where possible, to make proffers and stipulations in place of cumulative evidence. All testimony shall be given under oath.
2. Counsel for any party may submit evidence, examine and cross-examine witnesses, and file objections, exceptions, and motions; provided, however, that where a party is not represented by counsel, all such submission of evidence, examination of witnesses, and filing of objections, exceptions, and motions shall be done and presented by the party.

3. The presiding officer, or any person designated by him/her for the purpose, may examine all witnesses called by any party. The presiding officer may call as a witness any person whose testimony may be relevant. Any Board member may examine any witness.

### **Briefs**

Any party may submit briefs of the issues of fact and law involved in the hearing in such form as the presiding officer may designate.

### **Counsel**

The presiding officer of the Board may request the Board attorney to participate in any hearing as counsel for the Board.

### **Decision and Order**

Each decision and order of the Board shall be delivered in writing, unless it shall immediately follow the hearing, in which case it shall be delivered orally and thereafter in writing, with copies to all parties. Each decision and order shall be accompanied by findings of fact, conclusions of law, and specific disposition of the case and shall be provided to the individual. Formal action of the Board shall be taken publicly at the next regular Board meeting following the hearing, but no other information will be released by the Board or school administration as noted above.

Legal Reference: Connecticut General Statutes

4-177 - re Contested Cases.

10-238 - Petition for hearing by board of education

Adopted: 6/5/12

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education budget workshop on January 28, 2020, at 7:00 p.m. in the Council Chambers at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (7:05 p.m.)	18 Staff
J. Vouros	1 Press
R. Harriman-Stites (7:05 p.m.)	10 Public
D. Zukowski	

Mrs. Ku called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Public Hearing on 2020-2021 Budget (none)

Item 3 – First Read of Grade 4 Math Curriculum

Math/Science Specialists Chris Feda, Jill Bracksieck, Amy Hiruo and Chrissie Pierce presented an overview of the grade four math curriculum.

Dr. Rodrigue thanked them for their effort in coordinating the math curriculum and the long hours of work.

Mr. Delia asked how this ties into the Reed School curriculum.

Mrs. Feda said they brought this to the district math committee which included Reed teachers. We looked at the jumps between grade levels.

Mrs. Bracksieck said they worked with Jess Fonovic and Ellen Buckley at Reed to align the curriculum with that school.

Mr. Delia asked what role coaching plays in this curriculum.

Mrs. Pierce said we will be having professional development with someone from the State who also be at Reed. This consistent focus will help us going into the classrooms and helping teachers.

Mrs. Hiruo said we have been looking at everything, learning targets, and progressing a little at a time.

Mrs. Uberti said the process hasn't gone in the typical order. There is a lot of professional development on teaching standards. The State adopted Stepping Stones. We are identifying gaps in instruction but it's not a brand new curriculum.

Mrs. Zukowski asked when and how they would evaluate the success of the program.

Mrs. Feda said we have had a resource in place for six years. We look at the modules and also use NWEA and IAB which are data points to determine the success of our instruction. Classrooms teachers can look at that data.

Mr. Vouros asked them to explain that the children can monitor their own process in certain assessments.

Mrs. Feda said when the older students take the NWEA they are more keenly aware of the scores on the screen.

Mrs. Leidlein asked when the elementary students start making the connection between math and science.

Mrs. Bracksieck said we ensure that it happens. We are able to build more math into the science.

Mrs. Feda said it is even happening at the kindergarten level.

Item 4 – Discussion and Possible Action on Programming for At-risk Middle School Students

Dr. Rodrigue spoke about the having the SAIL program in the middle school. We felt we truly needed this at the high school and it was critical for the 15 students who stay in the program most of the day. It is personalized to the learner. We are finding that students coming from Reed to the middle school are experiencing the same kinds of concerns. With this program in the middle school we are also adding a health and wellness component. We were looking at a regionalized program for this group of students but it doesn't look like it will materialize. If we had a grade seven through 12 program other districts might send their students to us. The cost would be \$36,000 for the remainder of this year and we would give a stipend to the health and wellness teacher at the middle school. It would cost \$36,000 for the half year hiring a 1.0 FTE special education teacher and having a stipend to cover the health and wellness component with existing staff.

Tom Einhorn stated that we tried to find options for students who are struggling and would like to keep them in our building instead of being out-placed.

Dr. Rodrigue mentioned that if two students were not out-placed we would save \$120,000.

Mrs. Petersen stated that students we identified for this program have been dysregulated throughout the year and staff has worked to provide their education but we are at a standstill. We want to keep them in the district.

MOTION: Mr. Delia moved that the Board of Education expand the high school SAIL program to the middle school for the remainder of the year with a health/wellness component, and continue as a permanent in-house special education program moving forward. Mrs. Harriman-Stites seconded.

Mrs. Harriman-Stites asked about space for this program in the middle and high schools and that it was important for people to understand the importance of this program.

Dr. Rodrigue said the high school space is in the former Nurtery space and a classroom.

Mr. Einhorn said with the proposed reduction in staff we look to have two spaces for this program.

Mrs. Harriman-Stites said that schools throughout the region have programs like this. This could be a potential revenue stream and she appreciated pulling it together.

Mrs. Petersen heard the same thing from area directors to come look at our programs beside SAIL. The goal is to always keep students in district.

Mr. Cruson asked the timeline for starting the program this year.

Mrs. Petersen said that if approved we would post the position tomorrow.

Mrs. Hall said we also have mental health staff working with the students and feels confident with the staff in place now.

Dr. Rodrigue said it was helpful that the model exists now. If approved, the middle school health teacher will take the stipend for the health and wellness component.

Mrs. Zukowski asked the difference between the Flex program at the high school and the SAIL program.

Mrs. Petersen said the Flex program is not for special education students.

Dr. Rodrigue said they are regular education students who also have anxieties or are out for medical issues so they have the flexibility of moving back to the regular school schedule.

Mrs. Leidlein was concerned if we are asking for enough resources and if we are considering other students to join the program.

Mrs. Hall said there could be but a few are out-placed but may be able to return. She was not sure when the decision would be made.

Mrs. Zukowski said that keeping students in the district is best for everyone but feels we need a plan with all expected costs and tuition from other districts may come in with a return on our investment. She referred to the EdAdvance model of having a program at Chalk Hill School and asked if we could use money from the special education fund.

Dr. Rodrigue said that Chalk Hill School would be an out-placement for us. Now we are looking at an internal model. EdAdvance didn't get to the developmental place so it doesn't exist. We have the need here which is why we are looking at our internal model.

Mrs. Ku said it was an idea for EdAdvance but they had to rely on State money so it will not happen this or next year.

Dr. Rodrigue said we do evaluate the program at the high school and that many of those 15 students weren't even coming to school.

Mrs. Zukowski was more comfortable solving the immediate problem and talking more about a real program to be a long-term success. This is too short a time to design a whole program.

Mrs. Petersen said we have had this program for four years and it's been very successful. Districts have looked here but no one has sent students. We have a transition program at the Community Center. She always shares programs with other districts. The programs we have are for our students but if there is space for other students we would consider that and model it like the high school program.

Motion passes unanimously.

#### Item 5 – Budget Discussion

Mr. Cruson asked for details on a proposal for the K-4 schedule.

Dr. Rodrigue said that the discussion of a potential change in the schedule has nothing to do about rearranging music. We have a program in the arts that encourages engagement and curiosity. We have to look at the big picture and shared a typical schedule for an elementary student. Content areas could have a variety of classes. Spanish is wedged in to the day. She also shared a typical art and music schedule. We want a teacher to be in one school.

Dr. Rodrigue explained the music reduction and said they wanted to make sure there was equity between all teachers. We looked at a schedule change because we were finding that science was lacking in the schedule. We have to have balance. It is discouraging that you can't fit in what the State requires. In a six-day rotation you won't lose instruction.

Mr. Cruson asked if there was consideration to lengthening each special period by five or ten minutes.

Mrs. Uberti said that could be a consideration. Spanish is a piece of this so it's an additional 30 minutes out of instructional time. Moving to a six-day schedule there is space for Spanish. It gives us flexibility and we have to stay within the State guidelines. If we add time to the specials we will take minutes away from other instruction.

Dr. Rodrigue said the six-day rotation will allow teachers to fit in what they need to fit in.

Mrs. Harriman-Stites said other districts have been using a six-day schedule and she felt it would be helpful to have information from them to see how it's working. She is concerned about reductions in the music program and wanted to look at cuts to the art program. There are some parental concerns about this. Art shows have been really diminished and climate in the schools has been affected because there is no art teacher and asked if there has been a marked impact on visual arts with this change.

Michelle Hiscavich said the student load for some art teachers teaching in two schools has been very high. The loss of not being in a building all the time limits working with a variety of students. The teachers may not be there on staff meeting day, picture days or for professional development.

Mrs. Harriman-Stites asked if we move to the six-day rotation would it fix some of these issues. Mrs. Uberti stated that they would have more free time.

Mrs. Zukowski said that creative arts are a huge part of being successful and asked if this level of instruction was enough.

Ms. Hiscavich said the State requires 90 minutes for general music. Students in art are strong in the sciences and we are facing how to fit it all in.

