

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

Minutes of the Board of Education meeting on April 7, 2015 in the council chambers, 3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair	L. Gejda
K. Hamilton, Secretary	R. Bienkowski
D. Leidlein	8 Staff
J. Vouros	50 Public
D. Freedman	1 Press
M. Ku	

Mr. Alexander called the meeting to order at 7:40 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Erardi spoke about the National and State PTA Reflections Program competition around fine arts. This year we had three winners in the middle school division. Stephanie Cobb, grade 8 student who was not able to be at the meeting took third place for literature. Julie Hess, grade 7 took second place for musical composition and Ashley Solomon, grade 8, took first place for photography. Mr. Alexander along with middle school assistant principal Jim Ross congratulated these students who were presented with a certificate from the Board.

Dr. Erardi then introduced Tom Brant who is a school psychologist at the high school. He is held in high regard by his colleagues and an article he wrote with another school psychologist regarding school and community mental health was published in *Education Week*. We are proud he is part of our district.

Mr. Alexander stated we were also honoring the superintendent tonight.

Dr. Gejda spoke about the March 27 award ceremony at Central Connecticut State University which was the first ceremony of recognition of their alumni. Dr. Erardi was recognized for his contributions in educational leadership as well as contributions to community.

Mrs. Ku said that she and Mr. Vouros also attended and it was amazing to see Dr. Erardi recognized for his hard work and we all feel proud and appreciative that his career has brought him to Newtown.

Mr. Freedman said he was on the review committee for the superintendent and Dr. Erardi's leadership and communication is incredible.

Mr. Alexander requested that the minutes of March 17, 2015 be removed minutes from the consent agenda.

Item 3 – Consent Agenda

MOTION: Mrs. Ku Michelle moved that the Board of Education approve the consent agenda which includes the Newtown High School field trips, the donation to Middle Gate School, the resignation of Kathryn Spallone, and the child rearing leaves of absence for Brook Nucifora and Kristin Norden, and the correspondence report. Mrs. Roche seconded. Motion passes unanimously.

Minutes of March 17, 2015:

MOTION: Mrs. Roche moved that the Board of Education approve the minutes of March 17, 2015. Ms. Hamilton seconded. Vote: 6 ayes, 1 abstained (Mrs. Leidlein) Motion passes.

Item 4 – Public Participation

Joseph Devellis, 12 Deer Hill Drive, spoke in support of the 12/14 Foundation using the high school and read the letter he wrote to the Board.

Jarusha Wright, 96B Church Hill Road, spoke about the high school being used by the 12/14 Foundation and how much everyone enjoyed being part of the productions. The high school is the best location to have these plays.

Kathleen Barton, lives in Southbury but owns the Graceful Plant in Newtown. She supports the 12/14 Foundation as they have provided new opportunities for the children.

Robin Fitzgerald, 24 Old Farm Hill Road, sent a letter to the Board of Education and Dr. Erardi regarding the 12/14 Foundation. The arts are important for healing. We only charge them for custodial fees. Without charging for using the school our district is making a donation to them without the taxpayers knowing. This year they are charging tuition to use their program. Do not allow them to use it for free and charge market rent to use the high school.

Marie Wright, 96B Church Hill Road, said businesses in town rarely have scholarship programs for the arts. Being in a secure building is part of the importance of using the high school. It's not just for the money. It's for community and education.

Chris Powers, 75 High Rock Road, said both children are immersed in the arts at Middle Gate School. She agrees it is terrific for them to be at the high school but it is also a taxpayer discussion. A fee should be associated with using the facilities as with other groups that use the school. Money being raised should come back to the community.

Rev. Matt Crebbin, 20 Valley View Road, said his children are involved in the arts. He encouraged the school board to ponder what is going to be the policy around the use of our facilities which is fair.

Item 5 – Reports

Chair Report: Mr. Alexander attended a number of budget meetings with the Board of Finance Education Subcommittee. The budget was moved forward with no changes by the Legislative Council. We are looking for volunteers for the negotiations and for the Sustainable Energy Commission.

Superintendent's Report:

Dr. Erardi provided the shared service study by Blum Shapiro and will bring it back April 21 for a discussion. The transportation survey will also be brought back at that meeting. There will be a discussion on the long term planned spending for technology. A community forum will be held for incoming kindergarten parents on April 27 at 7:00 p.m. in the Reed cafetorium. Our music program was recognized as one of the nation's Best Communities for Music Education by the National Association of Music Merchants Foundation. An additional community forum will be held April 30 at 7:00 p.m. in the high school lecture hall regarding enrollment and the facility

study. Dr. Erardi reported receiving a number of disturbing phone calls this morning with five to Sandy Hook School and two to other schools. Due to the fine work of the Monroe Police Department and our officers the perpetrator was arrested.

Megan Milano said there would be a student government blood drive tomorrow. There was a college fair held last week. This year Nicholas Roche and Katelyn Zimmerman received the superintendent's award. The Chris Herren presentations were held today.

Rilind Abazi spoke about a student discussion with Dr. Erardi and Dr. Rodrigue regarding the suspension and expulsion policies where questions were posed about changing the punishment for athletes and other items in the current policy. Seniors and juniors then met with Dr. Erardi, Dr. Rodrigue, Mr. Bienkowski and Chartwells regarding a petition initiated by a student complaining about the lack of food in the old caf where there is usually a shortage. Students said the food was better in the beginning of the year. They also addressed the size of portions which have decreased. There are also a minimal number of healthy choices. Mrs. Roche proposed having a place on the web site for other students to post issues. They suggested a possible committee to give regular reports on the food.

Ms. Hamilton thanked Rilind for this information. She asked what the plan was to revisit this issue.

Dr. Erardi said prior to the student roundtable we had a meeting with Chartwells. We will meet with them and debrief the student meeting. The results will be brought back to the Board for both the expulsion policy and food concerns.

Committee Reports:

Ms. Hamilton said the policy committee would meet this Thursday.

Mrs. Ku said the Curriculum and Instruction committee met today and endorsed the Jazz Improvisation I and 2 to come to the Board. There was a good follow up discussion to the math presentation. She also attended the SBHC advisory board meeting.

Mrs. Roche said the Culture and Climate Committee met on Monday and will bring items to the second meeting in May.

Ms. Hamilton asked if the Curriculum and Instruction Committee could put together a process for curriculum development.

Mrs. Ku said they have had that discussion and will bring it to the Board.

Item 6 – Old Business

Mr. Alexander said the operational plan was discussed earlier with the budget being moved forward to referendum. He encouraged everyone to vote.

Technology Grant:

MOTION: Mrs. Roche moved that the Board of Education approve the corrected page 7 of the CSDE District Technology Upgrades to Support Transition to the New Standards Grant.

Mrs. Ku seconded.

Dr. Erardi stated that we took earlier action on this but page 7 was incorrect.

Ms. Hamilton asked how this was going to get funded.

Dr. Erardi would get that information to the Board. It's a combination of moving funds from our operational plan and depends on when the grant arrives.

Ms. Hamilton also asked how the grant would affect our five-year technology plan.

Dr. Erardi would bring a technology presentation to the board regarding this.

Mr. Freedman said this should be vetted through a subcommittee.

Dr. Erardi said that was a good recommendation but the issue with State Department grants is that they are due in a small window of time. He will bring this back to Mrs. Amodeo.

Motion passes unanimously.

Item 7 – New Business

12/14 Foundation Facility Request:

Mr. Alexander has been involved in the foundation production with his daughter and feels it is safest to not vote on this subject. He supports the foundation and is pleased with the work they've done.

Dr. Baroody said he doesn't want to have children defined by what happened and wanted to give them a creative outlet in their community in front of their families and friends. He reached out to the Yale and a program was developed for the children involved in these plays. Using the high school supports the foundation's efforts to help the children. Last summer it was going to take \$100,000 to do both shows. The foundation only as \$30,000. He said he would fund the rest. If there is a charge this year we won't be able to do it.

Mrs. Leidlein asked if this would impact any renovation work at the high school.

Dr. Erardi said this summer was fine. The auditorium renovation starts in January 2016 and the auditorium would be closed the following summer.

Mr. Freedman said the challenge is not was the foundation is doing. We have to look at an equal playing field. With the performances there are selective processes which don't provide an equal playing field. How can get every child to participate?

Dr. Baroody said we had 109 children in one show. Over 200 were involved last year but some were not interested.

Ms. Hamilton asked if all students were from Newtown and if they were charged to participate last year.

Dr. Baroody said all children were from Newtown and no one has been charged yet. This year we may not charge but there will be a time we will have to.

Ms. Hamilton said as a non-profit group they need to stay with their mission which is to form an arts center. This is a summer camp. She checked surrounding towns that charge \$500 for two weeks. The work the foundation is doing is great but the issue is fairness to other groups. Our policy states our fees but doesn't address long-term usage. Renting Edmond Town Hall is one per hour price. We are funded through taxpayer dollars. She is not sure if we are allowed to donate services to another organization.

Mr. Bienkowski said we have the right to waive the policy.

Dr. Erardi said the Board has discretion on this issue.

Mrs. Ku asked about Education Connection using our space.

Mr. Bienkowski said there is no fee involved.

Mrs. Ku feels we should think of this as a similar situation with both groups providing services to our families.

Ms. Hamilton prefers to revisit this with some kind of reduced fee.

MOTION: Mrs. Leidlein moved that the Board of Education approve the requested waiver by the 12/14 Foundation. Mr. Vouros seconded.

Mr. Vouros asked where the money goes when fees are charged.

Mr. Bienkowski said it is deposited into the custodial account and stays there for improvements to different areas of the school being used.

Mrs. Roche asked what the fees the foundation charged would be used for.

Dr. Baroody said they have a budget of \$130,000. The fee money would go toward lighting, costumes etc.

Mr. Freedman asked for a list of organizations that use our facilities with who pays and who doesn't pay.

Ms. Hamilton feels that because it's a non-profit there should be some leeway. She wants to postpone the vote to come up with a figure to charge for non-profits.

Mrs. Leidlein said we need to meet the needs of our children. This program allows us to help and it's important to have programs like this in our community.

Mrs. Ku agreed. She asked if they had to rent equipment to use in our auditorium.

