

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

Minutes of the Board of Education meeting on October 20, 2015 at 7:00 p.m. in the council chambers, 3 Primrose Street, Newtown, CT.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair	J. Evans Davila
K. Hamilton, Secretary	R. Bienkowski
D. Leidlein (7:08 p.m.)	2 Staff
J. Vouros	10 Public
D. Freedman	1 Press
M. Ku	

Mr. Alexander called the meeting to order at 7:05 p.m.

MOTION: Mr. Freedman moved that the Board of Education go into executive to discuss security at Sandy Hook School and invited Dr. Erardi and Mr. Bienkowski. Mrs. Roche seconded. Vote: 6 ayes Motion passes.

Item 1 – Executive Session

Item 2 – Pledge of Allegiance

Item 3 – Celebration of Excellence

Dr. Erardi introduced Barbara Gasparine, Head O'Meadow School principal, and Carol Danenberg, lead teacher. Ms. Gasparine spoke about the Head O'Meadow School PTA being named a National PTA School of Excellence by the National PTA as one of the top 150 PTAs in the nation. They started a Dads Club which reached out to fathers to become active in our school.

Mr. Alexander congratulated the PTA for this recognition. Members of the PTA in attendance were Kelly Albrecht, Melissa Beylouni, Julia Conlin and Sarah and Brian Kelly.

Mr. Alexander removed the Chartwells item from the agenda and requested to add an item to the agenda.

MOTION: Mrs. Ku moved to add a discussion of Board communications that have been made public. Mrs. Leidlein seconded. Motion passes unanimously.

Item 4 – Consent Agenda

MOTION: Mrs. Leidlein moved that the Board of Education approve the minutes of October 6, 2015, the high school field trips, the child rearing leave of absence for Meg Horn, and the correspondence report. Mrs. Roche seconded.

Mrs. Ku asked to add changes to the minutes to clarify that there were two different meetings. Mrs. Leidlein moved to change the motion to read approve minutes as amended. Mrs. Ku seconded.

Motion passes unanimously.

Item 5 – Public Participation

Item 6 – Reports

Chair Report: Mr. Alexander thanked those who attended the BOE candidate forum. John Vouros will be reporting as a member of the Paraeducator Climate and Culture committee.

Superintendent's Report:

Dr. Erardi stated that the Board of Education budget has been recognized by CABA as the finest document in the state.

He shared a reminder that a community forum will be held on October 28 at 7 PM in the high school lecture hall regarding school discipline, safety and grade level transitions for students. The Sandy Hook School Foundation is seeking a grant proposal from the Newtown schools to fund school based resources in support of the ongoing mental health needs of students who were in Sandy Hook School on 12/14 and those who lost siblings that day and are still in our schools. There is potential funding for up to \$500,000 over the next five years.

We have 11 teachers in the aspiring administrators program. The Rotary Club again will be honoring a student of the month from the middle and high schools for this school year.

High School Student Reports:

Kayla Disibio spoke about the upcoming Spirit Week and pep rally on October 30. Money has been raised for breast cancer through sports events. The AP environmental classes have had two field trips.

Rilind Abazi congratulated Coach Kenney and the girls soccer team for their 2014 academic award. Italian Day provided traditional food and music. The wrestling team is collecting food items for the food bank. He is part of the team regarding the dress code and went to three schools for a discussion with students. There has been positive feedback from Reed, the middle school and the high school.

Committee Reports:

Ms. Hamilton said the Policy Committee had great meetings with students on dress code. They were aware of the right clothes to wear to school. Dr. Erardi will pass information to the principals and Rilind to review. The next meeting is November 11.

Mrs. Ku said the Curriculum and Instruction Committee reviewed several policies regarding pilot programs, goals and priorities for next year, support for continued evaluation and improvement, school start times and a five-year plan for curriculum.

Mr. Freedman asked to schedule a technology committee soon. There should also be a review of all the committees.

Mrs. Roche said at the high school PTA meeting there was a discussion about wifi and problems there.

Dr. Erardi said this summer we put additional hotspots at the high school. The week before the NEASC committee arrived, the bandwidth was opened up to better serve the staff. We are in a much better space at this time.

Dr. Erardi said he met with the Paraeducator Climate and Culture committee. We are following the same path as with the certified staff. Mr. Vouros would be at the next meeting.

Financial Report:

MOTION: Mrs. Leidlein moved that the Board of Education approve the financial report for the month ending September 30, 2015. Mr. Vouros seconded.

Mr. Beinkowski reviewed the financial report. Currently operations are being conducted with a 25% holdback. The Education Cost Sharing grant will increase for the current year by \$318,745 which is more than expected.

Mrs. Leidlein asked if the excess cost grant could be reduced.

Mr. Bienkowski said we have usually gotten a 75% reimbursement but what we get will depend on what is going on in other districts. He doesn't believe we will be impacted by a cut.

Ms. Hamilton asked if additional money from ESC is allocated to any budget line items.

Mr. Bienkowski said that money goes into the town.

Mr. Alexander said we could request that from the town.

Mr. Bienkowski said we can do that but there are several steps leading to that request.

Motion passes unanimously.

Item 7 – Old Business

MOTION: Mrs. Ku moved that the Board of Education approve the Board Assumptions and Priorities for the fiscal plan 2016-2017. Mr. Freedman seconded

Ms. Hamilton spoke about a discussion with Mrs. Amodeo that we would try to level set the funding for technology and suggested adding wording to the item three under priorities to reflect that.

Mrs. Ku thought that NEASC addressed technology as a gap.

Dr. Erardi said it was addressed in the high school self-study and confirmed by the NEASC team. This past Friday the administrators were asked for their technology needs. Regarding the high school, they will get a report back from NEASC after the first of the year.

Mrs. Leidlein supports an adjustment to that item and to develop a level funding approach regarding tech and then level off.

Mr. Alexander said continued level funding is a goal he was comfortable with.

Mr. Vouros said that enhancing programs will require technology that we don't have. If we are behind at the high school we need to get this taken care of quickly.

Mrs. Roche said every year we cut technology. She is concerned about a high number that the Board of Finance will question.

Mrs. Leidlein feels we need to be more specific.

MOTION: Ms. Hamilton moved to amend the motion to modify the third bullet under "Priorities" to Continue a level funding plan for expansion and sustainability of technology with access and equity for all students. Mr. Freedman seconded.

Vote: 4 ayes, 3 nay (Mrs. Roche, Mrs. Leidlein, Mrs. Ku) Motion passes.

MOTION: Ms. Hamilton moved to amend the main motion to add a bullet under assumptions which will say "New programs/pilots with new and future financial/staffing implications will be discussed in full prior to budget presentation with a long-term resource/financial/staffing requirements presentation to the board." Mr. Freedman seconded.

Ms. Hamilton doesn't want to hear about a new program at budget time that the board hasn't heard about previously.

Dr. Erardi is comfortable with this amendment.

Mr. Vouros wants to make sure this doesn't restrict anything that is in operation at the moment. He feels it's too restrictive.

Mr. Freedman feels this allows for transparency and openness and was not restrictive.

Ms. Hamilton said that last year during the budget process we did not receive all information on the Spanish program until we needed to vote on the budget. We didn't have enough conversation before put in budget.

Vote: 3 ayes, 4 nays (Mrs. Roche, Mrs. Leidlein, Mr. Vouros, Mr. Alexander) Motion fails.

MOTION: Ms. Hamilton moved to amend the main motion to modify the first bullet under priorities to include specific class sizes as we currently operate under: K-2 : 20 students or less; 3-12 : 25 or less with the exception for specialty classes like band, chorus and other notable exceptions.

Mrs. Ku didn't think this was necessary.

Mrs. Leidlein said that based on events that occurred there seems to be more exceptions to the rule and we need flexibility going forward especially with grants expiring and special education concerns.

Vote: 2 ayes, 5 nays (Mrs. Ku, Mr. Vouros, Mrs. Leidlein, Mrs. Roche, Mr. Alexander) Motion fails.

Mrs. Leidlein said she would not vote as she didn't agree with one amendment.

Vote on original amended motion: 6 ayes, 1 abstained (Mrs. Leidlein) Motion passes.

Item 8 – New Business

MBR Legislation:

Mr. Alexander introduced Representative Mitch Bolinsky.

Dr. Erardi said although legislation has been passed there are a number of issues pending in this document. There is specific language that speaks to high performing districts. The assumption is that Newtown fell into that category. This legislation is a work in progress. What is important to Newtown is that the language has changed from a \$3,500 student reduction with declining enrollment to 50% of the per pupil expenditure. We wrote to the Commissioner to reconsider the calculation of how we determine per pupil expenditure which includes our federal grants making our dollars per student a greater amount than ever before. Knowing that we are coming off line with a significant funding stream and support staff and services which will be needed next year it will be a difficult consideration to look at this legislation for Newtown in the 2016-17 school year.

Mr. Alexander asked Representative Bolinsky for the intent of this legislation.

Rep. Bolinsky said there is no spirit or intent to hurt education in Newtown. Nothing happens without the approval of the Board of Education. The Commissioner has approval or disapproval authority but it has not been defined. The town side cannot approve the plan; only the Board of Education can. There are protections in there. It's a local decision by the Board of Education before it gets to the Commissioner's level. This can reduce operational costs and educational costs. It's not a mandate from the State Board of Education.

Mr. Alexander asked how we respond to this legislation.

Rep. Bolinsky said it was important for us to weigh in on what negative implications could be. Right now it's conceptual. It is more for stressed districts than high performing districts.

Dr. Erardi corrected his previous statement. The past legislation was a reduction of \$3,000 per student. Present legislation would allow a \$7,145 reduction for Newtown.

Mrs. Ku doesn't understand how the Board of Education has the final say. In the event we were in the top 10% group, the Board of Education doesn't have any part of that conversation other than the original budget that was moved forward.

Mrs. Roche said that once the Board of Education approves the budget the Board of Finance and Legislative Council move on it.

Rep. Bolinsky said the Commissioner will be interested in the details of the plan. She will not have input in the local process but will be advised that in the plan the objectives of the state board of education goals have been met. Reductions are through the Board of Finance and Legislative Council.

Mr. Alexander said that once the budget leaves the hands of the Board of Education there was always a floor which was \$3,000 per student. Now that has increased to half of the per pupil expenditure per student enrollment. The floor appears to be lower for us which is our concern.

Dr. Erardi said that past legislation with declining enrollment allowed the Board of Education to reduce their budget by 0.5% for \$375,000. Present legislation allows communities to reduce the budget by 1.5% so it could be a reduction of over \$1M for us. Then the Commissioner would come into play. He does not support any of this.

Ms. Hamilton said it was up to us to explain our budget to the other boards and commissions with voting rights to it and to the voters. She spoke to the State Department of Education to better understand the 10% list. They still don't have a formula. Knowing this community and the coming years she doesn't see the Legislative Council cutting \$1M below the previous year's budget.

Mrs. Roche agreed that this legislation is very concerning. We will be dealing with declining enrollment and closing schools. This could be a serious situation if the wrong decision is made. Rep. Bolinsky feels this conversation needs to continue. The intent was for districts in need. He asked that we work together and reach consensus within this board.

Mr. Alexander said Rep. Bolinsky is recommending the Board make their opinions known that there is a missing floor for districts. He doesn't want to fall into a position to worry about MBR unless we find ourselves with a budget that meets these numbers. Without that floor he feels there is a hole in the legislation.

Rep. Bolinsky said the Board should reach consensus and bring recommendations forward. He would like to be part of that.

Mr. Alexander stated we should consider whether we should write a specific request for reconsideration.

First Read of Grade 3 and Grade 4 Social Studies Curricula:

Mrs. Davila said these curricula had an additional review by the C & I Committee and they meet the new standards.

Mr. Freedman shared his concern about the geography section and not seeing a section on students learning the states and their capitals.

Mrs. Davila said trends in education have changed. We are working more in the application of knowledge on a much higher order. Memorizing states and their capitals is considered more of a lower thinking task.

Mr. Freedman said students need to have a foundation to get to the higher level.

Mrs. Ku stated that the PTA at Middle Gate has geography quizzes during the school day so there is one way they are getting that material.

Mrs. Davila said the struggle as we get older is we want to reflect back on what worked when we were learning. It's different now.

Ms. Hamilton asked for an overview of revisions to the curricula because she can't tell what has changed.

Mrs. Davila said these have been held up in the approval process and it would take additional time to develop such a document.

Mrs. Davila said the history of the document is not what is important but what the document does now.

Dr. Erardi said we would provide what drives the changes.

Ms. Hamilton wanted to see how there is vertical alignment between other grades.

Mrs. Ku said there were discussions because grade 5 and 6 writers were together with grade 3 and 4 writers reviewing the curricula.

Ms. Hamilton suggested inviting local government representatives speak to students as part of the curriculum.

Nurses Contract:

MOTION: Mrs. Leidlein moved that the Board of Education approve the ratified Newtown School Nurses contract for the period July 1, 2014 through June 30, 2017. Mrs. Roche seconded.

Dr. Erardi thanked the Board members on the negotiation team. Mrs. Leidlein was pleased to finalize the agreement.

Ms. Hamilton asked for major contract changes.

Mrs. Ku said they moved to HSA for all new hires.

Motion passes unanimously.

Additional Item:

Mr. Alexander said a document email made its way onto the internet today and asked if anyone knew how that had happened. The concern is great as it was not covered under FOIA but under attorney-client privilege. There is no reason Board members should forward this to anyone. This was not appropriate to send.

Mrs. Roche said it was not only an attorney-client privileged email but shared with a person outside the Board of Education and was done improperly. A portion of a communication was posted.

Mr. Alexander asked if any of the Board members knew about it.

Mrs. Leidlein asked where the email was shared.

Mr. Alexander said it was on a Facebook page.