Mrs. Leidlein asked for a breakdown of how the elementary Spanish program has progressed and what it is projected to cost next year.

Mr. Bienkowski said we don't account for it that way.

Mrs. Uberti said it's in the curriculum budget for two elementary teachers. The Reed Spanish teacher is in the Reed budget. The cost has been minimal.

Mrs. Leidlein asked if some of the money spent on the SAIL Program could be recouped from the possibility that we won't out-place many students.

Mr. Bienkowski doesn't think it will happen for this year but for next year we would calculate that and apply for it.

Mrs. Harriman-Stites was concerned about not having enough funding for professional development for regular classroom teachers and other staff to be able to recognize signs of distress.

Dr. Rodrigue said there is some funding from grants and we are looking at professional development needs.

Mrs. Harriman-Stites asked for a budget number for the cost to meet those needs.

Dr. Rodrigue said not all of what we are thinking about is in the budget.

Mrs. Zukowski referred to her questions on the technology budget.

Mrs. Amodeo said we look at obsolete equipment before we make purchases. The number of devices exceeds the number of staff and elementary students but teachers have a laptop and iPad when needed. Also, staff members may have a Chromebook to take to meetings.

Mr. Delia questioned the use of our maintenance staff for projects and if they were accurately estimating the building and site repairs and emergency repairs with this method using our people and asked if those numbers should be smaller.

Mr. Bienkowski said this entire budget is \$244,000 less than last year. The biggest unknowns are emergency repairs and building and site repairs that are unpredictable.

Mr. Delia asked for the actual costs year to date for emergency repairs and for building and site repairs.

Item 6 – Public Participation

Stephen St. Georges, 21 Great Hill Road, spoke about the impact of reducing music classes. He is a music teacher and was reduced and split between buildings. It has a severe impact on building climate as a whole. Any teacher less than full time is marginalized and it's hard to connect with students and staff. He doesn't mind paying more taxes to see our teachers used in a building. He likes the six-day schedule and wants to keep the teachers in one building.

Melissa Beylouni, 15 Equestrian Ridge, is co-president of the middle school PTA and saw a tremendous difference when an art teacher was shared between schools. The teacher was stressed out and didn't have time to know the children. We live for the art shows but they were impacted. She would hate for that to happen with the music program. Art and music are releases for the students to be creative.

MOTION: Mr. Cruson moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 7 – Adjournment

The meeting adjourned at 9:25 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education budget workshop on February 4, 2020 at 7:00 p.m. in the Council Chambers at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (7:30 p.m.)	14 Staff
J. Vouros	2 Press
R. Harriman-Stites	5 Public
D. Zukowski	

Mrs. Ku called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Public Participation – none

Item 3 – Second Read and Possible Action on Grade 4 Math Curriculum

MOTION: Mr. Delia moved that the Board of Education approve the Grade 4 Math Curriculum.

Mr. Cruson seconded.

Dan Delia thanked the committee for their hard work which was impressive.

Motion passes unanimously.

Item 4 – Special Education Out-of-District Transportation Contract

MOTION: Mr. Delia moved that the Board of Education approve the Out-of-District Special Needs Transportation Services Contract to EdAdvance for the period of five (5) years beginning July 1, 2020 and terminating on June 30, 2025 at the rates as bid on January 10, 2020.

Mr. Cruson seconded.

Mr. Delia said the CIP Committee met January 29 and discussed the transportation bids. He thanked those present at the meeting which included Debbie Leidlein, Bob Gerbert, Dr. Rodrigue, Deb Zukowski, Ron Bienkowski, Deb Petersen, Sally Lynch, Tanya Vadas and Rick Spreyer.

We received five bids, interviewed two companies, and chose EdAdvance. Mrs. Vadas provided a financial analysis and Sally Lynch, Deb Petersen and Rick Spreyer spoke about our experience with EdAdvance. He fully supports this decision.

Mrs. Zukowski said EdAdvance had the lowest price of the group and they provide our transportation now as well as for surrounding towns.

Mrs. Ku said because she serves on the EdAdvance Board of Directors she would abstain from voting as a conflict of interest.

Vote: 5 ayes, 1 abstained (Mrs. Ku) Motion passes.

Item 5 – Schedule Update – Elementary Schools

Dr. Rodrigue addressed concerns about the elementary 6-day schedule. This grew out of a discussion regarding the benefits of this for students and staff for having a common, flexible schedule not tied to the calendar day. This will allow the inclusion of science instruction, Spanish in its own instructional space in the schedule, and a way to mitigate natural losses in instructional time that occurs every year. This is related to the budget in terms of spending dollars in resources, professional development, texts and units of study without being able to fit

this in at the elementary level. The 5-day schedule has losses in instruction and allows little flexibility.

Mr. Moretti stated that this concept started because of the struggles teachers are having fitting everything into their day. The 6-day schedule came out of that conversation. It allows us to have larger blocks of time on certain days. We can't do that now without cutting something else. Dr. Gombos said we will not lose art or music classes.

Mr. Geissler said they have increased instructional demands and it's difficult to have the needed classes.

Dr. Rodrigue said it's not easy to find that balance with Spanish, science and academics while giving time to the arts.

Mrs. Zukowski noted that regarding art and music we are spending a lot of effort on SEL but art and science are also tools therapists use to help children.

Mr. Cruson said it sounded like there was a concern about art shows being impacted and asked if there were plans to look at music and art and add oversight to it to see if things could be changed for the better.

Mr. Moretti stated that he has heard art show comments for a while. The art teacher that retired when he started had large art shows. When she retired the new teacher was asked by parents to help but she did not tap into that help. Shortly after that the art teachers began being shared between buildings. We should have mapped out what a quality art show would look like and have it be uniform between the four elementary schools.

Mrs. Harriman-Stites asked the impact of the 6-day schedule for students who get enrichment or are pulled out for services.

Mr. Geissler said we have to put in lunch, recess, and the interventions and enrichments as well as not lose PLC time.

Mrs. Leidlein commended them for looking at this which is in the best interest of the students. Parents have the hardest time changing but the students adapt well.

Mr. Delia asked the plan to stay ahead communication-wise and share with the Board.

Mrs. Uberti said we are early in the process and only laid out a portion of the schedule. A lot of work needs to be done including how we communicate this. We have not had a full discussion with staff yet. We want parents to know that everyone is on the same page.

#### Item 6 – Discussion and Possible Action on 2020-2021 Budget

MOTION: Mr. Delia moved that the Board of Education adopt the Superintendent's recommended budget for \$79,281,774. Mr. Cruson seconded.

MOTION: Mr. Delia moved that the Board of Education amend the motion to accept the technical adjustments as presented for a total reduction of \$34,065. Mr. Cruson seconded

Mr. Bienkowski spoke about the technical adjustments which included liability insurance for \$7,506, property insurance for \$4,064, out-of-district transportation for \$20,000, and National Superintendent's Roundtable for \$2,495.

Motion passes unanimously.

Dr. Rodrigue spoke about the BOE adjustments which include the special education teacher for the SAIL Program at the middle school for \$61,961, the health and wellness teacher less the grant for \$35,000 for a cost of \$29,316, the Bounce Back trauma awareness training for staff for \$2,500, and the Diversity Program for students for \$7,500.

MOTION: Mrs. Harriman-Stites moved to increase the proposed budget by \$101,277 as presented by the Superintendent. Mrs. Leidlein seconded.

Mrs. Leidlein asked how many teachers will train for Bounce Back.

Mrs. Uberti said that we will potentially train counselors at the elementary schools. We have a trained staff member who can train others.

Mr. Vouros feels the Diversity Program should be for the elementary students also.

Dr. Rodrigue was not sure that this group deals with elementary but we would look at other programs.

Mr. Vouros feels it was essential to have it for K-6 students.

Motion passes unanimously.

Mrs. Ku spoke about our current positive balance and asked if there were things we could pay for from the surplus this year.

Mr. Bienkowski said we have a \$436,000 surplus. We could purchase these items with little risk to this year's budget. He expects an uptick in special education tuition for half of the school year for \$100,000 to \$150,000. We will have a balance of \$200,000 remaining. He is confident we can handle all of these items.

MOTION: Mr. Delia moved to reduce the budget by \$97,210 for the purchase of one concert tuba for \$7,700, one Lacrosse goal for \$1,850, Stepping Stones textbooks for \$28,000, Envision textbooks for \$14,000, two ride-on floor scrubbers for \$15,000 each for the middle school and Middle Gate School, one walk-behind floor scrubber for Hawley School and one maker space for the middle school for \$8,160. Mr. Cruson seconded. Motion passes unanimously.

Mrs. Zukowski compared our budget from 2010 when the high school addition opened. She asked why there were two school psychologists at Sandy Hook School and was not sure why we needed a guidance counselor in each elementary school.

Dr. Rodrigue said we clarified the psychologist and social worker positions at Reed and the middle school. Counselors are support personnel and many in the elementary schools were grant funded. We need one in each elementary school. Sandy Hook School has the pre-school which is why they need two psychologists.

