

In consideration of public health and open meeting requirements, this meeting will include an option for the public to live-stream or phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us

To view this meeting, the live stream link is: <https://bit.ly/340qB7Y>

For public participation and to listen to the meeting, please call 1-646-558-8656

PIN 827 0325 6669#

Board of Education Virtual Meeting
December 15, 2020

7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

A G E N D A

- | | |
|---------|---|
| Item 1 | PLEDGE OF ALLEGIANCE |
| Item 2 | CELEBRATION OF EXCELLENCE – SCHOOL NURSES |
| Item 3 | CONSENT AGENDA <ul style="list-style-type: none">• Minutes of December 1, 2020• Minutes of December 8, 2020• Correspondence Report |
| Item 4 | **PUBLIC PARTICIPATION |
| Item 5 | PRESENTATIONS <ul style="list-style-type: none">• Counseling Services and Support |
| Item 6 | REPORTS <ul style="list-style-type: none">• Chair Report• Superintendent's Report• Committee Reports• Student Representative's Report• Action on Financial Report and Transfers for Month Ending November 30, 2020 |
| Item 7 | OLD BUSINESS <ul style="list-style-type: none">• COVID-19 Update• Second Read and Possible Action on Conversations on Race Curriculum• Second Read and Possible Action on Policies<ul style="list-style-type: none">○ 5145.5 Sexual Discrimination and Sexual Harassment○ 5145.6 Student Grievance Procedures (Title IX) |
| Item 8 | NEW BUSINESS <ul style="list-style-type: none">• Discussion of Charter Revision Considerations• Discussion and Possible Action on 2021 Board of Education Committees |
| Item 9 | **PUBLIC PARTICIPATION |
| Item 10 | ADJOURNMENT |

*****During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us***

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education virtual meeting held December 1, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein	2 Staff
J. Vouros	1 Press
R. Harriman-Stites	
D. Zukowski	

Mrs. Ku called the meeting to order at 7:02 p.m. and stated it was being recorded and being live streamed.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Mrs. Ku spoke about the committee assignments for next year which she will share before the next meeting. The CABA Delegate Assembly was held November 19 is where they set resolutions and she offered an amendment to a resolution which included some of Newtown's resolution on equity and diversity. She also asked them to take up legislation regarding using indigenous people as mascots. She shared her frustration with the Governor's approach to keeping schools open. Mixed messaging puts superintendents and health directors under pressure. She would like to write a letter to the Governor regarding this and will share it with the Board if anyone is interested is being included. December 8 at 7:00 p.m. the Board will be meeting with CABA's Nick Caruso to discuss efficient meetings.

Mrs. Harriman-Stites felt it would be more powerful for that letter to come from the Board if there was agreement from them. She agreed with Mrs. Ku regarding mixed messaging. People don't understand that we are closing because many staff are in quarantine. She supports this letter and feels we could use a lot more support as an educational institution.

Mrs. Leidlein agreed and asked what the letter would request from the Governor's office. Mrs. Ku would request that the guidelines are clearly communicated.

Mrs. Leidlein asked if the State Board of Education has any direction regarding schools, the decisions districts need to make, and where they stand.

Dr. Rodrigue said the State Board of Education and DPA have no current guidelines except for what we received the beginning of the year. The issue is every district is different. There are some general discussions about what factors to look at such as staffing.

Mrs. Ku would write the letter and asked for feedback if the Board wanted to sign.

Superintendent's Report: Dr. Rodrigue will be meeting with Donna Culbert and Anne Dalton regarding a decision for returning to school. We had one retirement in November of Ed Obloj effective January 1 and one resignation of Nancy Conron our ELL teacher. Our assistant

director of business was hired along with three building subs, five paraeducators and two Early Learning Center staff.

Committee Reports: Mr. Vouros reported the Curriculum and Instruction Committee met November 24 and discussed the Conversations on Race curriculum. There will be no curricula presented to the Board in January due to the budget meetings. At their December 8 meeting Tom Einhorn will present the proposed new schedule for the middle school. Mrs. Uberti spoke about the schedules that are connected to the remote learning model.

Dr. Rodrigue said she and Mrs. Uberti met with the NFT today and spoke about remote learning moving forward and will be gathering input from teachers.

Mrs. Uberti said it was very productive and helpful to have a group expressing their concerns.

Mr. Delia asked if we had any results regarding how things are going so far.

Mrs. Uberti said we have some data at the lower levels but none districtwide. Our window closes December 3 but may extend a few more days. There are encouraging trends in what we are seeing and she will bring a report to the Board.

Mr. Delia spoke about the CIP/Facilities/Finance Committee meeting where they discussed the Hawley Project which is moving forward. The Board of Finance made adjustments to the CIP for \$1.5 million for this year. They moved up a couple of items up in the CIP and moved back the middle school project. The Legislative Council will make the final decision. There has been a lot of discussion about hiring a project manager for the Hawley project. The money is being spread out a little differently. He thanked Dr. Rodrigue, Bob Gerbert, Alan Adriani, and Ms. Zukowski who shared notes from the meeting.

Ms. Zukowski added the project has been spread into three phases. The Board of Finance wasn't comfortable with the increase. The engineering study will come up with new numbers and we will amend the CIP for a vote in November. One thing they wanted to do regarding the middle school project was to have an engineering study and keep one year between the study and the appropriation for the construction.

Mrs. Ku said the Board of Finance grappled with serious issues about the financing and the time with the referendum. She thanked Dr. Rodrigue, Bob Gerbert and our board members as well as Bob Mitchell and Alan Adriani who added a lot of honest and expert information.

Mrs. Harriman-Stites reported that the Policy Committee met and are going through the personnel policies with the help of Suzanne D'Eramo.

Mr. Cruson said the District Safety and Security Committee met last Thursday. They discussed complications that arose regarding safety and security and how Covid has affected the schools and town.

Student Representatives:

Mr. Jerfy said the move to online was a smooth transition. Teachers are very available for help. The National Honor Society is in the process of planning their induction ceremony. Winter sports have been pushed up to January.

Ms. Clure spoke about online learning and that students are able to get more sleep now. First period at the high school is 80 minutes with a five-minute break before the next class and lunch is an hour. The transition has gone smoothly. It's important for students to check the website

and email to stay up to date. NHS partnered with Social Services for a gift card drive. Seniors should be hearing soon for early admissions.

Ms. Zukowski asked for more information on the arts groups like theater to see what they are doing during this time.

Item 5 – Presentations

Conversations on Race Curriculum:

Amy Deeb, Newtown High School Social Studies Department Chair, has been teaching this curriculum for 16 years. The focus is on learning how race shapes a person's perspective and also looks at the history of black people in the United States. It was first adopted in 2004. This course is offered to students in grades 10, 11 and 12. We hope to have a relationship with Bunnell and Stratford High Schools which will include field trips. The units are on perspective, inequality, the historical roots of racial inequality, and course of action.

Dr. Rodrigue loved the generalization as it connects to some things we have in our policies and the connection with Bunnell.

Mrs. Harriman-Stites agreed and wished all students could take this course.

Mr. Delia asked if they got parent approval for movies that have violent language.

Mrs. Deeb said they always send letters to parents with this information and they can opt out if not comfortable.

Mr. Delia asked if there was a course about indigenous people.

Mrs. Deeb said the sociology curriculum discusses indigenous people and issues with sports teams. We also talk about people who lived in different countries and now live here.

Dr. Longobucco said it was important to note that since graduation standards have changed, she and Mrs. Deeb are looking to expanding the sophomore studies in this area.

Item 6 – Old Business

COVID-19 Update:

Dr. Rodrigue stated she would make a decision tomorrow after consulting with Anne Dalton and Donna Culbert. School is still a low risk regarding the spread of infection. It's very difficult to make a decision unless the Governor comes out with one. Anne Dalton said 471 were quarantined in November but no transmission was in schools and there were no positive cases. The DPH gives us very credible responses. We have to look at our own experience in our district about the lack of spread. We are only on remote due to staffing issues. She told the Newtown Federation of Teachers that we need to strengthen our communication strategies and look at our mitigation strategies. DPH encouraged pulling the reigns in if we return and be sure we are in compliance with mitigation strategies. We will look at all of the data and our staffing and make the decision tomorrow. We are putting up the number of cases and the number quarantined on our website.

Mrs. Dalton said the dashboard came out on our website which provides the date a case appeared, the date we were aware of it, the school, and the number of staff and students affected.

Dr. Rodrigue said the CDC is looking at a new approach to quarantining which may lessen the number of days involved. She told Mrs. Dalton that she and the nurses have been doing an outstanding job with the contact tracing along with Donna Culbert.

Mrs. Dalton said the community has been wonderful. All cases have been outside of school, not in our schools.

Mr. Delia asked if we would keep one school open and the others closed such as Sandy Hook which has not had a lot of cases.

Dr. Rodrigue said we've had cases and quarantining in every school. We didn't want to go back and forth closing schools. It should be consistent and fair to all families.

Mr. Vouros heard the cases were not occurring in the schools but outside in the community. He asked how we would get out the message that in order to keep schools open we all have to be hyper vigilant about what we are doing in the presence of these children.

Dr. Rodrigue said they will put in some clear advice for the community but there are things that are difficult to control.

Mr. Vouros suggested we ask Dan Rosenthal to place a phone message to the community on Friday evenings.

Mrs. Ku said any messaging would be helpful. The DPH has a chart on their website if the number of cases goes to a certain number the First Selectman has the authority to make changes to help.

Mrs. Dalton said messaging from the nurses is on a daily basis. Getting that to the whole community is important. The pause on team sports has helped.

Mr. Vouros said Donna Culbert may be able to come up with protocols for Dan to get that message out.

Mrs. Ku said closing the schools doesn't stop the spread but makes people aware of the issue so they become more careful.

Mrs. Leidlein asked if there was any discussion around what part the vaccinations come into play with regard to this.

Dr. Rodrigue said the vaccinations are coming but we don't have an answer now. It will go to the vulnerable population first. We will have our health-based clinic testing for students and staff.

