

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on December 3, 2019 at 7:30 p.m. in the Council Chambers at 3 Primrose Street.

M. Ku, Chair
D. Delia, Vice Chair
D. Cruson, Secretary
D. Leidlein
J. Vouros
R. Harriman-Stites
D. Zukowski
H. Jojo
M. Chand

L. Rodrigue
A. Uberti
R. Bienkowski
D. Halstead, Town Clerk
8 Staff
3 Public
2 Press

Mrs. Halstead opened the meeting at 7:35 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Election of Officers

Mrs. Halstead asked for a nomination for Chair.

Mrs. Harriman-Stites nominated Michelle Ku for Chair for the Board of Education

Mr. Delia nominated Dan Cruson for Chair of the Board of Education.

Mrs. Harriman-Stites spoke to her nomination. She has served as Vice Chair and saw firsthand how Mrs. Ku she has led with dignity and grace, kindness and respect with attention to detail. She has a great deal of humility and flexibility, shows up for everything and is a presence in the town and on the Board of Education.

Mr. Delia spoke to his nomination. Mr. Cruson has served for two years as secretary. His attention to the needs required as secretary of the Board is impeccable. He would do a wonderful job chairing the Board of Education.

Mrs. Leidlein spoke to Mrs. Ku's nomination. The Chair is not an easy position. Mrs. Ku leads with fairness and represents this board in town and at the State level very well. The public appreciates what she does tirelessly

Mrs. Zukowski asked Mrs. Ku and Mr. Cruson over the last two years what they held as one of the biggest accomplishments of this board.

Mrs. Ku said the board discussions over the past two years have been very respectful, budgets have passed on the first try, CIP passes, and issues have been resolved very quickly. This is because of the success of the entire board which shows the importance of the whole board working together.

Mr. Cruson agrees that we have come a long way the past two years. The accomplishment of changing the start time was a decision in the best interest of students along with hiring a new superintendent which helped us come together to build our board to what it is today.

To his own nomination, Mr. Cruson said we have come a long way as a board but we can improve in areas. We dealt with the start time change and worked through problems with the special education system. He would like the board to be proactive in using data. There are areas we can divvy up the work so everyone can have a more active role if they want to take it.

Mrs. Ku emphasized that it's the work of the entire board that is important for the district and bringing ideas out to work together to come to an understanding as to what we want to achieve.

Mrs. Halstead called for a vote.

Michelle Ku received 4 votes: Mr. Vouros, Mrs. Harriman-Stites, Mrs. Leidlein and herself

Mr. Cruson received 3 votes: Mr. Delia, Mr. Cruson, Mrs. Zukowski

Majority vote was for Mrs. Ku.

Mrs. Halstead congratulated Mrs. Ku.

Mrs. Ku thanked Mrs. Halstead for moderating the meeting and opened up nominations for Vice Chair.

Mrs. Zukowski nominated Dan Delia for Vice Chair.

Mrs. Leidlein nominated John Vouros for Vice Chair.

Mrs. Ku nominated Mrs. Harriman-Stites for Vice Chair.

Mrs. Harriman-Stites declined the nomination and said it was time for someone else to step in.

Mrs. Zukowski spoke to her nomination. She said that the leadership of the board should be diverse, both qualitative and quantitative, and Mr. Delia as a former accountant and certified administrator brings a wealth of quantitative background to the board and is well-suited.

Mr. Leidlein spoke to her nomination. Mr. Vouros was beginning his third term on the board and has 30 years as a teacher in our district. He works tirelessly and is very passionate and dedicated to education and others see that in him. He will serve the board well.

Mr. Delia thanked Mrs. Zukowski for her nomination and stated that he supports and respects any decision of the board.

Mr. Vouros thanked Mrs. Leidlein for her nomination. He stated that he is not on the quantitative side of the spectrum and definitely on qualitative side. He thinks this board operates as a whole. There is tremendous respect in listening to what everyone else says but it's all about the children. This is a cohesive board now that works well and we have leadership that guides.

Although Mrs. Harriman-Stites declined the nomination, Mrs. Ku wanted to take this opportunity to speak about Mrs. Harriman-Stites' work. She stated that Mrs. Harriman-Stites has spoken her thoughts, communicates her position clearly, and speaks knowledgeably. She fiercely advocates our Board of Education budgets and has chaired the Policy Subcommittee. She is dedicated to the Board of Education's success and thus our student success. Mrs. Ku thanked her for her work on the board.

Mrs. Ku called for a vote for Vice Chair of the Board of Education.

Mr. Delia received 4 votes: Rebekah Harriman-Stites, Dan Cruson, Deborra Zukowski, Mr. Delia

Mr. Vouros 3 votes: Mrs. Ku, Mrs. Leidlein, Mr. Vouros.

Majority vote was for Mr. Delia.

Mrs. Ku asked for nominations for Secretary for the Board of Education.

Mr. Vouros nominated Dan Cruson.

There were no other nominations.

Mr. Vouros stated that Mr. Cruson's talents and abilities as secretary speak for themselves.

Mrs. Harriman-Stites said that Mr. Cruson is excellent in the job he is doing and brings a lot to the board.

Mr. Cruson thanked everyone for their encouraging words.

The vote was unanimous for Mr. Cruson.

Mrs. Ku requested that Item 7 Old Business would be moved to after the reports were given.

Item 3 – Consent Agenda

MOTION: Mrs. Leidlein moved to approve the consent agenda which included the correspondence report. Mr. Cruson seconded.

Mrs. Zukowski moved to postpone the vote until she saw the correspondence.

Mr. Cruson said they were received before she was on the email chain but he would forward them to her.

Mrs. Ku said she could abstain since she did not see them.

Mr. Cruson seconded the motion.

Mrs. Ku asked why she wanted to postpone the vote.

Mrs. Zukowski felt that addressing correspondence is an important aspect of our position and should be seen by all Board members. She spoke to one of the people who corresponded and wanted to know what it involved.

Mrs. Harriman-Stites understood her point but this came in prior to when she started on the board. They were received before November 30.

Mrs. Leidlein said the reason to vote is just to acknowledge this was received by the Board secretary between meetings. We do not speak to the correspondence. In the past, the practice has been we would vote but new board members would not vote.

Vote on the motion to postpone voting on the consent agenda: 1 aye, 6 nays (Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mr. Vouros, Mrs. Harriman-Stites) Motion fails.

Vote to approve the consent agenda: 6 ayes, 1 abstained (Mrs. Zukowski) Motion passes.

Item 4 – Public Participation

Andy Clure, 24 Winton Farm Road, said it was truly an honor to serve on the Board for 4 years. He wished Mrs. Zukowski the best of luck. This is a tremendous group and wished everyone the best. He congratulated those elected tonight.

Keith Alexander, 8 Fawnwood Road, thanked everyone for being on the Board. He appreciates the policy work and was glad it's continuing to move forward.

Item 5 – Reports

Chair Report:

Mrs. Ku welcomed Mrs. Zukowski and said that she attended the CAFE/CAPSS Convention and has also met with her and Dr. Rodrigue. She will also be attending the CAFE new board member orientation meeting. She said that Mrs. Zukowski provided notes from the convention that were shared with the Board.

Mrs. Zukowski stated there were wonderful key notes at the convention which were very inspiring. She provided a handout on the Lighthouse Project that CAFE is championing.

Mrs. Ku referred to information provided in the packets with dates of upcoming meetings during the Orientation for New Board Members. December 12 is the Board of Education retreat.

She also included information on committees that will be renewed at the next meeting. CAFE/EdAdvance will have a legislative breakfast on January 9 at 7:30 a.m. The CIP will be discussed at the December 18 and January 15 meetings of the Legislative council and possibly January 8 also. December 18 is also the joint meeting of all of the boards to discuss budget.

Superintendent's Report:

Dr. Rodrigue congratulated the newly elected board officers. She attended a Superintendent's Roundtable at CES regarding later school start times and spoke about our experiences with this. We are sending another survey out in January to gather post implementation data. A letter was sent today to staff and families regarding plans for the 12/14 anniversary. On December 13 there will be a heightened police presence at all schools and at Sandy Hook School beginning Thursday evening through Friday. No press will be allowed on school campuses. There will be an interfaith service at Trinity Church at 7:00 a.m. on December 13. Tomorrow night she will attend the teacher of the year celebration with Kim Lowell. Bob Gerbert will provide a list of facilities updates for work over the winter break. She gave the Board CIAC passes for tournament games. All winter concerts are beginning and she thanked all teachers in the music department for their fine work under the leadership of Michelle Hiscavich.

There were no committee reports.

Mrs. Zukowski enjoyed attending the CAFE/CAPSS Convention which included the Lighthouse Project to help in decision making.

Mrs. Ku said that Nick Caruso conducted that session.

Student Representatives:

Mr. Chand reported that November 20 the Newtown Chapter of the National Honor Society hosted our induction ceremony for 130 new members.

Ms. Jojo said the football team played Masuk High School on Thanksgiving and won earning a first round state playoff game tomorrow night.

Mr. Chand said November 18 to 22 Newtown schools hosted International Education Week. He feels it needs to be advertised more attention. He urged the Board to create more cultural learning opportunities and funding money to the NICE program.

Mrs. Harriman-Stites agrees that we could do better with cultural awareness.

Mr. Vouros asked if in the world language classes there was a heavy emphasis on the culture of countries where the language was spoken.

Mr. Chand there was but the biggest thing is getting students interested in it. This should be started at a younger age.

Mr. Vouros agreed and said that some teachers have come down from the high school to work with elementary students.

Dr Rodrigue said the keynote speaker at the CAFE conference spoke about cultural diversity. She has had these discussions with parents regarding diversity in Newtown.

Item 7 – Old Business

MOTION: Mr. Delia moved that the Beyond Grade 5 Curriculum and Grade 6 Curriculum.

Mr. Cruson seconded.

Mrs. Zukowski asked if this was a restructuring of an existing program and if there was a need for changes in resources.

Mrs. Uberti said this is a combination of two courses which are 21st Century Skills and Project Adventure. This is now one course for each grade with no additional resources required.

Motion passes unanimously.

Item 6 – Presentations

Teaching and Learning Presentation:

Dr. Frank Purcaro, Director of Teaching and Learning, gave a presentation of his work in the district and how his responsibilities connect to the district goals. He is addressing Goal #2 which is to implement concept-based curriculum to promote a culture of rigorous learning in all classrooms and Goal #3 which is to analyze and utilize common assessment data to drive instructional practices. He has been gathering information through classroom visitation and learning walks along with quantitative data analysis and qualitative data analysis and collection.

Mrs. Harriman-Stites asked if teachers know when they are coming for the learning walks and how feedback was shared.

Dr. Purcaro said the first rounds were announced. For the last few rounds we will just go to the class. Feedback was asked more from the principals. It would be more of a general discussion about our visit.

Mrs. Zukowski said it was an excellent presentation and was appreciated in such a short time. Mrs. Leidlein noted that the focus is more on evaluating instruction and not evaluating the teacher. She asked if he would be part of the teacher evaluation process.

Dr. Purcaro said he doesn't evaluate teachers but is part of the teacher evaluation committee.

Mr. Delia feels teachers need to hear something if they are observed. Regarding the map testing he asked if math closely ties with SBAC achievement. Does it only test ELA and math and was science included?

Dr. Purcaro said we are just using the math and ELA portion. He doesn't believe there is a science component.

Mr. Delia asked how often map testing was used to guide instruction.

Dr. Purcaro said the test is three times per year and will provide good information in the learning continuum to improve instruction. He also works with the ELA and math specialists.

Mr. Delia asked the turnaround from when the test is taken to see if there is any modification of instruction to meet a need.

Dr. Purcaro said that was happening right now as we see results.

Mr. Vouros assumed he would be able to show us how he can help the teachers give this instruction based on the needs of cohorts in the class falling in three or four levels.

Dr. Purcaro said we are working to make it efficient for teachers dealing with these levels.

Regarding Mr. Delia's concern, the plan is to meet with teachers regarding the learning walks to explain to them the protocol. He and Mrs. Uberti will be meeting with teachers in the next few weeks.

District K-12 Counseling Program:

Bret Nichols, Director of K-12 Counseling Services, appreciated the opportunity to show what is being done in the counseling department. He introduced school counselors Sue Connelly from the middle school, Amy McGoldrick from Reed Intermediate School, Kim Shapiro from Head O'Meadow School and Alexa Blanchard from the high school.

Alexa Blanchard reported that we work to make connections with the high school students and we also teach counselor workshops there.

Sue Connelly, eighth grade counselor at the middle school said they get to know everyone in depth and they get to know us. We have also increased the number of lessons we do with students with activities conducted in different environments. We provide support between Reed and the high school when needed.

Amy McGoldrick from Reed stated that they discuss student success plans starting in fifth grade and work on ways for them to achieve their goals.

Kim Shapiro from Hawley School stated that early intervention is key. We work on counseling lessons in each elementary school to prepare them for Reed.

Mrs. Leidlein asked that regarding the streamlined 504 process, if this means students who have had a 504 in the past are no longer receiving accommodations.

Mr. Nichols said we can't take away the accommodations, but this protocol will help limit the referrals to those who are really qualified. Information on the 504 process is on the district website.

Mrs. Leidlein loved the shadow day and asked if we did that for students in private schools and if they can go to the middle school for this program.

Mr. Nichols said it is limited but we are looking into offering it a different way because there were space issues in the classrooms.

Mrs. Zukowski asked Mr. Nichols how much time he had to do all of this extra work beside the high school counseling.

Mr. Nichols said him leaving the building has not impacted the high school but he still needs to be there and could use more time.

Mr. Vouros spoke about the students selected to shadow at the high school and what the plan was for eighth graders to spend a day there.

Mr. Nichols stated they started with those who were interested which was 30 students. There are other times eighth graders visit the high school.

Ms. Blanchard would like to include a second day for students this year depending on the interest.

Mrs. Ku asked if they had anything specific regarding the process of transitioning to college.

Mr. Nichols said he was proud of the work they have done giving information to seniors in the counselor workshops. We have more resources about college on our website for parents and students.

Item 8 – New Business

First Read of Policies:

Mrs. Harriman-Stites said if there are questions about these policies we have another policy meeting next week. These are a continuation of the 9000 series. We have been doing a lot of consolidation of policies so we have a number to rescind which were folded in to others or are duplicates.

Policy 9321 – The biggest change is that we incorporated language from the previous policy and from Cabe where they used electronic participation in meetings for full participation of board members.

Mrs. Zukowski had a number of questions regarding changes suggested to Policy 9321, along with questions on other policies on the agenda.

Mrs. Harriman-Stites said information was folded into another policy. Frequently it's not just one policy. There are policies that have three sections so we tried to consolidate the information. She would provide additional information at the next meeting.

Mrs. Harriman-Stites explained the procedures of the Policy Committee in revising our current policies.

Mr. Delia asked if the Policy Committee thoroughly vetted this.

Mrs. Harriman-Stites said we did and feels that we presented this in a simplified way.

Mr. Cruson stated that we go through numerous versions of policies including ones from other towns to pick the one that is the best for us.

Mrs. Zukowski asked that when the second read comes and there are questions if you have to vote on the policy.

Mrs. Harriman-Stites said that certain policies have to be put in place so we try to stick to the second read but we don't always have to do that. Getting the questions in writing to the Policy Committee is essential.

Mrs. Zukowski gave examples of her concerns on this policy.

Mrs. Ku said the Policy Committee works hard on the bylaws of the board and she has questions also but it is best that questions can be brought to the Policy Committee. You can attend but you cannot participate.

Mrs. Harriman-Stites said input is always appreciated but the Board needs to trust the people who have done the work. Maybe taking time to see how things operate would be helpful.

Mrs. Zukowski understands the work is extensive but an independent set of eyes should not be dismissed.

Mrs. Harriman-Stites said the first read has been about general substance and change made. Taking time to see how things operate would be best.