Mrs. Petersen stated that the pre-school always had a psychologist. The other psychologist does the same as the ones in the other three elementary schools. The behavior analysts oversee the pre-school and the autism program at Middle Gate School. They do observations and assist teachers with students. One works with SEAL Program at Hawley and also works at the high school in the SAIL Program. One picks up the other schools and helps with a high school student.

Mrs. Zukowski wanted to learn more about what the staff does in these positions.

MOTION: Mr. Delia moved to reduce the allowance for savings from turnover for \$97,000.

Mr. Cruson seconded.

Mr. Delia took the average actual figures over the last three year and felt it was reasonable to expect the average to stay the same.

Mrs. Leidlein asked Mr. Bienkowski how we came to that number and his thoughts on motion.

Mr. Bienkowski said the numbers have been favorable and this year we have budgeted \$375,000. With the proposed adjustment it would be \$472,000. This is the highest since we had the early retirement incentive. We could adjust that number but he would be more comfortable with \$50,000. Whatever we do will put stress on next year's budget.

Mrs. Leidlein spoke about amending the motion to adjust Mr. Delia's number to \$50,000 instead of \$97,000.

Mr. Delia was trying to come closer to the actual number.

Mrs. Harriman-Stites was concerned that we might be over-expecting and felt there should be an adjustment but not with a number that high.

Mrs. Zukowsk asked what would happen if it's too aggressive an adjustment.

Mr. Bienkowski said we would have to manage our way thought that shortfall with a budget freeze on discretionary spending that can be delayed. We look at expenses every month. If it was right we could take control of expenses.

Mr. Delia called the question.

Mrs. Ku said that would require a second, was not debatable, and had a 2/3 member vote on the question

Mrs. Zukowski seconded the motion to call the question

Vote on motion ending debate passes unanimously.

Vote on amendment to reduce by \$97,000: 2 ayes, 5 nays (Mrs. Ku, Mr. Cruson, Mrs. Leidlein, Mr. Vouros, Mrs. Harriman-Stites) Motion fails.

MOTION: Mrs. Leidlein moved to adjust the allowance for turnover by \$50,000. Mr. Vouros seconded.

Mrs. Leidlein trusts Mr. Bienkowski's judgement. It is an unknown factor and would prefer to defer to his experience.

Motion passes unanimously.

Mr. Bienkowski said at this time the total adjustments are approximately \$80,000 with an overall reduction of approximately .11%.

Mr. Delia asked the discrepancy between building and ground repairs and emergency repairs.

Mr. Bienkowski said we budgeted these amounts over the past several years but we don't know what might break down. Right now we are 76% spent. Based on the history we will probably over-expend these accounts.

MOTION: Mr. Delia moved to amend the original motion to adopt the Superintendent's recommended budget for a total of \$79,201,776. Mr. Cruson seconded. Motion passes unanimously.

Mr. Delia thanked Mr. Bienkowski, Dr. Rodrigue and Mrs. Vadas for their hard work on the budget.

Mrs. Zukowski thinks the budget is about as tight as it is comfortable to be and thanked everyone for their good job.

Mrs. Ku thanked all of the Board members and everyone who participates in this process. We've had difficult discussions and thoughtful decisions by everyone.

Mrs. Leidlein thanked the public who shared their ideas and thoughts as we reflected and discussed this budget.

Vote on main motion to adopt the budget: Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education direct the business office to prepare the final budget and authorize the Director of Business to make any technical and arithmetical changes. Mr. Cruson. Motion passes unanimously.

Item 7 – Public Participation – none

MOTION: Mrs. Leidlein moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

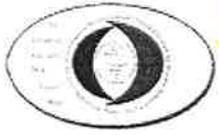
Item 8 – Adjournment

The meeting adjourned at 9:03 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary



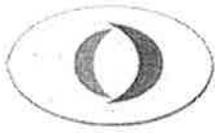
Newtown Public Schools  
Algebra I Foundation I

Newtown High School > Grade 9 > Mathematics > Algebra I Foundation I

4 Curriculum Developers

	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Unit:		1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31 32	33 34 35 36	37 38
Real Numbers <input checked="" type="checkbox"/>	0	█									
Operations <input checked="" type="checkbox"/>	0		█								
Equations and Inequalities <input checked="" type="checkbox"/>	0					█					





# Unit Planner: Real Numbers Algebra I Foundation I

Newtown High School > 2019-2020 > Grade 9 > Mathematics > Algebra I  
Foundation I > Week 1 - Week 6

Last Updated: Friday, January 31, 2020 by  
Charlotte Manos

## Real Numbers

Hall, Eugene; Manos, Charlotte; Oliveri, Danielle; Raccio, Keristen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Concept: The Number System

- Integers
- Whole numbers
- Natural numbers
- Rational numbers
- Irrational numbers

Lens: Origins

#### Generalizations / Enduring Understandings

Strand 1: Real Numbers

Concepts:

- Integers
- Whole numbers
- Natural numbers
- Rational numbers
- Irrational numbers

Generalizations:

Integers, whole numbers, natural numbers, rational numbers, and irrational numbers form the real number system.

#### Guiding Questions

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

Factual:

- What is the difference between a repeating and terminating decimal?
- What is an integer?
- What is a whole number?
- What is the difference between a rational and irrational number?
- What is a rational number?
- What is an irrational number?
- What is a natural number?

Conceptual:

- Which methods can be used to compare rational numbers?
- How can a number line be used to order rational numbers?
- How can knowledge about adding integers aid in adding rational numbers?
- How can knowledge about subtracting integers

aid in subtract rational numbers?

- Why is the product of two negative rational numbers positive?

Provocative:

- **Are either fractions, decimals, or percents more effective depending on the circumstance?**

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: Grade 7**

**The Number System**

**7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

7.NS.A.2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

**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.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will...

- Identify real numbers
- Place real numbers on a number line

### Critical Content & Skills

What students must **KNOW and be able to DO**

Students will be able to:

- Classify real numbers
- Place real numbers on a number line

### Core Learning Activities

Classify real numbers

- Understand that a rational number is an integer divided by an integer.
- Convert rational numbers to decimals using long division
- Write decimals as fractions in simplest form using equivalent fractions.

Place real numbers on a number line

- Order rational numbers by converting them to decimals and then graphing them on a number line.
- Find the distance between two rational numbers using a number line.
- Find the absolute value of integers.

### Assessments

**Review-Real Numbers**

**Formative: Written Test**

1. CW-Ordering Numbers.pdf

### Resources

*Professional & Student*

Department developed materials on Google Drive

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

### Interdisciplinary Connections

#### Writing

- Use formal writing techniques along with precise math vocabulary.

#### Science

- Determine the appropriate unit for an application problem.



Atlas Version 9.5

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# Unit Planner: Operations Algebra I Foundation I

Newtown High School > 2019-2020 > Grade 9 > Mathematics > Algebra I  
Foundation I > Week 7 - Week 18

Last Updated: Friday, January 31, 2020  
by Charlotte Manos

## Operations

Hall, Eugene; Manos, Charlotte; Oliveri, Danielle; Raccio, Keristen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Concept: Operations

- Order of operations
- Substitution

Lens: Origins

#### Generalizations / Enduring Understandings

Strand 1: Operations

Concepts:

- Order of operations
- Substitution

Generalizations:

The use of order of operations after substitution provides evaluations.

#### Guiding Questions

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

Factual:

- How can the product or quotient of two rational numbers determine the positivity or negativity?
- What is the difference between the opposite and the absolute value of a number?
- How are integers with different signs added?
- What is the order of operations?
- What is substitution?

Conceptual:

- How is the sign for the sum of two numbers predicted?
- How are adding integers and subtracting integers related?
- How can knowledge about adding integers aid in adding rational numbers?
- How can knowledge about subtracting integers aid in subtracting rational numbers?
- Why is the product of two negative rational numbers positive?

Provocative:

- Does order matter when evaluating expressions?

## Standard(s)

Connecticut Core Standards / Content Standards

### CCSS: Mathematics

#### CCSS: Grade 6

##### The Number System

###### 6.NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.

6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

##### Expressions & Equations

###### 6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.A.2a. Write expressions that record operations with numbers and with letters standing for numbers.

6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

6.EE.A.3. Apply the properties of operations to generate equivalent expressions.

#### CCSS: Grade 7

##### The Number System

###### 7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

7.NS.A.1a. Describe situations in which opposite quantities combine to make 0.

7.NS.A.1b. Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

7.NS.A.1c. Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

7.NS.A.1d. Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.A.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

7.NS.A.2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

7.NS.A.2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.

7.NS.A.2c. Apply properties of operations as strategies to multiply and divide rational numbers.

7.NS.A.2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers.

### **Expressions & Equations**

#### **7.EE.A. Use properties of operations to generate equivalent expressions.**

7.EE.A.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

7.EE.A.2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.

#### **7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

7.EE.B.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

### **CCSS: HS: Num/Quantity**

#### **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.

### **CCSS: HS: Algebra**

#### **Arithmetic with Polynomials & Rational Functions**

##### **HSA-APR.A. Perform arithmetic operations on polynomials.**

HSA-APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed

under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

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### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will...

