

**Please note: These minutes are pending Board approval.**

Board of Education  
Newtown, Connecticut

Minutes of the Board of Education meeting on Tuesday, September 4, 2012, at 7:30 p.m. in the library at Reed Intermediate School.

D. Leidlein, Chair	J. Robinson
L. Roche, Vice Chair	L. Gejda
C. McCubbin, Secretary	R. Bienkowski
R. Gaines	4 Staff
W. Hart (absent)	50 Public
K. Alexander	3 Press
J. Vouros	

Mrs. Leidlein called the meeting to order at 7:38 p.m.

Item 1 – Consent Agenda

MOTION: Mrs. Roche moved that the Board of Education approve the minutes of July 18, 2012. Mr. Vouros seconded. Mr. Alexander asked to check the tape of that meeting because the minutes indicated he said we should have a subcommittee to discuss having full day kindergarten. He didn't recall saying that.

MOTION: Mr. Alexander moved to postpone approving the minutes of July 18, 2012 to check a statement he did not recall making which was that we should have a subcommittee for full day kindergarten. Mr. McCubbin seconded. Vote: 5 ayes, 1 abstained (Mr. Gaines)

MOTION: Mr. Gaines moved that the Board of Education approve the minutes of August 9, 2012. Mrs. Roche seconded. Vote: 5 ayes, 1 abstained (Mr. Alexander)

MOTION: Mr. Gaines moved that the Board of Education approve the minutes of August 20, 2012. Mr. Alexander seconded. Vote: 4 ayes, 2 abstained (Mr. McCubbin, Mr. Vouros)

MOTION: Mr. Alexander moved that the Board of Education approve the minutes of August 30, 2012. Mrs. Roche seconded. Vote: 5 ayes, 1 abstained (Mr. Gaines)

MOTION: Mr. Gaines moved to approve the consent agenda which included the Newtown High School Field Trip and the personnel items. Mr. Alexander seconded. Vote: 6 ayes

Item 2 – Public Participation

Dr. Kanaan, 3 Quarry Ridge Road, passed out information for the Board. She is a doctor at Uconn and dealing with the transportation issues have caused problems at work. She contacted two attorneys. Middle and high school students are being transported standing because there are not enough seats. On Tuesday she spoke to the driver of Bus 6 as to where the drop-off point was but she didn't know. On Wednesday the children were required to cross the road when dropped off and the driver didn't put up the stop sign. On the kindergarten run the driver didn't pull into the road. The driver released the students without an adult and proceeded to drive away. She cited a state regulation regarding seating for children. It is inappropriate to transport children without having a seat.

Janaka Periyapperuma, 6 Quarry Ridge Road, has a special education child in kindergarten at Sandy Hook and has concerns about the bus drop-off location. He asked to switch to the bus stop to the one they had last year. He rides Bus 6 in the morning and Bus Q back home.

Judy DuBois, 7 Marlin Road, is not opposed to All Star. They are one of the first bus stops but the pickup time of 6:05 a.m. is not acceptable. The list on the website is inaccurate. Today her daughter had 3 to a seat. We need to find out the appropriate number of students on their buses and consider that some have instruments. She's on for an hour in the morning and extra time for an NYA run after school. Her high school bus is 26 and the Reed bus is 7 which also runs late. The students were told they would run 25 minutes late.

Mary Pearson, 25 Maltbie Road, was speaking for several neighbors. Her children go to Abbott Tech and the other children go to the high school. Abbott Tech in previous years had one bus but now we have two. That bus was only late 3 times last year. Her children are on Bus 28 and they have been late each day. MTM called her today to tell them the students need to be at the bus stop 5 minutes early. The bus drivers told them 10 or 15 minutes early. It's unfair to ask the children to do this.

Rob McColloch, Bridge End Farm Lane, has a 5 year old daughter. In the morning she goes to the Adventure Center and is picked up by MTM. The first day Bus 11 was an hour late and stopped at Riverside Road instead of going into the parking lot. The driver let a 5 year old child get off alone. He spoke to Joan in transportation and the Adventure Center. All Star refused to pull into the parking lot. A teacher has to walk to Riverside Road to get students. This is not acceptable and will be a concern if the center is short-staffed. All Star said they don't have enough buses and cannot go in with a long bus.

Kinga Walsh, 21 Horseshoe Ridge Road, asked if the Board could attend the fifth grade parent meeting and if Mr. Smith would follow the same format as in the past.

Mr. Smith said he would be at the parent pre-meeting at 6:00 p.m. and would be available all evening to speak with parents.

Mrs. Walsh suggested having that on the website. Her children have not had problems on Bus 9 or Bus 12. The issue is not arriving on time, parents driving or the crossing guard. The parents won't allow children on the buses because they aren't owner/operators. Why are children getting up early instead of getting the buses there on time? She asked how long the earlier time will be in effect.

Karen Visca, 30 Mile Hill South Road, was told by MTM she had to contact pupil services for special education transportation. Her older daughter on Bus 25 is overcrowded both ways.

Jeff Hart, 348 South Main Street, said All Star refused to put his daughter on a bus route. They need another bus.

Doreen Via, 113 Johnny Appleseed Drive, requested a bus stop change for her son at Reed because they have to walk up a hill to a blind spot. He's 30 minutes late to Reed every day. She has two sons at Middle Gate and they don't get home until after 5:00 p.m. Her children saw a sign that said Welcome to Monroe and they also went over train tracks which were unfamiliar. He's on Bus 7.

Barbara Brimmer, 8 Hattertown Road, said her granddaughter in grade 5 never gets to school on time. Today she was 20 minutes late and the teacher marked her absent. She's on Bus 15 and they are the first stop in the morning.

Jill Deupi, 5 Scudder Road, has three children in the AIS magnet school. There are no aides on the bus to monitor the children. It's not reasonable to expect one person to be responsible for many children. Fourteen families signed the letter she read. They asked to reinstate the aide.

Heather Smith, 22 Wills Road, is a Middle Gate parent and uses buses 19 and 24 which are sometimes on time. Routes are posted incorrectly. Her daughter's stop lists pick up at 6:30 a.m. The first day of school the stop was at 6:19. She tried to contact All Star but no one picked up at 5:00 p.m. It would be helpful to know the drivers names. Why haven't correct routes been put on the website?

James Hsieh, 19 Clapboard Ridge Road, moved here 2 years ago, and is disappointed in the town not communicating. Today's message was for pickups to be 5 or 10 minutes earlier. His son is a special education student. There is a failure to communicate in this town.

Claudia Vignola, 2 Overlook Drive, said her son goes to the magnet school and his pickup time is 7:15 a.m. She spoke to All Star this afternoon and was told transportation would not be provided after the students are dropped off at Reed. Communication is lacking. She cannot drive him to school. She's a single parent who depends on the bus company. They use Bus 40 in the morning and Bus 30 back to Reed.

Renata Clark, 47 Scudder Road, has a child in elementary, middle and high school. She's been to All Star twice. Friday he was 30 to 45 minute late to school. Also 3 more stops were added. The website is incorrect. She has Bus S in the morning and Bus 15 on the ride home.

Dave Cartisano, Scenic View Drive, is a senior at Abbott Tech. His bus from the middle school to Abbott Tech is late each day. He can't be late because he needs a certain number of hours in school to allow him to walk in graduation. He also needs hours for his certification.

Elaine Snap is a sophomore at Abbott Tech. She takes an MTM bus to school and one day they were delayed at school and after they left the bus was notified that there were still 5 students at the high school. Another bus had to take them. Teachers get upset if they aren't on time.

Mary Jo Runkle, 23 Maltbie Road, agrees with everyone. She asked for an answer to the problem.

Bruce Clark, 100 Washington Way, said they are not doing the same service. They are cutting the routes. It is the failure of the BOE to allow them to makes these changes. Put the demand down to stop reducing routes.

Missy Demeglio, 28 Diamond Drive, has a freshman, one at St. Rose School and she works for the system. The high school bus is coming early and St. Rose is late. Why can't St. Rose get their own buses back? She lives 1.6 miles from St. Rose and her child is on the bus for 1 hour 27 minutes.

Michelle Assante, 16 Wendover Road, said the bid was awarded based on apples to apples. We should be able to get back to the old routes. The Board should table the Hawley project on the agenda and work on transportation.

#### Item 4 – Old Business

##### Transportation report:

Dr. Robinson met with All Star today. The first day of school the traffic officer was not at the high school. We have also had traffic issues there because the previous officer resigned and there has been difficulty moving the vehicles on Rt. 34 and Wasserman Way. It has not been filled and she spoke to the Chief twice. There are officers directing traffic but there is still congestion. They are interviewing for the replacement this week. We lost someone with a lot of expertise in controlling the traffic at that location.

Mrs. Leidlein asked if we had a second plan in place if the officer doesn't alleviate the situation. Dr. Robinson said we are dependent on good traffic flow. Plan B is to get buses to the high school 5 minutes earlier in front of all the traffic.

Mrs. Roche is concerned that parents are driving students so they don't have to be picked up 5 to 10 minutes early. Her bus has been on time in the morning.

Mrs. Leidlein asked what the earliest time was for the children to be requested to be at bus stops, how long they will be on the routes, and will someone be in school when they get there. Rich Dufour said the early pick-up time is not a permanent solution. The Chief said after the first 2 weeks it should get better. Half of the buses are running late. We put out a blanket notice to all parents and asked them to communicate with their driver.

Mrs. Roche feels the communication has to come from Dr. Robinson instead of from the schools.

Mr. Gaines asked who was responsible to communicate with All Star now that we don't have transportation employees. How do we get the website information updated?

Mr. Dufour said changes have been coming in and we are making them daily. They are trying to update the routes but times are approximate. We spoke about possibly taking them down until all changes are made.

Mrs. Leidlein asked the protocol if there are not enough seats for an overcrowded bus.

Mr. Dufour said the buses have 65 to 75 students. We look at it when they are made aware of it. If there aren't enough seats they radio dispatch for another bus.

Mrs. Leidlein wanted to know what a parent would do if their child is late getting home and cannot get an answer from the school.

Mr. Dufour said they should call All Star but wants parents to be assured that the buses will be there. It has improved each day. The middle school released on time today. We are still working on the Reed and St. Rose runs.

Mrs. Roche asked that a districtwide email be sent to tell parents what they should do with bus issues.

Mr. McCubbin suggested if parents see students standing on a bus they should write down the bus number and report it. We should look back in time to see if this is happening. Tapes are held for 30 days.

Mrs. Roche asked the practice of how long a student would sit on a bus.  
Dr. Robinson said not more than an hour but we strive for 45 minutes.  
Mr. Dufour said this is a large town and the drivers are checking for students so it takes extra time.

Mrs. Leidlein addressed the issue of dropping off students at the Children's Adventure Center. Dr. Robinson spoke about the policy for discussion with principals tonight. Past practice has been that K-4 students need to have an adult there or they are not dropped off. She knew it was for Kindergarten students but didn't know it was for K-4 students. This will cause some delays.

Mr. Dufour found out the day before school that they needed to transport from Hawley to the Children's Adventure Center. Until we can put something in place we asked that they meet at the road. It isn't safe to turn a big bus around in that parking lot.  
Mrs. Leidlein said no child going their will be let off without a representative meeting them.

Mrs. Roche asked how the Board can get updated on the issues.  
Mr. Dufour said he updates Dr. Robinson every day.  
Dr. Robinson reviewed the report.

Mr. Alexander asked how they will assure that their priority is safety and how will they handle the issues of children getting off the bus and the bus moving too quickly.  
Mr. Dufour said we had 25 veteran drivers from other towns and we are addressing some issues with them. We also brought in some new drivers. We are keeping a log on the drivers also and will send our safety person to monitor things.

Mrs. Leidlein asked for a report at the end of the week on the traffic guard and what we will do if we don't have one. The high school should research that. She also wants a report on the updated bus runs and if the website could be updated by Monday.

Mr. Dufour said he would do that over the weekend and get the times moved.  
Mrs. Leidlein also asked him to review tapes where standing has been reported. She asked if we had a solution to get the Abbott Tech students home on time.  
Mr. Dufour stated that part of the goal is to pick up more students earlier. He spoke to Abbott Tech and asked Dr. Robinson to let them know to not penalize students for being late.

Mrs. Roche wants a communication sent to the district that the time change is temporary and will be adjusted. Buses to review for standing are 27, 7 and 6.  
Mr. Gaines said the issue of the bus that stopped without fully extending the stop sign needs to be reviewed for Bus 6.

MOTION: Mr. Gaines moved that the Board of Education approve the revised Hawley School project. Mr. Vouros seconded.

Mr. Faiella said he communicated with Pat Llodra. This project is back to what we originally wanted done.  
Mr. Gaines stated it is the original phase I as in the CIP. He is satisfied that we are doing what we originally intended to do. We are just getting back to HVAC for phase I.  
Mr. Alexander asked the initial cost in the CIP.

Mrs. Leidlein said it was \$2.2M the first year but it is now \$2.37M. The idea is to replace the boilers with a new hot water system. She asked if they would be dual fueled.

Mr. Faiella stated we are going with high efficiency gas. He also recommended doing the renovation tasks.

Mrs. Roche asked if the Public Building and Site Commission was going along with this.

Mrs. Leidlein said the Board of Selectman was also discussing this tonight and possibly acting on it.

Mrs. Leidlein asked if the boiler in section 1948 would make it through winter.

Mr. Faiella said it would. He is not concerned that we will have a failure.

Mrs. Leidlein stated that this could be discussed at the CIP subcommittee meeting the next night. Phase I takes care of the heating issue and we should move forward with this project.

Votes: 6 ayes

Reed Intermediate School Update:

Dr. Robinson introduced Jay Smith to the Board. He is taking over and dealing with issues. We now have a new schedule at Reed.

Dr. Smith said that there have been some adjustments for the teachers with the new schedule. A number also changed clusters over the summer. Everything is moving right along.

Mrs. Roche thanked him for coming and asked the protocol for finding a replacement and how long Dr. Smith would be here.

Dr. Robinson stated that Dr. Smith is willing to stay for the school year so we can take the time we need for the search to begin in January. He will give us feedback on the type of skills the new principal will need. We will have someone hired as soon as the school year ends.

Mrs. Leidlein would like to hear from Dr. Smith on a regular basis regarding any changes he will make and recommendations for the type of person we will need.

Summer School Report:

Elissa Gellis, Director of Continuing Education spoke about the summer school program for enrichment and academics for graded K-12. There were 480 students enrolled this summer. Academics were down and enrichment enrollment was up.

#### Item 5 – New Business

First Read of Policy 4-608 Administration of Medications by School Personnel:

Anne Dalton mentioned a few of the changes.

Mr. Vouros said he understood that Barbara Reilly would be training all bus drivers on how to use an Epi pen.

Ms. Dalton said she has already trained MTM drivers and will also train the others.

Dr. Robinson said it is not state law but it is in their contract. They will not carry Epi pens on the bus.

Ms. Dalton said ambulances don't carry them either.

Dr. Robinson said the training is helpful for them to identify the symptoms and to call emergency for the child.

Mr. Gaines suggested removing the hyphens when referring to before and afterschool programs. He also asked to change the wording on page 6 under Handling, Storage and Disposal of Medications, first bold sentence in #2 to remove the word "unlocked" to read "a cabinet which will be locked."

Parent/Adult for K-4 Students Bus Drop-offs:

MOTION: Mr. Alexander moved that the Board of Education approve requiring a parent/adult known to the child or older sibling at K-4 student bus drop-offs. Mr. Gaines seconded.

Dr. Robinson said there no existing policy, just a past practice. She was asking guidance from the Board which will go into policy.

Mrs. Leidlein asked if there was any State laws on this.

Mrs. Hochsprung said there was not and we have not been made aware of any changes when she last researched it. Children ages 12 and younger would need supervision. She called DCF who said they would not investigate that. Typically Newtown drivers did not leave elementary students without an adult. The first day of school All Star was just dropping off students. The elementary principals met on the second day of school and our decision was to be cautious. We didn't want anyone dropped off if no one was there.

Mr. Geissler said we didn't want to assume someone would be there and wanted it in a document form. We want to be sure the person is approved by the family.

Mrs. Leidlein wanted to know if the driver had to identify the adult.

Mrs. Hochsprung said we specified a known adult. The bus drivers can check the IDs and the child would have to know the adult. The waiver is written so the child can get off the bus without anyone there. In other districts, kindergarten students have to be brought back to school. If there is no one at the stop, All Star will radio the school who will call the parent if the child is bring brought back.

Mr. Alexander moved to amend the motion that there will be no waiver for kindergarten students. After some discussion Mr. Alexander withdrew the motion.

MOTION: Mr. Gaines moved that the Board of Education approve requiring a parent/adult known to the child or older sibling at K-4 student bus drop-offs unless a written waiver has been signed by a parent for grade 1 to 4 students. Mr. Alexander seconded. Vote: 6 ayes

#### Item 4 – Old Business (continued)

Superintendent Goals for 2012-2013:

MOTION: Mr. McCubbin moved that the Board of Education approve the Superintendent's goals for 2012-2013. Mr. Vouros seconded.

Dr. Robinson said the budget item is a manual input so there will be no updates from the original budget.

Mr. Bienkowski said he would be meeting with Bob Tait the next day regarding the manual entry and no connection to our Phoenix system.

Vote: 6 ayes The motion passes unanimously.

#### Item 5 – New Business (continued)

Assessment Report:

Dr. Robinson began the report stating that this is the last generation of the CMTs. Three versions of CMT are the standard test, the MAS (Modified Assessment System) and the checklist. Dr. Robinson spoke about the grades 3 through 8 math, reading and writing results and the comparison of results from 2010 through 2012. Grade 5 science test results were also given.

Dr. Gejda continued with measuring students' CTM performance. She spoke about the cohort performance in grades 5 and 8 in math and reading as they move through our system. Dr. Robinson said in our DRG results in 14 subtests shows Newtown is in the top 5. In the future there will be changes in measuring student progress with new standards, new assessment and new accountability. There are also major shifts in NCLB and Connecticut's new indicators regarding assessment.

**Staffing Need:**

MOTION: Mr. Alexander moved that the Board of Education approve increasing the .8 math position at Reed Intermediate School to a 1.0 position which includes Sandy Hook School. Mr. Gaines seconded.

Dr. Robinson explained that there is a .8 teacher at Reed who works with advanced math students. We have a student at Sandy Hook School who is gifted in math and we would like to better be able to challenge her in that subject. The teacher at Reed would work with this student from 2:30 to 3:30 p.m. daily at Sandy Hook. The cost is an additional \$13,289.

Mr. Vouros asked if there were other elementary students that would qualify for this class, to which Dr. Robinson said there was no one like this student.

Mr. Vouros asked where the money was coming from

Dr. Robinson said we have a small enrichment fund.

Dr. Gejda responded that this fund is approximately \$20,000 and is used for afterschool language classes for students coming back from AIS or other enrichment for students.

Mr. McCubbin asked about the enrichment money.

Dr. Robinson said it is something we offer the students with unique needs and we want to keep them challenged.

Mr. Vouros suggested transporting the student to the grade she needs to be taught in for math.

Dr. Robinson said in doing that you have a conflict of the schedule and it is costly to transport.

Dr. Gejda said this has happened several times over the last couple of years. At one time there were Head O'Meadow parents who were able to transport one student to Reed. In many cases parents want it to be developmentally appropriate.

Mrs. Leidlein said we have some unanticipated special education costs. She would like to see us be more creative in our solution to help this student.

Mr. Vouros has a problem spending \$13,000 on one child knowing the GATES program students' needs are not being met.

Mr. Alexander stated a similar situation would be if we have a special education student that needs a nurse full time. This student is exceedingly gifted and cannot be serviced by what is available.

Mrs. Leidlein understands that but if we spend that amount she would like to see more of a benefit from the money.

Mr. Gaines stated that we already have something in place for the GATES students but we also have to meet the needs of this student. If we do not provide the math teacher, how do we inspire this student to excel? How can we justify not spending money to enrich this student? This is falling way short of our obligation to this student.



Mr. McCubbin said this is an amount we should spend on more than one student. Make it broader for more individuals.

Mr. Gaines feels there may be teachers that can inspire to another level but Sandy Hook has no one. This is a challenge for the district. He would like to see another alternative.

MOTION: Mr. Alexander moved that the Board of Education approve increasing the .8 math position at Reed Intermediate School to a 1.0 position which includes Sandy Hook School. Mr. Gaines seconded. Vote: 2 ayes, 4 nays (Mrs. Leidlein, Mrs. Roche, Mr. McCubbin, Mr. Vouros)

The copier complaint would be discussed at the next meeting.

#### Superintendent's Report:

Dr. Robinson provided a review of the summer teacher work and professional development along with a review of the summer maintenance work. Today's unofficial enrollment shows that the elementary grades have declined by 116 students since the October 1, 2011 report. Reed declined by 56, the middle school is up by 24 and the high school is up by 20 students.

