

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

To make a public comment, the call in number is (US) 1-669-232-3271
The PIN is 732 249 022#

Board of Education Meeting
December 5, 2023

Council Chambers
3 Primrose St., Newtown, CT
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.

AGENDA

- Item 1 PLEDGE OF ALLEGIANCE
- Item 2 ELECTION OF OFFICERS
- Item 3 CONSENT AGENDA
- Donations to Sandy Hook School
 - Donation to Head O'Meadow School
 - Correspondence Report
- Item 4 **PUBLIC PARTICIPATION
- Item 5 REPORTS
- Chair Report
 - Superintendent's Report
 - Committee Reports
 - Discussion and Possible Action on Standing Committees
 - Student Representatives Report
- Item 6 PRESENTATION
- First Read of Architectural Design 2 Curriculum
- Item 7 OLD BUSINESS
- Discussion and Possible Action on 2024 Schedule of Board of Education Meetings
 - Discussion and Possible Action on Kindergarten Readiness Program
- Item 8 NEW BUSINESS
- First Read of Policy 3160 Budget Procedures and Line Item Transfers
 - Action on Minutes of November 21, 2023
 - Action on Minutes of November 27, 2023
 - Action on Minutes of November 28, 2023
 - Action on Minutes of November 30, 2023
- 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*



**Sandy Hook School
12 Dickinson Drive
Sandy Hook, CT 06482
(203) 426-7657**

Memorandum

To: Newtown Board of Education
From: Erin Ardino
Date: 11/22/2023
Subject: Donation from Curtis L Dupuis

Sandy Hook School received the attached \$100 donation from Curtis L Dupuis.

We are asking the Board to please approve this donation. Once approved, we will deposit the check into the SHS Activity account to be spent appropriately.

If you have any questions, please contact our office.

Thank you!

REMOVE DOCUMENT ALONG THIS PERFORATION

THE BACK OF THIS CHECK CONTAINS A SECURITY MARK - DO NOT ACCEPT WITHOUT HOLDING AT AN ANGLE TO VERIFY SECURITY MARK.

Please Post to Account: DONOR

CURTIS L DUPUIS
CURTIS L DUPUIS
CURTIS DUPUIS
PO BOX 153
OAKVILLE, WA 98566-0153



PO Box 7238
Sioux Falls, SD 57117-7238

Payable Through
KEYBANK, NA
ONLINE BANKING BILL PAY

43430509

8 103
410

November 13, 2023

PAY One Hundred and 00/100 Dollars

TO THE
ORDER OF:

SANDY HOOK ELEMENTARY SCHOOL
12 DICKINSON DR
SANDY HOOK CT 06482-1298

\$ *****100.00

#CSP0100065EA987# 42986851

VOID 90 DAYS AFTER ISSUE



Authorized Signature

Vuit B. alx

Memo:

⑈43430509⑈ ⑆04⑆ 207040⑆ 350993518504⑈



**Sandy Hook School
12 Dickinson Drive
Sandy Hook, CT 06482
(203) 426-7657**

Memorandum

To: Newtown Board of Education
From: Erin Ardino
Date: 11/22/2023
Subject: Donation from Schweitzer Engineering Laboratories, Inc.

Sandy Hook School received the attached \$100 donation from Schweitzer Engineering Laboratories. This donation is to be used towards math/science materials for students.

We are asking the Board to please approve this donation. Once approved, we will deposit the check into the SHS Activity account to be spent appropriately.

If you have any questions, please contact our office.

Thank you!



SCHWEITZER ENGINEERING LABORATORIES, INC.

2350 NE Hopkins Court • Pullman, WA 99163-5603 USA

Phone: +1.509.332.1890 • Fax: +1.509.332.7990

www.selinc.com • info@selinc.com

November 3, 2023

Sandy Hook Elementary School
12 Dickinson Dr
Sandy Hook, CT 06482-1218

Dear Sandy Hook Elementary School,

Each year, employees of Schweitzer Engineering Laboratories select an educational institution to receive a corporate gift. We are delighted to inform you that the following employee(s) chose Sandy Hook Elementary School.

Domenic Barba

SEL employees support schools and universities around the world with scholarships, donations of SEL products for teaching laboratories, mentoring, and gifts such as this one. Please accept this donation for \$100 to help inspire a lifelong love of learning in math and science in your students. Please note this check is valid for 180 days from the date printed on the check.

SEL is a high-tech manufacturer, headquartered in Pullman, Washington. We invent, design and build products in the USA that protect power grids around the world. We are committed to developing the next generation of innovators and inventors through the support of science, technology, engineering, and math education.

We welcome the opportunity to learn more about your programs, students and successes. If you would like to share how you used this donation, please contact McKenzie Brumet at (509) 334-5076 or McKenzie_Brumet@selinc.com.

Warm regards,

A handwritten signature in black ink that reads "Edmund O. Schweitzer, III".

Edmund O. Schweitzer, III
President and Chief Technical Officer

Check num: 549474

Vendor num VN-0025745

Invoice number • PO num	SO num	Invoice date	Currency	Gross amount	Cash disc	Payment amount	Invoice remarks
2023SD1479		10/31/2023	USD	\$100.00	\$0.00	\$100.00	

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND • THIS PAPER CONTAINS FLUORESCENT FIBERS AND OTHER SECURITY FEATURES



SCHWEITZER ENGINEERING LABORATORIES, INC.

2350 NE Hopkins Court • Pullman, WA 99163-5603 USA
Phone: +1.509.332.1890 • Fax: +1.509.332.7990
www.selinc.com • info@selinc.com

US Bank
19-10
1250

Check #
00549474
November 1, 2023

\$100.00

*** One Hundred and 00/100 US dollar

Pay to the order of

Sandy Hook Elementary School
12 Dickinson Dr
Sandy Hook, CT 06482-1218
USA

Joseph Rustigord

Signature Line

380-0035

⑈00549474⑈ ⑆ 25000105⑆ 153596035060⑈



**Head O'Meadow School
94 Boggs Hill Road
Newtown, CT 06470
203-426-7670**

To: Newtown Board of Education
From: Tim Napolitano, Principal
Date: December 1, 2023
Re: Donation to Head O' Meadow Library

Dear Members of the Newtown Board of Education,

Shelby McChord has offered to donate \$15,000 worth of books to the Head O' Meadow library.

We appreciate your timely consideration of this request.

The following are standing committees of the BOE, expected to make regular reports to the BOE as a whole. Meetings will be posted and will be open to the public. The Committee Chairperson will be responsible for calling meetings, setting agendas, and moving committee work forward. The Committee Chairperson will ensure that agendas and minutes are posted in a timely manner consistent with FOI requirements. The Board Chair, with the approval of the Board, may also appoint additional standing committees as may be needed.

CIP/FACILITIES/FINANCE COMMITTEE (CFF)

1. Financial Responsibilities

- a) Time permitting, review monthly line item expenditure report from the BOE Business Director,
- b) Time permitting, review all budget transfers between line items and make recommendations for such transfers;
- c) Review financial reporting mechanisms and yearly budget documentation for clarity and content and present any recommendations;
- d) Provide oversight of contracts totaling \$200,000 or more over the duration of the contract.
 - 1. Review the terms and conditions for the Request For Proposals (RFP);
 - 2. Review contract bids prior to recommendation to the Board;
 - 3. Review reports from contracted services as needed.