Mrs. Leidlein asked if the administrators of the Facebook page have been asked to remove it. Mr. Alexander said not that he was aware of.

Item 9 – Public Participation

Ryan Knapp, 11 Jeremiah Road, was disappointment to see this posted on social media. It looked like there were deliberations and discussions which should have been held in executive session.

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

Item 10 – Adjournment

The meeting adjourned at 9:54 p.m.

Respectfully submitted:

Kathryn Hamilton
Secretary

To: Dr. Erardi

From: Meg Horn

OCT 13 2015

Position: Reading Teacher, Sandy Hook School

Re: Maternity Leave

October 5, 2015

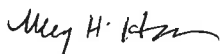
Dear Dr. Erardi,

I hope the start of the school year is going well for you. As you know, I am currently on maternity leave as I had my third child on July 28th. Being home with three children ages 4 ½ years, 2 ½ years and 10 weeks has made me reconsider my original plan to return to Sandy Hook School on December 1st.

I am writing to request your approval on extending my leave. I am requesting a child rearing leave of absence for the remainder of the 2015 - 2016 school year. I would like to return to my current full time teaching position for the 2016-2017 school year. I understand that if approved, a position will be held for me in the district, but not necessarily at Sandy Hook School.

Thank you in advance for considering my request. If you have any questions, please feel free to contact me at (203) 767-6773 or through my Newtown email address (hornm@newtown.k12.ct.us). I look forward to hearing from you.

Sincerely,



Meg H. Horn

Cc: Dr. Kathy Gombos



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Chris Bray Date: 10/8/15
Other Staff Involved: _____

Date of Proposed Field Trip: 12/28/15 - 12/29/15

Class/Group Involved: NHS Wrestling Team

Number of Students Scheduled to Make Trip: 15

Other Adults (non-teachers) Chaperoning the Trip (list names): Mike McKeever
Mike Long

Destination: Lowell, MA Lowell Holiday Tournament

Place and Time of Departure: N.H.S. 4:30 a.m. 12/28/15

Estimated Time of Return: TBD 12/29/15

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.) _____

Estimated Cost of Transportation: 0

Estimated Cost per Student: 0

Other Information: Parents have asked to drive student-athletes to this tournament. Student-athletes will stay in hotel rooms with parents.

PRINCIPAL APPROVAL BY SIGNATURE: Lorrie Rodrigue DATE: 10-13-15

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

Billing Information

Bill to: _____

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

Confirmation

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



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Eckhardt/Matson/Maval Date: 10/6/15

Other Staff Involved: _____

Date of Proposed Field Trip: April 21-24, 2016

Class/Group Involved: Band/orchestra/chorus

Number of Students Scheduled to Make Trip: Est. 190

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

Destination: Virginia Beach, VA

Place and Time of Departure: NHS - 4/21 - 8 a.m.

Estimated Time of Return: 8pm - 4/24

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): TBA

Estimated Cost of Transportation: Entire Cost of Trip - \$660.00

Estimated Cost per Student: \$660.00

Other Information: National Music Festival

PRINCIPAL APPROVAL BY SIGNATURE: Larrie Rodriguez

DATE: 10-9-15

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

DATE: _____

Billing Information

Bill to: _____

Pricing: _____ Hours @ _____ per hour = _____

_____ Miles @ _____ per mile = _____

Minimum Charge: _____

Total Charge per Bus: _____

Confirmation

Information taken by: _____

Date Confirmed: _____

Confirmed by: _____

Recorded in Book: _____

BOE Communications Report, 10/20/2015
Kathy Hamilton, Board of Education Secretary

From	Date	Description
Kinga Walsh	10/6/2015	Possibly premature thank you.....but hope not
Donna F. St.John	10/6/2015	Tribute To Victoria Soto Art Exhibit
Mary LaPierre-Grasso	10/7/2015	Spanish curriculum
Alison Tainter	10/8/2015	Delayed opening feedback
Teachwise Inspire	10/8/2015	27000 classroom supplements at no cost when you test drive Inspire
Kinga Walsh	10/10/2015	Strategic Plan Update
Anthony DiLorenzo	10/12/2015	Security
Anthony DiLorenzo	10/12/2015	RE: Bus DiLorenzo Family
Rachel Reese	10/13/2015	Know A Stellar Teen Volunteer

Administrative Report

Tuesday, October 20th

1. Newtown Public Schools:

State (CABE) Recognition (Attachment #1)

2. Community Forum – October 28th - 7:00 p.m. (Attachment #2)

- a. School Discipline
- b. Safety
- c. Transitions

3. Sandy Hook School Foundation (Attachment #3)

4. Aspiring Administrators' Program

5. Rotary Partnership – Student of the Month Program



Handwritten signature and date: 10/20/15



Connecticut Association of Boards of Education

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

October 13, 2015

Richard Murray
President
Killingly

Dr. Joseph Erardi
Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470

Ann Gruenberg
First Vice President
Hampton

Robert Mitchell
Vice President
for Government Relations
Montville

Dear Dr. Erardi:

Elaine Whitney
Vice President
for Professional Development
Westport

Congratulations! We are delighted to inform you that your school district has won the **CABE Award of Excellence for Educational Communications**. A list of the winners is attached (please check the list to see which one of your entries won the award.)

John Prins
Secretary/Treasurer
Branford

Again, this year CABE will make the presentations in the winning school districts. A member of our Board of Directors or Senior Staff will come to your school district and make the presentation at a meeting of your board of education.

Lydia Tedone
Immediate Past President
Simsbury

One of CABE's continuing goals is to bring recognition to the talented staff members who created these outstanding winning entries, as well as to your entire district. Therefore, we believe that by making the presentation at your board meeting you will have the opportunity to invite the local media, and members of the staff and the community who otherwise would be unable to attend the awards presentation ceremony at the convention. You will be contacted after the CABE/CAPSS Convention to set up a date and time to make the presentation.

Donald Harris
Executive Committee
Member at Large
Bloomfield

Winning districts will be showcased at the 2015 CABE/CAPSS Convention in November. Please send approximately 15-20 copies of your winning entry, **PRINT MATERIAL ONLY**, (videos, computer generated projects and website excluded). Send your material for display to CABE, 81 Wolcott Hill Road, Wethersfield, CT 06109 **BEFORE NOVEMBER 6, 2015** or bring them to the registration area before 7:30 a.m. on Friday, November 20, 2015.

Robert Rader
Executive Director

Patrice A. McCarthy
Deputy Director
and General Counsel

Rebecca Adams
Senior Staff Attorney

Bonnie B. Carney
Senior Staff Associate
for Publications

If you have any questions or comments about this process, please contact me at bcarney@cabe.org or 860-571-7446.

Nicholas D. Caruso, Jr.
Senior Staff Associate
for Field Services

Sincerely,

Sheila McKay
Senior Staff Associate
for Government Relations

Bonnie B. Carney
Senior Staff Associate for Publications

Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Lisa M. Steimer
Senior Staff Associate
for Professional Development

Enclosure

Teresa Costa
Coordinator of Finance
and Administration

cc: Mr. Keith Alexander, Board Chair, Newtown Board of Education

2015 Communications Award Winners

Congratulations to the school districts which won awards in CABE's 2015 Award of Excellence for Educational Communications contest.

UNDER 2000 ADM

Social Media Award Winner

Woodstock Academy
Woodstock Social Media

Honorable Mention

Old Saybrook Public Schools
*Old Saybrook Ram Pride –
Twitter Page*

Redding Public Schools
RES Town Meetings

EASTCONN
EASTCONN Facebook Page

Going Green Award Winner

Redding Public Schools
Rain Barrels

Newsletter Award Winner

Bethany Public Schools
*Bethany Community School
Monthly Happenings*

Honorable Mentions

Derby Public Schools
Derby Public School Newsletter

Salem Public Schools
*Superintendent's Corner,
Salem School Insider,
Staff Bulletin News Letter*

Canton Public Schools
Raising The Bar

Annual Report Award Winner EASTCONN

Annual Board Update 2014-2015

Honorable Mentions

C.E.S.

2013-2014 Annual Report

Woodbridge Public Schools
*The Bridge: The Annual
Education Report of the
Woodbridge School District*

EASTCONN
*Annual Report 2013-2014
to the CSDE*

District Budget Award Winner

Salem Public Schools
*Salem School Districts
Superintendent's
FY 2015-16 Budget Book*

Honorable Mentions

Region 18 Public Schools
Budget Book 2015-2016

Derby Public Schools
Budget Presentation 2014-2015

Granby Public Schools
District Budget

Parent/Student Handbook Award Winner

Woodbridge Public Schools
*Beecher Road School Parent &
Student Handbook 2015-2016*

Honorable Mentions

EASTCONN
ACT Program of Studies 2015-16

Salem Public Schools
*Salem School District Parent
and Student Handbook 2014-15
and Code of Conduct
Handbook Grades K-8*

Derby Public Schools
*Parent Student Handbooks –
DHS, DMS, Bradley
and Irving Schools*

Course Selection Guide

Award Winner EASTCONN

*2015-16 Programs and
Services Brochure*

Honorable Mentions

EASTCONN

"I Have a Student"

Derby Public Schools
Course Selection Guide

Calendar

Award Winner

Bethany public Schools
*Bethany Community School
and PTO Calendar*

Honorable Mention

C.E.S.

2015-16 Member District Calendar

Woodbridge School District
*Woodbridge School District
Calendar 2015-16*

EASTCONN

*Celebrating Learning Calendar
2015-16*

Special Project

Award Winner

Bethany Public Schools
*Veteran's Day School-wide
Celebration*

Honorable Mentions

Bethany Public Schools
"May" I Walk to School Day

Redding Public Schools
Buddy Bench

Woodstock Academy
Woodstock Academy Viewbook

Special Project (AV)

Award Winner

Woodstock Academy
*Woodstock Academy Alumnus
Speaks and Performs
with Symphony Band*

Honorable Mentions

Salem Public Schools
Salem School: A Year in Review

Woodstock Academy
Website

Computer Generated Projects

Award Winner

Woodbridge Public Schools
*2015-16 BOE Budget:
Presentation to the Boards of
Selectmen and Finance*

Honorable Mentions

Salem Public Schools
*Salem School District's
Superintendent's School Year
2015-16 Budget Presentation*

Woodbridge Public Schools
*Woodbridge Welcomes
Orientation for Visiting Tri-State
Mathematics Committee*

Derby Public Schools
State of the District Address

Websites

Award Winner

Bethany Public Schools
Bethany School District Website

Honorable Mentions

Salem Public Schools
Salem School District Website

EASTCONN

ACT Website

Old Saybrook Public Schools
*Old Saybrook Public Schools
Website*

2000 – 5000 ADM

Social Media

Award Winner

Cheshire Public Schools
Parent/Guardian Communication

Honorable Mention

Wolcott Public Schools
*Wolcott Public Schools
Facebook Page*

Bloomfield Public Schools
*Bloomfield Public Schools
Social Media*

Vernon Public Schools
Social Media

Going Green

Award Winner

Newington Public Schools
*Partnering Green Initiatives
and Customer Service*

Honorable Mention

Plainville Public Schools
Going Green

Newsletter

Award Winner

Norwich Free Academy
NFA Magazine

Honorable Mentions

Newington Public Schools
Principals Update

Newington Public Schools
Newsletter

East Haven Public Schools
Biannual District Newsletter

Annual Report

Award Winner

LEARN

*LEARN Annual Report
2013 - 2014*

Honorable Mentions

Region 5 Public Schools
*Amity Region School District No. 5
2015 Facilities Report*

Wolcott Public Schools
*Annual Report of the
Superintendent*

Bloomfield Public Schools
*District Accountability Plan –
Annual Report 2015*

District Budget

Award Winner

Newtown Public Schools
District Budget

Honorable Mentions

Bloomfield Public Schools
Exceeding Success

New Canaan Public Schools
*2015-16 Budget Process
Communication Package*

Naugatuck Public Schools
*Naugatuck Board of Education
2015-16 Financial Plan*



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

Press Release

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

Fri, Oct 16, 2015 at 1:52 PM

Draft To: Kathy June <junek@newtown.k12.ct.us>

Bcc: Newtown BOE <NewtownBOE@newtown.k12.ct.us>, Anne Uberti <ubertia@newtown.k12.ct.us>, Barbara Gasparine <gasparineb@newtown.k12.ct.us>, Chris Geissler <geisslerc@newtown.k12.ct.us>, Christopher Moretti <MorettiC@newtown.k12.ct.us>, Gino Faiella <faiellag@newtown.k12.ct.us>, Jean Evans Davila <davilaj@newtown.k12.ct.us>, Joe Erardi <erardij@newtown.k12.ct.us>, Judy Blanchard <blanchardj@newtown.k12.ct.us>, Kathy Gombos <gombosk@newtown.k12.ct.us>, Kathy June <junek@newtown.k12.ct.us>, Lorrie Rodrigue <rodriguel@newtown.k12.ct.us>, Mark Pompano <pompanom@newtown.k12.ct.us>, Michelle Hiscavich <hiscavichm@newtown.k12.ct.us>, Ron Bienkowski <bienkowskir@newtown.k12.ct.us>, Thomas Kuroski <kuroskit@newtown.k12.ct.us>, Tom Einhorn <einhornt@newtown.k12.ct.us>

Kathy

Please send to the press:

Community Forum: Safety, School Discipline, and Transition

On Wednesday, October 28, at 7:00 p.m. there will be a one hour community forum for all K-12 parents. The design of the evening will be interactive as those in attendance will partner with administration to discuss present practice pertaining to safety, security, discipline, and student transitions.

The forum will be held in the Lecture Hall at Newtown High School.

Any questions pertaining to this event should be addressed by calling the superintendent's office at 203-426-7621.