- Apply order of operations under the real number system

### Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- Apply order of operations under the real number system

### Core Learning Activities

Apply order of operations under the real number system

- Add integers with the same sign or with different signs.
- Show that the sum of a number and its opposite is 0 using the Additive Inverse Property.
- Subtract integers by adding their opposites.
- Multiply integers with the same sign and with different signs.
- Evaluate expressions with whole number exponents by using repeated multiplication.
- Divide integers with the same sign and with different signs.
- Evaluate expressions involving division by using substitution and the order of operations.
- Add rational numbers with the same sign or with different signs.
- Evaluate expressions involving rational numbers by using substitution.
- Subtract rational numbers with the same sign and with different signs.
- Multiply and divide rational numbers with the same sign and with different signs.
- Identify and combine like terms.
- Apply the distributive property.

### Assessments

#### Review-Operations

#### Formative: Written Test

[25. Review-Evaluating and Distributive property.pdf](#)

#### Review-Operations with Fractions

#### Formative: Written Test

[12. Quick Check-Operations with Fractions.pdf](#)

### Resources

*Professional & Student*

Department developed materials on Google Drive

### Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

### Interdisciplinary Connections

#### Writing

- Use formal writing techniques along with precise math vocabulary.

#### Science

- Calculate distance using operations.

#### Architecture

- Calculate the dimensions of a house.



Atlas Version 9.5

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# Unit Planner: Equations and Inequalities Algebra I Foundation I

Newtown High School > 2019-2020 > Grade 9 > Mathematics > Algebra I  
Foundation I > Week 19 - Week 38

Last Updated: Friday, January 31, 2020  
by Charlotte Manos

## Equations and Inequalities

Hall, Eugene; Manos, Charlotte; Oliveri, Danielle; Raccio, Keristen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Concept: Equations and Inequalities

- properties of equality
- linear equations
- proportions
- solution
- number line
- linear inequalities

Lens: Balance

#### Generalizations / Enduring Understandings

##### Strand 1: Equations

Concepts:

- properties of equality
- linear equations
- proportions
- solution

Generalizations:

Properties of equality determine the solution(s) of linear equations and proportions.

##### Strand 2: Inequalities

Concepts:

- number line
- linear inequalities

Generalizations:

Properties of equality determine solutions of linear inequalities.

A number line represents solutions to a linear inequality.

#### Guiding Questions

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

Factual:

- What are the properties of equality? (S1/S2)
- What is an equation? (S1)
- What is a proportion? (S2)
- What does equality mean? (S1)
- What is an inequality? (S2)
- What is the solution to a linear equation? (S1)
- What is the solution(s) to a linear inequality? (S2)
- When does the inequality sign change direction? (S2)
- What are possible types of solutions? (S1/S2)

Conceptual:

- How is a proportion used to solve comparative word problems? (S1)
- What is the difference between a solution(s) for a linear equation and a linear inequality? (S1/S2)
- How are the properties of equality applied to solve linear equations and linear inequalities? (S1/S2)
- How is a linear inequality represented on a

number line? (S2)

- How are the number of solutions identified in an equation or inequality? (S1/S2)
- How can a percent be represented as a proportion? (S1)

Provocative:

- Can linear equations and linear inequalities be used effectively to model real world situations? (S1/S2)

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: Grade 6**

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**Ratios & Proportional Relationships**

**6.RP.A. Understand ratio concepts and use ratio reasoning to solve problems.**

6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

**The Number System**

**6.NS.A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**

6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

**Expressions & Equations**

**6.EE.B. Reason about and solve one-variable equations and inequalities.**

6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.

6.EE.B.8. Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

**CCSS: Grade 7**

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**Ratios & Proportional Relationships**

**7.RP.A. Analyze proportional relationships and use them to solve real-world and mathematical problems.**

7.RP.A.2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

7.RP.A.2c. Represent proportional relationships by equations.

**Expressions & Equations**

**7.EE.B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

7.EE.B.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

7.EE.B.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

7.EE.B.4a. Solve word problems leading to equations of the form  $px + q = r$  and  $p(x + q) = r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

7.EE.B.4b. Solve word problems leading to inequalities of the form  $px + q > r$  or  $px + q < r$ , where  $p$ ,  $q$ , and  $r$  are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

## **CCSS: Grade 8**

### **Expressions & Equations**

#### **8.EE.C. Analyze and solve linear equations and pairs of simultaneous linear equations.**

8.EE.C.7. Solve linear equations in one variable.

8.EE.C.7a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).

8.EE.C.7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

## **CCSS: HS: Num/Quantity**

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### **Quantities**

#### **HSN-Q.A. Reason quantitatively and use units to solve problems.**

HSN-Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

HSN-Q.A.2. Define appropriate quantities for the purpose of descriptive modeling.

HSN-Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

## **CCSS: HS: Algebra**

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### **Seeing Structure in Expressions**

#### **HSA-SSE.A. Interpret the structure of expressions.**

HSA-SSE.A.1. Interpret expressions that represent a quantity in terms of its context.

HSA-SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.

HSA-SSE.A.1b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

HSA-SSE.A.2. Use the structure of an expression to identify ways to rewrite it.

#### **HSA-SSE.B. Write expressions in equivalent forms to solve problems.**

HSA-SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

## Creating Equations

### HSA-CED.A. Create equations that describe numbers or relationships.

HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

HSA-CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

## Reasoning with Equations & Inequalities

### HSA-REI.A. Understand solving equations as a process of reasoning and explain the reasoning.

HSA-REI.A.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

### HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

## 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.4. Model with mathematics.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

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## Objective(s)

### Bloom/ Anderson Taxonomy / DOK Language

Students will...

- solve linear equations and inequalities
- represent the solution to inequalities on a number line
- solve proportions
- model real-world applications

## Critical Content & Skills

What students must **KNOW and be able to DO**  
Students will be able to...

## Core Learning Activities

Solve linear equations and inequalities by applying properties of equality.

- solve linear equations and inequalities by applying properties of equality.
- construct the solution to an inequality on a number line.
- set up and solve proportions.
- model a real-world problem with an equation/inequality and interpret the solution.

- Recognize the proper order of applying properties of equality.
- Demonstrate the process of solving linear equations and linear inequalities.
- Interpret the solution to a linear inequality on a number line.

Construct the solution to an inequality on a number line.

- Given the solution to an inequality on a number line write the inequality.
- Represent the solution to an inequality on a number line.

Set up and solve proportions.

- Solve a proportion.
- Write and solve a proportion given a comparative word problem.

Model a real-world problem with an equation/inequality and interpret the solution

- Construct and solve an equation or inequality given a real-world problem.
- Describe the solution(s) in a sentence.
- Model real world applications of percentages using proportions.

## Assessments

## Resources

*Professional & Student*

Department developed materials on Google Drive

## Student Learning Expectation & 21st Century Skills

## Interdisciplinary Connections

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

### Writing

- Express solutions to equations, inequalities, and proportions in full sentences.

### Consumer Sciences

- Convert recipe to double, triple, half the amount.



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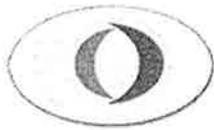
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6 Curriculum Developers

	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31 32	33 34 35 36	37 38
Unit:											
Exploring and Understanding Data	0	█									
Exploring Relationships Between Variables	0		█								
Gathering Data	0			█							
Randomness and Probability	0				█						
From the Data at Hand to the World at Large	0								█		





# Unit Planner: Exploring and Understanding Data Statistics

Newtown High School > 2019-2020 > High School > Mathematics > Statistics >  
Week 1 - Week 8

Last Updated: Today by Megan  
Carroll

## Exploring and Understanding Data

Barry, Joanna; Carroll, Megan; Chiucarello Jr., Lawrence; Dominick, Lauren; Pearson, Christopher; Sherman, Karen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### [Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Concepts: Exploring and Understanding Data

- data
- 5 W's
- population
- sample
- variables
- distribution
- categorical displays
- area principle
- marginal distribution
- conditional distribution
- independence
- association
- quantitative displays
- shape, center, spread
- 5-number summary
- variance
- standard deviation
- Normal distribution
- 68-95-99.7 rule
- Standard Normal model
- z-score
- percentile

Lens: Relationships

#### Generalizations / Enduring Understandings

Strand 1: Understanding Data

Concepts:

- data
- 5 W's (who, what, when, where, why)
- population
- sample

#### Guiding Questions

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

Factual

- What are the 5 W's? (S1)
- What is variance? Standard deviation? (S3)
- What are some examples of categorical displays?

- variable

Generalization: Data reveals information regarding variables about a specific sample to generalize about a population. The 5 W's provide context for data.

### Strand 2: Categorical Data

Concepts:

- distribution
- categorical displays
- area principle
- marginal distribution
- conditional distribution
- independence
- association

Generalization: Categorical displays show the distribution of a variable, including marginal and conditional distributions. Categorical displays that adhere to the area principle show independence and associations of variables.

### Strand 3: Quantitative Data

Concepts:

- quantitative displays
- shape, center, spread
- 5-number summary
- variance
- standard deviation

Generalization: Shape, center, spread (using variance and standard deviation), and 5-number summaries describe and compare quantitative displays.