Dr. Baroody said the lights were donated but they paid for sound equipment and upgraded the auditorium.

Mrs. Roche said we need to reflect on this before making a decision and asked how much it would cost to pay everyone working on the show.

Dr. Baroody said the actors charge a minimal amount. We house them. It's impossible to get professionals to give their time.

Mrs. Ku asked how delaying the vote until April 21 would affect what they need to do.

Dr. Baroody said it would be difficult because auditions are April 25 and 26.

Dr. Erardi said it was important for the community and Board to understand what we have here. The first year there was a co-decision. Last year the Board voted. The revenue piece is how you look at the data. The compelling piece is that there is a fee structure in place. Consider equity in fairness and opportunity as others may want to use facility. Don't lose sight of the children. It would be tragic if this would not go forward this summer.

Mr. Freedman would support them using the high school at no charge but it is important to have a comprehensive review of the policy and of all our facilities usage.

Ms. Hamilton said the goal of creating a performing arts center is in their legal document with the IRS. To keep the non-profit status you must adhere to the mission. It doesn't fit our mission so we can't donate money to them. It's a legal document. We want you in Newtown and she prefers just having Newtown children involved. She is in favor of tabling this to next meeting to discuss fees for non-profit organizations.

MOTION: Ms. Hamilton moved to postpone the vote until April 21 to get more information.

Mr. Freedman seconded.

Mr. Freedman would support it and look at the fee information.

Mrs. Ku was not in favor of delaying it or making up a new fee structure for this. We need to be consistent with the other groups.

Mrs. Leidlein was not in favor of postponing the vote.
Mrs. Roche would like more time but doesn't want to postpone it to hurt the organization moving forward. We need to sit down and see how to approach this.
Mr. Vouros agreed with Mrs. Roche.

Vote on postponement: 2 ayes, 4 nays (Mrs. Roche, Mrs. Leidlein, Mr. Vorous, Mrs. Ku), 1 abstained (Mr. Alexander) Motion fails.

Vote on main motion: 5 ayes, 1 nay (Ms. Hamilton), 1 abstained (Mr. Alexander) Motion passes.

BEAT Program:

Erik Holst-Grube, Staci Stamm and Dave Defeo presented information on the Business, Entrepreneurship and Applied technology Program.
Dr. Erardi thanked them and hoped the program would also be available at the middle school.

Graduation and Moving Up Dates:

MOTION: Mrs. Leidlein moved that the Board of Education set the Newtown High School graduation date as June 16, 2015 at 4:00 p.m. and the Newtown Middle School Moving Up Ceremony date as June 15, 2015 at 5:30 p.m. with both to be held at the O'Neill Center
Mrs. Roche seconded. Motion passes unanimously.

WCSU Course Agreement:

MOTION: Mrs. Leidlein moved that the Board of Education authorize the Superintendent to sign all AP course agreements with WCSU effective July 1, 2015 or upon the signature of the Connecticut Attorney General, whichever is later, through June 30, 2018. Mr. Vouros seconded. Motion passes unanimously.

Item 8 – Public Participation - none

MOTION: Mrs. Leidlein moved that the Board of Education go into executive session to discuss safety and security and student matters and invited Dr. Erardi, Dr. Gejda, Chief Michael Kehoe, Attorney Monte Frank, Julie Haggard and Dr. Lorrie Rodrigue. Mr. Vouros seconded. Motion passes unanimously.

Item 9 – Executive Session

10:41 p.m.

Item 10 – Action on Executive Session Item(s)

MOTION: Ms. Hamilton moved that the Board of Education support the superintendent's recommendation regarding discipline pertaining to student 2014-2015-06. Mrs. Roche seconded. Motion passes unanimously.

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

Item 11 – Adjournment

The meeting adjourned at 12:15 a.m.

Respectfully submitted:

Kathryn Hamilton
Secretary



FAXED 3/18

FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Eckhardt Date: 3/18/15

Other Staff Involved: Carley

Date of Proposed Field Trip: 5/29/15 - 5/30/15

Class/Group Involved: Wind Ensemble

Number of Students Scheduled to Make Trip: 50

Other Adults (non-teachers) Chaperoning the Trip (list names): TBD

Destination: New Jersey Performing Arts Center, Newark, NJ

Place and Time of Departure: NHS 10:00 am

Estimated Time of Return: 5/30/15 - 8 pm

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): Will Arrange All Meals

Estimated Cost of Transportation: \$2600.00

Estimated Cost per Student: \$50.00

Other Information: This replaces the Boston Symphony Hall Trip in February canceled due to snow

PRINCIPAL APPROVAL BY SIGNATURE: Lorrie Rodriguez DATE: 3-20-15

OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

Pricing: _____ Hours @ _____ per hour = _____
_____ Miles @ _____ per mile = _____

Minimum Charge: _____
Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____

Confirmed by: _____ Recorded in Book: _____

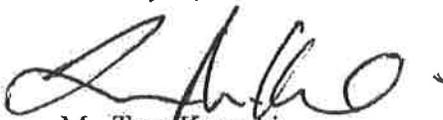
**ANATOMY AND PHYSIOLOGY
OVERNIGHT FIELD TRIP:
THE FRANKLIN MUSEUM OF SCIENCE
AND
THE MUTTER MUSEUM
PHILADELPHIA**

MAY 22 & 23, 2015

To: Newtown Board of Education
From: Mr. Tom Kuroski
Date: March 26, 2015
Re: Anatomy and Physiology Overnight Field Trip to Philadelphia

I have finalized the annual Anatomy and Physiology Field Trip to visit The Franklin Museum of Science and The College of Physicians of Philadelphia Mutter Museum. I am always excited about this trip, as it will provide students with a unique opportunity to observe exhibits that are incredibly engaging and also linked directly to the curriculum they have learned during the year. This exciting learning experience will be further enhanced because it takes place in one of the most historically significant cities in the country, Philadelphia. I know that the agenda for the seniors during this time of year can be overwhelming, so I have chosen a date that does not interfere with any of their other activities or academic responsibilities. I have also worked very hard to keep the price of the trip reasonable because I know that the cost of everything is increasing. See attached Itinerary of the trip for additional information.

Thank you,



Mr. Tom Kuroski
Anatomy and Physiology
kuroskit@newtown.k12.ct.us



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Tom Kuroski Date: March 26, 2015
 Other Staff Involved: Trent Harrison (Other teachers still waiting to get back to me)
 Date of Proposed Field Trip: May 22 & 23, 2015
 Class/Group Involved: Human Anatomy and Physiology Classes.
 Number of Students Scheduled to Make Trip: 50
 Other Adults (non-teachers) Chaperoning the Trip (list names): None

Destination: Philadelphia -- See attached Itinerary
 Place and Time of Departure: 6:30 AM ON Friday, May 22, 2015
 Estimated Time of Return: 6:00 PM ON Saturday, May 23, 2015
 Special Arrangements (i.e. stopping at a restaurant, picnic, etc.) See Itinerary

Estimated Cost of Transportation: \$1 2,635.00
 Estimated Cost per Student: \$130.00
 Other Information: _____

PRINCIPAL APPROVAL BY SIGNATURE: Lorrie Rodriguez DATE: 3-30-15
OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

Pricing: _____ Hours @ _____ per hour = _____
 _____ Miles @ _____ per mile = _____
 Minimum Charge: _____
 Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____
 Confirmed by: _____ Recorded in Book: _____

ITINERARY

DAY ONE

FRIDAY MAY 22, 2015

- 6:30 am** Depart Newtown High School via Deluxe Coach Bus.
- 9:00am** Arrive at the Philadelphia Zoo at 3400 W. Girard Avenue
- 12:30pm** Arrive at The Redding Terminal Market at the corner of 12th and Arch. Eat lunch and visit local attractions, landmarks and shops.
- 1:30pm** Tour downtown Philadelphia and visit historical attractions and landmarks. (to be determined based on available time and locations)
- 2:45pm** Take bus to the Mutter Museum at 19 South 22nd Street.
- 3:00pm** Arrive at the Mutter Museum and Check-in.
1. 45 min. guided tour of Museum
2. Presentation on Medicinal Plant Garden located at the Museum
3. Students can visit exhibits of individual interest
- 5:00pm** Depart Mutter Museum and board bus
- 5:15pm** Visit Historic Philadelphia – Short walking tour of historical sites along the Delaware River.
- 6:30pm** Depart Historic Philly and go to Hampton Inn. 8600 Bartram Ave.
- 7:00pm** Check in at the Hampton Inn.
- 7:15pm** Pizza Party for dinner in conference room at the Hotel.

ITINERARY

DAY TWO

SATURDAY MAY 23, 2015

- 7:00am** Wake-up Call - Pack-up and bring bags down to lobby
- 8:00am** Deluxe Continental Breakfast served at the Hampton Inn - Load bags onto the Bus. Check-out.
- 9:00am** Depart Hampton Inn
- 9:15am** Visit the Philadelphia Museum of Art at 2600 Ben Franklin Pkwy and run the "Rocky" steps!
- 9:45am** Arrive at Franklin Museum of Science at 222 North 20th Street. Check in to the Museum. Follow agenda
1. Giant Heart Exhibit - 2nd Floor
 2. Amazing Machines - 2nd Floor
 3. Sports Challenge Exhibit - 3rd Floor
 4. Free Time to visit exhibits of particular interest
- 12:00pm** Meet at Ben's Bistro for Lunch - 2nd Floor
- 1:00pm** Visit other exhibits of particular interest, attend films showing at IMAX/Franklin Theaters or participate in Museum Activities.
- 2:00pm** Visit Fountain Park across the street from the main entrance doors of the Franklin Museum.
- 2:45pm** Arrive at Bus Pick-up area
- 3:00pm** Depart Philadelphia for return trip to Newtown
- 6:00pm** Arrive back at Newtown High School

**EXPENSES FOR ANATOMY AND PHYSIOLOGY OVERNIGHT
PHILADELPHIA TRIP:**

**ACCOMMODATIONS, TRANSPORTATION AND
DESTINATION FEES**

The total cost per student will be \$130.00. This cost covers the following accommodations.