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

Sandy Hook School Foundation - grant proposal

SHS Foundation <sandyhooksschoolfoundation@gmail.com>

To: Joe Erardi <erardij@newtown.k12.ct.us>

Dear Dr. Erardi,

The Sandy Hook School Foundation is seeking a grant proposal from Newtown Public Schools for our consideration, to fund school-based resources in support of the ongoing mental health needs of students at Sandy Hook School, Reed Intermediate School, and Newtown Middle School - with a focus on students who were in Sandy Hook School on 12/14 and those students who lost siblings that day and are still in the Newtown Public School system. Please consider the greatest needs and gaps - both current and future - of students at SHS, RIS and NMS, as well as Sandy Hook School staff affected by 12/14.

We request that you include the current Principals of SHS, RIS, and NMS, Kathy Gombos, Anne Uberti, Tom Einhorn respectively, as well as Julie Haggard, Director of Pupil Services, and Judy Blanchard, the Recovery Project Director, in this proposal planning and preparation process. These professionals are closely connected to the student population and its needs.

There is potential funding up to a total of \$500K over the next five years, with a portion of it beginning as early as January 2016.

Please use the attached form to submit your proposal. You may email the completed document and any supporting materials to us at sandyhooksschoolfoundation@gmail.com. Please submit your proposal by October 1, 2015. Following the submission, we will schedule a proposal presentation for you with our Grant Committee and target to make a decision by December 15, 2015.

Please let me know if you have any questions. We look forward to hearing from you.

Thank you,
Tracey

Tracey Jaeger
President, Sandy Hook School Foundation

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

SUMMARY

The third financial report, or first quarter of the 2015-16 fiscal year to date, is attached. In the month of September, the Board of Education spent approximately \$5.1M, \$3.6M on salaries and benefits, and \$1.5M for all other objects. This is \$300,000 less than last year's rate of expenditures for the same period. Information regarding projections is limited at this time as we focused on getting all school operations up to speed in September.

All the main object accounts remain in a positive position for this quarter. The overall balance depicted herein is approximately \$900,000 less than last years for the same-time period. All major object codes, with the exception of supplies have a lesser balance currently than the comparable time of last year. This fact validates that this is a very lean operational plan. While expenditures in total are the same as last year, our encumbrances are about \$1.1M higher primarily resulting from additional tuitions and the need to meet the turnover expectation.

Currently operations are being conducted with a 25% hold back in place for all cost centers on certain budget items in order to provide sufficient funding for any continued increases in needs.

The district has also received positive information that the ECS (Education Cost Sharing) grant will increase for the current year by \$318,745. This amount is beyond what the Board of Education and Town have represented in their budgets for 2015-16 so this will constitute additional revenue for the current year. ECS was increased to provide funding for underfunded municipalities which was a late session increase over the Governor's recommended budget. We should keep this additional 'Education' revenue in mind as we play the current budget forward considering its many needs.

This budget is extremely lean and needs to be carefully monitored. Forecasting anticipated obligations based on this financial appropriation will begin in October and will modify the balances required to end the fiscal year within the allotted budget.

Ron Bienkowski
Director of Business
October 13, 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 2014-15 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a 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.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) 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 accounts with 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 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.

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, and
- Miscellaneous fees.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
GENERAL FUND BUDGET									
100	SALARIES	\$ 44,815,249	\$ 45,087,071	\$ 45,087,071	\$ 6,055,125	\$ 37,375,141	\$ 1,656,805	\$ (64,836)	\$ 1,721,641
200	EMPLOYEE BENEFITS	\$ 11,114,368	\$ 10,705,454	\$ 10,705,454	\$ 3,090,548	\$ 6,279,854	\$ 1,335,052	\$ -	\$ 1,335,052
300	PROFESSIONAL SERVICES	\$ 907,519	\$ 788,173	\$ 788,173	\$ 125,252	\$ 260,236	\$ 402,685	\$ (62,274)	\$ 464,959
400	PURCHASED PROPERTY SERV.	\$ 2,148,955	\$ 2,133,580	\$ 2,133,580	\$ 573,435	\$ 601,199	\$ 958,947	\$ -	\$ 958,947
500	OTHER PURCHASED SERVICES	\$ 7,314,702	\$ 7,625,933	\$ 7,625,933	\$ 1,580,801	\$ 6,008,674	\$ 36,458	\$ (1,319,397)	\$ 1,355,855
600	SUPPLIES	\$ 4,431,039	\$ 4,391,767	\$ 4,391,767	\$ 801,366	\$ 243,789	\$ 3,346,612	\$ -	\$ 3,346,612
700	PROPERTY	\$ 532,858	\$ 786,012	\$ 786,012	\$ 515,832	\$ 81,709	\$ 188,471	\$ (25,128)	\$ 213,599
800	MISCELLANEOUS	\$ 67,705	\$ 69,956	\$ 69,956	\$ 47,483	\$ 564	\$ 21,909	\$ -	\$ 21,909
TOTAL GENERAL FUND BUDGET		\$ 71,332,395	\$ 71,587,946	\$ 71,587,946	\$ 12,789,842	\$ 50,851,165	\$ 7,946,939	\$ (1,471,635)	\$ 9,418,574
900	TRANSFER NON-LAPSING	\$ 12,909							
GRAND TOTAL		\$ 71,345,304	\$ 71,587,946	\$ 71,587,946	\$ 12,789,842	\$ 50,851,165	\$ 7,946,939	\$ (1,471,635)	\$ 9,418,574

(Unaudited)

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	SALARIES								
	Administrative Salaries	\$ 3,006,639	\$ 3,171,452	\$ 3,171,452	\$ 687,270	\$ 2,479,380	\$ 4,802	\$ -	\$ 4,802
	Teachers & Specialists Salaries	\$ 30,187,768	\$ 29,940,913	\$ 29,940,913	\$ 3,529,807	\$ 26,473,571	\$ (62,465)	\$ (19,368)	\$ (43,097)
	Early Retirement	\$ 32,000	\$ 84,500	\$ 84,500	\$ 84,500	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 89,828	\$ 93,673	\$ 93,673	\$ 48,335	\$ 34,820	\$ 10,518	\$ -	\$ 10,518
	Homebound & Tutors Salaries	\$ 372,132	\$ 326,936	\$ 326,936	\$ 31,172	\$ 33,533	\$ 262,230	\$ -	\$ 262,230
	Certified Substitutes	\$ 534,674	\$ 594,875	\$ 594,875	\$ 16,124	\$ 193,950	\$ 384,801	\$ -	\$ 384,801
	Coaching/Activities	\$ 525,627	\$ 543,480	\$ 543,480	\$ -	\$ -	\$ 543,480	\$ -	\$ 543,480
	Staff & Program Development	\$ 204,214	\$ 205,000	\$ 205,000	\$ 74,946	\$ 33,536	\$ 96,518	\$ -	\$ 96,518
	CERTIFIED SALARIES	\$ 34,952,882	\$ 34,960,829	\$ 34,960,829	\$ 4,472,153	\$ 29,248,790	\$ 1,239,886	\$ (19,368)	\$ 1,259,254
	Supervisors/Technology Salaries	\$ 638,531	\$ 756,854	\$ 756,854	\$ 154,845	\$ 569,283	\$ 32,726	\$ -	\$ 32,726
	Clerical & Secretarial salaries	\$ 2,000,375	\$ 2,036,645	\$ 2,036,645	\$ 350,721	\$ 1,694,273	\$ (8,348)	\$ -	\$ (8,348)
	Educational Assistants	\$ 2,094,517	\$ 1,988,010	\$ 1,988,010	\$ 168,603	\$ 1,837,138	\$ (17,730)	\$ (7,034)	\$ (10,696)
	Nurses & Medical advisors	\$ 669,915	\$ 650,266	\$ 650,266	\$ 89,898	\$ 587,533	\$ (27,164)	\$ (14,196)	\$ (12,968)
	Custodial & Maint Salaries	\$ 2,822,235	\$ 2,817,500	\$ 2,817,500	\$ 573,833	\$ 2,226,030	\$ 17,637	\$ -	\$ 17,637
	Non Certified Salary Adjustment	\$ -	\$ 114,036	\$ 114,036	\$ -	\$ -	\$ 114,036	\$ -	\$ 114,036
	Career/Job salaries	\$ 198,470	\$ 230,858	\$ 230,858	\$ 34,340	\$ 165,262	\$ 31,256	\$ -	\$ 31,256
	Special Education Svcs Salaries	\$ 864,058	\$ 971,191	\$ 971,191	\$ 112,129	\$ 854,438	\$ 4,624	\$ (24,238)	\$ 28,862
	Attendance & Security Salaries	\$ 213,578	\$ 235,265	\$ 235,265	\$ 34,894	\$ 192,395	\$ 7,976	\$ -	\$ 7,976
	Extra Work - Non-Cert	\$ 92,025	\$ 76,254	\$ 76,254	\$ 32,212	\$ -	\$ 44,042	\$ -	\$ 44,042
	Custodial & Maint. Overtime	\$ 233,174	\$ 210,363	\$ 210,363	\$ 31,280	\$ -	\$ 179,083	\$ -	\$ 179,083
	Civic activities/Park & Rec	\$ 35,490	\$ 39,000	\$ 39,000	\$ 219	\$ -	\$ 38,781	\$ -	\$ 38,781
	NON-CERTIFIED SALARIES	\$ 9,862,368	\$ 10,126,242	\$ 10,126,242	\$ 1,582,973	\$ 8,126,351	\$ 416,919	\$ (45,468)	\$ 462,387
	SUBTOTAL SALARIES	\$ 44,815,249	\$ 45,087,071	\$ 45,087,071	\$ 6,055,125	\$ 37,375,141	\$ 1,656,805	\$ (64,836)	\$ 1,721,641

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	EMPLOYEE BENEFITS								
	Medical & Dental Expenses	\$ 8,713,310	\$ 8,192,380	\$ 8,192,380	\$ 2,123,532	\$ 6,031,731	\$ 37,117	\$ -	\$ 37,117
	Life Insurance	\$ 84,500	\$ 87,337	\$ 87,337	\$ 20,602	\$ -	\$ 66,735	\$ -	\$ 66,735
	FICA & Medicare	\$ 1,330,558	\$ 1,347,487	\$ 1,347,487	\$ 198,132	\$ -	\$ 1,149,355	\$ -	\$ 1,149,355
	Pensions	\$ 442,437	\$ 501,329	\$ 501,329	\$ 484,311	\$ 7,711	\$ 9,307	\$ -	\$ 9,307
	Unemployment & Employee Assist.	\$ 63,883	\$ 74,000	\$ 74,000	\$ 1,452	\$ -	\$ 72,548	\$ -	\$ 72,548
	Workers Compensation	\$ 479,680	\$ 502,921	\$ 502,921	\$ 262,518	\$ 240,412	\$ (9)	\$ -	\$ (9)
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,114,368	\$ 10,705,454	\$ 10,705,454	\$ 3,090,548	\$ 6,279,854	\$ 1,335,052	\$ -	\$ 1,335,052
300	PROFESSIONAL SERVICES								
	Professional Services	\$ 744,428	\$ 567,155	\$ 567,155	\$ 78,490	\$ 250,595	\$ 238,070	\$ (62,274)	\$ 300,344
	Professional Educational Ser.	\$ 163,091	\$ 221,018	\$ 221,018	\$ 46,762	\$ 9,642	\$ 164,614	\$ -	\$ 164,614
	SUBTOTAL PROFESSIONAL SVCS	\$ 907,519	\$ 788,173	\$ 788,173	\$ 125,252	\$ 260,236	\$ 402,685	\$ (62,274)	\$ 464,959
400	PURCHASED PROPERTY SVCS								
	Buildings & Grounds Services	\$ 645,531	\$ 661,375	\$ 661,375	\$ 195,415	\$ 328,056	\$ 137,904	\$ -	\$ 137,904
	Utility Services - Water & Sewer	\$ 109,859	\$ 116,000	\$ 116,000	\$ 16,962	\$ -	\$ 99,038	\$ -	\$ 99,038
	Building, Site & Emergency Repairs	\$ 507,859	\$ 460,850	\$ 460,850	\$ 136,710	\$ 48,647	\$ 275,493	\$ -	\$ 275,493
	Equipment Repairs	\$ 274,022	\$ 296,738	\$ 296,738	\$ 45,586	\$ 37,441	\$ 213,711	\$ -	\$ 213,711
	Rentals - Building & Equipment	\$ 297,181	\$ 317,117	\$ 317,117	\$ 110,592	\$ 120,386	\$ 86,139	\$ -	\$ 86,139
	Building & Site Improvements	\$ 314,503	\$ 281,500	\$ 281,500	\$ 68,169	\$ 66,669	\$ 146,662	\$ -	\$ 146,662
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,148,955	\$ 2,133,580	\$ 2,133,580	\$ 573,435	\$ 601,199	\$ 958,947	\$ -	\$ 958,947