### Strand 4: The Normal Model

Concepts:

- Normal distribution
- 68-95-99.7 rule
- Standard Normal model
- z-score
- percentile

Generalization: The Standard Normal model compares Normal distributions using z-scores, percentiles, and the 68-95-99.7 rule.

(S2)

- What are some examples of quantitative displays? (S3)
- What is a z-score? (S4)
- What is the Area Principle? (S2)
- What are the pieces of a 5-number summary? (S3)
- What are the formulas for variance and standard deviation? (S3)

### Conceptual

- How are samples and populations related? (S2)
- How can the 68-95-99.7 rule be used to describe a Normal model? (S4)
- How can data be differentiated between categorical and quantitative? (S2/S3)
- When is it appropriate to use different measures of center and spread? (S3)
- How can marginal and conditional distributions be used to prove independence or association? (S2)

### Provocative

- What are the benefits and limitations of using the standard normal model to describe a set of unimodal symmetric data? (S3)

## Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Stats/Prob**

### **Interpreting Categorical & Quantitative Data**

**HSS-ID.A. Summarize, represent, and interpret data on a single count or measurement variable**

HSS-ID.A.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

HSS-ID.A.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

HSS-ID.A.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

HSS-ID.A.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.

**HSS-ID.B. Summarize, represent, and interpret data on two categorical and quantitative variables**

HSS-ID.B.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.

**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.8. Look for and express regularity in repeated reasoning.

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**Objective(s)**

**Bloom/ Anderson Taxonomy / DOK Language**

Students will:

- Analyze categorical and quantitative data
- Display categorical and quantitative data
- Construct a normal model using sample statistics

**Critical Content & Skills**

*What students must **KNOW and be able to DO***

Students will be able to:

- identify the 5-W's of data
- classify a variable as categorical or quantitative

**Core Learning Activities**

Identify the 5-W's of data

- describe in context the who, what, when, where, why, and how given a sample

- choose an appropriate display given a set of data
- summarize the distribution of a variable

- classify a variable as categorical or quantitative

Choose an appropriate display given a set of data

- create a histogram to analyze data
- create a boxplot to analyze data
- create a frequency table to analyze data
- create a stem and leaf plot to analyze data
- create a bar chart to analyze data
- create a pie chart to analyze data
- create a dot plot to analyze data

Summarize the distribution of a variable

- describe the shape, center, spread of a distribution
- calculate the variance and standard deviation
- compare marginal and conditional distributions
- create a 5-number summary for a distribution
- apply the 68-95-99.7 rule for Normal models and interpret the results
- find percentiles for a Normal model

#### Assessments

**Unit 1 assessments**  
**Summative: Written Test**  
[Unit 1 assessments.pdf](#)

#### Resources

*Professional & Student*  
 Stats in Your World  
 Bock & Mariano  
 2012 (Pearson)

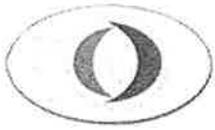
#### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

#### Interdisciplinary Connections

Students analyze data from two cross country meets and write an article about it. (Physical Education and Journalism)  
[chap 5 project xc.pdf](#)





# Unit Planner: Exploring Relationships Between Variables Statistics

Newtown High School > 2019-2020 > High School > Mathematics > Statistics >  
Week 9 - Week 12

Last Updated: Today by Megan  
Carroll

## Exploring Relationships Between Variables

Barry, Joanna; Carroll, Megan; Chiucarello Jr., Lawrence; Dominick, Lauren; Pearson, Christopher; Sherman, Karen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Concept: Exploring Relationships Between Variables

- Scatter plots
- Direction, form, and strength
- Correlation coefficient
- Response and explanatory variable
- slope
- linear regression line
- intercept
- extrapolation
- residuals

Lens: Relationships

#### Generalizations / Enduring Understandings

##### Strand 1: Scatterplots

Concepts:

- scatterplots
- direction, form, and strength
- correlation coefficient
- response variable
- explanatory variable

Generalization: Scatterplots show the direction, form and strength (as measured by the correlation coefficient) between an explanatory variable and response variable.

##### Strand 2: Linear Regression

Concepts:

- slope
- linear regression line
- intercept
- extrapolation

#### Guiding Questions

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

##### Factual

- What are the possible ways to describe direction, form and strength of a scatterplot? (S1)
- What is the response variable? Explanatory variable? (S1)
- What is the correlation coefficient? (S1)
- What is the formula to find a residual? (S2)
- What is the general form for a linear regression line? (S2)

##### Conceptual

- How are direction, form and strength described in context? (S1)
- How are response variables differentiated from explanatory variables? (S1)
- How is the slope of the linear regression line

- residuals

Generalization: A linear regression line, defined by a slope and intercept, models the relationship between quantitative data while avoiding extrapolation. Residuals can help quantify the extremity of data points around a linear regression line.

related to standard deviation and the correlation coefficient? (S2)

Provocative

- Are predictions from a linear relationship always reliable? (S2)

Standard(s)

Connecticut Core Standards / Content Standards

**CCSS: Mathematics**

**CCSS: HS: Stats/Prob**

**Interpreting Categorical & Quantitative Data**

**HSS-ID.B. Summarize, represent, and interpret data on two categorical and quantitative variables**

HSS-ID.B.6. Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HSS-ID.B.6a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

HSS-ID.B.6b. Informally assess the fit of a model function by plotting and analyzing residuals.

HSS-ID.B.6c. Fit a linear function for scatter plots that suggest a linear association.

**HSS-ID.C. Interpret linear models**

HSS-ID.C.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.

HSS-ID.C.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

HSS-ID.C.9. Distinguish between correlation and causation.

**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.

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### Objective(s)

#### Bloom/ Anderson Taxonomy / DOK Language

Students will:

- analyze a scatter plot
- fit a linear model to data
- make predictions using a line of best fit

### Critical Content & Skills

*What students must **KNOW and be able to DO***  
Students will be able to:

- create and analyze a scatterplot
- calculate a correlation coefficient
- create and analyze a linear regression line
- predict trends using a linear regression line

### Core Learning Activities

Create and analyze a scatterplot

- given a set of data, create a scatterplot
- describe direction, form, and strength of a scatterplot
- given a set of data, determine if a linear model is appropriate

Calculate a correlation coefficient

- calculate a correlation coefficient using a calculator

Create and analyze a linear regression line

- create a linear regression line using a calculator
- calculate and interpret the slope of a linear regression line
- calculate and interpret the intercept of a linear regression line

Predict trends using a linear regression line

- use the linear regression line to predict a response given an explanatory variable
- describe the relationship between the correlation coefficient and the z-score given a data point

### Assessments

**Unit 2 Assessments**  
**Summative: Written Test**  
[Unit 2 assessments.pdf](#)

### Resources

*Professional & Student*  
Stats in Your World  
Bock & Mariano  
2012 (Pearson)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

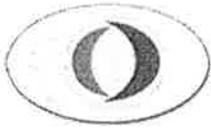
Interdisciplinary Connections

Students are asked to write an investigative report regarding cigarette consumption. (Health, journalism)  
Unit 2 RAFT project.pdf



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# Unit Planner: Gathering Data Statistics

Newtown High School > 2019-2020 > High School > Mathematics > Statistics > Week 13 - Week 18

Last Updated: Today by Megan Carroll

## Gathering Data

Barry, Joanna; Carroll, Megan; Chiucarello Jr., Lawrence; Dominick, Lauren; Pearson, Christopher; Sherman, Karen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here  
Gathering Data

- Sample Statistic
- Population Parameter
- Sampling Methods
- Bias
- Design
- Control
- Treatment
- Response
- Randomization
- Trials
- Response Variable

Lens: Representation

#### Generalizations / Enduring Understandings

##### Strand 1: Sampling

- Sample statistic
- Population parameter
- Sampling methods
- Bias

Generalization: Proper sampling methods provide an unbiased sample statistic that can help make inferences about a population parameter.

##### Strand 2: Experimental Design

- Design
- Control
- Treatment
- Response

Generalization: A proper experimental design shows the response of a variable from a treatment when compared

#### Guiding Questions

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

- What are the different sampling methods? (S1)
- What constitutes a representative sample? (S1)
- What is bias? (S1)
- What are the different types of bias? (S1)
- What are different methods to ensure randomization? (S3)
- What are the treatments and the responses in an experiment? (S2)
- What are different experimental designs? (S2)

##### Conceptual

- How does bias influence a sample? (S1)
- How does experimental design impact its results? (S2)
- How do surveying techniques impact the survey

to a control group.

Strand 3: Simulation

- Randomization
- Trials
- Response variable

Generalization: A simulation can mimic the uncertainty of a response variable using randomness to conduct multiple trials.

results? (S1)

- What are the advantages and disadvantages to each sampling method? (S1)

Provocative

- Are real-world situations modeled through simulations? (S3)
- Can true randomness exist? (S3)

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Stats/Prob**

**Making Inferences & Justifying Conclusions**

**HSS-IC.B. Make inferences and justify conclusions from sample surveys, experiments and observational studies**

HSS-IC.B.3. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each.