Mrs. Dalton said we have started through the center to offer rapid testing and it is available on a limited basis for those who are symptomatic in the schools or who develop symptoms during the school day. It's on a drive-up basis. The limitation of this test is if you get a negative result it's not always reliable. They hope to offer the PCR test as well. We don't know the availability of the vaccine yet. Students from any school can be tested and we would also offer the test to the family member who brings them.

Women's Studies Curriculum:

MOTION: Mr. Delia moved that the Board of Education approve the Women's Studies Curriculum. Mr. Cruson seconded. Motion passes unanimously.

World Literature Curriculum:

MOTION: Mr. Delia moved that the Board of Education approve the World Literature Curriculum. Mr. Cruson seconded. Motion passes unanimously.

Item 7 – New Business

Snow Day Protocol:

Mr. Delia asked if this was just for this school year, to which Dr. Rodrigue said it was.

MOTION: Mr. Delia moved that the Board of Education approve the snow day protocol as presented for the school year 2020-2021. Mr. Cruson seconded.

Dr. Rodrigue said we have spoken with staff regarding this. The State guidelines for this school year are a snow day may count as a regular school day with synchronous and non-synchronous teaching. We should start with two days as regular snow days for the first two closures with the decision by the Superintendent. When alerted to potential weather a day or two in advance we will be sure all students have their devices. If a storm causes widespread power outages and makes remote learning impossible staff and parents will be notified it will be a snow or weather day. Administrators will check to be sure we are in compliance with the adequate number of hours. We will follow the regular remote learning plan in place. Parents will have to call in if a student would be absent when on a remote learning day. Teachers will follow the protocols for absences. We want to make sure all the pieces are in place to have remote learning on weather days.

Motion passes unanimously.

First Read of Policies:

Policy 5145.5 Sexual Discrimination and Sexual Harassment is required by law. Mrs. Harriman-Stites said we took the CAGE policies and made minor edits in red. A lot of it is in the regulation.

Ms. Zukowski referred to the definition for sex discrimination and asked why receiving federal assistance was included. She suggested ending the description after "educational program." Mrs. Harriman-Stites said this is a legal definition districts are required to use but will check on this.

Ms. Zukowski said this policy puts the onus of reporting on the victim. She referred to the racial harassment policy wording and asked if it would make sense to add that language so it's not always on the shoulder of the victim to get recourse for sexual harassment.

Dr. Rodrigue felt that was a good point to look at and would like to edit the policy.

Mrs. Harriman-Stites said a lot of this is in the regulations. The Title IX coordinator has to do the investigation. The policy around the procedures is intentionally vague. We can wait until the administrative team rewrites the regulation and wait if not comfortable with the regulation.

Policy 5145.6 Student Grievance Procedures (Title IX) was reviewed and approved by the administrative team.

MOTION: Mr. Delia moved that the Board of Education to approve the minutes of November 17, 2020. Mr. Cruson seconded. Vote: 6 ayes, 1 abstained (Mr. Delia) Motion passes.

Item 8 – Public Participation

Janice Gabriel, 50 Saw Mill Road, Danbury, is a teacher and advisor the high school fall drama which will be livestreamed on December 19 at 7:00 p.m. and invited the Board, Dr. Rodrigue and Mrs. Uberti.

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

Item 9 – Adjournment

The meeting adjourned at 9:14 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education virtual meeting held December 8, 2020 at 7:00 p.m.

M. Ku, Chair
D. Delia, Vice Chair
D. Cruson, Secretary
D. Leidlein (7:25 p.m.)
J. Vouros
R. Harriman-Stites
D. Zukowski

L. Rodrigue
N. Caruso, CABE staff
1 Press
1 Public

Mrs. Ku called the meeting to order at 7:05 p.m. and stated the meeting was being recorded. All Board members were in attendance by video with the exception of Mr. Vouros who joined by phone.

Item 1 – Effective and Efficient BOE Meetings

Mrs. Ku thanked Nick Caruso for joining the Board to facilitate the discussion, and explained that the evening's agenda is about making meetings more efficient and effective. She reviewed the recent work done by the board, pointing out that with just seven members on the board, a lot of work is accomplished.

Nick Caruso led the discussion, focusing on three main categories of meeting conduct: agenda creation, meeting procedures, board member behavior. Several strategies for efficient and effective board meetings were raised and discussed:

- Provide time limits to board member comments
- Limit "ping-pong" discussions
- Provide materials in advance to allow for review and board members to be prepared
- Prepare for meetings
- Include interested Board Members on sub-committees
- Focus less on minutes – include less detail
- Accept that we may have different comfort levels with detail and may not all agree
- Effectively use statements of support or opposition (as opposed to asking questions)
- Shorten "reports" where there is redundancy with meeting agenda items
- Refer questions back to committee for consideration

Item 2 - Adjournment

The meeting adjourned at 8:49 p.m.

Respectfully submitted:

Daniel, Cruson, Jr.
Secretary

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
NOVEMBER 30, 2020**

SUMMARY

The fifth report of the 2020-21 school year continues to provide year to date expenses, active encumbrances and anticipated obligations. A majority of account balances are estimated as full budget spend and captured in the anticipated obligation column. Account analysis will continue as we will be meeting with individual departments in the upcoming months and adjusting the anticipated obligation column to more accurately reflect the needs of the District. The overall projected year end position has changed from \$13,024 to -\$399,303.

In December we will be requesting the transfer of funds from the Town's Capital Non-recurring account to restore Board of Education sub-accounts that have been diminished due to COVID related purchases.

During the month of November, The Board of Education spent approximately \$5.6M; \$4.0M on salaries; and approximately \$1.6M on all other objects.

The Excess Cost Grant has now been recalculated based on current services provided to our students and submitted to the State. The anticipated grant reimbursement rate is at 75% which is subject to change. Overall, recalculation of the grant provided -\$280,437 less or approximately 18% shy of the budget. The allocation of the grant provided and additional 49% towards special education service salaries, approximately 40% less towards transportation with the remainder applied towards special education tuition. The out-of-district tuition account is showing a positive balance of \$105,708 which is subject to change as this grant will be resubmitted again in March.

This report includes transfer recommendations to adjust salary accounts resulting from teacher program reassignments as well as shifts in non-certified salary accounts.

Salary

The overall salary account is showing a positive balance of \$190,435. Primary drivers include the following:

- Tuition and grant revenue offsets in career and special education service salaries has increased,
- turnover in our custodial & secretarial unions has produced a positive balance and,
- open positions in our paraeducator union still exist. In the past month we have filled a number of positions leaving approximately 11 positions unfilled. Next month we will include an estimate for these open positions which will lower the projected year-end balance.
- The certified salary account continues to show a negative balance as we have been unsuccessful in reaching our budgeted turnover of -\$624,000.

Other Purchase Services

The balance other purchase services has decreased by -\$285,552 over the prior month; however, overall the account is still showing a positive balance of \$84,689. Primary drivers in this account are as follows:

- Contracted services is now showing an anticipated annual balance of -\$363,765 resulting from the loss of revenue in our lunch program. We have reassessed this account, now providing a full year forecast. Our predication is based on YTD current conditions through December along with a hybrid learning model for the balance of the year. Of course, this balance is subject to change depending on the status of our schools. We will be monitoring this area very closely and all changes will be identified and reported to the Board in a timely manner.
- Special Education tuition is showing a positive balance of \$105,708; however the recalculation of the grant lowered our anticipated full year balance by -\$82,524.
- Transportation is showing a positive balance due to a variety of components;
 - Special education transportation carryover credit from last year,
 - special education summer runs; less buses were used than anticipated,
 - special education out-of-district runs; runs have been combined/unfilled and
 - savings in local transportation due to less student days plus discounted remote days.

Supplies

There was a small increase over last month in our supply account based on these factors:

- Electricity account includes the virtual net metering system at the High School which now has an estimated a full year forecast balance of \$204,478. This balance includes a carryover credit of approximately \$101,000; therefore, the net overall credit is estimated at approximately \$103,000.
- Five more school have come online and will be evaluated over the next few months. We will report the annual savings once we have collected more data on these accounts.
- Plant supplies is showing a negative balance of -\$294,468 as we have spent approximately \$400k in COVID related expenses. We do believe at this time that we have enough disinfectant and sanitizer to carry us through the balance of the year. However, there is still a need to purchase our budgeted plant supplies as well as wipes and cleansers. This account will be closely monitored and reevaluated over the months ahead.

Property

Technology equipment has somewhat stabilized for now and the change over last month's balance is -\$24,317.

- Many of the COVID related items have now been purchased.
- We can now focus on realigning our purchases based on the original budgeted needs. This account will be reevaluated and adjusted in the months ahead.

There were no emergency repairs over \$5,000 in the month of November.