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	OTHER PURCHASED SERVICES								
	Contracted Services	\$ 412,606	\$ 462,477	\$ 462,477	\$ 213,996	\$ 92,377	\$ 156,104	\$ -	\$ 156,104
	Transportation Services	\$ 3,839,746	\$ 3,934,792	\$ 3,934,792	\$ 475,002	\$ 2,740,114	\$ 719,676	\$ (259,843)	\$ 979,519
	Insurance - Property & Liability	\$ 325,587	\$ 356,941	\$ 356,941	\$ 199,892	\$ 149,142	\$ 7,908	\$ -	\$ 7,908
	Communications	\$ 122,190	\$ 130,583	\$ 130,583	\$ 21,153	\$ 90,445	\$ 18,985	\$ -	\$ 18,985
	Printing Services	\$ 35,776	\$ 39,582	\$ 39,582	\$ 7,144	\$ 3,239	\$ 29,199	\$ -	\$ 29,199
	Tuition - Out of District	\$ 2,358,090	\$ 2,469,221	\$ 2,469,221	\$ 633,893	\$ 2,805,246	\$ (969,917)	\$ (1,059,554)	\$ 89,637
	Student Travel & Staff Mileage	\$ 220,707	\$ 232,337	\$ 232,337	\$ 29,722	\$ 128,112	\$ 74,503	\$ -	\$ 74,503
	SUBTOTAL OTHER PURCHASED SE	\$ 7,314,702	\$ 7,625,933	\$ 7,625,933	\$ 1,580,801	\$ 6,008,674	\$ 36,458	\$ (1,319,397)	\$ 1,355,855
600	SUPPLIES								
	Instructional & Library Supplies	\$ 853,956	\$ 911,445	\$ 911,445	\$ 294,133	\$ 120,046	\$ 497,266	\$ -	\$ 497,266
	Software, Medical & Office Sup.	\$ 205,275	\$ 222,105	\$ 222,105	\$ 18,174	\$ 63,297	\$ 140,633	\$ -	\$ 140,633
	Plant Supplies	\$ 379,403	\$ 375,100	\$ 375,100	\$ 126,499	\$ 50,796	\$ 197,805	\$ -	\$ 197,805
	Electric	\$ 1,466,532	\$ 1,455,657	\$ 1,455,657	\$ 276,840	\$ -	\$ 1,178,817	\$ -	\$ 1,178,817
	Propane & Natural Gas	\$ 308,569	\$ 380,546	\$ 380,546	\$ 23,915	\$ -	\$ 356,631	\$ -	\$ 356,631
	Fuel Oil	\$ 549,889	\$ 502,320	\$ 502,320	\$ 1,791	\$ -	\$ 500,529	\$ -	\$ 500,529
	Fuel For Vehicles & Equip.	\$ 410,399	\$ 337,025	\$ 337,025	\$ -	\$ -	\$ 337,025	\$ -	\$ 337,025
	Textbooks	\$ 257,017	\$ 207,569	\$ 207,569	\$ 60,013	\$ 9,650	\$ 137,905	\$ -	\$ 137,905
	SUBTOTAL SUPPLIES	\$ 4,431,039	\$ 4,391,767	\$ 4,391,767	\$ 801,366	\$ 243,789	\$ 3,346,612	\$ -	\$ 3,346,612

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2015

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
700	PROPERTY								
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ 124,177	\$ 149,305	\$ -	\$ (25,128)	\$ (25,128)	\$ 0
	Technology Equipment	\$ 378,975	\$ 549,144	\$ 549,144	\$ 364,710	\$ 81,709	\$ 102,725	\$ -	\$ 102,725
	Other Equipment	\$ 29,706	\$ 112,691	\$ 112,691	\$ 1,818	\$ -	\$ 110,873	\$ -	\$ 110,873
	SUBTOTAL PROPERTY	\$ 532,858	\$ 786,012	\$ 786,012	\$ 515,832	\$ 81,709	\$ 188,471	\$ (25,128)	\$ 213,599
800	MISCELLANEOUS								
	Memberships	\$ 67,705	\$ 69,956	\$ 69,956	\$ 47,483	\$ 564	\$ 21,909	\$ -	\$ 21,909
	SUBTOTAL MISCELLANEOUS	\$ 67,705	\$ 69,956	\$ 69,956	\$ 47,483	\$ 564	\$ 21,909	\$ -	\$ 21,909
	TOTAL LOCAL BUDGET	\$ 71,332,395	\$ 71,587,946	\$ 71,587,946	\$ 12,789,842	\$ 50,851,165	\$ 7,946,939	\$ (1,471,635)	\$ 9,418,574

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - SEPTEMBER 30, 2015

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	ANTICIPATED	RECEIVED	EXPECTED	BALANCE
100	SALARIES	\$ (64,836)	\$ (64,836)	\$ -	\$ (64,836)	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (62,274)	\$ (62,274)	\$ -	\$ (62,274)	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,319,397)	\$ (1,319,397)	\$ -	\$ (1,319,397)	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (1,446,507)	\$ -	\$ -	\$ (1,446,507)	\$ -
100	SALARIES					
	Administrative Salaries	\$ -	\$ -			\$ -
	Teachers & Specialists Salaries	\$ (19,368)	\$ (19,368)		\$ (19,368)	\$ -
	Early Retirement	\$ -	\$ -			\$ -
	Continuing Ed./Summer School	\$ -	\$ -			\$ -
	Homebound & Tutors Salaries	\$ -	\$ -			\$ -
	Certified Substitutes	\$ -	\$ -			\$ -
	Coaching/Activities	\$ -	\$ -			\$ -
	Staff & Program Development	\$ -	\$ -			\$ -
	CERTIFIED SALARIES	\$ (19,368)	\$ (19,368)	\$ -	\$ (19,368)	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -			\$ -
	Clerical & Secretarial salaries	\$ -	\$ -			\$ -
	Educational Assistants	\$ (7,034)	\$ (7,034)		\$ (7,034)	\$ -
	Nurses & Medical advisors	\$ (14,196)	\$ (14,196)		\$ (14,196)	\$ -
	Custodial & Maint Salaries	\$ -	\$ -			\$ -
	Non Certified Salary Adjustment	\$ -	\$ -			\$ -
	Career/Job salaries	\$ -	\$ -			\$ -
	Special Education Svcs Salaries	\$ (24,238)	\$ (24,238)		\$ (24,238)	\$ -
	Attendance & Security Salaries	\$ -	\$ -		\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -			\$ -
	Custodial & Maint. Overtime	\$ -	\$ -			\$ -
	Civic activities/Park & Rec	\$ -	\$ -			\$ -
	NON-CERTIFIED SALARIES	\$ (45,468)	\$ (45,468)	\$ -	\$ (45,468)	\$ -
	SUBTOTAL SALARIES	\$ (64,836)	\$ (64,836)	\$ -	\$ (64,836)	\$ -

FOR THE MONTH ENDING - SEPTEMBER 30, 2015

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED			ANTICIPATED	RECEIVED	EXPECTED	BALANCE			
200	EMPLOYEE BENEFITS										
	SUBTOTAL EMPLOYEE BENEFITS	\$	-	\$	-	\$	-	\$	-		
300	PROFESSIONAL SERVICES										
	Professional Services	\$	(62,274)		\$	(62,274)	\$	(62,274)	\$	-	
	Professional Educational Ser.	\$	-		\$	-	\$	-	\$	-	
	SUBTOTAL PROFESSIONAL SVCS	\$	(62,274)	\$	-	\$	(62,274)	\$	(62,274)	\$	-
400	PURCHASED PROPERTY SVCS										
	SUBTOTAL PUR. PROPERTY SER.	\$	-	\$	-	\$	-	\$	-	\$	-
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$	-		\$	-	\$	-	\$	-	
	Transportation Services	\$	(259,843)		\$	(259,843)	\$	(259,843)	\$	-	
	Insurance - Property & Liability	\$	-		\$	-		\$	-	\$	-
	Communications	\$	-		\$	-		\$	-	\$	-
	Printing Services	\$	-		\$	-		\$	-	\$	-
	Tuition - Out of District	\$	(1,059,554)		\$	(1,059,554)	\$	(1,059,554)	\$	-	
	Student Travel & Staff Mileage	\$	-		\$	-	\$	-	\$	-	
	SUBTOTAL OTHER PURCHASED SER.	\$	(1,319,397)	\$	-	\$	(1,319,397)	\$	(1,319,397)	\$	-
600	SUPPLIES										
	SUBTOTAL SUPPLIES	\$	-	\$	-	\$	-	\$	-	\$	-
700	PROPERTY										
	SUBTOTAL PROPERTY	\$	-	\$	-	\$	-	\$	-	\$	-
800	MISCELLANEOUS										
	Memberships				\$	-		\$	-		
	SUBTOTAL MISCELLANEOUS	\$	-	\$	-	\$	-	\$	-	\$	-
	TOTAL LOCAL BUDGET	\$	(1,446,507)	\$	-	\$	(1,446,507)	\$	(1,446,507)	\$	-

Excess Cost and Agency placement Grants were budgeted at 75%.

ASSUMPTIONS
2016 - 2017 BOARD OF EDUCATION BUDGET

- The Newtown Board of Education's mission to inspire every student to excel will be the foundation of all decision making.
- Open and honest communication and cooperation will be maintained with other municipal boards and the community throughout the budget process.
- State and Federal financial support of education will not keep pace with increased programming mandates and may be further reduced by legislation and reductions of grants and other supports to local communities. The Department of Education and Department of Justice support will come to close during the 2015-2016 school year and there will be a need for continued services and staffing for the 2016-2017 school year.
- Safety, security and health standards will be supported through continued training of staff; e.g., District Security Committee, Anti-bullying, Blood Borne Pathogens, Sexual Harassment / Title IX, Mandated Reporting, OSHA (Office of Safety and Health Administration).
- Salaries and benefits will be based on commitments incurred through collective bargaining and other employment agreements.
- Existing programs and services will be reviewed, evaluated, maintained or adjusted as the educational needs of students change.
- Overall certified and classified staffing levels will be adjusted based on enrollment, programming, safety factors and facility considerations.
- Purchased services and supply accounts will be reviewed and adjusted based on documented prices and trends; i.e., fuel, where appropriate, enrollment changes, and facility needs.
- Budgeted items that are bid will be based on budget history and inflation projections.
- Consideration will be given to the current economic conditions.
- Funding for Educational Cost Sharing will remain constant for 2016-2017.

PRIORITIES
2016 - 2017 BOARD OF EDUCATION BUDGET

- Support funding for appropriate class sizes at all levels of instruction.
- Update all instructional materials for teachers and students as required through the curriculum renewal cycle for the current school year.
- Continue a level funding plan for expansion and sustainability of technology with access and equity for all students.
- Support funding for the prioritized joint Capital Plan (Board of Education / Town of Newtown).
- Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments.
- To successfully open the new Sandy Hook School for the start of the 2016-2017 school year.

Social Studies

Grade 3



Newtown Public Schools
Social Studies 3



District Elementary > Grade 3 > Social Studies > Social Studies 3

Last Updated: Today by Bonila Cartoun

Collaboration

Curriculum Document Title:
 Grade Three Social Studies
 Department/Grade Level:
 Grade Three Social Studies
 Date of Board of Education Adoption:

Course Description:

The third grade curriculum is designed to build and develop knowledge in the purposes of various map types, build and develop knowledge of landforms and resources in our country and how the use of these landforms and resources have changed over time.

Program/Course Philosophy:

Students should have the opportunity to research using a variety of sources in order to organize, analyze, interpret and synthesize information. Students are offered opportunities to work alone and with others to conduct research. We strive to help students become independent, lifelong learners.

NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Newtown Public Schools a partnership of students, families, educators and community, is to

INSPIRE EACH STUDENT TO EXCEL

in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

- High expectations • Quality instruction
- Continuous improvement • Civic responsibility

Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that **ALL CHILDREN CAN AND WILL LEARN WELL**. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills and persistence of the staff.

In order for our students to reach the goals of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well.

We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.

NEWTOWN HIGH SCHOOL CORE BELIEFS AND VALUES

The Newtown High School community is committed to cultivating the growth of productive and innovative citizens who demonstrate integrity and empathy in our local and global communities.

We believe that a rigorous curriculum, collaborative environment, and supportive community will foster intellectually curious, resilient, and kind individuals who continuously strive to meet their full potential.

21st Century Learning Expectations: Graduates of Newtown High School will:

Academic

Information Literacy:

- Demonstrate strategies to identify, locate, and interpret information
- Relate and apply new knowledge using a variety of resources including technology

Problem Solving:

- Demonstrate use of the scientific method and apply appropriate procedures

to solve and communicate an authentic problem or situation

Spoken Communication:

- Convey information and ideas to others in a presentation using spoken language, non-verbal language and, when appropriate, multi-media

Written Performance:

- Take and support a position on information and ideas.
- Convey information and ideas in a given format

Civic

- Demonstrate civic responsibility through community service and the understanding of governmental processes.

Social

- Demonstrate social responsibility by respecting yourself and others, working with honesty and integrity, keeping high expectations, and supporting the community.

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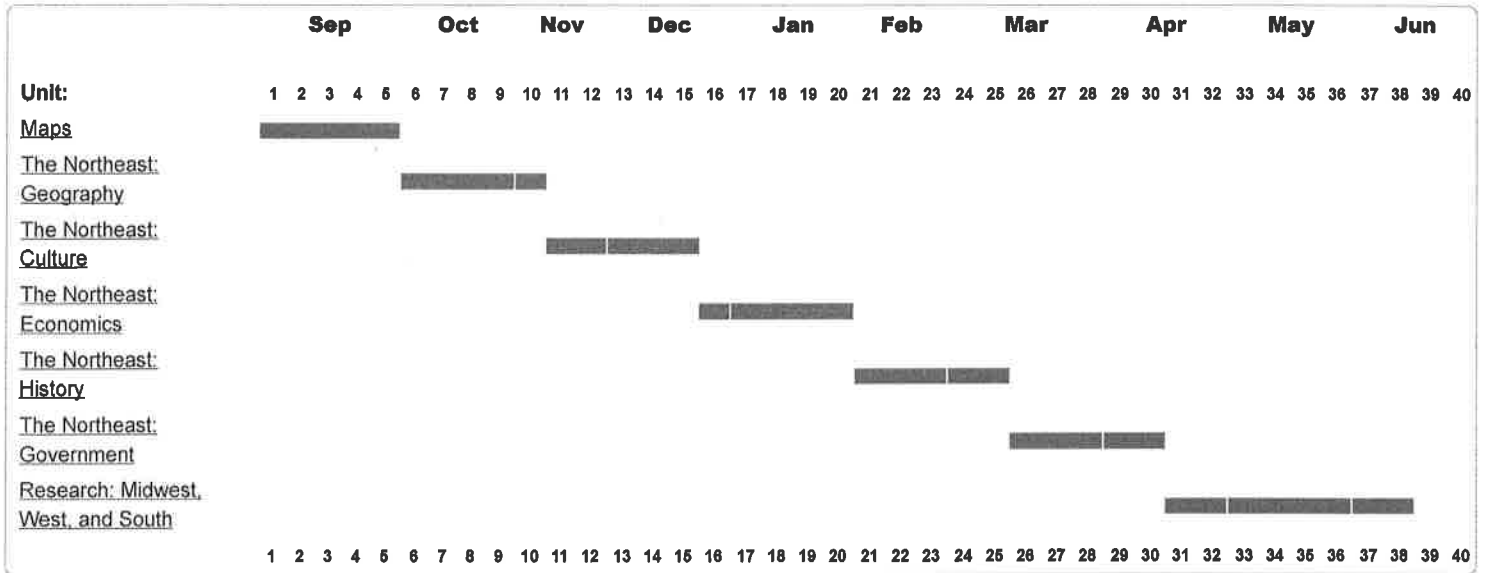
Newtown Public Schools
Social Studies 3



District Elementary > Grade 3 > Social Studies > Social Studies 3

Last Updated: Today by Bonita Cartoun

Collaboration



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Maps

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

- Topographical, political and physical maps provide different types of information.
- Maps change over time.