HSS-IC.B.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

HSS-IC.B.5. Use data from a randomized experiment to compare two treatments; justify significant differences between parameters through the use of simulation models for random assignment.

HSS-IC.B.6. Evaluate reports based on data.

**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:

- apply all sampling methods to a set of data
- construct simulations to model real world situations
- identify sampling methods and bias given a survey in context
- differentiate between a sample statistic and a population parameter
- generate random numbers using technology

Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- determine the most efficient sampling method based on the given situation
- identify possible bias based on sampling method
- design an experiment based on the given situation
- carry out and interpret the results of simulations

Core Learning Activities

Determine the most efficient sampling method based on the given situation

- choose the most efficient sampling method by balancing efficiently using time and resources while still insuring random and accurate population representation
- apply stratifying and cluster sampling when appropriate and unbiased
- apply simple random sampling when possible

Identify possible bias based on sampling method

- identify potential under-coverage when cluster sampling or stratified sampling
- identify potential response bias and non-response bias when conducting voluntary or non-anonymous surveys

Design an experiment

- identify a control and response variable
- identify and analyze the placebo effect when appropriate
- compare experiment results appropriately and in context

Carry out and interpret the results of simulations

- generate random numbers using technology
- define response variables and trials appropriately
- interpret results appropriately and in context

Assessments

**Unit 3 Assessments**  
**Summative: Written Test**  
[Unit 3 assessments.pdf](#)

Resources

*Professional & Student*  
Stats in Your World  
Bock & Mariano  
2012 (Pearson)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Students are asked to write a school newspaper article regarding a free throw percentage of a star athlete. (physical education and journalism)

Unit 3 RAFT project.pdf



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# Unit Planner: Randomness and Probability Statistics

Newtown High School > 2019-2020 > High School > Mathematics > Statistics >  
Week 19 - Week 28

Last Updated: Today by Megan  
Carroll

## Randomness and Probability

Barry, Joanna; Carroll, Megan; Chiucarello Jr., Lawrence; Dominick, Lauren; Pearson, Christopher; Sherman, Karen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Randomness and Probability

- Combinations
- Permutations
- Fundamental Counting Principle
- Law of Large Numbers
- Probability
- Probability rules
- Law of Large Numbers
- Binomial Model
- Bernouli Trials
- Expected Value
- Diagrams
- Disjoint events
- Independent events

Lens: Patterns

#### Generalizations / Enduring Understandings

##### Strand 1: Counting

Concepts:

- Combinations
- Permutations
- Fundamental Counting Principle

Generalization: Combinations, permutations, and the Fundamental Counting Principle determine the number of all possible outcomes of an event.

##### Strand 2: Probability

Concepts:

- Probability
- Probability rules
- Diagrams
- Disjoint events

#### Guiding Questions

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

##### Factual

- What is a combination? (S1)
- What is a permutation? (S1)
- What is the Fundamental Counting Principle? (S1)
- What do Venn diagrams and tree diagrams look like? (S2)
- What are the conditions for Bernoulli Trials? (S3)
- What are the formulas for the binomial model and expected value? (S3)

##### Conceptual

- When is it appropriate to use a Venn diagram compared to a tree diagram? (S2)

- Independent events
- Law of Large Numbers

Generalization: The Law of Large Numbers states that the as the number of trials of an event increases the relative frequency of a variable approaches its true probability. Diagrams support probability rules which determine outcomes for disjoint and independent events.

### Strand 3: Probability Models

- Binomial Model
- Bernoulli Trials
- Expected value

Generalization: Given a random variable, Bernoulli Trials, the Binomial Model and expected value describe its long term probability.

- How can two events be proved independent? (S2)
- Can events be both disjoint and independent? (S2)
- What can short term results tell about long term probabilities? (S2)
- How can combinations and permutations be used to more efficiently solve complex probability problems? (S1)

### Provocative

- Under what circumstances can the Law of Large Numbers be trusted? (S2)
  - In what real world settings might expected value be used to maximize efficiency or profit? (S3)

## Standard(s)

*Connecticut Core Standards / Content Standards*

### **CCSS: Mathematics**

#### **CCSS: HS: Stats/Prob**

#### **Conditional Probability & the Rules of Probability**

##### **HSS-CP.A. Understand independence and conditional probability and use them to interpret data**

HSS-CP.A.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

HSS-CP.A.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

HSS-CP.A.3. Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

HSS-CP.A.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.

HSS-CP.A.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

##### **HSS-CP.B. Use the rules of probability to compute probabilities of compound events in a uniform probability model**

HSS-CP.B.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A and interpret the answer in terms of the model.

HSS-CP.B.7. Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

HSS-CP.B.8. (+) Apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model.

HSS-CP.B.9. (+) Use permutations and combinations to compute probabilities of compound events and solve

problems.

### **Using Probability to Make Decisions**

#### **HSS-MD.A. Calculate expected values and use them to solve problems**

HSS-MD.A.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

HSS-MD.A.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

HSS-MD.A.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.

HSS-MD.A.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.

#### **HSS-MD.B. Use probability to evaluate outcomes of decisions**

HSS-MD.B.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

HSS-MD.B.5a. Find the expected payoff for a game of chance.

HSS-MD.B.5b. Evaluate and compare strategies on the basis of expected values.

HSS-MD.B.6. (+) Use probabilities to make fair decisions

HSS-MD.B.7. (+) Analyze decisions and strategies using probability concepts

### **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.

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## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- recognize the difference between permutations and combinations
- understand that random phenomena are unpredictable in the short term but show long-run regularity
- determine the number of outcomes of an event
- know how and when to apply the probability rules
- recognize when events are disjoint and when events are independent
- find probability models and recognize when to use a Binomial Model
- find and interpret the meaning of the expected value of a random variable

## Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- count the number of outcomes of an event
- find the probability of a random event
- apply the probability rules to calculate simple and conditional probability of disjoint and independent events
- determine whether events are independent or disjoint
- construct diagrams to model outcomes
- create probability models
- calculate and interpret the meaning of expected value

## Core Learning Activities

Count the number of outcomes of an event

- apply the Fundamental Counting Principle
- calculate the number of outcomes using permutations
- calculate the number of outcomes using combinations

Find the probability of a random event

- apply the Law of Large Numbers to find the probability over time
- explain the Law of Large Numbers
- explain the Law of Averages

Apply the probability rules to calculate simple and conditional probability of disjoint and independent events

- understand and apply the Probability Assignment Rule
- calculate probabilities by applying the Complement Rule
- calculate probabilities by applying the Addition Rule
- calculate probabilities by applying Multiplication Rule
- calculate probabilities by applying conditional probability rules

Determine whether events are independent or disjoint

- given an event, determine whether an event is independent

	<ul style="list-style-type: none"> <li>• given an event, determine whether an event is disjoint</li> <li>• determine whether an event can be both disjoint and independent</li> </ul> <p>Construct diagrams to model outcomes</p> <ul style="list-style-type: none"> <li>• construct a tree diagram to model outcomes and use the diagram to calculate probabilities</li> <li>• construct venn diagrams to model outcomes and use the diagram to calculate probabilities</li> <li>• construct two way tables to model outcomes and use the table to calculate probabilities</li> <li>• construct a relative frequency histogram and use the histogram to calculate probabilities</li> </ul> <p>Create probability models</p> <ul style="list-style-type: none"> <li>• check conditions to see if Bernoulli Trials are appropriate</li> <li>• Bernoulli Trial</li> <li>• apply the Binomial Model</li> <li>• apply the Binomial model to the Normal Model when appropriate</li> </ul> <p>Calculate and interpret the meaning of expected value</p> <ul style="list-style-type: none"> <li>• calculate expected value</li> <li>• interpret the expected value of a distribution</li> <li>• apply the expected value to make decisions</li> </ul>
<p>Assessments</p> <p><b>Unit 4 assessments</b></p> <p><b>Summative: Written Test</b></p> <p><a href="#">Unit 4 Assessments.pdf</a></p>	<p>Resources</p> <p><i>Professional &amp; Student</i></p> <p>Stats in Your World</p> <p>Bock &amp; Mariano</p> <p>2012 (Pearson)</p>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><a href="#">Information Literacy</a></p> <p><a href="#">Critical Thinking</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p>	<p>Interdisciplinary Connections</p> <p>Students will design and run trials on a game of chance. They will calculate expected value of profit and compare expectations and post game results in context. (Art)</p> <p><a href="#">Chapter 16 RAFT carnival.docx</a></p> <p><a href="#">Carnival Rubric.docx</a></p>





# Unit Planner: From the Data at Hand to the World at Large Statistics

Newtown High School > 2019-2020 > High School > Mathematics > Statistics >  
Week 29 - Week 37

Last Updated: Today by Megan  
Carroll

## From the Data at Hand to the World at Large

Barry, Joanna; Carroll, Megan; Chiucarello Jr., Lawrence; Dominick, Lauren; Pearson, Christopher; Sherman, Karen

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concept: Using Data in the Real World

- confidence interval
- margin of error
- sample statistic
- population parameter
- null hypothesis
- alternative hypothesis
- assumptions and conditions
- hypothesis test
- statistically significant

#### Lens: Relationships

#### Generalizations / Enduring Understandings

##### Strand 1: Confidence Intervals

- confidence interval
- margin of error
- sample statistic
- population parameter

Generalization: A confidence interval defined by a margin of error and a sample statistic makes a statement about a population parameter.