Tanja Vadas
Director of Business & Finance
November 12, 2020

**NEWTOWN BOARD OF EDUCATION
2020-21 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING NOVEMBER 30, 2020**

OBJECT CODE	EXPENSE CATEGORY	2020 - 2021		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP	
		EXPENDED 2019 - 2020	APPROVED BUDGET							
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 49,586,526	\$ 51,044,554	\$ 51,044,554	\$ 15,210,733	\$ 34,672,327	\$ 1,161,494	\$ 971,059	\$ 190,435	99.63%
200	EMPLOYEE BENEFITS	\$ 11,126,524	\$ 11,435,283	\$ 11,435,283	\$ 5,780,749	\$ 4,285,980	\$ 1,368,553	\$ 1,423,133	\$ (54,579)	100.48%
300	PROFESSIONAL SERVICES	\$ 659,940	\$ 751,382	\$ 751,382	\$ 202,255	\$ 28,227	\$ 520,900	\$ 451,625	\$ 69,276	90.78%
400	PURCHASED PROPERTY SERV.	\$ 2,304,638	\$ 1,884,463	\$ 1,884,463	\$ 760,682	\$ 510,969	\$ 612,812	\$ 573,399	\$ 39,413	97.91%
500	OTHER PURCHASED SERVICES	\$ 8,823,709	\$ 9,314,942	\$ 9,314,942	\$ 3,320,736	\$ 5,997,425	\$ (3,219)	\$ (87,908)	\$ 84,689	99.09%
600	SUPPLIES	\$ 3,347,825	\$ 3,498,335	\$ 3,498,335	\$ 1,596,506	\$ 248,096	\$ 1,653,733	\$ 1,689,743	\$ (36,010)	101.03%
700	PROPERTY	\$ 831,904	\$ 549,402	\$ 549,402	\$ 887,308	\$ 345,620	\$ (683,526)	\$ 9,000	\$ (692,526)	226.05%
800	MISCELLANEOUS	\$ 66,090	\$ 73,415	\$ 73,415	\$ 54,276	\$ 3,010	\$ 16,129	\$ 16,129	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	100.00%
TOTAL GENERAL FUND BUDGET		\$ 76,747,157	\$ 78,651,776	\$ 78,651,776	\$ 27,813,244	\$ 46,091,654	\$ 4,746,877	\$ 5,146,180	\$ (399,303)	100.51%
TRANSFER NON-LAPSING										
GRAND TOTAL		\$ 76,747,157	\$ 78,651,776	\$ 78,651,776	\$ 27,813,244	\$ 46,091,654	\$ 4,746,877	\$ 5,146,180	\$ (399,303)	100.51%

OBJECT CODE	EXPENSE CATEGORY	2020 - 2021		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2019 - 2020	APPROVED BUDGET							
100	SALARIES									
	Administrative Salaries	\$ 4,163,820	\$ 4,160,309	\$ 4,160,309	\$ 1,643,028	\$ 2,524,652	\$ (7,370)	\$ -	\$ (7,370)	100.18%
	Teachers & Specialists Salaries	\$ 31,619,798	\$ 32,219,745	\$ 32,219,745	\$ 8,824,358	\$ 23,684,678	\$ (289,292)	\$ 15,000	\$ (304,292)	100.94%
	Early Retirement	\$ 32,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 92,408	\$ 93,096	\$ 93,096	\$ 40,789	\$ 29,117	\$ 23,190	\$ 3,750	\$ 19,440	79.12%
	Homebound & Tutors Salaries	\$ 88,213	\$ 185,336	\$ 185,336	\$ 18,456	\$ 18,135	\$ 148,745	\$ 147,791	\$ 955	99.48%
	Certified Substitutes	\$ 548,648	\$ 698,193	\$ 698,193	\$ 239,751	\$ 338,235	\$ 120,207	\$ 125,000	\$ (4,793)	100.69%
	Coaching/Activities	\$ 643,256	\$ 656,571	\$ 656,571	\$ 184,804	\$ -	\$ 471,767	\$ 433,634	\$ 38,133	94.19%
	Staff & Program Development	\$ 173,319	\$ 143,517	\$ 143,517	\$ 70,835	\$ 30,262	\$ 42,420	\$ -	\$ 42,420	70.44%
	CERTIFIED SALARIES	\$ 37,361,462	\$ 38,172,767	\$ 38,172,767	\$ 11,038,022	\$ 26,625,079	\$ 509,667	\$ 725,174	\$ (215,508)	100.56%
	Supervisors & Technology Salaries	\$ 917,739	\$ 945,154	\$ 945,154	\$ 414,799	\$ 519,045	\$ 11,310	\$ 65,245	\$ (53,935)	105.71%
	Clerical & Secretarial Salaries	\$ 2,310,741	\$ 2,362,981	\$ 2,362,981	\$ 812,763	\$ 1,440,175	\$ 110,043	\$ 2,947	\$ 107,096	95.47%
	Educational Assistants	\$ 2,743,151	\$ 2,875,564	\$ 2,875,564	\$ 716,330	\$ 1,892,655	\$ 266,580	\$ -	\$ 266,580	90.73%
	Nurses & Medical Advisors	\$ 764,244	\$ 801,532	\$ 801,532	\$ 215,237	\$ 629,252	\$ (42,957)	\$ -	\$ (42,957)	105.36%
	Custodial & Maint. Salaries	\$ 3,144,919	\$ 3,263,032	\$ 3,263,032	\$ 1,199,312	\$ 1,962,852	\$ 100,868	\$ 45,000	\$ 55,868	98.29%
	Non-Certified Adj & Bus Drivers Salaries	\$ 22,043	\$ 81,607	\$ 81,607	\$ 5,297	\$ 22,255	\$ 54,055	\$ 28,000	\$ 26,055	68.07%
	Career/Job Salaries	\$ 117,954	\$ 183,209	\$ 183,209	\$ 57,406	\$ 144,599	\$ (18,796)	\$ (82,500)	\$ 63,704	65.23%
	Special Education Svcs Salaries	\$ 1,224,685	\$ 1,355,856	\$ 1,355,856	\$ 371,798	\$ 1,006,751	\$ (22,693)	\$ (53,731)	\$ 31,038	97.71%
	Security Salaries & Attendance	\$ 594,071	\$ 621,957	\$ 621,957	\$ 185,444	\$ 426,817	\$ 9,696	\$ -	\$ 9,696	98.44%
	Extra Work - Non-Cert.	\$ 141,823	\$ 115,447	\$ 115,447	\$ 89,386	\$ 2,848	\$ 23,212	\$ 17,924	\$ 5,288	95.42%
	Custodial & Maint. Overtime	\$ 214,479	\$ 233,448	\$ 233,448	\$ 104,252	\$ -	\$ 129,196	\$ 194,000	\$ (64,804)	127.76%
	Civic Activities/Park & Rec.	\$ 29,216	\$ 32,000	\$ 32,000	\$ 687	\$ -	\$ 31,313	\$ 29,000	\$ 2,313	92.77%
	NON-CERTIFIED SALARIES	\$ 12,225,064	\$ 12,871,787	\$ 12,871,787	\$ 4,172,711	\$ 8,047,248	\$ 651,827	\$ 245,885	\$ 405,942	96.85%
	SUBTOTAL SALARIES	\$ 49,586,526	\$ 51,044,554	\$ 51,044,554	\$ 15,210,733	\$ 34,672,327	\$ 1,161,494	\$ 971,059	\$ 190,435	99.63%

OBJECT CODE	EXPENSE CATEGORY	2020 - 2021		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2019 - 2020	APPROVED BUDGET						
200	EMPLOYEE BENEFITS								
	Medical & Dental Expenses	\$ 8,051,502	\$ 8,289,180	\$ 8,289,180	\$ 4,189,404	\$ 4,073,135	\$ 26,641	\$ -	100.00%
	Life Insurance	\$ 86,352	\$ 86,760	\$ 86,760	\$ 35,922	\$ -	\$ 50,838	\$ -	100.00%
	FICA & Medicare	\$ 1,523,488	\$ 1,602,597	\$ 1,602,597	\$ 504,024	\$ -	\$ 1,098,573	\$ -	100.00%
	Pensions	\$ 863,104	\$ 913,394	\$ 913,394	\$ 782,269	\$ 750	\$ 130,375	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 122,970	\$ 82,000	\$ 82,000	\$ 34,987	\$ -	\$ 47,013	\$ (54,579)	166.56%
	Workers Compensation	\$ 479,108	\$ 461,352	\$ 461,352	\$ 234,143	\$ 212,095	\$ 15,114	\$ -	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,126,524	\$ 11,435,283	\$ 11,435,283	\$ 5,780,749	\$ 4,285,980	\$ 1,423,133	\$ (54,579)	100.48%
300	PROFESSIONAL SERVICES								
	Professional Services	\$ 500,341	\$ 559,102	\$ 559,102	\$ 153,971	\$ 23,212	\$ 381,919	\$ (6,706)	101.20%
	Professional Educational Serv.	\$ 159,599	\$ 192,280	\$ 192,280	\$ 48,284	\$ 5,015	\$ 138,982	\$ 75,982	60.48%
	SUBTOTAL PROFESSIONAL SERV.	\$ 659,940	\$ 751,382	\$ 751,382	\$ 202,255	\$ 28,227	\$ 520,900	\$ 69,276	90.78%
400	PURCHASED PROPERTY SERV.								
	Buildings & Grounds Contracted Svc.	\$ 716,095	\$ 664,859	\$ 664,859	\$ 285,621	\$ 270,143	\$ 109,096	\$ 19,096	97.13%
	Utility Services - Water & Sewer	\$ 134,403	\$ 146,945	\$ 146,945	\$ 53,832	\$ -	\$ 93,113	\$ 1,571	98.93%
	Building, Site & Emergency Repairs	\$ 503,227	\$ 460,850	\$ 460,850	\$ 173,158	\$ 78,546	\$ 209,147	\$ (952)	100.21%
	Equipment Repairs	\$ 283,175	\$ 351,506	\$ 351,506	\$ 131,305	\$ 65,488	\$ 154,714	\$ 20,593	94.14%
	Rentals - Building & Equipment	\$ 268,547	\$ 260,303	\$ 260,303	\$ 116,766	\$ 96,793	\$ 46,743	\$ (895)	100.34%
	Building & Site Improvements	\$ 399,191	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SUBTOTAL PUR. PROPERTY SERV.	\$ 2,304,638	\$ 1,884,463	\$ 1,884,463	\$ 760,682	\$ 510,969	\$ 612,812	\$ 39,413	97.91%

OBJECT CODE	EXPENSE CATEGORY	2020 - 2021		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2019 - 2020	APPROVED BUDGET							
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 750,419	\$ 669,215	\$ 669,215	\$ 564,929	\$ 74,042	\$ 30,245	\$ 394,009	\$ (363,765)	154.36%
	Transportation Services	\$ 3,827,061	\$ 4,457,135	\$ 4,457,135	\$ 1,183,697	\$ 2,372,644	\$ 900,794	\$ 608,024	\$ 292,769	93.43%
	Insurance - Property & Liability	\$ 378,323	\$ 378,032	\$ 378,032	\$ 220,085	\$ 160,013	\$ (2,066)	\$ 1,978	\$ (4,044)	101.07%
	Communications	\$ 142,944	\$ 146,872	\$ 146,872	\$ 65,453	\$ 97,373	\$ (15,953)	\$ (15,953)	\$ (0)	100.00%
	Printing Services	\$ 24,637	\$ 31,040	\$ 31,040	\$ 4,731	\$ 1,310	\$ 24,999	\$ 24,999	\$ -	100.00%
	Tuition - Out of District	\$ 3,527,920	\$ 3,399,851	\$ 3,399,851	\$ 1,260,426	\$ 3,179,683	\$ (1,040,257)	\$ (1,145,965)	\$ 105,708	96.89%
	Student Travel & Staff Mileage	\$ 172,406	\$ 232,797	\$ 232,797	\$ 21,416	\$ 112,361	\$ 99,020	\$ 45,000	\$ 54,020	76.80%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 8,823,709	\$ 9,314,942	\$ 9,314,942	\$ 3,320,736	\$ 5,997,425	\$ (3,219)	\$ (87,908)	\$ 84,689	99.09%
600	SUPPLIES									
	Instructional & Library Supplies	\$ 805,612	\$ 801,275	\$ 801,275	\$ 346,716	\$ 141,679	\$ 312,879	\$ 312,880	\$ (1)	100.00%
	Software, Medical & Office Supplies	\$ 212,777	\$ 221,701	\$ 221,701	\$ 78,145	\$ 45,736	\$ 97,820	\$ 97,820	\$ -	100.00%
	Plant Supplies	\$ 423,659	\$ 356,400	\$ 356,400	\$ 466,767	\$ 50,926	\$ (161,293)	\$ 133,175	\$ (294,468)	182.62%
	Electric	\$ 1,164,615	\$ 1,228,072	\$ 1,228,072	\$ 478,094	\$ -	\$ 749,978	\$ 545,500	\$ 204,478	83.35%
	Propane & Natural Gas	\$ 347,253	\$ 431,350	\$ 431,350	\$ 63,602	\$ -	\$ 367,748	\$ 353,286	\$ 14,462	96.65%
	Fuel Oil	\$ 76,257	\$ 63,000	\$ 63,000	\$ 8,860	\$ -	\$ 54,140	\$ 54,140	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 122,159	\$ 205,031	\$ 205,031	\$ 47,246	\$ -	\$ 157,785	\$ 118,266	\$ 39,519	80.73%
	Textbooks	\$ 195,495	\$ 191,506	\$ 191,506	\$ 107,076	\$ 9,754	\$ 74,676	\$ 74,676	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,347,825	\$ 3,498,335	\$ 3,498,335	\$ 1,596,506	\$ 248,096	\$ 1,653,733	\$ 1,689,743	\$ (36,010)	101.03%

OBJECT CODE	EXPENSE CATEGORY	2020 - 2021		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2019 - 2020	APPROVED BUDGET							
700	PROPERTY									
	Technology Equipment	\$ 559,515	\$ 410,000	\$ 410,000	\$ 862,923	\$ 239,752	\$ (692,675)	\$ -	\$ (692,675)	268.95%
	Other Equipment	\$ 272,389	\$ 139,402	\$ 139,402	\$ 24,385	\$ 105,868	\$ 9,148	\$ 9,000	\$ 148	99.89%
	SUBTOTAL PROPERTY	\$ 831,904	\$ 549,402	\$ 549,402	\$ 887,308	\$ 345,620	\$ (683,526)	\$ 9,000	\$ (692,526)	226.05%
800	MISCELLANEOUS									
	Memberships	\$ 66,090	\$ 73,415	\$ 73,415	\$ 54,276	\$ 3,010	\$ 16,129	\$ 16,129	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 66,090	\$ 73,415	\$ 73,415	\$ 54,276	\$ 3,010	\$ 16,129	\$ 16,129	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	100.00%
	TOTAL LOCAL BUDGET	\$ 76,747,157	\$ 78,651,776	\$ 78,651,776	\$ 27,813,244	\$ 46,091,654	\$ 4,746,877	\$ 5,146,180	\$ (399,303)	100.51%

REVENUES	EXPENSED 2019 - 2020	APPROVED BUDGET	ANTICIPATED OFFSET	
			RECEIVED	BALANCE RECEIVED
EXCESS COST GRANT REVENUE				
Special Education Svcs Salaries ECG	\$ (33,039)	\$ (26,247)	\$ (39,115)	149.03%
Transportation Services - ECG	\$ (354,206)	\$ (402,480)	\$ (244,709)	60.80%
Tuition - Out of District ECG	\$ (1,372,981)	\$ (1,381,462)	\$ (1,195,965)	86.57%
Total	\$ (1,760,226)	\$ (1,810,189)	\$ (1,479,789)	81.75%
OTHER REVENUES				
BOARD OF EDUCATION FEES & CHARGES - SERVICES				
LOCAL TUITION	\$32,340	\$13,130	\$19,210	40.60%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000	\$0	\$30,000	0.00%
MISCELLANEOUS FEES	\$6,000	\$801	\$5,199	13.36%
TOTAL SCHOOL GENERATED FEES	\$68,340	\$13,931	\$54,409	20.39%
OTHER GRANT / SPECIAL REVENUE OFFSETS				
Corona Relief Grant - State Entitlement Grant	\$380,841	\$380,841	\$0	100.00%
Town Capital Non-recurring Revenue Fund	\$400,000	\$0	\$400,000	0.00%

**2020 - 2021
 NEWTOWN BOARD OF EDUCATION
 TRANSFERS RECOMMENDED
 DECEMBER 15, 2020**

12/7/2020

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$11,430	100	Certified Salary Adj.	100	Administrative Salaries	To allocate funds for salary adjustments and turnover savings
\$59,977	100	Teachers & Specialists Salaries	100	Certified Salary Adj.	To adjust budgets to current staff and salaries after turnover and advance degrees
\$48,980	100	Non-Certified Salary Adj.	100	Special Education Svcs Salaries	To allocate funds for salary adjustments and add a therapist for the blind
\$50,245	100	Clerical & Secretarial Salaries	100	Supervisors Salaries	To reclassify assistant business director position
\$7,042	100	Non-Certified Salary Adj.	100	Nurses	To add a part time nurse and increase hours due to COVID-19
\$19,269	100	Clerical & Secretarial Salaries			
\$32,281	100	Career/Job Salaries			

**2020 - 2021
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
DECEMBER 15, 2020**

AMOUNT		FROM		TO	
CODE	DESCRIPTION	CODE	DESCRIPTION	CODE	DESCRIPTION
ADMINISTRATIVE					
\$11,430	100 Certified Salary Adj. \$16,193 001840880000 51151 DISTRICT - OTHER SERV CERTIFIED SALARY ADJ (\$4,763) 001840880000 51152 DISTRICT - OTHER SERV SAVINGS FROM TURNOVER	100	Administrative Salaries \$10,787 001820820000 51111 DISTRICT - SUPERINTENDENT ADMINISTRATORS - CO (\$4,763) 001840860000 51111 DISTRICT - BUS SERV ADMINISTRATORS - CO \$5,406 001600320000 51116 H.S. - SPORTS ATHLETIC DIRECTOR		
\$59,977	100 Teachers & Specialists Salaries \$22,309 001100020000 51121 HAW. - ART TEACHERS \$3,386 001100220000 51121 HAW. - MUSIC TEACHERS (\$16,138) 001100240000 51121 HAW. - P.E. TEACHERS (\$13,602) 001100260000 51121 HAW. - READING TEACHERS \$42,422 001100380000 51121 HAW. - CLASSROOM TEACHERS (\$3,240) 001200020000 51121 S.H. - ART TEACHERS (\$2,994) 001200220000 51121 S.H. - MUSIC TEACHERS (\$41,659) 001200380000 51121 S.H. - CLASSROOM TEACHERS (\$2,413) 001300020000 51121 M.G. - ART TEACHERS (\$2,927) 001300220000 51121 M.G. - MUSIC TEACHERS (\$62,942) 001300380000 51121 M.G. - CLASSROOM TEACHERS \$30,473 001400020000 51121 HOM. - ART TEACHERS \$2,535 001400220000 51121 HOM. - MUSIC TEACHERS (\$16,138) 001400240000 51121 HOM. - P.E. TEACHERS (\$28,569) 001400260000 51121 HOM. - READING TEACHERS \$1,851 001400260000 51131 HOM. - READING SPECIALISTS (\$49,060) 001400380000 51121 HOM. - CLASSROOM TEACHERS (\$2,905) 001450200000 51131 RIS. - MATH SPECIALISTS \$96,448 001450220000 51121 RIS. - MUSIC TEACHERS (\$64,533) 001450240000 51121 RIS. - P.E. TEACHERS (\$21,929) 001450340000 51131 RIS. - LIBRARY SPECIALISTS \$3,807 001450380000 51121 RIS. - CLASSROOM TEACHERS \$26,271 001500060000 51121 M.S. - COMPUTER ED TEACHERS (\$11,025) 001500100000 51121 M.S. - ENGLISH TEACHERS (\$10,518) 001500120000 51121 M.S. - WORLD LANG TEACHERS (\$17,912) 001500140000 51121 M.S. - HEALTH ED TEACHERS (\$3,869) 001500180000 51121 M.S. - TECH ED TEACHERS \$49,003 001500200000 51121 M.S. - MATH TEACHERS \$47,040 001500220000 51121 M.S. - MUSIC TEACHERS \$17,423 001500240000 51121 M.S. - P.E. TEACHERS \$8,628 001500260000 51121 M.S. - READING TEACHERS \$10,352 001500280000 51121 M.S. - SCIENCE TEACHERS (\$47,900) 001500300000 51121 M.S. - SOC STUDIES TEACHERS (\$9,682) 001500400000 51131 M.S. - GUIDANCE SPECIALISTS \$25,916 001600020000 51121 H.S. - ART TEACHERS (\$2,912) 001600040000 51121 H.S. - BUSINESS ED TEACHERS (\$10,158) 001600100000 51121 H.S. - ENGLISH TEACHERS \$9,346 001600120000 51121 H.S. - WORLD LANG TEACHERS	100	Certified Salary Adj. (\$27,634) 001840880000 51151 DISTRICT - OTHER SERV CERTIFIED SALARY ADJ \$87,611 001840880000 51152 DISTRICT - OTHER SERV SAVINGS FROM TURNOVER		

**2020 - 2021
 NEWTOWN BOARD OF EDUCATION
 DETAIL OF TRANSFERS RECOMMENDED
 DECEMBER 15, 2020**

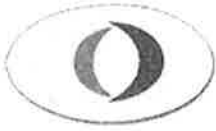
		FROM		TO	
AMOUNT	CODE	DESCRIPTION	CODE	DESCRIPTION	
		(\$4,353) 001600180000 51121 H.S. - TECH ED		TEACHERS	
		(\$4,099) 001600200000 51121 H.S. - MATH		TEACHERS	
		(\$1,747) 001600220000 51121 H.S. - MUSIC		TEACHERS	
		(\$7,973) 001600280000 51121 H.S. - SCIENCE		TEACHERS	
		\$10,178 001600300000 51121 H.S. - SOC STUDIES		TEACHERS	
		(\$11) 001600390000 51121 H.S. - TAP		TEACHERS	
		(\$2,896) 001600400000 51131 H.S. - GUIDANCE		SPECIALISTS	
		\$653 001750580000 51131 SP ED - SPEECH & HEAR		SPECIALISTS	
		\$16,137 001750600000 51121 SP ED - GATES		TEACHERS	
		\$9,826 001750610000 51121 SP ED - PREK-8 SP ED		TEACHERS	
		\$47,031 001750630000 51121 SP ED - H.S. SP ED		TEACHERS	
		(\$58,085) 001750660000 51121 SP ED - TRANSITION		TEACHERS	
		\$4,317 001750790000 51121 SP ED - SUMMER PROGRAM		TEACHERS	
		(\$73,544) 001760560000 51133 PUPIL SERV - PSYCH		SPECIALISTS - ELEM	
		\$37,236 001760560000 51138 PUPIL SERV - PSYCH		SPECIALISTS - MS	
		\$133,122 001800800000 51131 DISTRICT - CURRICULUM		SPECIALISTS	
\$48,980	100	Non-Certified Salary Adj.			
		\$48,980 001840880000 51271 DISTRICT - OTHER SERV		NON-CERT SALARY ADJ	
\$108,837	100	Clerical & Secretarial Salaries			
		\$50,245 001840860000 51221 DISTRICT - BUS SERV		CLERICAL	
	100	Non-Certified Salary Adj.			
		\$7,042 001840880000 51271 DISTRICT - OTHER SERV		NON-CERT SALARY ADJ	
	100	Clerical & Secretarial Salaries			
		\$19,269 001840860000 51221 DISTRICT - BUS SERV		CLERICAL	
	100	Career/Job Salaries			
		\$32,281 001600800000 51263 H.S. - CWE		SCHOOL TO CAREER	
	100	Special Education Svcs Salaries			
		\$8,980 001750510000 51263 SP ED - SERVICES		THERAPISTS	
		\$40,000 001750610000 51266 SP ED - PREK-8 SP ED		BEHAVIORAL THERAPISTS	
	100	Supervisors Salaries			
		\$50,245 001840860000 51210 DISTRICT - BUS SERV		SUPERVISORS/TECH STAFF	
	100	Nurses			
		\$3,085 001770430000 51244 HEALTH/MED - ELEM/INT		NURSES - HOM	
		\$32,094 001770430000 51245 HEALTH/MED - ELEM/INT		NURSES - RIS	
		\$14,852 001770480000 51240 HEALTH/MED - M.S.		NURSES SALARIES	
		\$8,561 001770490000 51240 HEALTH/MED - H.S.		NURSES SALARIES	

2020-2021 COVID Expenses

	Original Draft	Expensed	Anticipated Encumbered	Total	CRF Grant	Net Total
<u>Personnel Expenses</u>						
Additional Nurse Hours (incl .8 FTE)		\$110,844		\$110,844	\$40,733	\$70,111
Increased Para Hours		\$24,435		\$24,435	\$10,238	\$14,197
Custodial Overtime for Additional Cleaning		\$46,901	\$65,058	\$111,958	\$48,655	\$63,303
Teacher Coverage		\$56,357		\$56,357	\$25,861	\$30,496
<u>Other Student Support</u>						
SPED Outside Student Services		\$62,562	\$12,938	\$75,500	\$30,855	\$44,645
Bus Monitors		\$73,100		\$73,100	\$73,100	\$0
Committee & Additional Work		\$23,053		\$23,053	\$9,053	\$14,000
<u>Sub Total Personnel Costs</u>	<u>\$651,711</u>	<u>\$397,252</u>	<u>\$77,996</u>	<u>\$475,247</u>	<u>\$238,495</u>	<u>\$236,752</u>
<u>Facilities Expenses</u>						
Desk Shields & Protective Gear		\$162,605	\$8,627	\$171,233	\$39,830	\$131,403
Furniture, Fixtures & Storage		\$128,403	\$12,265	\$140,667		
Air Purification		\$81,427	\$7,873	\$89,299	\$49,540	\$39,759
Signage		\$1,967	\$0	\$1,967		
Disinfectant		\$92,694	\$24,998	\$117,692		
<u>Sub Total Facilities Costs</u>	<u>\$479,091</u>	<u>\$467,095</u>	<u>\$53,763</u>	<u>\$520,858</u>	<u>\$89,370</u>	<u>\$431,488</u>
<u>Technology</u>						
Devices		\$837,056	\$186,238	\$1,023,294		
Miscellaneous Equipment		\$56,411	\$22,337	\$78,748		
Cameras & Microphones		\$40,925	\$9,237	\$50,162	\$50,161	
Software		\$21,849	\$360	\$22,209		
Increased Bandwidth		\$7,442	\$7,496	\$14,938		
<u>Subtotal Technology</u>	<u>\$382,698</u>	<u>\$963,683</u>	<u>\$225,668</u>	<u>\$1,189,351</u>	<u>\$50,161</u>	<u>\$1,139,190</u>
<u>Other Purchases</u>						
Lunch Program (SSO for NHS)		\$19,558		\$19,558		
Legal Fees		\$4,143		\$4,143		
Miscellaneous School Purchases		\$15,356	\$29,421	\$44,777	\$2,816	\$41,961
<u>Subtotal Other Costs</u>	<u>\$1,340</u>	<u>\$39,056</u>	<u>\$29,421</u>	<u>\$68,477</u>	<u>\$2,816</u>	<u>\$65,661</u>
Total Potential Estimated Additional Costs	\$1,514,840	\$1,867,087	\$386,847	\$2,254,335	\$380,842	\$1,873,493
<u>Draft (savings)</u>						
	DRAFT	ACTUAL	ANTC/ENC	BALANCE		
Transportation	\$32,154	\$3,766	\$33,895	\$37,661		
PD	\$35,000		\$35,000	\$35,000		
SPED Trans Credit	\$145,313		\$145,313	\$145,313		
Security Personnel	\$5,574		\$5,500	\$5,500		
Para - 1 less day	\$15,300		\$15,300	\$15,300		
Bus Fuel	\$12,000		\$35,000	\$35,000		
Total	\$245,341	\$3,766	\$270,008	\$273,774		

**Newtown Public School Lunch Program Comparative Analysis
NOVEMBER**

2019		2020	
Elementary		Elementary - K-6 in full	
A LA Carte	\$ 28,096	A LA Carte	\$ 1,497 -94.7%
Reimbursed Sales	\$ 66,071	Reimbursed Sales	\$ 38,145 -42.3%
Adult Sales	\$ 659	Adult Sales	\$ 352 -46.6%
Total Revenue	\$ 94,826	Total Revenue	\$ 39,994 -57.8%
Gross Product Cost	\$ (29,801)	Gross Product Cost	\$ (17,793)
Payroll	\$ (53,383)	Payroll	\$ (42,922)
Gross Profit	\$ 11,643	Gross Profit	\$ (20,721)
Operating Exp	\$ (15,175)	Operating Exp	\$ (14,774)
Profit/Loss	\$ (3,532)	Profit/Loss	\$ (35,495)
2019		2020	
High School		High School - Hybrid	
A LA Carte	\$ 66,147	A LA Carte	\$ 2,089 -96.8%
Reimbursed Sales		Reimbursed Sales*	\$ 12,830
Adult Sales/Other	\$ 6,727	Adult Sales/Other	\$ 768 -88.6%
Total Revenue	\$ 72,874	Total Revenue	\$ 15,687 -78.5%
Gross Product Cost	\$ (27,859)	Gross Product Cost	\$ (486)
Payroll	\$ (29,456)	Payroll	\$ (16,242)
Gross Profit	\$ 15,559	Gross Profit	\$ (1,041)
Operating Exp	\$ (4,311)	Operating Exp	\$ (3,238)
Profit/Loss	\$ 11,248	Profit/Loss	\$ (4,279)
		<i>*NHS on NSLP</i>	
November 2019		November 2020	
Total Profit/Loss	\$ 7,716	Total Profit/Loss	\$ (39,774)



Unit Planner: Perspective Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 1 - Week 6

Last Updated: Thursday, November 12, 2020 by Amy Deeb

Perspective

Deeb, Amy; Dietter, Candace

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: Race, stereotypes, labeling, prejudice, discrimination, bias

Lens: Perspective

Generalizations / Enduring Understandings

1. Life experiences and biases develop or break down prejudice.
2. Discrimination originates in the stereotypes and labels of an individual due to one or two particular experiences and characteristics.
3. Racial stereotypes lead to prejudice and discrimination which impacts peoples lives.

Guiding Questions

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

1

- a. What is prejudice? (F)
- b. What is bias? (F)
- c. What is racism? (F)
- d. What is anti-racism? (F)
- e. How do life experiences impact people's perspective and biases? (C)
- f. Why do people continue to hold on to biases? (P)
- g. Is a single perspective ever preferred? (P)

2

- a. What is discrimination? (F)
- b. What are stereotypes? (F)
- c. In what ways do we develop stereotypes? (C)
- d. How do people's experiences lead to discriminatory stereotypes? (C)
- e. In what ways can people prevent the application of stereotypes to the entire group? (P)

3

- a. How do racial stereotypes lead to prejudice and discrimination? (C)
- b. How do racial stereotypes impact both the stereotyped and those who stereotype? (C)
- c. What is the national impact of judging people based on race? (C)
- d. What, if any, justification is there for racial stereotypes? (P)
- e. In what ways can people be anti-racist? (C)
- f. Will racism always exist? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: History

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's perspectives

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- Understand- Explain, generalize, connect ideas using supporting evidence.

DOK-Level 4- Analyze- Analyze complex/abstract themes.

DOK-Level 4- Create- Synthesize information across multiple sources by evaluating and analyzing perspectives.

Critical Content & Skills

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

Content: Prejudice, racism, perspectives, biases, discrimination, stereotypes

Skills:


Students will be able to:

- Draw and defend independent conclusions regarding historical/current events based on an analysis of different resources;
- Identify and evaluate different perspectives/points of view,
- View visual presentations critically by raising questions, summarizing, or evaluating presented material.
- Distinguish relevant from irrelevant information.
- Detect bias in visual and/or print materials.
- Evaluate the validity of information and/or positions in oral, print, visual, and other resource materials.
- Analyze print materials for bias, point-of-view, and context.
- Use real world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

Core Learning Activities

- Discussion- Class will establish "Ground Rules" to ensure that students feel comfortable sharing their thoughts and opinions. These become the class expectations.
- Journal- Does racism still exist in the United States? Why or why not? Use specific examples to defend your reasoning.
- Generate, Sort, Connect, Elaborate- Students will be broken into groups of 3 and will be given "race" as a topic. Students will generate ideas associated with race, then present their ideas on a poster board. No judging. Students will then circle the words most important to understanding race. Students will then connect the words together and will elaborate on each connection. They will form a working definition of what race means.
- Discussion- Perspective discussion of "old lady vs. Young lady." Why do we see things differently?
- Discussion- Diverse Perspectives- Students will write a journal entry on a controversial issue of their choosing and do research on it. They will take this information and participate in an Agree/Disagree activity where students practice the "Ground Rules" they have established and

- begin to understand perspective and why we feel the way we do about certain issues.
- Film- Show documentary *Skin Deep*- The documentary introduces students to the concept of perspective and why people (college students in this case) have the ideas and stereotypes they do. Students will complete graphic organizers on the different people in the documentary and then write a paper on "How race impacted 4 student's lives" in the documentary using specific examples from the film. Students will then participate in a graded discussion to further discuss perspectives.
 - Discussion-No word. Students will read the chapter "The Protean N Word" by Randall Kennedy, Gloria Naylor's "The Meaning of a Word" and watch the show "Blackish- The Word" available on Hulu. Students will also be shown a clip of Jay Z the rapper and Oprah Winfrey discussing their opposing views of the use of the N word. This helps further develop students understanding of perspectives about the use of the n word.

[GSCE opening activity debrief.docx](#)
[Old lady vs Young lady optical illusion](#)
[Diverse Perspectives Topics.docx](#)
[Skin Deep Assignment.docx](#)
[Skin Deep Discussion Questions.docx](#)
[SkinDeep student notes.docx](#)
[Gloria Naylor- The Meaning of a Word](#)
 [Chains lesson.docx](#)
[Blackish.docx](#)
[The Story Behind Blacki-ish's Provocative N Word Episode](#)
[Jay Z and Oprah discuss the N word](#)

Assessments

Do the Right Thing

Summative: Written Report

-Show Spike Lee's 1989 film "Do the Right Thing." Students will begin by analyzing the quotes and different perspectives of MLK and Malcolm X. These are two quotes students analyze at the beginning and end of the film. Students will then read Roger Ebert's review of the 1989 film and answer, "how far have we come?" Students are then shown the film, they can use the character list to take notes and at the end they answer questions. This is a three part summative assessment. Students then participate in a multi day discussion that explores perspective through the different questions asked from the film.

[Do The Right Thing Character List.docx](#)
[Do the Right Thing Closure.docx](#)
[MLK Malcom X Quotes.docx](#)
[Roger Eberts Review of "Do the Right Thing"](#)
[Class discussion rubric.docx](#)

Resources

Professional & Student

Optional Activities:

- Incident Jigsaw Report activity-Students have the option to research different cases including the death of Trayvon Martin, Eric Garner, George Floyd and other extremely current cases.
- Song analysis- Students will listen to the song "Chains" by Usher which directly corresponds to the Incident Jigsaw Report. Students will see racial issues and deaths through the eyes of one of the most influential R and B singers and political activists of all time.
- Reading- Students will read the book, *The Hate You Give* by Angie Thomas. We will discuss the book as it applies to real life throughout the first unit on Perspective. Students will participate in class discussions and will receive a class participation grade. This will further develop the Incident Jigsaw Report and the Chains lessons

Defining My Perspective on Race Narrative Writing Assignment

-Defining my Perspective on Race paper summative assessment-

You are to **describe FIVE characters** in your next great novel. One will be **black, another white, the third Arab, the fourth Hispanic, and the fifth Asian.**

Describe the age, physical characteristics, particularly any that have helped form the characters point of view, gender, family, personality characteristics and important previous experiences.

[DEFINING MY PERSPECTIVE ON RACE.docx](#)

[Defining my Perspective on Race paper graphic organizer.docx](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Written Performance

Use "Supports" indicator from the Written Performance rubric for grading journals.

- First Thoughts Activity- Students will list stereotypes or "first thoughts" of an urban sister school with whom we will be partnering with. This will allow students to see their preconceived notions about these schools and students and will serve as part of a greater discussion during our exchanges.

Resources:

The Hate You Give- Angie Thomas

[Incident Report Jigsaw.docx](#)

[Chains lesson.docx](#)

[Usher- Chains](#)

Interdisciplinary Connections

Sociology- Dominant and Minority Groups

Government- Judicial Branch

US History- Civil Rights era

English- *To Kill a Mockingbird*- Justice unit



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Unit Planner: Inequality Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 7 - Week 11

Last Updated: Thursday, November 12, 2020 by Amy Deeb

Inequality

Deeb, Amy; Dietter, Candace

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: Social class, inequality, opportunities, white privilege, justice system, racial profiling, race, systemic racism

Lens: Privilege

Generalizations / Enduring Understandings

1. Social class established opportunities which dictate inequalities.
2. White privilege denies opportunities to other races.
3. The systemic racism that exists in America exacerbates the inequalities of race.

Guiding Questions

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

1

- a. What is educational inequality? (F)
- b. What is economic inequality? (F)
- c. What are the different social classes? (F)
- d. Does an individual's environment shape their social class? (C)
- e. Does where one lives contribute to educational inequality? (C)
- f. What does it mean to be working poor? (C)
- g. Does minimum wage contribute to economic inequality? (C)
- h. How does social class determine economic inequality? (C)
- i. Does geography determine destiny? (P)

2

- a. What is white privilege? (F)
- b. How does white privilege impact other races? (C)
- c. How does white privilege impact whites? (C)
- d. What is race identity? (F)
- e. How does an individual form their race identity? (C)
- f. What is the impact of race identity? (P)
- g. At what point does society get beyond white privilege? (P)

3

- a. What is systemic racism? (F)
- b. What is racial profiling? (F)
- c. Does racial bias and inequality exist in the criminal justice system? (C)
- d. How do the practices of the criminal justice system establish inequalities among races? (C)

- e. Does affirmative action institutionalize racism in America? (P)
f. What issues of inequality are most pervasive in the 21st century? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 2: Geography

Human Population: Spatial Patterns and Movements

GEO 9–12.1 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK- Level 3- Apply- Use reasoning, planning and evidence.

DOK- Level 4- Understand- Explain how concepts or ideas specifically relate to other content, domains or concepts.

DOK- Level 4- Analyze- Gather, organize and analyze information from multiple sources.

DOK- Level 4- Evaluate- Draw and justify conclusions.

DOK- Level 4- Create- Synthesize information across multiple sources or texts.

Critical Content & Skills

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

Content: Social class, inequality, white privilege, criminal justice system, racial profiling, minimum wage, institutional racism, affirmative action.

Skills

Students will be able to:

- explain, evaluate, and analyze multiple sources.
- synthesize information from sources.
- articulate findings.
- draw and defend independent conclusions based on analysis of different resources.

Core Learning Activities

- Film- Show students "Social Class in America" and answer questions associated with it.
- Reading- Students will read, "The Working Poor, Working Hard" and complete a journal based upon it.
- Film- Students will be shown the documentary, "30 Days-Living on Minimum Wage." All three of these videos and readings will prep them to analyze Strategic School Profiles.
- Data Analysis- Students will analyze Strategic School Profiles from Newtown High School and an urban sister school to look at differences in education, course offerings, free-reduced lunch prices
- Game- Students will play "Social Stratification Monopoly." Students are randomly assigned a social class- upper, middle, working and lower and have to play the game according to the rules outlined in social class Monopoly. Students are told to "try as hard as they can" to win. Students then analyze the "30 Days on Minimum Wage" documentary, the SSPs and the Social Stratification Monopoly to talk about what they are aware of now that they were not aware of before.
- Activity- Generate, Sort, Connect, Elaborate on "white privilege" and write a journal entry answering "does white privilege exist?" Why or why not? Defend your answer.
- Documentary- Show students, "Black Doll Test" and have students react in journal format and then discuss as a class. What are they aware of now that they were not aware of before. Students will then read the article, "How a Psychologist's Work on Race Identity Helped Overturn School Segregation in 1950s America."
- Reading- Revisit the concept of white privilege. Ask students to look back at what they have done thus far and explore the impact of white privilege to the previous learning. Students will complete a reading, "What is White Privilege, really" and answer corresponding questions for a class discussion. Class discussion rubric will be used to assess.
- Documentary clips- Show students, "What would you do?- white teens and black teens destroying a car" ask for their honest reactions. Does it relate to white privilege? Stereotypes?
- Readinging, analysis and discussion- Read Peggy McIntosh's "Unpacking the Backpack" article. Students will write a reaction and then look at the 47 advantages she describes and students need to identify 15 they never thought of before, disagree with, want more information about etc. This will be a class discussion graded

on a class participation rubric.

- Reading and discussion- Students will read and discuss the Jesse Wegman NY Times article, "The Injustice of Marijuana Arrests." Students will look at why more blacks are arrested and charged for marijuana possession and the criminal justice implications of it.
- Court case analysis- Students will analyze Terry v. Ohio (1968).
- Documentary- Students will watch an ABC news report on the NYPD's controversial "Stop and Frisk" policy. They will debate whether or not this is racial profiling.
- Reading and discussion- Students will read and discuss, "Mass Incarceration in the Age of Colorblindness" by Michelle Alexander. Students will look at the 3 phases of incarceration in black communities.
- Documentary clip-Students will watch a short clip on the background of affirmative action in the United States and answer questions related to what it is.
- Debate- Students will debate the NY Times article, "Should Affirmative Action Be Eliminated."

Social Class in America

[social class-impact crash course.docx](#)

[Working Poor, Working Hard.pdf](#)

[30 days on Minimum wage.docx](#)

[SSP summative assessment.docx](#)

[SSP Chart.docx](#)

[Monopoly lesson updated.docx](#)

[Monopoly Debrief.docx](#)

[Monopoly Rules updated.docx](#)

[SSP and Monopoly.docx](#)

[Black Doll test](#)

["How a Psychologists Work on Race Identity Helped Overturn School Segregation in 1950s America](#)

[What Would you do? White teens](#)

[What would you do? Black teens](#)

[White Privilege detailed.docx](#)



[The injustice of Marijuana Arrests.pdf](#)

[Terry v. Ohio](#)

["Stop and Frisk"](#)

[crash Course- Affirmative Action](#)

[Unpacking the Invisible Knapsack.pdf](#)



[What is White Privilege, really?](#)

[Affirmative action- Crash course.pdf](#)

Assessments

Systemic Racism

Summative: Extended Essay

Students will analyze the unit resources to evaluate whether or not systemic racism exacerbates the inequalities of race in America.

Resources

Professional & Student

Optional Activities:

- Poem share- Introduce the new unit with sharing poems between a partner school in an urban district and our students poems in Newtown.



[Standards for Written Communication \(1\).docx](#)

Educational Analysis

Summative: Written Report

Task: Using the Strategic School Profiles (SSP) of Newtown High School and partner school in a different DRG you will write a 5 paragraph essay with an introduction, 3 body paragraphs that address the SSP and a conclusion. You will be graded according to the Critical Thinking School Wide Rubric.

Essay: After reviewing the Strategic School Profiles of both Newtown High School and a partner school in a different DRG do you feel that education in the State of Connecticut can be considered equal regardless of where you go to school? Why or why not? Use specific data from the SSP to support your position (Use at least 3 pieces of evidence from SSP's).

[SSP summative assessment.docx](#)



[CRITICAL THINKING RUBRIC.pdf](#)

Students need to write their own poem on race and then in groups share those poems and the poems written by a partner school. Students to analyze similarities and differences between the poems.

- Film- Students may watch the film- "Remember the Titans" to analyze it for examples of white privilege. This film is available on Disney Plus.

Students may read the following articles to promote awareness and journal their reaction. This will depend on classes individually and the depth to which they need to explore white privilege-

- "Oppression" by Marilyn Frye
- "The History of Black Face" by Joe Bubar
- "Seeing More than Black and White" by Elizabeth Martinez
- "Race and Racism" by Gloria Yamoto
- *The New Jim Crow* by Michelle Alexander

Possibility of a partner school with Bunnell High School in Stratford, CT

Field trip exchange- Students may participate in a 2 day learning experience in which students from a partner school come to NHS for a day and on the following day students from NHS would go to that school. Prior to the exchange students would identify "first thoughts" (commonly stereotypes) they hold about each school first. Students would then shadow one another at the opposite school for a day to see for themselves what it was like at the partner school. The culminating activity would be assessing whether or not their "first thoughts" changed after the field trip. This would take place at the end of the second day of the field trip.

A partnership with an urban district that utilizes the same curriculum as we do offers us the unique opportunity for our students to have conversations on controversial topics together virtually as well.



[Oppression.pdf](#)



[The History of Blackface.pdf](#)



[Seeing More than Black and white.pdf](#)



[Race and Racism.pdf](#)

[Bassick Poem Comparison.pdf](#)

[Remember the Titans.docx](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Critical Thinking

Interdisciplinary Connections

Sociology

United States History

Government-Judicial Branch

- Written Performance



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Unit Planner: The Historical Roots of Racial Inequality Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 12 - Week 16

Last Updated: Thursday, November 12, 2020 by Amy Deeb

The Historical Roots of Racial Inequality

Deeb, Amy; Dietter, Candace

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Concepts: Slavery, segregation, lynching, Jim Crow, nonviolent direct action, systemic racism
Lens: Conflict

Generalizations / Enduring Understandings

1. Historical events such as slavery, segregation, lynching and Jim Crow, establish systemic racism in the 21st century.
2. The influence of non-violent direct action affects the events of the past, present and the future.

Guiding Questions

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

1

- a. What is slavery? (F)
- b. What is Juneteenth? (F)
- c. What is segregation? (F)
- d. What is lynching? (F)
- e. What is Jim Crow? (F)
- f. How does the lynching of Emmett Till spark the Civil Rights Movement? (C)
- g. What does systemic racism look like in 21st century America? (C)
- h. Will racial relations in America change in the future?(C)

2

- a. Are organizations and individuals obligated to play a role a role in creating change? (F)
- b. What is nonviolent direct action? (F)
- c. What role did Rosa Parks play in the Montgomery Bus Boycott? (F)
- d. How did the work of Martin Luther King Jr. and nonviolent direct action inspire the Civil Rights Movement? (C)
- e. What was the impact of the Greensboro Four? (C)
- f. How did education change with the Little Rock Nine? (C)
- g. In what ways does Black Lives Matter mirror Freedom Summer? (C)
- h. Looking into the future will we realize change in racial relations in America? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: History

Perspectives

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's perspectives

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK Level 4- Understand-Explain how concepts or ideas specifically relate to other content, domains, or concepts.

DOK Level 4 -Apply-Illustrate how multiple themes may be related.

DOK Level 4- Analyze-Gather, organize and analyze information from multiple sources.

DOK Level 4- Evaluate-Draw and justify conclusions.

Critical Content & Skills

Core Learning Activities

What students must KNOW and be able to DO

Content: Slavery, Jim Crow, segregation- de jure and de facto, lynching, Emmett Till, Civil Rights Movement, Rosa Parks, Montgomery Bus Boycott, Greensboro Four, Little Rock Nine, Freedom Summer, Black Lives Matter Movement

Skills

Students will be able to:

- work collaboratively with peers;
- think critically about the impact of historical events;
- communicate their findings in a logical cohesive manner;
- research and evaluate information, and
- analyze primary and secondary sources.

- Research- Students will research the origins of slavery and create a working definition of it.
- Research and read- Students will research and read articles on the history of Juneteenth.
- Webquest activity- Students will participate in a web quest from PBS.org titled, "The Rise and Fall of Jim Crow" and decide whether or not the Jim Crow period was an extension of slavery.
- Song analysis- Students will listen to and analyze the lyrics to Billie Holiday's song "Strange Fruit" that depicts lynching in America.
- Documentary- Students will watch the PBS.org documentary on *The Murder of Emmett Till* and analyze how his death was the spark to the Civil Rights Movement.
- Research- Students will research the real story of Rosa Parks and Montgomery Bus Boycott.
- Analysis- Students will analyze quotes by Martin Luther King Jr and his influence on nonviolent direct action.
- Reading- Students will read "Freedom Fighters" by Rebecca Zissou that outlines events of the Civil Rights Movement.
- Documentary and discussion- Students will watch the documentary *Greensboro Four* and discuss how nonviolent direct action can be an effective way of making change.
- Film- Students will watch *Mississippi Burning*, which depicts white racism during "Freedom Summer 1964."
- Comparison analysis- Students will compare the Black Lives Matter (BLM) to Freedom Summer 1964?
- Research, analysis and comparison- Students will look at key cases such as George Floyd to determine whether or not the BLM is a modern day Civil Rights Movement.

[What is Juneteenth?](#)
[emmett till new.docx](#)
[Strange Fruit lyrics](#)
[Strange Fruit song- Billie Holiday](#)
[Jim Crow Research.docx](#)
[MLK and Martin Luther King enrichment.pdf](#)
[Greensboro 4.docx](#)
[NPR- Juneteenth](#)

Assessments

Civil Rights Movement Annotated Timeline and Ranking

Summative: Group Project

Civil Rights Movement Annotated Timeline and Ranking

In groups of NO more than 3, students will **create an annotated timeline** that identifies **8 events** that happened during the Civil Rights Movement. Students will then **explain on the timeline (poster) what happened in each event and the significance** it

Resources

Professional & Student

Optional Activities:

- Postcard analysis- Students may be shown postcards of lynchings in America.
- Documentary- Students may watch the documentary, *The Last Lynching*.
- Reading- Students may read, "The Shocking Story of an Approved Killing in Mississippi" by

played in the Civil Rights Movement. A visual must accompany each event.

Then students will rank their importance #1 being most important- #8 being least important. Students will explain these rankings and why you chose to rank them as you did. Students MUST come to a group consensus on the ranking. A class discussion will then take place.

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking
- Written Performance

William Bradford Huie.

Without Sanctuary- Lynching Postcards
"The Shocking Story of an Approved Killing in Mississippi"

Interdisciplinary Connections

United States History- Civil Rights Movement



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Unit Planner: Course of Action Conversations on Race

Newtown High School > 2020-2021 > High School > Social Studies >
Conversations on Race (C) > Week 16 - Week 18

Last Updated: Thursday, November 12, 2020 by Amy Deeb

Course of Action

Deeb, Amy; Dieter, Candace

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Action

Concepts: take a stance, systemic racism

Generalizations / Enduring Understandings

1. For there to be change in systemic racism, an individual must take a stance and act.

Guiding Questions

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

1

- a. What issue(s) exist in racism today? (C)
- b. What research is available to support or refute that issue? (F)
- c. What is your stance on the identified issue/problem? (C)
- d. Does an individual have power to solve systemic racism?(P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 1: Developing Questions and Planning Inquiry

Civics and Government

INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Dimension 2: Civics

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples,

and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

DOK Level 4-Create- Design a model to inform and solve a real world, complex or abstract situation.

DOK Level 4- Evaluate- Apply understanding in a novel way, provide argument or justification for the application.

Critical Content & Skills

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

Content: Systemic racism, government action

Skills

The students will be able to;

- identify an issue or problem
- take, research, analyze and defend a stance
- identify an audience
- prepare a suggestion for a movement on the issue.

Core Learning Activities

- Students will identify a racial issue that exists in society today.
- Students will research the issue, define their stance and support it with evidence.
- Students will work alone or in groups to decide the course of action to take a stance and address
- Students will use class time to create their plan to address systemic racism.

Assessments

Course of Action

Summative: Personal Project

Students will identify and research a problem, develop their stance and action plan to solve it.

Students will identify to whom they can present the solution and the manner in which they will present the issue.

Final Exam-Action Final.docx

Resources

Professional & Student

- Internet access
- Computer lab
- Google classroom for teacher feedback along the way

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking

Interdisciplinary Connections

Government

English



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Students

Sexual Discrimination and Sexual Harassment

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is prohibited, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action.

The Superintendent of Schools, and/or his or her designee, shall develop Administrative Regulations implementing this Policy.

Definitions

~~Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.~~ Sex discrimination involves treating someone unfavorably because of that person's sex. Discrimination against an individual because of gender identity, including transgender status, or sexual orientation is also in violation of this policy.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Students

Sexual Discrimination and Sexual Harassment (continued)

Procedure

Students and staff are expected to report any incidents of sexual discrimination or harassment that occur on school grounds, during after school activities, or during off campus school events. School personnel are required to follow appropriate protocols, laid out in the regulation, for handling issues brought forward, including reporting incidents to school administrators who are responsible for investigating and employing appropriate disciplinary measures consistent with school policy. Students in grades K-12 are encouraged to reach out to trusted adults when they either witness or experience issues related to sexual discrimination and harassment. An Anonymous Alert app is available to students in grades 9-12 for students to report issues of concern confidentially. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to report such claims. Students are encouraged to promptly report complaints of sex discrimination or sexual harassment to the appropriate personnel, as set forth in the Administrative Regulations implementing this Policy. The district will investigate such complaints promptly, take interim measures, and take corrective action where appropriate. The district will maintain confidentiality to the extent appropriate.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination. Any such substantiated reprisals or retaliation will result in disciplinary action against the retaliator.

The school district will periodically provide staff development for district administrators, and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of sexual discrimination and sex harassment.

Sex discrimination and/or sexual harassment may also constitute bullying behavior under the Board's Bullying Behavior in the Schools Policy.

Legal References: United States Constitution, Article XIV

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq. Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998) Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001).

Office of Civil Rights, U.S. Department of Education Dear Colleague Letter: Sexual Violence (April 4, 2011).

Constitution of the State of Connecticut, Article I, Section 20.

Adopted:

Students

Sexual Discrimination and Sexual Harassment

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

~~Sex discrimination~~ occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

~~Sexual harassment~~: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. ~~Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.~~
2. ~~Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.~~
3. ~~Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, epithets or gestures.~~
4. ~~Touching of a sexual nature or telling sexual or dirty jokes.~~
5. ~~Transmitting or displaying emails or websites of a sexual nature.~~
6. ~~Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.~~

~~Sexual Violence~~: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Assistant Superintendent of Schools, 3 Primrose Street, Newtown, CT, 06470 or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and made aware of his or her rights.

Students**Sexual Discrimination and Sexual Harassment (continued)**

3. The complaint should state the:
 - a) Name of the complainant,
 - b) Date of the complaint,
 - c) Date(s) of the alleged harassment/discrimination,
 - d) Name(s) of the harasser(s) or discriminator(s),
 - e) Location where such harassment/discrimination occurred,
 - f) Names of any witness(es) to the harassment/discrimination,
 - g) Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - h) Remedy requested.
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to Title IX Coordinator or his/her designee.
7. The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The District Title IX Coordinator or designee shall:

Students**Sexual Discrimination and Sexual Harassment** (continued)

- a) offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
 - b) provide the complainant with a copy of the Board's sexual harassment policy and accompanying regulations;
 - c) consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
 - d) investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - e) consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - f) communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Assistant Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension.
 - g) The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
 - h) when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Assistant Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;
10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator's or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Superintendent may also designate an outside investigator to conduct the review in lieu of, or in addition to, his or her review of the findings. The Title IX Coordinator or Superintendent of Schools may

Students

Sexual Discrimination and Sexual Harassment (continued)

determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Building Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the District Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (Telephone: (617) 289-0111).

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Newtown Board of Education is the Assistant Superintendent of Schools whose office is located at 3 Primrose Street, Newtown, CT and whose telephone number is (203) 426-7616.

Adopted:

NEWTOWN PUBLIC SCHOOLS

Newtown, CT

**COMPLAINT FORM REGARDING SEXUAL DISCRIMINATION AND SEXUAL HARASSMENT
(STUDENTS)**

Name of the complainant: _____

Date of the complaint: _____

Date of the alleged discrimination/harassment: _____

Name or names of the discriminator(s) or harasser(s): _____

Location where such discrimination/harassment occurred: _____

Name(s) of any witness(es) to the discrimination/harassment: _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment: _____

Remedy requested: _____

Signature – Complainant

Date

Signature – Recipient

Date

Students

Student Grievance Procedures (Title IX)

Designation of Responsible Employee

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The designee, the District's Compliance Officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of the District of the name, office address and telephone number of the designee. Notification shall be by posting and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in administrative regulations.

Dissemination of Policy

The Superintendent of Schools shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Legal Reference: 20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972

34 C.F.R. Part 106 – Title IX of the Educational Amendments of 1972

Policy adopted:

cps 9/05

Students

Student Grievance Procedures

Any student may bring a grievance before a student grievance committee using the following procedures:

Purpose of Student Grievance Procedures

1. To define the correct procedure for students to follow in resolving grievances.
2. To allow students to come before a committee with peer representation.
3. To secure at the lowest possible level an equitable solution to the problem for those parties involved with the grievance.

General Conditions

1. Procedures described herein do not limit the right of any student having a problem to discuss it with the principal or any appropriate administrator without the assistance of the student grievance committee.
2. The student must initiate definite action on the grievance within ten (10) days following the event or occurrence which gives rise to the grievance or it shall be considered waived.
3. This procedure shall be used only when direct negotiation between parties involved would aggravate existing relationships.
4. Failure at any level of a school district administrator or the Board of Education to submit a written decision within the specified time limits shall permit the aggrieved student to take said grievance to the next level.

Failure by the student to take the grievance to the next level within the specified time limit shall be considered acceptance of the decision rendered at the particular level.

5. Days indicated at each level should be considered as maximum, and every effort should be made to expedite the grievance process. Specified time limits may be extended by mutual written agreement of involved parties.
6. Formal grievances and decisions shall be in writing.
7. In the event a grievance is filed after June 1 of any year and this procedure will not allow for settlement prior to completion of the school year, all parties shall attempt to resolve the grievance within ten (10) weekdays of the event or occurrence.

Students

Student Grievance Procedures (continued)

Procedures

1. **Level One.** The student takes up the grievance with the person immediately concerned.
 - A. In those cases where the student believes a relationship is already such that further contact with the other party can only make matters worse, he/she may complete a grievance identification form, obtained in the principal's office, and return it to the student grievance committee within five (5) days.
 - B. One committee member shall be assigned to contact the student. Within five (5) days, a grievance committee meeting will be held to render a validity judgment on the grievance. At this time the student will be advised by the committee as to whether he/she must make another effort to resolve the problem at level one or continue to level two.
2. **Level Two.** If the problem is not resolved at level one, the student may submit a formal grievance to the grievance committee. The committee shall immediately refer the grievance to the appropriate administrator who will discuss the grievance with all parties involved, including parents of the student if necessary. The student may choose a committee representative to assist him/her in discussion. Following the discussion, the administrator shall render a decision in writing to all parties involved within ten (10) days after receiving the grievance form.
3. **Level Three.** If the student is not satisfied at level two, the student may appeal to the Superintendent, or the Superintendent's designee, within five (5) days of receiving the written decision. The Superintendent or designee will discuss the grievance with the parties including the parents of the student if necessary. The student may choose a representative of the committee to assist him/her in discussion. Following the discussion the Superintendent or the Superintendent's designee shall render a written decision to the parties within ten (10) days of receiving the appeal.
4. **Level Four.** If the student is not satisfied with the decision at level three, within five (5) days of receiving the written decision, he/she may appeal to the Board of Education. Within one (1) month of receiving the appeal, the grievance shall be placed on the agenda of a Board meeting and all involved parties notified of the meeting at which the grievance will be discussed. The student may choose a representative of the committee to assist him/her in discussion. Following the discussion and consideration, the Board of Education shall render a decision in writing to all parties involved.
5. **Level Five.** If the student and/or the student's parents wish to pursue the grievance, he/she must involve due process of the court system. The committee may assist the student's legal representative with any information regarding the grievance.

Students

Student Grievance Procedures (continued)

Committee Membership

1. Three committee members from each grade level shall be appointed by the president of the student council.
2. One of the three senior committee members shall be appointed chairperson by the president of the student council.
3. The student members of the committee shall select two faculty members to participate on the committee.
4. The faculty shall select two teachers to participate as committee members.
5. An administrator shall be named by the school principal to act as a direct communications link to the committee. The administrator acts as a consultant in matters concerning administrative practice and procedure and shall have no voting powers and is not a committee member.
6. The committee should reflect broad and diverse points of view, and, whenever reasonably possible, there should be some overlap of committee members to insure continuity.

“Days” as used in these regulations, shall mean days when school is in session. During vacation periods or summer months when school is not in session “days” shall mean calendar days other than Saturdays, Sundays and holidays.

Legal Reference: U.S.O.E. Title IX (Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education, eff. date 7/21/75 20 U.S.C. @ 1681 et seq.)

Regulation approved:

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.