- a. **Deluxe Coach Round trip transportation from Newtown to Philadelphia and points of interest within the city during both days.**
- b. **Hotel stay at the Hampton Inn, Philadelphia. Accommodations include: (3 or 4 students per room), two queen beds, microwave, fridge, coffee maker, hair dryer, iron, sink, shower, etc. Use of a conference room for pizza party, movies and games Friday night.**
- c. **Deluxe continental breakfast Saturday morning, which includes: Waffles (make your own), eggs, breakfast meats, pastries, muffins, bagels, cereal, milk, juices, and coffee.**
- d. **Admission to the Philadelphia Zoo and all featured attractions.**
- e. **Admission to the College of Physicians of Philadelphia Mutter Museum with guided tour and special presentation of Medicinal Herb Garden.**
- f. **Admission to the Franklin Museum of Science and all special exhibits including the Giant Heart and the Sports Challenge.**

Additional expenses will include:

- a. **The cost of lunch at the Redding Terminal Market (food court) on Friday and the Franklin Museum (Ben's Bistro food court) on Saturday.**
- b. **Pizza Party dinner at the Hampton Inn**
- c. **Individual purchases made at any of the destinations or Philadelphia landmarks.**

***Note: Addresses and Phone Numbers of all destinations and chaperones will be provided with the final field trip package to students and parents.**

NEWTOWN PUBLIC SCHOOLS
FIELD TRIP INFORMATION & PERMISSION

School Newtown High School Date of Trip May 22 & 23, 2015
Place and time of departure Cafeteria 6:30 AM
Estimated time of return 6:00 PM
Method of transportation Coach Bus
Description of activity Anatomy Field Trip to Philadelphia
Teacher / Sponsor Tom Kuroski Form due by April 30, 2015

Parent / Guardian Permission

_____ has my permission to participate in the trip described above.
(Student Name)

(Signature of Parent / Guardian)

(Date)

(Student's Address)

(Home Phone)

(Work phone -Parent / Guardian)

(Emergency Phone)

Health Information
(If none, please write none)

If your child requires any medication and / or medical treatment such as glucose testing, asthma inhalers, bee sting medication, or has known allergies or medical conditions, please indicate below.

MEDICAL/MEDICINE AUTHORIZATION FORM MUST BE ON FILE WITH THE SCHOOL NURSE.

Medical Condition _____

Medication _____

Treatment _____

Allergies _____

Other medical information that may be important _____

Physician's name _____ phone _____

If the cost of the trip presents a severe financial hardship, please notify the teacher or the principal.

This entire form **MUST** be completed and returned to the school by the due date in order for the child to participate in this activity.

Middle Gate School
MEMO



To: Dr. Joseph Erardi, Jr.
From: Chris Geissler
Date: March 30, 2015
Re: School gift

This memo is being sent to inform you that our school has been offered a monetary donation. This gift, in the amount of \$44, was offered by Mr. Matthew Fiorillo and Wells Fargo. It is being given to our school as part of the Wells Fargo Community Support/United Way Campaign.

At this time, it is not known how we will use the funds, but we are extremely grateful for this donation to our school. It is my understanding that the Board of Education must approve all donations to school. Our hope is that the Board of Education will give its approval and allow us to utilize this money for future needs. Please let me know if more information is necessary and how I may assist this process.

Thank you for your consideration,

1178544

WELLS FARGO COMMUNITY SUPPORT CAMPAIGN

P.O. BOX 2157
PRINCETON, NJ 08543-2157
1-888-518-4438

WELLS FARGO BANK, N.A.
11-24-1210

Date: 03/26/2015 Amount: \$44.00

PAY TO THE ORDER OF
Forty-Four Dollars and No Cents
MIDDLE GATE ELEMENTARY SCHOOL

Laura Altieri
Development Director
Middle Gate Elementary School
7 Cold Spring Road
Newtown, Connecticut 06470 United States

Endorsement certifies receipt of a charitable contribution in the amount of this check. No goods or services were provided by the recipient.

VOID AFTER 180 DAYS

⑈ 1 178544 ⑈ ⑆ 121000248 ⑆ 4945072999 ⑈

April 2, 2015

APR 6 - 2015

Superintendent Dr. Joseph Erardi
Principal Thomas Einhorn
Members of the Newtown Board of Education

To Whom It May Concern:

Recently I met with Dr. Erardi to inform him of my intention to resign from my full-time teaching position at Newtown Middle School. I am currently on an extended medical leave from my grade 7 mathematics position on the Blue Cluster.

As I discussed with Dr. Erardi, I would prefer not to leave education completely, nor do I wish to leave Newtown, which has made this a difficult decision. Therefore, requested that the District please consider me for any part-time positions that might be available for the 2015-2016 school year.

I reiterated these feelings to both Tom Einhorn and Jim Ross when I met with them early this week.

During my five years at Newtown Middle School I have bonded with many incredible people. The administration, faculty, guidance counselors, staff, students, and parents that I have encountered have made a very special impact on my life; both professionally and personally. It is for this reason that I would like to be considered for any upcoming part-time positions, specifically at the Middle School.

I sincerely thank you for the experience and opportunities I had while teaching in Newtown and I look forward to any future employment opportunities in this outstanding school community.

Sincerely,

Kathryn Spallone

Newtown Middle School

APR 6 - 2015

Thomas R. Einhorn
Principal



James E. Ross
Assistant Principal

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

15 Country Walk
Shelton, CT 06484

April 2, 2015

Dr. Joseph V. Erardi, Jr.
Office of the Superintendent
3 Primrose Street,
Newtown, CT 06470

Dear Superintendent Erardi:

My name is Brooke Nucifora. I am a seventh grade language arts teacher at Newtown Middle School. I am expecting my second child on August 30, 2015. With your approval, I would like to finish the current school year and return to the 2015-2016 school year on January 4, 2016. Thank you for your time and support.

A handwritten signature in cursive script that reads "Brooke Nucifora".

Brooke Nucifora

APR 6 - 2015

Kristin Norden
9A Lanphiers Cove Road
Branford, CT 06405

Superintendent Erardi
Office of the Superintendent
3 Primrose Street
Newtown, CT 06470

Dear Dr. Erardi:

April 2, 2015

My name is Kristin Norden, and I am currently in my fifth year of teaching seventh and eighth grade language arts at Newtown Middle School. I feel honored to be part of this esteemed school district and a member of the Newtown community.

I am currently pregnant with my first child, with the expected due date of August 2, 2015. I am writing to formally request for my maternity leave to begin at the start of the 2015-2016 school year with the intention of returning on December 1, 2015.

Thank you for your consideration and support throughout this exciting adventure.

Sincerely,

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

Kristin Norden

BOE Communications Report, 4/7/2015
 Kathy Hamilton, Board of Education Secretary

From	Date	Description
Mary Burnham	3/22/2015	Chipman Middle School Video
Janice Gabriel	3/25/2015	Arts Forum with Jackie Coleman
Kinga Walsh	3/25/2015	Budget Question
Ryan Mauer	3/25/2015	Raveis Real Estate Offer
Kinga Walsh	3/27/2015	Budget Advocacy Question
Mary Burnham	3/27/2015	Common Core
Michelle Assante	3/29/2015	Budget Petitions
Maggie Conway	3/30/2015	Chris Herren Presentation
Robin Fitzgerald	3/31/2015	1214 Foundation
Keith Alexander	4/5/2015	1214 Foundation
Kristin Raamot	4/5/2015	1214 Foundation
Joseph Devellis Karen Palmieri Lisa Wolf Terri DiMeglio Herbert & Christine Doscher Diane Vertucci Denise Kolitsas	4/6/2015	1214 Foundation
Sophronia Scott Gregory Eric & Lauren Liniger Brandy Jacobs	4/7/2015	1214 Foundation

Administrative Report

April 7, 2015

1. Shared Services (Attach #1)

2. Transportation Survey (Attach #2)

3. Long Term Planning / Spending – Technology

4. Community Forum – Monday, April 27th
 - 7:00 p.m. RIS Cafetorium
 - Kindergarten Parent Meeting

5. Commendation – K-12 Music – National Recognition (Attach #3)

6. Community Forum – Monday, April 30th
 - 7:00 p.m. NHS Lecture Hall
 - Enrollment / Facility Study

Joseph E. ...
4/7/15

Presentation For:

The Town and School District of Newtown

Municipal and School District Operations Feasibility Study

July 10, 2012

BlumShapiro

Accounting | Tax | Business Consulting

The passion to unlock potential

AGENDA

- I. Project Overview
- II. Key Findings
- III. Recommendations
- IV. Implementation

BlumShapiro

Accounting | Tax | Business Consulting

I. PROJECT OVERVIEW

A. Project goals and objectives:

1. Analyze existing operations for selected areas of the Town and School District
 - a) Finance, Human Resources, Information Technology, Building Management
2. Evaluate current positions, roles and responsibilities
3. Evaluate how departments interact internally and externally
4. Develop an operational framework for both the Town and School District
5. Develop an implementation plan for recommendations
6. Document workflows (“as-is”) and design streamlined process maps (“to-be”)

B. The BlumShapiro Project Team interviewed personnel from the selected Town and School District departments/functional areas:

1. At total of 29 (twenty-nine) individuals were interviewed
2. Town Manager and Superintendent
3. Town/BOE Finance, Human Resources, IT, Building Management
4. Selected members of the elected boards : Board of Education, Board of Finance, Legislative Council

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II. KEY FINDINGS

A. Financial and Human Resources Operations

1. Town and School District have separate financial management and payroll systems
 - a) Town-MUNIS, ADP (Payroll) and the School District-SunGard Phoenix System
 - b) Inhibits ability to share services and/or information; causes inefficiencies and duplication of work
2. The Town's payroll system is not integrated with the general ledger system
3. Neither the Town or School District are using their systems to the fullest capabilities
 - a) Separate financial systems between the Town and School District inherently creates inefficiencies
 - b) Town - requires manual interface to G/L; limited ability to create what-if scenarios
 - c) School – Has integrated modules but maintains duplicate information

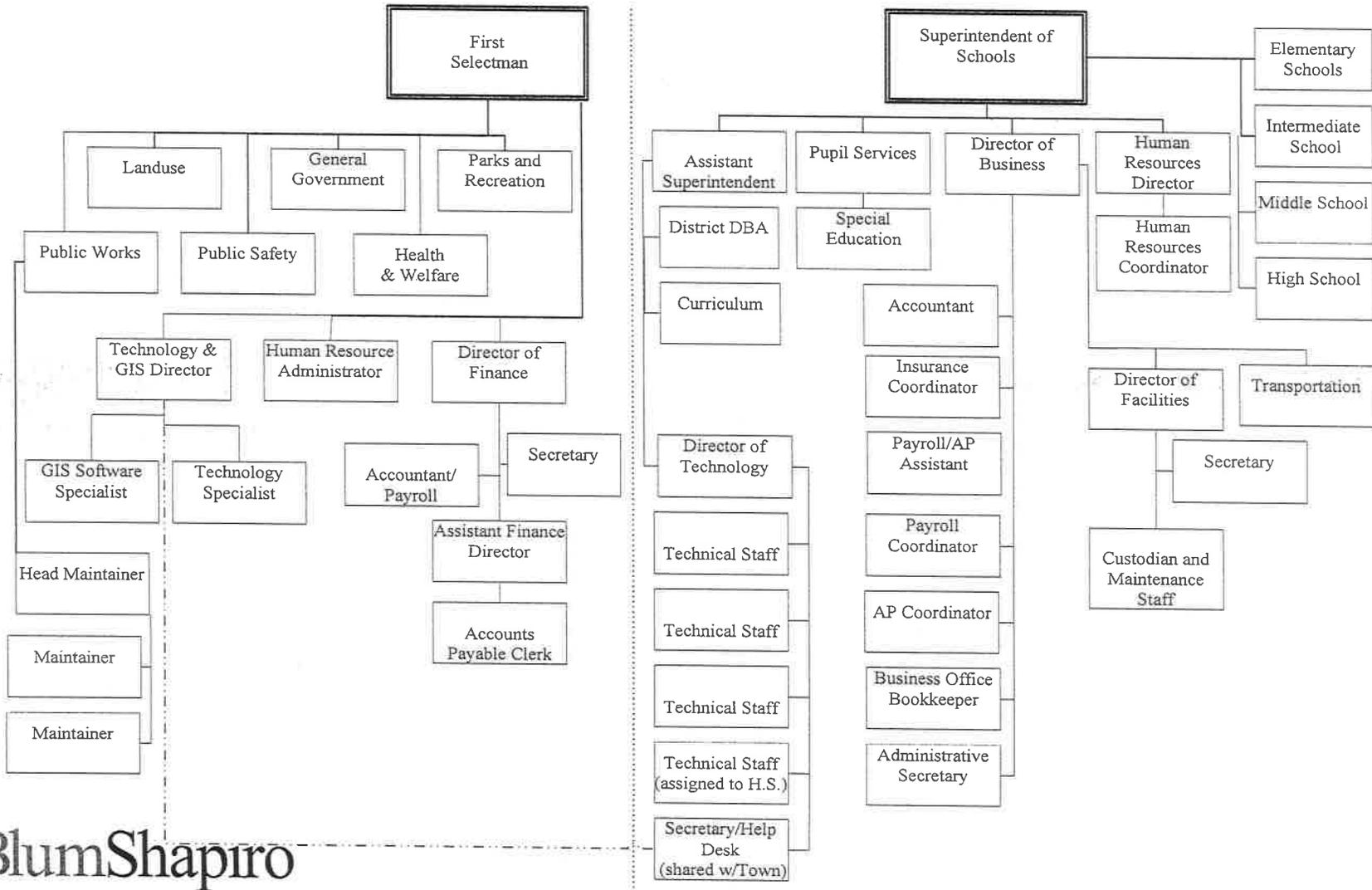
B. Information Technology Operations

1. Currently sharing resources informally

C. Facilities and Maintenance

1. Town's Building Maintenance and School District collaborate on a limited, informal basis

II. FINDINGS-ORGANIZATIONAL CHART-CURRENT



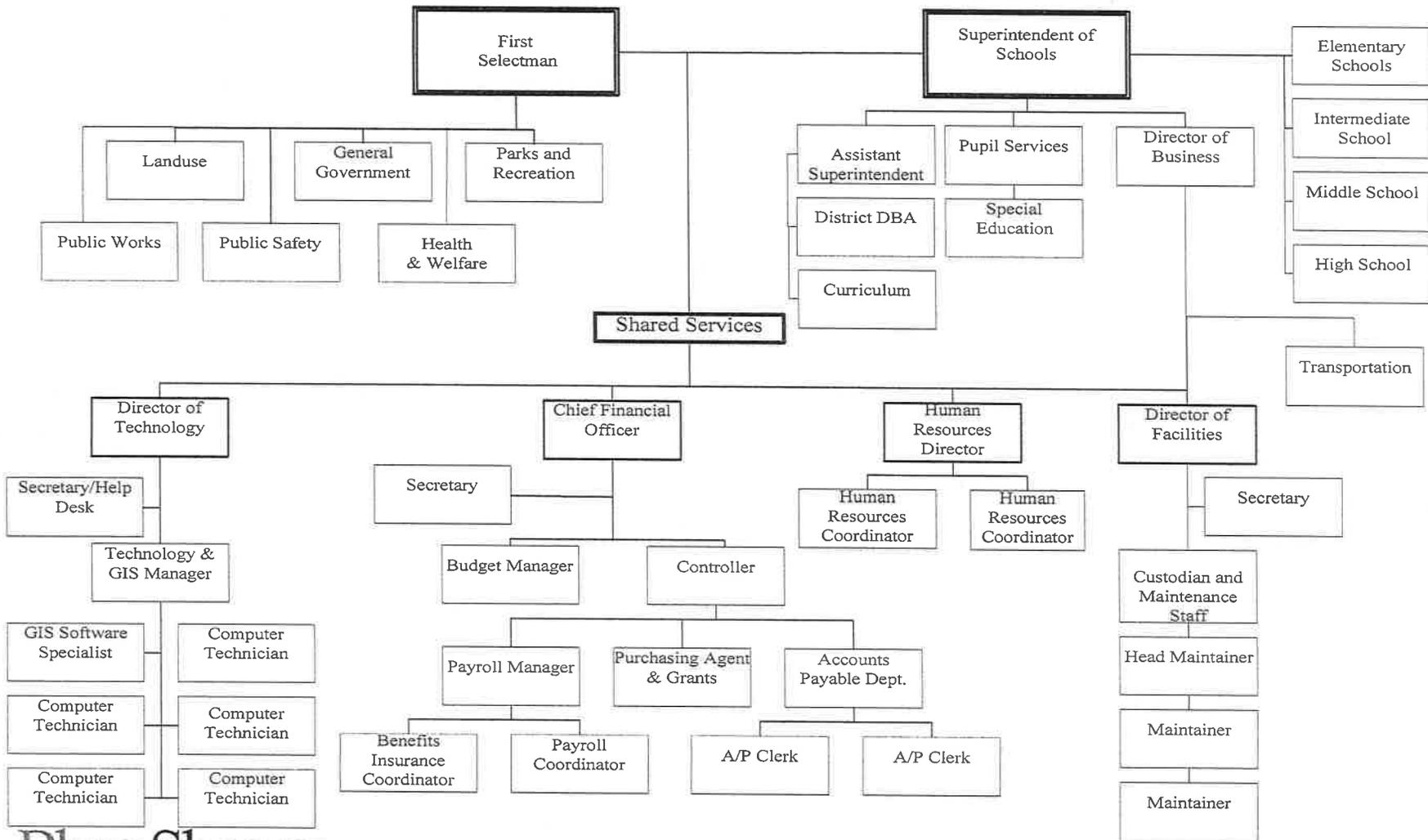
III. RECOMMENDATIONS

- A. Implement a Shared Services Model for the Town and School District
 - 1. Use a transitional approach to phase into a new organizational structure
 - 2. Utilize current employees in new structure
 - a) Provides institutional knowledge of both organizations
 - b) Provides stabilization
 - c) Enables existing employees ability to ensure new organization is a good fit
 - 3. As employees leave/retire roles may need to be realigned
- B. Phase 1 –Merge Human Resources and Payroll personnel
 - 1. Formally combine the Town and School District’s Human Resource and Payroll personnel with the Town’s operations
 - 2. Bring the Town’s payroll processing in-house and utilize a single HR/Payroll solution
 - 3. Create standard operating procedures (SOP) that address how the HR and Payroll Departments will support and provide services to the Town and School District personnel
- C. Phase 2 -Facilities and Maintenance
 - 1. Merge the Town Maintainers with the School District’s Facilities and Maintenance Department
 - 2. Develop SOP and services support agreement between the Town and School District
 - 3. Continue to leverage joint purchasing opportunities between the Town and School District

III. RECOMMENDATIONS

- D. Phase 3 – Merge the Town’s Information Technology with the School District
 - 1. Formally combine the Town and School District’s IT Departments into a single shared department
 - 2. Create standard operating procedures that address how the department will support and provide services to the Town and School District
 - 3. Create an Information Technology joint committee to oversee the new department
 - 4. Develop fair and equitable cost-sharing for the new IT department
 - 5. Obtain better economies of scale for technology purchases
- E. Phase 4 –Merge School District’s and Town’s Accounting Operations
 - 1. Implement a single, integrated financial management system for the Town and School District
 - a) Perform a formalized software selection process
 - 2. Create standard policies, procedures and protocols that address how the Accounting Department will support and provide services to the Town and School District employees
 - 3. Merge the School District’s Accounting Operations with the Town, creating a centralized operation
 - a) Potential cost savings over 5 years \$400K to \$500K

III. RECOMMENDATIONS ORGANIZATIONAL CHART- SHARED SERVICES MODEL



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IV. IMPLEMENTATION PLAN

Phase 1

- Merge Human Resources and Payroll with Town– 0-6 months
 - Configure Phoenix system's HR and Payroll modules for Town's Use
 - Develop policies and procedures to support combined processes
 - Implement HR and Payroll modules within the Phoenix system

Phase 2

- Merge Town Maintainers with School District – 7-12 months
 - Create Standard Operating Procedures (SOP)
 - Develop job descriptions, negotiate with Unions
 - Have 3 Town Maintainers report to Director of Facilities

Phase 3

- Merge Information Technology with School District – 7-12 months
 - Create Standard Operating Procedures (SOP)
 - Create new organizational structure
 - Develop equitable cost sharing structure

Phase 4

- Consolidate Accounting Operations – 12-24 months
 - Create new policies, procedures and protocols for accounting operations
 - Co-locate shared accounting management organization
 - Implement single financial software application
 - Implement new financial processes

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QUESTIONS



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Accounting | Tax | Business Consulting

Parents / Guardians / Grandparents:

The Newtown Board of Education is requesting your input before finalizing their 2015-2016 transportation plan.

Your willingness to take the attached two minute survey will allow the Board of Education to maximize efficiency and cost with transportation for the new school year.

Please feel free to give my office a call if you have any questions or concerns with the survey.

I can be reached at 203-426-7621

Respectfully,

Dr. Joseph V. Erardi, Jr.

Superintendent of Schools

Newtown Public Schools School Bus Ridership Survey #2

Please assist us in determining our busing needs for the 2015-2016 school year by completing this brief survey.

1. Schools you will have child(ren) in attendance?

- | | |
|--|--|
| <input type="checkbox"/> Hawley | <input type="checkbox"/> Reed Intermediate |
| <input type="checkbox"/> Sandy Hook/Chalk Hill | <input type="checkbox"/> Middle School |
| <input type="checkbox"/> Middle Gate | <input type="checkbox"/> High School |
| <input type="checkbox"/> Head O'Meadow | |

2. Number of child(ren) in each school?

Hawley	<input type="text"/>
Sandy Hook/Chalk Hill	<input type="text"/>
Middle Gate	<input type="text"/>
Head O'Meadow	<input type="text"/>
Reed Intermediate	<input type="text"/>
Middle School	<input type="text"/>
High School	<input type="text"/>

3. Will your child(ren) ride the bus daily a.m. & p.m.? (If only a.m. or only p.m. skip to the next question)

- Yes
 No

4. Will your child(ren) ride the a.m. bus only?

- Yes
 No

5. Will your child(ren) ride the p.m. bus only?

- Yes
 No

Newtown Public Schools School Bus Ridership Survey #2

6. Do you occasionally drive your child(ren) to school but otherwise rely on the bus for transportation?

Yes

No

7. Although eligible for a bus are you willing to take your child(ren) off the Student Transportation Roster because they will not use the bus in 2015-2016?

Yes

No

8. Student Name(s), Grade, School

1. Student Name	<input type="text"/>
2. Student Name	<input type="text"/>
3. Student Name	<input type="text"/>
4. Student Name	<input type="text"/>

9. Student Grade

1. Grade	<input type="text"/>
2. Grade	<input type="text"/>
3. Grade	<input type="text"/>
4. Grade	<input type="text"/>

10. School Attending

	School Attending
Student #1	<input type="text"/>
Student #2	<input type="text"/>
Student #3	<input type="text"/>
Student #4	<input type="text"/>

United States Senate

WASHINGTON, DC 20510

ONE CONSTITUTION PLAZA
7TH FLOOR
HARTFORD, CT 06103
(860) 549-8463

<http://murphy.senate.gov>

March 24, 2015

Dear Friends:

I would like to extend warm congratulations to the Newtown Public Schools for being named one of the nation's Best Communities for Music Education by the National Association of Music Merchants (NAMM) Foundation.

The NAMM Foundation has a long and storied history of recognizing upstanding school districts and communities for their dedication to enriching and empowering musicians of all ages. For the past sixteen years, the NAMM Foundation has celebrated the Best Communities for Music Education for their unyielding commitments to providing a full educational experience, supplemented by a highly supported music education course as part of the core curriculum. This access to music education is invaluable for providing students with a well-rounded and comprehensive educational experience. The profound emphasis the Newtown Public Schools have placed on creating individuals who are capable of artistic and creative self-expression serves to establish a generation who not only knows facts and figures but also how to broaden their intellectual pursuits artistically, fostering a complete learner.

I sincerely congratulate the Newtown Public Schools for this prestigious honor and for adding to the vibrant musical spirit of Connecticut. I know that consistent commitment to musical education is evidence of a bright and well-educated future for all students in Newtown and the State of Connecticut.

Every best wish,



Christopher S. Murphy
United States Senator

Corrected
 emailed
 2-24-15

ED 114 Budget Form

GRANTEE NAME: Newtown Public Schools TOWN CODE: 097
 GRANT TITLE: District Technology Upgrades to Support Transition to the New Standards
 ACCOUNTING CLASSIFICATION: _____ FUND: _____ SPID: _____ BUDGET REFERENCE: _____
 PROGRAM: _____ CHARTFIELD1: _____ CHARTFIELD2: _____

GRANT PERIOD: April 2015 – June 30, 2016 AUTHORIZED AMOUNT: _____

CODE	DESCRIPTION	CSDE State Funds	Local Funds - Match	Total Budget
340	Other Professional Services	\$	\$	\$
530	Communication	\$	\$	\$
650	Supplies—Technology Related	\$	\$	\$
734	Technology-Related Hardware	\$	\$	\$
	Dell Optiplex 3020 Desktop Core i3-4150, 4G RAM, 500G Hard Drive – QTY 388	71,234	134,406	205,640
	Dell Precision T1700 Desktop-i5-4590, 8G RAM, 500G Hard Drive – QTY 27	6,640	12,530	19,170
	HP 2920 Switches w/ stacking module and cables and installation – QTY 21	24,217	45,693	69,910
	Meraki MR32 Access Point mounted – QTY 120	23,496	44,334	67,830
	TOTAL	\$125,587	\$236,963	\$362,550

____ ORIGINAL REQUEST DATE _____ DATE OF APPROVAL _____
 _____ REVISED REQUEST DATE _____ STATE DEPARTMENT OF EDUCATION PROGRAM MANAGER AUTHORIZATION _____

Course Name - Culinary Arts

Teacher or Teachers' Names – Lori Hoagland, Brian Neumeyer

Background Information – Students involved in Culinary 1 and Baking and Pastry are taught safety, measurement, and how to follow recipes. Food groups, nutrition, cooking techniques, and financial concepts are covered, and these topics provide a platform for creative work tied directly to the food service industry.

21st Century Skills Referenced – Life and Career Skills, Initiative and Self-Directions, Productivity and accountability.

Class Work or Project that Illustrates These Skills – The Community Table, which is culminating event held annually, allows advanced students to present to the public their original and researched food sample. This event encompasses a years' worth of work in which students create and provide trays of food for the Feeding the Need program. The Community Table then challenges students to translate that creativity and volume of food into small bites for the public. Not only is it an opportunity for students to show their technical and creative skills, but students are required to plan and implement a decorative table that stimulates the mind and palette of those who attend the event. Instructors stress the importance of being professional and having students clearly explain how they developed their ideas and the inspiration for their bite of food.

Course Name – Photography

Teacher or Teachers’ Names – Staci Stamm

Background Information - Students work to explore elements and principles of composition by creating photographs that implement each criteria introduced in class. These concepts are then further explored through written analyses and peer-critiquing sessions; this gives students an opportunity to question the work of others and to defend and explain their own creative aesthetic to an audience of their peers.

21st Century Skills Referenced - Learning & Innovation Skills: *Communication and Collaboration; Creativity and Innovation Skills*

Class Work or Project that Illustrates These Skills - For each Photography assignment tstudents complete, students are given the opportunity to experience and strengthen skills in reflective analysis of their work and that of their peers. Whether they are submitting photos depicting use of shallow depth of field, the rule of thirds, or natural landscapes, all students are responsible for independent written analyses of the photographs they take in order to elaborate, refine, analyze, and evaluate their own ideas to improve and maximize future creative efforts. Students are also held accountable in class discussions; they must contribute constructively by speaking about the work of their peers and by giving them better understanding of elements and principles of composition. Students must also listen effectively to decipher meaning, learn to be open and responsive to new and diverse perspectives, and incorporate input and feedback into the next photography assignment. We project all submitted photos in front of the class, giving each young photographer a chance to explain their work to an audience, ultimately giving students practice in verbal critical analysis of an artistic medium. By doing this, students are able to increase their ability to articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills.

Course Name – Film Production

Teacher or Teachers’ Names – Staci Stamm

Background Information - Film students produce commercials and infomercials exploring concepts in communicating messages, persuading an audience, and selling a concept, idea, or product. They produce these projects by utilizing concepts in camera angles and movements, storyboarding and screenplay writing, as well as developing skills in properly and creatively using film equipment & film editing software.

<p>21st Century Skills Referenced - Information, Media & Technology Skills: <i>Media Literacy; Information, Communications, and Technology Literacy</i></p>

Class Work or Project that Illustrates These Skills - Students spend time exploring existing commercials and infomercials that have aired on television, then dissect them to basic elements to better understand both how and why media messages are constructed and for what purposes. Students also learn to strengthen persuasive skills by exploring concepts in how to sell a product versus how to sell an idea. Throughout the development of these film projects, students use DSLR cameras, Celtx screenplay formatting software, and iMovie editing software as digital technologies to access, manage, integrate, and create information to successfully function in a knowledge economy. Students also learn industry-standard practices in film development, pre-production, production, post-production, and distribution, as well as copyright issues and legal ramifications surrounding copyright infringement in the entertainment industry. They are then tasked to apply these ethical/legal issues surrounding the access and use of information technologies to film projects by utilizing royalty-free media formats or by creating their own as needed.

Course Name – Graphics Tech 2

Teacher or Teachers Names – David DeFeo

Background Information – Graphics Tech 2 students put into practice many of the concepts and basic skills learned in Graphics Tech 1. Many of the graphics students are enrolled in the articulation program which gives them college credit (through Naugatuck Valley) for completing the two semester program. The key to this agreement is that the course offers significant design opportunities and students produce a physical product which they have designed.

21st Century Skills Referenced – Creativity and Innovation
--

Class Work or Project that Illustrates These Skills - As part of a large project portfolio that contains 12 activities that need to be completed during the course, students design and print a “Wish You Were Here” postcard. This card is printed on both sides of cover weight paper, trimmed and sent home to parents. Adobe PhotoShop and InDesign are both used and the selection of images, typefaces and placement of elements rest with each student. They are given page size specs and all other decisions are their own. They brainstorm with each other and look at samples that have been created in the past and on-line to analyze and evaluate qualitative details of the samples so they can produce a high quality graphic design of their own. The students use the tools to implement their design to produce a real product that is delivered to their parents or other family member. One major technical component involves creating a “clipping mask” where large type is filled with an image. There is constant discussion among the students as they all seem interested in each other’s ideas and they are quick to offer compliments on each other’s work.

In terms of the content, the location can be a favorite family vacation, a city, their place of birth, a dream destination, or a fictitious place from within their own imagination. Obvious rules apply and the school appropriate designs are all unique. The final design work is predicated on judgments they make as they analyze and whittle away at their options.

This project contains a set of design and production problems that need to be solved and students must engage in continuous decision-making. Again, this is one of many projects in the second level course and this is an opportunity for students to express themselves in a way that they have never before considered.

Course Name – Computer Repair II, III

Teacher or Teachers' Names – Michael Ornaf

Background Information – In the computer repair class, Newtek; the Company, students build on what they have learned in previous semesters in hardware configuration, operating systems, and networking by receiving jobs from outside sources and working as a team to fix peoples' computers and technical equipment.

21st Century Skills Referenced – Critical Thinking and Problem Solving, Productivity and Accountability

Class Work or Project that Illustrates These Skills - Computer Repair 1 and Computer Repair 2 set the stage for advanced work. Students develop a portfolio that includes concepts learned, terms, abbreviations, technical facts, jargon, etc...

With this set of experiences, and technical content, students then have the capacity to do outside work.

As work is received, students need to prioritize and plan to achieve results. Critical thinking and problem solving are important because teams of students must identify the problem and troubleshoot in groups.

In the computer industry, systems thinking is used to identifying problems. Knowing how parts interact with each other within a system allows the student to identify and explain their thinking to solve problems. Outside work is done in groups.

As outside work projects come in, every problem is different. Some problems students are able to solve and fix, others are beyond repair or expertise. Delivering the news to customers regarding their computers requires accountability. Students must take the time to explain to the customer why the problem had or had not been fixed and the theory or theories as to why the problem began in the first place.

Course Name – Drafting and Engineering

Teacher or Teachers' Names – Erik Holst-Grubbe

Background Information – Drafting 1 students have been taught isometric and orthographic projection as well as the software Solidworks, an industry standard.

21st Century Skills Referenced – Creativity and Innovation
--

Class Work or Project that Illustrates These Skills - The curriculum in Drafting 2 furthers students' understanding of software; students also create a new idea using the skills learned.

The culminating project involves identifying a real world problem and offering a new design to either invent something new or improve on an old idea. Research is a big part of this project because students learn what has already been done. Examples of students' culminating projects have included a new folding bicycle design, an automobile fuel system that uses liquid nitrogen to flash freeze gasoline in case of an accident, custom fins for a model rocket, and a rolling system for a boat trailer.

Allowing students the freedom of choice personalizes their learning by following their interests and experiences. This approach also naturally pushes the students to authentically use the tools they have learned and teaches them to break down large problems into discrete parts throughout the design process.

The finished product is a 3D printed model of their idea along with a detailed poster in which students explain their thinking.

Course Name – Architecture

Teacher or Teachers' Names – Erik Holst-Grubbe

Background Information – Students in Architecture 1 have done an interior design project, an engineering project, and tutorials within Chief Architect software.

21st Century Skills Referenced – Creativity and Innovation
--

Class Work or Project that Illustrates These Skills - Having spoken with several architects regarding necessary skills for success, their input was unanimous in saying they are one part of a team that includes builders, owners, townspeople, and town officials. Teamwork and communication are paramount in succeeding in the field.

Students create a scaled model together as a class, which requires them to interact successfully with others. There are many tasks to be completed to build a model, and students need to decide among themselves what priorities exist and how to manage time for greatest efficiency. Who is responsible for which wall, or part of the house are common questions students are required to ponder. Leadership and responsibility are required to accomplish this common goal. Tasks are all interrelated, and as the progression moves forward from plot selection, to framing, to interior design, it is necessary for students to collaborate and cooperate in order to achieve the intended result which is a house that meets all structural, aesthetic, and practical needs.

While individual students need to be inventive and creative to develop original ideas, they also need to be responsive and accepting of ideas from others. Communication of ideas of course is the bread and butter of a smooth building process.

Course Name – Power Technology 2

Teacher or Teachers' Names – Steve George

Background Information – Power Technology 1 and 2 cover material in which students learn how power is used to do work. Topics include small gasoline engines, robotics, and alternative energy sources. These courses provide crossover knowledge in applied physics, environmental science, and engineering.

21st Century Skills Referenced – Creativity and Innovation Skills

Class Work or Project that Illustrates These Skills – In Power Technology 1, students begin learning by overhauling a small gas engine. Concepts relevant to combustion engines such as compression, friction, volume, the four stroke cycle, and simple machines are learned along with engine terminology and tool use.

Students catalog their efforts throughout the semester and compile them in a final paper. This paper consists of specific information learned throughout the semester.

Power Technology 2 focuses on design. Students design and build VEX robots to complete specific tasks. Students have a series of contests in which their robots can compete based on different criteria such as speed, power, and maneuverability. The project helps students develop their abilities to communicate new ideas to others and demonstrate originality and inventiveness as they build chassis, steering and gear systems.

Course Name – Automotive Technology

Teacher or Teachers Names’ – Steve George

Background Information – Three courses in automotive technology are offered to Newtown students; Automotive Technology 1, Automotive Technology 2, and Advanced Automotive Technology. These are all semester courses. Advanced Automotive students are subsumed into levels one and two, and these students add to the learning by showing other students more advanced, long-term projects and assisting less experienced students as needed.

21st Century Skills Referenced – Flexibility and Adaptability

Class Work or Project that Illustrates These Skills - Every problem that presents itself to the students is different. Students need to ask clarifying questions to effectively solve these problems; students need to ask questions such as:

- What are the symptoms?
- How long has this problem existed?
- Do I have the time and expertise to begin work?
- What tools will be necessary?
- What is special about this make and model?

As students engage in fixing automobiles, they need to deal with the fluid nature of the work. They need to deal with praise and setbacks in positive and productive ways. It is necessary for students to express views and ideas collaboratively as well as listen to and understand the ideas and viewpoints of others. Utilizing time and managing the workload with fellow students allows for workable solutions to happen.

It is also important for the learner to draw on past experiences to inform the decision making process. With various levels of expertise, students need to adapt to varied roles and responsibilities.

Course Name - Early Childhood Education I & II

Teacher or Teachers' Names - Stephanie Gacso

Background Information – Students in Early Childhood Education previously studied the developmental milestones that should be achieved in preschool. Early Childhood Education students also have firsthand experience working in the laboratory preschool for a period of five and a half months in order to become familiar with the curriculum and available learning materials. Students observe lesson activities taught by certified teachers as well as more advanced high school students. Students work on teams to create a schedule for preschool day that includes academic lessons and center activities with a monthly theme. Students act as lead teachers for the day, directing the schedule, teaching lessons, administering discipline, etc...

21st Century Skills Referenced – Life and Career Skills:

Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills,
Productivity and Accountability, Leadership and Responsibility

Class Work or Project that Illustrates These Skills –

Students need to observe, assess and teach in a fluctuating environment because the number of preschool and high school students available on a given day varies. Responsibilities are often reprioritized and reassigned based on need; because of this, the ability to “think on one’s feet” is an indispensable teaching ability.

Teams of students work on a different theme, which has specific, assigned curricular objective; to do this work, groups need to work autonomously by managing their time effectively and utilizing each other for constructive criticism. Pupils also need to multitask during both the planning and execution of their teaching sessions. In a team-structured project, students jointly problem-solve to find the best way of guiding the preschool students toward attainment of curricular learning objectives.

Professionalism is a vital attribute when working at the preschool because students need to delegate work to peers, scaffold learning for preschool students, and communicate progress to parents.

Course Name -Newtown Greenery-Plant Science in Action

Teacher or Teachers' Names -George Bachman

Background Information –The Greenery is one of NHS' original enterprises. It provides students with concurrent Science and Elective credits. In the state of the art greenhouse, students are responsible for production of the plant products, marketing and advertising of those products, and general management of the business. Students also maintain the interior foliage displays in the school, various exterior flowerbeds, a trials garden and a composting program with Chartwell's and Culinary (commencing again spring 2015). Through these real-world, day-to-day activities, the Greenery enables students to extensively apply 21st century skills on a regular basis.

21st Century Skills Referenced – Life and Career Skills, Initiative and Self- Direction, Social and Cross-Cultural Skills, Work Effectively in Diverse Teams, Productivity and Accountability, Leadership and Responsibility and Be Responsible to Others

Class Work or Project that Illustrates These Skills -The above skills are practiced and demonstrated on a day-to-day basis in order to effectively run a business that entails live goods. Students must assume a variety of roles and responsibilities and they must independently and seamlessly shift between these roles. At one moment they are plant care professionals and in the next, they are instructing a customer in plant choice and design. Time management and setting and reaching goals are paramount in having plant products ready in a timely manner. It is necessary for students to stay current with new product care in order to answer customers' questions. Students need to listen effectively to questions from a diverse customer base and always conduct themselves in a professional manner. Work ethic is also stressed. Upbeat attitude, enthusiasm, problem solving and producing quality products are some of the common denominators to success. Students are constantly reminded that when they represent the Greenery they are also representing their fellow classmates and the NHS school community at large.

Course Name – Personal Financial Literacy

Teacher or Teachers' Names – Jolene Swann, Melissa Cacioppo, Vivian Sheen

Background Information – Students in Personal Financial Literacy previously learned about getting paid, paying taxes, constructing a budget, finding an affordable apartment and car, and obtaining insurance. The importance of this information on their future is stressed throughout the semester.

<p>21st Century Skills Referenced – Life and Career, Initiative and Self-direction, Productivity and Accountability</p>

Class Work or Project that Illustrates These Skills –

Based on the career interest survey students complete in Career Counselor workshop, they choose a career and research education requirements and starting salary. Students then think about when they are on their own and incorporate the semester's learning to prioritize and plan their projected financial needs. Students calculate net income, and based on this calculation, they research affordable housing, transportation, furniture, groceries, and formulate a spending plan. Students need to be accountable for their calculations; they also need to incorporate their short and long-term goals in planning. Students present their final project to the class in a clear, comprehensive presentation using the appropriate terminology. Students evaluate their own presentation using the Spoken Communication Graduation Standard.

Course Name – CWE (Co-Operative Work Experience)

Teacher or Teachers Names - Vivian Sheen

Background Information – Students in CWE are required to obtain and keep employment with a minimum of ten hours per week of paid work experience. Their work experiences, conflicts, performance reviews, and promotion opportunities are discussed in small groups on specific days of the rotation; classmates and the teacher discuss strategies for handling work situations and scenarios as they arise. Students are provided various resources, and tools regarding workplace laws, and legal rights. Students are afforded opportunities for visiting post-secondary institutions as well as job shadow and business field trips to transition them for career preparation.

21st Century Skills Referenced – Life and Career, Productivity and Accountability, Initiative and Self Direction Social and Cross-Cultural Skills, Leadership and Responsibility, Be Responsible to Others, Critical Thinking and Problem Solving, Communication and Collaboration.

Class Work or Project that Illustrates These Skills – Students are offered opportunities to meet the graduation standard for Spoken Communication by presenting a PowerPoint on a chapter from the curriculum. They deliver the presentation professionally, using appropriate verbiage, body language and tone appropriate for their audience in an effort to improve their public speaking skills. Students are asked to reflect and provide solutions to real world scenarios on their chapter assessments using the “Decision Making Steps” discussed in their textbook. In the presentation, students must provide many examples and make connections to their individual work experiences.

Course Name – Personal and Business Law

Teacher or Teachers' Names – Melissa Cacioppo

Background Information – Students in Personal and Business Law learn the foundation of our legal system, the court system process, and the different types of crimes. Students are exposed to current law events during class, which provides context and meaning to

21st Century Skills Referenced – Learning and Innovation, Critical Thinking, and Communication and Collaboration

Class work, or Project which Illustrates These Skills –

Students are required to complete current events research, and summarize articles. Students must make the connection between the news story, and our current topic of discussion. Students articulate their thoughts and opinions as well as pose a question to the class to lead a discussion on possible outcomes or solutions to the case. There is a good deal of controversy in most examples, and points of view can differ greatly. Students must demonstrate an open mind as they share their opinions, and respectfully listen to other perspectives in the class.

Course Name – Yearbook

Teacher or Teachers' Names – Kristin Violette

Background Information – A three year continuum comprises the Yearbook experience. In the beginning, students learn the basics of layout, design, caption writing, and photography. In addition, students learn about the publishing process and how to effectively interact with peers and adults to meet real world deadlines. Students' responsibilities and expectations increase as the continuum progresses. Goal setting and time management become critical skills for students as they attempt to capture all of the students, staff, and events in a given school year.

21st Century Skills Referenced – Adapt to Change, Be Flexible, Manage Goals & Time, Work Independently, Be Self-Directed Learners, Interact Effectively with Others, Work Effectively in Diverse Teams, Produce Results, Guide and Lead Others, Be Responsible to Others.

Class Work or Project that Illustrates These Skills –

Technology Skills:

Online research, online design, photo-editing software, desktop publishing, business software

Business Skills:

Market research, customer relations, marketing, budget planning

Life Skills:

Communication, leadership skills, time management, project management, problem solving, writing, photography, team building, conflict resolution, public speaking

Journalism Skills:

Brainstorming, reporting, researching, editing, photo editing, graphic arts, public relations, mead law, design & layout

What Our Students Say...

Early Childhood Education



**Mairin
Hayes**
Senior

"As someone who wants to become a teacher, this class provides me with invaluable first-hand experience working with kids and developing lesson plans, we can't receive the same skills and knowledge anywhere else as high school students. Not only is this class fun, relaxing and engaging, but it is full of other students who share similar interests. Without this, I feel like my day would be monotonous and nowhere near as diverse. I would feel so much less prepared for my future as this class has helped re-affirm that I am passionate about the field of education. It is an entirely unique class."

Advanced Culinary



**Ashley
Marks**
Senior

"Culinary has helped me so much. This class has given me the chance to get hands on experience in the foodservice industry, but also work together as part of a team. We work like a family gaining experience doing things like catering. Culinary has helped me so much with managing my anxiety, it's a really good distraction from stress and has helped me to enjoy coming to school. Without this class I'd be very upset, Culinary is the only thing that gets me to want to come to school every day."

Cooperative Work Experience



**Aaron
Beckett**
Senior

"CWE provides me with an opportunity for advancement in the workplace. I have been able to experience and learn how to conduct myself as a responsible employee in a professional work environment. I have noticed that I am now a much stronger public speaker, expressing myself more clearly and professionally, and also have increased my problem solving skills by thinking on my feet in real world situations. This class is so unique because it has taught me many transferable skills such as proper social and professional etiquette but also that it is so much more interactive than any of my other classes."

Computer Repair



**Sebastian
Fotinopoulos**
Junior

"This class is the greatest, most valuable, and most useful class I have ever taken. It gives me so many more opportunities to increase my expertise working with computers but also boosts my ability to interact with our customers. This program is so different from all of my other classes because it is so hands on. We get to open up computers, learn how each component works, and then have to figure out how to fix what isn't working either individually or collaborate with other kids to work the problem out together."

Greenery



**Erin
Burbank**
Junior

"I think that classes like this are awesome and totally necessary for people that need to learn by doing, like me. I don't have to sit at a desk all day and it gives me a chance to explore science outside of a traditional classroom. We get to grow and take care of our own plants, and are able to learn about business management, and personal responsibility in a fun and more engaging environment. It's a fantastic experience and has really increased my confidence being able to grow something and care for it using what I have learned."

Automotive Technology



**Ally
Montague**
Senior

"This class is a great outlet for kids who have a hard time learning by just reading and writing about things and need a more hands on approach. I've been able to learn about real life applications working on cars and also that I am so capable to do maintenance and repairs on my own car or those of friends and family. This class has also given me the chance to more closely connect with my dad about cars which has been great. Without this class I would have never known how much I love working on cars, and would have never made the connections with my dad or the friends I made by working together here."

Graphics Technology



**Michael
Biancardi**
Senior

"What I think is extremely unique about Graphics is that we get a chance to get away from thinking logically all day, giving us a chance to be creative. We are able to gain experience working as a small business, talking with customers, preparing invoices, and designing artwork based on their needs. If I didn't take this class I never would have gotten a chance to find my passion for graphic design, which is now what I plan to pursue as a career. I was able to get a taste for the real life graphic design business and although it's a lot of work, it is so much fun."

Photography



**Sydney
Flint**
Sophomore

"I chose this class because I can express myself in a completely different way than anywhere else. There's no pressure or competition to be better than anybody else, I just do my best. My success doesn't depend on someone else being not as good. We are able to apply what we learn in class right there because when we learn something new, we get to then pick up cameras and practice each new concept. This is the only class where I get excited about new assignments because I get to go out and experiment with my camera, where I decide what my work looks like. If classes like this weren't available at NHS I would be very stressed at school; it gives me a sense of purpose and belonging."

Film Production



**Jack
Dutt**
Sophomore

"Film is one of the few creative outlets that the school provides that integrates technology and industry standard applications. I value my time in this class because it allows me to actually apply what we learn and produce a result that reflects that. We are able to collaborate with other students on a daily basis, gaining experience working on a team that feels more genuine than when I get group assignments in other classes. This class allows us to greater understand how the film industry works and is incredibly helpful for students to explore more visual ways to express their ideas."

Accounting



**Bradley
Capeci**
Sophomore

"This class teaches people to manage their finances, which is very important in later life. We get to work on computers which makes it different from the rest of my classes and has given me a chance to think about potential future careers in similar fields. Accounting also gives us real world, practical applications for the math we use, as well as giving us an early look at how college level courses will be and a better understanding of the business world."

App Inventor: Mobile Applications



**Allen
Xue**
Freshman

"This class helps to teach us ways to be part of technology as well as utilize our skills in areas like math and computer software to develop something that is really cool. I am able to have complete creative control over what app I decide I want to develop. This class is so unique because I don't feel like my regular classes are able to give me this type of creative freedom."

Yearbook



**Lena
Morganti**
Senior

"Being part of something that will be a legacy is a great feeling. We work hard through the whole year to compile every NHS student's experience together. Every student, teacher, club and team we have are represented in a book created by us. The yearbook staff work collaboratively and are able to gain experience in personal responsibility as well as time management and accountability. We all depend on each other to get the job done, and in the end we create an awesome product that everyone will have for years to come."

Architecture



**Caelin
Ritter**
Junior

"This class allows me to directly explore an occupation not core class covers. This class is refreshing because it is challenging and fun, and does not give a barrage of homework. I enjoy how the work involves practical application. I think electives makes NHS what it is, and make it different from any other school."

Personal Finance



**Allie
Indelecato**
Sophomore

"I would be worried about going off to college and living on by own because I wouldn't have a good enough understanding of how to manage my money, and keep a budget."

Drafting



**Justin
Hall**
Junior

"I like this class because it gets me thinking, and I want to be productive. It adds teamwork and problem solving, and I find it engaging, interesting, and entertaining."

Agreement Between
Newtown Public School District and
Western Connecticut State University
For Advanced Placement Courses at Newtown High School

This Agreement is made by and between the Newtown Public School District with offices at 3 Primrose St., Newtown, CT 06470 (hereinafter the "Contractor" or "Newtown Public School District") and Western Connecticut State University, a constituent unit of the State of Connecticut System of Higher Education with campuses located at 181 White Street, Danbury, Connecticut, and Lake Avenue, Danbury, CT 06810 (hereinafter the "University").

1. Entire Agreement: This written contract shall constitute the entire Agreement between the parties and supersedes all previous agreements, arrangements, and understandings between the parties concerning the offering of Advanced Placement Courses. No other terms and conditions in any document, acceptance or acknowledgment shall be effective or binding unless expressly agreed to in writing by University. This contract may not be changed other than by a formal written contract amendment signed by the parties hereto and approved by the Connecticut Attorney General.
2. Term: The term of this agreement shall be from July 1, 2015 or upon the signature of the Connecticut Attorney General, whichever is later, through June 30, 2018.
3. Advanced Placement Courses Program: Newtown Public School District shall offer at Newtown High School three (3) and four (4) college credits for Advanced Placement courses. The courses to be offered shall be at the mutual agreement of Newtown Public School District and the University and implemented during the term of this Agreement. Pursuant to this program:
 - a. The University and Newtown Public School District shall mutually work to develop an approved curriculum for each of the courses to be offered.
 - b. The University and Newtown Public School District shall mutually work to approve teaching candidates at Newtown High School for these courses. The University will work with Newtown Public School District to assure that teaching candidates from Newtown High School for these courses hold appropriate academic credentials.
 - c. When possible, and at the University's sole discretion, the University shall invite Advanced Placement students in these courses from Newtown High School to University's Campus to take advantage of enrichment activities and/or facilities related to the Advanced Placement courses.
4. Compensation: The University shall be compensated a fee of \$100.00 per student per Advanced Placement Course. The Newtown Public School District will collect checks made payable to "Western Connecticut State University" from individual Advanced Placement students and submit the payments as one group. Payment shall be net 30 days after classes begin, with payment accompanied by a list of students taking the classes. The University and Board of Regents for Higher Education reserve the right to adjust this fee, with any adjustment conveyed via an amendment to this Agreement not less than 30 days prior to July 1 of each agreement year. Compensation provided to the University over the term of this Agreement shall have an estimated magnitude of \$25,000.00.

5. Forum and Choice of Law: The parties deem the Contract to have been made in the City of Hartford, State of Connecticut. Both parties agree that it is fair and reasonable for the validity and construction of the contract to be, and it shall be, governed by the laws and court decisions of the State of Connecticut, without giving effect to its principles of conflicts of laws. To the extent that any immunities provided by Federal law or the laws of the State of Connecticut do not bar an action against the State, and to the extent that these courts are courts of competent jurisdiction, for the purpose of venue, the complaint shall be made returnable to the Judicial District of Hartford only or shall be brought in the United States District Court for the District of Connecticut only, and shall not be transferred to any other court, provided, however, that nothing here constitutes a waiver or compromise of the sovereign immunity of the State of Connecticut. The Contractor waives any objection which it may now have or will have to the laying of venue of any claims in any forum and further irrevocably submits to such jurisdiction in any suit, action or proceeding.

6. Contract Assignment: No right or duty, in whole or in part, of the Contractor under this Agreement may be assigned or delegated without the prior written consent of the University.

7. Claims Against the State: The Contractor agrees that the sole and exclusive means for the presentation of any claim against the State arising from this Agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and the Contractor further agrees not to initiate legal proceedings in any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.

8. Executive Orders: This Contract is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, all of which are incorporated into and are made a part of the Contract as if they had been fully set forth in it. The Contract may also be subject to the applicable parts of Executive Order No. 7C of Governor M. Jodi Rell, promulgated July 13, 2006, concerning contracting reforms and Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services, in accordance with their respective terms and conditions. If Executive Orders 7C and 14 are applicable, they are deemed to be incorporated into and are made a part of the Contract as if they had been fully set forth in it. At the Contractor's request, the Department shall provide a copy of these orders to the Contractor.

9. Indemnification:

- (a) The Contractor shall indemnify, defend and hold harmless the State and its officers, representatives, agents, servants, employees, successors and assigns from and against any and all (1) claims arising, directly or indirectly, in connection with the Contract, including the acts of commission or omission (collectively, the "Acts") of the Contractor or contractor parties; and (2) liabilities, damages, losses, costs and expenses, including but not limited to, attorneys' and other professionals' fees, arising, directly or indirectly, in connection with claims, Acts or the contract. The Contractor shall use counsel reasonably acceptable to the State in carrying out its obligations under this section. The Contractor's obligations under this section to indemnify, defend and hold harmless against claims includes claims concerning confidentiality of any part of or all of the Contractor's bid, proposal or any records, any intellectual property rights, other proprietary rights of any person or entity, copyrighted or uncopyrighted compositions, secret processes, patented or unpatented inventions, articles or appliances furnished or used in the performance.
- (b) The Contractor shall not be responsible for indemnifying or holding the State harmless from any liability arising due to the negligence of the State or any third party acting under the direct control or supervision of the State.
- (c) The Contractor shall reimburse the State for any and all damages to the real or personal property of the State caused by the Acts of the Contractor or any contractor parties. The State shall give the Contractor reasonable notice of any such claims.
- (d) The Contractor's duties under this section shall remain fully in effect and binding in accordance with the terms and conditions of the Contract, without being lessened or compromised in any way, even where the Contractor is alleged or is found to have merely contributed in part to the Acts giving rise to the claims and/or where the State is alleged or is found to have contributed to the Acts giving rise to the claims.
- (e) The Contractor shall carry and maintain at all times during the term of the Contract, and during the time that any provisions survive the term of the Contract, sufficient general liability insurance to satisfy its obligations under this Contract. The Contractor shall name the State as an additional insured on the policy and shall provide a copy of the policy to the University prior to the effective date of the Contract. The Contractor shall not begin performance until the delivery of the policy to the University. The University shall be entitled to recover under the insurance policy even if a body of competent jurisdiction determines that the University or the State is contributorily negligent.
- (f) This section shall survive the termination of the contract and shall not be limited by reason of any insurance coverage.

10. Sovereign Immunity: Notwithstanding any provisions to the contrary contained in this agreement, it is agreed and understood that the State of Connecticut shall not be construed to have waived any rights or defenses of sovereign immunity which it may have with respect to all matters arising out of this contract.

11. Termination:

- (a) Notwithstanding any provisions in this contract, the University, through a duly authorized employee, may terminate the contract whenever the University makes a written determination that such termination is in the best interests of the State. The University shall notify the Contractor in writing of termination pursuant to this section, which notice shall specify the effective date of termination and the extent to which the Contractor must complete its performance under the contract prior to such date.
- (b) Notwithstanding any provisions in this contract, the University, through a duly authorized employee, may, after making a written determination that the Contractor has breached the contract, terminate the contract in accordance with the following breach provision.
 - i. Breach. If either party breaches the contract in any respect, the non-breaching party shall provide written notice of the breach to the breaching party and afford the breaching party an opportunity to cure within ten (10) days from the date that the breaching party receives the notice. In the case of a Contractor breach, any other time period which the University sets forth in the notice shall trump the ten (10) days. The right to cure period shall be extended if the non-breaching party is satisfied that the breaching party is making a good faith effort to cure but the nature of the breach is such that it cannot be cured within the right to cure period. The notice may include an effective contract termination date if the breach is not cured by the stated date and, unless otherwise modified by the non-breaching party in writing prior to the termination date, no further action shall be required of any party to effect the termination as of the stated date. If the notice does not set forth an effective contract termination date, then the non-breaching party may terminate the contract by giving the breaching party no less than twenty four (24) hours' prior written notice. If the University believes that the Contractor has not performed according to the contract, the University may withhold payment in whole or in part pending resolution of the performance issue, provided that the University notifies the Contractor in writing prior to the date that the payment would have been due.
- (c) The University shall send the notice of termination via certified mail, return receipt requested, to the Contractor at the most current address which the Contractor has furnished to the University for purposes of correspondence, or by hand delivery. Upon receiving the notice from the University, the Contractor shall immediately discontinue all services affected in accordance with the notice, undertake all University all records. The records are deemed to be the property of the University and the Contractor shall deliver them to the University no later than thirty (30) days after the termination of the contract or fifteen (15) days after the Contractor receives a written request from the University for the records. The Contractor shall deliver those

records that exist in electronic, magnetic or other intangible form in a non-proprietary format, such as, but not limited to, ASCII or .TXT.

- (d) Upon receipt of a written notice of termination from the University, the Contractor shall cease operations as the University directs in the notice, and take all actions that are necessary or appropriate, or that the University may reasonably direct, for the protection, and preservation of the goods and any other property. Except for any work which the University directs the Contractor to perform in the notice prior to the effective date of termination, and except as otherwise provided in the notice, the Contractor shall terminate or conclude all existing subcontracts and purchase orders and shall not enter into any further subcontracts, purchase orders or commitments.
- (e) The University shall, within forty-five (45) days of the effective date of termination, reimburse the Contractor for its performance rendered and accepted by the University in accordance with the terms of this contract, in addition to all actual and reasonable costs incurred after termination in completing those portions of the performance which the notice required the Contractor to complete. However, the Contractor is not entitled to receive and the University is not obligated to tender to the Contractor any payments for anticipated or lost profits. Upon request by the University, the Contractor shall assign to the University, or any replacement Contractor which the University designates, all subcontracts, purchase orders and other commitments, deliver to the University all records and other information pertaining to its performance, and remove from State premises, whether leased or owned, all of Contractor's property, equipment, waste material and rubbish related to its performance, all as the University may request.
- (f) For breach or violation of any of the provisions in the section concerning representations and warranties, the University may terminate the contract in accordance with its terms and revoke any consents to assignments given as if the assignments had never been requested or consented to, without liability to the Contractor or Contractor parties or any third party.
- (g) Upon termination of the contract, all rights and obligations shall be null and void, so that no party shall have any further rights or obligations to any other party, except with respect to the sections which survive termination. All representations, warranties, agreements and rights of the parties under the contract shall survive such termination to the extent not otherwise limited in the contract and without each one of them having to be specifically mentioned in the contract.
- (h) Termination of the contract pursuant to this section shall not be deemed to be a breach of contract by the University.

12. FERPA: In all respects, Contractor shall comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). For purposes of this contract, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations, as amended from time to time. Nothing in this agreement may be construed to allow Contractor to maintain, use, disclose or share student information in a manner not allowed by federal

law or regulation or by this contract. Contractor agrees that it shall not provide any student information obtained under this contract to any party ineligible to receive data protected by FERPA.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement.

CGS10a-89

Newtown Public School District

By: _____

Its: _____

Dated: _____

Western Connecticut State University

By: _____

Its: _____

Dated: _____

Approved as to form:

Office of the Attorney General of the State of Connecticut

By: _____

Dated: _____