##### Strand 2: Hypothesis Testing

- null hypothesis
- alternative hypothesis
- assumptions and conditions
- hypothesis test
- statistically significant

Generalization: A hypothesis test determines if data is statistically significant by creating null/alternative hypotheses and checking assumptions/conditions.

#### Guiding Questions

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

##### Factual

- What is the formula to calculate margin of error? (S1)
- What symbols are used for sample statistics and population parameters? (S1)
- What notation is used for the null and alternative hypothesis? (S2)
- What assumptions and conditions must be passed to proceed with each type of confidence interval and hypothesis test? (S1/S2)
- What ways can technology assist in running hypothesis tests and finding confidence intervals? (S1/S2)

##### Conceptual

- How is a confidence interval for a proportion different from a confidence interval for a mean? (S1)

- How are results of a confidence interval interpreted? (S1)
- How is it decided which assumptions and conditions are necessary to check? (S1/S2)
- How do two-sample tests compare to one-sample tests? (S2)
- How can a sample size be determined to reach a targeted margin of error? (S1)
- How is a t-distribution different from a normal model? (S2)
- What real world situations allow for confidence intervals and hypothesis testing to be used? (S1/S2)

Provocative

- Is it possible to confirm or accept the null hypothesis? (S2)
- Are there situations when a decision rule should be changed in a hypothesis test? (S2)
- Can two different conclusions be reached given the same results in a hypothesis test? (S2)

Standard(s)

*Connecticut Core Standards / Content Standards*

**CCSS: Mathematics**

**CCSS: HS: Stats/Prob**

**Making Inferences & Justifying Conclusions**

**HSS-IC.A. Understand and evaluate random processes underlying statistical experiments**

HSS-IC.A.1. Understand that statistics is a process for making inferences about population parameters based on a random sample from that population.

HSS-IC.A.2. Decide if a specified model is consistent with results from a given data-generating process, e.g. using simulation.

**HSS-IC.B. Make inferences and justify conclusions from sample surveys, experiments and observational studies**

HSS-IC.B.3. Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each.

HSS-IC.B.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

HSS-IC.B.5. Use data from a randomized experiment to compare two treatments; justify significant differences between parameters through the use of simulation models for random assignment.

HSS-IC.B.6. Evaluate reports based on data.

**Using Probability to Make Decisions**

**HSS-MD.B. Use probability to evaluate outcomes of decisions**

HSS-MD.B.6. (+)Use probabilities to make fair decisions

HSS-MD.B.7.(+) Analyze decisions and strategies using probability concepts

## 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.

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## Objective(s)

### Bloom/ Anderson Taxonomy / DOK Language

Students will:

- make statistical statements about population parameters
- compare data sets to make decisions about a population
- organize data in an appropriate way to assist in decision making

## Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will be able to:

- create and interpret a confidence interval
- conduct a hypothesis test
- interpret the results of a hypothesis test
- identify and check the proper assumptions and conditions for a hypothesis test or confidence interval

## Core Learning Activities

Create and interpret a confidence interval

- calculate a 1 proportion z-interval, 1 proportion t-interval
- calculate standard error, margin of error, and find critical value
- calculate sample size for based on margin of error
- calculate changes in margin of error based on changes of sample size
- describe how changes in confidence level affect the size of the interval

Conduct a hypothesis test

- state null and alternative hypothesis
- check assumptions and conditions
- conduct a 1 proportion z-test, 1 sample t-test, 2 proportion z-test, 2 sample, t-test
- select and construct the appropriate model (Normal distribution, t-distribution)
- for a t-distribution, calculate the degrees of freedom
- find p-value

Interpret the results of a hypothesis test

- compare p-value to alpha
- interpret the p-value in context
- determine if it is appropriate to reject or fail to reject the null hypothesis
- interpret the conclusion in context
- identify potential Type I and Type II error

#### Assessments

**Unit 5 assessments**  
**Summative: Written Test**  
[Unit 5 assessments.pdf](#)

#### Resources

*Professional & Student*  
 Stats in Your World  
 Bock & Mariano  
 2012 (Pearson)

#### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

#### Interdisciplinary Connections

Students analyze SAT data from a fictional school to compare results to a statewide average, as well as differences between subject area and genders. Students create a brochure for a college using this information.  
 (Art)  
[SAT Raft chapter 19.docx](#)



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**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on February 18, 2020 at 7:30 p.m. in the Reed Intermediate School library, 3 Trades Lane.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	3 Staff
J. Vouros (absent)	1 Press
R. Harriman-Stites	
D. Zukowski	
H. Jojo (absent)	
M. Chand	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the minutes of January 28 and February 4, 2020, the Newtown High School Debate field trip, the donations to Newtown High School and Newtown Middle School, and the correspondence report. Mr. Cruson seconded.

Mrs. Zukowski asked that the minutes of January 28 and February 4 be removed from the consent agenda.

Motion passes unanimously for the field trip, donations and correspondence report.

Item 3 – Public Participation

Item 4 – Reports

Mrs. Ku shared a list of voting guidelines for our meetings. She and Dr. Rodrigue presented the budget to the Board of Finance last week, had questions and asked us to attend this Thursday's meeting. They will finalize their vote on the budget on February 27. Mrs. Ku also attended the CABE Board of Directors Retreat. George Coleman was the facilitator and they discussed strategic planning for CABE, spoke about diversity and inclusion, and voted on a consultant to work with them on this. She attended the PEAC meeting last week. Mrs. Harriman-Stites will be our liaison around diversity. Mrs. Ku hoped to have a meeting in March for a self-evaluation and setting goals for next year and may ask someone from CABE to attend. She was also elected Interim Board of Directors President.

Superintendent's Report:

Dr. Rodrigue is expecting to have school calendars at the next meeting for the next two years. She feels strongly that staff wellness and recognition are important. We do recognize staff in some ways but we are working on additional incentives for our staff members. For example, 10 years in our district would be a milestone.

The Partnership subgroup with PEAC wants to give students in other schools an opportunity to speak at Board meetings. The Budget subgroup of PEAC has supported a "Super Spotlight" to share clips of classroom activities. We are also working on a plan to start a community conversation on diversity. The State is working on a minority recruitment plan. She thanked Rebekah for her willingness to step in as a Board representative.

Committee Reports:

Mrs. Harriman-Stites said the Policy Committee was working on the rest of the 9000 series and will review the 5000 series.

Mrs. Ku said the Curriculum and Instruction Committee met and Statistics and Foundational Algebra I were presented by the high school. Mrs. Uberti gave an update on the textbooks.

Mrs. Zukowski attended the middle school PTA meeting. Their big effort is the Be Kind Ben's Bells mural and they are trying to raise money to help with the cost.

Newtown High School Student Representative Report:

Ms. Jojo was unable to attend the meeting.

Mr. Chand said there have been many recent athletics winners, senior nights events, and many clubs hosted events. There are new clubs starting this year and the English Department held a Poetry Out Loud Competition. We also hosted the eighth grade parent student night. Newtown High School was honored by a School Climate Committee Review Board who came in February to talk to everyone involved in the school environment. Regarding school climate there was a mental health fair in the lobby. At the State Board of Education meeting, the Commissioner asked him and another student to write a statement on something of importance. He shared his statement on mental health and education.

Mr. Delia reported that the CIP committee met January 29 and spoke about reviewing our responsibilities. We will have a meeting each month and address items on the CIP.

Mrs. Ku suggested the CIP committee address the non-lapsing fund.

Financial Report

MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending January 31, 2020. Mr. Cruson seconded.

Mr. Bienkowski reported that the Excess Cost grant offset is estimated at 74.8% based on the initial estimates done by the State. This represents \$357,431 more than was budgeted. Energy is looking great because of the mild winter.

Mrs. Zukowski asked when they are paying out the grant.

Mr. Bienkowski said in February and May and the amount in this report is the calculation we got from the State. This payment will equal half and they can adjust the May payment.

Mrs. Zukowski referred to the \$160,000 for special education and asked if the special education contingency could be used.

Mr. Bienkowski said it could if we get to that point. We don't make a decision until the end of the year.

Mrs. Zukowski asked when we would get a detailed report.

Mr. Bienkowski said with the new system our primary focus was for payroll. Encumbrances are not in the report so we had to do a manual calculation. The reports also look different. We are going to try to develop a detailed report from eFinance.

Motion passes unanimously.

Item 5 – Old Business

Item 6 – New Business

MOTION: Mr. Delia moved that the Board of Education support the initiatives proposed for Newtown Public School's application for the Perkins IV Career and Technology Education Secondary Supplemental Enhancement Grant. Mr. Cruson seconded.

Dr. Rodrigue stated that this grant is to further develop the academic, career and technical skills of secondary students and postsecondary students who enroll in Career and Technical Education programs. It was developed from additional State funds. At Newtown High School, over 57% of our students take these courses. Thanks to Kristin Larson and Erik Holst-Grubbe we applied for this competitive grant to enhance our robotics program, support our future curriculum, site licensing for software and other technologies, and training.