#### Item 6 – Public Participation

Michelle Ku, 28 Platts Hill Road, said Reed students are getting home later than Middle Gate students. She has a GATES student and is happy with what he is doing. A student like this 3<sup>rd</sup> grader doesn't happen all the time and she is sad and angry they are not filling that student's needs.

Rob McColloch, Bridge End Farm Lane, said the bus video tapes can go back 3 months. He sat on the fire commission and wrote policy on safety. He read a quote from a teacher at the Children's Adventure Center which indicated they are not allowed to pick up children at the road because of insurance regulations. Also 2 staff members would need to walk to the road. This is the only bus that is not allowed in the parking lot.

Mrs. Leidlein said we would contact the Children's Adventure Center.

Michelle Assante, 16 Wendover Road, was disappointed hearing the Board turn down the opportunity for this child. It is also special education. She mentioned the bus safety and time issues. One of the Board members needs to talk to the bus company every day.

Mrs. Leidlein said a number of Board members have been in touch with All Star.

Mrs. Assante wants the Board to address issues every day. Nothing tonight did anything to address the traffic at the high school. If no one drives to school, there will be an overcrowding issue. She asked when the Head O'Meadow pre-school was split up.

Mrs. Leidlein stated Dr. Robinson made the decision to do that.

Mrs. Assante asked about the \$170,000 that the Board of Education moved to the Town.

Mr. Bienkowski said that was in the report from the August 20 Board meeting. All money moved to the Town was from a variety of sources.

Mrs. Assante asked if there could be a special appropriation to get the money for this student. She also mentioned potentially closing an elementary school. A full day kindergarten committee was also mentioned at the last meeting.

Mr. Alexander said it was mentioned in the minutes be he didn't recall saying it.  
Mr. McCubbin said no one said we shouldn't spend the money for this student but we want to see what Dr. Robinson comes back with.

Marz Abdulrahman, 38 Brookwood Drive, ask is there was a service level agreement in place with the bus company.  
Mrs. Leidlein said the Board has actions they can take. The contract is a public document.  
Mr. Abdulrahman agrees with comments on the gifted student. There could be possible online opportunities.

MOTION: Mr. McCubbin moved to adjourn. Mr. Gaines seconded. Vote: 6 ayes

Item 7 - Adjournment

The meeting adjourned at 12:10 a.m.

Respectfully submitted:

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Cody McCubbin  
Secretary

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Mrs. Leidlein said the Board has actions they can take. The contract is a public document.  
Mr. Abdulrahman agrees with comments on the gifted student. There could be possible online opportunities.

MOTION: Mr. McCubbin moved to adjourn. Mr. Gaines seconded. Vote: 6 ayes

Item 7 - Adjournment

The meeting adjourned at 12:10 a.m.

Respectfully submitted:

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Cody McCubbin  
Secretary

## Newtown High School Marching Band Field Trip Request

Towson University is in the greater Baltimore area. The competition at Towson University is being run by "Bands of America" (BOA) a high end, national organization. BOA attracts the top bands in the eastern United States for this "Power Regional" event.

Marching Band members pay a participation fee of \$500. This covers all of the fall season activities, some instructor salaries, and all costs for the band trip, except for a few meals.

Friday night they will be going to Baltimore to see a performance of "Wicked."

Saturday at Towson University, bands compete from 9 a.m. to 9 p.m.

Sunday is mostly a travel day back home.

# Newtown Public School FIELD TRIP REQUEST FORM



Teacher Making Request: Eckhardt Date: 6/22/12

Other Staff Involved in Trip: Carley / Findley / Lake / Pergerly

Date of Proposed Field Trip: October 26-28

Destination: Towson St. University

Class / Group Involved: Marching

Number of Students Scheduled To Make Trip: 127

Other Adults (non-teachers) Chaperoning The Trip: (List Names) TBD

Anticipated Cost of Transportation: Built into Participation fee \$12,000

Anticipated Cost Per Student: ↓

Place and Time of Departure: NHS 10:00 am Oct 26  
Place Time

Estimated Time of Return: 6pm - Oct 28

Special Arrangements (i.e. Stops at Restaurants, Picnic, etc.): TBA

Approved ( ) \_\_\_\_\_  
 Denied ( ) \_\_\_\_\_  
C. J. [Signature] 08/08/12  
Principal

### BUS ARRANGEMENTS\*

If a Coach is being used: <u>WILL ARRANGE</u> Name of Company _____  Number of Buses _____  Capacity of Each Bus: _____  Name of Bus Company Employee (contact) _____  Date of Confirmation _____	<b>BOOK BUSES THROUGH</b> <b>Fran McCutchan 426-3251</b>  Name of Driver(s) _____  Number of Buses _____  Capacity of Each Bus: _____  Fran McCutchan's Signature <b><i>This Section to be filed out by Fran McCutchan</i></b>	PLEASE fill out form <b><u>COMPLETELY AND MAIL TO:</u></b>  <b>Fran McCutchan</b> <b>P.O. Box 3282</b> <b>Newtown, CT</b> <b>06470</b>
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**\*NOTE:** Bus Transportation Must be Made 3 Weeks Prior to the Trip. Once arrangements are agreed upon they are **FINAL**.

August 20, 2012

Dear Dawn:

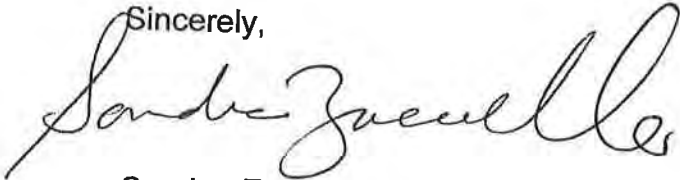
This letter is to serve as an official resignation from my current position as a reading teacher at Sandy Hook Elementary School effective immediately.

I have thoroughly enjoyed my time at Sandy Hook. Due to recent developments with my family, I will be relocating.

Thank you for the opportunity to do what I love and to work for you at this amazing school.

I wish you and the entire staff continued success and hope to keep in touch.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Zuccarello". The signature is written in black ink and is positioned above the printed name.

Sandra Zuccarello

August 28, 2012

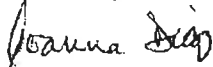
Dr. Janet Robinson  
Superintendent of Schools  
Newtown Public Schools  
Fairfield Hills Campus  
3 Primrose Street  
Newtown, CT 06470

Dear Dr. Robinson,

I am delighted to share the news that my husband and I are expecting our first child January 15, 2013. I am writing to inform you of my need for maternity leave. I plan to work up until my due date in mid-January and return on May 13, 2013. In addition to the six weeks of sick days, I would also like to be paid for four of my five personal days as part of the leave.

I know that as I prepare for this new addition to our family, I will look forward to returning to my colleagues, students, and the energy and enthusiasm that they all exude every day.

Sincerely,

  
Joanna Diaz

English Teacher  
Freshman Class Advisor  
Newtown High School  
12 Berkshire Road  
Sandy Hook, CT 06482  
[diazj@newtown.k12.ct.us](mailto:diazj@newtown.k12.ct.us)

Cc: Chip Dumais, Cathy Sosnowski

**NEWTOWN CONTINUING EDUCATION**

**SUMMER SCHOOL 2012  
REPORT**

**PREPARED BY  
Elissa Gellis**

August 28, 2012



## I. General Overview

The Newtown Summer School Programs include enrichment and academic programs for students exiting grades K through 12. The programs include Summer Support for Kindergarten, Math and Reading for grades 1-3, Learning Connection for grades 2-4, Summer Quest for grades 5 & 6, Middle School and High School Summer School Courses, SMART (Summer Music and Arts), Intro to Scratch Programming, WeDo Robotics, Stop Motion Animation, CSI Newtown, Graphic Design & Print Production, and the Accelerated Reader program.

In all, approximately 480 students were enrolled in the various summer programs. A brief analysis follows: This year's program experienced an increase in overall enrollment from last year's program (2011 – 504, 2012 - 540).

- *Elementary Academic (K-4) enrollment showed an overall decrease this year (2011 – 100, 2012 - 95).*
- *Summer Quest (5&6) enrollment decreased this year (2011 – 14, 2012 - 8).*
- *The total of total number of students taking High School courses decreased slightly (2011 – 25 students taking 44 classes with an additional 16 in Jr. PE/Health; 2012 - 33 students taking 12 classes with an additional 16 in Jr. PE/Health).*
- *The total number of students taking Middle School classes decreased this year. (2011 - 14, 2012 - 8).*
- *SMART enrollment increased significantly this year (2011-178, 2012 - 197).*
- *SAT Prep classes were not held this year (insufficient registration)*
- *Accelerated Reader enrollment decreased sharply again this year (, 2011 – 135, 2012 119).*

PROGRAM	# STUDENTS 2011	% OF TOTAL 2011	% CHANGE 2010-2011	# STUDENTS 2012	% OF TOTAL 2012	% CHANGE 2011-2012
Elementary Academic (Gr K-4)	100	19.19%	8.70%	95	17.59%	-5.00%
Intermediate School	14	2.69%	180.00%	8	1.48%	-42.86%
Middle School	14	2.69%	16.67%	8	1.48%	-42.86%
High School	46	8.83%	4.55%	49	9.07%	6.52%
SMART	178	34.17%	44.72%	197	36.48%	10.67%
Graphic Design	21	4.03%	N/A	23	4.26%	9.52%
Scratch Programming	7	1.34%	-22.22%	11	2.04%	57.14%
WeDo Robotics	6	1.15%	N/A	12	2.22%	N/A
Stop-Motion Animation	N/A	N/A	N/A	12	2.22%	N/A
Accelerated Reader	135	25.91%	-41.81%	119	22.04%	-11.85%
CSI	0	0.00%	N/A	6	1.11%	N/A
<b>TOTAL</b>	521			540		

**TABLE 1:** 2-Year Comparison of Enrollment

The 2012 Newtown Summer School has again attempted to meet the demand for summer programs. The summer school program is an integral part of the total education process provided by Newtown Public Schools.

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## **II. PROGRAMS**

### **A. ACADEMIC**

#### **1. Kindergarten (current kindergartners only)**

This program serves those kindergartners that have been identified as needing additional help to make the transition from kindergarten into first grade. This program runs for 3 weeks, Monday through Thursday, 2 hours per day. The consensus of the kindergarten teachers is that we should extend this program to 4 weeks next summer with the possible addition of ½ hour each day making it 2.5 hours a day. Teachers are only just starting to know their students by the end of the first week. This would give them time to make more forward progress. No changes to the tuition of \$185.00 would be made. Our policy that no student is to be denied for inability to pay will still stand. Families who cannot afford the \$185 receive scholarships, with information kept confidential.

#### **2. Summer Support (current first through third grade only)**

The primary focus of the elementary instructional programs is the Summer Support program for students in grades 1 through 3. Instruction is planned in accordance with the demonstrated needs of identified students. The classroom teachers and reading consultants identify these students. This program provides for small group instruction. Students are grouped by similar needs in small groups (up to 5); instruction is 50 minutes in length, four days per week.

Math support groups are also held. Students are grouped by grade; instruction is 50 minutes in length, four days a week.

Summer Support programs are primarily funded through the Board of Education; however, tuition of \$185.00/child is charged, which makes up any difference between the cost of the program and the budget. No student is denied for inability to pay. Families who cannot afford the \$185 receive scholarships, with information kept confidential.

These programs are centrally based in the Reed Intermediate School.

#### **3. Learning Connection (current second through fourth grades)**

The Learning Connection Program focuses instruction on successful student learning in the areas of Math, Writing and Language Arts. This is a companion program to the Tutorials and serves either those children who are recommended for more instruction or whose parents need a program with a longer time span. This program maintains these skills through small group instruction and integrated activities. Students are grouped by grade. Classroom teachers recommend the majority of students who attend. Three certified staff members offer instruction. The program operates in a 3.75-hour time frame, four days a week, over a four-week period. This summer the program is also located in the Reed Intermediate School.

A limited amount of scholarships are available for this program.

#### 4. Summer Quest (fifth and sixth grades)

Areas of study are divided into Math and Language Arts. Classroom teachers recommend students who need supplementary work. Language Arts meets for 2 hours, Math for 75 minutes, four days per week for four weeks. One certified staff member taught this program, located at the Reed Intermediate School. Again no child is turned away due to inability to pay the tuition.

SCHOOL	#STUDENTS 2011	% OF TOTAL	#STUDENTS 2012	% OF TOTAL
HAWLEY	26	24.76%	30	28.85%
HEAD O'MEADOW	12	11.43%	9	8.65%
MIDDLE GATE	26	24.76%	26	25.00%
SANDY HOOK	26	24.76%	27	25.96%
REED ITERMEDIATE	14	13.33%	8	7.69%
UNKNOWN/OTHER	1	0.95%	4	3.85%
<b>TOTAL</b>	<b>105</b>		<b>104</b>	

**Table 2:** Elementary Enrollment (Gr. K-6) by School

GRADE LEVEL	# STUDENTS 2011	% OF TOTAL	# STUDENTS 2012	% OF TOTAL
Unknown/Other			1	
K	24	21.05%	14	13.46%
1	13	11.40%	27	25.96%
2	23	20.18%	27	25.96%
3	27	23.68%	21	20.19%
4	13	11.40%	6	5.77%
5	8	7.02%	4	3.85%
6	6	5.26%	4	3.85%
<b>TOTAL</b>	<b>114</b>		<b>104</b>	

**Table 3:** Elementary Enrollment by Grade

#### 5. Middle School Programs (current seventh and eighth grades)

Seventh and Eighth grade students have the opportunity to attend one class in the academic area they failed. Classes meet 4 hours a day, five days a week for four weeks. Sessions taught by certified teachers were offered in Math and English. Both classes had combined 7<sup>th</sup> and 8<sup>th</sup> grade level students. This program was again housed at the High School this year. .

	Language Arts	Math	Science	Total
<b>2010</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>12</b>
<b>2011</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>14</b>
<b>2012</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>8</b>

**Table 4:** Middle School Enrollment

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## 6. High School Programs

Make-up classes are offered to students who have taken a course and have not completed it successfully. Students must have a grade of 55 or higher and an acceptable attendance record. Credit will only be given to students who previously failed the course during the regular school year. Courses were offered in Math, English, and Social Studies. Students are required to attend 30 hours to receive .50 credit and 60 hours to receive one credit. Instructors are certified in their appropriate subject areas. This program runs for four weeks. Classes were held in Newtown High School. A PE/Health class was offered to students who chose to take additional credits during the school year. The course was held for 3.25 hours a day for 19 days. Students earned half credit. Four students participated in an on-line credit recovery program called Odysseyware. This is the first time we have used this program for credit recovery. This program should be effective in offering students an opportunity to make up classes for which we have no physical instruction.

### Courses Offered for Make-up Credit

- a. *Integrated Math I*
- b. *Integrated Math II*
- c. *Integrated Math III*
- d. *English I*

- e. *English II*
- f. *American Literature*
- g. *US History*
- h. *Western Studies I & II*

	2011	% of Total	2012	% of Total
English	8	16.33%	9	18.37%
Math	14	28.57%	15	30.61%
Social Studies	3	6.12%	5	10.20%
PE/Health	16	32.65%	16	32.65%
Other			4	8.16%
SAT Prep	8	16.33%	0	0.00%
<b>TOTAL</b>	<b>49</b>		<b>49</b>	

Table 5: High School Enrollment

## B. ENRICHMENT

### 1. **SMART** - Summer Music and Arts (current Kindergarten through sixth grades only)

This program is a comprehensive summer enrichment program of Music, Visual Arts, Creative Dramatics and Science in Art. Now in its 20<sup>th</sup> year, the program is designed to

enhance a student's creative potential, promote positive self-esteem, and a life-long awareness and enjoyment of the Arts. The program is held for 2 two-week sessions during the month of July from 8:30 am to 1:00 pm. The program is designed for children exiting grades K through 6. Classes are taught by Artists-In-Residence, who are assisted by High School Interns.

The program was located at Head of Meadow School this year. Classes offered were:

- |                                  |                                    |   |
|----------------------------------|------------------------------------|---|
| <i>Adventure Safari</i>          | <i>Improvisation</i>               | <i>Paper Maché</i>                      |
| <i>Arts &amp; Activiities</i>    | <i>Introduction to Dance &amp;</i> | <i>Puppet Making</i>                    |
| <i>Clay Creations</i>            | <i>Musical Theater</i>             | <i>The Science of Art</i>               |
| <i>Collage &amp; 3-D Art</i>     | <i>Jewelry Design</i>              | <i>Science Wizards</i>                  |
| <i>Discovering Great Artists</i> | <i>Keyboarding</i>                 | <i>Shape Up</i>                         |
| <i>Drawing &amp; Paiting</i>     | <i>Math Counts</i>                 | <i>Small World Design</i>               |
| <i>Fabric Art</i>                | <i>Mask Making</i>                 | <i>Songwriting</i>                      |
| <i>Games Galore</i>              | <i>Mosaics</i>                     | <i>Textile Creations</i>                |
| <i>The Great Clay Adventure</i>  | <i>Nature's Art Box</i>            | <i>Theater and Perfomance Workshop</i>  |
| <i>Icky Sticky Chemistry</i>     | <i>Painting with Fabric</i>        | <i>Where in the World</i>               |
|                                  |                                    | <i>Young Authors &amp; Illustrators</i> |

TOTAL STUDENTS	SESSION I	SESSION II	TOTAL
2009	77	61	138
2010	60	63	123
2011	104	74	178
2012	101	96	197
%INCREASE - DECREASE '10-'11	-3%	30%	11%

**TABLE 6: SMART Enrollment by Year 2006 - 2011**

## 2. Accelerated Reader (current fourth through sixth grade)

Newtown Continuing Education again had the privilege of assisting in the Accelerated Reader Program held at the Reed Intermediate School. This program ran for 3 weeks from 9:00am-1:00pm on Mondays and Tuesdays, and 3:00pm-6:00pm on Wednesdays. A certified librarian ran the program along with one secretary. This program is designed to promote the joy of reading. Students set a personal reading goal, take quizzes and earn rewards for reading. They were offered the opportunity to continue after the end of program at Newtown Public Library where the Accelerated Reader program can also be accessed. Due to the decreasing enrollment and the cost involved in supporting it, careful consideration will have to be made toward continuing in the upcoming summer. This program has run at a deficit for the last 2 summers.

## 3. Introduction to Computer Programming Using Scratch (exiting third

**grade and up)**

The first in a series of three computer programming courses, this program, in its fifth year offered participants an introduction to the basic elements of computer programming using Scratch, a programming tool created by Lifelong Kindergarten Group at the MIT Media Lab. This program ran a one-week session at the Reed Intermediate School. At the end of the program students had created an interactive video game or animation and had the opportunity to post it to the Scratch website.

**4. WEDO Robotics (exiting third grade and up)**

The second in a series of computer programming courses, this program used Lego® Education WeDo Robotics Constructions Sets. This one week session provided students with the opportunity to design simple robots with working motors and sensors using Scratch applications to program their robots.

**5. Stop Motion Animation (exiting 4<sup>th</sup> grade and up)**

The third and last in the computer programming series of classes, Game Maker 8 is a computer program created to help young adults design their own video games. This one week session enabled the students to develop multiple video games through the use of hands-on tutorials and example projects.

**6. CSI-Newtown (exiting 4<sup>th</sup> through 8<sup>th</sup> grade)**

For the third year CSI Newtown, based on the popular Crime Scene Investigator Series, was offered to students exiting grades 4-8 for two 2-week sessions. Students learned the basics of forensic science as well as documentation and team building. At the end of the program they had the opportunity to present their recently acquired skills though a presentation to family and friends. The program was offered at the Reed Intermediate School but only ran for the first 2-week session..

**7. Graphic Design and Print Production (exiting 5<sup>th</sup> through 8<sup>th</sup> grade)**

In its second year, this course is geared for the creative and artistic student who has a story to tell though this visual medium or who are interested in producing high quality graphics for school projects. Using Adobe Photoshop, Adobe InDesign and Adobe Illustrator to build concepts, students learned about how to best incorporate color, use composition rules and apply layout fundamentals. This program located in the Newtown High School graphic arts classroom ran for 2 two-week sessions.

### ***III. FINANCIAL ASSISTANCE***

Our policy, especially for academic programs, has been not to refuse anyone some kind of financial assistance.

Since, the Kindergarten, Summer Support and the Summer Quest programs are District-supported programs, the tuition charged helps support the scholarships. All other programs are self-supporting. The total dollar figure of scholarships granted for the 2012 summer school year was \$5990, Newtown High School paid the tuition of 2 students who qualified for free and reduced lunch. That figure is not included in the \$5990 figure.

	2008	2009	2010	2011
<b>Individual Tutorials/Math</b>	37	5	7	10
<b>Kindergarten</b>	8	2	6	4
<b>Learning Connection</b>	5	5	4	3
<b>Middle School</b>	1	0	0	0
<b>High School</b>	0	0	0	0
<b>SMART</b>	1	0	0	1
<b>Quest</b>	2	1	2	1
<b>Accelerated Reader</b>	2	2	3	0
<b>Intro to Scratch Programming</b>	1	0	0	0
<b>Total Scholarships Given</b>	57	15	23	19

TABLE 7: Scholarship information: # rewarded

#### **IV. FINANCIAL INFORMATION**

Due to the remarkable increase in SMART registrations this year the Summer Programs realized a total of \$109,221 in tuition, which was an increase of 4.5% over last year's total of \$104,194. Program expenses were \$105,295, which leaves us with a profit of \$3,800 for the summer.

#### **V. ADVERTISING**

Summer school was advertised in the following ways:

- *A catalog was printed and distributed to:*
  - *All families with children in Newtown Schools and phone requests*
  - *All public and private schools in Newtown*
  - *Newtown Board of Education*
  - *Booth Library*
  - *Southbury Library*
  - *Various Newtown Merchants*
- *Articles were in the Newtown Bee.*
- *Press releases were sent to the Newtown Bee, Voices, and the Newtown Patch.*
- *Ads were placed in the Newtown Bee, Patch, and Voices.*
- *Letters were sent home to parents of children “invited” to attend Summer School.*
- *Letters were sent home with parents of children “invited” to attend Summer School during parent conferences.*
- *An online version of the catalog was made available on our website.*
- *Copies of fliers for the CSI-Newtown and Graphic Design and Print Production, Accelerated Reader and Introduction to Computing Programs were sent home to the appropriate age groups.*

#### **VI. SUMMARY**

Summer school expands on curriculum covered during the school year as well as providing additional opportunities. Students are given the chance to improve their skills in many different

areas whether it is language arts or fine arts. It is a significant and cost effective way to extend the school year.

In addition to students, summer school also offers opportunities to district teaching staff. Depending upon their interests, teachers can experiment with new materials or teaching styles during the summer to see if a method or project would work during the school year. Teaching in the summer can give a teacher the chance to work with students from a different grade level or subject area. Our enrichment program includes non-certified staff, as well as high school students who are exploring career options.

Summer support and kindergarten teachers again attended a one day training session run by the reading and math consultants from the elementary schools. This very successful day offered an opportunity for the teachers to share their ideas and approaches to teaching summer school as well as review the requirements for record keeping, district programs and practices.

I would like to thank and acknowledge the support I received from the elementary school administrators. I am grateful to the reading consultants, math consultants especially Kris Feda, Math Consultant SHS, for all the work that is done to select students for the elementary support programs and the training of the summer school teachers. I would be remiss if I did not express my gratitude to Sharon Epple, Jen Sinal and the custodial staff at the Reed School. We “take over” a major portion of the school for the month of July and they could not have been kinder or more willing to help. Barbara Gasparine and the entire custodial staff at Head of Meadow school have been welcoming, patient and extremely understanding in allowing us the use of the school for our SMART enrichment program.

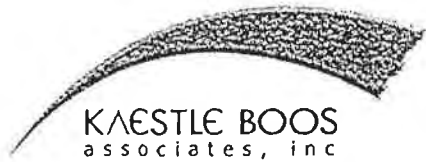
I can't say enough about Gino Faiella and his custodial staff, who are always ready to lend a helping hand. I am particularly indebted to Linda Gejda, who gives me support and helps with those problems of an administrative nature. Michele Vontobel for supporting both the staff and myself by handling problems, phone calls, and anything else that has to do with the business of running this program. Susan Ruddock in her last year as Administrative Intern performed wonderfully handling all of the day to day administrative questions, curricula questions that arose as well as adding her very special interpersonal skills to benefit the program. Mary Blair who acted as Susan's substitute for 2 weeks was equally as good, stepping in smoothly while Susan was out. Credit should also be given to Pat Philbin and Stephanie Schwartz who more than fulfill their responsibilities as site coordinators.

Respectfully Submitted,  
Elissa Gellis



PROGRAM	# STUDENTS 2011	% OF TOTAL	# STUDENTS 2012	% OF TOTAL	NOTES/SCHOLARSHIPS
<b>ELEMENTARY ACADEMICS</b>					
Summer Support-Reading	31	6.15%	36	6.67%	Reading / 5 Scholarships
Learning Connection	18	3.57%	22	4.07%	Learning Connection/ 4 Scholarships
Kindergarten	24	4.76%	14	2.59%	3 Scholarships
Summer Support-Math	27	5.36%	23	4.26%	7 Scholarships
<b>Total</b>	<b>100</b>	<b>19.84%</b>	<b>95</b>	<b>17.59%</b>	
<b>SUMER QUEST</b>					
L/A	6	1.19%	3	0.56%	6 Students taking 8 classes 2 Scholarships combined reading & writing 2011
Math	8	1.59%	5	0.93%	
			8	1.48%	
<b>MIDDLE SCHOOL</b>					
Math	7	1.39%	4	0.74%	
English	N/A	0.00%	4	0.74%	
Science -	7	1.39%	0		
<b>Total</b>	<b>14</b>	<b>2.78%</b>	<b>8</b>	<b>1.48%</b>	
<b>HIGH SCHOOL</b>					
History	3	0.60%	5	0.93%	1- US Hist, 4 Western Studies,
Math	15	2.98%	15	2.78%	9 Int I, 2 Int II, 3 Int III
English	8	1.59%	9	1.67%	3 Eng I, 2 Eng 2, 5 Amer. Lit
PE/Health	16	3.17%	16	2.96%	1 Abbott Tech Student
SAT Prep	8	1.59%	0	0.00%	
Other			4	0.74%	4 Odysseyware
<b>Total</b>	<b>50</b>	<b>9.92%</b>	<b>49</b>	<b>9.07%</b>	
<b>SMART (Summer Music and Arts program)</b>					
	178	35.32%	197	36.48%	
<b>INTRO TO SCRATCH</b>					
	7	1.39%	11	2.04%	
<b>WEDO ROBOTICS</b>					
	6	1.19%	12	2.22%	
<b>STOP MOTION ANIMATION</b>					
			12	2.22%	
<b>CSI NEWTOWN</b>					
	0	0.00%	6	1.11%	
<b>ACCELERATED READER</b>					
	135	26.79%	119	22.04%	
<b>GRAPHIC DESIGN</b>					
	21	4.17%	23	4.26%	
<b>SUMMER MUSICAL THEATER</b>					
	0	0.00%	0	0.00%	Imagine Arts
<b>TOTAL</b>	<b>504</b>	<b>100.00%</b>	<b>540</b>	<b>100.00%</b>	

Table 8: Enrollment all courses



# NEWTOWN HAWLEY SCHOOL

## Boiler Replacement & Infrastructure Upgrading

### PHASE ONE - WORKING DRAFT

### **BOILER REPLACEMENT and RELATED RENOVATION IN THE 1948 SECTION**

#### **MECHANICAL TASKS:**

- Existing steam radiation system to be removed and replaced with a new hot water system
- Install two new hot water boilers and associated breaching
- Install new gas service as a fuel source for the boilers
- Install new energy management system

#### **ELECTRICAL TASKS:**

- Modify existing addressable fire alarm panel as required in areas renovated
- Modify existing emergency lights, exit lights and smoke/heat detectors to the satisfaction of the Fire Marshall

#### **RELATED RENOVATION TASKS:**

- Remove existing radiation, associated casework and possible hazmat materials
- Insulate exterior walls
- Install new casework associated with new hot water radiation
- Repair existing rated wall systems to required rating standard
- Repair distressed masonry at window heads
- Repaint areas affected by renovation process
- Repair site where disturbed by new utility installation

Phone Memo

August 21, 2012

**HAWLEY SCHOOL HVAC UPGRADING**

**Bob Mitchell and Ron Bathrick**

CES prepared a preliminary report on the Hawley School HVAC systems. It was submitted to the BoE through Gino on 12/21/2009.

The budget costs were noted between \$5.8m and \$8.5m. This was an MEP estimate only and did not include roofing, GC renovations, FFE, finishes, ceilings, life safety, etc. No extensive documentation was performed.

The scope of work was to replace the existing boilers, converting to a complete HW system. The 1921 and 1948 buildings would be fully air conditioned. The 1997 AC would not be touched or upgraded.

CES discussed a number of alternative systems in their 12/09 report. VRS, Variable Refrigerant System, was discussed as an alternative to a ducted system. After careful analysis in Phase Zero (Spring of 2012), CES concluded that the VRS System was not cost effective. Furthermore, the primary purpose of the ducted system is to deliver a code compliant amount of tempered fresh air to the classrooms. The packaged roof top units necessary to provide the ventilation air are the same with or without the addition of air conditioning coils. The option to provide a cooling component is available at any time.

We discussed the comments on the split system from the meeting.

1. The split system that was discussed with Gino was a VRS. This required multiple wall units with shared outdoor condensers, etc. They could provide both heat and cooling, similar to a heat pump.
2. They have a lower MEP first cost. They require pipe penetrations, extended piping runs and work above the ceilings. GC costs could mitigate this advantage.
3. They have a much higher cost for maintenance and controls. Access for standard maintenance would be through the ceilings.
4. There is a lot of piping above the ceilings which could be prone to leaks and require re-charging.
5. Any renovations that take place will incur higher costs since new units need to be installed and not a "simple" revision or extension of ducts.

Based on the much more complete investigation and analysis from the Phase Zero work, the scope as defined in that submission to PB&S is the most appropriate and cost effective.

August 23, 2012

#### HAWLEY SCHOOL HVAC UPGRADING

I talked with Chuck Boos to see if there is a method of getting the project back on a schedule for construction during the summer of 2013. We need to reorganize the structure of the phases. Basically, we feel that if we only do a portion of what had been assigned to Phase 1, the A/E can produce the design and construction/bidding documents to meet the schedule.

Phase 1 would be modified to include only the boiler replacement and associated heating work in the 1948 building. Both boilers would be replaced and the mechanical room upgraded. This needs to be done at one time. The perimeter radiation would be replaced along with the associated piping casework, etc. in the 1948 building. No sprinkler work would be done. The roof top units and associated ductwork would not be done until the summer of 2104.

Phase 2 would be the roof top units, ductwork, ceilings, etc. The remainder of the work in the 1948 and 1993 building would be completed. All other work, not in the 1921 building, would be done. Some of the work would require removal and rebuilding of work already done in Phase 1.

The Phase 1 project would go out to bid on January 2, 2013. Bids would be received on February 1, 2013 and the award made on March 1, 2013. This allows enough time for the contractor to produce the shop submissions, purchase equipment and have it on site when school ends for the summer.

There would be added cost to the total project since the classrooms would be partially renovated over two summers instead of one, with some duplicated work being performed.

Kaestle Boos will require authorization to proceed no later than September 15, 2012. I will request a new proposal, including any required overtime to meet the new schedule.

## ADMINISTRATION OF MEDICATIONS BY SCHOOL PERSONNEL

The Board of Education recognizes that the administration of prescription and non-prescription medications by school personnel is a program adjustment to meet the health needs of a student only pursuant to the written order of a physician licensed to practice medicine, licensed dentist, licensed optometrist, licensed podiatrist, physician's assistant (with M.D.'s stamp) or licensed advanced practice registered nurse and must be administered during school hours and school sponsored field trips **and before and after school programs (as defined in the CGS 12-212a-1).**

The attached procedures outline the process for administering prescription and non-prescription medications. **A school nurse or any other nurse licensed in the State of Connecticut may administer medications to students in school.** In the absence of a nurse, the building principals or designated teachers, a licensed physical or occupational therapist employed by the district and coaches of intramural and interscholastic athletics of the school district, pursuant to the regulations of the State Board of Education **Connecticut Regulations Section 10-212a** who are trained through involvement of a physician, nurse supervisor, or qualified school nurse may administer medicinal preparations to students, as set forth in the attached administrative procedures. Medicinal preparations must be accompanied by the authorization of the student's parents/guardians and the written order from a licensed physician, a licensed dentist, an optometrist licensed to practice optometry in this state under Chapter 380, a licensed podiatrist under Chapter 375 pursuant to the regulations of the State Board of Education, or a physician assistant licensed to prescribe in accordance with C.G.S. Section 20-12d, or an advanced practice registered nurse licensed to prescribe in accordance with C.G.S. 20-94a.

### ***Italicized text moved to Item 5 in procedures***

*A specific paraprofessional, through a plan approved by the Nurse Supervisor and School Medical Advisor, may be designated to administer medication with a cartridge injector, to a particular student diagnosed with an allergy that may require prompt treatment to avoid serious harm or death. For the purposes of this policy, "cartridge injector" means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions. The nurse Supervisor and School Medical Advisor along with the school nurse may jointly approve a plan and provide general supervision and training to an identified school paraprofessional to administer the cartridge injector. The plan may only be approved with the written authorization of the student's parents/guardians and pursuant to a written order from the student's licensed physician, and APRN or a PA authorized by law to prescribe medication. Also, no such person shall be liable to such student, parent, or guardian of such student for civil damages for any personal injuries which result from acts or omissions of such person administering a medical preparation which may constitute ordinary negligence. This immunity shall not apply in acts or omissions constituting gross, willful, or wanton negligence.*

**In accordance with Connecticut General Statutes, Section 10-212a, no school nurse or other nurse, principal, teacher, licensed physical or occupational therapist employed by a school district, coach, trainer, or school paraprofessional administering medication pursuant to subsection (d) of the statute shall be liable to a student or a parent or guardian of such student, for civil damages for any**

**personal injuries which result from acts or omissions of a school nurse or other nurse, principal, teacher, licensed physical or occupational therapist employed by a school district, coach, trainer or school paraprofessional administering medication pursuant to subsection (d) of the statute in administering such preparations which may constitute ordinary negligence. This immunity shall not apply to acts or omissions constituting gross, willful or wanton negligence.**

**Legal References:**

**Connecticut General Statutes 10-212a, 20-94a, 21a-240, 254-262**

**Connecticut Regulations, Section 10-212a 1 through 10, inclusive**

**Connecticut Regulations, Section 21a-262-1, 2, 3, 8 and 9**

Adopted 3/13/79

Revised 7/10/79, 12/9/86, 4/14/87, 5/8/90, 5/24/94, 10/10/95, 6/9/98, 3/21/00, 1/20/04, 8/28/06, 12/16/08

## ADMINISTRATIVE PROCEDURES FOR ADMINISTRATION OF MEDICATIONS BY SCHOOL PERSONNEL

### Administration of Medications

1. Licensed physician, physician's assistant (with M.D.'s stamp), advanced practice registered nurse, dentist, licensed optometrist, or licensed podiatrist orders for medicinal preparations to be administered shall specify in writing the name of the drug, reason for administering, dosage, side effects, and duration, and shall be renewed each school year.
2. Since prescriptions for controlled substances have time limitations and because individual patients vary in their response to medications, the school nurse will seek to maintain regular contact when necessary with the prescribing physician, physician's assistant, advanced practice registered nurse, dentist, licensed optometrist or licensed podiatrist for confirmation or change of the order.
3. Upon admission to school each year, an inquiry should be made by the school nurse or building principal as to medications and allergies and the required procedures to be observed for those students requiring medicinal preparations as prescribed by a licensed physician, physician's assistant (with M.D.'s stamp), advanced practice registered nurse, dentist, licensed optometrist, or licensed podiatrist. In support of such required procedures there shall be on file:
  - a. The written order with a plan of care from the physician for the student
  - b. The written authorization of the student's parent or guardian, which shall be included in the student's cumulative health record and kept for a minimum of three years, and
  - c. Written permission of the parent for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.
4. In absence of a licensed nurse only principals, designated teachers, licensed physical or occupational therapists employed by the district, coaches **or licensed trainers** of intramural and interscholastic athletics of the school who have been properly trained as determined by the school supervising nurse and are under the general supervision of a school nurse may administer ~~oral, topical, or inhaled~~ **specific** medications to students. Injectable medications may be administered by a principal, teacher, coach, **licensed athletic trainer** or paraprofessional only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
5. **A specific paraprofessional, through a plan approved by the Nurse Supervisor and School Medical Advisor, may be designated to administer medication with a cartridge injector, to a particular student diagnosed with an allergy that may require prompt treatment to avoid serious harm or death. For the purposes of this policy, "cartridge injector" means an automatic prefilled cartridge injector or similar automatic injectable**

- equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions. The nurse Supervisor and School Medical Advisor along with the school nurse may jointly approve a plan and provide general supervision and training to an identified school paraprofessional to administer the cartridge injector. The plan may only be approved with the written authorization of the student's parents/guardians and pursuant to a written order from the student's licensed physician, and APRN or a PA authorized by law to prescribe medication. Investigational drugs may not be administered by principals, teachers, occupational or physical therapists, coaches, licensed athletic trainers or paraprofessionals (CGS 10-212a, 8 to 10 – 212a – 10 inclusive).**
6. In some instances the self-administration of medication by a student may be authorized in a written statement by both a licensed physician, physician's assistant (with M.D.'s stamp), advanced practice registered nurse, dentist, licensed optometrist, or licensed podiatrist and the parent or guardian. The school nurse shall evaluate the situation to determine if it is safe and appropriate and develop a plan for general supervision of the self-medication. The statement to be kept in the student's cumulative health record should include information on diagnosis, drug, dosage, and frequency to be taken. The school nurse and teacher, when appropriate, should counsel the student on the importance of taking medications as prescribed. The medication, when appropriate, should be kept in the school nurse's office or with the teacher.
  7. A student with diabetes may test his/her blood glucose level per written order of a physician or an advanced practice registered nurse stating the need for and that the student is able to self-test. CGS 10-220j
  8. Acetaminophen/Tylenol, **Ibuprofen, Tums (according to age)** may be administered by the school nurse or designated school personnel with the written permission of the parent/guardian under the orders of the school medical advisor.
  9. Students shall not be denied access to transportation solely due to such student's need to carry a cartridge injector. CGS 10-220i
  10. **During intramural and interscholastic events, a coach or licensed athletic trainer may administer specific medications for select students. The coach and licensed athletic trainer must follow all of the administration of medications regulations, record keeping and documentation. The medications shall be kept separate from the medications stored in the nurse's office.**

#### **Medication Administration in Before-and-After-School Programs**

1. **Administration of medication in school readiness programs and before-and-after-school programs shall be in keeping with Connecticut Regulations section Sec. 10-212a-10. On an annual basis, the Health Services Supervisor, in collaboration with the Superintendent or the Superintendent's designee(s), will review the policy and procedures as**



**pertinent to medication administration in before-and-after-school programs and will determine what programs, if any, meet the definition of before-and-after-school programs as defined in Connecticut Regulations section Sec. 10-212a-10 for that specific year. For those programs that meet the definition, the Health Services Supervisor or his/her designee shall determine:**

- a. If administration of medications is medically necessary for any participant(s) to access the program and maintain their health status while attending the program;**
- b. the level of nursing services needed to ensure the safe administration of medication within each program, e.g., medication and emergency care plan development, pre-program training of delegates, and periodic supervision; availability of telecommunications with school nurse during the program; or on-site availability of a nurse;**
- c. who may administer medication in the given program;**
- d. whether students with self-administration plans in place during the school day require any adaptation of those plans for use in before and after-school programs;**
- e. whether students with emergency and individualized health care plans in place during the school day require adaptation of those plans for use in before and after school programs;**
- f. the procedure to be followed in the event of a medication emergency or error and the individuals or facilities to be contacted in such event; and**
- g. the person responsible for decision making in the absence of the nurse.**

**In addition:**

- a. Local poison control center information shall be readily available in each program.**
- b. No medication shall be administered in these programs without:
  - (1) then written order of an authorized prescriber, and**
  - (2) the written authorization of a parent or guardian or an eligible student****
- c. In the absence of a licensed nurse, only directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse hired by**

the district to provide services to the before-and-after-school or school readiness programs.

- d. **Training for directors or directors' designees, lead teachers or school administrators in the administration of medications will be provided according to subsections (a) to (c), inclusive, of Section 10-212a-3 of the Regulations of Connecticut State Agencies and #12 of this procedure.**
- e. **Directors or director's designee, lead teachers and school administrators may administer oral, topical intranasal or inhalant medications, and may administer cartridge injector medications only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.**
- f. **Investigational drugs or research or study medications may not be administered by director's designee, lead teachers, or school administrators; and**
- g. **Controlled drugs currently listed in schedules II through V of the Regulations of Connecticut State Agencies, Sections 21a-243-8 to 21a-243-11, inclusive, of the Regulations of Connecticut State Agencies may be administered in school readiness programs and before-and-after-school programs if necessary in order for the student to attend the program and determined appropriate by the Health Services Supervisor or designee.**
- h. **Self medication, when determined appropriate by the Health Services Supervisor or designee, shall follow the procedures in Section 10-212a-4 of the Regulations of Connecticut State Agencies and #7 of these procedures.**
- i. **All medications in before-and-after-school and school readiness programs shall be handled, stored and disposed of in accordance with the provisions of subsection (a) to (k), inclusive, of the Regulations of Connecticut State Agencies and #20 in these procedures.**
- j. **A separate supply of medication shall be stored at the site of the before-or-after-school program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be developed to ensure the timely transfer of the medication from the school to the program and back on a daily basis.**
- k. **Documentation shall be completed and maintained on form provided by the school nurse supervisor or designee, as follows:**

- (1) a separate administration of medication record for each student shall be maintained in the program;**
- (2) the administration of medication record shall be submitted to the school nurse at the end of each school year and filed in or summarized on the student's cumulative health record according to local or regional board of education policy.**

- I. Communication with the school nurse:**
  - (1) administration of a medication with a cartridge injector shall be reported to the school nurse at the earliest possible time but not later than the next school day.**
  - (2) In all other instances of the administration of medication shall be reported to the school nurse according to the student's individual plan or at least on a monthly basis.**
  
- m. Supervision of the administration of medication in before-and-after school programs shall be the responsibility of the Health Services Supervisor or designee who has been assigned responsibility for delegating to, training and supervising appropriate personnel in the administration of medication for before-and-after-school programs and will be conducted in accordance with the provisions of subdivision (1) to (6), inclusive, of Section 10-212a-7 of the regulations of Connecticut State Agencies.**

#### Administration of Herbal Medications/Preparations

Licensed physician's orders for herbal medications/preparations to be administered shall adhere to all of the school's medication standards/regulations and shall specify in writing:

1. Name of medication/preparations
2. Name and quantity of ingredients
3. Dosage
4. Expected results
5. Side effects
6. Contraindication
7. Name and dosage of any drugs taken concurrently
8. Potential interactions with drugs taken concurrently
9. Reason why drug requires administration during school hours
10. Reference with source of drug safety

#### Medication Emergencies

The school nurse will administer appropriate emergency care, record first aid treatment administered, notify the parents or guardian and if necessary contact the EMS.

When the nurse is not readily available or when emergencies occur after school hours, appropriate emergency care may be administered by a building principal or designated teacher. Parents and administrators shall be notified immediately.

Each school shall ensure the following information is readily available.

1. The local poison information center telephone number
2. The physician, clinic or emergency room to be contacted in the event of medication emergencies
3. The name of the person responsible for decision-making in the absence of the school nurse.

#### Training of School Personnel

Only principals, designated teachers, occupational or physical therapists, coaches, **licensed athletic trainers** or paraprofessionals who have received appropriate training from the school nurse or school physician shall be allowed to administer medications to students. If a school chooses to train administrators and teachers for this purpose, it is recommended that the number of trained people be in the range of 2-4 per building.

This training shall include but not be limited to:

1. The procedural aspects of **safe** medication administration, the safe handling and storage of medications, and recording.
2. The medication needs of specified students, medication idiosyncracies, and desired effects, potential side effect or untoward reactions. **(CGS Section 10-212a-3)**

The training program and procedures shall be written and specific, describing the training and the frequency with which it is done.

Annually each principal shall provide in writing to the office of the Assistant Superintendent documentation that such training has been provided and names of staff members in the building who have received such training. Annually the Nurse Supervisor shall provide an informational update to principals and teachers trained in the administration of medications.

#### Handling, Storage and Disposal of Medications

1. All medications, except those approved for transporting by students for self-medication, shall be delivered by the parent or other responsible adult and shall be received by the nurse assigned to the school. The nurse must examine on site any new medication, medication order and permission form and develop a medication administration plan for the student before any medication is given by any school personnel.
2. All medications, except those approved for student self-medication, shall be kept by the nurse in a designated locked container, cabinet or closet used exclusively for the storage of medication. In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet. **In case of emergency medications, they shall be stored in an unlocked cabinet during school hours and will be locked beyond the regular school day. At least two sets**

**of keys for the medication cabinets shall be maintained for each building. One set of keys shall be maintained under the direct control of the school nurse and the additional set shall be under the direct control of the principal.**

3. Access to all stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.
4. All medications, prescription and nonprescription, shall be stored in their original containers and in such a manner as to render them safe and effective.
5. Medications requiring refrigeration shall be stored in a refrigerator at no less than 36 degrees fahrenheit and no more than 46 degrees fahrenheit.
6. All unused, discontinued or obsolete medications shall be removed from storage areas and returned to the parent or guardian ~~or with the permission of the parent or guardian, destroyed.~~ **If the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:**
  - a. Noncontrolled drugs shall be destroyed in the presence of at least one (1) witness;
  - b. Controlled drugs shall be destroyed ~~in accordance with part 1307.21 of the code of federal regulations or by surrender to the Commission of the Department of Consumer Protection~~ **pursuant to Section 21a-262-3 of the Regulations of the Connecticut State Agencies.**
7. No more than a ~~forty-five~~ **3-month** school day supply of a medication for a student shall be stored at the school.
8. No medication for a student shall be stored at a school without a current written order from a ~~physician, physician's assistant, advanced practice registered nurse, or dentist~~ **an authorized prescriber.**

#### Recordkeeping/**Documentation**

Each school **or before-school and after-school program and school readiness programs where medications are administered** shall maintain a medication administration record for each student who receives medication during school hours. Such record shall include:

1. The name of the student
2. The name of the medication
3. The dosage of medication
4. The route of administration
5. The frequency of the administration

6. The name of the prescribing physician, physician's assistant (with M.D.'s stamp), advanced practice registered nurse, or dentist and the name of the parent or guardian requesting that the medication be given
7. The date the medication was ordered
8. The quantity received
9. The date the medication is to be reordered
10. Any student allergies to food or medicine
11. The date and time of administration or omission including the reason for the omission
12. The dose or amount of drug administered
13. The full legal signature, **written or electronic**, of the nurse, principal, teacher or paraprofessional administering the medication
14. **For controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.**

The completed medication administration record for non-controlled medications, at the discretion of the school district, may be destroyed in accordance with Section M8 of the Connecticut Municipality Record retention Schedule so long as it is superseded by a summary on the student record.

The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication record needs to be maintained in the school for three years pursuant to Section 10-212a(b) of the Connecticut General Statutes.

Transactions shall be recorded in ink and shall not be altered. The written order of the physician, physician's assistant (with M.D.'s stamp), advanced practice registered nurse, dentist, licensed optometrist, or licensed podiatrist, the written authorization of the parent or guardian, and the completed medication administration record for each student shall be filed in the student's cumulative health record. A physician's verbal order, including a telephone order, for a change in any medication can be received only by a school nurse. Any such verbal order must be followed by a written order within three school days. If errors occur in the administration of medication to students, it shall be reported immediately to the school nurse, the prescribing physician and the parent or guardian. The school nurse shall determine if additional medical treatment is required as a result of the error.

A report shall be completed using an accident/incident report describing the error. Any error in the administration of medication shall be documented in the student's cumulative health record.

#### Supervision

The school nurse is responsible for general supervision of the administration of medications in the schools to which that nurse is assigned. This shall include, but not be limited to:

1. Availability on a regularly scheduled basis to:

- a. Review the orders or changes in orders and communicate those to personnel designated to give medication for appropriate follow-up.
  - b. Set up a plan and schedule to ensure medications are given.
  - c. Provide training to principals, teachers, other licensed nursing personnel, occupational or physical therapists, coaches, **licensed athletic trainers** and paraprofessionals in the administration of medications.
  - d. Support and assist other licensed nursing personnel, principals, teachers, occupational or physical therapists, coaches, **licensed athletic trainers** and paraprofessionals to prepare for and implement their responsibilities related to the administration of specific medications during school hours.
  - e. Provide consultation by telephone or other means of telecommunication. In the absence of the school nurse, a licensed physician or nurse may provide this consultation.
2. Implementation of policies and procedures regarding receipt, storage and administration of medications.
  3. Monthly review of all documentation pertaining to the administration of medications for students.
  4. Work-site observation of medication administration by teachers, principals, occupational or physical therapists, coaches and paraprofessionals who have been newly trained.
  5. Periodic review, as needed, with licensed nursing personnel, principals, teachers, occupational or physical therapists, coaches, **licensed athletic trainers** and paraprofessionals regarding the needs of any student receiving medication.

#### Liability

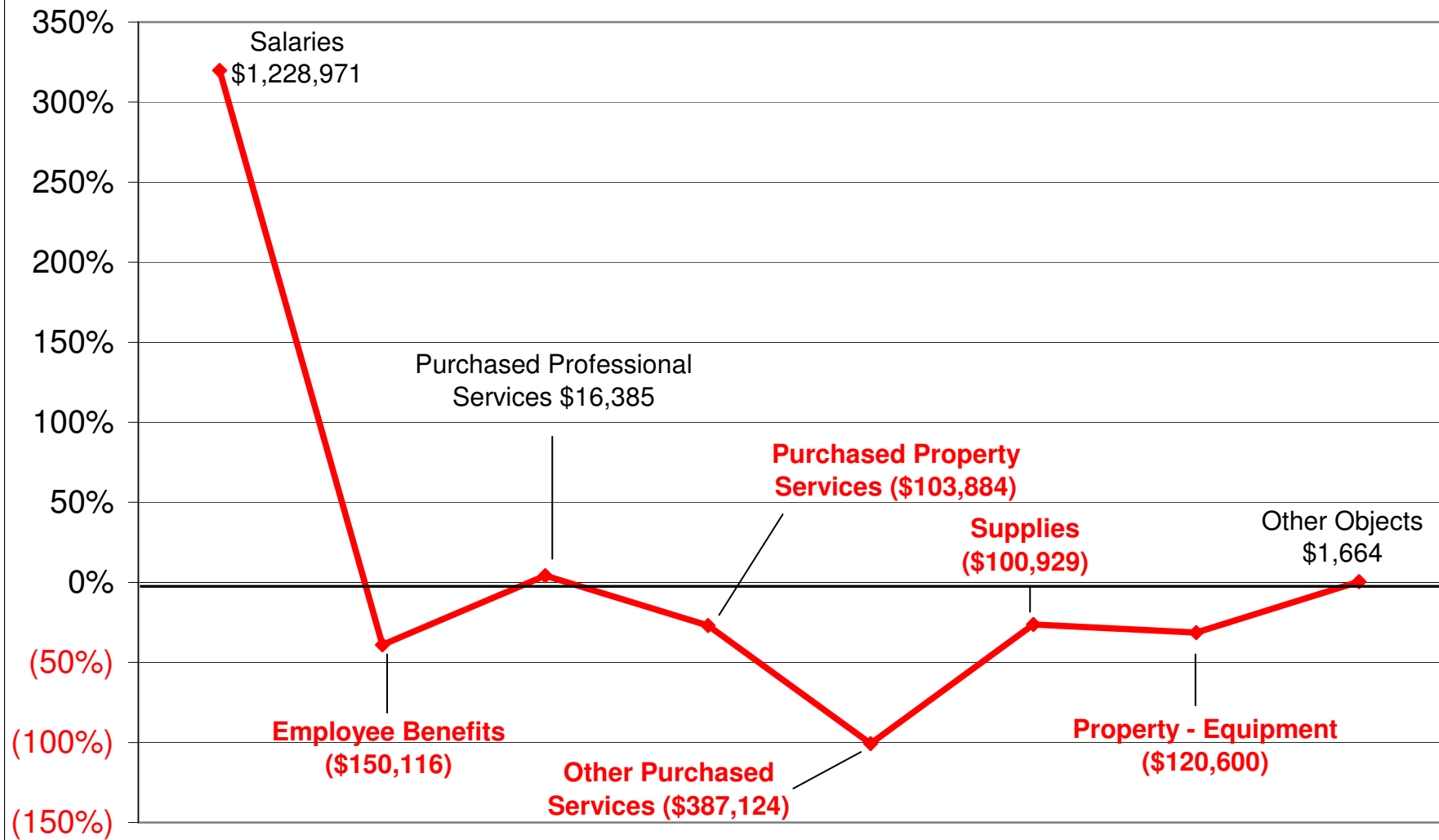
Nurses and trained personnel are protected from liability claims by the Connecticut General Statute 10-235 and the Board of Education liability insurance coverage.

The Medication Administration Policy must be in accordance with Connecticut State Law CGS Section 10-212a as well as Regulations of the Connecticut State Agencies Section 10-212a-1 to 10-212a-7, inclusive and must be approved by the Board of Education and School Medical Advisor or other qualified license physician every two years.

Reference 10-235, 10-212a, 10-212a-1, 10-212a to 10-212d

Revised 11/13/01, 1/20/04, 8/28/06, 12/16/08

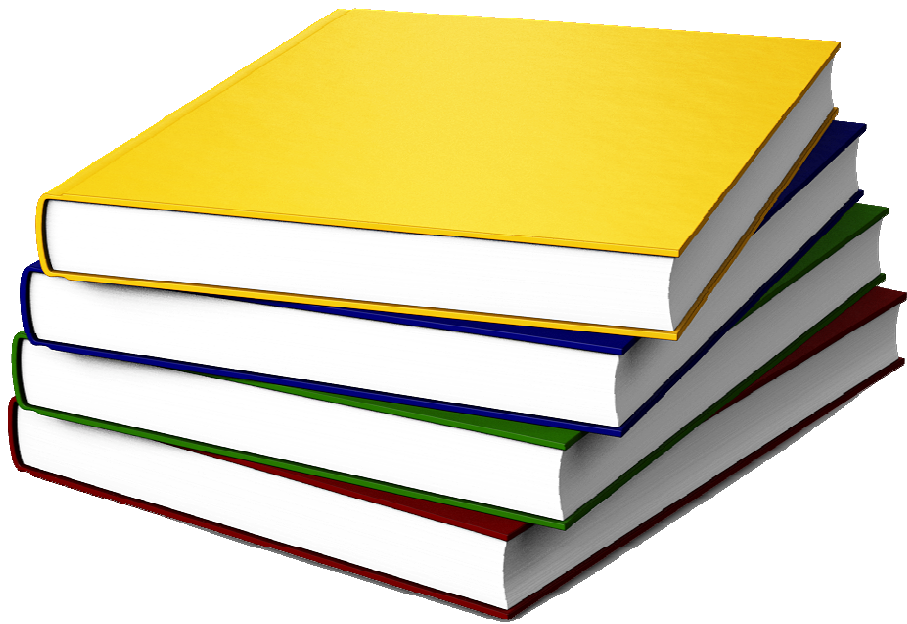
# \$384,367 Budget Increase by Major Object





# Newtown Public Schools

“Inspire Each Student to Excel”



Measuring Student Progress

Board of Education

September 4, 2012

# First Day of School 2012!



# Inspire Each Student To Excel



# Inspire Each Student to Excel



*Working hard on the first day!*

# Inspire Each Student to Excel

*Finding our way around.....*



# Inspire Each Student To Excel



NMS Media Center

# Inspire Each Student to Excel



***Ready to learn....***







# How Do We Know if Our Students Have Learned?

# Measuring Student Progress



- Data
  - Classroom
  - School
  - District
  - State
  - National
- Other Measures
  - Performance
  - Citizenship
  - Quality of life

# Measuring Student Progress



## Connecticut Mastery Test March 2012

# Measuring Student Progress



Sixth Administration of the 4th Generation of the CT  
Mastery Test (2006-2012)

All students in Grades 3-8 are expected to take the CMT

Three versions of the CMT:

- 1) Standard
- 2) MAS (Modified Assessment System)
- 3) Checklist

# CMT 2012: Grade 3 Results

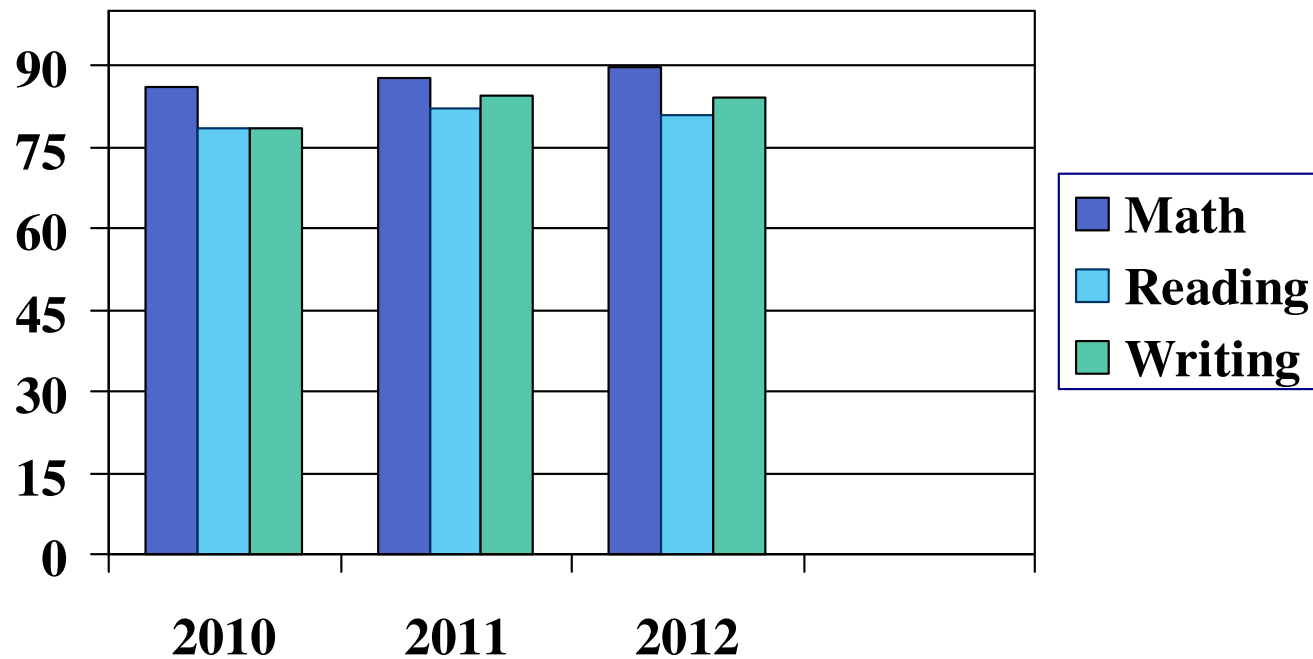


	<b>% At/Above Goal</b>	<b>% At/Above Proficient</b>
Math	89.7	98.1
Reading	80.8	91.2
Writing	84.1	96.8

# Grade 3: 2010, 2011, 2012



## % AT/ABOVE GOAL



# CMT 2012: Grade 4 Results



**% At/Above  
Goal**

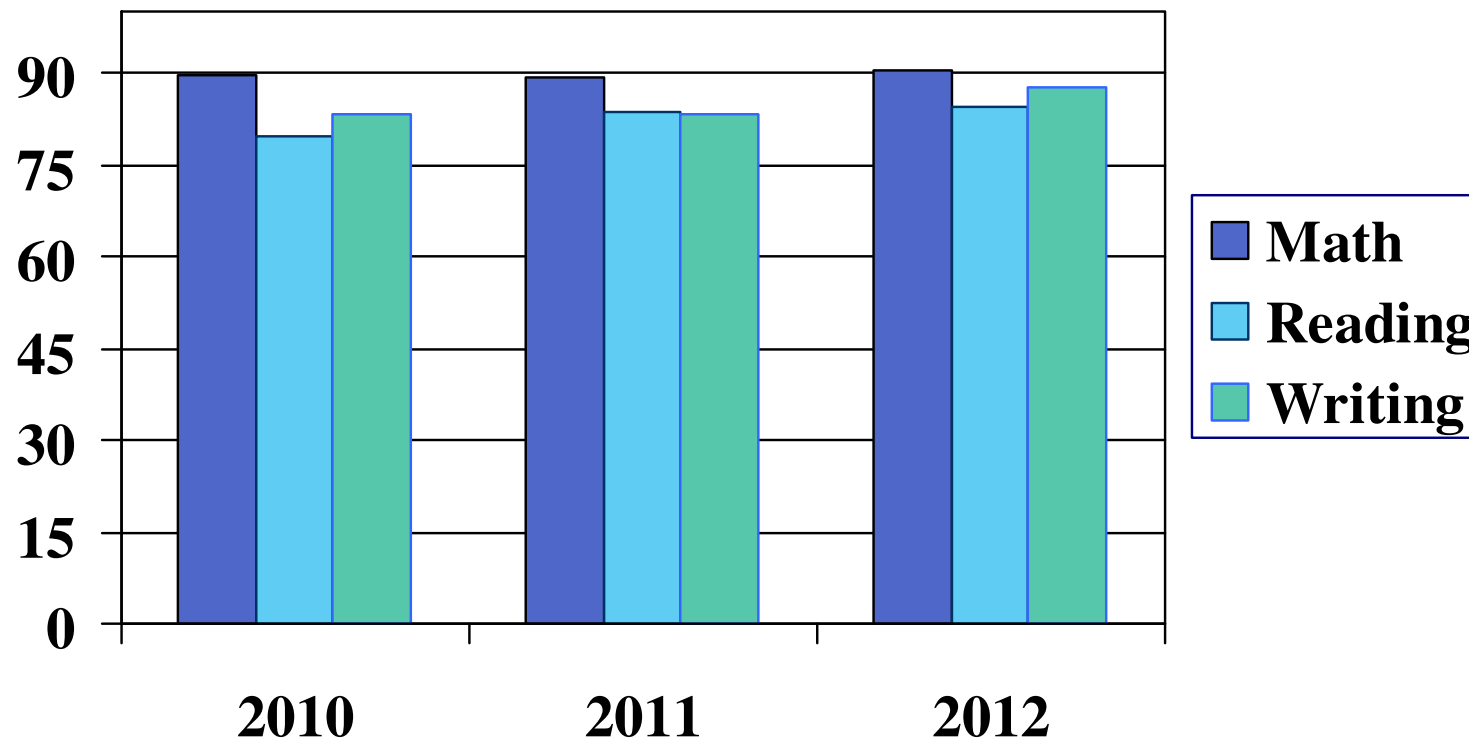
**% At/Above  
Proficient**

	<b>% At/Above Goal</b>	<b>% At/Above Proficient</b>
Math	90.4	98.5
Reading	84.5	94.9
Writing	87.5	95.7