2. CIP/Facilities Responsibilities

- a) Review capital expenditures and proposals for the Town's five and ten year capital improvement plan (CIP) in accordance with the Town's CIP Regulation timeline;
- b) Review quarterly, building and maintenance needs with the Building and Grounds Facility Director.
- c) Provide oversight to BOE Capital Improvement Projects, working with the Director of Facilities and, as needed, the Town Public Building and Site and other Town commissions.

COMMUNICATIONS COMMITTEE

- 1. Work with the Superintendent and the Board to communicate effectively with the education community and the community as a whole about school matters;
- 2. Produce fact-based newsletters and documents as directed by the Board.

CONTRACT NEGOTIATION COMMITTEE

- 1. Develop a consistent body of expertise regarding union contract negotiations at the Board level;
- 2. Committee members will split specific union negotiations among themselves, and members should reflect a variety of skills and length of service on the Board. Additional Board members may be assigned by the Board Chair to fill out representation for specific negotiations.

CURRICULUM AND INSTRUCTION COMMITTEE

- 1. Ensure that the direction of the curriculum reflects the Board of Education mission, beliefs and objectives at both the course-specific and K-12 vertical alignment level;

2. Meet with administration and staff to review goals, curriculum updates, new textbooks, proposed or changed courses and programs and make recommendations regarding these items.

DIVERSITY, EQUITY AND INCLUSION COMMITTEE

1. Review, support and oversee the goals and objectives of the Diversity, Equity, and Inclusion work in the District to ensure consistency with Board Policies.
2. Work with the Coordinator of Diversity, Equity, and Inclusion, the Superintendent, Assistant Superintendent and the Equity Team and act as bridge to the Board of Education and its committees on matters related to Diversity, Equity, and Inclusion.
3. Recommend to the Board of Education any action that needs their approval to support the Diversity, Equity and Inclusion needs of staff and students.

POLICY COMMITTEE

1. Review and propose revisions to Board policies as needed to ensure consistency with the District mission statement, best practices and for compliance with state and federal laws;
2. Develop new Board policies as appropriate.

SOCIAL EMOTIONAL HEALTH AND WELLNESS COMMITTEE

Newtown Public Schools recognize that there are beneficial long term and short term outcomes from implementing Social Emotional Health & Wellness programs within our district. Research has shown benefits that include improved academic performance, college readiness, career readiness, positive mental health, positive social behaviors, and healthy adult relationships. The district's social emotional framework outlines 5 competencies that are monitored and measured throughout the school year - self awareness, social awareness, relationship skills, self management, and responsible decision making. School leadership teams analyze data at the school level to determine areas in need of improvement and develop action plans. School counselors also review data to inform decisions regarding types of lessons to offer in the classroom and types of support they can offer to students throughout the year.

1. Work with the Superintendent and Health and Wellness Coordinator to prioritize social-emotional programs and practices that impact students' well-being.
2. Establish and sustain a culture that supports mental health services for all staff, students, and families.
3. Assess district and community resources to ensure mental health services are accessible to all members of the school community.
4. Monitor and evaluate the implementation and impact of district health and wellness policies and protocols.
5. Provide regular feedback to the Board of Education and recommend changes or modifications to the district's health and wellness program for board approval.

LIAISONS

School. Connect with school administration and PTA to offer attendance at meetings or events when possible.

Boards and Committees. Attend meetings when possible to help keep the Board of Education informed of the activities of outside agencies.



Unit Plan

Construction Math and Application

Newtown High School / High School / F&AA: Technology

⤴ Week 1 - Week 3 | 3 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to apply calculations that all architects and workers in related fields utilize during the planning and building process. This unit will happen the first two weeks of the course and will be used as warm up activities as the students engage in the planning unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Concepts -

Measurement, Calculations, Structure, Construction, Architecture, Area, Volume, Fractions, Dimensions, Scaling, Estimation

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1) Area calculations drive the planning process and estimation of cost and materials.
- 2) Volume and dimension measurements aid architects in estimation of materials while designing a structure.
- 3) Knowledge of fractions strengthens architectural literacy.
- 4) Scaling and measurement determines how the architect interacts with plans and make informed decisions and estimates about structures being built.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1) Area calculations drive the planning process and estimation of cost and materials.
 - What is area? (F)
 - How is area calculated? (F)
 - When are area calculations necessary? (C)
 - How are area calculations used to estimate materials and other building costs? (C)
 - How important are accurate calculations prior to building and why? (P)
- 2) Volume and dimension measurements aid architects in estimation of materials while designing a structure.
 - What is volume? (F)
 - How is volume calculated? (F)
 - When are volume calculations necessary? (C)
 - How do volume calculations aid in estimating certain materials? (C)
- 3) Fractions enable students to understand the language of architecture, construction, and dimension.
 - What is a proper fraction? (F)
 - What is an improper fraction? (F)
 - What is a mixed number? (F)
 - How can you convert improper fractions to a mixed number? (C)
 - What are the steps to add and subtract fractions? (C)
 - How do you convert fractions into decimals? (C)

- Why are dimensions necessary in an architectural drawing? (F)

4) Scaling and measurement allow the architect to interact with plans and make informed decisions about structures being built.

- What does "scale" mean in architecture? (F)
- How is scale calculated in building models? (F)
- What are the different ways building plans can be scaled? (C)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content (What students must know in order to demonstrate skills)	Skills
Living Space	Know what constitutes living space, and why it is important to delineate it from other spaces in the home or property.	Measure floor plans using a scale. Calculate the square footage based on your measurements.
Calculations	Know the difference between volume and surface area, and why it is important to know both.	Using a scale, read a residential footings plan and calculate the amount of concrete needed.
Communication	Know what symbols and measurements represent within a given drawing.	Determine total wall thickness based on a carpenter's drawing.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Standards

The content standards that are taught and/or assessed in this unit.

CCSS: Mathematics

CCSS: Grade 7

Geometry

7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- 7.G.B.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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CT: CTE: Technology Education (PS 2015)

Grades 9-12

Computer Aided Drafting and Design

D. Interpreting and Reading Blueprints: Identify various symbols to interpret and read blueprints.

19. Interpret drawings, pictures, and symbols.

E. Creating and Manipulating Mechanical Drawing Information: Describe and demonstrate the process for creating various types of views using a well-organized process.

26. Place and edit dimensions.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Unit 2 Construction Math and Application Pages 11-44

Adding, Subtracting, Multiplying and Dividing Fractions and Decimals - practice problems page 26 -28




Reading An Architect's Scale

Calculating Dimensions - practice problems page 30-31

Area and Volume Measurement - practice problems pages 31-34

Living Area - Print M-7 hard copy found in the file cabinet in room A114 (see assessment)

Calculating Concrete - (see assessment)

 Reading an Architect's Scale Lesson Plan  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

arc, area, circumference, decimal fraction, denominator, diameter, improper fraction, mixed number, numerator, proper fraction, radius

Resources

Teacher and student resources used to support the learning.