Mrs. Larson summarized the grant and spoke about what the money would be used for. We can apply for funding between \$15,000 and \$50,000 and we are looking to update the computer lab for the video game design courses, purchase additional robotix supplies, purchase site licensing for software for computer science and coding courses, add new mobile devices, provide a stipend for a second FBLA advisor and expand the robotix curriculum.

Mrs. Harriman-Stites asked why this had to come to the Board.

Mrs. Larson said it's a requirement in the competitive proposal. Minutes need to be included.

Mrs. Harriman-Stites asked that after this one-time cost, how we would sustain it.

Mrs. Larson said most are sustainable because these courses are already running. The code licensing is \$5,400 and the advisor stipend is \$1,500.

Mr. Delia asked them to elaborate on how to update the curriculum for robotix.

Mr. Holst-Grubbe said Steve George teaches the major concepts. We had a robotix club and built a robot. Student Government paid for us to compete in the competition. To be competitive we will need better materials.

Motion passes unanimously.

First Read of Policies:

Mrs. Harriman-Stites spoke about each policy.

Policy 9326 Taping/Recording Board Meetings. A piece was added about notifying that meetings will be recorded by putting a permanent sign outside the door.

Mr. Delia asked about privacy for students if a student has a non-photo agreement.

Mrs. Harriman-Stites said that would be a separate issue and if the public was notified that the meeting was being recorded that would supersede the agreement.

Dr. Rodrigue spoke to Mr. Rosenthal and we are all set with a sign if this is approved.

Mrs. Zukowski asked about people like the press who record.

Mrs. Harriman-Stites stated this is just about our recording the meetings.

Mrs. Ku said anyone could be recording and we wouldn't know it. This would apply to subcommittee meetings also with the chair needing to say it was being recorded.

Mr. Cruson said regarding Board meetings, if there is a permanent sign the intent is to warn people that recordings are being made. It would also apply to subcommittees.

Mrs. Zukowski felt if people knew they were being recorded they might act differently. It would make sense to let everyone know they are being recorded.

Mr. Delia said we are focusing on our Board policy.

Mrs. Zukowski said the current policy says the presiding officer asks if anyone is recording. We are taking that out of the policy and she wasn't sure if that's what the Board wants to do.

Dr. Rodrigue said this is just a Board policy. The town didn't have to go along with having a sign. We wanted to be sure this was flagged.

Mrs. Harriman-Stites felt that with the availability of technology it's safe to assume you will be recorded.

Mrs. Leidlein said the current policy states we may be recording. It's not up to the Board to ask if anyone is recording. She was fine with the revision.

Mrs. Zukowski said as Mr. Cruson stated it would apply to our committee meetings also and she asked that the policy committee discuss this and get back to the Board.

Policy 9327 Electronic Mail Communications. We added pieces about security and language around Board members.

Mr. Cruson said we strengthened the wording around emails. If it's not a legal obligation to use the email service he feels it's best to keep the policy more flexible.

Mrs. Ku asked if they talked about Board members obligation to use the Newtown email account.

Mrs. Leidlein asked if it was legal to require us to use the Newtown email account.

Mrs. Harriman-Stites said they checked to see if it was legal.

Mrs. Leidlein felt we can recommend it but didn't think you could require it.

Mr. Cruson felt if we put it in a policy it becomes a bigger chore if the Board decides it doesn't have to use school email. He is in favor of keeping the policy more flexible.

Mr. Delia agreed with Mrs. Leidlein. This sets the tone for proper communication from the Board.

Mrs. Harriman-Stites said Board members should remember if they use their personal email that is also opened to FOIA.

Mrs. Leidlein suggested saying the Board's preferred method of communication.

Mrs. Harriman-Stites would come back with language.

Policy 9330 Board/School district Records. Mrs. Harriman-Stites said a lot was taken out of the policy after speaking with legal counsel. These are Rich Mills' suggestions.

Mr. Cruson said he also suggested striking the entire policy.

Mrs. Harriman-Stites stated that the pieces about Smart phones and hand held scanners are important for us. His concern was to ensure following the Connecticut Statutes.

Mrs. Zukowski requested to put the changes in red print.

Mrs. Harriman-Stites said they do but the section on hand-held was not because there were numerous changes and that was not picked up.

Mr. Delia referred to item five regarding test questions and if parents have the right to see this information.

Mrs. Harriman-Stites said those were not allowed. What is not allowed to share is in the Connecticut General Statutes.

Mrs. Zukowski asked if FOIA applied to minors and their parents and if parents have full access to tests.

Mrs. Harriman-Stites said parents can access student records in another policy.

Policy 9350 Hearings to be rescinded. This policy is in conflict with some of the other policies and is not necessary. Some are in direct conflict with our policies and public hearings on the budget.

Mrs. Ku asked if parents can request hearings for transportation.  
Mr. Bienkowski said those would be covered by the State statute.

Mrs. Harriman-Stites said things not in our policies are covered in the State statutes.

Correspondence Report Discussion:

Mrs. Ku surveyed the Chair list through CAGE and 15 responded. Eight Boards do not have a correspondence report and, of the seven that do, none indicated that they automatically include the entire text of correspondence in the minutes. Three districts did not indicate how they handle the report, three indicated that the secretary reports highlighted them at the meeting for the minutes, and one district lists the correspondence and the Board votes to receive and place the content on file.

Mr. Cruson wondered about voting on the correspondence report. It was more appropriate to have it in the report section of the meeting. We would still have a report but the secretary would speak to their report and highlight items for the record.

Mrs. Zukowski agreed.

Mrs. Ku was seeking everyone's opinion.

Mrs. Zukowski said voting on it doesn't make sense. She liked Mr. Cruson's suggestion because it gives the secretary a report at the secretary's discretion as to what is addressed.

Mrs. Harriman-Stites said it's appropriate for the secretary to report on the correspondence and felt we could try to see how that works.

Mrs. Delia thought that would open a can of worms in how to decide what to share.

Mr. Cruson said he could choose to share things if there is a particular issue but also opens it up if someone from the public wants it shared.

Mr. Delia stated that if someone doesn't want something shared and they don't express that to the Board and it is shared, that would be a concern.

Mr. Cruson said it puts a lot of weight on the secretary but he wouldn't share the full text and we don't want to share something that the person doesn't want shared.

Dr. Rodrigue was concerned about this and felt that those writing need to know it will be brought more to the surface.

Mr. Delia asked how it would be handled if someone wants to share but have it not be part of our agenda or be a complaint.

Mr. Cruson said that this gives a voice to someone not coming to a meeting and it wouldn't be open to action.

Mrs. Leidlein said the more details you give, the more precarious a position you put the secretary and the Board in. Someone from the district office should look at the report before it went out. If you release information that shouldn't be released it could be difficult to deal with and explain. She cautioned that this could make more work for the district in determining what should be released. The district would have to do a check on the content being released to the public because it could be about staff or students.

Mr. Cruson said this was changed in 2013.  
Mrs. Ku said if we change it, we want to public to know.

Mrs. Harriman-Stites said a simple response to the email would be to say the secretary would like to share this at the next Board meeting and they should let him know if they have an issue. We don't have to stay with this practice if it isn't working.

Mrs. Ku said it won't be put to the test until there is a hot issue. The way Mr. Cruson is handling the correspondence is very professional and she has a lot of trust in how he handles the emails. Dr. Rodrigue stated that parents have told her they receive timely responses thanks to Mr. Cruson.

Minutes of January 16, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of January 16, 2020. Mr. Cruson seconded.

Mrs. Harriman-Stites noted that her name was not listed.  
Vote: 4 ayes, 2 abstained (Mrs. Leidlein, Mrs. Harriman-Stites)

Minutes of January 21, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of January 21, 2020. Mr. Cruson seconded. Motion passes unanimously.

Minutes of January 28, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of January 28, 2020. Mr. Cruson seconded.

Mrs. Zukowski said she had changes to these minutes  
Mrs. Ku stated that minutes should not be corrected to say what you meant to say and suggested they view the video.

MOTION: Mrs. Zukowski moved to postpone the acceptance of these minutes at the next meeting and would send the times they were discussed on the video. Mrs. Harriman-Stites seconded.

Mrs. Harriman-Stites noted that there was a lot that was not in the minutes that she said but wanted to be clear that the minutes are not word for word. The spirit of what we say should be captured.  
Mr. Delia said it was her right to change the record but have to be careful we say what we mean when recorded.

Motion passes unanimously.

Minutes of February 4, 2020:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of February 4, 2020. Mr. Cruson seconded.

Mrs. Zukowski augmented what Mr. Delia said about the contract on our thought process in choosing EdAdvance.  
MOTION: Mrs. Zukowski moved to amend the wording. Mr. Cruson seconded.

MOTION: Mr. Delia moved to postpone the approval of these minutes and provide the times in the video. Mrs. Zukowski seconded. Motion passes unanimously.

Item 7 – Public Participation

MOTION: Mrs. Leidlein moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 9:13 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary