

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on May 19, 2015 in the Reed Intermediate School library, 3 Trades Lane.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair (7:30 p.m.)	L. Gejda
K. Hamilton, Secretary	R. Bienkowski
D. Leidlein (absent)	5 Staff
J. Vouros	50 Public
D. Freedman	2 Press
M. Ku	

Mr. Alexander called the meeting to order at 7:04 p.m.

MOTION: Mrs. Ku moved that the Board of Education go into executive to interview the candidate for the Newtown High School Assistant Principal position and invited Dr. Erardi and Dr. Gejda. Mr. Freedman seconded. Motion passes unanimously.

Item 2 – Executive Session

The Board interviewed the candidate.

Item 1 – Pledge of Allegiance

Item 3 – Vote on Executive Session Item

MOTION: Mrs. Ku moved that the Board of Education appoint Dana Manning Assistant Principal of Newtown High School with salary per the administrators' contract. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Celebration of Excellence

Dr. Erardi said the CABA student leadership awards were being presented and the top 5% of the class of 2015 were being honored. The awards were given and a reception followed.

Item 5 – Consent Agenda

MOTION: Mrs. Roche moved that the Board of Education approve the consent agenda which includes the minutes of May 5, 2015, the donation to Newtown High School, the donation to Reed Intermediate School, the resignation of Tressa Lima, and the correspondence report. Mr. Vouros seconded. Ms. Hamilton requested to include the change on page 3 which she had shared with the Board. Mr. Vouros seconded. Motion passes unanimously.

Item 6 – Public Participation - none

Item 7 – Reports

Chair Report: Mr. Alexander spoke about Dr. Erardi and Board members reading to classes at Head O'Meadow School last week and commented on Jazz Night at the high school.

Superintendent's Report:

Dr. Erardi said Education Connection will offer child care next year for the pilot professional days which will have delayed openings for students. The State recognized Newtown High School for having an outstanding guidance department. The transportation survey will close May 22. We have close to 400 respondents. Referring to the previous conversation regarding fingerprinting volunteers, we have a shared practice for student internships through the high school career center. Instructional rounds were held at Middle Gate School focusing on student engagement in learning. Rilind Abazi won the William Honen Award as the outstanding male student in the junior class.

Item 9 – New BusinessAvielle Foundation:

Dr. Jeremy Richman gave a presentation on the Avielle Foundation which was created to honor his daughter and others who have been victims of senseless violence. They are working with world leaders in the areas of brain health research and community building to stop these behaviors. They would like the community and education system to provide tools to students, parents, educators, physicians, law enforcement and the everyday citizen to help prevent this violence.

Dr. Erardi said this information would be brought to the Curriculum and Instruction Committee and then back to the Board. We hope to launch this in the fall of 2015.

Student Reports:

Rilind Abazi said the AP testing was over. Emma DeFlumerie received the rotary Student of the Month honor.

Megan Milano congratulated Rilind for his award. The Animal Concerns Club was having a volleyball tournament. They also had a PLC day where students could work with their teachers.

Committee Reports:

Ms. Hamilton said she and Mrs. Ku were working on the paraeducator negotiations and would be attending the municipal strategic planning committee meeting next Wednesday.

Mrs. Ku said the Curriculum and Instruction Committee recommended the Reed social studies curriculum be brought to the Board as well as three high school elective courses. They also discussed the K-4 physical education curriculum.

Climate and Culture Committee Report:

Dr. Erardi said this committee began meeting a year ago and has been ongoing.

Mrs. Roche said there has been great collaboration and they work well together. Dr. Erardi has helped bring people together and changed the climate in the district as soon as he started.

Dr. Erardi said there was a willingness to partner and move forward. The work isn't done but the attitude is that we can get it done. He is thankful for the members of the committee. We are going to Washington, D.C. in July to present their work in a national platform.

Tom Kuroski was grateful that they were able to share concerns and thanked them for allowing this committee to be formed. The survey provided a tremendous amount of data. He spoke about the New Teacher Cohort which addressed all questions they had as new teachers. The Teacher Forum is for teachers in general speaking about how things are going in the district. Information from these groups have been shared with the Climate and Culture Committee.

John Sullivan is a member of the Aspiring Administrators Cohort. These educators are growing in a professional learning community in partnership with the NFT Executive Board and central office administrators.

Tom Pescarmona said the Climate and Culture meetings are very enlightening. This committee put together surveys which received a tremendous response. We focused on prioritizing initiatives, having consistent standards across schools, and are looking at the teacher evaluation tool.

Mary Connelly said that communication was handled jointly by the teachers union, Dr. Erardi and Dr. Gejda. They have addressed student transition concerns and changes in the 2015-2016 professional development plan.

Mr. Kuroski said they decided to reconvene next year with the same group to examine some of the data from the surveys. This will ultimately help us in the classroom. They were invited to the AFT Teach conference in July where we will have the opportunity to share what we've learned with this group.

Dr. Erardi said the structure was in place. It's a privilege to travel with the teacher leaders to present to this platform. Tom Einhorn and Chris Geissler were invaluable in bringing the administrators perspective to the group.

Ms. Hamilton asked if the survey responses were anonymous.

Mr. Kuroski said most were anonymous.

Ms. Hamilton wondered how responses were different from Sandy Hook compared to other schools.

Mr. Kuroski said certain responses could indicate employees in that building regarding safety, transitions and teacher movement.

Ms. Hamilton hoped we would address some of their concerns.

Mr. Kuroski said a number of initiatives were under the cloud of emotional stress for teachers. He meets with teachers at Sandy Hook regularly.

Financial Report:

MOTION: Ms. Hamilton moved that the Board of Education approve the financial report and transfers for the month ending April 30, 2015. Mr. Freedman seconded.

Mr. Bienkowski presented his financial report including transfers.

Ms. Hamilton asked why we don't transfer a large amount to cover big deficit areas.

Mr. Bienkowski said we don't make the transfers until we know what the excess cost grant will be. There are no real large pockets of money so that would involve many transfers which would still include active accounts.

Mr. Freedman asked if there is a historical pattern of overages in an account and would like to see a five year overview for these categories and try to budget better. We should identify this in the budget process to minimize the overages.

Motion passes unanimously.

Item 8 – Old Business

Daycare Proposal:

Motion: Mrs. Ku moved that the Board of Education approve the 2015-2016 Newtown Public Schools Daycare Proposal. Mr. Vouros seconded.

Dr. Erardi gave the Board a letter of recommendation for the daycare program from one of our Sandy Hook teachers using their service.

Ms. Hamilton said initially this program was supposed to run on its own. It has changed to us being more responsible for the space, personnel and insurance. Her concern is taking all of that on at this point with everything else we have on our plate. Licenses are valid for five years. This is a good program but she is concerned because it's a sub-contractor relationship.

Mr. Freedman agreed. It's a great service for our community but he wanted to look at other models before deciding.

Dr. Erardi said this is time sensitive for parents. We've been in conversations for months with Mrs. Ryan and obtained information from the health department. If we implement this for next year it will be under the umbrella of the school board. It would be a one-year commitment with a review mid-year. We know where the space is available but can change in 2016-2017. It would be for children between the ages of six weeks to 36 months in the Reed School with a review in the first trimester of the school year. We could also wait a year to offer this service. Mrs. Ryan would be an employee of the Board of Education coming out of pupil services.

Mrs. Ku was in favor of it as a pilot program because it provides a valuable service. Mrs. Roche agreed with Ms. Hamilton and Mr. Freedman but feels Dr. Erardi will closely monitor the program. She was comfortable going forward.

Ms. Hamilton said if we put this program in as is it will probably always be that way. There is no way you could ever take it out. She isn't sure Reed is the right place and can't agree with spending money on this.

Dr. Erardi spoke with Alan Beitman, former Monroe superintendent. This should not be an expense to the school board. The Monroe program does generate funds. Mr. Freedman was not comfortable moving forward with the pending issue of closing a school.

Mrs. Roche said there will be a lot of changes in the district when Sandy Hook School opens. It will be no cost to the district and valuable to the staff. Mr. Alexander was not comfortable with the overall set up but is with what will be provided. He asked how the money would be managed with their staff being in our employ.

Mr. Bienkowski said we would run this as an enterprise. Payroll will be run through our system. Dr. Erardi said we have the Nurtury Program and daycare program under the high school administration and pupil personnel. Accounting would go through Mr. Bienkowski and the special education supervisor would supervise Mrs. Ryan. HR would take responsibility for the employees.

Ms. Hamilton said this is adding another job for this staff member. We should wait another year to see what our buildings will look like and give us time to research what else is out there. Mr. Alexander will support it as a pilot but wants to be sure its reviewed early and often.

Vote: 4 ayes 2 nays (Ms. Hamilton, Mr. Freedman) Motion passes.

Item 9 – New Business (continued)

Perkins Grant:

MOTION: Mr. Vouros moved that the Board of Education approve the application for the Perkins Career and Technical Education Grant. Ms. Hamilton seconded.

Dr. Gejda spoke about the two grant proposals. One is 3D printing and the other is to allow the high school graphics to expand their business and add an engraving component. Motion passes unanimously.

Student Discipline Code of Conduct:

Dr. Erardi said this is informational tonight but he would like to approve it for the start of next year. He and Mrs. Roche met with high school students who want stricter enforcement. It will be brought back June 2.

First Read of Policy 5114:

Ms. Hamilton said she reworked this policy.

First Read of Policy 5141.29:

Ms. Hamilton said this addresses what we implemented for the school based health clinic.

First Read of the 2000 Series Administration Policies:

Ms. Hamilton asked to go over these at the next meeting and requested the Board send her any questions.

Item 10 – Public Participation - none

MOTION: Mrs. Roche moved that the Board of Education go into executive session regarding action on the non-union wages for 2015-2016 and the Superintendent's evaluation and invited Dr. Erardi. Mr. Vouros seconded. Motion passes unanimously.

Item 11 – Executive Session

Executive session began at 10:34 p.m.

The Board exited at 11:20 p.m.

MOTION: Mrs. Roche moved to adjourn at 11:20 p.m. Mr. Vouros seconded. Motion passes unanimously.

Item 12 – Adjournment

The meeting adjourned at 11:20 p.m.

Respectfully submitted:

Kathryn Hamilton
Secretary

Michael Ornaf
7 Silversmith Lane
Redding, Connecticut, 06896
ornafm@newtown.k12.ct.us

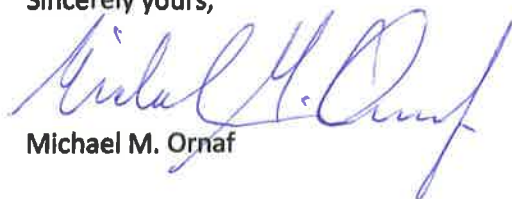
May 1, 2015

Newtown Public Schools
3 Primrose Street
Newtown, CT 06740

Dear Newtown Public Schools,

Please accept for donation to NHS AUTO, a 2000 Acura TL, VIN: 19UUA5672YA033265, valued at \$2,360.00, along with the remote starter, DVD player and extra Snow Tires.

Sincerely yours,



Michael M. Ornaf



Reed Intermediate School

3 Trades Lane
Newtown, CT 06470
PHONE- 203-270-4880
FAX- 203-270-4899

<http://newtown.reed.schooldesk.net/>

Anne Uberti, Principal

ubertia@newtown.k12.ct.us

Jill Beaudry, Assistant Principal

beaudryj@newtown.k12.ct.us



May 5, 2015

Dear Dr. Erardi,


One of the wonderful things about working at a school day after day is the relationships you develop along the way. Reed Intermediate School has been blessed to have a brilliant, hard-working staff. We have many wonderful traditions and celebrations here. One thing that we have not had to deal with at Reed Intermediate until this year, was the passing of a staff member. We feel it is important to honor our staff that have passed away as they have been a part of our Reed Intermediate Family. We have developed a plan to honor staff members who have passed on with a memorial bench. We would like to ask permission to start this tradition by honoring our nurse, Pat Philipps, who passed away earlier this year.

Pat Philipps was our nurse since Reed Intermediate opened. She was a wonderful nurse and an active staff member. One of the many things that Pat did above and beyond her nursing duties was to plant flowers and other plantings around our school. She took the time to make sure our planters in the front of the school were seasonally beautiful. She also worked with many students to do weeding and planting around our campus, spreading her love of gardening like the seeds that they sowed.

It is for this reason that the Newtown Public Schools Nursing Staff along with our Reed Intermediate Staff would like to donate a tree and a bench in her honor. The tree and bench would be outside of the nurse's office by the play scape. It will allow a place for students to rest in the shade of the tree. It will also be a place for staff to rest and reflect.

We feel this is a wonderful way to honor our friend and peer, Nurse Pat Philipps. Pat enjoyed working at Reed Intermediate. She loved flowers and was proud of the landscaping work she had done at Reed. We respectfully ask permission to plant a tree and donate a bench in her name. I have attached pictures of the site for your viewing.

Sincerely,



Jill Bontatibus Beaudry
RIS Assistant Principal



"... inspiring each student to excel."

Pictures of the site for the tree and bench.



Tree and Bench
would go here.



"... inspiring each student to excel."

MAY 18 2015

May 18, 2015

Dear Dr. Erardi,

As of July 1st, 2015 I will be resigning from my current position as an English Teacher at Newtown High School. My husband and I have decided to relocate to Tampa, Florida in July to be closer to family. This is certainly a bitter sweet moment for me, as the past five years that I have spent at Newtown have been the best years of my life. I will certainly miss my colleagues and the students who have inspired and challenged me to grow as a teacher and learner. Should you have any questions, please call or email me at your earliest convenience.

Sincerely,



Tressa Lima

(203) 816-7343

limat@newtown.k12.ct.us

BOE Communications Report, 5/19/2015
Kathy Hamilton, Board of Education Secretary

From	Date	Description
Middle Gate PTA	5/6/2015	Middle Gate School Community Mural Unveiling
Tom Kuroski	5/6/2015	Thank you for Celebration of Excellence
Keith Alexander	5/6/2015	LC-BOF Committee on Efficiencies and Cosolidation
Mary Burnham	5/9/2015	Early Academic Training Article
Janice Gabriel & Alysia Caffrey	5/18/2015	Unified Theater Production at NHS

Administrative Report

Tuesday, May 19th

1. Ed Connection Partnership / 2015-2016 PD (Attach #1)
2. State Recognition – NHS Counseling Department (Attach #2)
3. Transportation Survey – May 22nd
4. Adult Screening – Student Internships – Present Practice (Policy 1240)(Attach #3)
5. Instructional Rounds (Attach #4)
6. Lions' Club: William Honan Award
Outstanding Junior: Rachel Crosby / Riland Abazi
7. Climate and Culture – Annual Update (Attach #5)

Joseph E. Grant
5/19/15

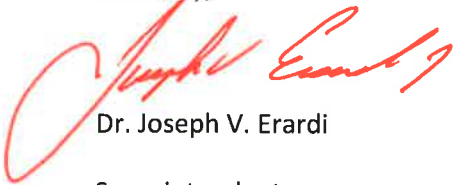
Dear Parents of Students in Grades K-6,

The Board of Education has approved a 2-hour delayed opening on three school days in the 2015-16 school year. The days are October 7, April 6 and May 4. In an effort to assist parents who may have child care needs, the district has reached out to Education Connection, a before- and after-school child care provider with programs currently at Hawley and Middle Gate schools. For a nominal fee, this service will be open to all children in grades K-6 regardless of whether or not they are currently enrolled in the child care program.

Parents will be expected to drop their child off at the appropriate location in the morning and, at the end of the session, bus transportation to the child's school will be provided. Attached to this announcement is a flyer with further details about registering your child and contact information should you have further questions. In order to appropriately staff this program, there is a registration deadline.

We are pleased that Education Connection is able to assist us in meeting family needs.

Sincerely,

A handwritten signature in red ink, appearing to read "Joseph V. Erardi", is written over the typed name.

Dr. Joseph V. Erardi

Superintendent



School Age Programs - BASES (Before & After School Enrichment Services)

EXTENDED MORNING PROGRAM

NEWTOWN STAFF DEVELOPMENT – SCHOOL DELAYS

Newtown Public Schools has scheduled three 2-hour delayed openings for the 2015-16 school year as follows:

Wednesday, October 7th

Wednesday, April 6th

Wednesday, May 4th

EDUCATION CONNECTION School Age Programs will offer an extended-morning program at our current program sites, Middle Gate Elementary and Hawley Elementary schools, for those families that may require care on just these 3 days. You will need to enroll and pay in advance for all 3 days. District busing will be provided from the program site to your child's school at the start of the school day.

Open to **ALL** Newtown elementary and Reed Intermediate students.

(Current School Age Programs-BASES families, if your child is already registered for Wednesday mornings you will automatically be enrolled and billed for these extended mornings.)

❖ **OPTION 1: 7:00 am-11:00 am BASES Before School AND extended program is \$75.00 for all 3 days (includes a light breakfast)**

❖ **OPTION 2: 9:00 am-11:00 am BASES extended morning program is \$36.00 for all 3 days**

❖ **\$15.00 Non-refundable Registration Fee**

(NO fee for Registered EDUCATION CONNECTION School Age Programs-BASES families)

(All fees are non-refundable and there will be no reimbursements due to illness, absence or cancelation of enrollment.)

Please visit us **ONLINE** at <http://goo.gl/YcjwSP> for additional information or to register.



Our School Age Programs–BASES (before & after school enrichment services) provide state-licensed programs for children of elementary and middle school age. On-site before and after school programs offer a variety of enriching, quality experiences and parents have peace of mind knowing their children receive quality, affordable care.

Registration is on a first come, first serve basis.

Operation is contingent on the number of students enrolled.

Due to the volume of registrations received for the start of the school year, we will have a registration freeze and stop to processing registrations from August 17th to the first day of school, to ensure all children registered are safely accounted for.



School Age Programs-BASES (before & after school enrichment services)

355 Goshen Rd., Litchfield, CT 06759

Phone: 860-567-0863 Fax: 860-567-3381 Email: schoolage@educationconnection.org



The Connecticut School Counselor Association

A chartered division of the American School Counselor Association

Mr. Joseph Erardi Jr
Superintendent of Newtown Public Schools
3 Primrose Street
Newtown, CT 06470

MAY 07 2015

May 5th, 2015

Dear Mr. Erardi Jr.,

It is my pleasure to inform you that the CSCA Professional Recognition Committee has selected, Newtown High School's, "Counselor Workshop", for the Award of Outstanding Comprehensive Developmental School Counseling Program for the year 2015! Our committee reviewed submissions based on the following criteria:

- Adherence to the 2008 CT Comprehensive School Counseling Program Guidelines
- Evidence of accountability for student learning outcomes as well as program accountability
- Evidence of standards based curriculum

The award will be presented at a fall Board of Education Meeting. The CSCA Professional Recognition Committee will be in touch with your Board of Education to set up a date and time for the presentation. As an award winner, the counselors who contributed to the writing your program and your district will be noted on the CSCA website and will be recognized at the CSCA Annual Conference this coming May.

Congratulations to you and you School Counselors on all your hard work! Your students are fortunate to have such outstanding school counselors working with them.

Sincerely,

Jenna Pelosi

Professional Recognition Committee Chair

Cc: Lorrie Rodrigue - Principal

Process for Screening Worksite Mentors

Peg Ragaini – Career Center

- Every two years a letter is sent out to all parents asking them to volunteer either as a classroom presenter or worksite mentor for student interns

- Process for screening worksite locations
 - Phone interview
 - Site visit

- Letter is sent home to parents of students who will be interning at a worksite off campus informing them of worksite name and location

- Parental permission is required for children who will be interning during school hours

- Monitoring worksites
 - Site visits
 - Phone calls
 - Student evaluations



**Instructional Rounds
Middle Gate Elementary School
Thursday, May 7, 2015**

"Engagement includes on-task behavior, but it further highlights the central role of students' emotion, cognition, and voice...When engagement is characterized by the full range of on-task behavior, positive emotions, invested cognition, and personal voice, it functions as the engine for learning and development." (Reeve, 2006)

"Few would argue that we shouldn't make topics interesting to students, but if the goal is to help students achieve learning objectives, then it is critical for the questions you ask to address what is important to learn about a topic. If you do not focus on the important aspects of a topic, students might miss the point of a lesson or not understand how to integrate what you are teaching with their relevant prior knowledge." (Dean, Hubbell, Pitler, and Stone, 2012)

"Once the student has answered, the teacher must use the response to make decisions about what will occur next. Feedback, which includes praise, should be offered to the student; it may include affirmation of a correct response or elaboration of an incomplete answer." (Fisher and Frey, 2007)

"...remember, too, that differentiation is often done informally – on the fly. Because we're conscientious educators, we provide extra examples for students if they need it, we offer a different metaphor to explain something to students who are confused, and we don't make advanced learners slog through curriculum they have already mastered. Whether we plan formally or respond flexibly without prior planning, our mind-set is the critical factor. Do we actively pursue assessment of and with students as they learn? Are we willing to adjust instruction as a result of what we discover? Do we have the large repertoire of responses necessary to be able to adjust instruction accordingly?" (Wormeli, 1999)

Problem of Practice:

In Fisher's and Frey's Checking for Understanding: Formative Assessment Techniques for Your Classroom (ASCD; 1999) the authors state: "Ultimately, the art and science of teaching require the ability to use scaffolds effectively to cultivate student learning. The challenge is to use the right scaffold to assist the learner in doing the cognitive work." Later, the authors share: "Questions are a great way of checking for understanding. The important thing is to ensure that the questions engage students in deeper thinking and not merely prompting them to recall information that they have read or been told."

The Middle Gate School staff is dedicated to providing a quality education to our children through the use of best practices, differentiated instruction, and data-driven decision-making. We are also committed to the benefits of social-emotional learning and individual needs. We would like to ensure we are doing these well and reaching all learners. Specifically, we would like to know if we are effectively using our resources (classroom structures and materials, data, and staffing) to promote student success and independence.

Theory of Action:

If we work in a collaborative manner to identify effective resources and use them efficiently, then we will increase the performance and independence of all learners.

Focus Questions:

What evidence indicates students are involved in differentiated tasks?

What evidence indicates children are active members within a *responsive* classroom?

Resources:

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (Dean, Hubbell, Pitler, and Stone; *McRel*; 2012)

Differentiation: From Planning to Practice, Grades 6-12 (Wormeli; Stenhouse; 1999)

The Differentiated Classroom: Responding to the Needs of All Learners (Tomlinson; ASCD; 1999)

Checking for Understanding: Formative Assessment Techniques for Your Classroom (Fisher and Frey; ASCD; 2007)



Erardi, Joe <erardij@newtown.k12.ct.us>

Climate and Culture Chronology

Erardi, Joe <erardij@newtown.k12.ct.us>

Tue, May 5, 2015 at 1:57 PM

Draft

Committee Members:

As a result of our conversation that we had yesterday the following represents the work of our committee over the past year:

May 2014 - NFT publicly shares detailed concerns pertaining to the working climate and culture of certified staff.

June 2014 - The NBOE in partnership with the NFT Executive Board constitutes an ongoing committee to focus on Climate and Culture

July / August 2014 - Climate and Culture Committee endorses the following new initiatives to launch the new school year:

- **New Teacher Cohort** - Allows the voice of new staff to reach directly to central office as this cohort has met throughout the year with administration;
- **Teacher Forum** - Allows every school to be represented in a proactive way to have issues dealt with directly with NFT leadership and school leadership;
- **Aspiring Administrators' Cohort** - Monthly meeting with 25 educators all growing in a professional learning community in partnership with the NFT Executive Board and central office administrators;
- **Newtown Teacher of the Year** - In partnership with the NFT Executive Board allows the district to celebrate an outstanding staff member who will represent hundreds of other teachers in the district.

In addition, in direct partnership with the NFT president the theme for the 2014-2015 Convocation was developed with everyone understanding.....we are all in this together!

The C and C Committee met early in the school year and had courageous conversations which really set the tone for the work. As a result of the better and more positive understanding between all entities on the committee the following transpired throughout the year:

September - May

Multiple surveys have resulted in staff realizing that their voice has been heard and that close attention is being paid to the work environment

The ongoing work of the committee will include:

1. Prioritizing of the District Initiatives
2. Student expectations and discipline
3. Newtown Teacher Growth Plan

Most recently, joint partnership publications have taken place with the Assistant Superintendent of Instruction and the NFT President addressing the Teacher Growth Plan. In addition, the committee has also addressed the district on transitioning students and the changes that will be in place for the 2015-2016 Professional Development Plan.

In the C and C May meeting it was decided that the committee will continue the work and remain in existence for the new school year.

Newtown Public Schools

"We Are All in This Together"

Climate and Culture
Presentation to BOE
May 19, 2015

First Steps

- May 2014 - Newtown Federation of Teachers publicly shares detailed concerns pertaining to the working climate and culture of certified staff
- June 2014 - The Newtown Board of Education, in partnership with the NFT Executive Board, constitutes an ongoing committee to focus on Climate and Culture
- July / August 2014 - Climate and Culture Committee endorses new initiatives to launch the new school year

Initiatives

New Teacher Cohort - Allows the voice of new staff to reach directly to central office as this cohort has met throughout the year with administration;

Teacher Forum - Allows every school to be represented in a proactive way to have issues dealt with directly with NFT leadership and school leadership;

Aspiring Administrators' Cohort - Monthly meeting with 25 educators all growing in a professional learning community in partnership with the NFT Executive Board and central office administrators;

Newtown Teacher of the Year - In partnership with the NFT Executive Board allows the district to celebrate an outstanding staff member who will represent hundreds of other teachers in the district.

The Climate and Culture Committee in Action
September 2014 – May 2015

- Held courageous conversations
- Set the tone for the work
- Used feedback from multiple surveys
- NFT/CO joint partnership publications
- Addressed student transition concerns
- Reviewed changes for 2015-16 Professional Development Plan

Climate and Culture Committee

May 2015:

The Climate and Culture Committee decides to convene in the 2015-16 school year and to retain the representatives that comprise its current membership.

**Moving Forward:
Ongoing Work of the Committee**

1. Prioritizing District Initiatives
2. Student Expectations and Discipline
3. Newtown Teacher Growth Plan

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
APRIL 30, 2015**

SUMMARY

The attached is the tenth financial report for the 2014-2015 fiscal year. During the month of April, the Board of Education spent approximately \$6.8M; \$5.4M on salaries (the May 1st payroll was booked in April, hence three payrolls), \$188K for benefits, and \$1.2M for all other objects. All the main object accounts on the first page are in a positive balance position after transfers with the exception of Other Purchased Services resulting from Out of District tuition.

The “Anticipated Obligations” reflect the best current estimate for expenditures beyond active encumbrance. The entries here now include the final amounts for the offsetting receipts related to the excess cost and agency placement grants at 80.45% reimbursement, which results in \$59,042 of additional revenue beyond prior estimates.

Positive balances have also become more evident in accounts as we approach the end of the year. The initially identified problem accounts of Homebound Tutors, Professional Services, Out of District Tuition, and Electricity are still the problem accounts. Relief in other areas has allowed a lifting of the soft freeze in the areas of supplies, textbooks, and maintenance.

This budget is still extremely tight and will be carefully monitored. Forecasting anticipated obligations will be ongoing from now on and will modify the balances required to end the fiscal year within the allotted budget.

EXPENSE CATEGORY CONDITIONS

100 SALARIES

The total salary budget will be adequate to continue all the planned services for the balance of the year with a projected balance in certified salaries from teacher salaries, the vacant Health Coordinator, ongoing movement and substitute teachers, which appears favorable in comparison to prior years. An uptick in homebound tutors will require an estimated additional \$74,000. Transfers are recommended from teacher salaries and substitutes and into the homebound salary account with additional non-certified transfers out of Custodian and Special Education Services salaries into the Professional Services line item. Overall, the balance available for transfer out of the salary lines will be \$165,000 which will go to Professional Services.

200 EMPLOYEE BENEFITS

Current estimates are on track with minimal change.

300 PROFESSIONAL SERVICES

Professional services which include legal services (special education & regular), psychological and medical evaluations, and speech & hearing services are expected to exceed budget by \$187,000. These are the accounts that will receive the \$165,000 from the above salary accounts. A balance in Professional Education Services is expected due to the temporary expenditure hold and the inability to spend for these purposes this late in the school year.

400 PURCHASED PROPERTY SERVICES

This group of accounts provides services necessary to keep the buildings running, along with classrooms repairs and rentals. The prior hold on building and site improvement projects has been lifted since we are more certain of overall conditions. Building emergency repairs is expected to exceed budget by approximately \$15,000.

500 OTHER PURCHASED SERVICES

The Tuition – Out of District account is currently expected to be in the red and will continue to be underfunded after taking the final excess cost installment into account. Additional tuitions and mediated settlements are responsible for these increased costs. The expected to the end of the year look to be \$233,000 in excess of budget. This has gone down from the prior month because the excess cost grant revenue provides \$46,074 more. Transportation will have the ability to provide \$40,000 as a transfer out to help cover a portion of this tuition need.

600 SUPPLIES

This group of accounts includes the electricity, gas, and fuel along with supplies, materials, and textbooks. Electricity is estimated to be short by \$45,000 and will accept a transfer in of \$45,000 coming from the balances of Natural Gas \$20,000 and fuel for vehicles \$25,000. The fuel oil account is projecting a shortage now due to deliveries beyond our contracted amount because of the colder winter.

700 PROPERTY

Current estimates continue to be on track with no change.

800 MISCELLANOUS

Current estimates continue to be on track with no change.

REVENUE

No revenue has been received in April.

OFFSETTING REVENUE

The column titled 'Anticipated' now reflects the final estimate on the Excess Cost and Agency Placement Grants.

This report includes the first installment of the grant that has been received, \$1,060,212. The balance now at 80.45% will be \$278,165. These three numbers are reflected in the Anticipated, Received, and Expected columns on this schedule. This represents a positive result.

The budget will continue to be carefully monitored as it is very tight and any subsequent issues or opportunities will be presented as necessary.

Ron Bienkowski
Director of Business
May 12, 2015

TERMS AND DEFINITIONS

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2013-14 – actual (audited) expenditures of the prior fiscal year (for comparison purposes)
- Approved Budget – indicates the town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers - identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action. (No current transfers indicated)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) from transfers to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances, subtracting expenditures and encumbrances from the current budget amount, indicating unobligated balances or shortages.
- Anticipated Obligation – is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall

budget funding level. Receivable revenue (i.e., grants) are now included in this column which has the effect of netting the expected expenditure.

- Projected Balance – calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals. Current year receipts results from the state reporting done in December. We receive notice of what we are eligible for in early April.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$62,400 for this year while the expected receipt is now \$67,600.

The last portion of the monthly budget summary reports school generated revenue fees that are anticipated revenue to the Town of Newtown, Fees include:

- High school fees for three identified programs with the highest amount of fees anticipated from the high school sports participation fees.
- Building related fees for the use of the high school pool facility, and
- Miscellaneous fees.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD				ANTICIPATED PROJECTED OBLIGATIONS BALANCE				
			APPROVED BUDGET	YTD TRANSFERS 2014 - 2015	CURRENT TRANSFERS	CURRENT BUDGET		YTD EXPENDED	ENCUMBER BALANCE		
GENERAL FUND BUDGET											
100	SALARIES	\$ 45,029,126	\$ 44,999,627	\$ -	\$ (165,000)	\$ 44,834,627	\$ 34,006,395	\$ 10,555,585	\$ 272,647	\$ 170,765	\$ 101,882
200	EMPLOYEE BENEFITS	\$ 10,633,809	\$ 11,169,344	\$ (18,000)	\$ -	\$ 11,151,344	\$ 10,708,565	\$ 70,618	\$ 372,161	\$ 349,328	\$ 22,833
300	PROFESSIONAL SERVICES	\$ 863,909	\$ 749,083	\$ -	\$ 165,000	\$ 914,083	\$ 628,391	\$ 172,540	\$ 113,152	\$ 83,552	\$ 29,600
400	PURCHASED PROPERTY SERV.	\$ 2,418,651	\$ 2,139,419	\$ -	\$ -	\$ 2,139,419	\$ 1,749,312	\$ 107,920	\$ 282,187	\$ 275,594	\$ 6,593
500	OTHER PURCHASED SERVICES	\$ 6,809,463	\$ 7,197,647	\$ 5,600	\$ -	\$ 7,203,247	\$ 5,852,960	\$ 1,408,454	\$ (58,167)	\$ 125,488	\$ (183,655)
600	SUPPLIES	\$ 4,619,171	\$ 4,480,093	\$ 12,400	\$ -	\$ 4,492,493	\$ 3,506,633	\$ 220,177	\$ 765,683	\$ 689,958	\$ 75,725
700	PROPERTY	\$ 552,547	\$ 534,735	\$ -	\$ -	\$ 534,735	\$ 429,154	\$ 62,786	\$ 42,795	\$ 42,727	\$ 68
800	MISCELLANEOUS	\$ 71,445	\$ 75,356	\$ -	\$ -	\$ 75,356	\$ 58,669	\$ 612	\$ 16,075	\$ 7,096	\$ 8,979
TOTAL GENERAL FUND BUDGET		\$ 70,998,119	\$ 71,345,304	\$ -	\$ -	\$ 71,345,304	\$ 56,940,080	\$ 12,598,692	\$ 1,806,332	\$ 1,744,508	\$ 62,024
900	TRANSFER NON-LAPSING	\$ 47,185									
GRAND TOTAL		\$ 71,045,304	\$ 71,345,304	\$ -	\$ -	\$ 71,345,304	\$ 56,940,080	\$ 12,598,692	\$ 1,806,332	\$ 1,744,508	\$ 62,024

(Audited)

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD			YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2014 - 2015	CURRENT BUDGET					
100	SALARIES									
	Administrative Salaries	\$ 3,013,832	\$ 2,969,510	\$ 11,950	\$ 2,981,460	\$ 488,081	\$ 3,142	\$ 3,737	\$ (595)	
	Teachers & Specialists Salaries	\$ 30,557,381	\$ 30,434,118	\$ (88,828)	\$ 30,245,290	\$ 8,075,560	\$ 53,725	\$ 9,216	\$ 44,509	
	Early Retirement	\$ 16,000	\$ 32,000	\$ -	\$ 32,000	\$ -	\$ -	\$ -	\$ -	
	Continuing Ed./Summer School	\$ 85,584	\$ 89,175	\$ 763	\$ 89,938	\$ 6,827	\$ 110	\$ -	\$ 110	
	Homebound & Tutors Salaries	\$ 388,172	\$ 243,875	\$ 1,405	\$ 315,280	\$ 46,424	\$ 13,329	\$ 17,377	\$ (4,048)	
	Certified Substitutes	\$ 599,679	\$ 641,325	\$ -	\$ (90,000)	\$ 406,196	\$ 56,558	\$ 88,572	\$ 79,000	
	Coaching/Activities	\$ 524,130	\$ 529,749	\$ -	\$ 529,749	\$ -	\$ 13,823	\$ 3,000	\$ 10,823	
	Staff & Program Development	\$ 172,357	\$ 199,768	\$ -	\$ 199,768	\$ 49,091	\$ 24,470	\$ 24,470	\$ (0)	
	CERTIFIED SALARIES	\$ 35,357,135	\$ 35,139,520	\$ (74,710)	\$ 34,944,810	\$ 8,722,540	\$ 197,171	\$ 136,800	\$ 60,371	
	Supervisors/Technology Salaries	\$ 628,445	\$ 634,244	\$ 10,632	\$ 644,876	\$ 530,106	\$ 114,279	\$ 491	\$ 200	
	Clerical & Secretarial salaries	\$ 1,961,645	\$ 2,001,381	\$ 9,090	\$ 2,010,471	\$ 1,628,237	\$ 378,559	\$ 3,675	\$ (3,025)	
	Educational Assistants	\$ 2,007,432	\$ 1,957,487	\$ 136,710	\$ 2,094,197	\$ 1,668,580	\$ (37,647)	\$ (32,288)	\$ (5,359)	
	Nurses & Medical advisors	\$ 647,415	\$ 658,255	\$ -	\$ 658,255	\$ 511,086	\$ 125,344	\$ 21,825	\$ (103)	
	Custodial & Maint Salaries	\$ 2,807,655	\$ 2,857,565	\$ (3,753)	\$ 2,833,812	\$ 2,322,432	\$ 499,216	\$ 12,163	\$ 1,163	
	Non Certified Salary Adjustment	\$ -	\$ 66,716	\$ (30,670)	\$ 36,046	\$ -	\$ 36,046	\$ 27,258	\$ 8,788	
	Career/Job salaries	\$ 112,160	\$ 222,898	\$ (22,342)	\$ 200,556	\$ 162,998	\$ 35,755	\$ 1,803	\$ 1,680	
	Special Education Svcs Salaries	\$ 727,151	\$ 928,549	\$ (25,150)	\$ 878,399	\$ 680,745	\$ 180,446	\$ 17,209	\$ (4,382)	
	Attendance & Security Salaries	\$ 381,784	\$ 209,824	\$ 193	\$ 210,017	\$ 173,233	\$ 35,109	\$ 1,675	\$ 1,000	
	Extra Work - Non-Cert	\$ 76,137	\$ 69,825	\$ -	\$ 69,825	\$ 68,276	\$ 1,073	\$ 476	\$ 3,400	
	Custodial & Maint. Overtime	\$ 280,772	\$ 210,363	\$ -	\$ 210,363	\$ 202,314	\$ -	\$ 8,049	\$ 8,500	
	Civic activities/Park & Rec	\$ 41,394	\$ 43,000	\$ -	\$ 43,000	\$ 33,288	\$ -	\$ 9,712	\$ (1,288)	
	NON-CERTIFIED SALARIES	\$ 9,671,991	\$ 9,860,107	\$ 74,710	\$ 9,889,817	\$ 1,833,045	\$ 75,476	\$ 33,965	\$ 41,511	
	SUBTOTAL SALARIES	\$ 45,029,126	\$ 44,999,627	\$ -	\$ 44,834,627	\$ 34,006,395	\$ 272,647	\$ 170,765	\$ 101,882	

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD				ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2014 - 2015	CURRENT BUDGET	EXPENDED				
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,206,890	\$ 8,736,119	\$ (18,000)	\$ 8,718,119	\$ 8,633,333	\$ 67,378	\$ 17,408	\$ 11,461	\$ 5,947
	Life Insurance	\$ 87,200	\$ 87,337	-	\$ 87,337	\$ 70,307	-	\$ 17,030	\$ 14,213	\$ 2,817
	FICA & Medicare	\$ 1,357,437	\$ 1,335,674	-	\$ 1,335,674	\$ 1,040,421	-	\$ 295,253	\$ 297,754	\$ (2,501)
	Pensions	\$ 458,311	\$ 441,667	-	\$ 441,667	\$ 437,752	\$ 3,240	\$ 675	\$ 400	\$ 275
	Unemployment & Employee Assist.	\$ 61,034	\$ 83,560	-	\$ 83,560	\$ 47,073	-	\$ 36,487	\$ 25,500	\$ 10,987
	Workers Compensation	\$ 462,937	\$ 484,987	-	\$ 484,987	\$ 479,680	-	\$ 5,307	\$ -	\$ 5,307
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,633,809	\$ 11,169,344	\$ (18,000)	\$ 11,151,344	\$ 10,708,565	\$ 70,618	\$ 372,161	\$ 349,328	\$ 22,833
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 660,280	\$ 540,851	-	\$ 165,000	\$ 705,851	\$ 134,006	\$ 29,265	\$ 51,552	\$ (22,287)
	Professional Educational Ser.	\$ 203,629	\$ 208,232	-	\$ 208,232	\$ 85,812	\$ 38,534	\$ 83,886	\$ 32,000	\$ 51,886
	SUBTOTAL PROFESSIONAL SVCS	\$ 863,909	\$ 749,083	\$ -	\$ 165,000	\$ 914,083	\$ 172,540	\$ 113,152	\$ 83,552	\$ 29,600
400	PURCHASED PROPERTY SVCS									
	Buildings & Grounds Services	\$ 653,698	\$ 651,600	-	\$ 651,600	\$ 575,124	\$ 43,756	\$ 32,720	\$ 30,844	\$ 1,876
	Utility Services - Water & Sewer	\$ 113,321	\$ 117,000	-	\$ 117,000	\$ 78,446	-	\$ 38,554	\$ 32,400	\$ 6,154
	Building, Site & Emergency Repairs	\$ 503,610	\$ 460,850	-	\$ 460,850	\$ 403,545	-	\$ 57,305	\$ 73,000	\$ (15,695)
	Equipment Repairs	\$ 275,163	\$ 270,433	-	\$ 270,433	\$ 210,910	\$ 57,703	\$ 1,820	\$ (650)	\$ 2,470
	Rentals - Building & Equipment	\$ 300,843	\$ 305,536	-	\$ 305,536	\$ 280,186	\$ 6,461	\$ 18,889	\$ 11,000	\$ 7,889
	Building & Site Improvements	\$ 572,017	\$ 334,000	-	\$ 334,000	\$ 201,101	-	\$ 132,899	\$ 129,000	\$ 3,899
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,418,651	\$ 2,139,419	\$ -	\$ 2,139,419	\$ 1,749,312	\$ 107,920	\$ 282,187	\$ 275,594	\$ 6,593

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD				ANTICIPATED PROJECTED OBLIGATIONS BALANCE			
			APPROVED BUDGET	TRANSFERS 2014 - 2015	CURRENT BUDGET	EXPENDED		ENCUMBER BALANCE		
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 363,526	\$ 427,574	\$ -	\$ 427,574	\$ 330,759	\$ 100,175	\$ (3,360)	\$ 2,000	\$ (5,360)
	Transportation Services	\$ 3,714,217	\$ 3,891,158	\$ -	\$ 3,851,158	\$ 2,929,801	\$ 618,943	\$ 302,414	\$ 292,468	\$ 9,946
	Insurance - Property & Liability	\$ 297,870	\$ 319,261	\$ 5,600	\$ 324,861	\$ 324,807	\$ -	\$ 54	\$ 1,804	\$ (1,750)
	Communications	\$ 120,492	\$ 118,143	\$ -	\$ 118,143	\$ 98,913	\$ 15,667	\$ 3,563	\$ 4,000	\$ (437)
	Printing Services	\$ 32,365	\$ 39,782	\$ -	\$ 39,782	\$ 18,591	\$ 16,904	\$ 4,287	\$ 1,300	\$ 2,987
	Tuition - Out of District	\$ 2,074,030	\$ 2,177,958	\$ -	\$ 2,217,958	\$ 1,984,315	\$ 626,928	\$ (393,285)	\$ (190,919)	\$ (202,366)
	Student Travel & Staff Mileage	\$ 206,963	\$ 223,771	\$ -	\$ 223,771	\$ 165,774	\$ 29,838	\$ 28,159	\$ 14,835	\$ 13,324
	SUBTOTAL OTHER PURCHASED SE	\$ 6,809,463	\$ 7,197,647	\$ 5,600	\$ 7,203,247	\$ 5,852,960	\$ 1,408,454	\$ (58,167)	\$ 125,488	\$ (183,655)
600	SUPPLIES									
	Instructional & Library Supplies	\$ 906,748	\$ 911,614	\$ -	\$ 911,614	\$ 732,014	\$ 103,085	\$ 76,515	\$ 3,900	\$ 72,615
	Software, Medical & Office Sup.	\$ 175,444	\$ 210,966	\$ -	\$ 210,966	\$ 128,011	\$ 75,331	\$ 7,624	\$ -	\$ 7,624
	Plant Supplies	\$ 351,501	\$ 375,100	\$ -	\$ 375,100	\$ 345,972	\$ 17,252	\$ 11,876	\$ 12,600	\$ (724)
	Electric	\$ 1,406,552	\$ 1,406,127	\$ 12,400	\$ 1,463,527	\$ 1,068,592	\$ -	\$ 394,935	\$ 394,637	\$ 298
	Propane & Natural Gas	\$ 319,537	\$ 338,737	\$ -	\$ 318,737	\$ 257,802	\$ -	\$ 60,935	\$ 52,009	\$ 8,926
	Fuel Oil	\$ 662,339	\$ 528,038	\$ -	\$ 528,038	\$ 496,757	\$ -	\$ 31,281	\$ 51,617	\$ (20,336)
	Fuel For Vehicles & Equip.	\$ 531,906	\$ 452,503	\$ -	\$ 427,503	\$ 305,258	\$ -	\$ 122,245	\$ 119,085	\$ 3,160
	Textbooks	\$ 265,144	\$ 257,008	\$ -	\$ 257,008	\$ 172,236	\$ 24,510	\$ 60,272	\$ 56,110	\$ 4,162
	SUBTOTAL SUPPLIES	\$ 4,619,171	\$ 4,480,093	\$ 12,400	\$ 4,492,493	\$ 3,506,633	\$ 220,177	\$ 765,683	\$ 689,958	\$ 75,725

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD		CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDED	ENCUMBER BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2014 - 2015						
700	PROPERTY									
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -	\$ 124,177	\$ 124,177	\$ -	\$ 0	\$ -	\$ 0
	Technology Equipment	\$ 329,592	\$ 378,900	\$ -	\$ 378,900	\$ 279,729	\$ 58,011	\$ 41,160	\$ 41,160	\$ 0
	Other Equipment	\$ 98,778	\$ 31,658	\$ -	\$ 31,658	\$ 25,249	\$ 4,775	\$ 1,634	\$ 1,567	\$ 67
	SUBTOTAL PROPERTY	\$ 552,547	\$ 534,735	\$ -	\$ 534,735	\$ 429,154	\$ 62,786	\$ 42,795	\$ 42,727	\$ 68
800	MISCELLANEOUS									
	Memberships	\$ 71,445	\$ 75,356	\$ -	\$ 75,356	\$ 58,669	\$ 612	\$ 16,075	\$ 7,096	\$ 8,979
	SUBTOTAL MISCELLANEOUS	\$ 71,445	\$ 75,356	\$ -	\$ 75,356	\$ 58,669	\$ 612	\$ 16,075	\$ 7,096	\$ 8,979
	TOTAL LOCAL BUDGET	\$ 70,998,119	\$ 71,345,304	\$ -	\$ 71,345,304	\$ 56,940,080	\$ 12,598,692	\$ 1,806,532	\$ 1,744,508	\$ 62,024

**NEWTOWN BOARD OF EDUCATION
BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - APRIL 30, 2015**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2013 - 2014	YTD		CURRENT BUDGET	CURRENT ENCUMBER	YTD EXPENDED	RECEIVED	BALANCE	ANTICIPATED PROJECTED OBLIGATIONS	BALANCE
			APPROVED BUDGET	TRANSFERS 2014 - 2015							
	SCHOOL GENERATED FEES										
	HIGH SCHOOL FEES										
	NURTURY PROGRAM						\$8,000	\$8,000.00	\$0.00		100.00%
	PARKING PERMITS						\$20,000	\$20,000.00	\$0.00		100.00%
	PAY FOR PARTICIPATION IN SPORTS						\$84,800	\$59,232.00	\$25,568.00		69.85%
							\$112,800	\$87,232.00	\$25,568.00		77.33%
	BUILDING RELATED FEES										
	ENERGY - ELECTRICITY						\$313	\$0.00	\$313.00		0.00%
	HIGH SCHOOL POOL - OUTSIDE USAGE						\$500	\$0.00	\$500.00		0.00%
							\$813	\$0.00	\$813.00		0.00%
	MISCELLANEOUS FEES						\$150	\$345.00	(\$195.00)		230.00%
	TOTAL SCHOOL GENERATED FEES						\$113,763	\$87,577.00	\$26,186.00		76.98%

NEWTOWN BOARD OF EDUCATION
 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - APRIL 30, 2015

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	ANTICIPATED	RECEIVED	EXPECTED	BALANCE
100	SALARIES	\$ (105,874)	\$ (99,917)	\$ (80,931)	\$ (18,986)	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (69,991)	\$ (75,388)	\$ (60,616)	\$ (14,772)	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,102,170)	\$ (1,163,072)	\$ (918,665)	\$ (244,407)	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (1,278,035)	\$ (1,338,377)	\$ (1,060,212)	\$ (278,165)	\$ -
100	SALARIES					
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ (23,564)	\$ (23,132)	\$ (18,598)	\$ (4,534)	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed/Summer School	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -
	CERTIFIED SALARIES	\$ (23,564)	\$ (23,132)	\$ (18,598)	\$ (4,534)	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (11,353)	\$ (3,912)	\$ (3,145)	\$ (767)	\$ -
	Nurses & Medical advisors	\$ (20,301)	\$ (21,966)	\$ (17,663)	\$ (4,303)	\$ -
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (50,656)	\$ (50,907)	\$ (41,525)	\$ (9,382)	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -
	NON-CERTIFIED SALARIES	\$ (82,310)	\$ (76,785)	\$ (62,333)	\$ (14,452)	\$ -
	SUBTOTAL SALARIES	\$ (105,874)	\$ (99,917)	\$ (80,931)	\$ (18,986)	\$ -

**2014 - 2015
 NEWTOWN BOARD OF EDUCATION
 TRANSFERS RECOMMENDED
 MAY 19, 2015**

5/12/2015

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$100,000	100	TEACHERS & SPECIALISTS SALARIES	300	PROFESSIONAL SERVICES	TO PROVIDE FUNDS FOR NEEDED SPEECH & HEARING SERVICES, PSYCH./MEDICAL EVALUATIONS AND LEGAL SERVICES
\$20,000	100	CERTIFIED SUBSTITUTES			
\$20,000	100	CUSTODIAL & MAINT. SALARIES			
\$25,000	100	SPECIAL EDUCATION SERVICES SALARIES			
\$70,000	100	CERTIFIED SUBSTITUTES	100	HOMEBOUND & TUTORS SALARIES	TO COVER THE COST OF SPECIAL EDUCATION TUTORING
\$40,000	500	TRANSPORTATION SERVICES	500	TUITION - OUT OF DISTRICT	TO PROVIDE FUNDS FOR INCREASED NUMBER OF SPECIAL EDUCATION STUDENTS PLACED OUT OF DISTRICT OR SETTLEMENT ARRIVED FOR
\$20,000	600	PROPANE & NATURAL GAS	600	ELECTRIC	TO COVER INCREASED ELECTRIC COST FOR THE DISTRICT
\$25,000	600	FUEL FOR VEHICLES & EQUIP.			

Dr. Erardi and Board of Education staff,

I would like to thank you for the opportunity to have met you all and to continue the conversation regarding Newtown Board of Education (NBOE). I will respond to the questions asked below, as well as restate what this program is about. This program is to offer daycare/pre-school services for the NBOE and its staff in a cost effective manner, administered by the NBOE which will attract and retain teachers along with being producing revenue generator over time. This silent benefit allows the NBOE and its staff a safe, reliable, caring and educational environment for these families. Both the daycare and the pre-school will follow the Connecticut Early Learning and Development Standards (CTELDS), Connecticut State Framework for Pre-school and the State of Connecticut Statutes and Regulations for Childcare.

I will respond to the questions below based off enrollment of 12 enrolled infant/toddlers for the daycare. This facet of the business will be administered by NBOE.

1) What is the projected start-up cost is for supplies, furniture etc?

The initial purchase of any durable equipment (port-o-cribs, highchairs, rocking chairs, strollers etc) will come directly from the non-refundable fee requested (\$275 per child) once we establish the facility is open. Any additional expenses for durable equipment will either be placed on the facility once up and running, donations or provided by myself, Dawn Ryan. I will provide other necessities based off my own inventory not used at my current location. Each year, this non-refundable registration is required in order to hold your spot for the year. This allows us to replace anything that is broken and allow us to purchase new items.

2) What if any, are room renovations needed?

Based off the State of Connecticut Statutes and Regulations (1)(A) which states being administered by a public school, allows us not to do any form of renovations to the daycare center. Although, sinks would be mandatory in order to run a safe and sanitary environment. Accessibility to a bathroom will also play a key role in this.

3) What is the list of items required to have compliance as a standalone entity and estimated cost?

If not administered by the BOE, the State of Connecticut Statutes and Regulations requires a 163 item checklist that needs to be met and satisfied. With that being said, the time frame to get the necessary documents and testing to the state for review is a 4 to 5 month turnaround. Then a state inspection is needed before a state license is given and all 163 items must be met and satisfied. The gamut consists of agreements and contracts from an educational, health, social service and dental consultant. Each must have a license and/or resume on file for the state of Connecticut. Before opening a licensed

facility, you must have a health inspection, a radon test, led test, water test and fire marshal certificate to submit to the state at the present date of testing. A past test cannot be utilized. All tests must apply to those specific rooms as well as exits and entryways. The overall cost of everything listed above as well as durable equipment could be thousands. Please realize that a license is for 5 years and a change of location means a change in license, meaning all 163 items will need revisiting.

4) What would be the minimum number of children needed for enrollment needed for the daycare to launch in August 2015?

A minimum number of children are 12. This would cover payroll, purchasing of durable equipment, certifications for staff (CPR/administration of medicine training etc) as well as non-durable expenses

5) With an established minimum and maximum number, how would the number of infants influence your requested salary?

The number of infants does not influence the salary. The ages in a daycare center are 6 weeks- 32/36 months of age. The price of tuition is the same for every child in this age bracket.

6) What margins should the school board expect per enrolled child to be BOE revenue?

As of right now, that question cannot be answered. I do not know enrollment. After payroll and supplies are purchased for the center, the BOE has control over the surplus. This number currently would be estimation. This program is a self-sustaining center. All costs/expenses will be paid by this center.

7) How do your project part-time and full-time staffing needs?

If we go off of the minimum enrollment of 12 children, 3 staff members would be needed throughout the day. Because the hours of each school differs (high school, elementary etc.) this would decipher when a staff member would arrive or depart. As more children arrive in the morning, additional staff members arrive. As more children depart, staff members will as well.

8) What role will the BOE play in registration, regulations, requirements and evaluation of staff?

The BOE will play a role in administering the program and controlling the funds. Registration, requirements and evaluation of staff will be controlled by Dawn Ryan as well as the superintendant. Additionally, Dawn and her staff would need accessibility

to NBOE's staff emails. Anything related to this program that needs to be communicated through families utilizing the program and NBOE, will be handled through the NBOE's email system.

9) If need be, how will child selection take place (lottery/first come)?

To answer this question correctly, it is first come. For example, if the room we currently utilize can house 25 infants/toddlers and we receive a request for 35, a question would be posed to fold. If space is available for us to use and is conducive for a daycare, we would then be able to house the additional enrollment. If we do not have space to use, families will be notified that our capacity has been met. However, never in my 14 plus years of doing this exact program have I ever had to turn a family away.

Again, thank you very much for your time. This program is something that I hold dear to my heart and I firmly believe that you will be very happy with the outcome if you decide to approve. I am proposing a 10 month contract beginning in August 2015. It will be open for re-discussion in January 2016 to see your thoughts and comments on the program after 4 months.

Sincerely,

Dawn Ryan

May 19, 2015

Dear Newtown Board of Education,


I am writing this letter on behalf of Dawn Ryan the director of Monroe Early Learning Center (MELC). I have had the pleasure of getting to know Dawn over the last two and a half years. When Sandy Hook School was relocated to Chalk Hill she and her staff were welcoming and helpful with the transition. It was a delight to see the children smiling and excited to come to MELC when we were still in a state of shock and disbelief. Still to this day we work side by side to educate and teach children.

Over the last two and a half years I have been able to observe Dawn as a director and teacher at MELC. My husband and I were looking for a program where my daughter would begin to learn, but more importantly would be able to socialize with children her own age. Through my observations I inquired about sending my daughter to her program. I am excited that my 3 year old was able to start the preschool program this past April and will continue in the fall. In just a few short weeks she has had such a positive experience at the preschool program. She is already trying to write her name and singing songs from class. Just the other day she was pretending to be in school and was singing her morning circle song. She has already made friends and enjoys playing with the children in her class. Dawn has shared observations that she has made about my daughter and I trust her advice and suggestions.

One of my first reasons for sending my daughter to the program was because I was able to see how the children were learning and socializing with each other through play and organized activities. Dawn and her staff made me feel at ease to leave my daughter in their care. I have had the pleasure to observe, first hand, Dawn and her staff interact with the children. They truly understand the ages that they cater to. Another big reason for sending my daughter to this program was because I am able to meet the teachers each day at drop off or pick up and get a full report of my daughters day. I have had my daughter in other programs around town. Unfortunately, I have not been able to get to know instructors/teachers of the programs because I am a working mom that can't always do the drop off and pick up. It's already hard being a full time working mom, but sending them off to school without the face-to-face interaction with teachers is even harder.

Finally, Dawn has been able to make this an affordable program compared to other day cares and preschools in the area. When I came to Chalk Hill and was offered the program because we were working in the building it made me feel like there was an option that was affordable, but over all a high quality program for my child. I believe all Newtown teachers would benefit from this program in our school district. Dawn is highly qualified and has created a successful program for Monroe. The board should seriously consider offering this program to their teachers and staff. It has become a very natural and respectful partnership between MELC staff and SHS staff.

Sincerely,



Amanda D'Amato
SHS 1st Grade Teacher

Building Compassion and Leadership on a Community-wide Scale *"It takes a Village"*

Presented by:
Dr. Jeremy G Richman, Ph.D.
Tuesday, May 19th, 2015

 **SPARK**



Jeremy & Jennifer, Parents

Avielle was murdered with 19 of her friends and classmates and 6 of her teachers and administrators on December 14, 2012 at Sandy Hook Elementary School, in Newtown, CT.



FamilyMembers.com



Jeremy Richman, Ph.D., Scientist

The infographic for Jeremy Richman, Ph.D., Scientist, is a grid with four columns and three rows. The top row contains logos for ARIZONA, UNIVERSITY OF ARIZONA, Arena, and Boehringer Ingelheim. The second row shows Neuroscience icons for each column. The third row shows MCB B.S. (with a DNA helix icon), Pharmacology (with a human torso icon), CardioMetabolic (with a heart icon), and CardioMetabolic (with a heart icon). The bottom row shows Pharmacology Ph.D. (with a human torso icon), Drug Discovery (with a chemical structure icon), Drug Discovery (with a chemical structure icon), and Drug Discoverers (with a chemical structure icon). The background is blue with a vertical tree-like graphic on the right side.

 MCB B.S.	 Pharmacology	 CardioMetabolic	 CardioMetabolic
 Pharmacology Ph.D.		 Drug Discovery	 Drug Discoverers

Jennifer Hensel, M.S., Scientist


The infographic for Jennifer Hensel, M.S., Scientist, is a grid with four columns and three rows. The top row contains logos for ARIZONA, UNIVERSITY OF ARIZONA, idun, Celgene, PRG, and Takeda. The second row shows Micro & Immuno B.S. (with a cell icon), MCB (with a DNA helix icon), Oncology (with a cell icon), and Medical Writing (with a document icon). The third row shows Pathobiology M.S. (with a tissue section icon), Micro & Immuno B.S. (with a cell icon), Drug Discovery (with a chemical structure icon), and Oncology (with a cell icon). The bottom row shows Pharmacology (with a human torso icon), Drug Discovery (with a chemical structure icon), and Drug Discovery (with a chemical structure icon). The background is green with a vertical tree-like graphic on the right side.


 Micro & Immuno B.S.	 MCB	 Oncology	 Medical Writing		
 Pathobiology M.S.	 Micro & Immuno B.S.	 Drug Discovery	 Oncology		
	 Pharmacology	 Drug Discovery	 Drug Discovery		



You *can* Imagine...Empathy

We become involved when we are touched personally

December 14th, 2012 touched the world



 You *can* imagine...



Need to answer "Why?"




www.aviellefoundation.org

The Avielle Foundation
Research & Community Education

Preventing Violence Through Research and Community Education

Avielle Rose Richards

Our Every Day
About Our Foundation
News & Events



The Avielle Foundation

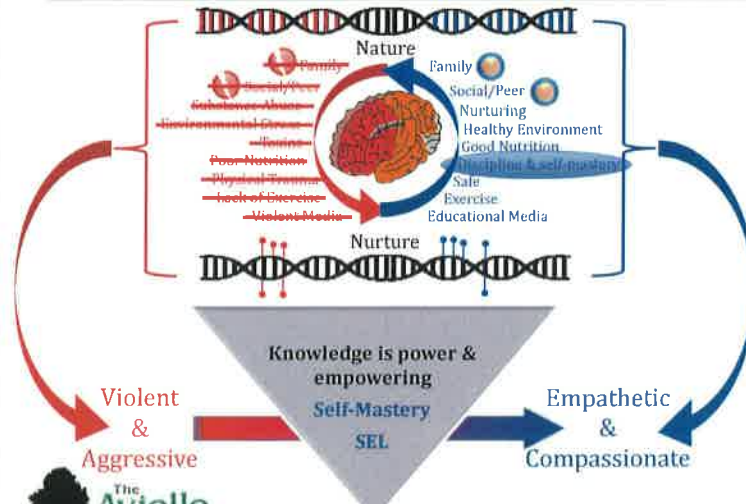
- Research – “Why?”
 - Bridging biochemical and behavioral sciences to understand violence, aggression and compassion
- Community – “What then?”
 - Community Engagement and Education
 - Provide tools to students, parents, educators, physicians, law enforcement – The everyday citizen
 - Foster empathy and increase connection



The Avielle Foundation

Knowledge is power and empowering

Violence is Preventable



The Avielle Foundation

T. E. Moffitt, R. Poulton, and A. Caspi. Lifelong Impact of Early Self-Control. *American Scientist*:352-359, 2013.

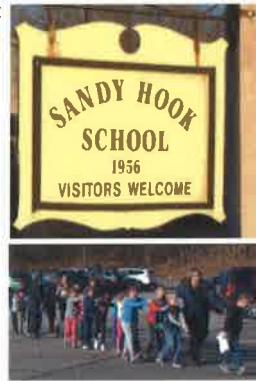
J. J. Heckman. Skill formation and the economics of investing in disadvantaged children. *Science*. 312 (5782):1900-1902, 2006.

What

We become involved when we are touched personally

The Sandy Hook Advisory Commission's final report argues for increased attention to social and emotional learning (SEL), noting in relevant part:

"Social-emotional learning must form an integral part of the curriculum from preschool through high school. Social-emotional learning can help children identify and name feelings such as frustration, anger and loneliness that potentially contribute to disruptive and self-destructive behavior. It can also teach children how to employ social problem-solving skills to manage difficult emotional and potentially conflictual situations."



The Spark Mission

To teach and model 21st century SEL and leadership principles on a Newtown-community-wide scale.

Leveraging the best the world has to offer in brain health science & 21st century SEL, leadership, and compassion-centered skills and to train our youth and families in these principles to foster a more healthy, resilient, and peaceful community.

SPARK



Spark Leadership Team


Dr Jeremy Richman	The Avielle Foundation (TAP)
Jennifer Hensel	TAP
Deb Accomando	My Sandy Hook Family Fund
Rob Accomando	My Sandy Hook Family Fund, TAP, Newtown Youth Wrestling Association
Curtis Urbina	TAP, Newtown Youth Wrestling Association
Suzy DeYoung	Recovery & Resiliency Team
Paul Lundquist	Newtown Town Council
Stephanie Cinque	Newtown Resiliency Center
Julie Shull	Reed Intermediate School Teacher
Scott Wolfman	Wolfman Productions
Cody Foss	Newtown Youth Academy
Paster Kathy	Ben's Lighthouse & Trinity Church
Dr Robert Bazuro	Danbury Hospital Emergency Physician
Shelly Toby	Newtown High School Teacher
Lee Shull	TAP and Project Sodina
Kelly Paredes	Ben's Lighthouse
Rob Cox	Thomson Reuters
Craig Hoekenga, Esq.	Law Offices of Hoekenga & Machado
Dr Joe Erardi	Superintendent of Newtown Public Schools
Dan Lansing	My Sandy Hook Family Fund
Monte Frank	Team 26, Cohen & Wolf
Jennifer Sokira	Newtown Resiliency Center
Catherine Galda	Recovery & Resiliency Team
Jennifer Barahona	Newtown-Sandy Hook Community Foundation
Susanne Navas	TAP, The Reboot Coach
Amy Taylor	Sandy Hook School Teacher
Megan Teseltore	Head O Meadow School Counselor
Judy Blanchard	Director Recovery Project, Co-chair Newtown Prevention Council




Newtown School Board of Education


Thursday, May 21, 2015

K-8 21st Century SEL Skills




In Schools
 Software-based assessment & skill building game
 Evidence based trial





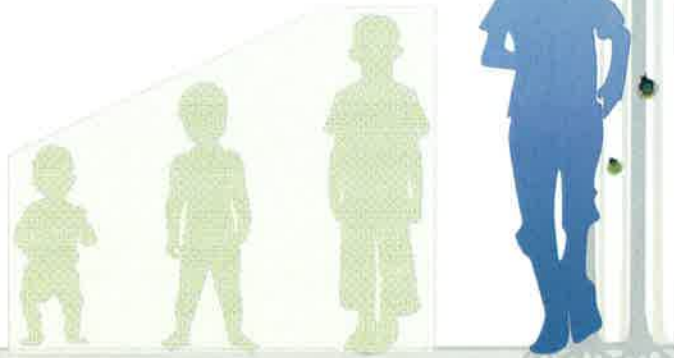
In Community
 Novel community leadership training
 with all "points of contact"



Thursday, May 21, 2015

High School Leadership

- Train adolescents in 21st century SEL skills and brain health.
- Provide mentoring opportunities
- Explore established options to build related, high school level SEL programs into curriculum.



Thursday, May 7, 2015

Education and Incentive

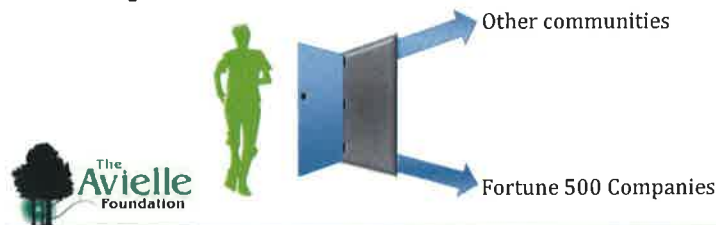
- Educate community
 - Train families in SEL and leadership principles
 - Brainstorm Newtown discussion series
 - Support
- Incentivize community:
 - Civic award
 - Meaningful scholarship
 - Employment opportunity



Thursday, May 14, 2015

Blue-Sky Spark Leaders

- Develop evidence-based, best practice guide to build Spark communities
- Develop industry buy-in and partnership by creating “like-minded” leadership culture of emotionally intelligent, social entrepreneurs



You can imagine...



You stand at the grave of a child. Let her death not be in vain. Let her small shadow compel you to change. Strive to see through her eyes, the eyes of all children; their imaginations are our future. Whether their visions bring happiness and laughter or sadness and a heavy heart, they are all gifts. Where you find these gifts, you will find hope.

SPARK



CONNECTICUT STATE DEPARTMENT OF EDUCATION
Academic Office

Career and Technical Education (CTE)



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
IMPROVEMENT ACT OF 2006**
20 U.S.C. §2301 et seq.

**CAREER AND TECHNICAL
EDUCATION
INNOVATION GRANT**

2015-2016

Purpose: To prepare the next generation of students with the knowledge and skills to compete in the global economy.

Applications Due: May 29, 2015

Published: May 2015

RFP #998



Plan Summary

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the model design.

Purpose: To quadruple the number of technical education students engaged in 3-D Design process.

Currently: Newtown High School currently has one 3-D printer that is being used by students in Drafting classes. Students are graded according to the Newtown High School Problem Solving Rubric which is a graduation requirement. Students are required to 3-D print their solutions with a large format print of their product, complete with an explanation of the problem solved. 3-D prints take time and our 3-D printer is at capacity.

Expansion:

- Link Drafting classes, Graphics classes, Marketing classes, and the School Store to produce products that will be sold through the school store. Proceeds from these sales would be earmarked to provide funding for DECA students to attend the national DECA conference.
- Power Technology classes would produce customized parts for their robotics unit. Students would have the opportunity to customize components using a 3-D and laser printer.
- The 3-D Printer Club is seeking approval from the District to host a regional 3-D printing competition open to all Connecticut schools. Our target date is Spring 2016.

Objectives	Strategies	Outcomes
Align 3-D Design performance standards and competencies with District curriculum	<p>Work in Professional Learning Communities to:</p> <ul style="list-style-type: none"> • Review state performance standards and competencies to ensure alignment in Drafting, Graphics, and PowerTech. • Update curriculum and assessments in Graphics and PowerTech to include 3-D Design standards and competencies. • Shift emphasis in courses to be more in line with 21st century 	<p>3-D Design standards and competencies are included in the Drafting, Graphic Arts, and Power Tech curriculum.</p> <p>Model competency standards to other CTE courses.</p>

	skills. The Drafting instructor and Department Chair is one of the District Coaches for Common Core.	
3-D Design Curriculum includes a culminating project	Design assessment that allows students to meet the NHS Problem Solving graduation standard	Students in Drafting, Graphic Arts, and Power Tech curriculum will be graded on a culminating project using the NHS Problem Solving Rubric
Acquisition of equipment appropriate to curriculum	<p><u>Drafting classroom:</u> Purchase two DiVinci printers and spools plus ventilation.</p> <p><u>Graphic Arts classroom:</u> Purchase laser etcher, one DiVinci 3-D printer and ventilation hardware.</p> <p><u>Power Technology classes:</u> purchase 2 DiVinci 3-D printers, ventilation hardware,</p>	Students have access to 3-D technology to complete design projects. Equipment to be ordered prior to start of 2015-2016 school year.
Development of career pathway including 3-D design that is included in individual Student Success Plan.	<p>Review existing career pathways and research career pathway for 3-D design and modify where appropriate</p> <p>All CTE students have a Student Success plan with a career pathway. Every CTE student develops a post-secondary plan that is reviewed by teachers, school counselors, and parents.</p> <p>CTE students participate in College Visits and the College Fair at the high school and attend CT Construction Day that connects students with technical training programs and apprenticeships.</p>	Updated or new career pathway information available to students and parents prior to second semester.
Professional Development for Technology Education teachers	AutoDesk on-line training subscription.	Teachers are trained prior to start of 2015-2016 school year.

Support school clubs as a natural extension of the classroom.	Continue with 3D club and plan to host a 3D competition in spring .	Extend learning experiences outside of the classroom. Exposure of Technology Ed students to Business principles and practice and vice versa.
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The 3D Innovation grant is sustainable because it is shifting the emphasis in existing courses to be more in line with 21st Century skills. The CTE Department Chair, Erik Holst-Grubbe, is one of the District Coaches for the Common Core and will use this opportunity to model mastery based learning and the shift competency standards to both CTE and academic faculty.

District curriculum will be reviewed and revised to include 3-D design performance standards and competencies. Curriculum will be reviewed and approved at the district level.

The Student Success Plan is embedded in the Newtown Public Schools culture. At Newtown High School, every student has a Student Success Plan with an identified career interest and career pathway. Every student participates in multiple Counselor Workshops each year and develops a post-secondary plan that is reviewed by teachers, school counselors, and parents.

Proposed Budget Draft

Object	Amount
12 hours each curriculum time for teachers in Drafting, Power Tech, and Graphics to align curriculum, design rubric, and become more familiar with 3D technology. 12 hours x \$42/hour = \$504 x 3=\$1440	\$1512
Annual web based training subscription for teachers through Studica to assist with installation and troubleshooting of the Autodesk products.	\$495
Installation of 9 CAT5 data drops in Auto Classroom to provide connections for 9 computers. C-CO Technology quote #NWTWN 14.0530	\$1050
3D Scanner from www.Robotshop.com Product code RB-TDs-87 to be used to replicate parts on the 3D printer. To be used in Drafting and PowerTech robotics unit. \$399.00 each x 2 = \$798	\$798
Four 3D printers for Drafting (2), Graphics (1), and PowerTech (1) to increase student access to 3D technology. DaVinci 1.0 Desktop 3D printers	\$2436

Object	Amount
with cartridge kits. 4 x \$579 = \$2316. Plus \$120 for shipping. Total = \$2436	
9 computers for Power Tech class to improve access to 3D technology. Dell quote. Computer with monitor 1071.7 x 9 computers = \$9645.30.	\$9645

Plan Summary

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the model design.

Purpose: To enable NHS Graphics to expand their business, and ability to produce usable products based on their expertise.

Currently: Newtown High School currently has Graphics Tech 1 and 2 which feed the NHS Graphics advanced classes. NHS graphics is a working business which produces textile, and paper based graphics for the school and community. Specialty imaging in fairly small quantities, is in much greater demand than full on production printing.

Expansion:

- Engraving will allow a vast array of products to be produced, such as engraving award and recognition plaques, electronic hand-held devices, pens, name plates, etc..
- The Graphics Program is closely aligned with our newly formed Unified Sports program (similar to Special Olympics) and we want to produce awards, medals and plaques for the student athletes. This would add significant value to this program.
- Products can be proposed by our marketing classes, designed by graphics classes, and sold in the school store.
- There is potential for helping clubs with fundraisers to sell products for organizations such as DECA, Best Buddies, etc..

Objectives	Strategies	Outcomes
Align design performance standards and competencies with District curriculum	<p>Work in Professional Learning Communities to:</p> <ul style="list-style-type: none"> • Review state performance standards and competencies to ensure alignment in Graphics. • Update curriculum and assessments in Graphics to include design and communication standards and competencies. • Expand emphasis in graphics to be more in line with 21st century skills. 	<p>Design standards and competencies are included in the Graphic Arts/Graphics Technology curriculum.</p> <p>Model mastery-based learning and competency standards to other CTE courses.</p>

Design Curriculum includes a culminating project	Design assessment that allows students to meet the NHS Problem Solving graduation standard	Students in Graphic curriculum will be graded on a culminating project using the NHS Problem Solving Rubric
Acquisition of equipment appropriate to curriculum	<u>Graphic Arts classroom:</u> Purchase laser engraving device.	Students have access to Laser Imaging technology to complete design projects. Equipment to be ordered prior to start of 2015-2016 school year.
Development of career pathway including Graphic Design and Image Generation that is included in individual Student Success Plan.	Review existing career pathways and research career pathway for Design and Imaging Technologies and modify where appropriate All CTE students have a Student Success plan with a career pathway. Every CTE student develops a post-secondary plan that is reviewed by teachers, school counselors, and parents. CTE students participate in College Visits and the College Fair at the high school and attend CT Construction Day that connects students with technical training programs and apprenticeships.	Updated or new career pathway information available to students and parents prior to second semester.
Professional Development for Technology Education teachers	Provide peer training after initial installation for all department members as there are multiple applications across CTE disciplines for this technology	Teachers are trained prior to start of 2015-2016 school year.
Support school clubs as a natural extension of the classroom.	Produce awards and plaques for the Unified Sports participants. Use sales from Graphics products to offset student cost to attend the national DECA conference.	Extend learning experiences outside of the classroom. Exposure of Technology Ed students to business principles, practices and vice versa.

The Laser Imaging & Engraving Innovation grant is sustainable because it is shifting the emphasis in existing courses to be more in line with 21st Century skills, and will use this opportunity to model mastery based learning and the shift competency standards to both CTE and academic faculty.

District curriculum will be reviewed and revised to include Laser Imaging and Engraving design performance standards and competencies. Curriculum will be reviewed and approved at the district level.

The Student Success Plan is embedded in the Newtown Public Schools culture. At Newtown High School, every student has a Student Success Plan with an identified career interest and career pathway. Every student participates in multiple Counselor Workshops each year and develops a post-secondary plan that is reviewed by teachers, school counselors, and parents.

Proposed Budget Draft

Object	Amount
12 hours each curriculum time for teacher David Defeo to align curriculum, design rubric, and become more familiar with Laser Imaging technology. 12 hours x \$42/hour =\$540	\$504
Epilog Zing 24 Laser Engraver (40 Watt) Z24-40W	\$13,800.00
Zing 24 Rotary Attachment	\$1180.00
Zing 24 Vector Grid for Cut-Through Applications-	\$480.00
Zing Air Curtain Pump(Compressor)-	\$375.00
Exhaust Fan and (2) 6'hoses, Housing and Install	\$1450.00
2nd-Year Warranty	\$760.00
Misc. Plaque, sign and medal blanks	\$1000.00
TOTAL	\$19549.00

NHS Student Athlete Substance Abuse Code of Conduct

The Newtown Board of Education recognizes the serious societal problem of substance abuse and the implications this has for our students in the Newtown Public School System. In partnership with families and other local institutions, our schools play a significant role in the early detection of substance abuse, the protection of children from the use, promotion and sale of alcohol and controlled substances and the improper use and sale of prescription drugs.

Student athletes are subject to Newtown Board of Education policies, Newtown High School administrative policies, disciplinary actions and suspension or removal from an athletic team for the possession, use, dispensing, sale or distribution, aid in the procurement or under the influence of any of the following:

- Alcohol
- Illicit Drugs
- Mood Altering or Controlled Substances
- Stimulants
- Anabolic Steroids
- Hormones or Analogues
- Diuretics
- Performance Enhancements
- Any substance purported to be a restricted substance

A student that is under the influence of or in possession of drugs and/or alcohol during school, on school grounds or during school activities, will be excluded from all school related extra-curricular activities for a period of (60) sixty calendar days. If the 60-day period is not concluded by the end of the school year, the remaining days will resume at the start of the next school year.

If such student engages in any prohibited activity listed above off school grounds, at any time, seven days a week, regardless of whether or not prohibited conduct occurs during the student's actual participation in interscholastic sports or whether other school-related disciplinary action has occurred, the student will be excluded from all school related extra-curricular activities for a period of (60) sixty calendar days. If the 60-day period is not concluded by the end of the school year, the remaining days will resume at the start of the next school year.

NOTE: The CIAC may impose further sanctions beyond those applied by the LEA (Local Educational Authority) for use of substances by athletes. Similarly, a student whose conduct off school grounds is in violation of the substance abuse policy and is seriously disruptive of the educational process shall be subject to severe disciplinary action, up to and including expulsion from school. In accord with Newtown High School policies and expectations, this is applicable to all CIAC controlled activities sponsored by the school. Participation in high school athletics is a privilege, not a right.

Suspension and Expulsion/Due Process

It is the goal of the Newtown Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity for no more than ~~five~~ **ten** consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student.
4. **“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. Suspensions shall be in-school suspensions unless the administration determines that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.
5. **“Expulsion”** shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.
6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible. ~~In the event of an emergency, the informal hearing shall be held as soon as possible after the suspension~~
7. **“Days”** is defined as days when school is in session.
8. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school

Suspension and Expulsion/Due Process

property.

9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, metal or brass knuckles, any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches or over in length, any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument.
11. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” shall include, but is not limited to, any explosive, incendiary, or poison gas device, bomb, grenade, **rocket having a propellant charge of more than 4 ounces**, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.
12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **“Destructive Device”** shall include but is not limited to any explosive, incendiaries, or poison gas device, including a bomb, a grenade, a rocket having an explosive or incendiary charge of more than one quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½ inch in diameter. The term "destructive device" does not include, however, an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
16. **“Dangerous Instrument”** is any instrument, article or substance that, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".

B. Removal From Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for

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removal.

3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in GS 10-233b.

C. Exclusion from Co-Curricular and Extra-Curricular Activities Revocation of Privileges

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad. ~~This procedure may be applied for violation of school regulations that authorize the student to use school facilities to receive special school privileges, e.g., parking permit, early school dismissal, school dances, co-curricular activities.~~

D. Suspension and Expulsion

1. A student may be suspended or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, is a violation of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
 - a. ~~Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;~~
 - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
 - c. Intentionally causing or attempting to cause damage to school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
 - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
 - f. Deliberate refusal to obey the directions or orders of a member of the school staff;
 - g. Harassment and/or hazing/bullying on the basis of that person's race, religion, disability, ethnic background, gender or sexual orientation;
 - h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
 - i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
 - j. ~~Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;~~
 - k. Possession of a firearm, deadly weapon, weapon facsimile, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
 - l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns BB gun and/or air soft pistols.
 - m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
 - n. ~~Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic,~~

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- o. hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law that would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Violation of smoking policy.
- z. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
- aa. Making false or actual "bomb threats" or similar threats.
- ab. Trespassing on school grounds while on out-of-school suspension or expulsion.
- ac. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the Administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in General Statute 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action, the frame or receiver of any such weapon, a muffler or silencer, or any destructive device

G. Suspension Procedure

1. The Administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph D, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The Administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

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If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents/guardians and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations that such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The Administration shall then determine whether or not suspension or in-school suspension is warranted. The Administration cannot look to a past disciplinary problem in rendering a decision as to whether the student is guilty of the alleged violation. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems that have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Multiple Suspensions Procedures

The Board is concerned when students are suspended on multiple occasions. To encourage proper conduct and to facilitate an atmosphere of good order and discipline the following additional procedures must be undertaken:

1. When a student has been suspended for the fifth (5th) time in one school year, the administrator will make a planning and placement team ("PPT") referral. The PPT will follow the appropriate special education laws, including but not limited to, determining whether the student is eligible for special education services and to develop an appropriate program if determined eligible.
2. When a student had been suspended for the eighth (8th) time, the student's parent(s) or guardian(s), along with the student, or the adult student, must appear before the Superintendent for a formal hearing. The building principal, and/or designee(s), and the Director of Pupil Services should be present at this hearing. A positive attempt will be made at the hearing to help the student, to review alternatives, and to convey to the student that possible expulsion from school could result.
3. After a student has been suspended for the tenth (10th) time, the student will be provided

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the opportunity for a formal hearing, under the expulsion procedures set forth below, which may result in continued suspension or recommendation for expulsion from school.

I. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast. Alternatively, the Board may appoint an impartial hearing officer to hear and decide the expulsion matter provided that three members of the Board are not available to serve on the panel.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violate Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes.
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and

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- g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
- a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
- a. Any oral or documentary evidence may be received by the Board of Education, but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or audio-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
 - h. Decisions shall be in writing if adverse to the student and shall include findings

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of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

J. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services.

K. Students with Disabilities

A special education student and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based on possession of a firearm or deadly weapon as described in subsection (a) of this section, shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

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1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.
2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.
5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.
6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence, that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to

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minimize the risk of harm the student presents in the current placement.

L. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined in C.G.S. 53a-3 or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Board expels a student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

M. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact

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that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom a expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
8. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126.

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53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314
(Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of
1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Policy adopted: xx/xx/xxxx (replaces 7-401)

A sample policy to consider.

Students

Student Health Services

School Based Health Clinic

The Newtown Board of Education (Board) endorses the placement of a School Based Health Clinic (SBHC) in some District schools. The SBHC model of health care is comprised of on-school site health care delivery by an interdisciplinary team of health professionals which can include primary care and mental health clinicians. The staff, consisting of a nurse practitioner, clinical social worker and medical assistant, shall work in cooperation with the school staff and community providers.

The mission of the SBHC is to promote the wellbeing and development of children and their families by giving priority to the unmet needs of children lacking physical, emotional, and intellectual care and nurturing. (Alternate: The mission of the SBHC is to help students learn about health practices that promote their wellbeing through an emphasis on prevention and early identification and treatment of physical and mental health conditions.

The placement of a school based health center in the middle school offers the convenience of having adolescents receive health care at the school, eliminating barriers to such care as transportation, and the lack of available or convenient appointments. The Board supports the goal of the SBHC to provide the health care that allows the child/adolescent to maximize their school experience. The SBHC, licensed by the Department of Public Health, is not the same as the school nurse's office. However, the SBHC staff and school nurse will work together to provide coordinated, comprehensive health services to students.

The School Based Health Center at Newtown Middle School:

- Is a fully licensed primary care facility providing a range of physical and mental health services, located within the school;
- Combines medical care and counseling along with health education and reinforcement of a healthy lifestyle;
- Provides additional services that work in collaboration with doctors and mental health providers in the community and is not intended to replace the family's primary care provider;
- Directs its services at, but not limited to, students who do not have access to a family doctor or whose families have little or no health insurance; and
- Provides services at no out-of-pocket costs to the family.

The medical and mental health services provided at the SBHC shall include, but are not limited to, the following:

- Diagnosis and treatment of acute and chronic illnesses;
- Physical examinations;

Students

Student Health Services

School Based Health Clinic (continued)

- Immunizations;
- Health education (nutrition, fitness) including presentation to classes
- Individual, group and family counseling (anxiety, depression, peer and family relationships, academic issues, behavioral problems, eating disorders etc.)

In order to access the services of the SBHC, the student's parent/guardian must sign the School Based Health Centers Permission Form (Form #2) and complete the Medical History form (Form #3). Services will not be provided to students unless these requirements are fulfilled. All students enrolled at the school site may use the SBHC regardless of income or health care coverage.

The confidentiality of all health information that identifies students and the treatment and services provide to them shall be maintained separately from academic records. School Staff shall not have access to medical records of students maintained at the SBHC unless written permission is given by a student's parent or legal guardian. (See Form #1-Notice of Privacy Practices)

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5141 – Student Health Services)

(cf. 5141.21 – Administering Medication)

(cf. 5141.22 - Communicable/Infectious Diseases)

(cf. 5141.25 – Students with Special Health Care Needs/Food Allergy)

(cf. 5141.3 - Health Assessments and School Programs)

(cf. 5141.31 - Physical Examination for School Programs)

(cf. 5141.33 – Health Records)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
 10-204a Required immunizations.
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments, as amended by PA 07-58 and PA 11-179.
 10-206a Free health assessments.
 10-207 Duties of medical advisers, as amended by P.A. 12-198.
 10-208 Exemption from examination or treatment.
 10-209 Records not to be public.
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of 10-217a Health services for

Students

Student Health Services

School Based Health Clinic (continued)

Legal Reference: (continued)

children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

19a-630 (10) Definitions. "Health Care Facilities"

38a-472e Health insurer. Requirements re offer to contract with a school-based health care center.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

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