Print Reading for Construction. Walter c. Brown, Daniel P. Porter
Print (hard copy) The Marseille Two Story Residence, prints M-1 through M-9 found in the metal filing cabinet in A114
Architect's Scales found in the wooden drawer in A114

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Adding Gravel to the Shotput Arena | Summative | Lab Assignment

This assignment was included because it involves volume, and ordering yards of gravel to improve the high school's shotput arena. This was an Eagle Scout project for a senior, class of 2024.

This uses geometric concepts and content. It also allows the students to use a transom.

 Shot Put Volume Activity.pdf

No Standards Assessed

Metric Scale Reading | Summative | Lab Assignment

This assignment allows students to demonstrate proficiency in using a metric architect's scale.

 Metric Scale Activity.pdf

No Standards Assessed

Summative | Lab Assignment

This is an exercise that enables students to demonstrate their ability to draw to scale using standard English units.

 English Scale Activity.pdf

No Standards Assessed

Calculating Concrete | Summative | Lab Assignment

You will need Print M-2 from the metal filing cabinet in room A114

 Calculating Concrete (Print M-2 The Marseille)

3 Standards Assessed

Living Area Calculations | Summative | Lab Assignment

This assessment involves reading a plan and calculating square footage of living area.


 Living Area Calculation Activity

3 Standards Assessed

Reading an Architect's Scale | Summative | Exhibition

Technology Project

An assessment to determine if the student can read a scale.

 Reading and Architect's Scale

2 Standards Assessed

Activity 2-1 Problems in Construction Mathematics | Summative | Written Test

Activity 2-1 Problems in Construction Mathematics pp. 37-43

 Construction Math and Application.pdf

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan Planning

Newtown High School / High School / F&AA: Technology

Week 1 - Week 11 | 3 Curriculum Developers | Last Updated: Nov 11, 2023 by Holst-Grubbe, Erik

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to understand and explain what architects do and how the building process works.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Concepts: Logistics, Communication, Environment, Health and Safety, Logistics, Aesthetics.

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1.) Logistics determines process which includes timeline, responsibilities, laws, etc.
- 2.) Communication with stakeholders drives strategy and project success.
- 3.) Environment dictates appropriate structures and responsible building plans.
- 4.) Health and safety regulations maintain integrity of architectural plan execution.
- 5.) Effective design and health & safety practices drive housing development, and sustainability.
- 6.) Consideration of aesthetics ensure plans result in buildings which are "art through which we walk".

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1.) Logistics determines process which includes timeline, responsibilities, laws, etc..
 - What is an effective timeline? (C)
 - How does process determine the timeline of work and who is responsible for that work? (C)
 - What are logistics? (F)
 - How do logistics impact process? (C)
- 2.) Communication with stakeholders drives strategy and project success.
 - What determines effective communication? (P)
 - Who are the stakeholders in a building project? (F)
 - What forms of communication are necessary for including all stakeholders? (F)
- 3.) Environment dictates appropriate structures and responsible building plans.
 - What is environment? (F)
 - How does environment dictate the appropriateness of a building? (C)
 - Are human structures part of the natural environment? (P)
 - Do architects and builders have an responsibility to the greater community? (P)
- 4.) Health and safety regulations maintain integrity of architectural plan execution.
 - What are health and safety regulations? (F)
 - How do health and safety regulations maintain integrity of building plans? (C)

- What factors spark change in health and safety regulations? (F)
 - How do architects stay current on changing health and safety regulations? (F)
- 5.) Effective design and health & safety practices drive housing development, sustainability, and the affordable housing market.
- Why is sustainability an important factor in architectural planning? (C)
 - How can architects combine health & safety with effective design to ensure affordable housing for all? (P)
- 6.) Consideration of aesthetics ensure plans result in buildings which are "art through which we walk".
- What is aesthetics? (F)
 - Why should aesthetics be considered when designing a building? (C)
 - How do aesthetically pleasing structures impact users differently than strictly functional ones? (C)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

<u>Topic</u>	<u>Content</u>	<u>Skills</u>
Print Reading for Construction	Determine what working drawings are, and why each drawing is necessary.	Interpret symbols and lines of working drawings. Recognize the difference in each of the elevations and infrastructure layers.
The Planning Process	Explore possibilities of a given space. Discuss considerations regarding appropriateness of an idea, it's impact on the environment both social and scientific.	Research appropriated spaces both in terms of success stories and failure. Identify who stakeholders are, and what controlling factors exist in construction law.
Health and Safety	Explain fire codes for residential dwellings in a certain area.	Validate designs based on fire codes.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Topography and Plot Plans	Review plot plans in terms of coordinates, distances, and slope.	Calculate building footprint availability using local zoning laws. Generate a perimeter and topographic relief lines using software.
Interior Plans	Compare fixed architectural elements with movable elements. Consider health and safety and human accommodations together.	Create interior designs based on people's needs. Represent interior design ideas using sketches, scaled mechanical drawings, and CAD drawings.
Creating a Foundation	Recognize the importance of a strong foundation in terms of stability.	Generate a foundation suitable for a given structure and climate using CAD tools.
Exterior Plans	Develop exterior plans which incorporate style, aesthetics, practicality, and environmental impacts.	Provide choices to homebuyers through variations in materials and construction elements using exterior plan iterations. Estimate the carbon footprint of the structure both in terms of raw materials and sustainability.
Creating Landscape	Conceptualize an overall plan in landscape by developing a theme with consideration of both owners and visitors.	Organize landscape elements to be practical, beautiful, and sustainable in an overall theme.

Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Disciplinary Core Ideas

NGSS: 9-12

ESS2: Earth's Systems

ESS2.D: Weather and Climate

- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (secondary to HSESS3-6)

[Interactive version of NGSS](#)

[NGSS Resources](#)

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CT: CTE: Technology Education (PS 2015)

Grades 9-12

Computer Aided Drafting and Design

D. Interpreting and Reading Blueprints: Identify various symbols to interpret and read blueprints.

19. Interpret drawings, pictures, and symbols.

ITEEA: Standards for Technological and Engineering Literacy (2020)

ITEEA: Grades 9-12

Disciplinary Core Ideas

Core Concepts of Technology and Engineering

- STEL-2T. Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.
Show Details

Impacts of Technology

- STEL-4R. Assess a technology that minimizes resource use and resulting waste to achieve a goal. Show Details

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Print Reading for Construction - Activities 8-1 to 14-2

Building Codes and Zoning Laws - Guest Speaker from Newtown CT Building Department (203)-270 - 4260

Site Plan Reading

[Creating a Plot Plan in Chief Architect](#)

[Creating Topography Chief Architect](#)

[30 American Architectural Styles in 30 Minutes](#)

[Scenario Home Design -](#)

[Floor Plan Basics, Chief Architect](#)

Exterior Styles and Considerations -

Interior Styles and Considerations -

Landscape Architecture -

Environmental Considerations -

 Site Plan Reading.pdf 

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

What do they already know?