# Grade 4: 2010, 2011, 2012



## % AT/ABOVE GOAL





# CMT 2012: Grade 5 Results



**% At/Above  
Goal**

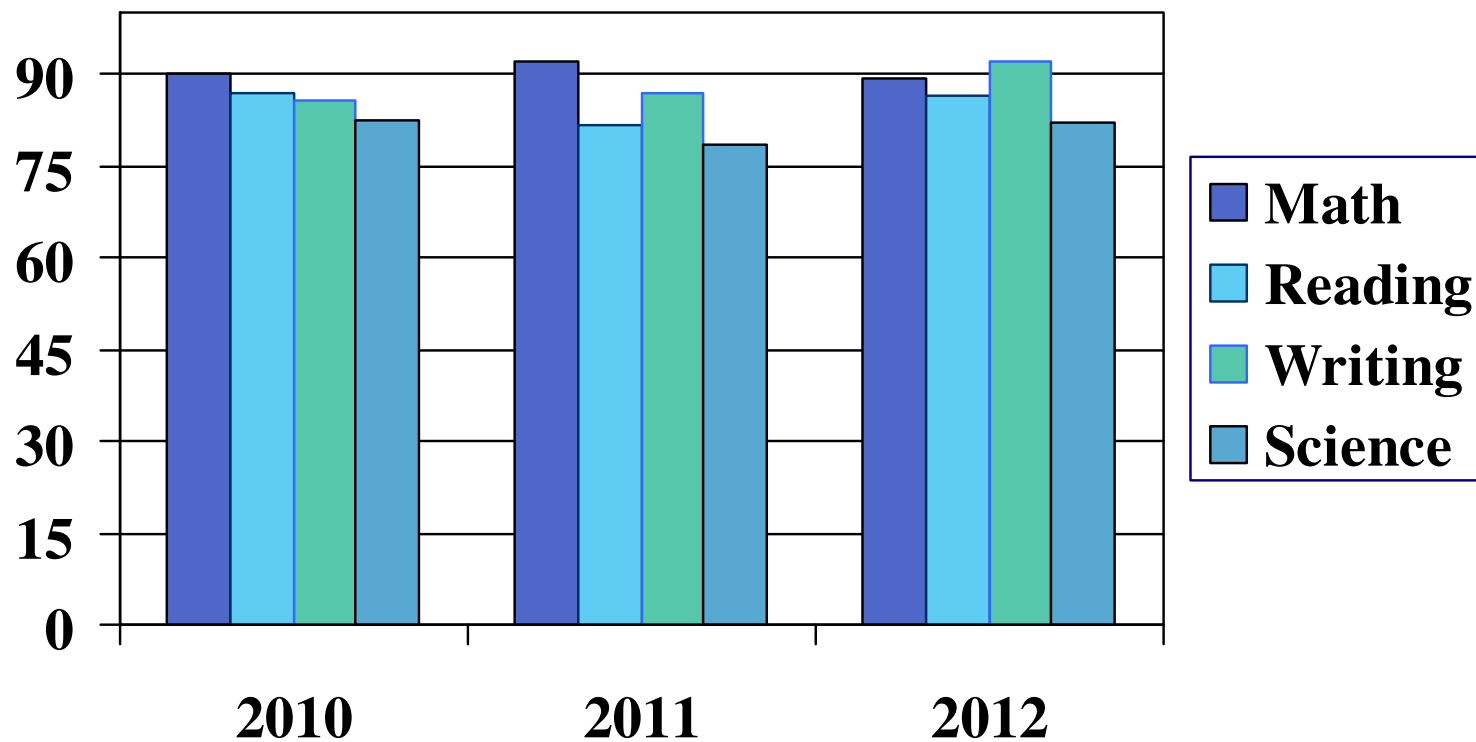
**% At/Above  
Proficient**

	<b>% At/Above Goal</b>	<b>% At/Above Proficient</b>
Math	89.2	97.5
Reading	86.6	94.5
Writing	92.0	98.0
Science	82.2	95.6

# Grade 5: 2010, 2011, 2012



## % AT/ABOVE GOAL



# CMT 2012: Grade 6 Results



**% At/Above  
Goal**

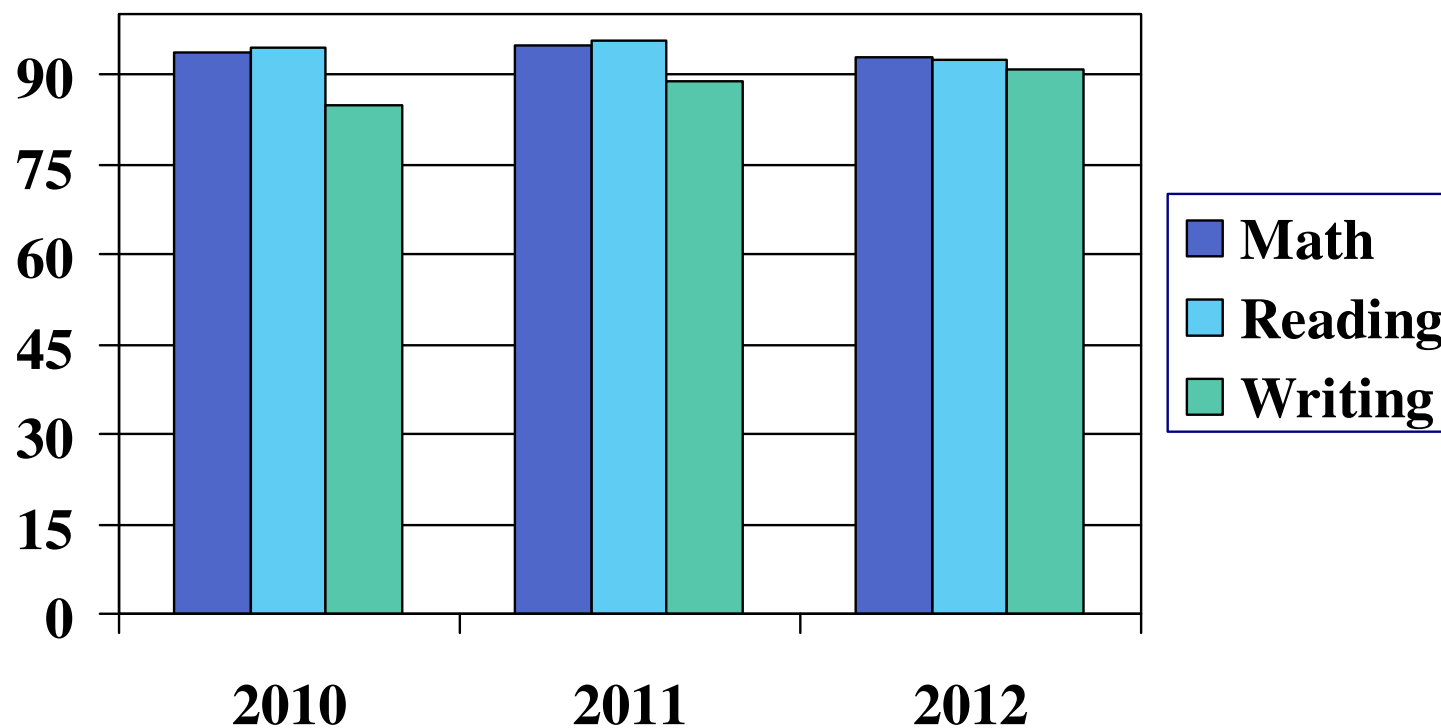
**% At/Above  
Proficient**

	<b>% At/Above Goal</b>	<b>% At/Above Proficient</b>
Math	93.0	99.1
Reading	92.3	97.3
Writing	90.8	97.1

# Grade 6: 2010, 2011, 2012



## % AT/ABOVE GOAL



# CMT 2012: Grade 7 Results



**% At/Above  
Goal**

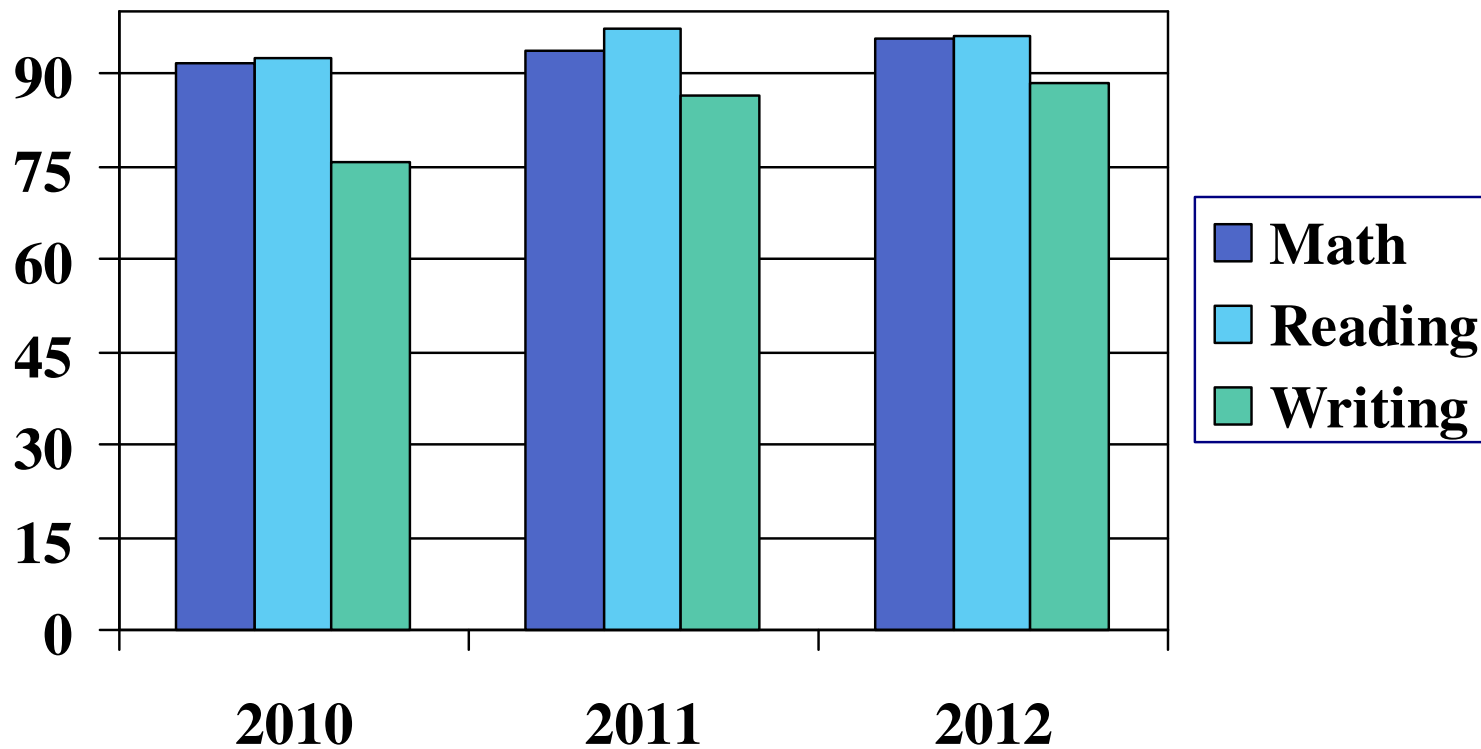
**% At/Above  
Proficient**

	<b>% At/Above Goal</b>	<b>% At/Above Proficient</b>
Math	95.6	99.5
Reading	96.2	97.6
Writing	88.6	96.6

# Grade 7: 2010, 2011, 2012



## % AT/ABOVE GOAL



# CMT 2012: Grade 8 Results



**% At/Above  
Goal**

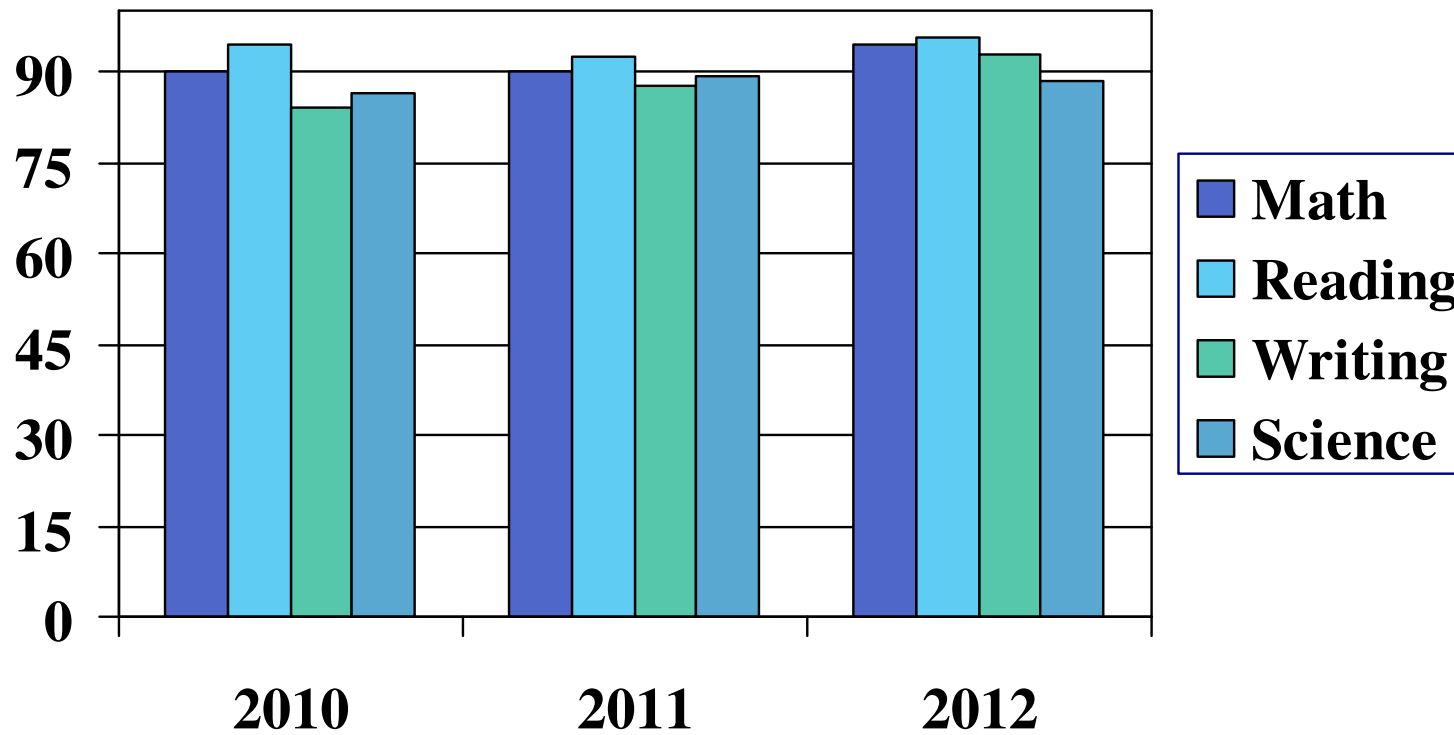
**% At/Above  
Proficient**

Math	94.5	99.0
Reading	95.5	98.8
Writing	93.0	97.9
Science	88.3	95.6

# Grade 8: 2010, 2011, 2012



## % AT/ABOVE GOAL







# **Measuring Students' CMT Performance as They Move Through our School System**

Vertical Scale Analysis

Mathematics and Reading

Cohort Performance: Grades 5 and 8

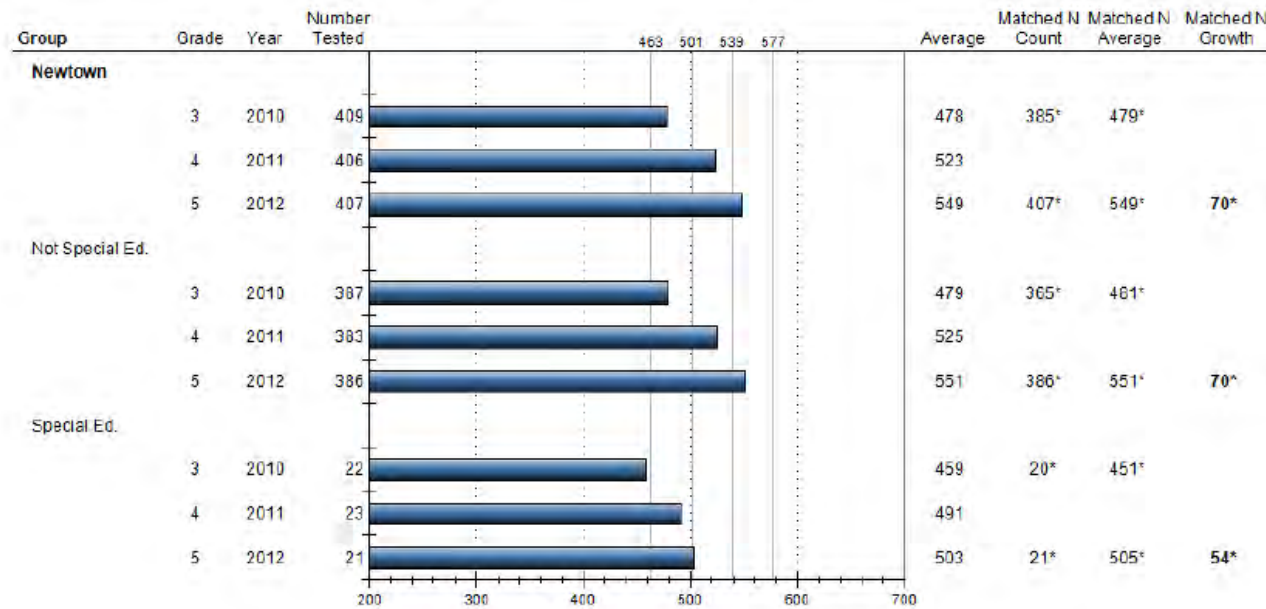
# Grade 5 Cohort: Performance in Mathematics



## Connecticut Mastery Test Vertical Scale Bar Chart

Print Date: 8/27/2012

### Average Vertical Scale Score: Mathematics



Note: This report does not include ELL-exempt students. Number Tested and Average are based on unmatched student groups; Matched Average and Growth are based on matched student groups.

By federal law, race/ethnicity categories were changed in 2011.

\* Matched Average and Matched Growth reflect from 2010 to 2012.

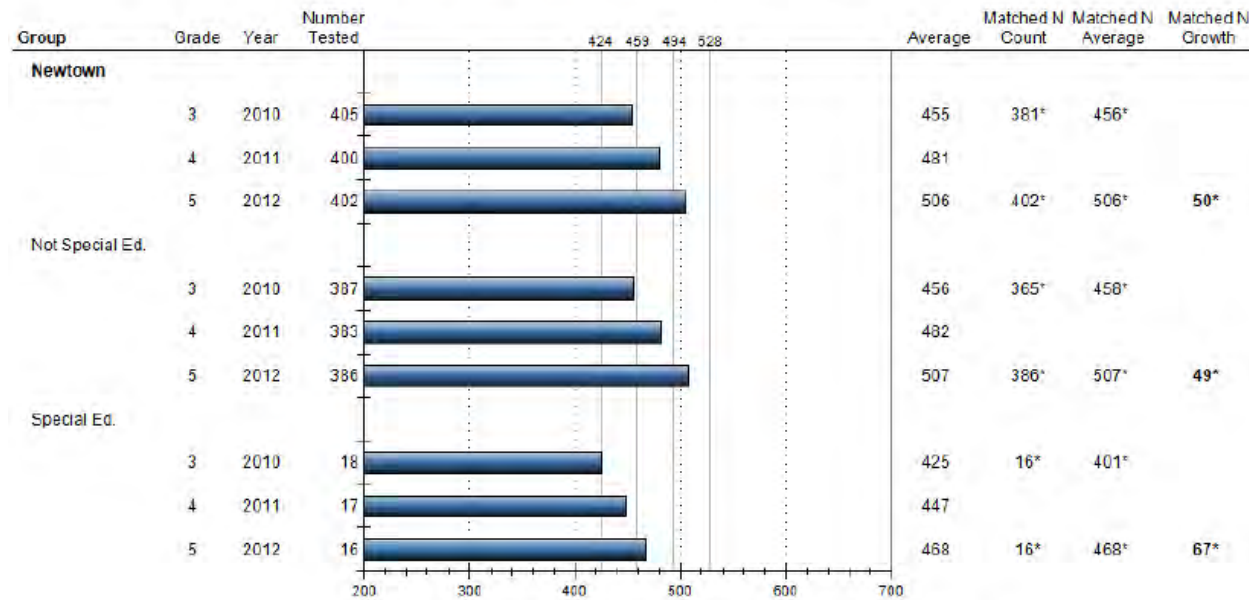
# Grade 5 Cohort: Performance in Reading



Connecticut Mastery Test  
Vertical Scale Bar Chart

Print Date: 8/27/2012

Average Vertical Scale Score: Reading



Note: This report does not include ELL-exempt students. Number Tested and Average are based on unmatched student groups; Matched Average and Growth are based on matched student groups.

By federal law, race/ethnicity categories were changed in 2011.

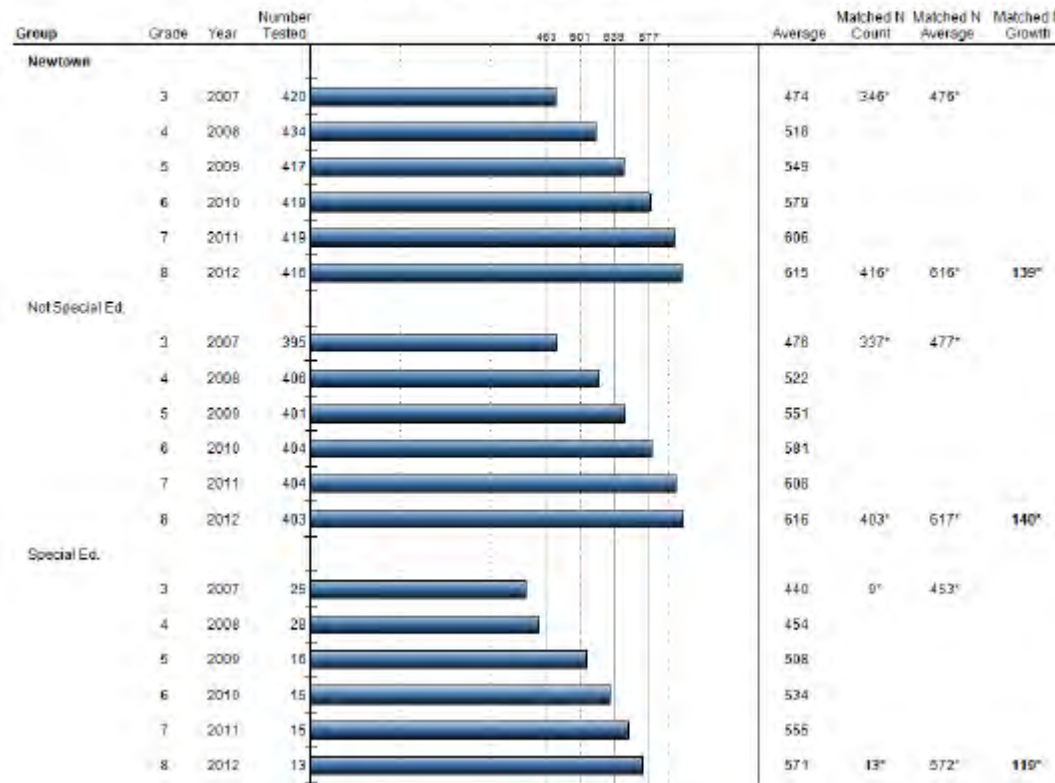
\* Matched Average and Matched Growth reflect from 2010 to 2012.

# Grade 8 Cohort: Performance in Mathematics



Connecticut Mastery Test  
Vertical Scale Bar Chart

Average Vertical Scale Score: Mathematics

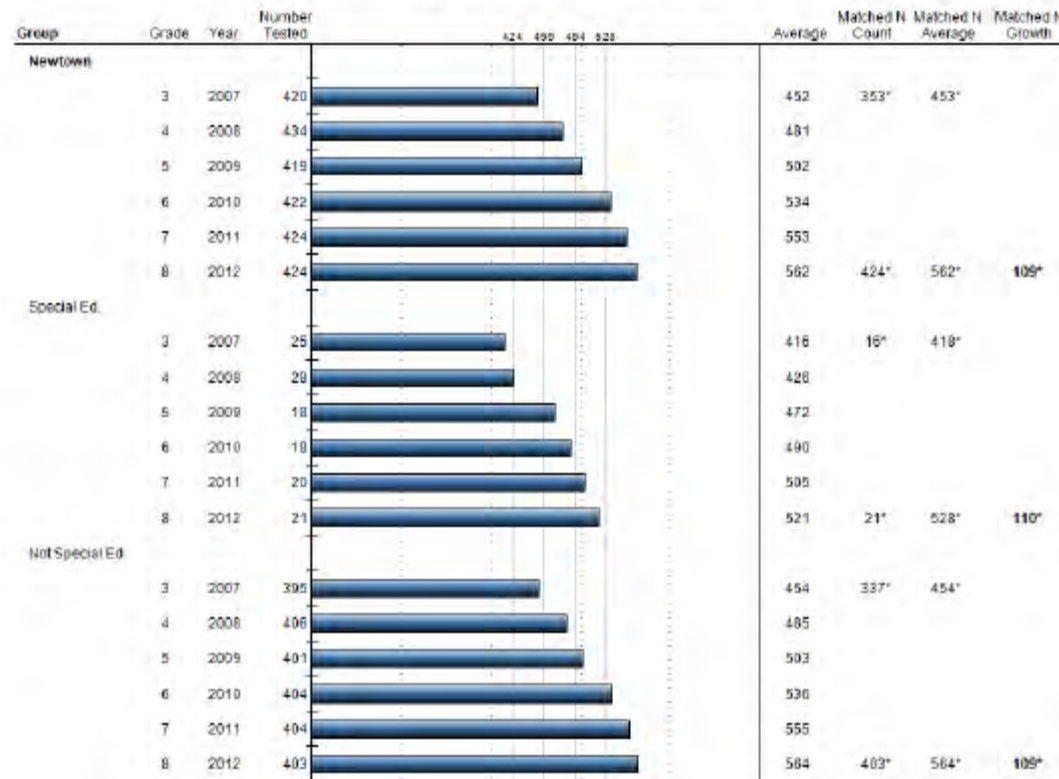


# Grade 8 Cohort: Performance in Reading



Connecticut Mastery Test  
Vertical Scale Bar Chart

Average Vertical Scale Score: Reading

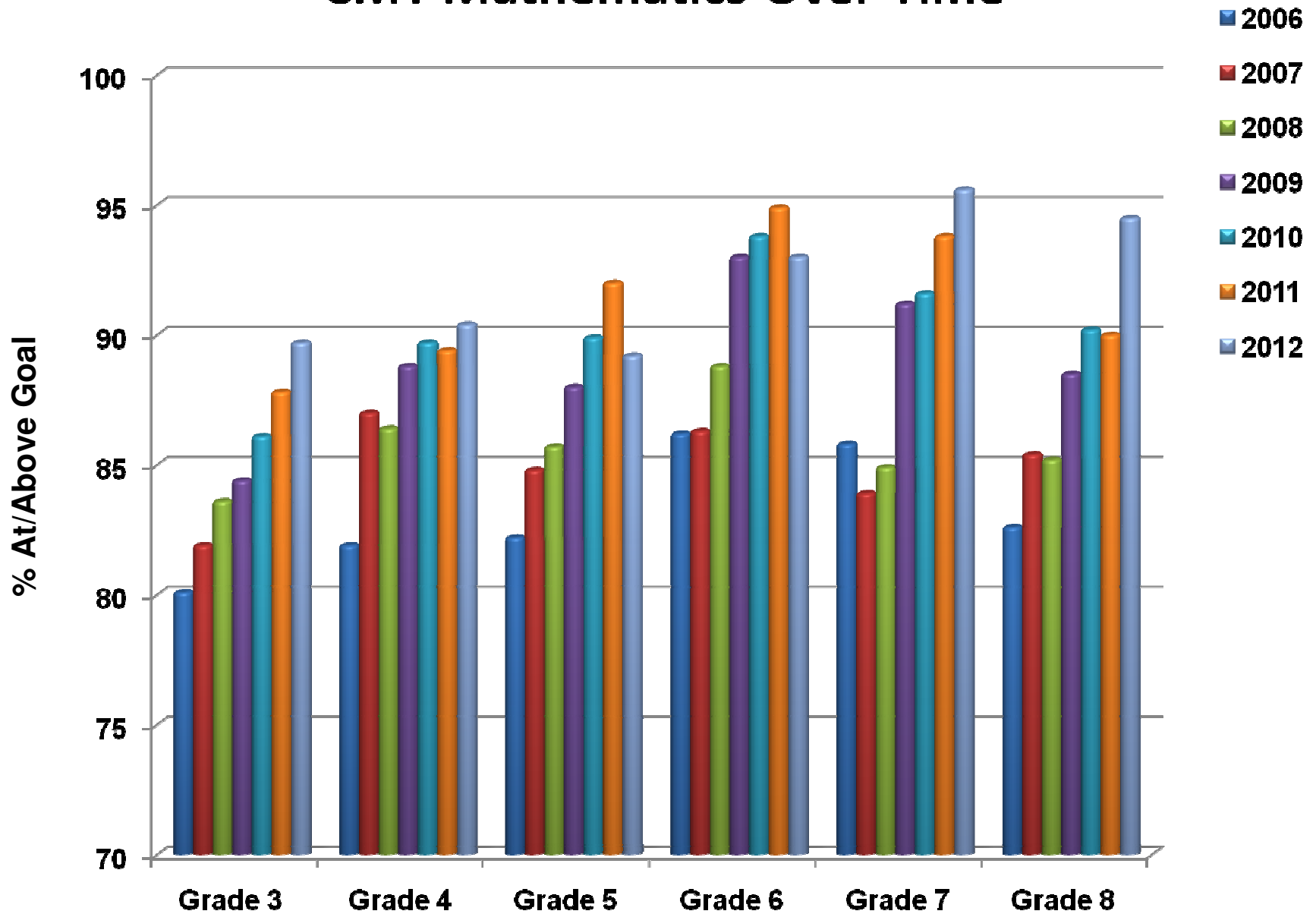




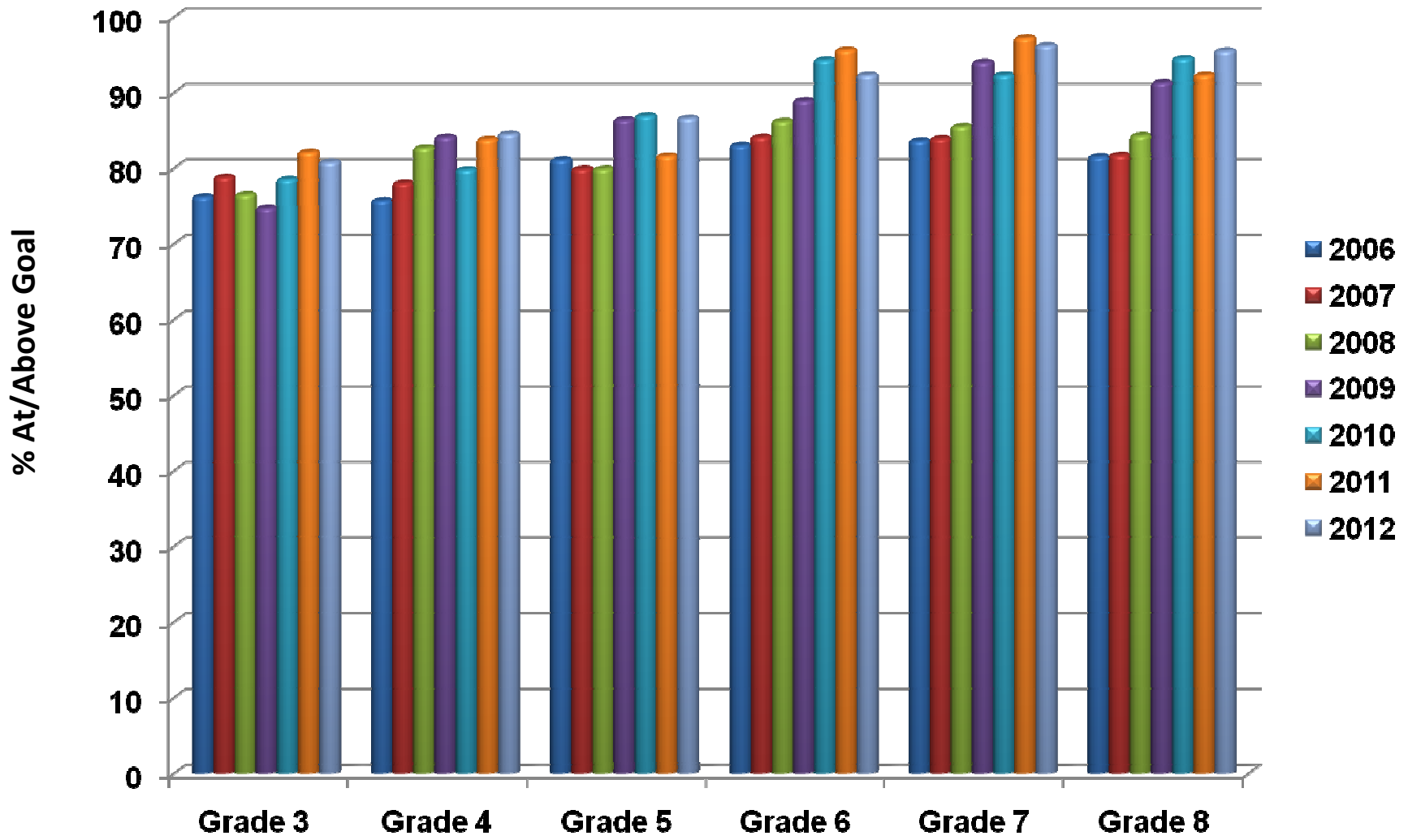
# Measuring District CMT Performance Over Time

2006-2012

# CMT Mathematics Over Time

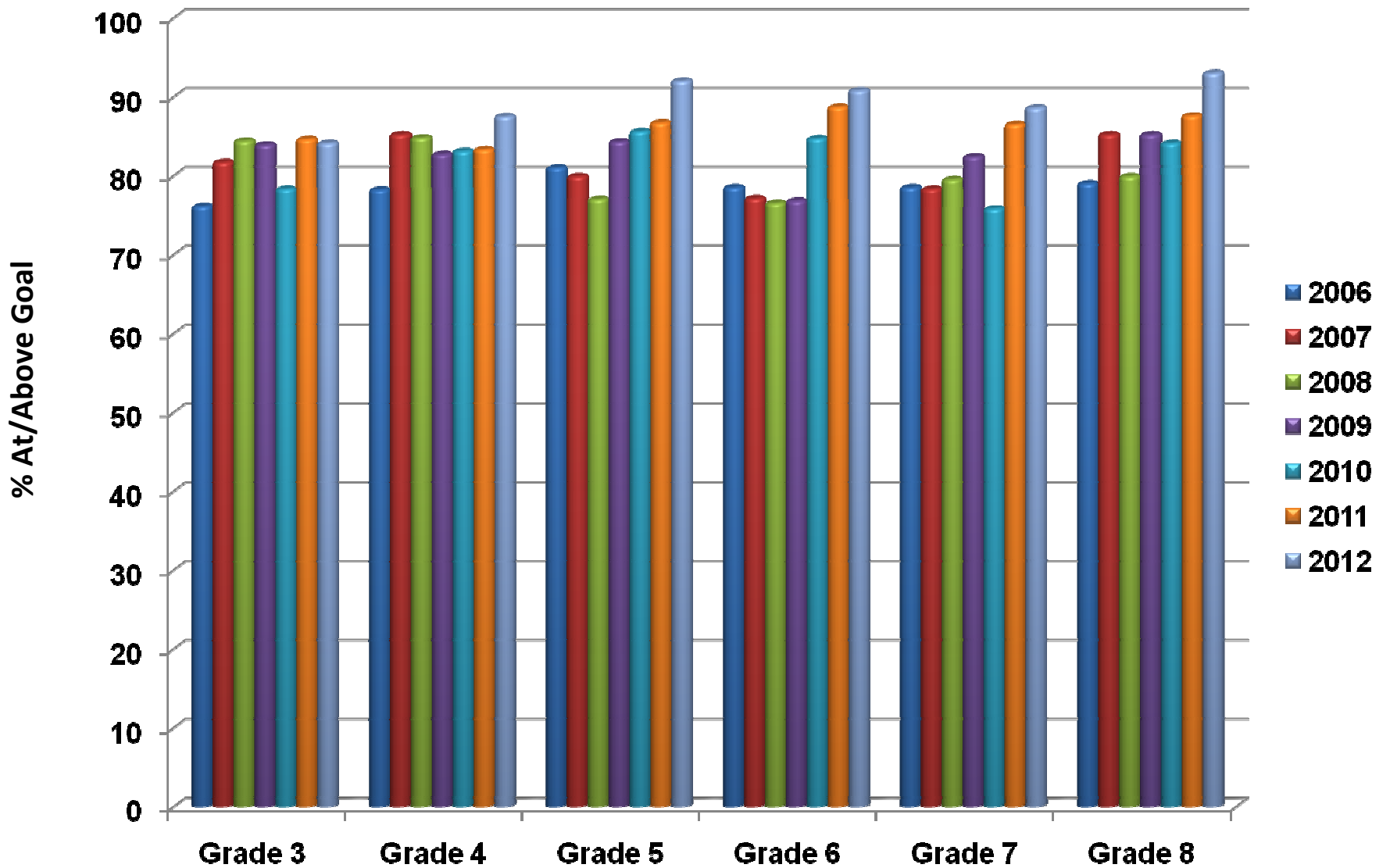


# CMT Reading Over Time

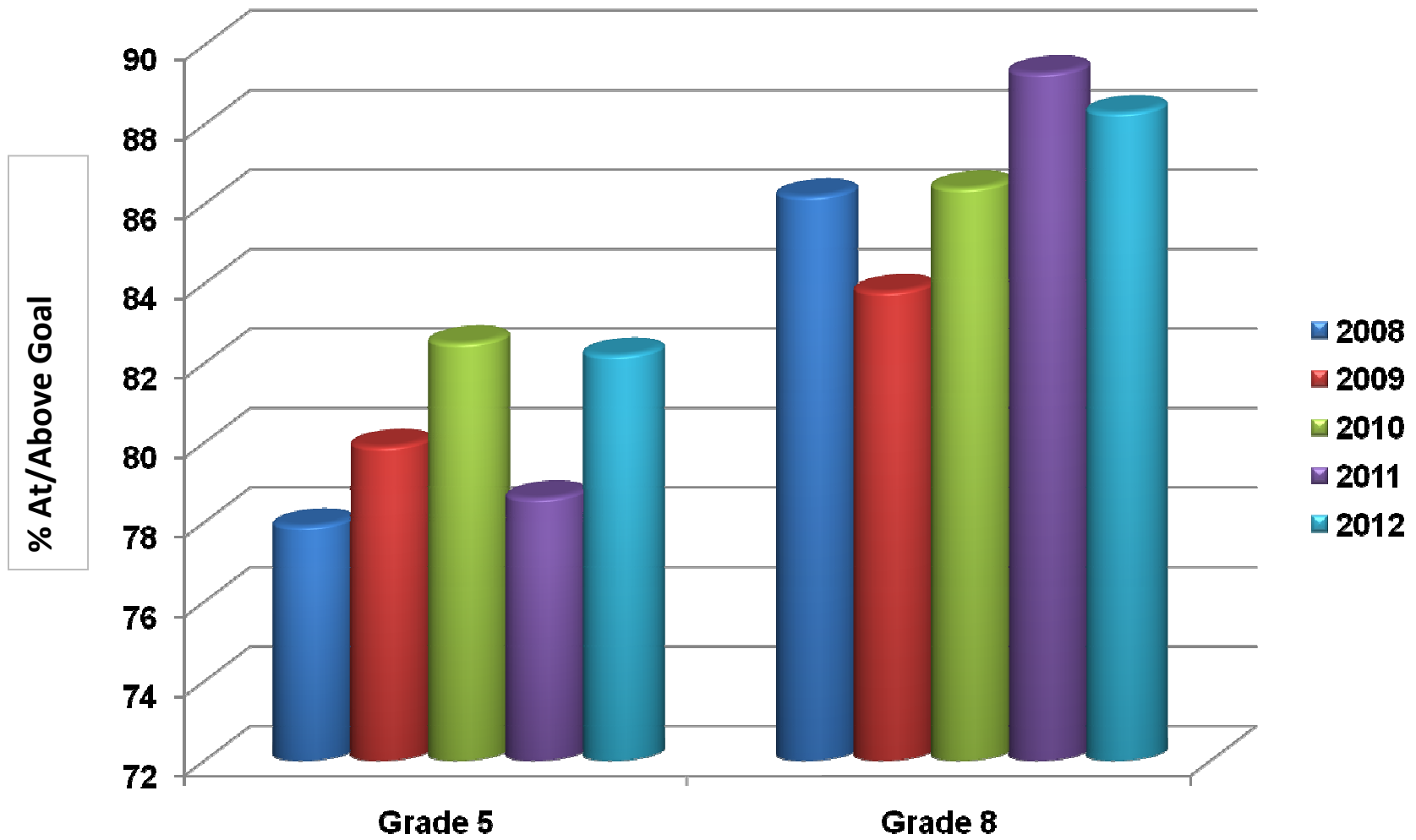




# CMT Writing Over Time



# CMT Science Over Time





# **Newtown's Performance Compared to DRG B Performance**

**CMT 2012**

# What is “DRG B”?

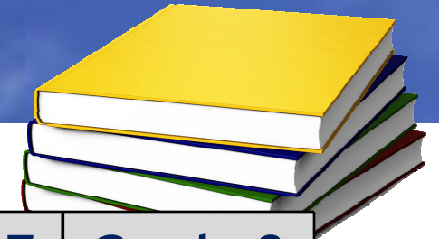


- “DRG” is a classification of districts whose students’ families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

- 19 Towns are in DRG B:

Avon	Granby	Newtown	Woodbridge (R 5)
Brookfield	Greenwich	Orange (R 5)	Region 5
Cheshire	Guilford	Simsbury	Region 15
Fairfield	Madison	South Windsor	
Farmington	Monroe	Trumbull	
Glastonbury	New Fairfield	West Hartford	

# 2012 CMT DISTRICT REFERENCE GROUP (DRG) COMPARISON: % AT/ABOVE GOAL



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Math</b>	1	3	11	3	1	1
<b>Reading</b>	8	8	10	7	1	2*
<b>Writing</b>	4	5	2*	5	2	2
<b>Science</b>			13			3



Individual student CMT reports will be mailed home on September 7, 2012

Further information at  
[ctreports.com](http://ctreports.com)



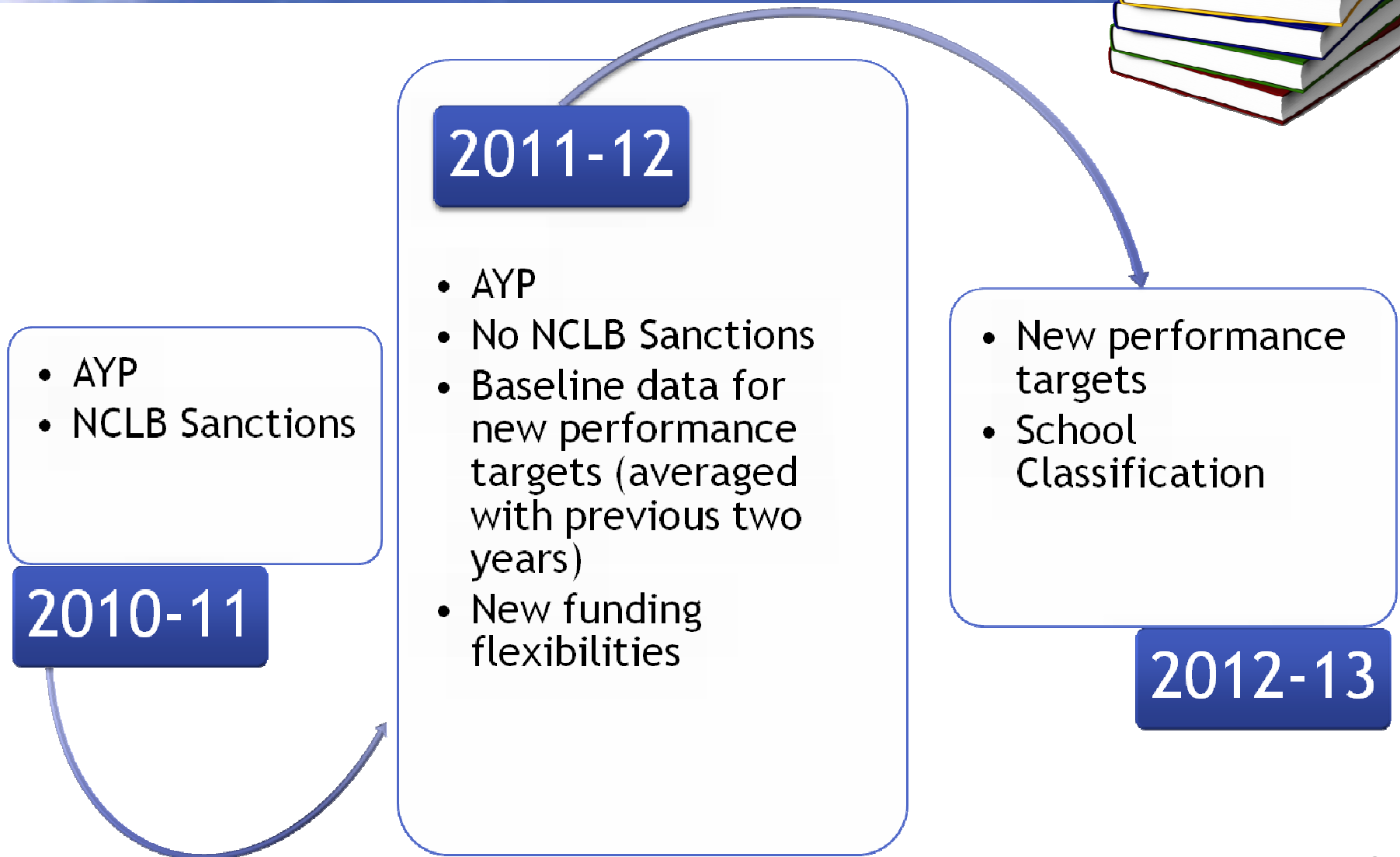
# **The Future: Changes in Measuring Student Progress**

New Standards

New Assessment

New Accountability

# Timeline





# Major Shifts:



## NCLB

## CT's new indicators

Target is Proficient  
Get to 100% by 2014  
Only math and reading count  
Only capture progress from Basic to Proficient  
School progress only measured by standardized test scores  
Accountable for subgroups of students, “n” size = 40

Target is - on average - at Goal  
Halfway to target by 2018  
Math, reading, writing, and science count  
Count progress between all levels  
School progress also measured by high school graduation rates (4-year and extended)  
Still accountable for subgroups of students, “n” size = 20;  
majority of subgroups approach



**NCLB**

**Connecticut's New Indicators**

Advanced	Advanced
Goal	Goal★
Proficient★	Proficient
Basic	Basic
Below Basic	Below Basic



# Coming Attractions



- Student Performance on CAPT, SAT and AP in the 2011-12 school year
- The CT Department of Education plan for Teacher Evaluation
- District plan to address continuous improvement in teaching, learning and assessment

# Class of 2012: Graduation



Newtown Start-Up Meeting 08/21/2012

Dr. Janet Robinson  
Ron Bienkowski

- Equipment
  - 41 New Blue Bird Visions here – DMV inspected and registered
  - 5 Spare buses, here
  - 2 Charter buses (A/C and luggage compartments) coming 9/15/12
  - Cameras installed and working in all buses
  - Two-way radios and GPS installed and working in all buses
  - New radios and GPS installed in O/O buses
  
- Personnel
  - Richard Dufour doing routing
  - Ed Bryan – Location Manager, lives in Newtown
  - Joan Baumgart – Dispatcher. Was O/O, lives in Newtown
  - Sue Alves – Safety Supervisor, lives in Bethel
  - Drivers
    - 10 former O/O's
    - 5 former MTM drivers
    - 4 former McCutchan drivers
    - 2 former O/O spares
    - 6 licensed drivers from other companies
    - 21 new drivers
  - 34 out of 48 drivers are from Newtown
  - All drivers were drug tested, licensed and background checked
  - 4 More drivers are in training
  
- Facilities
  - 21 Pecks Lane
  - Remodeled offices
  - Cut trees and did pavement work in lot
  
- Preparation work
  - Working on routes since March
  - All routes are now on TransFinder computer program
  - Cut 4 buses from regular ed
  - Cut buses from special ed and regular ed overflow from MTM
  - Drivers have been dry running routes for a week
  - Monday 8/27 all drivers will do routes, both AM and PM
  - All new drivers will have driver trainers riding with them on the first 4 days
  - Extra drivers will be in buses around town to help with any issues
  - Maintenance staff and all safety staff will be in town
  - All staff has been trained to be courteous, caring and professional
  
- Issues
  - There will be issues, routing-stops-times-buses-drivers
  - Routes are tight – 4 buses cut
  - Late decision on ½ day kindergarten, not all day
  - We will deal with issues and resolve ASAP
  - Will take a couple of weeks to be smooth
  - Drivers will be slow but safe

- Issues 08-28-2012 till 09/04/2012  
Traffic at the High School. The crossing guard quit. This is a big problem, backing up some of the routes as much as 20 minutes  
Weather – Severe showers on the first day  
Stops found that were not written anywhere  
High volume of last minute changes supposed to be done by 08/15  
Confusion over policy of no elementary students dropped off unless parent is there. Waiver issue
- Other  
School administration and staff have been very cooperative, understanding, supportive and professional  
Newtown Police Department – same  
O/O's that came to work have been helpful, good attitudes  
MTM owners and staff – same  
Maritza former bus coordinator, very helpful with any/all questions  
Our drivers - excellent, no accidents, good attitudes  
Very safe, very courteous, professional and caring

Grade One through Four Staffing Analysis for 2012-2013

9/4/2012

**Hawley School**

	Grade One	Grade Two	Grade Three	Grade Four	Half Day K
11-12 teachers in grade	4	4	4	4	
11-12 year sections/students in prior grade	4/60	4/81	4/69	4/87	
12-13 projected students	74	80	72	90	52
12-13 teachers	4	4	4	4	2
Ave. 12-13 class size	18.5	20	18	22.5	13
Included Students	2 included	5 included	7 included	4 included	5 included

**Sandy Hook School**

	Grade One	Grade Two	Grade Three	Grade Four	Half Day K
11-12 teachers in grade	5	6	5	6	
11-12 year sections/students in prior grade	5/81	5/90	6/112	5/99	
12-13 projected students	79	93	113	97	71
12-13 teachers	5	5	6	5	2
Ave. 12-13 class size	15.8	18.6	18.83333333	19.4	17.75
Included Students	6 included	5 included	12 included	7 included	8 included

**Middle Gate School**

	Grade One	Grade Two	Grade Three	Grade Four	Half Day K
11-12 teachers in grade	6	5	4	4	
11-12 year sections/students in prior grade	5/77	6/104	5/96	4/97	
12-13 projected students	85	102	98	93	73
12-13 teachers	5	6	4	4	2.5
Ave. 12-13 class size	17	17	24.5	23.25	14.6
Included Students	8 included	13 included	11 included	4 included	10 included

**Head O Meadow School**

	Grade One	Grade Two	Grade Three	Grade Four	Half Day K
11-12 teachers in grade	4	3	4	4	
11-12 year sections/students in prior grade	3/53	4/61	3/54	4/86	
12-13 projected students	72	61	58	88	60
12-13 teachers	4	4	3	4	2
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# News/From the front page

## Connecticut Mastery Test results for grades 3-8 in math, reading, writing

Group	GRADE 3			GRADE 4			GRADE 5			GRADE 6			GRADE 7			GRADE 8		
	Math % At/Above Goal	Reading % At/Above Goal	Writing % At/Above Goal	Math % At/Above Goal	Reading % At/Above Goal	Writing % At/Above Goal	Math % At/Above Goal	Reading % At/Above Goal	Writing % At/Above Goal	Math % At/Above Goal	Reading % At/Above Goal	Writing % At/Above Goal	Math % At/Above Goal	Reading % At/Above Goal	Writing % At/Above Goal	Math % At/Above Goal	Reading % At/Above Goal	Writing % At/Above Goal
State	66.8	59.2	62.7	68.2	64.1	65.3	71.8	67.7	68.1	69.5	74.2	67.5	68.3	79.9	65.6	67.4	76.8	68.4
Bethel	79.7	71.2	75.7	89.7	76.7	86.9	86.0	82.4	87.1	82.4	81.4	80.1	86.2	93.5	82.1	87.2	88.8	81.6
Brookfield	83.1	74.3	73.8	84.8	78.7	79.4	85.0	82.3	86.1	83.7	87.6	88.3	88.4	92.1	78.2	92.6	95.0	90.5
Danbury	64.2	46.3	53.6	68.4	60.8	57.5	72.9	59.1	60.2	65.3	67.5	55.0	57.5	73.9	54.7	56.8	73.1	66.4
Kent	79.4	74.3	72.2	92.3	76.9	81.5	85.2	82.1	73.3	92.0	88.9	82.1	75.0	100.0	100.0	86.4	86.4	81.8
New Fairfield	82.4	70.7	75.7	87.2	69.3	74.0	83.3	83.3	81.8	79.5	79.1	86.3	84.9	88.4	85.8	86.6	90.0	86.9
New Milford	72.9	67.2	67.7	60.2	61.8	59.6	72.5	79.3	69.5	71.9	83.4	64.9	67.8	81.0	71.1	77.7	86.6	75.4
Newtown	89.7	80.8	84.1	90.4	84.5	87.5	89.2	86.6	92.0	93.0	92.3	90.8	95.6	96.2	88.6	94.5	95.5	93.0
Redding	92.9	84.1	75.7	95.0	91.5	90.1	89.3	85.6	86.1	90.7	92.7	84.1	94.8	93.6	87.7	96.7	98.7	96.7
Ridgefield	92.5	79.9	83.0	93.6	88.8	86.3	94.8	91.2	89.3	92.2	91.0	90.0	90.1	94.9	89.5	93.0	95.8	93.7
Region 12	85.9	74.6	89.1	81.5	77.8	76.8	92.2	84.2	88.8	78.6	81.8	77.6	84.7	91.5	69.4	76.2	90.4	82.4
Region 15	82.8	83.4	79.4	82.9	79.1	79.2	87.9	87.8	89.8	91.1	91.9	85.5	84.6	91.7	80.6	81.9	90.8	85.9

To compare this year's **CMT** and **CAPT** results to other years and other communities, or to check 5th and 8th grade **CMT** science results, visit <http://www.ctreports.com/> for information.



August 22, 2012  
Code: 077022

SUPERINTENDENT  
NEWTOWN PUBLIC SCHOOLS  
3 PRIMROSE ST  
NEWTOWN, CT 06470



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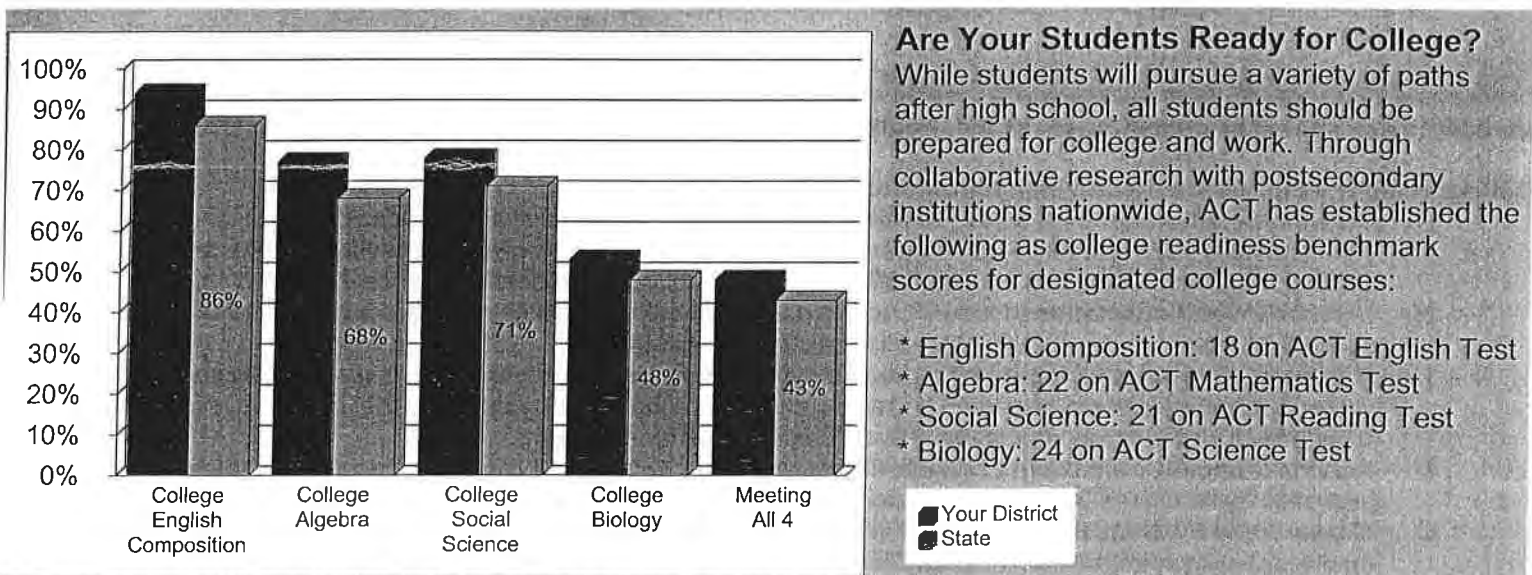
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	District	State	District	State	District	State	District	State	District	State	District	State
2008	212	8,159	24.5	23.2	24.2	23.3	24.7	23.6	23.1	22.3	24.2	23.3
2009	219	9,240	24.2	23.6	23.9	23.5	24.7	24.0	23.0	22.6	24.1	23.5
2010	237	10,453	24.4	23.8	23.9	23.5	24.3	23.9	23.6	22.9	24.2	23.7
2011	263	10,809	24.7	24.0	24.5	23.9	24.8	24.1	23.6	23.1	24.6	23.9
2012	252	11,192	24.7	23.9	24.5	23.8	24.8	23.9	23.9	23.2	24.6	23.8

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**



**Are Your Students Ready for College?**  
While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- \* English Composition: 18 on ACT English Test
- \* Algebra: 22 on ACT Mathematics Test
- \* Social Science: 21 on ACT Reading Test
- \* Biology: 24 on ACT Science Test

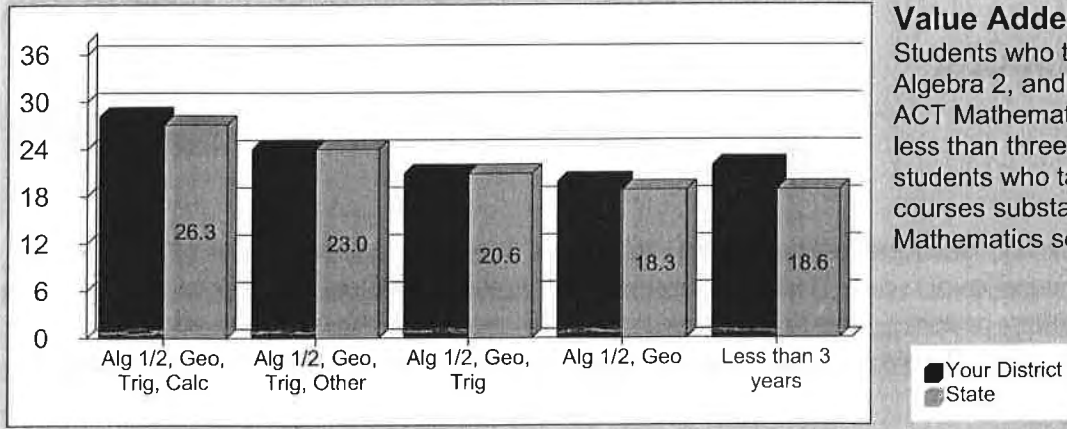
■ Your District  
■ State

benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

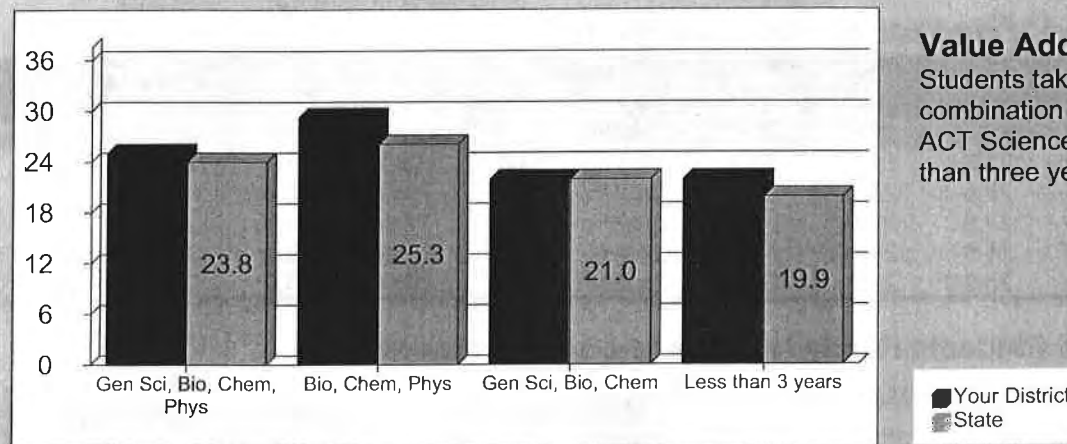
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



**Value Added by Mathematics Courses**

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



**Value Added by Science Courses**

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

**College Readiness for All: An Action Plan for Schools and Districts**

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 508-229-0111 or email [boston@act.org](mailto:boston@act.org).

Number of Staff	School	Summer Activity
7	High School	Chemistry Curriculum
10 with Richard Miller (June)	High School	Concept-based Science Curr. writing
12 with Richard Miller (July)	High School	Concept-based Science Curr. writing
1	High School	Child Development Curr Writing
2	High School	Baking & Pastry Curr. Writing
1	High School	Ceramics Curr Writing
1	High School	CAD Drafting/Arch Design Curr. Writing
1	High School	Chinese Curr Writing
4	High School	CCSS Math Curr Writing
5	Middle School	Gr. 7 Writing Research Paper Unit
5	Middle School	Gr. 8 Unit Revisions
8	Middle School	Gr.7/8 Math CCSS
3	Middle School	PADI 3 day training
4	Reed	Gr. 6 Math Curr. Writing
2	Reed	Gr. 5 Math Curr Writing
18	K+M/S+LA Elem Staff	K-Curr/Pedagogy Inservice Convers and Reflection
19	Elem. District wide	LA Concept Based Training
7	Elem. District wide	Developmental Practices and CCSS
23	Elem District wide	K-4 LA Curr. Writing
39	Elem District wide	Reading /Writing Project Network (4 days at Reed)
18	District	Diving into Microsoft Office 2010-Tech Wksp
6	District/High School	ELA Common Core Summer Institute (4 Days MA)
6	Distict	Columbia Reading and Writing Institute NY

# Newtown Public Schools

## Custodial and Maintenance Summer Program 2012-2013

July 10, 2012

*Updated August 20, 2012*

*The following duties are performed at **all** schools :*

- All hard floors are scrubbed, stripped and recoated as necessary
- All carpeting is cleaned via extraction system
- All classroom furniture, chalk/whiteboards, blinds, vents and windows are cleaned.
- All lockers are emptied and cleaned
- All lighting and ceiling tiles are replaced as necessary.
- Painting is performed throughout as necessary.
- Art room clay traps are emptied and cleaned.
- All roof drains are cleaned.
- All parking lots will be re-striped
- All parking lot lighting repaired
- Playground mulch installed at K-6 schools
- All PA systems are tested and repaired as necessary
- All fire panels and devices are tested and repaired as necessary
- All emergency lighting is tested and repaired as necessary
- All sprinkler systems are tested
- All emergency generators are tested

Repairs to facilities performed throughout include:

- Doors locks and hardware
- Cabinet doors, drawers and countertops
- Bathroom privacy partitions
- Toilets, sink/drains and fountains
- Drywall repairs
- Electrical repairs (Light ballasts, outlets, switches)
- Locker repairs
- Equipment repairs
- Replace or repair interior and exterior signage

## B & G Improvements- Summer 2012:

### **Hawley School**

- Replace stairs and rails at '21 building multipurpose room 'B' side, new stair and rail will conform to ADA regs.

- (NEW) Add parking spaces at rear of building to accommodate drop off and pick-up due to start time change
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Sandy Hook School**

- Carpet repairs
- Replace 1 roof top exhaust fan
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Middle Gate School**

- Roof restoration on 1992 wing start July 10<sup>th</sup>.
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Head O Meadow School**

- Replacement of front sidewalks and misc. asphalt repairs start July 16<sup>th</sup>.
- Fence repairs
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Reed Intermediate School**

- Repaint all exterior doors
- Repaint trial section of LL lockers
- (NEW) Repaint all lower level lockers

### **Newtown Middle School**

- Replace 'C' wing stair and landing (underway), will conform to ADA regs
- Sand and re-finish 'A' gym floor (scheduling around budget referendum)
- Replace 6 roof top exhaust fans
- Fence repairs

### **Newtown High School**

- UPS replacement scheduled start for Aug 3<sup>rd</sup>.
- (NEW) Electrical feeder replacement to auditorium (lighting control panel)

## **Training Schedule for Summer Break**

- OSHA 10 Training-July 11<sup>th</sup> and 12<sup>th</sup>  
(Free safety training provided by CIRMA)
- Green Cleaning Seminar-July 24<sup>th</sup>

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State	66.8	59.2	62.7	68.2	64.1	65.3	71.8	67.7	68.1	69.5	74.2	67.5	68.3	79.9	65.6	67.4	76.8	68.4
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New Fairfield	82.4	70.7	75.7	87.2	69.3	74.0	83.3	83.3	81.8	79.5	79.1	86.3	84.9	88.4	85.8	86.6	90.0	86.9
New Milford	72.9	67.2	67.7	60.2	61.8	59.6	72.5	79.3	69.5	71.9	83.4	64.9	67.8	81.0	71.1	77.7	86.6	75.4
Newtown	89.7	80.8	84.1	90.4	84.5	87.5	89.2	86.6	92.0	93.0	92.3	90.8	95.6	96.2	88.6	94.5	95.5	93.0
Redding	92.9	84.1	75.7	95.0	91.5	90.1	89.3	85.6	86.1	90.7	92.7	84.1	94.8	93.6	87.7	96.7	98.7	96.7
Ridgefield	92.5	79.9	83.0	93.6	88.8	86.3	94.8	91.2	89.3	92.2	91.0	90.0	90.1	94.9	89.5	93.0	95.8	93.7
Region 12	85.9	74.6	89.1	81.5	77.8	76.8	92.2	84.2	88.8	78.6	81.8	77.6	84.7	91.5	69.4	76.2	90.4	82.4
Region 15	82.8	83.4	79.4	82.9	79.1	79.2	87.9	87.8	89.8	91.1	91.9	85.5	84.6	91.7	80.6	81.9	90.8	85.9

To compare this year's **CMT** and **CAPT** results to other years and other communities, or to check 5th and 8th grade **CMT** science results, visit <http://www.ctreports.com/> for information.

August 22, 2012  
Code: 077022

SUPERINTENDENT  
NEWTOWN PUBLIC SCHOOLS  
3 PRIMROSE ST  
NEWTOWN, CT 06470



011062110

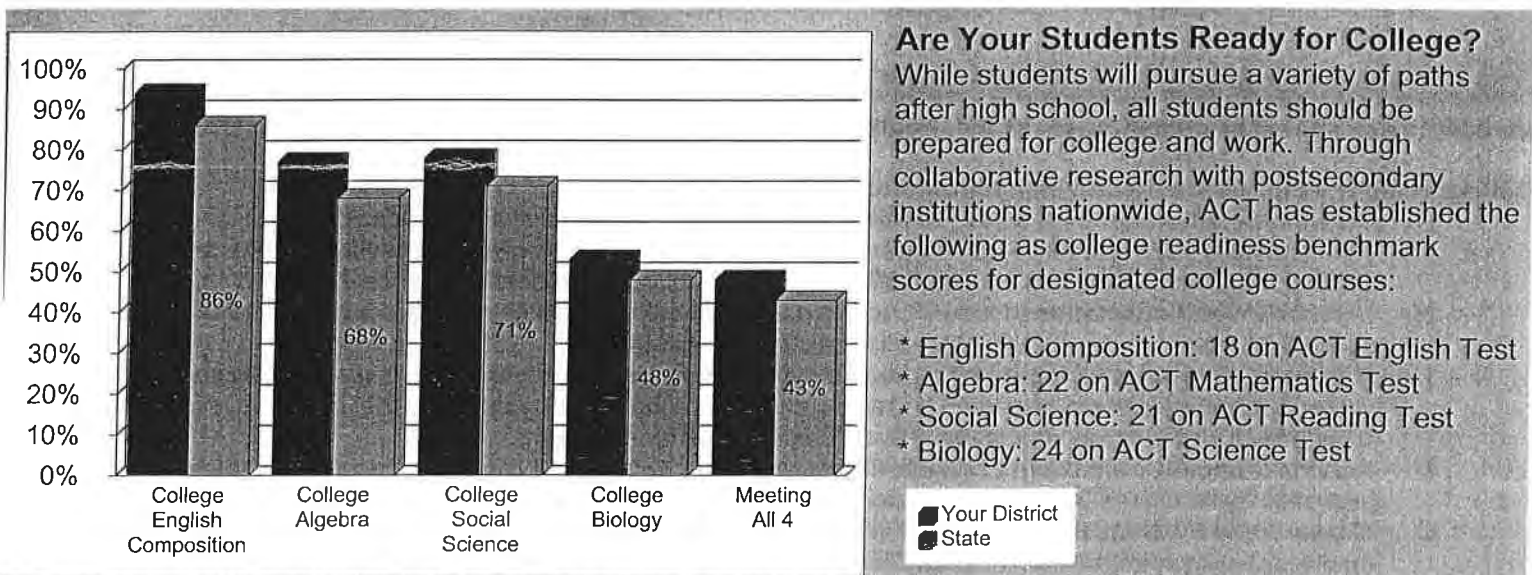
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	District	State	District	State	District	State	District	State	District	State	District	State
2008	212	8,159	24.5	23.2	24.2	23.3	24.7	23.6	23.1	22.3	24.2	23.3
2009	219	9,240	24.2	23.6	23.9	23.5	24.7	24.0	23.0	22.6	24.1	23.5
2010	237	10,453	24.4	23.8	23.9	23.5	24.3	23.9	23.6	22.9	24.2	23.7
2011	263	10,809	24.7	24.0	24.5	23.9	24.8	24.1	23.6	23.1	24.6	23.9
2012	252	11,192	24.7	23.9	24.5	23.8	24.8	23.9	23.9	23.2	24.6	23.8

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**



**Are Your Students Ready for College?**  
While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- \* English Composition: 18 on ACT English Test
- \* Algebra: 22 on ACT Mathematics Test
- \* Social Science: 21 on ACT Reading Test
- \* Biology: 24 on ACT Science Test

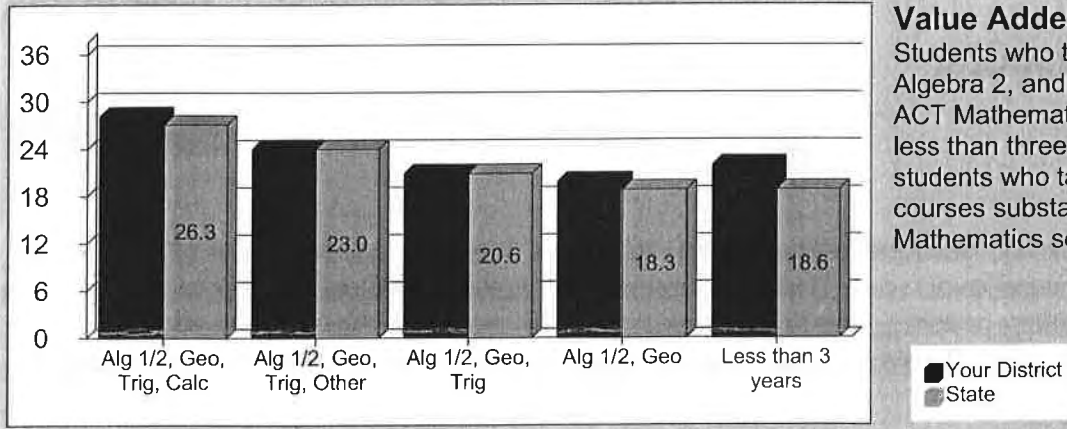
■ Your District  
■ State

benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

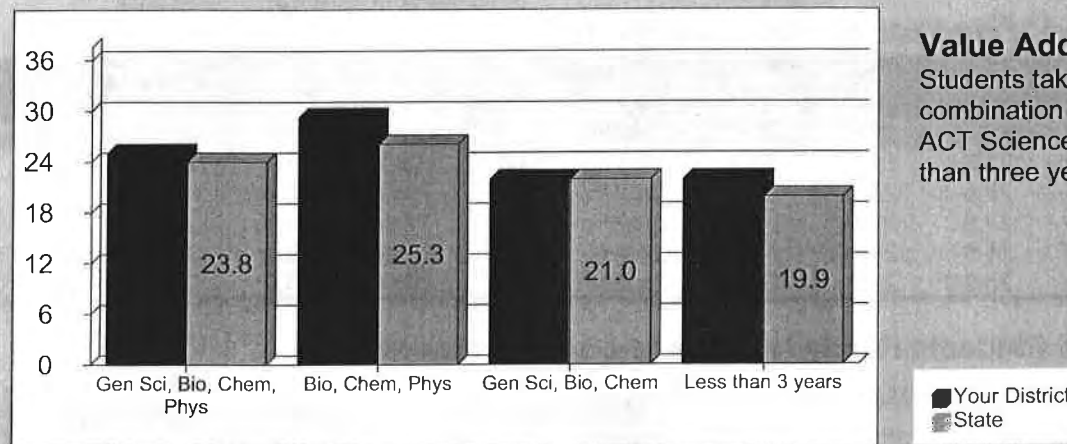
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



**Value Added by Mathematics Courses**

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



**Value Added by Science Courses**

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

**College Readiness for All: An Action Plan for Schools and Districts**

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 508-229-0111 or email [boston@act.org](mailto:boston@act.org).

Number of Staff	School	Summer Activity
7	High School	Chemistry Curriculum
10 with Richard Miller (June)	High School	Concept-based Science Curr. writing
12 with Richard Miller (July)	High School	Concept-based Science Curr. writing
1	High School	Child Development Curr Writing
2	High School	Baking & Pastry Curr. Writing
1	High School	Ceramics Curr Writing
1	High School	CAD Drafting/Arch Design Curr. Writing
1	High School	Chinese Curr Writing
4	High School	CCSS Math Curr Writing
5	Middle School	Gr. 7 Writing Research Paper Unit
5	Middle School	Gr. 8 Unit Revisions
8	Middle School	Gr.7/8 Math CCSS
3	Middle School	PADI 3 day training
4	Reed	Gr. 6 Math Curr. Writing
2	Reed	Gr. 5 Math Curr Writing
18	K+M/S+LA Elem Staff	K-Curr/Pedagogy Inservice Convers and Reflection
19	Elem. District wide	LA Concept Based Training
7	Elem. District wide	Developmental Practices and CCSS
23	Elem District wide	K-4 LA Curr. Writing
39	Elem District wide	Reading /Writing Project Network (4 days at Reed)
18	District	Diving into Microsoft Office 2010-Tech Wksp
6	District/High School	ELA Common Core Summer Institute (4 Days MA)
6	Distict	Columbia Reading and Writing Institute NY

# Newtown Public Schools

## Custodial and Maintenance Summer Program 2012-2013

July 10, 2012

*Updated August 20, 2012*

*The following duties are performed at **all** schools :*

- All hard floors are scrubbed, stripped and recoated as necessary
- All carpeting is cleaned via extraction system
- All classroom furniture, chalk/whiteboards, blinds, vents and windows are cleaned.
- All lockers are emptied and cleaned
- All lighting and ceiling tiles are replaced as necessary.
- Painting is performed throughout as necessary.
- Art room clay traps are emptied and cleaned.
- All roof drains are cleaned.
- All parking lots will be re-striped
- All parking lot lighting repaired
- Playground mulch installed at K-6 schools
- All PA systems are tested and repaired as necessary
- All fire panels and devices are tested and repaired as necessary
- All emergency lighting is tested and repaired as necessary
- All sprinkler systems are tested
- All emergency generators are tested

Repairs to facilities performed throughout include:

- Doors locks and hardware
- Cabinet doors, drawers and countertops
- Bathroom privacy partitions
- Toilets, sink/drains and fountains
- Drywall repairs
- Electrical repairs (Light ballasts, outlets, switches)
- Locker repairs
- Equipment repairs
- Replace or repair interior and exterior signage

## B & G Improvements- Summer 2012:

### **Hawley School**

- Replace stairs and rails at '21 building multipurpose room 'B' side, new stair and rail will conform to ADA regs.

- (NEW) Add parking spaces at rear of building to accommodate drop off and pick-up due to start time change
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Sandy Hook School**

- Carpet repairs
- Replace 1 roof top exhaust fan
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Middle Gate School**

- Roof restoration on 1992 wing start July 10<sup>th</sup>.
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Head O Meadow School**

- Replacement of front sidewalks and misc. asphalt repairs start July 16<sup>th</sup>.
- Fence repairs
- Energy saving measures through lighting upgrades and occupancy sensors (through CL&P)

### **Reed Intermediate School**

- Repaint all exterior doors
- Repaint trial section of LL lockers
- (NEW) Repaint all lower level lockers

### **Newtown Middle School**

- Replace 'C' wing stair and landing (underway), will conform to ADA regs
- Sand and re-finish 'A' gym floor (scheduling around budget referendum)
- Replace 6 roof top exhaust fans
- Fence repairs

### **Newtown High School**

- UPS replacement scheduled start for Aug 3<sup>rd</sup>.
- (NEW) Electrical feeder replacement to auditorium (lighting control panel)

## **Training Schedule for Summer Break**

- OSHA 10 Training-July 11<sup>th</sup> and 12<sup>th</sup>  
(Free safety training provided by CIRMA)
- Green Cleaning Seminar-July 24<sup>th</sup>

## **Newtown Board of Education**

### **Superintendent Goals**

**2012-2013**

**Goal 1: The Superintendent will monitor and report to the Board on a monthly basis the scheduling changes and implementation at Reed Intermediate School ("Reed").**

- The Board will be provided with a detailed report as to how student time will be allocated by each cluster by the first Board meeting in October.
- The Board will be provided monthly with a detailed report on how often the school and district administration is observing instruction and what administrative support is being provided to staff to support schedule changes and implementation.
- The Board will be provided monthly with a detailed report outlining time and activity of the Superintendent's personal support of Reed.
- The Superintendent will attend at least three (3) faculty meetings at Reed during the course of the 2012-13 school year and spend a minimum of eight (8) hours per month at Reed observing, evaluating and providing feedback to the staff regarding the instructional program.
- The Superintendent will evaluate the current instructional program offerings at Reed and report to the Board during the 2013-14 budget process on possible changes to enhance the Reed educational program.

**Goal 2: The Superintendent will restructure the education budget document to be more in line with the Town budget document.**

- The Superintendent will construct and follow a budget calendar, in collaboration with the Board, which allows the Board more input throughout the budget process. The rough draft of the calendar will be presented to the Board by September 18<sup>th</sup> and will be completed by October 16<sup>th</sup>.
- The complete budget will be distributed to the Board by December 18<sup>th</sup> and the Superintendent will present the completed budget at the first regular Board meeting in January.
- The Superintendent will assure that the Business Director uses the Town template provided at the goal setting meeting to construct the Board's budget book.
- The Superintendent will investigate and collaborate with the Board to identify structural and programmatic changes which will more efficiently utilize available District resources and detail those changes in the 2013-14 budget document distributed to the Board on December 18<sup>th</sup>.

**Goal 3: The Superintendent will evaluate personnel consistently and ensure that her staff is effective and accountable.**

- The Superintendent will provide the Board with a timeline for the evaluation of direct reports, including when their evaluations will take place, and update the Board on evaluations that have occurred.
- The Superintendent will provide a list of all direct reports to the Board by the September 18<sup>th</sup> regular Board meeting and report to the Board at the September 18 meeting a description of the evaluation process.

**Goal 4: The Superintendent will improve communication with the Board and the community.**

- The Superintendent will invite a Board member to attend all PTA president meetings.
- The Superintendent will copy the Board on any email sent to the District staff.
- The Superintendent will promptly share with the Board relevant information that is critical to Board business or has the potential to be damaging to the reputation or efficient operation of the District.
- Prior to making any final decisions affecting such schools, the Superintendent will communicate with Administrators at private schools in the Town to discuss concerns and questions and will update the Board following these communications.
- The Superintendent, upon direction of the Board, will hold public meetings to seek community input on new District initiatives.
- The Superintendent will instruct the Director of Pupil Services to attend bi-monthly Board meetings to educate and inform the Board on processes and concerns with regard to Special Education needs in the district.
- The Superintendent will provide strategic plan goals, actions and updates to the Board quarterly.

**Goal 5: The Superintendent will be consistent and factual in her message to the Board and community regarding events in the District.**