Mrs. Ku asked her to submit questions to the Policy Committee to bring back for a second read. Dr. Rodrigue stated that was why we send the packet in advance and questions can be asked in advance.

Policy 9323 solidifies how the agenda is formed.

Policy 9325 follows our existing policy. We were concerned about #3 regarding complaints against employees being forwarded to the Board of Education. We feel the Superintendent should notify the Board.

Policy 9325.1 there was a discussion around #5 so we added wording to make it more clear.

Mrs. Zukowski said there is a conflict between the Charter and the bylaws and the Charter takes precedent.

Mrs. Leidlein said if you are not present for the discussion you cannot vote on any item.

Mrs. Ku asked the Policy Committee to answer that question.

Policy 9325.2 we added the consent agenda piece.

Policy 9325.3 language was confusing so we extended it and quoted from Robert's Rules.

Policy 9325.4 there are not many changes.

Policy 9360 was taken from another district.

Mr. Cruson said this was a Cabe recommended policy.

Mrs. Zukowski said CAFE is a voluntary membership and asked if we could decide not to be a member. If we have this as a policy, how would that be rescinded if we were not a member of CAFE?

Mrs. Ku also had a question but feels it is good to be involved with CAFE State relations but it is a time commitment and wanted to consider that as a board

Mrs. Harriman-Stites said that if we are going to have a Board of Education member on that we should have it in the policy.

Mrs. Zukowski asked if that could be done with an annual resolution. We could join other organizations besides CAFE.

Policy 9400 there is additional wording part of which Dr. Rodrigue has been doing. It is important to ensure the policies are being carried out.

Mrs. Ku asked if CAFE required all of the series policies to come to them at once.

Mrs. Harriman-Stites said that's what we have been doing.

Mr. Cruson suggested looking into that when we decide to move them through the Board.

Item 9 – Public Participation

Minutes of November 19, 2019:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of November 19, 2019. Mr. Cruson seconded. Vote: 6 ayes, 1 abstained (Mrs. Zukowski)
Motion passes.

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

Item 10 – Adjournment

The meeting adjourned at 10:43 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

Correspondence Report
11/19/2019 – 12/02/2019

Date	Name	Subject
11/19/2019	Deborra Zukowski	Re: Attempts to understand School Calendar
11/21/2019	Kiley Gottschalk	Agenda Board of Finance
11/21/2019	Kinga Walsh	Followup to Tuesday, 11/19, BOE Meeting
11/24/2019	Kinga Walsh	Re: Followup to Tuesday, 11/19, BOE Meeting

Organizational Meeting of the Board of Education

Based on Policies, Robert's Rules of Order, previous practice of the Board of Education, and feedback from legal counsel, these recommendations have been developed for The First Board Meeting of December in an Election Year.

1. The Town Clerk shall serve as Moderator for the election of the Chair of the Board of Education at the Organizational Meeting. The newly elected Chair will then run the elections of the Vice Chair and Secretary (*Newtown Policy 9100*).
2. Election of all officers shall be by nomination from the floor. (*Newtown Policy 9100*)
3. Nominations for each office occur separately and each is open to the floor until no further nominations are made for that particular office. (*Robert's Rules*)
 - a. Nominations do not need to be seconded.
 - b. A Member may nominate him- or herself.
 - c. A Member may decline the nomination during the nomination process.
4. The Moderator will announce that nominations are closed.
5. Any Member may speak to a nomination.
5. The Moderator will announce the nominees for the office and call for a vote. (*Robert's Rules*)
 - a. Moderator asks for affirmative votes only for each nominee ("all those in favor of <Board Member 1> for Chair?" The affirmatively voting members are recorded. "All those in favor of <Board Member 2> for Chair?" The affirmatively voting members are recorded. And so on, until all nominees have been announced and voted on.) The moderator announces the results.
 - b. Votes by each Board Member will be recorded for the minutes of the meeting. Each member may vote in the affirmative only once per round.
 - c. If there are more than two nominees, and on the first vote no nominee receives a majority vote of the full membership, the nominee receiving the lowest number of votes shall be removed from the list of candidates before balloting again. If there is a 2, 2, 3 vote, then the Board will keep voting until someone is either elected outright with four votes or there is no longer a tie for the least votes (i.e. the vote becomes 3, 3, 1), at which time that nominee will be removed from the list (*Newtown Policy 9100*).
 - d. Election of any office shall require a majority of the members of the Board – that is, at least four votes (*Newtown Policy 9100*).
6. The newly elected Chair will take over the meeting as soon as election of the Chair is complete and will continue with the same voting process for the Vice Chair and Secretary. The new officers will take office immediately upon completion of all the elections. (*Newtown Policy 9100*)

BOE DATES TO REMEMBER

- New Board Orientation - December 12 at 6pm
- CABE/EdAdvance Legislative Breakfast – will take place on January 9 at 7:30am
- The CIP will be discussed at December 18 and January 15 (maybe January 8) meetings of the Legislative Council
- The joint meeting of all of the boards to discuss budget will take place on December 18 during the Legislative Council meeting

Orientation for New Board of Education Members

CABE New Board Member Packet:

Communication Guide for School Boards
CABE meeting guide
Education Law Summaries
Becoming a Better Board Member
CT Glossary of School Board Terms

Media Tips and Lobbying Tips
Collective Bargaining Handbook
Responsibilities of BOE Membership
Chart of Parliamentary Procedures

Newtown BOE Documents:

Newtown Strategic Plan
Superintendent Goals
BOE Bylaw 9100 and guidelines
BOE social media recommended reading - proposed Policy 9327.1
Culture – Fran Rabinowitz' statement to CT State BOE
CABE Recommended Responses to Common Questions

BOE Budget Assumptions and Priorities
BOE Committees and Assignments

Other Recommended Resources (available on-line):

FOIA
Connecticut Statutes
BOE Bylaws (to be reviewed on-line – Policies in 9000 series)

Town Charter and Code
EdSight – CT database

CABE/CAPSS Convention – November 15-16, 2019 – Michelle’s notes

Session A4 – Legislative Session 2020

Sheila McKay and Patrice McCarthy reviewed some of the Legislative Task Forces and Commissions

The Advisory Commission on Intergovernmental Relations: to study ways to encourage greater and improved collaboration among the state and municipal governments and regional bodies. They recommend:

- Shared and regional services should be built on work done previously to build on past objectives.
- Connecticut, at each level of government, must embrace the application of technology and data innovation.
- Flexible school governance is essential to the function, sustainability and excellence of public education.
- Collaborative regional programs are needed to help local school districts provide cost effective and efficient high quality services for special education.
- Pilot and incentivize shared/regional services to foster real change.

Healthy School Start Open Forum: to look at changing school start times to align with American Academy of Pediatrics recommendation. Not a task force, but supported by several legislators. Based loosely on CA recent legislation that changes middle school to start no earlier than 8 am and high school no earlier than 8:30am. It is to be implemented by 7/1/22.

Vaccines: At the first meeting on the issue in October, advocates for repealing the non-medical exemption discussed allies and strategy.

Social and Emotional Learning and School Climate Collaborative: The collaborative will create a subcommittee to “develop a model positive school climate policy.” (PA 19-166 section 2).

Dyslexia (SA 19-8) The task force will be analyzing and making recommendations on issues relating to the implementation of the laws (from 2014-17) governing dyslexia instruction and training in the state. They approved 5 subcommittees at their first meeting in October. They will be reviewing laws passed in other states, preservice courses of study, district support and implementation, and practicum guidance.

Special Education Preschool Work Group (PA 19-184) Legislation creates a work group to study and make recommendations concerning children who are no longer eligible for Birth to Three services and not yet enrolled in kindergarten.

Undirected Play Task Force (PA 19-173) The task force will study issues relating to, and the feasibility of, including undirected playtime during the regular school day in public elementary schools.

African American/Black and Puerto Rican/Latino high school course of studies Advisory Group (PA 19-12) The State Education Resource Center (SERC) is charged with developing the curriculum along with SDE. The Advisory Group's work will include a yearlong scope and sequence aligned with the State Board of Education-approved curriculum guidelines and with the statewide subject matter content standards.

Session C1 - 34th Annual Meeting of the Nutmeg Board

Tom Mooney of Shipman & Goodwin lead a scripted mock BOE meeting chock full of FOI violations, First Amendment infringements and a lot of good fun. Topics included deliberation by e-mail, pledge of allegiance and prayer. Interesting topic that came up recently for our own board - twist of statute – special meetings must be posted on-line (regular meetings do not).

Session E1 – Connecticut's EdSight

Ajit Gopalakrishnan and Renee Savoy from Connecticut Department of Education reviewed useful ways to query EdSight and use the data

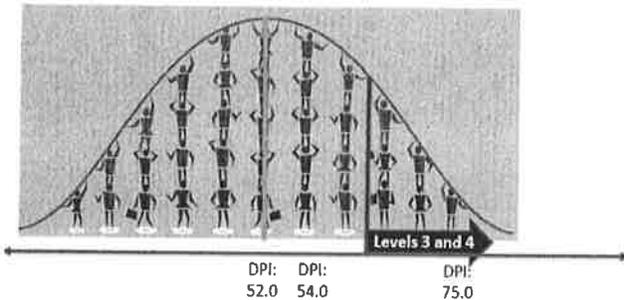

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut's EdSight
 Connecticut Report Cards

November 15, 2019
CABE/CAPSS Convention
Ajit Gopalakrishnan
ajit.gopalakrishnan@ct.gov

Use of District Performance Index helps promote growth of all students. An unintended consequence of prior analysis was a focus on the students who fell just short of achieving level 3. Now, with DPI, all students must grow to increase DPI.

Average Scale Scores vs. Percent Level 3&4:
Avoiding Unintended Consequences



Also available are 4-yr-graduation rates and college entrance and persistence data.

Session K2 - Outside the Box: Using Collaborative Legal Tools to Save Your Board Money

Zachary Schurin, Attorney, Pullman & Comley

The formation of regional school districts, cooperative arrangements with neighboring boards and/or municipalities, joint purchasing and insurance cooperatives (including sports teams cooperatives) were discussed as means for saving money.



Parent/Guardian Start Time Survey

1. Has the new school start time impacted your child's alertness in the morning?

- No impact Low Impact Some Impact High Impact

2. Has the school start time helped your child with his or her performance in school?

- Not at all Very little help Has helped me Has helped me a great deal

3. How does your child normally get to school?

- Ride a bus Parent drop off Walking Drive to school (High School)

4. My child's ride time on the bus (to OR from school) usually averages

- 0-15 minutes 15-30 minutes 30-45 minutes Often more than 45 minutes N/A (don't ride the bus)

5. Overall, do you like the current school start time schedule (8:00 a.m. start time) for secondary students?

- Not at all Somewhat I'm ok with it either way/neutral Like it Love it

6. One thing I really like about the new start time.

7. If I could change one thing about the school start time, it would be



Student Start Time Survey

1. Has the new school start time impacted your alertness in the morning?

- No impact Low Impact Some Impact High Impact

2. Has the school start time helped you with your performance in school?

- Not at all Very little help Has helped me Has helped me a great deal

3. How do you get to school?

- Ride a bus Parent drops me off I walk to school I have a license and drive

4. My ride time on the bus (to OR from school) usually averages

- 0-15 minutes 15-30 minutes 30-45 minutes Often more than 45 minutes N/A (don't ride the bus)

5. Overall, do you like the current school start time schedule (8:00 a.m. start time)?

- Not at all Somewhat I'm ok with it either way/neutral Like it Love it

6. One thing I really like about the new start time.

7. If I could change one thing about the school start time, it would be



Staff Start Time Survey

1. Has the new school start time impacted your students' alertness in the morning?

- No Impact Low Impact Some Impact High Impact

2. Has the school start time helped your students' performance in school?

- Not at all Very little help Has helped me Has helped me a great deal

3. Overall, do you like the current school start time schedule (8:00 a.m. start time)?

- Not at all Somewhat I'm ok with it either way/neutral Like it Love it

4. One thing I really like about the new start time.

5. If I could change one thing about the school start time, it would be

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Nov 27

ENROLLMENT REPORT AS OF November 27, 2019

Current Monthly Enrollment

Cumulative Year-to-Date

Grade	Oct(e)	Added	Left	Nov	Aug 26th	Added	Left	Nov
	2019			2019	2019			2019
K	244	1	0	245	245	3	3	245
1	260	2	0	262	259	5	2	262
2	265	0	0	265	263	2	0	265
3	264	0	2	262	265	1	4	262
4	289	1	1	289	290	1	2	289
Total Elementary	1,322	4	3	1,323	1,322	12	11	1,323
5	276	0	1	275	277	0	2	275
6	283	1	0	284	285	1	2	284
Total Intermediate	559	1	1	559	562	1	4	559
7	338	0	0	338	342	1	5	338
8	338	0	1	337	342	0	5	337
Total Middle	676	0	1	675	684	1	10	675
9	350	1	1	350	347	4	1	350
10	357	2	1	358	358	3	3	358
11	383	0	1	382	384	1	3	382
12	425	0	0	425	426	2	3	425
Total High	1,515	3	3	1,515	1,515	10	10	1,515
<u>Special Education</u>								
Pre-Kdg	78	4	2	80	76	7	3	80
Community Partnership	16	0	0	16	16	0	0	16
Out-of-Town	39	0	0	39	40	0	1	39
TOTAL K-12	4,205	12	10	4,207	4,215	31	39	4,207
	=====	===	===	=====	=====	===	===	=====

ENROLLMENT BY SCHOOL

Hawley	300	0	0	300	304	2	6	300
Sandy Hook	368	1	2	367	368	3	4	367
Middle Gate	358	0	1	357	354	4	1	357
Head O' Meadow	296	3	0	299	296	3	0	299
Total	1,322	4	3	1,323	1,322	12	11	1,323
Reed Intermediate	559	1	1	559	562	1	4	559
Middle School	676	0	1	675	684	1	10	675
High School	1,515	3	3	1,515	1,515	10	10	1,515
<u>Special Education</u>								
Pre-Kdg	78	4	2	80	76	7	3	80
Community Partnership	16	0	0	16	16	0	0	16
Out-of-Town	39	0	0	39	40	0	1	39
TOTAL K-12	4,205	12	10	4,207	4,215	31	39	4,207
	=====	===	===	=====	=====	===	===	=====

(e) = End Of Month

check 0 0 0 0 0 0 0 0

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Nov 27

ELEMENTARY CLASS SIZES AS OF November 27, 2019

Grade	Hawley	Sandy Hook	Middle Gate	Head O' Meadow	Reed	TOTAL	check
Pre K		80				80	0
K	13	16	17	18			
	14	17	17	18			
	14	17	18	18			
	14	17	17				
Total K	55	67	69	54		245	0
1	20	17	16	18			
	20	16	15	17			
	20	18	16	18			
		17	16	18			
Total 1	60	68	63	71		262	0
2	20	20	18	19			
	19	19	18	18			
	20	19	18	18			
		20	19				
Total 2	59	78	73	55		265	0
3	20	17	19	25			
	19	20	20	25			
	19	20	20				
		18	20				
Total 3	58	75	79	50		262	0
4	17	20	19	23			
	18	19	19	23			
	16	20	18	23			
	17	20	17				
Total 4	68	79	73	69		289	0
Total K-4	300	367	357	299		1,323	0
check	0	0	0	0		0	

Director of Teaching and Learning

90 Day Update

Frank Purcaro - BOE Presentation

Newtown Public Schools

December 3, 2019



What are the primary roles and responsibilities of this position?



Primary Roles and Responsibilities

- Take time to build relationships and trust by listening and learning from Stakeholders throughout the district, especially in this first year;
- Work with school leaders to identify instructional goals at the elementary and secondary levels and develop specific action steps to meet those goals;
- Conduct observations of classroom instructional practices across the system (K-12) and coach staff around best practices;
- Provide ongoing reports to the Superintendent, Assistant Superintendent, and Curriculum & Instruction Committee (BOE) regarding the status of instructional practices and student learning outcomes;

Primary Roles and Responsibilities

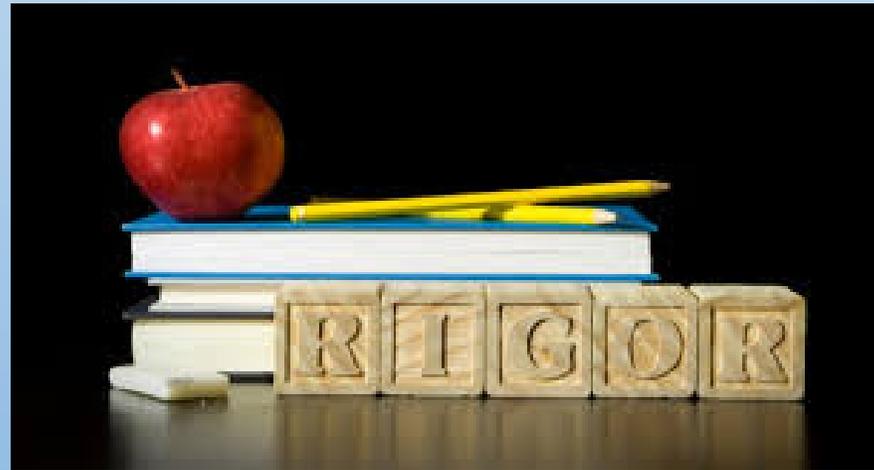
- Review data points from in-house formative and summative assessments, as well as standardized tests, to enhance student learning outcomes;
- Consult with literacy and math specialists to identify instructional inconsistencies, student learning gaps, and other areas in need of improvement;
- Plan and lead professional development for administrators and teachers to support high-quality and consistent instructional and assessment practices in all grade levels and subject areas;

How are the responsibilities of this position connected to district goals and objectives?



Teaching and Learning Work - Connection to District-Wide Goals

- Goal #2 - Implement concept-based curriculum to promote a culture of rigorous learning in all classrooms.
- Goal #3 - Analyze and utilize common assessment data to drive instructional practices.



What has been accomplished
in the first 90 Days?



The First 90 Days...Priority Actions

1. Information Gathering - Listen and Learn
2. Quantitative Data Analysis/Informed Practice
3. Qualitative Data Analysis - Implementing a Classroom Visitation/Learning Walk Protocol



1. Information Gathering - Listen and Learn

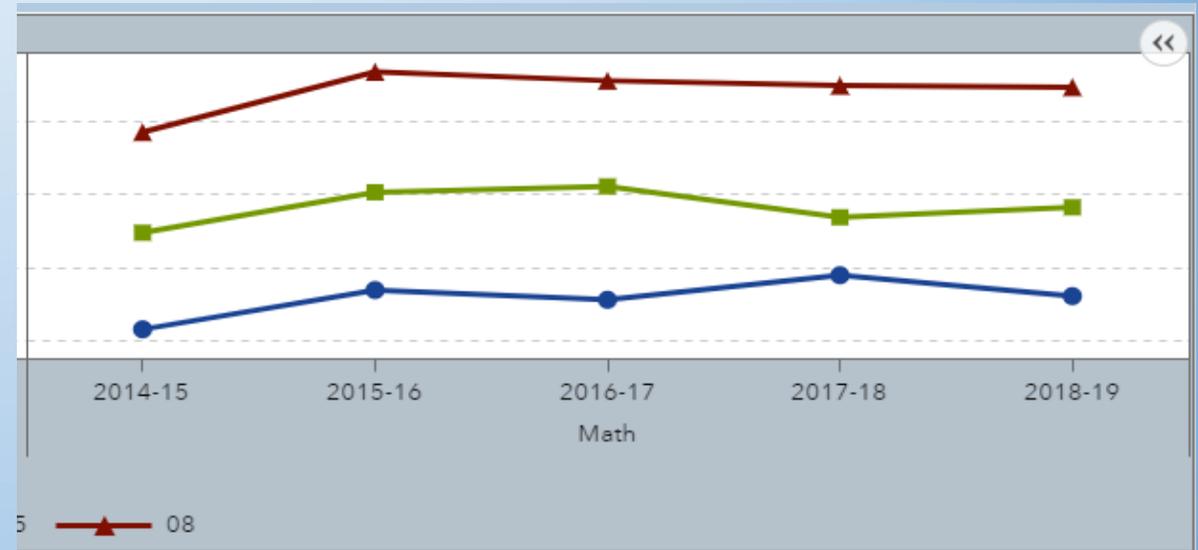
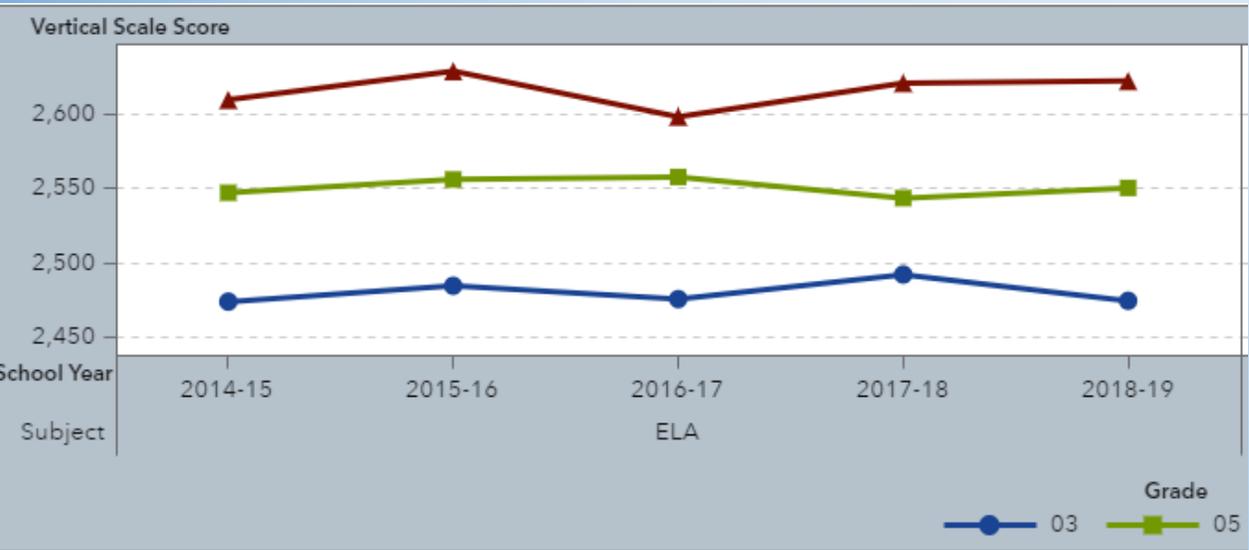
- One-on-one meetings with all building administrators.
- Attend all after-school committee meetings.
- Regular meetings with the Superintendent and Assistant Superintendent.
- Individual and team meetings with all ELA and Math Specialists.
- Participation in building based leadership meetings in all schools.
- Met with PTA Presidents.
- Any and all opportunities to meet staff and learn about the district.

2. Quantitative Data Analysis: Informed Practice

- Smarter Balanced Assessments
 - Review trend data - Edsight
 - Conduct cohort analysis - Edsight
 - Review TIDE - IABs, Targets, Claims
- SAT/PSAT
 - Analysis of specific reports available through College Board
- NWEA
 - Review performance data
 - Analyze Predicted Proficiency reporting
 - Gain an in-depth understanding of the Learning Continuum



Sample Edsight Reporting – Four Year Trends - SBAC



SBAC – Sample Matched Cohort Analysis

English Language Arts (ELA): Matched Cohort by Performance Category (count of students and growth rate)																	
Performance Category Description (Y2) ▲	1 (Level 1: Low)		2 (Level 1: High)		3 (Level 2: Low)		4 (Level 2: High)		5 (Level 3: Low)		6 (Level 3: High)		7 (Level 4: Low)		8 (Level 4: High)		Total
Performance Category Description (Y1) ▲	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count	Growth Rate	Count
1 (Level 1: Low)	36	11.1%	20	60.0%	14	92.9%	7	100.0%	4	100.0%	1	100.0%	1	100.0%	.	.	83
2 (Level 1: High)	16	0.0%	13	7.7%	15	53.3%	14	100.0%	10	100.0%	6	100.0%	.	.	.	.	74
3 (Level 2: Low)	9	0.0%	14	0.0%	21	0.0%	22	27.3%	19	100.0%	7	100.0%	2	100.0%	.	.	94
4 (Level 2: High)	2	0.0%	6	0.0%	22	0.0%	41	4.9%	48	58.3%	24	100.0%	8	100.0%	.	.	151
5 (Level 3: Low)	3	0.0%	6	0.0%	24	0.0%	37	0.0%	80	12.5%	66	77.3%	18	100.0%	10	100.0%	244
6 (Level 3: High)	1	0.0%	1	0.0%	3	0.0%	18	0.0%	71	0.0%	105	26.7%	66	93.9%	21	100.0%	286
7 (Level 4: Low)	.	.	1	0.0%	.	.	5	0.0%	33	0.0%	61	0.0%	75	50.7%	77	100.0%	252
8 (Level 4: High)	.	.	.	.	1	0.0%	2	0.0%	6	0.0%	31	0.0%	91	6.6%	198	100.0%	329
Total	67	6.0%	61	21.3%	100	21.0%	146	19.9%	271	26.2%	301	38.9%	261	51.7%	306	100.0%	1,513

Sample NWEA Reporting – Predicted Proficiency



Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2019-2020
District: Newtown School District
Grouping: None
Weeks of Instruction: 4 (Fall 2019)

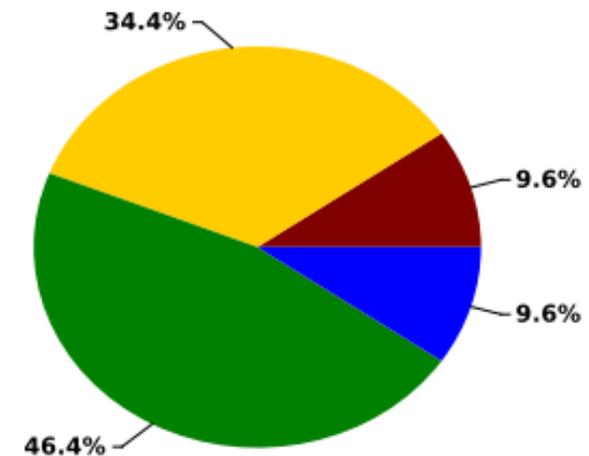
Mathematics



Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-nwea-map-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	57	5	8.8%	18	31.6%	29	50.9%	5	8.8%
4	68	7	10.3%	25	36.8%	29	42.6%	7	10.3%
Total	125	12	9.6%	43	34.4%	58	46.4%	12	9.6%



Learning Continuum Class View

Reading 2-5

Learning Continuum - Class View 21

5th Grade Homeroom

Growth: Reading 2-5 CCSS 2010 V2

[Edit Display Options](#)

Literature

Key Ideas and Details

171-180	Setting <ul style="list-style-type: none">• Draws conclusions about a setting based on a description 23• Identifies setting	D. N. Dugaw Overall: 181; Lexile® Range: 158-308L; Goal Range: 163-177
181-190	Setting <ul style="list-style-type: none">• Draws conclusions about a setting based on a description• Identifies setting• Recognizes description of setting	No students
191-200	Setting <ul style="list-style-type: none">• Draws conclusions about a setting based on a description• Identifies details that reveal aspects of setting• Identifies setting• Recognizes description of setting	N. I. Devany Overall: 188; Lexile® Range 288-438L; Goal Range: 185-196 A. E. Scruggs Overall: 197; Lexile® Range 452-602L; Goal Range: 191-202 Z. N. Haukebo-Boj Overall: 198; Lexile® Range 457-607L; Goal Range: 187-199 T. E. Wolf Overall: 201; Lexile® Range 513-663L; Goal Range: 189-201
201-210	Setting <ul style="list-style-type: none">• Compares or contrasts setting across literary works• Draws conclusions about a setting based on a description• Identifies details that reveal aspects of setting• Identifies setting• Recognizes description of setting	D. E. Shalifoe Overall: 198; Lexile® Range 464-614L; Goal Range: 201-213 M. M. Vosburg Overall: 205; Lexile® Range 587-737L; Goal Range: 198-210 J. S. Kucia Overall: 207; Lexile® Range 634-784L; Goal Range: 198-210
211-220	Setting <ul style="list-style-type: none">• Analyzes how setting affects characters• Compares or contrasts setting across literary works• Draws conclusions about a setting based on a description• Identifies details that reveal aspects of setting• Identifies setting• Recognizes description of setting	R. Valkier Overall: 211; Lexile® Range 697-847L; Goal Range: 210-221 D. W. Alhamzawi Overall: 213; Lexile® Range 737-887L; Goal Range: 206-218

3. Qualitative Data Analysis: Learning Walks – Purpose and Method

- Regularly scheduled classroom visits in each of the schools each month – groups of 3-4
- Visits last 10-15 minutes
- Focused on both teacher and student actions
- Focused on a Concept-Based instructional framework
- Eight specific instructional “look-fors” – recorded on a Google Form
- Goal is to visit 4-5 classrooms for each time visiting a school
- Debrief and calibration discussion conclude each session

4. Learning Walks – Qualitative Data Collection

- Year-end goal is 200-300 classroom visits – Current count at 79 visits
- Get an overall picture of instruction at each school and the district overall
- Calibrate around instructional practices
- Identify areas of strength in instruction
- Identify areas where there opportunities for improvement:
 - Resource allocation
 - Professional development
 - Curriculum alignment and gaps
 - Assessment and instructional practices
 - Digital technology integration



CBCI – Observable Evidence Collection Form

District CBCI - Look For 2 - Conceptual Connections

- Most students are aware of the purpose of the lesson.
- Some students are aware of the purpose of the lesson.
- Most students are NOT aware of the purpose the lesson.

District CBCI - Look For 4 - Guiding Questions: Written and oral questions can best be classified as...

- Factual Only - Questions that are topic and information specific, "locked in time"
- A Combination of Factual and Conceptual - Factual as defined above, plus questions that transfer across examples, considered "timeless"
- A Combination of Factual, Conceptual, and Provocative - Factual and Conceptual as defined above, plus questions that allow students to use what that have learned to logically defend their position on a open-ended topic.

District CBCI - Look For 3 - Learning Experiences/Rigor: Student learning experiences

- The learning task is best classified as DOK 1 - mostly recall of basic, factual information.
- The learning task is best classified as DOK 2 - basic application of skills and concepts
- The learning task is best classified as DOK 3 or 4 - strategic or extending thinking
- The learning task cannot be classified.

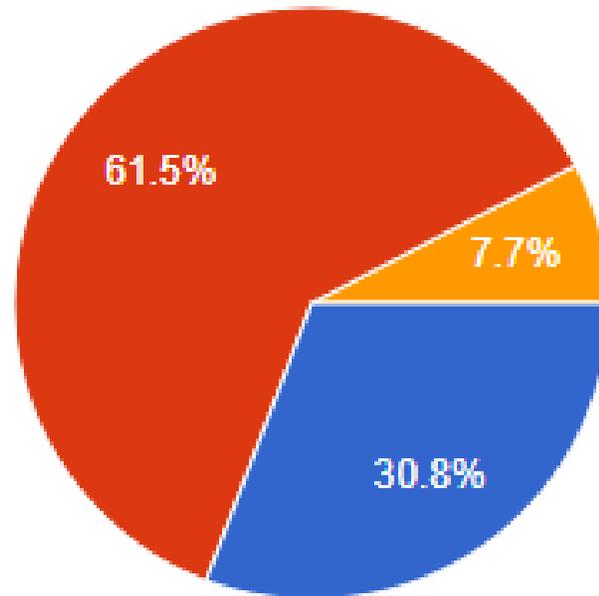
District CBCI - Look For 6 - Ownership of Learning: The classroom learning environment can best be described as...

	Teacher Centered Instruction	Student Centered Instruction
Students Working Individually	<input type="checkbox"/>	<input type="checkbox"/>
Students Working Collaboratively	<input type="checkbox"/>	<input type="checkbox"/>

Qualitative Data – Learning Walks

District CBCI - Look For 3 - Learning Experiences/Rigor: Student learning experiences

13 responses



- The learning task is best classified as DOK 1 - mostly recall of basic factual information.
- The learning task is best classified as DOK 2 - basic application of skills and concepts
- The learning task is best classified as DOK 3 or 4 - strategic or extending thinking
- The learning task cannot be classified

Based these priority actions – What are the early discoveries?

- Positive classroom learning environments.
- Students who are engaged, excited about learning, and on-task at all grade-levels.
- Extremely dedicated and conscientious teachers and staff.
- Committed team of administrators with a mindset of continuous growth and improvement.

More Early Discoveries

- Student performance on SBAC has been relatively unchanged for four years – no major decreases or increases over time, as students have stayed in their baseline performance levels.
- New science standards and aligned curriculum are adopted but instructional shifts and lesson development need to be supported.
- Math achievement on SBAC and SAT is consistently below ELA performance – confirmed by NWEA assessments.
- Classroom observations show students are highly engaged and on-task, however early evidence collection shows a need for more rigor in instruction and an increase in student-centered learning opportunities.

More Early Discoveries

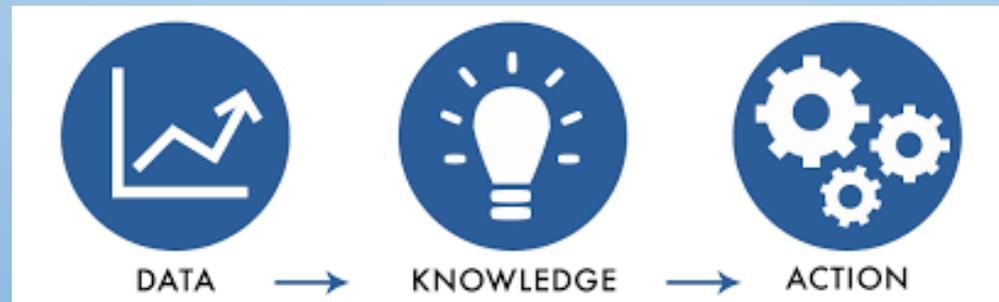
- Varying delivery times and dates of internal assessments – Apples to oranges comparison can lead to questions regarding the validity of data.
- Need for vertical alignment of resources in math and science, especially with the adoption of curriculum aligned to new math and NGSS standards.

Reflection and Action

Short Term – What are we current doing?

Long Term – What is planned for the near future?

- What actions are being taken to address these discoveries in order to promote continuous growth and improvement?



Discovery

Short Term Action

Long Term Action

Need to address SBAC performance that has gone relatively unchanged over time

Shift from broad-based goal setting to goals targeted to specific needs and groupings.

Emphasize growth over time as well as movement upward in achievement levels when considering student goals.

Promote the use of the NWEA Learning Continuum and use the Smarter Content Explorer to identify specific needs of students – adjust instruction accordingly.

Connect teachers to Kahn Academy through the NWEA math accelerator for the 2020/21 school year.

Need for increased math and science professional development

Familiarize teachers with the math practice standards and NGSS standards through the math and science curriculum committee and specialists.

Comprehensive PD around implementation of math and science standards.

Build long-term relationships with math and science consultants at EdAdvance and the CT Science Center – Starting in January 2020 with NGSS Lesson Study and PD on math practice standards.

Digging Deeper – Targets, Claims and Standards Analysis

Smarter Content Explorer



Explore

Test Development

Support



Welcome Educators!

Assessing the range of knowledge and skills is important for college and career readiness. Use this site to learn how test items connect to academic standards.

[Learn More](#) ↓

Use the tool below to get started

Grade → Subject → Claim

Select a **Grade**

CHOOSE AS MANY AS YOU WANT

3

4

5

6

7

8

HIGH SCHOOL

Discovery

Short Term Action

Long Term Action

Need for increased rigor in classroom instruction

Build staff capacity to understand of Webb's Depth of Knowledge through professional development and video calibration practices.

Comprehensive, long-term professional development for staff on strategies to increase rigor and critical thinking skills in instruction.

Need to align assessment practices across schools

Delivery of NWEA and SBAC are now aligned under the new 2019/20 assessment calendar.

Continue to ensure consistent testing windows and evaluate the usefulness of data and assessments moving forward.

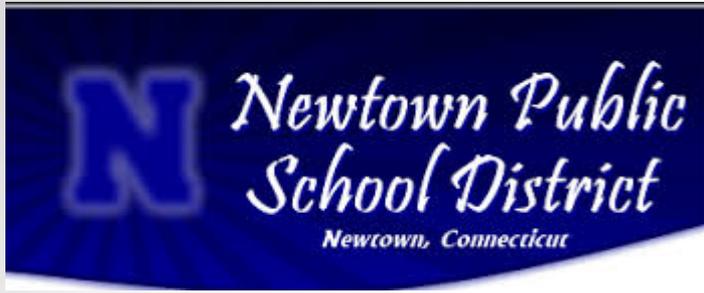
Need for vertical alignment of resources in math and science

Preview resources in math and science committee meetings with strong consideration to EdReports recommendations for standards alignment and rigor.

Plan for math and science resource alignment piloting in the 2020/21 school-year.

Questions?





K-12 School Counseling

District Update

Connecting with students

- We believe these connections will Increase grades, attendance and decrease behavioral referrals
- Building an atmosphere to increase number of trusted adults in the building
- Proactive vs Reactive
- System in place at High School
- This year's roll out of Student Success Plans will support connection growth at the Middle School
- Future Steps:
 - Reed and Elementary schools
 - Leader collaboration - common practice
 - Transition counselor conversations
 - Strengths and interests

Improved transitional programs

“Helping students to make informed decisions of their academic pathways and programs.”

- Built new [Incoming Freshmen](#) webpage
 - More clarity – less confusion
 - High school/Middle school meetings
 - [Criteria](#) document
 - Ongoing effort to improve this process
- Built new [K-12 School Counseling](#) webpage
 - Next steps:
 - Schools link to one another
 - Link on [district page](#)
 - Every parent in district received link and is aware it is a work in progress
- Renovating existing Transition Program
 - Started even earlier last year
 - Shadow Day

Development of Consistent Practices

- Streamlined the 504 process
 - [Created baseline](#) – total 504's and initial referrals
 - Brainstorming session – to get a sense of the needs
 - Brought in attorney – to clarify questions that were raised
 - Follow up session – to implement consistent practices
- Created a K-12 hiring protocol for subs, interns and practicum students
- SOS (Signs of Suicide) improvements to identify trusted adults
- Created webpage: *Vision of a Successful Student Transitioning from our School Counseling Program at Each Level*

SRBI Support

- Professional dialogue identifying and supporting at-risk students
 - How do you know a student is at-risk?
 - Why are you identifying them as at-risk?
 - What are you doing to support this student?
 - Is the intervention you are providing working?
 - How do you know it is working?
 - Where do you document these supports?
- Alpine usage
 - Attended SRBI meetings in every building.
 - Collected [Baseline data](#) to mid-year to utilize Alpine in consistent and meaningful ways.
 - Working with counselors at each level to ensure consistent use.

Alignment and Implementation of SEL Programs

- District Safe School Climate Committee (DSSCT)
- implementation plans in each school
 - Project Empower – High School
 - Full Value Contract – Middle School
 - Panorama survey to drive decisions
- Counselors districtwide are integral members of building based committees
- K-12 counselors created document outlining plan to implement these programs at each level



Professional Development and Training

- Professional Development
 - Community Resources Panel
 - 504 Presentation
 - Gifted & Talented
 - Trauma & My Kid?
 - CPI (Crisis Prevention Institute)
 - QPR (Question, Persuade, Refer)
 - Grieving and Anxiety
- Committee Work
 - Building Safe School Climate Team
 - District Safe School Climate Team
 - Panorama Survey Sub Committee
 - SEL Committee
 - Heathy Community
- Ongoing commitment to build collaborative environment to share best practices K-12

K-12 Comprehensive Counseling Curriculum

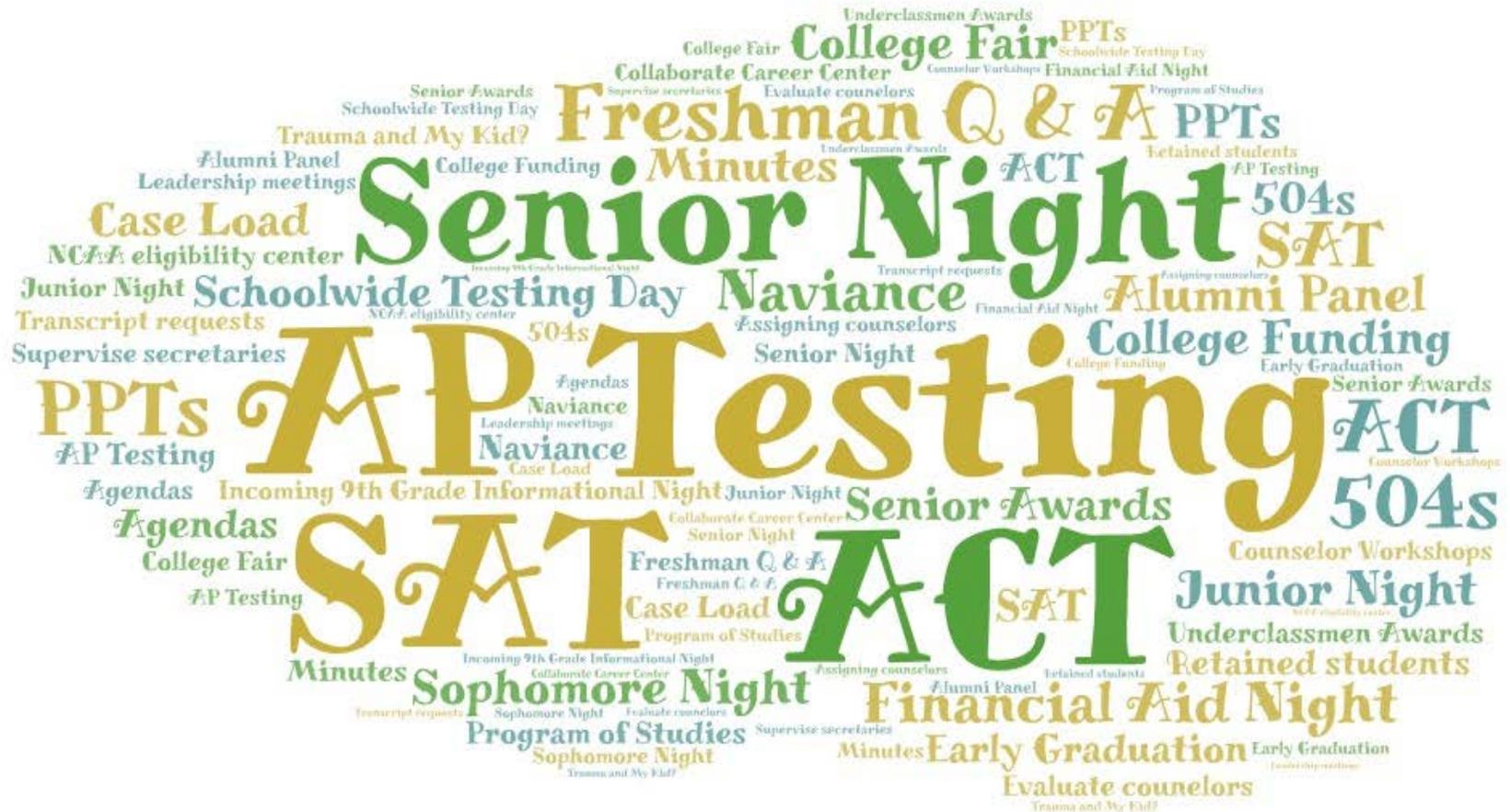
- Year 1 – Identified what we currently offer all students
- Year 2 – Identified overlaps and gaps
- Year 3 – Integrate SEL competencies at each level
- Future Steps – Align lessons and programs
 - [High School counseling programs align](#)
 - Continue to reflect and adjust - health curriculum

[Counselor lesson descriptions](#)

Programs and Services

- Serving students with academic, social/emotional and future focus
- Built awareness and appreciation of all the hard work we are doing districtwide
- Created a document that we can all be proud of
- Continue to facilitate professional dialogue to align our practices at each level

...and run HS department!





Student Success Plans

- Year of the Student Success Plan!
- This has existed in pockets throughout district
- Is now a priority to further support our efforts of connecting with each student and getting to know their strengths and interests
- Helping students to be college and career ready by setting academic, social/emotional and future goals
- Created a [Student Success Plan website](#)



Continued Collaboration

- Individual meetings with counselors and principals
- Building level meetings
- District-wide meetings
- [Welcome letter](#)
- Newsletter
- End of year survey to counselors
- Always welcome feedback!



Supervision and Evaluation

- Observed Middle School last year
- Taking over Middle School this year
- Observing Reed this year
- Taking over Reed next year
- Check-Ins for all counselors every year
 - Counseling focused goals, striving for growth, shared vision
 - We are doing great work throughout the district!
- Counselors integral part of teaching and learning
 - Focused effort in area of expertise especially in our community
 - While population may be a bit lower our needs have never been higher and time and areas needing support are increasing

5-Year Plan

- Next steps & Future plans
 - Middle School evaluation and goal setting
 - K-12 School Counseling survey
- Living document
- Started Year 3
- Hope to continue this work next year



Thank You!

- For all your support
- I believe this position is important
 - “this is why” moments
- I look forward to building on our work next year
- Welcome your feedback!

Questions?

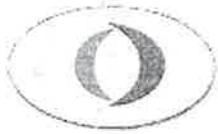


PROJECT ADVENTURE & BEYOND:

GRADE 5

Social Emotional Learning
Through Adventure.





2 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31 32	33 34 35 36	37 38
Building a Community <input checked="" type="checkbox"/>	0	█									
Becoming Self-aware and Self-managed <input checked="" type="checkbox"/>	0		█								
Developing Relationship Skills <input checked="" type="checkbox"/>	0						█				



Unit Planner: Building a Community Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 5 > Physical Education > Project Adventure & Beyond > Week 1 - Week 8

Last Updated: Today by Sarah Strait

Building a Community

Faila, Michelle; Strait, Sarah

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

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Community

Concepts: norms, relationships, trust

Generalizations / Enduring Understandings

1. Trust, respect, and self-care build communities.
2. Actions create trust.
3. Communities thrive when we care for self and others.

Guiding Questions

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

1. How do we get to know each other? (Factual)
2. What are de-inhibitizers? (Factual)
3. What is the Full Value Contract? (Factual)
4. What is Challenge by Choice? (Factual)
5. What are the comfort, stretch and panic zones? (Factual)
6. What are social emotional skills? (Factual)
7. How do we build trust among each other? (Conceptual)
8. How do we create group norms? (Conceptual)
9. Is it important to learn social emotional skills? (Provocative)
10. How can we measure the success of a community? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: Grade 5

Personal responsibility

S4.E2 Personal responsibility

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)

National Standards for K-12 Physical Education, National Standards for Dance Education and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. © AAHPERD 1997, 2013, www.shapeamerica.org. All Rights Reserved.

Grade 5 Unit 1 Standards

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. recognize each person by name.
2. build a sense of community.
3. understand that there are several levels of challenge in the activities
4. participate being in a safe environment.
5. develop a Full Value Contract.
6. understand the Full Value concepts.
7. implement Full Value concepts.

Critical Content & Skills

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

- Safe movement ("Bumpers Up")
- Full Value Contract
- Stretch Zone
- Panic Zone
- Comfort Zone
- de-inhibitors
- social-emotional skills
- norms
- Challenge by Choice

Core Learning Activities

1. Co-creation of Full Value Contract
2. Ice breakers and Getting to Know You activities
3. De-inhibitors and Energizing activities

(see attached daily lesson plans)

[Project Adventure & Beyond Grade 5- Unit 1 Lesson Plans \(1\).docx](#)

Assessments

Social Emotional Skills (Pre) Self-Assessment
Formative: Self Assessment

 [Building Community Rubric.pdf](#)

Social Emotional Skills (Pre) Assessment
Formative: Self Assessment

 [Social Emotional Skills Assessment.pdf](#)

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard

	<ul style="list-style-type: none"> • <i>No Props</i> by Mark Collard • <i>Adventure Curriculum for Physical Education, Middle School</i> by Jane Panicucci and Nancy Stratton Constable (ACMS)
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> • Spoken Communication 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Full Value Contract used school-wide for behavioral expectations • Health and Physical Education Curriculum





Unit Planner: Becoming Self-aware and Self-managed Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 5 > Physical Education > Project Adventure & Beyond > Week 9 - Week 21

Last Updated: Today by Sarah Strait

Becoming Self-aware and Self-managed

Failla, Michelle; Strait, Sarah

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

Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Self-Awareness & Self-Management

Concepts: emotions, strengths, limitations, growth mindset, stress, impulse control

Generalizations / Enduring Understandings

1. Emotions influence behavior.
2. Accurately assessing one's strengths and limitations contributes to one's sense of self-awareness, confidence, optimism and a "growth mindset."
3. Regulating one's emotions and behaviors help effectively self-manage one's stress and impulse control.
4. Achievement of goals requires a growth mindset.
5. Positive role models influence your life.

Guiding Questions

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

1. What is self-management? (Factual)
2. What is self-awareness? (Factual)
3. What is a mission statement? (Factual)
4. What is mindfulness? (Factual)
5. How does having a mindfulness practice help you? (Factual)
6. Why is being able to manage one's emotions and thoughts important? (Conceptual)
7. Why is being aware of one's emotions and thoughts important? (Conceptual)
8. Can a mission statement guide you? (Conceptual)
9. Do we want to live in the stretch zone? (Provocative)
10. Does someone need to have a goal to be successful? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 2 Grade 5 Becoming Self-aware and Self-managed \(1\).docx](#)

Self-Awareness

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. write a personal mission statement, uploading it to the Naviance program.
2. identify and participate in their own "stretch" zone.
3. recognize one's own strengths and limitations.
4. work together toward a common goal.

Critical Content & Skills

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

- use of the Naviance program
- self reflect to identify personal stretch zone
- practice mindfulness strategies

Core Learning Activities

1. Mission Statement creation
2. Introduction to Naviance program
3. Mindfulness practices

(see attached daily lesson plans)

[Project Adventure & Beyond Grade 5- Unit 2 Lesson Plans.docx](#)

Assessments

Self-Management & Awareness Self-Assessment

Formative: Self Assessment

 Self-Management

 Self-Awareness

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)
- Naviance online program

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- self-direction
- communication

Interdisciplinary Connections

- Mission statements shared with classroom teachers
- Health and Physical Education curriculum



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Unit Planner: Developing Relationship Skills Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 5 > Physical Education > Project Adventure & Beyond > Week 22 - Week 37

Last Updated: Today by Sarah Strait

Developing Relationship Skills

Failla, Michelle; Strait, Sarah

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

Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Relationships

Concepts: communication, cooperation, healthy relationships, social/per pressure, negotiations, conflict, help, well being, safety, conflict

Generalizations / Enduring Understandings

1. Healthy relationships develop through listening, cooperating, and building healthy relationships
2. Resisting inappropriate social pressure and negotiating conflict constructively helps maintain healthy relationships.
3. People seek and offer help when needed.
4. Evaluation of consequences of actions promotes well being

Guiding Questions

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

1. What does it mean to self-spot? (Factual)
2. How do you spot and support teammates on the rope swing? (Factual)
3. What are the safety rules of the rope swing? (Factual)
4. What are the safety rules of the traversing wall? (Factual)
5. What is a healthy relationship? (Factual)
6. What is peer pressure? (Factual)
7. How do you establish and maintain healthy relationships? (Conceptual)
8. How do you negotiate conflict constructively? (Conceptual)
9. Why is learning how to spot important to the team's success? (Conceptual)
10. Is it necessary to have healthy relationships to be successful? Why or why not? (Provocative)

Standard(s)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. self-spot when necessary.
2. understand and apply safety rules for traversing wall and rope swing
3. work together towards a common goal.
4. ask for and give help help when needed.

Critical Content & Skills

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

- self-spot
- proper spotting techniques for rope swing
- understand empathy and compassion

Core Learning Activities

1. Team problem-solving challenges
2. Risk-taking team initiatives
3. Empathy and Compassion lessons

(see attached daily lesson plans)

Project Adventure & Beyond Grade 5- Unit 3 Lesson Plans.docx

Assessments

Relationship Skills Self-Assessment

Summative: Self Assessment

 Relationship Skills

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- collaboration
- communication
- responsibility
- adaptability

Interdisciplinary Connections

- Connected to Health and PE curriculum



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



PROJECT ADVENTURE & BEYOND:

GRADE 6

Social Emotional Learning Through Adventure

*** UNIT TWO:**
Becoming Self-Aware
to Build Relationships

SELF-AWARENESS

Lessons 9-11
Mindfulness & Growth Mindset

Lessons 12 & 13
Practicing Growth Mindset

Lessons 7 & 8
Self-Awareness & Impulse Control

Growth Mindset Self-Assessment

Lessons 5 & 6

Goal Setting & Action Plan in Naviance

Self-Assessment of Social Emotional Learning Skills

*** UNIT ONE:**

Creating a Community

COMMUNITY

Lessons 1-4
Creating Community Expectations

*** UNIT THREE:**
Socially Aware to Make Responsible Decisions

RESPONSIBLE DECISION-MAKING

Lessons 19 & 20
Sympathy vs Empathy & Compassion

Lessons 21-24
Being Responsible to earn TRUST

Lessons 16-18
Responsible Decision-Making

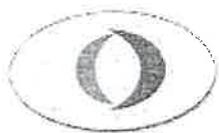
Lessons 14 & 15
Real-Life Problem Solving & Restorative Circles

Self-Awareness Self-Assessment

Lesson 25
Mission statement Reflection

Responsible Decision-Making Self-Assessment

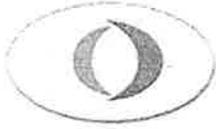
Lessons 27-30
Culminating Team challenge to show Responsible Decision-Making



Reed Intermediate School > Grade 6 > Physical Education > Project Adventure & Beyond

2 Curriculum Developers

	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
		1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31 32	33 34 35 36	37 38	
Unit:												
Building a Community	0	█										
Caring for One's Self	0			█								
Socially Aware to Make Responsible Decisions	0						█					



Unit Planner: Building a Community Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 6 > Physical Education > Project Adventure & Beyond > Week 1 - Week 8

Last Updated: Today by Sarah Strait

Building a Community

Failla, Michelle; Strait, Sarah

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

Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Community

Concepts: trust, respect, relationships, interactions, norms

Generalizations / Enduring Understandings

1. Trust, respect, and self-care build communities.
2. Actions create trust.
3. Our interactions and relationships cultivate respect.
4. Communities thrive when we care for self and others.

Guiding Questions

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

1. How do we get to know each other? (Factual)
2. What are de-inhibitizers? (Factual)
3. What is the Full Value Contract? (Factual)
4. What is Challenge by Choice? (Factual)
5. What are comfort, stretch and panic zones? (Factual)
6. What are social emotional skills? (Factual)
7. Why is it important to learn social emotional skills? (Conceptual)
8. How do we build trust among each other? (Conceptual)
9. How do we create group norms? (Conceptual)
10. If a person is repeatedly out of alignment with the Full Value Contract, how should the group respond? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 1 Grade 6 Building a Community \(1\).docx](#)

[Social Emotional Skills Assessment.pdf](#)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. recognize each person by name.
2. experience a sense of community.
3. understand that there are several levels of challenge in the activities
4. experience being in a safe environment.
5. develop a Full Value Contract.
6. understand the Full Value concepts.

Critical Content & Skills

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

- Safe movement ("Bumpers Up")
- Full Value Contract
- Stretch Zone
- Challenge by Choice

Core Learning Activities

1. Co-creation of Full Value Contract
2. Ice breakers and Getting to Know You activities
3. De-inhibitizers and Energizing activities

(see attached daily lesson plans)

[Project Adventure & Beyond Grade 6- Unit 1 Lesson Plans.docx](#)

Assessments

Building a Community Self-Assessment

Formative: Self Assessment

[Building Community Analytical Rubric.pdf](#)

Social Emotional Skills (Pre) Self-Assessment

Formative: Self Assessment

 [Social Emotional Skills Assessment.pdf](#)

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Spoken Communication

Interdisciplinary Connections

- Full Value Contract used school-wide for behavioral expectations
- Health and PE curriculum

- team work
- collaboration
- responsibility



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Unit Planner: Caring for One's Self Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 6 > Physical Education > Project Adventure & Beyond > Week 9 - Week 22

Last Updated: Today by Sarah Strait

Caring for One's Self

Failla, Michelle; Strait, Sarah

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

Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Self-Awareness

Concepts: strengths, limitations, optimism, stress, impulse control, goals

Generalizations / Enduring Understandings

1. Emotions influence behavior.
2. Accurately assessing one's strengths and limitations contributes to one's sense of confidence, optimism and a growth mindset.
3. Regulating one's emotions and behaviors help effectively manage stress and impulse control.
4. Growth mindset is required to achieve goals.

Guiding Questions

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

1. What is self-awareness? (Factual)
2. What is a growth mindset? (Factual)
3. What is self-management? (Factual)
4. How do you achieve a goal? (Factual)
5. Why is self-awareness important? (Conceptual)
6. Why is being able to manage one's emotions, thoughts and behaviors important? (Conceptual)
7. How can understanding what people are feeling help our group succeed? (Conceptual)
8. Is having a growth mindset important? (C)
9. Can a person change their intelligence or is intelligence fixed?(Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 2 Become Self-Aware to Build Positive Relationships.docx](#)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. learn strategies for personal goal setting.
2. write personal goal using Naviance as part of the Connecticut State Department of Education's Student Success Plan.
3. understand the difference between a fixed and growth mindset.
4. learn strategies to manage stress and impulse control.
5. recognize strengths and limitations in yourself and others.
6. work together toward a common goal.

Critical Content & Skills

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

Use of Naviance program
GPS-E= Goal, Plan, Supports, Evaluate
Growth Mindset Self- Talk
Stress Management Skills

- use breathing techniques
- remove self from situation
- take a walk
- positive self-talk

Core Learning Activities

1. Goal setting
2. Instruction on Naviance program
3. Growth mindset lessons
4. Role playing of real-life problems
5. Mindfulness practices
6. Impulse control lessons

[Project Adventure & Beyond Grade 6- Unit 2 Lesson Plans \(3\).docx](#)

Assessments

Self-Awareness Self-Assessment
Summative: Self Assessment

 Self-Awareness

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)
- Naviance online program

[Student Success Plan FrameWork.pdf](#)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Interdisciplinary Connections

- Connection to Guidance lessons using Naviance and the Student

Spoken Communication

Written Performance

- Spoken Communication

-collaboration
-self-direction
-responsibility

Success Plan

- Goals will be shared with classroom teachers
- Health and PE curriculum





Unit Planner: Socially Aware to Make Responsible Decisions Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 6 > Physical Education > Project Adventure & Beyond > Week 23 - Week 38

Last Updated: Today by Sarah Strait

Socially Aware to Make Responsible Decisions

Failla, Michelle; Strait, Sarah

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

Concept-Based Unit Development Graphic Organizer (Download)

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

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Responsible Decision-Making

Concepts: empathy, perspective, social norms, ethics, compassion

Generalizations / Enduring Understandings

1. Perspective and empathy for others promote positive relationships.
2. Responsible decisions require ethical standards, safety considerations, and considered social norms.
3. Evaluation of consequences of actions accounts for one's well being.

Guiding Questions

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

1. What is spotting? (Factual)
2. How do you appropriately spot a person? (Factual)
3. How do you responsibly problem solve? (Factual)
4. What is the ABCDE method of problem solving? (Factual)
5. What are empathy and compassion? (Factual)
6. How do you take perspectives of others? (Conceptual)
7. Why is spotting important? (Conceptual)
8. Is having empathy and and compassion important ? (Provocative)
9. Must decisions always be made responsibly? Why or why not? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 3 Socially Aware to Make responsible Decisions.docx](#)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. apply proper spotting techniques to appropriate situations.
2. appropriately apply their own strengths and recognize their own weaknesses.
3. respect others' different strengths and weaknesses.
4. rely group members to support positive risk taking.
5. evaluate and reflect on problem and/ or goal.

Critical Content & Skills

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

- ABCDE Problem Solving= Ask questions, Brainstorm ideas/ strategies, Choose one, Do it, Evaluate
- Spotting Techniques
- Spotting and Falling Language
- Empathy
- Compassion
- Appropriate risk taking

Core Learning Activities

1. Empathy and compassion lessons
2. Problem- solving challenges
3. Risk-taking initiatives

(See attached daily lesson plans)

[Project Adventure & Beyond Grade 6- Unit 3 Lesson Plans.docx](#)

Assessments

Responsible Decision-Making Self-Assessment
Summative: Self Assessment
 Responsible Decision-Making

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)
- Naviance online program

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

- Connection to Guidance lessons using Naviance and the Student Success Plan
- Goals will be shared with classroom teachers

- Critical Thinking

- collaboration
- team work
- creativity
- imagination
- problem solving
- adaptability
- leadership
- responsibility

- Health and PE curriculum



Atlas Version 9.5

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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



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Bylaws of the Board

Time, Place, Notification of Meetings

Regular Meetings

The Board of Education shall set their schedule in the first meeting in December and file with the Town Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Board of Education, and shall post the schedule on the District's Internet website. No meeting shall be held sooner than thirty days after such filing.

Special Meetings

Notice of each special meeting of the Board of Education shall be filed not less than twenty-four hours in advance of the meeting with the Town Clerk and be posted in the Office of the Clerk giving the time and place of the special meeting and the business to be transacted. The special meeting shall also be posted on the District's Internet Website. No other business shall be considered by the Board at that special meeting. Each member of the Board of Education shall be notified by the Superintendent or Chairperson ~~the Clerk~~ not less than 24 hours prior to the time of the special meeting and shall be advised of the time, place and business to be transacted, although any Board member may waive the 24 hour notification by a written waiver of notice or a telegram to the purpose.

Notice of Meetings

Notice of meetings will be emailed or mailed to persons filing a written request renewable in January of each year. The Board of Education will charge a fee for these notices based upon cost of the service, as provided by law.

Attendance at Meetings via Electronic Communications

The Board of Education authorizes that the Board Chairperson or presiding officer may allow Board members to participate electronically in a Board meeting if there is good cause why the Board members cannot attend in person and the request is received sufficiently in advance to allow a good quality electronic connection to be set up. Meetings in which some Board members participate electronically are subject to the requirements of the Freedom of Information Act. Due to security concerns, electronic participation in closed executive sessions will not be permitted.

The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

When a Board member participates electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Board Secretary will document it in the Minutes when members participate in the meeting electronically.

When a member attends a meeting electronically, all voted shall be by roll call vote. A member who is attending electronically must identify him/her self by name and be recognized by the Chairperson before speaking.

Any Board member wishing to participate in a meeting electronically will notify the Board Chairperson and Superintendent as early as possible. The Superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. (Each part of the telephone conference call meeting shall be audible to the public at the location specified in the notice for the meeting. The location designated in the notice as the location of the meeting shall provide two-way communication during the entire telephone conference call and the identification of each party to the telephone conference call shall be clearly stated prior to the meeting.) The Superintendent will take measures to verify the identity of any remotely located participants.

Workshop Meetings

The Board may hold periodic workshop meetings for the purpose of studying the many facets of the operation for which it is responsible. Productive work sessions are necessary if the Board is to be adequately prepared to make intelligent, objective decisions at its regular monthly meetings.

Informational Meetings

At its discretion the Board of Education may call a special public meeting to provide an opportunity for members of the community to express their views and discuss with the Board members a particular aspect of the schools' program or operation.

Legal Reference: Connecticut General Statutes

1-200 (2) Definitions. "Meeting"

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

1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Bylaws of the Board

Agenda Construction/Meeting Materials

The Superintendent of Schools, in collaboration with the Chairperson, shall prepare all agendas and supportive materials for meetings of the Board. In doing so, the Superintendent shall consult ~~with the Board Chairperson and~~ appropriate members of the administrative staff and other Board members as necessary. ~~with the Board Secretary~~. Any Board member who wishes to have an item included on the agenda should notify the Superintendent in sufficient time for the Superintendent to review the request with the Board Chairperson. ~~for his or her decision on agenda placement~~. The agenda shall provide time for members of the public who wish to speak briefly on an item before the Board.

The agenda and supporting materials shall be distributed to Board members prior to the Board meeting in sufficient time to allow the members to consider the issues carefully. Board members seeking inclusion of agenda items are also encouraged to provide supportive and explanatory material.

Agendas shall also be made available to the press, representatives of the community, staff, town agency representatives, school administrators, and to others upon request. Agendas for regular Board of Education meetings shall be available to the public in the Superintendent of School's office, posted on the District's Internet website, and shall be filed with the Town Clerk, not less than 24 hours in advance of the meeting time. The same requirements shall be met for special meetings of the Board unless called in an emergency with less than 24 hours notice.

- (cf. [1120](#) Public Participation at Board Meetings)
- (cf. [1331](#) Smoke Free Environment)
- (cf. [9121](#) Board Officers)
- (cf. [9321](#) Time, Place, Notification for Meetings)
- (cf. [9324](#) Meeting Conduct & Parliamentary Procedures)
- (cf. [9325.1](#) Quorum)
- (cf. [9325.2](#) Order of Business)
- (cf. [9326](#) Minutes)

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions. (subsection (a) re agenda), (as amended by June 11 Special Session, PA 08-3)

Bylaw adopted by the Board:

Bylaws of the Board

Meeting Conduct

Meetings of the Board of Education shall be conducted by the Chairperson in a manner consistent with the adopted bylaws of the Board.

All Board meetings shall commence at the stated time and shall be guided by an agenda which has been prepared and delivered in advance to all Board members and other designated persons.

The conduct of meetings shall, to the fullest possible extent, enable members of the Board to (1) consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) receive, consider and take any needed action with respect to reports of accomplishment of students or of school system operations.

Provisions for permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction shall be during designated public participation at the discretion of the presiding officer, as follows:

1. A time limit may be allotted to each speaker.
2. No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the Chairperson, of that person's privilege of address. If necessary, the Chairperson may clear the room so that the Board can continue the meeting.
3. No oral presentation shall include charges or complaints against any employee of the Board of Education, regardless of whether or not the employee is identified in the presentation by name or by another reference which tends to identify an individual. All charges or complaints against employees shall be submitted to the ~~Board of Education under provisions of Board of Education policy~~ Superintendent who will notify the Board when appropriate.

The Board of Education may adjourn any regular or special meeting to a specified time and place. If all members of the Board are absent, the clerk may adjourn the meeting. A copy of the notice of adjournment shall be conspicuously displayed near the meeting room door within twenty-four hours of adjournment.

Actions by the Board

No action will be taken unless the subject acted upon was listed in the agenda published for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

The Board of Education shall not adopt resolutions except where such adoption is required by law, or where the intent of the Board is to publish a status position of the Board, as in advising the General Assembly of the Board's position on a proposed law, or commending staff members or other agencies for work well done.

All actions taken by the Board shall be identified clearly in minutes of the Board meeting as provided in Bylaw 9326, minutes.

(cf. 1120 - Board of Education Meetings re Public Participation) (cf. 1312 - Public Complaints)
(cf. 9321 - Time, Place, Notification of Meetings)
(cf. 9322 - Public and Executive Sessions)
(cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Connecticut General Statutes

- 1-200 Definitions
- 1-206 Denial of access of public records or meetings. Notice. Appeal
- 1-210 Access to public records
- 1-225 Meetings of government agencies to be public
- 1-226 Recording, broadcasting or photographing meetings
- 19a-342 Smoking prohibited in certain places. Sign required. Penalty
- 1-231 Executive sessions
- 1-232 Conduct of meetings (re disturbances) 10-
- 224 Duties of the Secretary

Adopted: 6/5/12

Bylaws of the Board

Quorum and Voting Procedures

1. The majority of all members of the Board shall be necessary to constitute a quorum for the transaction of business.
2. No member can vote on a question in which he/she has a direct personal or pecuniary interest.
3. Members may vote for themselves for any office or other position.
4. While it is the duty of every member who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
5. A Board member has the right to abstain from voting. The abstention is neither a positive or negative vote. An abstention has the same effect as if the Board member had voted on the prevailing.
6. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which the vote is taken.
7. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

The Board may take no action in the absence of a quorum except to adjourn to another date, unless this Bylaw is waived in accordance with Bylaw 9311.

Adopted: 6/5/12

Revised:

Bylaws of the Board

Order of Business

The usual order of business at all regular meetings shall be as follows:

1. Call to order
2. Consent Agenda
3. Public participation
4. Reports
5. Old business
6. New business
7. Public participation
8. Adjournment

Communication Between Individual Schools and The Board of Education

In the interest of furthering communication between the various schools and the Board of Education, under the "Reports" section of the Board's monthly business meeting agenda, selected representatives from each school are invited to share a summary of activities (in five minutes or less) occurring at their respective schools. This does not obligate school representatives to monthly or bimonthly reporting to the Board; rather the intent is to afford the individual schools an informal opportunity to communicate any events or issues occurring within their school that they wish to share with the Board.

Consent Agenda

To make more efficient use of meeting time, the Board of Education authorizes the use of a consent agenda as part of its regular meeting agenda. The consent agenda will condense the routine business of the Board (e.g., approving Board minutes, reviewing monthly expenses) into either a single motion or several categorical motions.

The consent agenda will be prepared by the Superintendent of Schools in consultation with the Chairperson of the Board.

Items on a consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely by requesting same. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. All non-exempted items will be moved, seconded, and voted upon either in one motion or in several categorical motions without discussion.

Routine, standard, non-controversial, and self-explanatory items are those that will be placed on the consent agenda. Examples include:

- Committee and previous Board meeting minutes
- Office reports
- Routine correspondence

9325.2(b)

- Minor changes in a procedure (i.e., e-mail added as method of communication to announce a change in a meeting schedule)
- Routine revisions of a policy (changes in dates, dollar amounts due to changes in law or regulation, changes to legal references)
- Standard contracts used regularly (i.e., confirmation of using the traditional in-house contract with a new vendor)
- Confirmation of conventional actions required in the bylaws (Signatory authority for a bank account, acceptance of gifts)

Adopted: 6/5/12

Revised

Bylaws of the Board

Parliamentary Procedures

Rules of Debate

The Chairperson may move, second, and debate from the chair and shall not be deprived of any right to vote or of any other rights, powers, or duties of a member by virtue of being Chairperson.

A member shall be entitled to the floor only on recognition by the presiding officer. Once a member has been recognized he/she shall not be interrupted for any reason other than a call to order; in such case, the presiding officer shall rule promptly on the point of order, and the speaker shall be allowed to proceed if he/she is in order. The presiding officer may impose reasonable limits on debate or other remarks, including limiting the number of speakers and their allowed time on either side of art issue.

~~The member who has made a motion shall have the privilege of being the last speaker on the motion.~~

~~A motion to reconsider may be made by a member on the prevailing side. Such a motion may be made only at the same meeting or at a reconvened meeting.~~

The motion to reconsider may be made only by a member who voted on the prevailing side in the original vote (such as someone who voted "yes" if the motion had passed or voted "no" if the motion was defeated). If another member disputed an assertion by the maker of the motion to reconsider that member voted on the prevailing side, the member moving to reconsider is to be believed unless the record of a roll call vote says otherwise.

The current edition of Robert's Rules of Order shall govern the proceedings of the Board of Education except when in conflict with Board policy.

Legal Reference: Connecticut General Statutes

1-200 Definitions

1 206 Denial of access to public records or meetings.

1 210 Access to public records

1 226 Recording, broadcasting or photographing meetings

19a-342 Smoking prohibited in certain places. Signs required. Penalty

1 231 Executive sessions

1 232 Conduct of meetings (re disturbances)

10 224 Duties of the Secretary

Adopted: 6/5/12

Bylaws of the Board

Voting

~~A Board member has the right to abstain from voting. The abstention is neither a positive or negative vote. An abstention has the same effect as if the Board member had voted on the prevailing.~~

Vote Recording

The votes of each member of the Board upon any issue before any regular, special or emergency session meeting of the Board shall be reduced to writing and made available for public inspection within 48 hours, (excluding any Saturday, Sunday or legal holiday for votes or minutes of special and emergency special meetings) and shall also be recorded in the minutes of the session at which taken, which minutes shall be available for public inspection as noted below.

Minutes

The Recording Secretary of the Board of Education shall keep minutes of all meetings of the Board. Copies of the proceeding shall be made for distribution to the Board members with the agenda for the next regular meeting. The official minutes of the Board of Education meetings and the master copy of the policy manual shall be kept in the central office. Minutes shall be made available to the public for inspection within seven days after each meeting. The votes or minutes of a special meeting shall be made available to the public for inspection within seven days after each such meeting, excluding any Saturday, Sunday or legal holiday. The minutes of any emergency special meeting shall specify the nature of the emergency and shall be available within 72 hours of the meeting.

Maintaining the Minutes

The minutes of meetings of the Board of Education shall be maintained as outlined below:

- 1. Content -- Board of Education procedure**
 - A. The date, place, and type of meeting
 - B. Members present and members absent, by name
 - C. Call to order, and opening ceremony
 - D. Arrival of tardy members by name and time
 - E. Departure of members by name before adjournment, or if absent when any agenda items are acted upon
 - F. Record of written notice of special meetings
 - G. Records of items of business to be considered at future regular or special meetings
- 2. Content - Board of Education actions**

- A. Approval or amended approval of the minutes of preceding meetings
- B. Complete information as to each subject of the Board of Education's deliberations
- C. Complete information as to each subject including the roll call record of the vote on a motion if not unanimous
- D. All Board of Education resolutions in complete context, numbered serially for each fiscal year
- E. A record of all contracts entered into
- F. All employment decisions ~~and resignations or termination of employment~~
- G. A record of all bid procedures, including calls for bids authorized, bids received, and other action taken
- H. Adoption of the annual budget
- I. Financial reports, including collections received and deposited, and sales of personal property, as presented to the Board of Education each month
- J. A record of all important correspondence
- K. A record of the Superintendent's reports to the Board
- L. Adoption of all policies and bylaws, and approval of regulations as required
- M. A record of all delegations appearing before the Board
- N. Adoption of the annual school calendar
- O. Approval of job descriptions for each employee

Legal Reference: Connecticut General Statutes
1-225 Meetings of government agencies, as amended by June 11 Special Session, PA 08-3
10-218 Election of officers.
10-224 Duties of the secretary.

Adopted: 6/5/12

Bylaws of the Board

School Board Legislative Program

The Board of Education, as an agent of the state, must operate within the bounds of the state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause. To this end:

The Board will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.

The Board will work with its state and federal legislative representatives, with the Connecticut Association of Boards of Education, the National School Boards Association, and other concerned groups in developing an annual, as well as long-range, legislative program. The Board will make its position known to the Connecticut Association of Boards of Education and to appropriate legislators. This cooperation is necessary because the Board recognizes the importance of sound and constructive state legislation in establishing the frame work and support for public education.

The Board will annually designate a legislative representative to serve as its liaison with the Connecticut Association of Boards of Education Government Relations Committee and/or Delegate Assembly. This person will be authorized to speak on the Board's behalf with respect to legislation being considered at the state or national level. In all dealings with individual elected representatives, the legislature, or Congress, the Board's representative will be guided by the official positions taken by the Board. The legislative representative will also monitor proposed school legislation and inform the Board of the issues.

Bylaw adopted by the Board:

Bylaws of the Board

Monitoring Products and Processes

Self-Evaluation

The Newtown Board of Education is made up of duly elected individuals to oversee the Public Schools of the community. This very responsible and complex job requires that the Board blend its diverse opinion into a common purpose which will give direction to the school system. The local community looks to its Board of Education to provide leadership for the school system. The success of the system depends on how well that role is carried out.

Therefore, it shall be the policy of the Newtown Board of Education that there shall be an annual program of self evaluation in which each member shall participate.

Annually, the Board will schedule dates to conduct its self-evaluation. The evaluation will include, but not be limited to, the following leadership areas: community leadership of education, influencing educational policy, community involvement, communicating with the public, the decision making process, planning and setting goals, allocating resources, developing Board policy, policy oversight, selecting and evaluating the Superintendent, working with the Superintendent, promoting good employee relations, setting expectations for Board member conduct, conducting the work of the Board, Board member development.

The Board may, at times, request consultant assistance in carrying out the evaluation of the Board.

Policy Review and Evaluation

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students and the community to provide evidence of the effect of the policies which it has adopted.

Legal Reference: Connecticut General Statutes
10-220 Duties of board of education

Adopted: 6/5/12

Reviewed:

Recommended Bylaws to Be Rescinded

Bylaw 9325.2 – Order of Business includes the following to be rescinded with approval:

Bylaw 9325.21 – Consent Agenda

Bylaw 9100 – Officers (previously approved) includes the following to be rescinded with approval:

Bylaw 9120 – Officers
Bylaw 9121 – Chairperson,
Bylaw 9122 – Office of the Vice Chairperson
Bylaw 9123 – Secretary

Bylaw 9130 – Committees (previously approved) includes the following to be rescinded with approval :

Bylaw 9131– Committee of the Whole
Bylaw 9132 – Standing Committee
Bylaw 9133 – Special Committees/Temporary Committees/Adhoc Committees

Bylaw 9311- Formulation, Adoption, Amendment of Policies, Bylaws and Administrative Regulations (previously approved) includes the following to be rescinded with approval:

Bylaw 9312 – Formulation, Adoption, Amendment of Bylaws
Bylaw 9313 – Formulation, Adoption, Amendment of Administrative Regulation
Bylaw 9314 – Suspension of Policies, Bylaws, Regulations
Bylaw 9314.1 – Conflict with Statute

Bylaw 9321 – Time, Place, Notification of Meetings includes the following to be rescinded with approval:

Bylaw 9320 – Meetings of the Board,
Bylaw 9321.1 – Workshop Meetings
Bylaw 9321.2 – Informational Meetings
Bylaw 9325.43 – Attendance at Meeting via Electronic Communications

Bylaw 9340 – School Board Members

- Rescinded and not included in any other bylaw

**Bylaws of the Board
Officers / Organization Meeting of the Board**

The officers of the Board of Education shall consist of a Chairperson, Vice-Chairperson, and Secretary.

The Board shall organize biennially at the first regular meeting in December following the town election. The meeting shall be called to order by the Town Clerk who will serve as temporary Chairperson and shall preside until a chairperson has been elected.

Election of all officers shall be by nomination from the floor and shall require a majority public vote of the members of the Board. A written ballot shall not be used.

A majority of the total membership of the Board shall be required to constitute election. If there are more than two nominees and on the first vote no nominee receives a majority vote of the full membership, the nominee receiving the lowest number of the votes shall be removed from the list of candidates before balloting again.

The new Chairperson of the Board will take office upon election and conduct the election of the Vice-Chairperson and Secretary.

Officers shall remain in office until new officers are elected at the next organizational meeting, unless such officers cease to be members of the Board of Education. If there is a vacancy among the officers during the course of the year, the Board membership shall act promptly to elect a new officer to fill the vacancy.

Upon motion duly made and seconded, an officer of the Board may be removed from office by a two-thirds vote of the total Board membership.

Chairperson

The Chairperson shall preside at all meetings of the Newtown Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.

7. Be responsible for the orderly conduct of all Board meetings.
8. Assume such other duties as may be authorized by the Board.
9. Appoint a Clerk of the Board.
10. The Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

The Vice-Chairperson

The Vice- Chairperson will:

1. Act in place of the Chairperson, when necessary, and preside at meetings when the Chairperson is temporarily absent. The Vice-Chairperson cannot fill vacancies required to be filled by the Chairperson and does not serve as an ex-officio member of committees.
2. Work with the Chairperson and Superintendent to become generally informed of Board business.
3. In the absence of the Chairperson, act as a resource to the Superintendent on decisions which may require further input between board meetings.
4. In case of illness, resignation, or death of the Chairperson, the Vice-Chairperson, as deemed by the Board, becomes Chairperson until the Board membership acts promptly to elect a new officer to fill the vacancy.

5. The Vice-Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

Secretary

1. A member of the Newtown Board of Education shall be elected Secretary by the members of the Board and shall perform the duties assigned by law and the Board.
2. The Secretary shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board, reports of the Chairperson of the Board and reports of the Superintendent. The Board shall authorize the employment of a person to assist in fulfilling the responsibilities for this position.
3. The Secretary shall cause written notices of regular Board meetings and suitable notices of special meetings to be sent to Board members through the office of the Superintendent.
4. The Secretary will write an annual report on the activities of the Board for the Town Annual Meeting Report.
5. The Secretary shall serve as Acting Chairperson when the Chairperson and Vice-Chairperson are not able to preside at meetings.

(cf. 9020- Public Statements)

(cf. 9325 – Meeting Conduct)

(cf. 9222 – Resignation/Removal from Office/Censure)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Charter, Town of Newtown, Revised April 22, 2008

Section 2-70 Board of Education

Adopted: 4/10/12

Revised: 11/6/19

Bylaws of the Board

Officers

The officers of the Board of Education shall consist of a Chairperson, Vice-Chairperson, and Secretary.

Such officers shall be elected from the Board membership at the organizational meeting, and shall remain in office until new officers are elected at the next organizational meeting, unless such officers cease to be members of the Board of Education. If there is a vacancy among the officers during the course of the year, the Board membership shall act promptly to elect a new officer to fill the vacancy.

The Superintendent of Schools or designated agent shall serve as moderator for the election of new Board of Education officers at the organizational meeting. The new officers will take office immediately upon completion of all the elections.

A majority of the total membership of the Board shall be required to constitute election. If there are more than two nominees and on the first vote no nominee receives a majority vote of the full membership, the nominee receiving the lowest number of votes shall be removed from the list of candidates before balloting again.

Upon motion duly made and seconded, an officer of the Board may be removed from office by a two-thirds vote of the total Board membership.

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Adopted: 4/10/12

Bylaws of the Board

Chairperson

The Chairperson shall preside at all meetings of the Newtown Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.
8. Assume such other duties as may be authorized by the Board.
9. Appoint a Clerk of the Board.
10. The Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.

5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

(cf. 9020 - Public Statements)

(cf. 9325 - Meeting Conduct)

Legal Reference: Connecticut General Statutes
10-218 Officers. Meetings

Adopted: 4/10/12

Bylaws of the Board

Office of the Vice-Chairperson

The Vice-Chairperson will:

1. Act in place of the Chairperson when necessary and preside at meetings when the Chairperson is temporarily absent. The Vice-Chairperson cannot fill vacancies required to be filled by the Chairperson and does not serve as an ex-officio member of committees.
2. Work with the Chairperson and Superintendent to become generally informed of Board business.
3. In the absence of the Chairperson, act as a resource to the Superintendent on decisions which may require further input between board meetings.
4. In case of illness, resignation, or death of the Chairperson, the Vice-Chairperson, as deemed by the Board, becomes Chairperson until the Board membership acts promptly to elect a new officer to fill the vacancy.

The Vice-Chairperson's signature shall be an alternative signature on all legal documents requiring the signature of the Secretary.

Adopted: 4/10/12

Bylaws of the Board

Secretary

A member of the Newtown Board of Education shall be elected Secretary by the members of the Board and shall perform the duties assigned by law and the Board.

The Secretary shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board, reports of the Chairperson of the Board and reports of the Superintendent. The Board shall authorize the employment of a person to assist in fulfilling the responsibilities for this position.

The Secretary shall cause written notices of regular Board meetings and suitable notices of special meetings to be sent to Board members through the office of the Superintendent.

The Secretary will write an annual report on the activities of the Board for the Town Annual Meeting Report.

The Secretary shall serve as Acting Chairperson when the Chairperson and Vice-Chairperson are not able to preside at meetings.

(cf. 9222 - Resignation/Removal from Office/Censure)

Legal Reference: Connecticut General Statutes

10-224 Duties of secretary.

10-225 Salaries of secretary and attendance officers.

Adopted: 4/10/12

9130(a)

Bylaws of the Board

Committees

Committees of the Newtown Board of Education shall be established 30 days after the first regularly scheduled meeting in December, or as needed, by a majority vote of the Board.

Committee members shall be appointed by the Chairperson of the Board of Education at a regular meeting at such time as the Board decides to create or recreate the committee. The Chairperson shall be an ex-officio member of each standing committee.

Duties of each committee shall be determined as a committee is formed.

Each committee may make a report through its Chairperson at each regular meeting of the Board of Education. Each committee may make its annual report at the meeting **prior to** the first regularly scheduled meeting in December.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board either in regular or special meeting.

Committee of the Whole

The Board shall act as a committee of the whole on all matters coming before it except that special committees for the consideration or investigation of certain problems, or for the performance of certain Board functions, may be created by vote of the Board.

Standing Committees

Each standing committee shall be considered to be in session for one year only. The duties of the committee shall be outlined at the time of appointment, and the committee shall regularly report to the Board of Education.

Standing committees are comprised solely of Board members and must be less than a majority of the Board. Although the Superintendent may serve in an ex-officio capacity and standing committees may seek input from administrators, staff and others, only standing committee members may vote or otherwise agree upon recommendations to be made to the full Board.

Special Committees/Temporary Committees/Ad Hoc Committees

The Chairperson of the Board of Education shall appoint temporary and special committees as may be deemed necessary or advisable by the Board of Education, and the Chairperson shall be an ex-officio member of each committee.

The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

Ad Hoc Committees

Any Board member interested in serving on a committee shall notify the Chairperson promptly concerning his/her interest. Any member who is interested in attending Ad Hoc committee meetings may do so. They may not take part in the discussion.

In the event of vacancies on Ad Hoc committees, the Chairperson shall have the power to appoint new committee members. All appointments expire when the committee as a whole expires.

Upon completion of the assigned task, the committee will cease to function.

Record Keeping

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members. The minutes shall include the names of the committee members in attendance, listing of topics discussed and committee recommendations.

Resources

Any expenditure of town funds by an advisory committee shall be made only after submission of a budget to and approval of such expenditure by the board. Such expenditures may then be made through the Superintendent.

Legal Reference: Connecticut General Statutes
1-200 through 1-242 of the Freedom of Information Act. 1-
200 Definitions.
1-225 Meetings of government agencies to be public.

Adopted: 4/10/12
Revised: 11/19/19

Bylaws of the Board

Committee of the Whole

The Board shall act as a committee of the whole on all matters coming before it except that special committees for the consideration or investigation of certain problems, or for the performance of certain Board functions, may be created by vote of the Board.

(cf. 9130 – Committees)

(cf. 9132 – Standing Committees)

(cf. 9133 – Special/Advisory Committees)

Legal Reference: Connecticut General Statutes

1-200 Definitions.

1-225 Meetings of government agencies to be public.

Adopted: 4/12/12

Bylaws of the Board

Standing Committees

Standing committee members shall be appointed by the Chairperson of the Board of Education at a Board of Education meeting at such time as the Board decides to create or recreate the committee. The Chairperson shall be an ex-officio member of each standing committee.

Each standing committee shall be considered to be in session for one year only. The duties of the committee shall be outlined at the time of appointment, and the committee shall regularly report to the Board of Education.

Standing committees are comprised solely of Board members and must be less than a majority of the Board. Although the Superintendent may serve in an ex-officio capacity and standing committees may seek input from administrators, staff and others, only standing committee members may vote or otherwise agree upon recommendations to be made to the full Board.

(cf. 9130 - Committees)

(cf. 9131 – Committee of the Whole)

(cf. 9133 – Special Committees/Advisory Committees)

Legal Reference: Connecticut General Statutes

1-200 through 1-242 of the Freedom of Information Act.

1-200 Definitions.

1-225 Meetings of government agencies to be public.

Adopted: 4/10/12

Bylaws of the Board

Special Committees/Temporary Committees/Ad Hoc Committees

The Chairperson of the Board of Education shall appoint temporary and special committees as may be deemed necessary or advisable by the Board of Education, and the Chairperson shall be an ex-officio member of each committee.

The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

Ad Hoc Committees

Ad Hoc committee members shall be designated in the first instance by the Chairperson. Any Board member interested in serving on an Ad Hoc committee shall notify the Chairperson promptly concerning his/her interest. Any member who is interested in attending Ad Hoc committee meetings may do so. They may not take part in the discussion.

In the event of vacancies on Ad Hoc committees, the Chairperson shall have the power to appoint new committee members. All appointments expire when the committee as a whole expires.

Upon completion of the assigned task, the committee will cease to function.

Record Keeping

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members.

Resources

Any expenditure of town funds by an advisory committee shall be made only after submission of a budget to and approval of such expenditure by the board. Such expenditures may then be made through the Superintendent.

(cf. 9130 – Committees)

(cf. 9131 – Committee of the Whole)

(cf. 9132 – Standing Committees)

Legal Reference: Connecticut General Statutes
 1-200 through 1-241 of the Freedom of Information Act.
 1-200 Definitions.
 1-225 Meetings of government agencies to be public

Adopted: 4/10/12

9311 (a)

Bylaws of the Board

Formulation, Adoption, Amendment of Policies, Bylaws and Administrative Regulations

Methods of Operation

The Newtown Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent of Schools to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of problems and jobs. Application of such policies to individual problems and jobs is an administrative function to be performed by the Superintendent.

Formulation, Adoption, Amendment of Policies

The development of sound educational policies is one of the primary duties of the Board of Education. Policies serve to promote democratic and responsive school governance and constitute a major method by which the Board exercises its leadership. Policies are guides for discretionary administrative action by the Superintendent of Schools and his/her staff. Policy development and revision should follow these principles:

1. Policies and regulations shall be given high priorities by the Board and by the Superintendent of Schools;
2. Many people at different levels shall be given opportunities to participate in development and review of policies and regulations;
3. Procedures for development and revision of policies and regulations shall be clear and well understood; participants shall know their roles and authority; lines of communication shall be observed;
4. Use of policies and regulations as guides to action shall be stressed at all organizational levels, and policy or regulatory violations shall not be overlooked or condoned;
5. Policy and regulatory effectiveness shall be monitored regularly by the Board of Education, the Superintendent of Schools, and by other staff members;
6. Board members and administrators shall guard against intrinsic problems of policies and regulations. (*rigidity and inflexibility, bureaucratic or insensitive administration of policy, etc.*)
7. Any policy statement, rule, regulation, or guideline that may conflict with prevailing statute is automatically void.

Anyone may ~~propose~~ suggest a new policy or policy changes — members of the community, the staff, students, Superintendent, or Board members. Proposed new policies and policy changes from staff shall be forwarded to the Superintendent for presentation to the Board. Although the Board encourages and welcomes community, staff and student involvement, only the Board may establish policy.

The Superintendent is encouraged to submit written recommendations for new policies and for revision of existing policies as necessary for the effective operation of the public schools.

Approved policies shall be in writing and coded according to the policy codification system approved by the Board, and made part of the official policy manual maintained by the Superintendent. Policy manuals and copies of new and changed policies shall be distributed to all members of the Board of Education and school administrators, and shall be made available to the staff, students, and general public.

Policy proposals and suggested amendments to, deletions of, or revisions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent or Board members in writing prior to a regularly scheduled Board of Education meeting in which such proposed policies, amendments or revisions thereof shall be read and discussed.

Policies will be adopted or amended after consideration at two regular meetings of the Board of Education by majority vote of all members present. The agenda and minutes shall be marked to indicate policy matters.

Only those written statements so adopted and so recorded shall be regarded as official policy. Unless otherwise provided by resolution or motion, every policy shall take effect immediately upon its adoption.

Under adoption of a policy change, the underlying regulation, as well as school policies, will subsequently be revised. The Superintendent will report to the board any necessary changes to regulations or school policies.

Formulation, Adoption, Amendment of Bylaws

The Board of Education shall formulate such written rules as it considers necessary. The formal adoption of such rules shall be recorded in the minutes and only such written, adopted, and recorded statements shall be regarded as official rules for the governing of the Board of Education.

Bylaws

Except where otherwise provided by law or regulation of the Commissioner of Education, these bylaws shall cover questions of order, organization, and conduct of business of the Board of Education. Questions not covered by these bylaws shall be governed by Robert's Rules of Order.

The Board of Education acknowledges that partisan principle, group interest, or personal ambition shall not prevail when this action may result in subordinating the Board's educational responsibilities.

Amendments to Bylaws

These bylaws may be amended at any meeting of the Board, provided notice of the introduction of the resolution amending the bylaws and the text thereof has been circulated to each member at

least five days before the meeting at which it is to be introduced and the proposed amendment, after being introduced, receives an affirmative vote of the majority of the full membership of the Board.

Formulation, Adoption, Amendment of Administrative Regulations

The Board of Education does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the Superintendent. Adoption and amendment of such Board of Education adopted regulations shall be by the same procedure as that specified for policies in 9311.

The Superintendent is responsible for the formulation, issuance, amendment and deletion of administrative regulations to implement the policies of the Board. The Superintendent shall determine the need to bring to the attention of the Board any new, revised or deleted administrative regulations.

The Board of Education reserves the right to review and direct revisions of administrative regulations should they, in the Board of Education's judgment, be inconsistent with the policies adopted by the Board of Education. In this case, if the Board directs the Superintendent to issue, amend or delete administrative regulations, it shall do so upon majority vote of all members in attendance at a meeting provided that prior notification of such proposed revision has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

Suspension of Policies, Bylaws and Regulations

Policies, bylaws and Board of Education adopted regulations shall be subject to suspension for a specified purpose and limited time by majority vote of all members of the Board of Education at a meeting in the call for which the proposed suspension has been described in writing, or upon a two thirds vote of all members of the Board of Education when no such written notice has been given.

Reference: Robert's Rules of Order, Newly Revised

Adopted: 6/5/12

Revised: 11/19/19

Bylaws of the Board

Formulation, Adoption, Amendment of Bylaws

Formulation of Rules Governing the Board of Education

The Board of Education shall formulate such written rules as it considers necessary. The formal adoption of such rules shall be recorded in the minutes and only such written, adopted, and recorded statements shall be regarded as official rules for the governing of the Board of Education.

Bylaws

Except where otherwise provided by law or regulation of the Commissioner of Education, these bylaws shall cover questions of order, organization, and conduct of business of the Board of Education. Questions not covered by these bylaws shall be governed by Robert's Rules of Order.

The Newtown Board of Education is the recognized agency designated by the State to represent the citizens of Newtown in the fulfillment of its educational responsibilities as follows:

1. To maintain the public schools in compliance with applicable provisions of the Connecticut General Statutes.
2. To interpret educational needs and desires to the community.
3. To translate educational needs and operational procedures required to attain them into policies and programs to be administered by the Superintendent of Schools.

The Board of Education acknowledges that partisan principle, group interest, or personal ambition shall not prevail when this action may result in subordinating the Board's educational responsibilities.

Amendments to Bylaws

These bylaws may be amended at any meeting of the Board, provided notice of the introduction of the resolution amending the bylaws and the text thereof has been circulated to each member at least five days before the meeting at which it is to be introduced and the proposed amendment, after being introduced, receives an affirmative vote of the majority of the full membership of the Board.

Reference: Robert's Rules of Order

Adopted: 6/5/12

Bylaws of the Board

Formulation, Adoption, Amendment of Administrative Regulations

The Board of Education does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the Superintendent. Adoption and amendment of such Board of Education adopted regulations shall be by the same procedure as that specified for policies in 9311.

The Board of Education reserves the right to review and direct revisions of administrative regulations should they, in the Board of Education's judgment, be inconsistent with the policies adopted by the Board of Education.

Adopted: 6/5/12

Bylaws of the Board

Suspension of Policies, Bylaws and Regulations

Policies, bylaws and Board of Education adopted regulations shall be subject to suspension for a specified purpose and limited time by majority vote of all members of the Board of Education at a meeting in the call for which the proposed suspension has been described in writing, or upon a two-thirds vote of all members of the Board of Education when no such written notice has been given.

Reference: Robert's Rules of Order, Newly Revised

Adopted: 6/5/12

9314.1

Bylaws of the Board

Conflict With Statute

Any policy statement, rule, regulation, or guideline that may conflict with prevailing statute is automatically void.

Adopted: 6/5/12

Bylaws of the Board

Meetings of the Board

There will be two regular meetings per month of the Board during the school year. During July and August, the Board will meet one time per month. If a quorum is not present at the time for which the meeting is called, the member or members present may recess the meeting to a time not later than 9:00 P.M.; if no quorum is present at that time, another day will be selected. The Board does reserve the right to change the date and location of a given meeting provided that a quorum can be present and with proper notice being posted with the Town Clerk.

Special Meetings of the Board

Special meetings shall be called by the Chairperson upon a request of three members or whenever deemed necessary by the Chairperson. Notice of all special meetings shall be given to the members of the Board at least 24 hours previous to the time stated for the meeting to convene. Notice of the special meeting shall state the purpose of such meeting, and no other business shall be transacted at such meeting except upon the majority consent of the Board members present.

Legal Reference: Connecticut General Statutes
1-206 Denial of access to public records or meetings.
1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
1-227 Mailing of notice of meetings to persons filing written request.
1-228 Adjournment of meetings. Notice.
1-229 Continued hearings. Notice.
1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
10-218 Officers. Meetings

Adopted: 6/5/12

Bylaws of the Board

Board of Education Work Sessions

Workshop Meetings

The Board may hold periodic workshop meetings for the purpose of studying the many facets of the operation for which it is responsible. Productive work sessions are necessary if the Board is to be adequately prepared to make intelligent, objective decisions at its regular monthly meetings.

The Chairperson may call meetings of the committee of the whole to plan the agenda of a regular or special meeting, or to discuss other matters that may require study by the Board.

Legal Reference: Connecticut General Statutes

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

1-225 Meetings of government agencies to be public.

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Adopted: 6/5/12

Bylaws of the Board

Informational Meetings

At its discretion the Board of Education may call a special public meeting to provide an opportunity for members of the community to express their views and discuss with the Board members a particular aspect of the schools' program or operation.

Legal Reference: Connecticut General Statutes

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

1-225 Meetings of government agencies to be public.

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Adopted: 6/5/12

Bylaws of the Board

Order of Business

Consent Agenda

To make more efficient use of meeting time, the Board of Education authorizes the use of a consent agenda as part of its regular meeting agenda. The consent agenda will condense the routine business of the Board (e.g., approving Board minutes, reviewing monthly expenses) into either a single motion or several categorical motions.

The consent agenda will be prepared by the Superintendent of Schools in consultation with the Chairperson of the Board.

Items on a consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely by requesting same. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. All non-exempted items will be moved, seconded, and voted upon either in one motion or in several categorical motions without discussion.

Routine, standard, non-controversial, and self explanatory items are those that will be placed on the consent agenda. Examples include:

- Committee and previous Board meeting minutes
- Office reports
- Routine correspondence
- Minor changes in a procedure (i.e., e-mail added as method of communication to announce a change in a meeting schedule)
- Routine revisions of a policy (changes in dates, dollar amounts due to changes in law or regulation, changes to legal references)
- Standard contracts used regularly (i.e., confirmation of using the traditional in-house contract with a new vendor)
- Confirmation of conventional actions required in the bylaws (Signatory authority for a bank account, acceptance of gifts)

Adopted: 6/5/12

Bylaws of the Board

Attendance at Meetings via Electronic Communications

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages members to attend and participate at all meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members electronically is authorized under limited conditions.

The Boards recognizes that factors such as illness, travel, schedule conflicts and weather conditions can make impossible the physical presence of a Board member at a Board meeting, and that electronic communications can enable a Board member to participate in a meeting from a remote location.

A Board member shall be able to attend a Board meeting, and participate in Board deliberations and voting, through electronic communications, but only under extraordinary circumstances. The reason that such attendance is not reasonably practical shall be stated in the minutes of the meeting.

The Board authorizes the administration to provide the equipment required to implement this Board procedure.

Guidelines

A Board member who attends a meeting through electronic communications shall be considered present only if the member can hear everything said at the meeting and all those attending the meeting can hear everything said by that member. If the Board Chairperson determines either condition is not occurring, he/she shall terminate the Board member's attendance through electronic communications.

A quorum of Board members shall be physically present at a Board meeting when a board member attends through electronic communications.

To attend a Board meeting through electronic communications, a Board member shall comply with the following conditions:

- a. Submit such request to the Board Chairperson at least three (3) school days prior to the meeting.
- b. Ensure that the remote location is quiet and free from background noise and interruptions.
- c. Board members participating electronically may cast votes. However, if a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate, nor cast any vote, until the next item of business is opened.

- d. When a member attends a meeting electronically, all votes shall be by roll call vote. A member who is attending electronically must identify him/her self by name and be recognized by the Chairperson before speaking.

(cf. 9321 – Time, Place, Notification for Meetings)

(cf. 9322 – Public and Executive Sessions)

(cf. 9325.1 – Quorum)

(cf. 9325.4 – Voting Method)

(cf. 9326 – Minutes)

(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies, as amended by June 11
Special Session, PA 08-3

Adopted: 6/5/12

Bylaws of the Board

School Board Memberships

The Board of Education may maintain membership in the Connecticut Association of Boards of Education (CABE). It holds indirect membership in the National School Boards Association through its affiliation with the state group.

The Board of Education shall review its memberships yearly.

Adopted: 6/5/12

Trip Report for the November 2019 CABE/CAPSS¹ Convention

The 2019 CABE/CAPSS Convention included two keynote addresses and roughly three dozen workshops of various topics. It also included a student showcase and a product/services exhibition area. This trip report focuses on my interpretations of talks and workshops I attended. Information about other events is available at: <https://www.cabe.org/page.cfm?p=1360>

Keynotes

The convention began with a keynote by Derrick Gay (<http://www.derrickgay.com/>) that explored “Diversity, Equity and Inclusion with the goal of deepening cultural competency, cultivating common frameworks, vision, and language.”² He challenged us to question what the word “diversity” means. Does it mean one is different or that one has differences? The former alludes more to identity, that one belongs to a group of “others.” The latter suggests that all are diverse as no two people are truly identical. He advocates that we should embrace the latter. Doing so would lead to a more inclusive learning environment, where each student is welcomed and all students learn how differences can make us more creative and successful. For more information, watch his PBS Books interview at <https://www.youtube.com/watch?v=UovcSO39UJQ>.

A second keynote was given on Saturday by George Couros that resonated, in part, with one of my favorite phrases based on Marshal McLuhan’s thinking, “We shape our tools and thereafter our tools shape us.” Mr. Couros’s talk focused on connecting with children within their world, with the overall goal of student empowerment. To do so, he argued, we need to help them find their place in terms of their sense of community, the technological world they live in and will grow with, and the way that community and technology change with each other. He called out our bias for our own sense of school community with an example of how his school showed pictures of past principals at the entry of the school building. Children would walk by, silent. He soon swapped those pictures with pictures of current students, changing them monthly. The students’ behavior changed. They became more animated, pointing at pictures of themselves and friends. Their entrance now reflected their community. Later, he showed an image taken at an early Justin Bieber concert where almost everyone was holding up her cell phone. As the audience at the convention commented about their negative views of cell phones, he then showed a picture of men commuting on a train - each holding a newspaper in front of his face. Mr. Couros’ point was not that phones make us unsocial and newspapers make us informed. Rather it was that we are accustomed to newspapers and so think positively about them, but are not as comfortable with phones. To reach students, we need to embrace the world that they live in along with their community. We need our students to be ready for the world that they will encounter, not the world of the recent past. An earlier version of his message is available at <https://www.youtube.com/watch?v=kZQKD83rsPw>. I also have a copy of his book, entitled: **The Innovator’s Mindset**, that expands on some of his comments during the keynote.

1 CABE: Connecticut Assn of Boards of Education, CAPSS: Connecticut Assn of Public School Superintendents

2 From the Gay bio/abstract available on the convention website

Workshops

The Connecticut Lighthouse Project: This workshop discussed the Connecticut Lighthouse Training Workshop, including the history of the foundations on which the training is based. That said, it provided what I felt could be a very useful framework to help Boards of Education ensure that they more effectively focus on student learning. The framework includes five types of conversations (derived in part from practices used by successful companies) that, if used for each learning initiative undertaken by a school district, could help ensure greater success of achieving the goals of the initiative. The types of conversations include:

- Set clear expectations. What are our greatest hopes for the district in this area?
- Create conditions for success. What are we willing to support to ensure that the expectations can be met?
- Hold the system accountable. What will we accept as evidence of progress toward expected outcomes?
- Build public will. What will we need to do to gain community support for this work?
- Learn together as a board team. What information does the board need to ensure that the right decisions are made?

A sheet describing each of the types of conversations and a discussion aid are included in Appendix A. Training options and associated costs were included as a part of the discussion.

Roles and Responsibilities of Board Members and Superintendents: This workshop was set up more as a panel, where administrators and current/past board of education members shared their experiences with effective (and otherwise) boards. The panel included Robert Mitchell (CABE President and current Montville Public Schools Board Chair), Kathy Greider (CAPSS President and current Superintendent of Farmington Public Schools), Robert Rader (Executive Director of CABE), and Fran Rabinowitz (Executive Director of CAPSS).

Some of the more interesting points made (from my perspective) were:

- There should be no “surprises” in a board meeting. Neither the superintendent nor the board should be “blind-sided” (my word) during a board meeting. Each should know what the topics are and have access to all of the relevant data pertaining to it.
- The district leadership should engage town leaders to show that the district is partners with the town. This may include joint activities with town organizations.
- Board of education members should act like the “adults in the room.”
- The budget is the road-map for district priorities. It should be understood by every person in the community and the money provided should be used as promised.
- Board retreats are a good idea and should happen annually, if possible. These should be used for strategic planning, and the press should always be welcomed.
- Whether one votes for or against a board decision, every member should support that decision. The board needs to speak as “one voice.”

Equipped for a Lifetime of Learning: The True Portrait of a Graduate: This workshop is based on a future reality that many view as inevitable – that the next generation of workers will experience much more extensive and significant workforce disruption. To help graduates navigate this future world, our students need to be equipped with competencies that go beyond the traditional curriculum of the past. Unfortunately, the discussion focused more on technology disruption (e.g., how 5G will enable our device to access untold amounts of data in minuscule time) rather than on models of learning. Near the end, the speakers did show examples of preparing students for such a world by reworking homework to include collaboration and critical thinking skills. I was impressed with the change in emphasis shown in some of the reworked homework examples but overall the talk was, in my opinion, long on geek and short on defining what a “portrait of a graduate” means and how to successfully develop our students into such a graduate.

Emerging Issues in Classroom and Teacher Safety and Collective Bargaining: This workshop was very thought-provoking. The presenters, both attorneys at Shipman and Goodwin, reviewed past and current legislative attempts to address safety issues poised by disruptive and/or unsafe student behavior in the classroom. They called out the use of the word “assault” in the language of the legislation. There was no definition provided for the word, leading to a nonuniform understanding of what it truly means. To bring this point home, they provided several scenarios where an assault may or may not have occurred. The lawyers suggested being wary about including language about these issues in collective bargaining, especially as the interpretation of relevant law at this time is inconsistent. I have a copy of the slides for those interested.

Are you Prepared? Public Relations Strategies for Uncertain Times: This workshop was targeted more to superintendents and/or district public relations staff than to board members. Some of my takeaways include the need for transparency. If there is a problem, it is better to get out in front of it in a proactive manner than to have it “discovered” and reacted to after the fact. Key means of communications include newsletters, social media, emails, etc. From what I understood, regional education service centers (like EdAdvance) are a good communications resource for their affiliated districts.

Appendix A

Connecticut Lighthouse Conversation Aids



CONNECTICUT LIGHTHOUSE

Ted talk
Simon Sinek

The Role of the Board for Improving Student Learning

1. **Set clear expectations**
 - a. Get clear about the greatest student learning needs – the most important content area to improve first
 - b. Believe more is possible and communicate high expectations
 - c. Establish a clear and narrow focus for improvement – clarify improvement goals and specific targets
 - d. Focus on student learning and teaching (Improving teaching as the key strategy for improving learning)
 - e. Ensure that your policy manual reflects your expectations
2. **Create conditions for success**
 - a. Demonstrate commitment to the improvement focus through board actions and decisions
 - b. Support quality professional development
 - c. Stay the course
 - d. Support & connect with districtwide leadership
 - e. Develop and nurture the board/superintendent team leadership
 - f. Ensure all parts of the system are aligned around the learning needs of students (curriculum, instruction, assessment; goals, actions, resource allocation; etc.).
 - g. Align your district policy manual to support these conditions
3. **Hold the system accountable to the expectations**
 - a. Use data extensively
 - b. Determine what you will accept as evidence of progress/success
 - c. Monitor progress regularly
 - d. Apply pressure for accountability
 - e. Ensure that policies articulate expectations of the board and district
4. **Build public will** – inform, involve, invest, train
 - a. Create awareness of the need
 - b. Create urgency around the moral purpose of improvement
 - c. Instill hope that it's possible to change
 - d. Connect with the community
 - e. Ensure that the board has policies related to communications and community involvement
5. **Learn together as a board team** – what needs do we need to know to make a good decision
 - a. Establish board learning time
 - b. Learn together
 - c. Talk to each other – extensive board conversations
 - d. Develop a willingness and readiness to lead and allow others to lead
 - e. Build commitment to the improvement focus through shared information and discussion
 - f. Establish board policies that encourage board development
 - g. Engage in deliberative policy development – lead through your policies



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connecticutlighthouse.org



Connecticut Lighthouse

ROLE OF THE BOARD - THE FOCUS FRAMEWORK
A Discussion Tool for Establishing Board Direction in Key Areas

Area Being Discussed: _____

Set Clear Expectations What are our greatest hopes for the district in this area?	Create Conditions For Success What are we willing to support to ensure the expectations can be met?	Hold The System Accountable What will we accept as evidence of progress toward expected outcomes?	Build Public Will What will we need to do to gain community support for this work?	Learn Together as a Board Team What information does the board need to ensure the right decisions are made?



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Note that the sheet was larger than my printer scan area, but key information is captured.