Print Reading for Construction - Dimensions, Plot Plans, Foundation Plans, Framing Plans, Plumbing Prints, HVAC Plan, Electric Plans

Creating Interior Plans - Design Elements, Spaces and Rooms,

Relationships and Locations, Properties, Attributes

Topography and Plot Plans - Creating Perimeters, Creating

Topography (Computer Aided Drafting)

Resources

Teacher and student resources used to support the learning.

Architectural Drafting and Design - 4th Edition Alan Jefferis, David a. Madsen

Architecture Residential Drafting and Design - Clois E. Kicklighter, W. Scott Thomas

The Interior Plan; Concepts and Exercises - Roberto J. Rengel

Print Reading for Construction - Walter C. Brown

Creating a Foundation - Computer Aided Drafting
Creating an Exterior Plan - Doors, Windows, Roofs, Decks and Porches, Trim, Siding (Computer Aided Drafting)
Landscape Architecture - Driveways, Walkways, Pools, Patios, Plants and Gardens.

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Site Plan Reading | Summative | Lab Assignment

This requires students to find key aspects of a given site plan. They will gain knowledge of what needs to be included, and insight into who has to read the plan.

 Site Plan Reading -

No Standards Assessed

Building Code Quiz | Summative | Written Test

This assessment should follow a guest speaker presentation from the Newtown Building Department.

 Building Codes Quiz

2 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan Construction

Newtown High School / High School / F&AA: Technology

Week 12 - Week 18 | 3 Curriculum Developers | Last Updated: Nov 18, 2023 by Holst-Grubbe, Erik

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will understand important aspects within the construction of a building.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Purpose

Concepts - Efficiency, Integrity, Stability, Communication, Environment, Stakeholders, Health and Safety, Logistics, Aesthetics, and Art, Structures, Purpose, Regulations, Process, Time, Materials

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1.) Proper construction maintains safety, structural integrity, and time and cost efficiency.
- 2.) Stability ensures safety of structures.
- 3.) Communication with stakeholders drives purpose, supports efficiency and health/safety goals, and determines integrity to ensure project success.
- 4.) Environment dictates appropriate structures and responsible building plans.
- 5.) Health and safety regulations maintain integrity of architectural plan execution.
- 6.) Logistics determines process which includes timeline, responsibilities, laws, etc.
- 7.) Consideration of aesthetics ensures plans result in buildings which are "art through which we walk".

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1.) Proper construction maintains safety, structural integrity, and time and cost efficiency.
 - What is efficiency? (F)
 - How is a budget determined? (F)
 - What can stand in the way of efficient use of time? (C)
 - What determines the level of efficiency in use of time & materials? (C)
 - How can an architect best coordinate with general contractors to ensure timeline success? (C/P?)
 - How does an architect build a successful and sustainable business? (P)
- 2.) Stability ensures safety of structures.
 - What makes a stable structure? (F)
 - What considerations need to be thought of when constructing a base for a structure? (C)
 - What should be considered while choosing building materials? (C)
- 3.) Communication with stakeholders drives purpose, supports efficiency and health/safety goals, and determines integrity to ensure project success.
 - What determines effective communication? (P)
 - Who are the stakeholders in a building project? (F)
 - What forms of communication are necessary for including all stakeholders? (C)
- 4.) Environment dictates appropriate structures and responsible building plans.

Unit Plan

- What is environment? (F)
- How does environment dictate the appropriateness of a building? (C)
- Are human structures part of the natural environment? (P)
- Do architects and builders have an responsibility to the greater community? (P)

5.) Health and safety regulations maintain integrity of architectural plan execution.

- What are health and safety regulations? (F)
- How do health and safety regulations maintain integrity of building plans? (C)
- What factors spark change in health and safety regulations? (F)
- How do architects stay current on changing health and safety regulations? (F)

6.) Logistics determines process which includes timeline, responsibilities, laws, etc..

- What is an effective timeline? (C)
- How does process determine the timeline of work and who is responsible for that work? (C)
- What are logistics? (F)
- How do logistics impact process? (C)

7.) Consideration of aesthetics ensures plans result in buildings which are "art through which we walk".

- What is aesthetics? (F)
- Why should aesthetics be considered when designing a building? (C)
- Does an architect have a responsibility to create aesthetically pleasing structures? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content (What students must know in order to demonstrate skills)	Skills

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

<p>Know that 2D drawings convey information differently from the 3D world in which we live.</p>	<p>Demonstrate use of scaled large format prints. Use orthographic elevations for large format printing and modeling. Create levels of detail using various materials. Construct walls, roof planes, etc. with precision. Represent landscape objects using correct scale and materials.</p>	<p>Recreate two dimensional plans in 3D using modeling techniques and materials.</p>
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<p>Health and Safety</p>	<p>Explain fire codes for residential dwellings in a certain area.</p>	<p>Validate designs based on fire codes by walking through observers using a model.</p>
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<p>Know that while detailed plans of houses and structures are critical, the surrounding land and it's representations are just as important.</p>	<p>Recognize planning and zoning regulations. Build terrain contour using scaled large format prints. Create the plot plan perimeter using scaled large format prints and foam core board.</p>	<p>Interpret a given plot plan by locating objects relative to one another. Create contour and terrain with precision.</p>
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- 1) Create plans which are accepted by homebuyers, or potential homebuyers, the planning and zoning commission, the wetlands commission, and sometimes the historical society.
- 2) Generate estimates of cost of materials and labor, and a timeframe in which to build.
- 3) Provide technical drawings and elevations to communicate what is to be built and how it is to be built.
- 4) Understand the language of technical drawings, and construction terminology.
- 5) Estimate the environmental impacts of the construction and carbon footprint of living in the proposed building.
- 6) Offer alternatives to materials and design choices to vary cost and aesthetics.
- 7.) Consider the impact a plan will have on the community.

Standards

The content standards that are taught and/or assessed in this unit.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Model Building Design

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Techniques:

orthographic, elevation drawings, plane, pitch, grade,

Materials:

prefabricated, reinforced, structural steel, footings, lineal foot vs. board foot, joist, beam, column, stud, header, rafter, sheathing, hip, valley, span, truss, stringer, roof plane, stucco, engineered wood, slab, shiplap, clapboard, tread, riser, cornice, bracket, dormer, cupola, retaining wall, flashing, overhang, ridge, ridge pole, gable

Concepts:

Efficiency, Stability, Communication, Environment, Health and Safety, Logistics, Aesthetics, and Art

Resources

Teacher and student resources used to support the learning,

Books available in the library;

Alexander Jackson Davis

American Architecture

America's Forgotten Architecture

Architecture; Eye on Art

Architecture; Eyewitness Series

Art and Architecture

Craftsman-Style Homes

Early Domestic Architecture of CT

Frank Lloyd Wright

How to Read Buildings

I.M.PEI

Light Wind and Structure

Prairie Style

Ten Buildings That Changed America

The Architect as Artist

The Not So Big House

Scaled Materials (can all be found on Amazon). They include:

- balsa strips,
- material sheets,
- model grass and trees,
- foam core sheets,
- modeling pins
- wood stain markers

Large format printer (located A114.)

Chief Architect Software (located in A114)

How to Dig a Basement - <https://www.youtube.com/watch?v=rAmAoxmWkLI>

How to Build a Concrete Block Basement -

<https://www.youtube.com/watch?v=o1eYmc5qzZO>

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Architectural Practices & Career Readiness

Newtown High School / High School / F&AA: Technology

Week 2 - Week 18 | 3 Curriculum Developers | Last Updated: Nov 20, 2023 by Stamm, Anastasia

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will apply skills related to the importance of professionalism, presentation, and collaboration within the architecture industry to gain better understanding of career opportunities in related fields.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Professionalism

Concepts: Sustainability, Professionalism, Standards, Innovation, Opportunity, Industry, Collaboration, Competence, Responsibility, Precision

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1.) Collaboration and technical competence dictates the success of an architect.
- 2.) The multifaceted needs of the architecture industry dictates architects must be competent in a wide range of knowledge and expertise.
- 3.) An architect designs buildings which are environmentally sound, and sustainable, because every buildings carbon footprint contributes to climate change.
- 4.) Creation of safe, functional and beautiful structures requires attention to detail and precision.
- 5.) Effective communication and adherence to timelines ensure professionalism throughout the project.
- 6.) Changes in industry standards and society create opportunities for innovation.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- What is collaboration 1(F)
- Why is collaboration important? 1(C)
- With whom must an architect collaborate, and how frequently? 1(C)
- What does it mean to be competent in the industry of architecture? 1(C)
- In what ways do architects display responsibility? 1(C)
- How does an architect coordinate efforts among key players for a successful project? 1(P)
- What is architectural competence? 2(C)
- What subjects are related to architecture and why should an architect be knowledgeable in them? 2(C)
- What does an architect need to know and be able to do in order to be licensed in the state of CT? 2(F)
- What is responsibility? 3(F)
- To whom is the architect responsible? 3(C)
- In what ways do architects show responsibility? 3(C)
- What is precision? 4(F)
- Why is precision important in architecture? 4(C)
- What attributes make a structure beautiful? 4(P)
- What constitutes effective communication? 5(C)
- What qualities embody professionalism in the architecture industry? 5(C)
- What are the key components in a quality formal presentation? 5(C)

- Why are architects required to do formal presentations? 5(C)
- What are opportunities? 5(C)
- How do opportunities drive industry? 5(C)
- In what ways can innovation be exemplified in architecture? 5(C)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content	Skills
Project Presentation	Realize everything you do as a professional is a representation of you and your company. Good ideas mean nothing without a polished means of communication.	Express complexities of a given project in a thorough manner. Summarize information to the audience in a meaningful way.
Occupational Preparation	Explore careers within the housing Industry Determine individual aptitude & interest in specific careers within the housing Industry Discuss logistics and management systems within the housing Industry.	Research careers within the housing Industry Express rationale for personal aptitude & interest in specific careers within the housing Industry Compare logistics and management systems within the housing Industry to those systems used working in our architecture classroom.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

- ITEEA: Standards for Technological and Engineering Literacy (2020)
- ITEEA: Grades 9-12
- Disciplinary Core Ideas
- Nature and Characteristics of Technology and Engineering

- STEL-1R. Develop a plan that incorporates knowledge from science, mathematics, and other disciplines to design or improve a technological product or system. [Show Details](#)

Technology and Engineering Practices

Communication

- Conveys ideas clearly in constructive, insightful ways, including through written and oral communication and via mathematical and physical models

 National Health Science Standards  

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

[Productivity/Professionalism Rubric](#)

[Architecture Career Assignment](#)

Guest Speakers - Guy Gabrielson, Licensed Architect

John PoltlTown of Newtown Building Inspector

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Professionalism - Competence, Dependability, Discretion, Empathy, Enthusiasm, Initiative, Integrity, Tact
Presentation Skills - Illuminate, Mastery, Transitions, Modulation, Fluency, Experiential, Critical Thought

Resources

Teacher and student resources used to support the learning.

[US OSHA Construction](#)

[U.S. Department of Housing and Urban Development](#)

[US Housing & Urban Dev. Jobs Site](#)

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Professionalism Rubric | Summative | Personal Project

This is a weekly assessment of soft skills necessary to be a successful architect.

1 Performance Standard Assessed

Spoken Communication | Summative | Exhibition

This is the schoolwide rubric for spoken communication.

1 Performance Standard Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

**NEWTOWN BOARD OF EDUCATION
2024 SCHEDULE OF MEETINGS**

Meetings are held in the Newtown Municipal Center Council Chamber, 3 Primrose Street, at 7:00 p.m. with the exception of those held in the Reed Intermediate School library as indicated below.

January 16 (budget overview) – *Reed Library*
January 18 (budget) – *Reed Library*
January 23 (budget)
January 25 (budget)
January 30 (public hearing and budget adoption)
February 6
February 22 (Thursday) – *Reed Library*
March 5
March 19
April 2
April 23
May 7
May 21
June 4
June 18
July 9
August 20
September 3 – *Reed Library*
September 17
October 1
October 15
November 6 (Wednesday) – *Reed Library*
November 19
December 3
December 17

January 7, 2025 – *Reed Library*
January 21, 2025 – *Reed Library*


Approved December 5, 2023

Responding to New Kindergarten Start Age

Newtown Board of Education
November 21, 2023

Anne Uberti, Assistant Superintendent
Deb Mailloux-Petersen, Director of Pupil Services





New Legislation: Section 1 of PA 23-208, which amends Section 10-15c of the Connecticut General Statute

Effective July 1, 2024, Newtown Public Schools (the "District") will be open to resident children five years of age and over who reach the age five on or before the first day of September of any school year. For children who will not reach the age of five on or before the first day of September of the school year, the child's parent or guardian may submit a written request to the principal of the school seeking early admittance to the District. Upon receipt of such written request, the principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.

Impact on Students Entering NPS Kindergarten

Newtown Public Schools will adhere to recent changes in Connecticut law (PA 23-208, Sec.1a) which raised the age children can start public school kindergarten from age 5 on or before January 1 of the school year to age five on or before September of the school year (effective July 1, 2024).





Registration and Waiver Requests

Online Kindergarten registration will open for all incoming Kinders on January 8, 2024.

Parents and guardians will be prompted to check a box that states they are registering a child who will be under 5 on September 1, 2024, and are requesting a waiver in order for their child to attend Kindergarten in the 24-25 school year.

Students must be registered by February 1, 2024, in order to make an appointment for assessment.

Assessment will take place February 5th - 15th (tentative) at the home elementary school.

Specific dates and times will be communicated by the individual elementary schools.

Parents/guardians who register children with a waiver request after the February Assessment Window will be assigned a future assessment date.



Communication to Community

Email to all families in the District

Information will be disseminated to Newtown PreSchool & Daycare Collaborative

Press Release

Information Posted On Website

COMMUNICATION





Assessment Process

Districts have discretion in determining the tool(s) it will use to measure a child's developmental level.

A consistent assessment process will be utilized universally across all NPS schools for all potential incoming Kindergartners, regardless of age.

However, a child under 5 can only be granted admission if the assessment determines such admission to be developmentally appropriate.

In the process of identifying an appropriate measure.

Students Receiving Special Education Services

Parents and guardians of children with disabilities may request early entry into Kindergarten.

For students with Individualized Education Programs (IEPs), assessment process must be in alignment with IEP accommodations/modifications.

If a child receives special education services and is not admitted through the waiver process, the planning and placement team (PPT) will review/revise the child's individualized education program (IEP) to meet the child's needs during the additional year of school prior to entering Kindergarten.



Determination of Eligibility for Early Entrance

The results of the assessment process will determine whether starting Kindergarten before the age required by law is developmentally appropriate.

If it is determined that starting early is not developmentally appropriate, then Kindergarten entry will be deferred until the child reaches the age of 5 by January 1, 2025.

This decision will be final.

YES
 NO

Potential Impact to Children and Families

Families with children who do not meet the new age requirement and who are not developmentally ready for Kindergarten, will need to provide an additional year of private childcare.

Our area preschools and daycares are concerned about the financial hardship this will put on many families whose children are currently in their programs.

Preschools and daycares are concerned about the ability to provide services for this unexpected “bubble” and still have the capacity to serve the remaining population of students.

Students who might most benefit from the Kindergarten setting may be denied the opportunities that would be provided in that setting.



Proposal: NPS Kindergarten Readiness Program

Pilot a full-day Kindergarten readiness program to serve students whose parents/guardians request a waiver to start early but for whom Kindergarten is not developmentally appropriate.

Program will be play-based and focus on developing skills necessary for success in school such as:

- managing actions, words and behaviors,
- following rules and routines,
- engaging in positive and cooperative interactions with adults and peers,
- using language to effectively communicate,
- understanding the relationship between numbers and quantities,
- development of fine and gross motor skills;
- among others.





Potential Benefits

Honors the unique early childhood development of young children by providing additional time.

Provides a more gradual ramp from the preK/daycare experience to the expectations and demands of Kindergarten.

Could potentially result in a decrease in referrals to special education due to behavioral concerns.

Assists families who were expecting to send their children and are now faced with a potential additional year of childcare costs.

If successful, could be expanded in future years to include children who are chronologically of age but would benefit from an additional year in a program designed to work on developmental readiness.





Potential Costs

Expected associated costs would be minimal:

District program located adjacent to existing PreSchool at Sandy Hook School

Potential shifting of an existing Kindergarten teacher due to possible decrease in projected enrollment

Potential shifting of existing NPS PreSchool teacher in order to provide a co-taught Kindergarten Readiness Program

Utilization of the same transportation as the current PreSchool





Unknowns

Biggest Question: Exactly how many students will be referred to the program?

The larger the number of students, the more staffing and space will be required.





**Thank you for your consideration. Discussion
and questions...**



Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers

In accordance with Connecticut General Statutes §10-222, the Newtown Board of Education shall prepare an itemized estimate of its budget each year for submission to the Board of Finance and the Legislative Council for review and appropriation. Such budget estimate shall include, but is not limited to, the following major object line item categories:

- 100 - Salaries
- 200 - Employee Benefits
- 300 - Purchased Professional Services
- 400 - Purchased Property Services
- 500 - Other Purchased Services
- 600 - Supplies
- 700 - Property
- 800 - Other

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget after the initial approval of the budget by the Board of Education. The Superintendent shall present for Board approval any proposed additional staff that exceeds the staffing summary approved concurrent with the fiscal year budget. Hiring of additional staff that would be legally mandated will be brought to the Board for approval at the next scheduled Board meeting if all attempts for the Board of Education to meet prior to the hiring are unsuccessful.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform to the requirements for State and Federal accounting reports. A monthly budget report shall be prepared in the same format as the annual object detail budget (as a minimum), showing for each major object code line item, the appropriated budget amount, transfers, expenditure to date, encumbered amounts, and current balance.

Such budget report shall be presented to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, except the year-end report which shall be completed and presented by the end of August. The year-end report shall reflect all major object codes in positive balance. The Superintendent or designee shall recommend to the Board of Education and the Board shall approve transfers from one major object code to another.

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers (continued)

For effective and efficient administration of day-to-day operations, budget transfer authority is granted to the Superintendent or the Director of Business, as his/her designee, under the following restrictions:

Transfers between major object codes less than \$10,000 may be made without prior Board of Education approval, but will be referenced in the monthly financial report. Notice of major object codes falling into a negative balance will also be included in the monthly financial report.

No transfers within major object codes, whether individual or cumulative, of \$10,000 or more shall be made unless authorized by the Board.

If the emergency transfer of \$50,000 or less is needed and the Board is unable to meet in advance, the Board will take action at its next regularly scheduled meeting. In addition, all transfers within an object summary category under \$10,000 will also be approved at the next meeting.

The Board of Education shall not expend more than the amount of the total appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board of Education shall notify the Board of Finance, Board of Selectman, or appropriating authority and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Adding Funds to the Non-Lapsing Educational Account

1. Each year, ~~before August 31st~~; prior to the last regular Board of Education meeting in August, the Newtown Public Schools Director of Business will recommend to the Board an amount to deposit transfer into a its Non-Lapsing account Fund in accordance with any ~~unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed the percentage of the total budgeted appropriation for education for such prior fiscal year as referenced in C.G.S. 10-248a.~~
2. The Board shall consider the recommendation and notify the Legislative council and the Board of Finance of its transfer request as set forth in Board Policy 3171.1 – Non-Lapsing Education Fund. ~~Each year, before August 31st, the Board will forward a request to transfer unexpended funds from the previous year's budgeted education appropriation, to the non-lapsing education account. The transfer request will include each account number and the amount to be transferred. If known, the specific~~ The Board's transfer request may also include a potential use for the funds. ~~will be communicated.~~

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers (continued)

Removing Funds from the Non-Lapsing Educational Account

The Board will ~~will~~ may vote to authorize a request for expenditures from the Non-Lapsing Education Fund and forward the request to the fiscal authority as set forth in Board Policy 3171.1 – Non-Lapsing Education Fund. ~~and explanation to the Town’s fiscal authority for use of funds from the Non-Lapsing Education Account. The Board may also request that an amount of funds be designated for a specified purpose and the Board may use all or some of the designated funds for the specified purpose. If funds are no longer needed for the specified purpose, the Board may remove the designation from any remaining funds, and inform the Town’s fiscal authority of the change.~~

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by PA 13-60, An Act Concerning the Consolidation of Non-Educational Services)

Charter, Town of Newtown, 2008, P. 28

Policy adopted: April 4, 2017
Revised: June 16, 2020
July 6, 2021
November 16, 2021

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

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

Minutes of the Board of Education meeting held on November 21, 2023 at 7:00 p.m. in the Council Chamber, Municipal Office Building, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	9 Staff
A. Plante	5 Public
T. Higgins	1 Press
S. Tomai	
I. Khazadian (absent)	
G. Peteronjes (absent)	

Ms. Zukowski called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Mr. Melillo introduced Chris Moretti who was here to speak about our Paraprofessional of the Year, Amy Santoro, whose dedication and compassion have enriched the educational experience of our students.

Mr. Moretti was honored to speak about Amy and all she does for Hawley and the Newtown district. She encompasses the true meaning of this award. As a special education para her responsibility is to work with students who require assistance due to disabilities. Amy works with the most challenging students and makes the difference between success or setbacks.

With this being their last meeting, Mr. Melillo spoke about Ms. Zukowski and Mr. Cruson. He thanked Ms. Zukowski for her exceptional service and dedication as the Chair of the Newtown Board of Education. Her remarkable organizational skills have aided him in adjusting to his new role and, in assisting others, she has fostered a collaborative atmosphere. Her commitment to a data-focused approach reflects a keen understanding of our educational system's complexities ensuring decisions are grounded in evidence. He appreciated her selfless contributions to our community and he wished her all the best.

Mr. Melillo extended heartfelt thanks to Mr. Cruson for his outstanding service as a Board of Education member in Newtown. His role as a deep thinker and consensus builder has significantly enriched Board discussions and decision-making processes. His commitment to the best interests of our students along with his technical expertise and institutional knowledge has left an indelible mark on our educational system. We will miss his presence but he feels confident that Mr. Cruson's new role as Selectman will continue to benefit the Newtown community. He thanked him for his dedicated services and wished him the best for continued success in his endeavors.

Item 3 – Consent Agenda

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

Ms. Zukowski reported that technical difficulties would not allow those viewing the meeting to be able to call in.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Ms. Zukowski reported that it was a quiet time for the Board and had nothing to report.

Superintendent's Report: Mr. Melillo reported that he attended the high school play "12 Angry Men" and the students did a wonderful job. Last night he attended the National Honor Society Induction Ceremony. The highly anticipated football rivalry between Masuk and Newtown will be at the Blue and Gold Stadium Wednesday evening. He wished all Board members and the Newtown community a warm and joyful Thanksgiving.

Committee reports:

Mr. Cruson reported that the Policy Committee met last Wednesday for their last meeting with this Board. Policy 1700 was discussed and the new policy would allow a memorandum of understanding so off-duty police could come onto school grounds with a weapon. They were also joined by Chief Kullgren. They would become on-duty officers when at a school. This would cover off duty police from other towns also. It is at the Board attorney for feedback now. We looked at the fund raising and advertising policies also but found issues so it will be discussed at the next policy committee meeting.

Mrs. Plante reported that the CIP committee met November 16 and discussed the financial report. Regarding transportation, as of last week all routes have been filled and we have six spare drivers. The facility study funds have been appropriated. Middle Gate has the last part of their playground equipment and we have the new truck.

Mr. Vouros said Curriculum and Instruction met and tonight we will hear the report on kindergarten age requirements. There were no student reports.

Financial Report and Transfers Month Ending October 31, 2023:

MOTION: Mr. Vouros moved that the Board of Education approve the financial report and transfers for the month ending October 31, 2023. Mr. Ramsey seconded.

Mrs. Vadas presented her report including transfers.

Motion passes unanimously.

Item 6 – Presentation

Kindergarten Readiness/Kindergarten Age Requirements:

Mrs. Uberti and Mrs. Petersen presented an overview of changes to the State law regarding kindergarten start age and provided a recommendation for the district. Effective July 1, 2024, children five years of age and over who reach the age of five on or before September 1 can attend kindergarten. For students who are not five by September 1, parents may submit a written request to the school principal seeking early admittance to the district. The school staff will be required to ensure that admitting such student is developmentally appropriate. Kindergarten registration will open earlier than before on January 28 with online registration. Parents can request a waiver and students will have an assessment to see if they are ready for kindergarten. Looking at the numbers we feel some students will be developmentally appropriate to start kindergarten but we don't know the percentage. The location would be adjacent to the preschool at Sandy Hook School with one or two classrooms and would not require an additional teacher. Transportation could come in at no cost as they would ride with the preschool students. We are also exploring the curriculum.

Mrs. Tomai asked if we charge parents for the pre-school if the children are not there for special education or have IEP's.

Mrs. Petersen said those that sign up as typical role models have to pay for the preschool. We have not discussed charging for the readiness preschool.

Mr. Melillo said when looking at students entering kindergarten, he worries about parents not paying for preschool and the children having no learning that year. If we can early intervene with these students now we may be able to offset students being referred to special education. The plan is to create a program for students to be ready for kindergarten.

Mr. Vouros asked what would happen in January if a student is gifted who is not age appropriate.

Mrs. Uberti said children cannot enter kindergarten if they are not five years of age. Parents can go to a private school and have their child assessed. By law, they cannot enter kindergarten if they are not five. Even if not developmentally ready, we cannot restrict a student coming to kindergarten if they are five.

Mr. Higgins asked how you develop a pilot that captures as much of the data and learning we would want to do. It is who we will let into the pilot the first year and what we want them to learn. He encouraged her to consider the nature of this pilot and broadening the eligibility whatever the ramifications can be if parents don't have the means for other programs for their children.

Mrs. Plante agreed with Mr. Higgins and Mr. Cruson in looking at year two and forward. She is worried about taking too big a step for the first year and to take time to look at it and make changes. We will have enough sense of the number of students who apply so we can adjust our budget.

Mrs. Uberti feels we can do it in what we currently have with staffing.

Mrs. Plante asked if there was a different certification for preschool.

Mrs. Uberti stated we may have to use teachers certified in PreK-8. We may request waivers.

Mr. Vouros commented on the work Mrs. Uberti and Mrs. Petersen have done. A lot of thought has gone into this and the trust is there. We are going to have gifted students so there needs to be a way to get them in.

Ms. Zukowski asked the Board to reach out to Mrs. Uberti with other ideas. The decision may be made at the next meeting.

Mrs. Uberti said we can't share information with families until approved by the Board.

Item 7 – Old Business

Action on Latin I, II and III Curriculum:

MOTION: Mr. Vouros moved that the Board of Education approve the Latin I, II and III curriculum. Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the Head O'Meadow School replacement of condensing units and coils/HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the ventilation systems and HVAC Renovations at Newtown High School/A-Wing HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the HVAC system replacements at Newtown High School/ B-Wing HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

Strategic Plan Update:

Mr. Melillo gave an update on the Strategic Plan.

Item 8 – New Business

MOTION: Mr. Vouros moved that the Board of Education approve the 2024 Schedule of Board of Education meetings. Mrs. Plante seconded.

Mr. Cruson feels the new Board should vote on their schedule for next year.

Ms. Zukowski said we have the option of postponing it. The standing committees need to know the Board's schedule so their meetings don't coincide.

MOTION: Mrs. Tomai moved to postpone the discussion to the next meeting. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the minutes of November 8, 2023. Mr. Ramsey seconded. Motion passes unanimously.

Item 9 – Public Participation

Dr. Anthony Salvatore, 25 Winthrop Street, Bristol, Connecticut, former Newtown administrator for 15 years and currently Co-President of the Connecticut Federation of School Administrators. He thanked the members for their service on the Board of Education. He spoke about the National Teachers Hall of Fame in Emporia, Kansas. They dedicated a memorial on June 12, 2014 to fallen educators, which includes those from Sandy Hook School. It has now received federal designation and is the only national memorial to fallen educators. Dr. Salvatore presented a picture to the Board with photographs of this memorial along with the Sandy Hook Memorial. Newtown will always be remembered by the citizens of Emporia.

Mr. Ramsey thanked him for his service to Newtown and helping us to never forget and offering hope for the future.

Mr. Cruson said it was bittersweet moving on from the Board of Education. A lot of good work has been accomplished during his time on the Board. He was looking forward to hearing what the Board accomplishes and wishes the new members good luck.

Mr. Ramsey thanked the Board for allowing him to be a spokesperson for them to let Ms. Zukowski and Mr. Cruson know how much they appreciated their service. Mr. Cruson helped the new Board members understand how the Board works. He also became their go-to person with matters with the State Department of Education and is a very active, engaged and reliable person. He is a gifted public servant and we wish him the best as a selectman.

Mr. Ramsey showed appreciation for Ms. Zukowski's tireless effort and helping to create a non-partisan Board by allowing us to serve on committees with both parties that enhanced the quality of our Board. She has a warm-hearted approach in dealing with people. She is a full value public servant and wished her the best.

Ms. Zukowski addressed Mrs. Uberti, Mrs. Vadas, Ms. June and members of the central office staff. It has been her honor to work on your behalf. Newtown Public Schools has remarkable

administrators, administrative assistants, teachers, paras, nurses, custodians, school resource officers, cafeteria workers, bus drivers, and others who make our schools welcoming, engaging, and safe. She thanked everyone for all they have done. She addressed Mr. Melillo and thanked him for working together with the Board as one team to best serve our students, staff, and community. She thanked him for his efforts and dedication.

To her fellow board members, Ms. Zukowski hopes they can focus on the work of improving our students' learning and engagement in our classrooms and schools. She thanked the Newtown community for having confidence in her to represent them on the Board of Education which has been an honor.

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

Item 10 – Adjournment

The meeting adjourned at 8:47 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

Please Note: These minutes are pending Board approval.

**Board of Education
Newtown, Connecticut**

Minutes of the special Board of Education meeting held on November 27, 2023 in the Board of Education Conference Room, 3 Primrose Street, Newtown, Connecticut.

J. Vouros, Vice Chair
D. Ramsey, Secretary
A. Plante
T. Higgins

Item 1 – Call to Order

The meeting began at 6:06 p.m.

MOTION: Mr. Vouros moved that the Board of Education go into executive session to interview candidates to fill the Board of Education vacancy. Mr. Ramsey seconded. Motion passes unanimously.

Item 3 – Executive Session

The Board exited executive session at 8:25 p.m.

MOTION: Mr. Vouros moved to adjourn the meeting. Mr. Higgins seconded. Motion passes unanimously.

Item 4 – Adjournment

The meeting adjourned at 8:26 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

**Board of Education
Newtown, Connecticut**

Minutes of the special Board of Education meeting held on November 28, 2023 in the Board of Education Conference Room, 3 Primrose Street, Newtown, Connecticut.

J. Vouros, Vice Chair
D. Ramsey, Secretary
A. Plante
T. Higgins

Item 1 – Call to Order

The meeting began at 6:14 p.m.

MOTION: Mr. Ramsey moved that the Board of Education go into executive session to interview candidates to fill the Board of Education vacancy. Mr. Higgins seconded. Motion passes unanimously.

Item 3 – Executive Session

The Board exited executive session at 8:45 p.m.

MOTION: Mr. Vouros moved to adjourn the meeting. Mr. Higgins seconded. Motion passes unanimously.

Item 4 – Adjournment

The meeting adjourned at 8:45 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

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

Minutes of the special Board of Education meeting held on November 30, 2023, at 6:00 p.m. in the Council Chambers, 3 Primrose Street, Newtown, Connecticut.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	4 Public
D. Ramsey, Secretary	
A. Plante	
T. Higgins	
S. Tomai	

Item 1 – Call to Order

Ms. Zukowski called the meeting to order at 6:05 p.m.

Item 2 – Vote to Fill Board of Education Vacancies

MOTION: Mr. Vouros moved that the Board of Education appoint Doria Linnetz as a new member of the Board of Education. Mrs. Plante seconded.

Ms. Zukowski noted that per Charter this is now a decision among those of the same political party as the departing member so that means this will be a motion and a vote solely from the Democrats.

Below is Mrs. Plante's statement.

"First, I'd like to give a window into the process that we went through to select Ms. Linnetz so that the public has transparency into how we approached this. As all of you know, the Charter requires that when a member of the Board of Education resigns, the remaining members of that person's party select the new member. That placed the responsibility on me and John; however, we both felt strongly that this needed to be a bipartisan, collaborative effort and needed to include our fellow Board members if we want to continue our momentum of operating as a unified team.

Once we posted the vacancy announcement and had a pool of applicants, we shared the resumes with all Board members and invited all of our colleagues to join us when we interviewed the candidates. We held those interviews earlier this week and were very pleased to have Mr. Ramsey and Mr. Higgins join us. Their perspectives were invaluable and I'd like to thank them for making the time to attend. While our policy offers flexibility on how to run this process, I sincerely hope and would strongly encourage the Board to adopt this bipartisan model as our practice going forward. It was truly indicative of how I think we want to operate with each other as we proceed into the new term.

We were very lucky to have had many highly-qualified candidates who were willing to step forward for this role, and I'd like to thank them for doing so. Your willingness to serve your community is commendable, and I think I can speak for John, Don, and Todd when I say that we genuinely enjoyed each conversation.

Finally, I am very excited to welcome Doria Linnetz to the Board. Doria's personal qualifications are exceptional - she is highly educated and has 20 years of professional experience working in Human Resources. She's the parent of two students in the District. She has served Newtown in other volunteer capacities, including on the Board of Directors of Everwonder and on the

Community Center Commission. She is smart, thoughtful, sees situations from multiple perspectives, and unafraid to ask (and answer) tough questions.

And just as important as her individual qualifications is how she will complement this team. When the new term begins tomorrow, our Board will benefit from the perspectives of two former Newtown teachers (in John and Don), 2 people who are lawyers by trade (in Todd and Shannon), 1 scientist in Chris Gilson, and now someone in Doria with an extensive background in HR and talent development. Her skill set will be highly complementary and will be a huge asset to the Board, which oversees the management of the largest workforce in Newtown. And this will be an incredibly well-rounded group that I'm very proud to be a part of.

So thank you again to my colleagues for their partnership, thank you to all of our applicants, and congratulations Doria."

Mr. Vouros welcomed Mrs. Linnetz to a world of diverse personalities whose thoughts and actions will challenge her to do what is best for all students. He welcomed her to question what she does not understand and bring to the table creativity and academic rigor as she applies her HR corporate skillset to education.

Mr. Ramsey welcomed Mrs. Linnetz and appreciates her focus on staff retention type issues and her desire to be a nonpartisan problem solving member of the Board.

Vote: 2 ayes Motion passes unanimously.

Ms. Zukowski welcomed Mrs. Linnetz to the Board and wished her well.

Mrs. Linnetz thanked everyone for this honor and privilege, looks forward to working with this team, and thanked them for trusting her with this responsibility.

MOTION: Mr. Ramsey moved to adjourn the meeting Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Adjournment

The meeting adjourned at 6:12 p.m.

Respectfully submitted:

Donald Ramsey
Secretary