Essential Question(s)

What important information do maps communicate to the understanding of a geographical region?

Guiding Questions

Factual, Conceptual, Provocative

1. What are different types of maps? F
2. What are the parts of a map? F
3. Why do maps differ? C
4. Which type of map would you use if you wanted to find out the: C
 1. Boundaries of the state
 2. Geography of the land
 3. Population density
1. How and why have maps changed over time? C

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Create maps to represent landforms
- Analyze maps and discuss landforms

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.
- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

Content/Topics

Critical content that students must KNOW

- Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies
- Create information from maps, globes and geographic models in graphs, diagrams, and charts
- Identify and give examples of resources; human, natural and capital, and explain how they are used

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- Identify different types of maps
- Identify the parts of maps

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Culminating Map Project
Summative: Personal Project

- Create your own map of an imaginary country using features learned in unit-landmarks, resources, capital, landforms, compass rose, and map key.
- Write two questions that can be answered using map.

 Gr 3 Map Project.docx

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

Readers/Writers Workshop Units



The Northeast: Geography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

Climate determines the plants and animals that inhabit a region.

Essential Question(s)

How do living and nonliving elements of a region determine the elements and interactions within an ecosystem?

Guiding Questions

Factual, Conceptual, Provocative

1. What plants and animals are native to the Northeast? F
2. How does climate affect the plants and animals in a region? C
3. Would life change if there were no maple trees in the Northeast? P

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 4

Dimension 2: Geography

United States Geography

Geographic Representations: Spatial Views of the World

- GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Identify animals and plants that inhabit a region
- Describe how climate affects plants and animals
- Describe what animals could survive in a given region
- Locate major physical features on a map

Content/Topics

Critical content that students must KNOW

- Explain how human and natural processes shape places
- Observe and describe how places and regions are identified, defined, and bounded
- Locate major physical and human features in the New England region of the United States
- Define local environmental features

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- Identify the states in the Northeast
- Identify the plants and animals that inhabit the region
- Describe the climate of the Northeast

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Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

This is not where the assessment takes place. See culminating assessment at the end of Unit 2.
Summative: Personal Project

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Readers Writers Workshop

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The Northeast: Culture

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The peoples that inhabit a region determine the culture(s).

Essential Question(s)

What impact did immigrant have on the culture of the Northeast?

Guiding Questions

Factual, Conceptual, Provocative

1. What were the cultures, traditions and lifestyles of the Native Americans of the Northeast? F
2. How did immigrants change the culture? C
3. How did the Pilgrims affect the Native American culture in the Northeast? F
4. How do the people that inhabit a region determine the culture? C

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

3. Analyze how and why individuals, events, and Ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Human-Environment Interaction: Places, Regions, and Culture

- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

Human Population: Spatial Patterns and Movement

- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Create a chart showing cultural changes before and after the arrival of a new group of people
- Synthesize information that shows how ethnic groups affect a culture

Content/Topics

Critical content that students must KNOW

- Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries
- Describe and explain some of the reasons people have moved, and

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.

le

- relate these reasons to some historic movements of large groups of people
- Recognize relationships between events and people of the past and present circumstances, concerns and developments

- Describe how the Native Americans lived in and used the land in the Northeast
- Describe how the Pilgrims changed the Native American culture
- Explain how various ethnic groups have changed the culture in the Northeast

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

This is not where the assessment takes place. See the culminating assessment at the end of Unit 2.
Summative: Personal Project

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

Readers Writers Workshop



The Northeast: Economics

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The geographical location, landforms, and natural resources contribute to the economy in a region.

Essential Question(s)

What are the major factors that impact the economy of a region?

Guiding Questions

Factual, Conceptual, Provocative

1. What landforms in the Northeast helped develop the early economies? F
2. How do landforms and natural resources contribute to the economy of a region? C
3. How does the location of New York, Boston, and Philadelphia have a direct relationship with their economic success? F

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Analyze landforms and explain their economic benefits
- Locate and label the major cities of the Northeast on a map

Content/Topics

Critical content that students must KNOW

Describe goods, products and ideas which were exchanged as the result of movement

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.
- Describe how people use the land to make money to support themselves
- Identify the location of major cities that developed in the Northeast

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

This is not where the assessment takes place. See the culminating assessment at the end of Unit 2.
Summative: Personal Project

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

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The Northeast: History

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The variety of people changing over time can help develop the rich history in a region.

Essential Question(s)

How does the change in human populations living in a given region over a period of time contribute to the region's rich history?

Guiding Questions

Factual, Conceptual, Provocative

1. Who lived in the Northeast before Europeans came? F
2. What landmarks, symbols and events are important to the Northeast? (Plymouth Rock, Statue of Liberty, Liberty Bell, Freedom Trail, Ellis Island, American Flag) F
3. How does the variety of people changing over time develop the rich history in a region? P

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

Connecticut and Local History Change, Continuity, and Context

- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

Causation and Argumentation

- HIST 3.11 Explain probable causes and effects of events and developments.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Gather and synthesize historical data from multiple sources.
- Create timeline which sequences events and peoples.
- Locate and label important landmark, symbols and events in the Northeast.

<h3>Content/Topics</h3> <p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> • Gather historical data from multiple resources • Engage in reading of historical material • Demonstrate familiarity with people, events and places from a broad spectrum of human experience through selected study from historical periods from various regions • Describe historic movements of large groups of people • Recognize relationships between events and people of the past and present circumstances, concerns and developments 		<h3>Skills</h3> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 3. Communicate Information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. • 7. Other. • Identify historical symbols, landmarks, and events and be able to note their significance • Describe lifestyles and cultures of various Northeast tribes and how Europeans changed their cultures • Analyze and discuss the arrival of varied immigrant populations in the Northeast. 	
<h3>Core Learning Activities</h3>		<h3>Resources</h3> <p><i>Professional & Student</i></p> <ul style="list-style-type: none"> • The Northeast: Benchmark Education Company • Explore Our Land: Houghton Mifflin 	
<h3>Assessments (Titles)</h3> <p>This is not where the assessment takes place. See the culminating assessment at the end of Unit 2. Summative: Personal Project</p>	<h3>Graduation Standards</h3> <p>Information Literacy Problem Solving Spoken Communication Written Performance</p>	<h3>Interdisciplinary Connections</h3> <p>Readers Writers Workshop</p>	



The Northeast: Government

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The beliefs and values of a people can shape the direction/development of a government.

Essential Question(s)

How do the beliefs and values of a people shape government?

Guiding Questions

Factual, Conceptual, Provocative

1. What events that led to the formation of our national government? F
2. Why do people leave their country? F
3. Is there a need for a government? P
4. How do the beliefs and values of a people shape the direction and development of a government? C

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b. Develop the topic with facts, definitions, and details.
- W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d. Provide a concluding statement or section.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

**Connecticut and Local History
Change, Continuity, and Context**

- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

Causation and Argumentation

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Create a list of reasons people have moved and relate these reasons to some historic movements of large groups of people
- Examine the purposes of laws and the ideas and principles that make just laws
- Examine the important expectations of citizenship in the United States

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- HIST 3.11 Explain probable causes and effects of events and developments.

Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

- GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.
- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.
- GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movement

- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

Content/Topics

Critical content that students must KNOW

- Explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people
- Explain that individuals have rights and responsibilities to follow the law
- Explain the purposes of laws and the ideas and principles that make just laws
- Recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government
- Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.
- Explain the meaning of government and justify why citizenship is important

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Culminating Assessment for Northeast Unit

Formative: Personal Project

Students will choose to create a PowerPoint slideshow, brochure or newspaper (academic choice projects) that will include the following information studied in our Northeast Unit:

Geography (landforms, plants and animals)

Culture (Native Americans, Ethnic Groups)

Economics (How the land was used, job in region and major cities)

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

Readers Writers Workshop

History (Important symbols of the Northeast, Native Americans)
Government (Why people came to the Northeast and why they may leave)

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Research: Midwest, West, and South

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual Lens: Change and Continuity

- Climate determines the plants and animals that inhabit a region.
- Climate and topography vary within the regions of the United States.

Essential Question(s)

Why would people prefer to live in one region over another?

Guiding Questions

Factual, Conceptual, Provocative

1. What plants and animals are native to the region? F
2. How does climate affect the plants and animals in a region? C
3. What is the climate of the region? F
4. What are the important landforms of the region? F
5. Why would people prefer to live in one region over another? P

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - W.3.2b. Develop the topic with facts, definitions, and details.
 - W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - W.3.2d. Provide a concluding statement or section.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

Connecticut and Local History Change, Continuity, and Context

- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

Causation and Argumentation

- HIST 3.11 Explain probable causes and effects of events and developments.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Explain animals and plants that inhabit the region
- Analyze how climate affects the plants and animals of the region
- Create a list of animals that could survive in the region and explain why they can survive
- Compare landforms of the specified region to other regions

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Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
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Human Population: Spatial Patterns and Movement

- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

Content/Topics

Critical content that students must KNOW

- Explain how human and natural processes shape places
- Observe and describe how places and regions are identified, defined, and bounded
- Locate major physical and human features in a region of the United States
- Define local environmental features

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.
- Identify states in the region
- Describe the plants and animals that inhabit the region
- Describe the climate of the region
- Identify the landforms and geography of the region
- Describe the similarities and differences between those regions and the Northeast

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

CULMINATING ASSESSMENT FOR MIDWEST, WEST, AND SOUTH UNIT

Summative: Personal Project

Students will choose to create a PowerPoint slideshow, brochure, or newspaper (academic choice projects) that will compare the northeast to the Midwest, West, or South. The following information studied in our units should be included:

- Climate
- Plants
- Animals
- Landforms

Rubric for culminating

Graduation Standards


- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary

Connections

Readers Writers workshop

assessment activity- see attached

 Generic Rubric for Culminating Assessments
NE, SW, MidWest, S Units.docx

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Social Studies

Grade 4



Newtown Public Schools
Social Studies 4



Middle Gate School > Grade 4 > Social Studies > Social Studies 4

Last Updated: Today by Pat Kurz

Collaboration

Curriculum Document Title: Social Studies

Department/Grade Level: 4

Date of Board of Education Adoption:

Course Description: Grade 4 Social Studies will examine the growth and development of Connecticut through the lenses of Continuity, Development and Systems. This course examines Connecticut past to present.

Program/Course Philosophy: People create environments and systems comprised of unique beliefs, values, traditions, customs, and institutions as a way of meeting basic human needs. Physical environment and contact with other cultures help shape these social environments and systems.

NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

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INSPIRE EACH STUDENT TO EXCEL
 in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

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In order for our students to reach the goals of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well. We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.



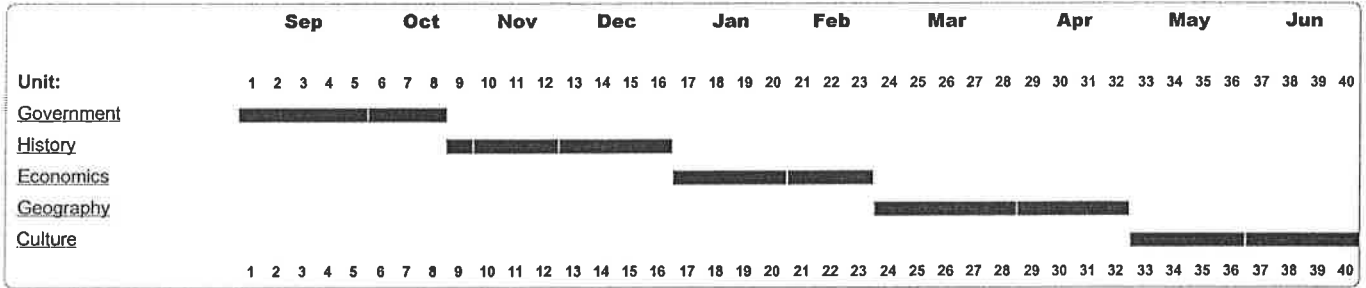
Newtown Public Schools
Social Studies 4



Middle Gate School > Grade 4 > Social Studies > Social Studies 4

Last Updated: Monday, October 5, 2015 by Pat Kurz

Collaboration



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Government

Collaboration

Enduring Understanding(s)/ Generalization(s)

Good citizens support their community by belonging to different groups.
Democratic government distributes power to prevent or avoid abuse.

Essential Question(s)

How can citizens' shape and influence democratic processes in government?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

- What does belonging to a group mean to you as an individual? F
- What does it mean to be a good citizen? C
- What makes you a good citizen? C

Lesson 2

- Why do we have a government? F
- How does our government work? F

Lesson 3

- How do principles (ideas) in the United States Constitution impact individual, local, state and national decisions? F
- How can citizens' shape and influence democratic processes and government? C

Lesson 4

- What events in history helped form our democratic government? F
- What would life look like without government in place? P
- How does a democratic government distribute power to prevent or avoid abuse? C

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

2

CT: Grade 3

Dimension 2: Civics

**Connecticut and Local History
Civic and Political Institutions**

- CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- CIV 3.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

Processes, Rules, and Laws

- CIV 3.6 Explain how rules and laws change society and how people change rules and laws.

- Recognize that the need for belonging to a variety of groups is interrelated to form a community (citizenship)
- Identify the roles and responsibilities belonging requires
- Facilitate discussion to lead students to recognize that belonging to a variety of groups helps to create a community

Lesson 2

- Know the role and responsibilities of Local, State, and Federal Government
- Know the function of the branches of a democratic government
- Know that a good citizen is an active participant within a community
- Facilitate discussion to lead students to know that governments (system) make and protect the rights of citizens
- Know branches, functions, and levels of government
- Know how you are protected from or benefit by our democratic government
- Know key vocabulary

Lesson 3

- Know that the Constitution is the overarching framework for belonging to the community of the United States (balance of power or term limits)
- Know the rights of citizenship in the United States
- Know the importance of the sequence of the following major historical events: Declaration of Independence, Bill of Rights, Constitution, Connecticut Compromise (2 senators per state vs. number of representatives, equitable representation, Connecticut Charter (1662), Connecticut Constitution (1818)
- Know the responsibility of citizens to enable the government to function by: paying taxes, voting, following the rule and laws of the United States/Connecticut
- Know and identify government agencies that may assist you with specific problems/questions
- Know related vocabulary

Lesson 4

- Know the systems (government) provide structure
- Know the historical events that grew from civil disobedience (Boston Tea Party, Mutiny on the Amistad, John Brown (Harpers Ferry), Underground Railroad, Native Americans vs. Immigrants, loss of freedom, Stamp Act)
- Demonstrate the cause and effect of civil disobedience: Cause, Events, Tax, Boston Tea Party, Slavery, Mutiny on the Amistad
- Develop understanding of freedom, trust, security, protest
- Using events from history, compare and contrast life with/without a democratic government
- Identify governmental abuse of power (slavery, taxation, rule, laws, unequal representation, basic freedoms)
- Define related vocabulary

Content/Topics

Critical content that students must KNOW

Skills

Transferable skills that students must be able to DO

- a. Explain the purposes of laws and the ideas and principles that make just laws
- b. Explain that individuals have rights and responsibilities to follow the law.
- c. Recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of government
- d. Apply the process of how leaders are selected and how people monitor and influence decisions of their government (local, state, and federal).
- e. Apply the concepts of liberty, tolerance and majority rule and how they relate to individual rights
- f. Explain the meaning and important characteristics of citizenship in the United States
- g. Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people
- h. Explain the importance of taking an active role in political leadership and public service in their school and community
- i. Exercise political participation by discussing public issues, building consensus and becoming involved in politics

- **2. Work independently and collaboratively to solve problems and accomplish goals.**
- **6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.**

Core Learning Activities

Lesson 1

1. Whole group with individual response: (List, Web, Kidspiration)
 - a. Identify membership within groups (i.e. Family, school, sports, girl/boy scouts). In what ways do you belong to a group?
 - b. Identify your responsibility within your group(s). How are you important to the group? What are your responsibilities within the group(s)?
 - c. Determine your importance in a group(s). What happens if you do not participate or belong to a group?
 - d. Evaluate the consequences of leaving (being removed)/joining a group
 - i. Athlete suspended or absent on day of game, teacher absence, member of family away on a trip (business), student absent on meeting day for L.A., student absence from school, (Examples to facilitate class discussion. Concept to get the students to provide these examples.)
 - ii. Move – new job, education, religion, family, divorce

Resources

Professional & Student

Resources: See the Connecticut Adventure (chapter 12 – branches of government) and The World Almanac, Library of States Connecticut (pages 28-31), PowerPoint Presentation - government, Constitution Day September 17, Black line masters, Schoolhouse Rock.

The Connecticut Adventure
 We the People – The Citizen and the Constitution
 The Connecticut Studies Weekly
 United Streaming
 World Almanac – Library of the States – Connecticut
 Schoolhouse Rock

2.Utilizing responses generated from class discussion (sports, family, school, girl/boy scouts)

a.Small group collaboration (groups of 3-5)

i.Develop an integrated web (focus being community) utilizing the information generated during class discussion about membership to groups.

ii.Illustrate strength, diversity and responsibility (recreation, religious, family = sense of belonging) within those groups in the community web

b.Reconvening whole class to debate how the individual small community webs offers more opportunity to the community (i.e. Compare group webs – come join our community. Students will persuade others to join their community – sell the community to other students.)

3.How is being a member of one of these groups lead one to become an active citizen or a member of a system?

4.The Connecticut Adventure (corresponding Black line Masters):

a.Demonstrate what it means to be a good citizen

i."Good Citizens" page 206

ii."I Spy!" page 207

iii. "Get Involved!" page 215

iv."Words to Understand" page 216

5.We the People – The Citizen and the Constitution (Level 1- blue)

a.Unit 5 – *What are the Responsibilities of Citizens?*

Lesson 2

1. Using district resources develop concepts of:

1. Branches of government (judicial, executive, legislature), laws, taxes, checks and balances, constitution, election process, elected officials (mayor, selectman, governor, president etc.), types of government (democracy, monarchy, communism), state symbols, monuments

i. Use text/power point to support/Kidspiration

1. The Connecticut Adventure (corresponding Black line Masters):

a. Summarize the responsibilities of each branch of our state government.

- i. "The Branches of Government" page 203
- ii. "There Ought to be a Law!" page 204
- b. Explain why we have a state government. Explain why levels of government (federal, state, local) are needed.
 - i. "Solving a Problem: A Constitution for Connecticut" page 109
 - ii. "Words to Understand" page 112
 - iii. "Vote for Me!" page 209
 - iv. "A Student Council" page 210
 - v. "At your Service" page 211
- c. Tell why citizens pay taxes.
 - i. "What do Taxes Pay for?" page 205
 - 1. Local – town official (selectman/legislative council) to present overview of job responsibilities (uphold charter etc.)
 - 1. Visit – town, state, federal websites
 - 2. State House visit
 - 2. Monarchy class dramatic simulation – See appendix for King Proclamations and M&M
 - 3. Citizenship project –
 - 1. community service project
 - 4. We the People – The Citizen and the Constitution (level 1 –blue)
 - 1. Unit 3 – *How Does the Constitution Organize Our Government?*

<p>Assessments (Titles)</p> <p>Performance Task -- Government</p> <p>Summative: Other written assessments</p> <p>letter</p>	<p>Graduation Standards</p> <p>Information Literacy</p> <p>Problem Solving</p> <p>Spoken Communication</p> <p>Written Performance</p>	<p>Interdisciplinary Connections</p>
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Pre-Assessment - CT
Then and Now
Formative: Group Project
timeline

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History

Collaboration

Enduring Understanding(s)/ Generalization(s)

- Contributions from immigrating individuals or groups produce social, economic, and political change
- Social, economic, and political change creates the historical path of a people or nation

Essential Question(s)

What impact do historical events and/or figures have on a community?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. In what ways did Native Americans and European settlers influence the development of Connecticut? F
2. How would changing a historical event impact your life today?

Lesson 2

1. How did historical figures/events shape the development of Connecticut? F
2. What impact do historical events/figures have on a community? C
3. How would changing a historical event impact your life today? P

Lesson 3

1. How does political change shape our communities? F
2. What historical event initiated the turning point from a Monarchy to a Democracy? P
3. How would changing a historical event impact your life today? P

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know how Native Americans used the land we now call Connecticut
- Know why European settlers immigrated to Connecticut

**Connecticut and Local History
Change, Continuity, and Context**

- HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.4 Explain connections among historical contexts and people's perspectives at the time.

Historical Sources and Evidence

- HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.
- HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

- Know how European settlers used the land we now call Connecticut
- Know how the change in needs (food, shelter, clothing) influenced the transition (change) of peoples beliefs and desires (wants)
- Know key vocabulary

Lesson 2

- Know how differences in Ideology (viewpoints) of the Connecticut colonists affected daily life, relationships, and future events
- Know how the colonists shaped/adapted to life in the Colony
- Know how the colonists interacted with each other and England
- Know historical figures and events (i.e. Stamp Act, Roger Sherman)
- Know key vocabulary

Lesson 3

- Know how Connecticut Colonist/Statesman aided in the change from Monarchy to Democracy
- Know the events that impacted the ideology of the Connecticut colonists
- Know the Connecticut Compromise and balance of power
- Know why the colonies became the United States
- Know why Connecticut signed/ratified the United States Constitution
- Know why Connecticut changed its constitution in 1818
- Know the key vocabulary

Content/Topics

Critical content that students must KNOW

- Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways.
- Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries.
- Describe ways in which communities and nations influence each other

Skills

Transferable skills that students must be able to DO

- **3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.**
- **7. Other.**

Core Learning Activities

Lesson 1

1. Read/research about Native American and European Settlers in Early Connecticut

- a) Write a narrative piece from the point of view of a member (European settler, Native American) of one of these groups, demonstrating an event or activity using the land in your daily life
- b) Create a drama (play/newscast) from the point of view of a member (European settler, Native American) of one of

Resources

Professional & Student

Lesson 1

- Legend of the Charter Oak, The Old Leatherman, Lillinonah's Leap
- Connecticut Almanac
- The Connecticut Adventure
Chapter 2 pg 44, 47, 48, 49, 51, 53
Chapter 3 pg 59, 61, 65, 66, 67, 69
Chapter 4 pg 48, 78, 81, 82, 83, 84, 85, 86,

these groups, demonstrating an event or activity of your daily life

- c) Create a PowerPoint demonstrating and understanding of life in early Connecticut

2. Read CT Folktales making connections to real world events

Lesson 2

1. Whole group with individual response: (List, Web, Kidspiration)

- Write a persuasive letter from the viewpoint of a colonist (patriot) or Englishman (loyalist)
- Read CT Folktales making connections to real world events
- Write a script for one of the folktales (legends) reviewed to be role played in the classroom
- Use research notes to develop a cause and effect graphic organizer (Kidspiration)

Lesson 3

1. Whole group with individual response: (List, Web, Kidspiration)

- Review and amend your classroom constitution
- Write a feature article from a historical picture, newspaper headline, or video clip

Lesson 2


- Legend of Nathan Hale, Ethan Allen, Israel Putnam, Sarah Kemble Knight
- The Connecticut Almanac - pages 38-42
- The Connecticut Adventure (corresponding Black Line Masters):
Chapter 5 pages 76-93
Black Line Masters - pages 75, 98, 99, 101, 102

Lesson 3

- Video clips - Continental Congress, Declaration of Independence
- The Connecticut Almanac - pages 38-41
- The Connecticut Adventure (corresponding Black Line Masters):
Chapter 6 pages 94-107
Black Line Masters - BLM page 109, 112

Assessments (Titles)

Performance Task - History
Summative: Personal Project
storyboard

 Performance Task - hist.docx

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections



Economics

Collaboration

Enduring Understanding(s)/ Generalization(s)

Economic activity contributes to the development of a community.

Essential Question(s)

What impact do economic events and/or figures have on a community?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. How did early Connecticut settlers make a living? F
2. How has the need to provide for the family changed? F
3. What businesses and industries are important to the economy of Connecticut? F
4. What encourages economic growth? C
5. How does the economy contribute to the development of a community? C

Lesson 2

1. How do global events impact the lives of all people? P

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.
- ECO 3.3 Explain why individuals and businesses specialize and trade.

National Economy

- ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know how Industrial Revolution impacted the people of Connecticut
- Know businesses and industries that were influential to the Connecticut economy
- Know how the economy helped to shape the communities in Connecticut
- Know key vocabulary

Lesson 2

- Know key vocabulary

Content/Topics

Critical content that students must KNOW

- a. Identify and give examples of resources; human, natural and capital, and explain how they are used
- b. Identify the three basic questions all economic systems must answer: What will be produced? How will it be produced? For whom will it be produced?
- c. Describe how the price of a good or service in a market is related to how much of it there is and how many people want it.
- d. Describe how the exchange of goods and services around the world creates interdependence among people in different places.
- e. Identify the individual achievements of scientists and inventors; and describe the impact of various technological developments on the local community and on the nation
- f. Explain how human and natural processes shape places
- g. Explain ways in which humans use and interact with environments
- h. Identify locations of various economic activities and understand how physical and human factors influence them

Skills

Transferable skills that students must be able to DO

- **1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.**

Core Learning Activities

Lesson 1

1. Research topic

- a) Laying railroads, building a canal, working in a N.E. factory, working on a farm, interchangeable parts, Amistad(slave trade), ferry,
- b) Folk songs etc. Reader's Theater - John Henry

2. Reenactments/Role Play/Dramatize Reader's Theater of a scene from the industrial revolution

3. Diary entry about any job during the Industrial Revolution in CT
4. Write an advertisement to attract immigrants to early Connecticut colony.

Lesson 2

1. Create a Venn Diagram comparing and contrasting Connecticut Industries then and now

2. Create a Brochure advertising/depicting Connecticut industries across history

3. Develop a want ad page for jobs in Connecticut

- a) Write a fictional resume to apply for a job
- b) Write a local feature article for a newspaper, editorial/opinion, editorial cartoon

Resources

Professional & Student

Lesson 1

United Streaming

- Video clips - Industrial Revolution

The Connecticut Almanac - pages 13, 24

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 7; pages 108-129
- Black Line Masters
- BLM pages 124, 125, 126, 127, 128

Lesson 2

Literature Connection

- Landry News - Andrew Clements
- The Lorax - Suess
- The Rat Race

Junior Achievement

Technology

- Microsoft Publisher - Brochure, newspaper

United Streaming

- Video clips

The Connecticut Almanac - pages 25-27

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 9 - pages 153-173
- BLM page 157, 158 161, 162

- Chapter 11
- BLM page 187, 189, 193, 195, 196
- Chapter 13
- BLM 225, 229, 231, 232, 233, 234, 235, 236, 237, 240

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Performance Task - Economics Summative: Visual Arts Project sales pitch  Performance Task-ec.docx</p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p>	



Geography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Geographic features can shape land use.

Essential Question(s)

How do physical and cultural characteristics of places and world regions affect people?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. What are the physical (land) and political features (Town) of the State of Connecticut? F
2. How do physical processes shape the Earth's surface and its ecosystems? F

Lesson 2

1. How did geographic features help shape the communities of Connecticut? F
2. How do physical and cultural characteristics of places and world regions affect people? C
3. How does human and environment interaction change our lives? C
4. How would the overuse of landforms impact the way people use the land? P

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know key vocabulary
- Know the reasons why and describe how places and regions change and are connected
- Know and describe how places and regions are identified, defined and bounded
- Know the factors that affect the location, distribution and associations of features of the physical environment
- Know local environmental features

Lesson 2

- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

- Know key vocabulary
- Know how human and natural processes shape places
- Know the major physical and human features in the New England region and the United States
- Know places within their own and nearby communities in Connecticut
- Know the major physical and human features in the New England region and the United States

Content/Topics

Critical content that students must KNOW

- Explain how human and natural processes shape places
- Provide reasons why and describe how places and regions change and are connected
- Observe and describe how places and regions are identified, defined and bounded
- Explain the factors that affect the location, distribution and associations of features of the physical environment
- Define local environmental features
- Locate major physical and human features in Connecticut.

Skills

Transferable skills that students must be able to DO

- **2. Work independently and collaboratively to solve problems and accomplish goals.**

Core Learning Activities

Lesson 1

- Use maps to locate and identify regions in Connecticut (coastal, Eastern Highland, Western Highland, and Central Lowland)
- Locate Connecticut in its country, continent, hemisphere
- Identify the Connecticut waterways (rivers, lakes, ocean)
- Locate major cities and identify their relationship to landforms

Resources

Professional & Student

Lesson 1

Technology

- United Streaming
- Google Earth

United Streaming

- Video clips

The Connecticut Almanac - pages 20-23

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 1 - pages 2-22
- BLM pages 7, 9, 11, 14, 15, 16, 17-18, 19, 20, 21, 22, 23, 24, 29, 30, 31

Lesson 2

Technology

- PC

United Streaming

- Video Clips

The Connecticut Almanac - pages 22-27

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 1 - pages 2-22
- Chapter 13 - pages 234-235
- BLM - pages 25, 26, 29
- BLM (to be used either in land or economic unit) - pages 231, 236

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p>Performance Task - Geography Summative: Written Test map identification  Performance Task - geo.docx</p>	<p>Information Literacy Problem Solving Spoken Communication Written Performance</p>	

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Culture

Collaboration

Enduring Understanding(s)/ Generalization(s)

A diverse population leads to a broader perspective
 Population patterns, distributions and relocations of people shape a community

Essential Question(s)

How does population diversity affect a community?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. What are the defining attributes (characteristics) of a culture? F
2. What different countries did early colonial settlers come from? F
3. Do immigrants that come to Connecticut today all come from the same country? F
4. What motivates a person or group of people to relocate? F

Lesson 2

1. What influences a community to transform? F
2. Can the perspectives of immigrants create cultural change?
C
3. Is change driven by diversity? C

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Human-Environment Interaction: Places, Regions, and Culture

- GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.
- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know key vocabulary
- Know places of origin for early settlers and immigrants
- Know the factors related to the development of early communities
- Know population shift from farming to industrialization
- Know the reasons for immigration/migration

Lesson 2

- Know key vocabulary
- Know the reasons why people immigrated to Connecticut

- GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movement

- GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

- Know reasons why people relocate within Connecticut
- Know how culture influences peoples decisions to relocate

Content/Topics

Critical content that students must KNOW

- Explain the patterns, distributions and relocations of people.
- Identify the political, social and economic systems of an area.
- Understand the elements of culture and how they change.
- Explain locations and characteristics of human settlements and how they have changed over time.
- Describe the characteristics of a physical and a human system.

Skills

Transferable skills that students must be able to DO

- **4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.**
- **6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.**

Core Learning Activities

Lesson 1

Research to understand the motivation for immigration/migration

- Use maps to locate and identify patterns
- Use maps to locate and identify population settlements in Connecticut

Create maps to illustrate the patterns of immigration/migration over time related to Connecticut

Lesson 2

- Brainstorm reasons why people relocate, immigrate or migrate to Connecticut
- Predict changes that could take place within Newtown or your own family that would cause people to relocate away from Newtown
- Evaluate, through compare and contrast, the change in reasons for relocation to Connecticut from the 1600's to now
- Interview a family member and neighbor(s) to discover why they live in Newtown

Resources

Professional & Student

Lesson 1

Technology

- Kidspiration

United Streaming

- Video clips

The Connecticut Almanac - pages 16-17

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 7- pages 110-111, 116-125
- Chapter 8 - pages 132-133, 140-141
- Chapter 9 - pages 154-172
- BLM page 124, 146, 157, 158, 159, 160, 161

Lesson 2

Technology

- Kidspiration

The Connecticut Almanac - pages 16-17

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 11 - pages 196-205
- Chapter 12 - pages 226-229
- BLM - pages 187, 188, 189, 190

Assessments (Titles)

**Performance Task
Summative: Other Visual
Assessments**

cause/effect graphic
organizer

 Performance Task -
Cult.docx

**End of the Year
Culminating Task - CT -
Then and Now**

Summative:
Dramatization
living biography

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary
Connections

AGREEMENT

BETWEEN

NEWTOWN BOARD OF EDUCATION

AND

NEWTOWN PUBLIC SCHOOL NURSES

**LOCAL 1303 of COUNCIL 4
AMERICAN FEDERATION OF STATE,
COUNTY AND MUNICIPAL EMPLOYEES**

JULY 1, 2014 - JUNE 30, 2017

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AGREEMENT

This agreement is made and entered into between the NEWTOWN BOARD OF EDUCATION (hereinafter referred to as the "Board") and UNION LOCAL 1303 OF COUNCIL 4, AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL EMPLOYEES (hereinafter referred to as the "Union").

Article 1 Recognition

1.1 The Board recognizes the Union as the exclusive representative for the purposes of collective bargaining with respect to wages, hours, and other conditions or employment for all school nurses employed by the Board excluding nurse substitutes, the school health nurse supervisor, temporary nurses (defined as working 65 days or less), and all other employees of the Board not specifically included in the unit.

Article 2 Board Rights

2.1 The Board shall continue to retain its rights, powers and authorities so vested by law, unless specifically limited by the express provisions of this agreement.

Article 3 Saving Clause

3.1 If any provision of this agreement is, or shall at any time be, found contrary to law, then that provision shall not be applicable except to the extent permitted by law and the Board and the Union shall jointly consider the effect of such a finding and determine what, if any, future action may be required. During this period all other provisions shall continue in effect.

Article 4 Work Year

4.1 The work year shall be in accordance with the calendar year established for the Newtown School System by the Board with the provision that "office work days" may be used instead of "in-service days" whenever applicable upon written request to, and approval by, the superintendent. The Board agrees to compensate nurses for each workday in excess of 186 in the employment year by prorating the applicable step on the salary schedule.

Article 5 Work Day

5.1 The workday shall be seven hours for full-time nurses. Part-time positions shall be as established by the Board. Subject to the approval of the superintendent and the principal, and amendment by the Board, the nursing supervisor will establish the work schedule for the nurse in each building.

Article 6
Sick Leave & Other Disability Leaves

6.1 Sick leave shall accrue for all salaried nurses at the rate of 15 days per year accumulated at the rate of one-and-one-half days per month from September 1 through June 30 each year of this agreement for all salaried nurses until a total of 150 days is reached.

6.2 Nurses shall be paid full salary (less amount of any worker's compensation payment) for absence from school for personal injury caused by an accident arising out of, or in the course of, employment for a period up to 150 days from the date of the injury, if medically warranted, without loss of, or charges against, her/his annual or accumulated sick leave. This provision shall also apply for any absence caused as a result of exposure to specified communicable diseases. In such case, the 150-day limit shall not apply. Diseases specified are HIV infection, AIDS, mononucleosis, hepatitis, meningitis, legionnaire's disease, pneumonia, tuberculosis, and shingles.

6.3 Upon approval by the Board, leave of absence without pay shall be granted to a nurse for disability due to medical or other extenuating circumstance for the period of one calendar year.

6.4 All insurance benefits to which the nurse is entitled shall remain in effect during any portion of a leave of absence in which the nurse receives sick leave benefits. The right to prepay the Board for cost of such coverage shall be allowed if the nurse is not entitled to receive such sick leave benefits for any period of approved leave.

Article 7
Personal Days

7.1 Five personal days shall be allowed with pay each year for personal, legal, religious, business or family matters, i.e., birth of a child, marriage, serious illness in the household or immediate family, that requires the absence of the nurse during school hours. These personal days shall be in addition to any sick leave accumulated.

7.2 Nurses shall be granted leave with full pay for a period of five days following a death in the household or immediate family. Immediate family members shall be defined as parents, foster parents, guardians, brothers, sisters, mother-in-law, father-in-law, spouse, children, stepchildren, or grandchildren. Three days will be granted for brothers-in-law or sisters-in law and grandparents. In special cases, allowance may be made by the superintendent or his designee.

7.3 Notification of such leave shall be made, in writing, to the principal at least 24 hours before taking such leave (except in the case of emergencies) and the nurse shall state the reason for taking such leave as set forth in 7.1).

7.4 For leaves of absence other than those covered by any portion of this agreement, the rate of deduction from the nurse's salary shall be the per diem rate of the year's basic salary.

Article 8
Health Insurance

8.1 A. (1) Employees hired prior to July 1, 2015 may participate in the Preferred Provider Organization health plan summarized in Appendix A attached hereto and made a part hereof.

(2) In lieu of the coverage provided in Section (1) above, employees hired before July 1, 2015 shall have the option of participation in the HSA plan summarized in Appendix B attached hereto and made a part hereof. Employees hired on or after July 1, 2015 shall participate in the HSA plan only. The plan shall have deductibles of \$2,000/\$4,000 and post-deductible prescription copays of \$10/\$30/\$50. The Board shall fund 50% of the deductibles. In the first year an employee participates, the Board shall fund the full amount of the deductible on July 1. Thereafter, it shall fund half on July 1 and half on January 1.

8.1 B. Employees shall contribute towards the expenses of group medical and dental insurance coverage for each full-time employee, spouse and children as follows:

<u>Plan</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
PPO	16.5% (not retro)	17%(not retro)	18%
HSA	12.5%	13%	14%

The Board shall pay the remaining cost. Premium contributions will be deducted in equal payments as a regular part of the bi-weekly payroll program and subject to an IRC Section 125 Plan.

Employees must work 35 hours or more per week to be eligible for medical and must complete six months employment prior to enrollment in the dental plan.

8.2 The Board may change insurance carriers at any time during the term of this agreement provided the Union receives prior notification and provided all benefits and services supplied by a new carrier shall be comparable to all benefits and services supplied by the former carrier. If the Union does not agree that the benefits and services are comparable, the Union may forward the matter through the Grievance and Arbitration process under this agreement. Should this occur, the Board will not implement this change of carrier until the arbitrator has made a ruling.

8.3 The employee's option to cancel coverage or to reinstate coverage may be made during an open enrollment period, for a minimum of 20 calendar days, established annually by the Board in May or June. In addition, the option to reinstate coverage may be made upon a qualified change in family status, such as marriage, divorce, birth of a child, spousal benefit coverage loss, etc.

8.4 For all purposes under this Article, a dependent child shall be as defined under applicable law.

8.5 The medical benefits will provide unlimited coverage for in-network services and a \$1,000,000 maximum lifetime benefit for out-of-network.

8.6 The Board shall maintain a "Section 125" salary reduction agreement that shall be designed to permit exclusion from taxable income of the employee's share of health insurance premiums. The Board makes no representations or guarantees as to the initial or continued viability of such a salary reduction agreement and shall incur no obligation to engage in any form of impact bargaining in the event that a change in law reduces or eliminates the tax exempt status of employee insurance premium contributions.

8.7 In the event the total cost of a group health plan offered under this Agreement triggers an excise tax under Internal Revenue Code §49801 ("Cadillac" tax), or any other State or Federal Law, the Parties agree to a reopener limited to alternatives to address the impact of the Cadillac Tax.

Article 9 Life Insurance

9.1 Life insurance and accidental death and dismemberment benefits in the amount of \$100,000 will be provided and paid for by the Board for all full-time employees, and \$50,000 for part-time employees working at least 17.5 hours per week on a regular schedule.

Article 10 Malpractice Insurance

10.1 The Board shall continue to provide nurses with malpractice insurance through a rider to the Board's general liability insurance in an amount not less than the current value of the policy. Said coverage shall be at no expense to the employee. Each nurse shall receive a copy of the policy.

10.2 A school nurse, or in the absence of such nurse, any other nurse licensed pursuant to the provisions of Chapter 378, the principal, or any teacher of a school may administer medicinal preparations, including such controlled drugs as the commissioner of health service may by regulation designate, to any student at such school pursuant to the written order of a physician licensed to practice medicine, or a dentist licensed to practice dental medicine, in this or another state, and with the written authorization of a parent or guardian of such child. The administration of medicinal preparations by a nurse licensed pursuant to the provisions of Chapter 378, a principal or a teacher shall be under the general supervision of a school nurse. No such school nurse, or other nurse, principal or teacher shall be liable to such student or a parent or guardian of such student to civil damages for any personal injuries which result from acts of omissions of such school nurse or other nurse, principal or teacher in administering such preparations which may constitute ordinary negligence. This immunity shall not apply to acts or omissions constituting gross, willful or wanton negligence.

Article 11
Employment of Nurses

11.1 All registered, professional school nurses employed full-time, part-time, or as a substitute by the Newtown Schools shall be licensed registered nurses in the State of Connecticut. Starting compensation will be determined by the Board based on education, applicable experience, and existing salary structures. Further, members of the nursing staff will be given full consideration prior to filling any new or vacated position for which they are qualified. Nurses will be responsible to the Director of Pupil Personnel, School Health Nurse Supervisor and the principal of the school(s) in which they are performing their work.

Article 12
Seniority

12.1 Seniority shall mean the total length of continuous employment as a school nurse with the Board. A break in service due to an approved leave of up to one year will not constitute a break in continuous employment. However, the time on leave will not be credited as part of the total length of employment.

12.2 Whenever a position is eliminated, or has the hours of work reduced, the affected employee in said position shall have the right to displace the least senior employee in the same classification with the same hours or less as long as the employee has the skills and ability to perform the work. Final move is subject to the superintendent's approval.

12.3 Employees laid off shall be placed on a recall list and shall have recall rights for the next vacancy for up to two years after their layoff.

Article 13
Case Load

13.1 A reasonable attempt will be made by the administration to conform to State recommendations.

Article 14
Clerical Help

14.1 Periodic clerical help will be provided for nurses whenever possible.

Article 15
Travel

15.1 All nurses, full-time, part-time or substitute, who are required by assignment to travel between schools shall be reimbursed at the published IRS rate.

Article 16
Maternity Leave

16.1 Maternity leave shall be granted to the nurses in accordance with the Family And Medical Leave Act (FMLA), if applicable.

Article 17
Jury Duty

17.1 Any nurse who is called for jury duty shall receive the necessary leave to fulfill her/his legal obligations. This leave shall not be deducted from sick leave. The nurse shall receive a rate of pay equal to the difference between her/his applicable salary and the jury duty salary.

The employee called for jury duty shall notify the superintendent in writing as soon as the employee has received either (a) a notice from the court indicating that she/he has been selected for service on the jury panel, or (b) notice to appear in court for service on the jury panel. The nurse shall cooperate and assist the Board and superintendent with appeals for excusal from jury duty when requested to do so.

Article 18
Workshops

18.1 Upon request in writing from a nurse, the superintendent may grant workshop or conference leaves to nurses without loss of pay.

Article 19
Grievance Procedure

19.1 A "grievance" is a claim based upon the interpretation, meaning, or application of any of the provisions of this agreement or claim based on the discriminatory application of written personnel policies relative to employment, a copy of which is on file in each school office.

19.2 A "grievant" is a person or persons making the claim. If a grievance affects a group of members of Local 1303, Council 4, a member or members of Local 1303, Council 4 may submit such grievance in writing directly to the superintendent and the grievance process will begin at Level Two, provided the written grievance is submitted to the superintendent 15 days following the event or condition on which the grievance is based. The grievance shall not be processed to a higher level unless at least one member of Local 1303, Council 4 submits the grievance in writing and in accordance with Sections 19.9, 19.10, and 19.11.

19.3 A "party of interest" is the person or persons making the claim and any person who might be required to take action, or against whom action might be taken, in order to resolve the claim.

19.4 "Superintendent" for the purpose of this section shall mean and include the superintendent and/or his/her designee.

19.5 The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solution to the grievances that from time-to-time arise. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

19.6 Nothing herein contained shall be construed limiting the right of any nurse having a grievance to discuss the matter informally with any appropriate member of administration.

19.7 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. The time limits specified, however, may be extended by mutual agreement. As used in this Article, "days" shall mean days when school is in session, provided that during the summer months when school is not in session, "days" shall then mean calendar days other than Saturdays, Sundays and holidays.

19.8 Level One — Principal or Immediate Supervisor

19.8.1 Within 15 days following the event or condition on which the grievance is based, a grievant with a grievance shall first discuss it with her/his principal or immediate supervisor (and a representative of the Union if the grievant so desires) with the objective of resolving the matter informally. The principal or immediate supervisor shall give the grievant a written response within five days.

19.9 Level Two — Superintendent of Schools

19.9.1 In the event that the grievant is not satisfied with the disposition of the grievance at Level One, she/he may file a written grievance with the superintendent within five days after the written response at Level One.

19.9.2 Within five days after receipt of the written grievance, the superintendent shall meet with the grievant (and a representative of the Union if the grievant so desires) in an effort to resolve it. The grievant should be given a written response to her/his grievance within 10 days after such meeting, such response to be signed by the superintendent and constitute the superintendent's decision on the grievance.

19.10 Level Three — The Board of Education

19.10.1 In the event that the grievant is not satisfied with the disposition of the grievance at Level Two, she/he may submit such written grievance to the Board within 15 days after the meeting at Level Two. Within 10 days after receiving the written grievance, the Board shall meet with the grievant (and a representative of the Union if the grievant so desires) for the purpose of resolving the grievance. The decision on the grievance at Level Three shall be rendered by the Board within 15 days after such meeting.

19.11 Level Four — Binding Arbitration

19.11.1 If the decision of the Board does not resolve the grievance, the Union may submit such grievance to final and binding arbitration to the Connecticut State Board of Mediation and Arbitration subject to the provisions set forth below, including but not limited to section 19.11.3.

19.11.2 Notice of intention to submit to arbitration under section 19.11.1 above must be in writing addressed to the Superintendent of Schools. The submission to arbitration must be made not later than 30 days following receipt of the Board's decision.

19.11.3 In cases involving the discharge of a nurse, the hearing shall be promptly held before an arbitrator to be mutually selected by the parties.

19.11.4 The arbitrator shall have no power to add to, delete from, or modify in any way any of the provisions of the agreement.

19.11.5 No reprisals of any kind shall be taken by either party or by any member of the administration against any participant in the grievance procedure by reason of such participation.

19.11.6 If the grievant fails at any level to appeal a grievance to the next level within specified time limits, the grievance shall be waived. Failure of the Board at any level to comply with the time limits regarding responding to a grievance shall permit the grievant to appeal the grievance to the next level.

Article 20 Discipline

20.1 All disciplinary action shall be applied in a fair manner and shall not be incongruous to the infraction for which the disciplinary action is being applied. All disciplinary action may be appealed through established grievance procedures.

Article 21 Non-Discrimination

21.1 The Board and the Union agree that there shall be no discrimination against any nurse because of race, color, creed, sex, age, national origin, physical handicap or membership or non-membership in the Union.

Article 22 Payroll Deductions

22.1 The Board agrees to deduct from the pay of all its employees who authorize such deductions from their wages such membership dues, initiation fees, reinstatement fees, and service fees as may be fixed by the Union. Such deductions shall continue for the duration of the agreement or any extension thereof.

22.2 The Union dues deduction shall be made equally over 22 pay periods.

22.3 Dues deducted shall be remitted to the financial officer of Council 4 together with the list of employees from whose wages such deductions have been made. The Board shall make every effort to remit these no later than 15 days following said deduction.

22.4 All employees in the collective bargaining unit who cease to be Union members shall, as a condition of employment and for so long as they remain non-members, pay to the Union a service fee as set by the Union (not to exceed the current dues paid by Union members).

22.5 The Union agrees to indemnify and hold the Board harmless against any and all claims, demands, suits, or other forms of liability that shall, or may, arise out of, or by reason of, action taken by the Board for the purpose of complying with the provisions of this Article.

Article 23
Salary Schedules

23.1 The salary schedule is as follows:

Step	1.75%* <u>7/1/2014</u>	2.25%** <u>7/1/2015</u>	2.25% <u>7/1/2016</u>
New Hire	\$45,175	\$46,191	\$47,231
1	\$46,727	\$47,778	\$48,853
2	\$48,333	\$49,421	\$50,533
3	\$49,864	\$50,986	\$52,133
4	\$51,560	\$52,720	\$53,906
5	\$53,933	\$55,146	\$56,387
6	\$55,765	\$57,020	\$58,303

* retroactive to 7/1/14

** there shall be step movement for 2014-15, and 2016-17, however there shall be no step movement for 2015-16

23.2 Employees hired before July 1, 2015 shall be entitled to an annual longevity payment made the first pay period in December based on the following years of service with the Board:

7/1/14

10 Yrs.	\$500
15 Yrs.	\$700
20 Yrs.	\$900
25 Yrs.	\$1,1000

23.3 Nurses who earn a Bachelor's Degree will receive a stipend of \$250, and those who earn a Master's Degree shall receive a stipend of \$500 paid the first pay period in December.

23.4 It is understood that the salary schedule has been developed with current special procedures for children with special needs included as an expected responsibility of today's school nurse, including invasive procedures such as catheterization or ostomy care, suctioning, tube feeding and long-term intravenous intervention. While on duty, the school nurse is the first contact for all on-the-job employee injuries.

23.5 Employees shall be paid salaries, via direct deposit, in accordance with the salary schedule. Confirmation of payment shall be sent by e-mail. Employees will be paid in 26 equal consecutive payments. Salary deposits will be made bi-weekly, on alternate Fridays. When a payday falls on a bank or school holiday, the deposits will be made on the working day prior to the holiday.

**Article 24
Pension**

Employee participation in the Town of Newtown's Pension Plan is mandatory for all eligible employees hired under this agreement. A copy of that plan will be available to each new employee. The plan shall be administered in accordance with the rules and regulations of the Town Pension Plan.

**Article 25
Duration**

24.1 The duration of this agreement shall be four years beginning July 1, 2014 and continuing and remaining in full force and effect to and including June 30, 2017.

THE NEWTOWN BOARD OF EDUCATION

By: _____
Keith Alexander, Chairman Date

LOCAL 1303-215 OF COUNCIL 4, AFSCME, AFL-CIO

By: _____
Co-President Date

By: _____
Co-President

Date

By: _____
Staff Representative, Council 4, AFSCME

Date

APPENDIX A

Century Preferred \$30/\$300/\$125/\$300 Newtown PS Teachers FD 208
Proposed for 2013
Century Preferred is a preferred provider organization (PPO) plan.



COST SHARE PROVISIONS	In-Network Member pays:	Out-of-Network Member pays:
Office Visit (OV) Copayment	\$30 per visit	Deductible & Coinsurance
Specialist Visit (SV) Copayment	\$40 per visit	Deductible & Coinsurance
Hospital (HSP) Copayment	\$300 per day up to \$900 per year	Deductible & Coinsurance
Urgent Care (UR) Copayment	\$75	Not Covered
Emergency Room (ER) Copayment – waived if admitted	\$125	\$125
Outpatient Surgery (OS) Copayment	\$300	Deductible & Coinsurance
Ambulatory Surgery (ASC) Copayment	\$300	Deductible & Coinsurance
Calendar Year Deductible (individual/2-member family/3+ member family)		\$600/\$900/\$1200
Coinsurance	Not Applicable	20% after deductible up to
Coinsurance Maximum (individual/2-member family/3+ member family)		\$1400/\$3100/\$4800
Cost Share Maximum (individual/2-member family/3+ member family)		\$2000/\$4000/\$6000
Lifetime Maximum	Unlimited	Unlimited
PREVENTIVE CARE - Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits		
Well child care	No Charge	Deductible & Coinsurance
Periodic, routine health examinations	No Charge	
Routine OB/GYN visits	No Charge	
Mammography	No Charge	
Hearing screening	OV Charge	
Routine Eye Exam	OV Charge	
MEDICAL CARE		
Office visits Primary Care	OV Copayment	Deductible & Coinsurance
Specialist	SV Copayment	
Outpatient mental health & substance abuse - prior authorization required	OV Copayment	
OB/GYN care	SV Copayment	
Surgical fees of a Physician or Surgeon	OV/SV Copayment*	
Maternity care – initial visit subject to copayment, no charge thereafter	SV Copayment	
Diagnostic lab and x-ray	No Charge	
High-cost outpatient diagnostic – prior authorization required The following are subject to copay: MRI, MRA, CAT, CTA, PET, SPECT scans Note: \$250 Copayment Maximum per Member per Calendar Year	\$50 Copayment per service (See note)	
Allergy services Office visits/testing	SV Copayment	
Injections—80 visits in 3 years	\$10 Copayment	
HOSPITAL CARE – Prior authorization required		
Semi-private room (General/Medical/Surgical/Maternity)	HSP Copayment	Deductible & Coinsurance
Inpatient mental health & substance abuse	HSP Copayment	
Skilled nursing facility – up to 120 days per calendar year	HSP Copayment	
Rehabilitative services – up to 60 days per person per calendar year	No Charge	
Outpatient surgery – in a hospital	OS Copayment	
Ambulatory surgery – in other than a hospital setting	ASC Copayment	
EMERGENCY CARE		
Walk-in centers	OV Copayment	Deductible & Coinsurance
Urgent care – at participating centers only	UR Copayment	Not Covered
Emergency care – copayment waived if admitted	ER Copayment	ER Copayment
Ambulance	No Charge	No Charge

In Connecticut, Anthem Blue Cross and Blue Shield is a trade name of Anthem Health Plans, Inc., an independent licensee of the Blue Cross and Blue Shield Association.
* Registered name of the Blue Cross and Blue Shield Association.



OTHER HEALTH CARE	In-Network Member pays:	Out-of-Network Member pays:
Outpatient rehabilitative services – 30 combined visits for PT,OT,ST and Chiropractic- Excess 80/20 after deductible and coinsurance	OV Copayment	Deductible & Coinsurance
Durable medical equipment / Prosthetic devices <i>Unlimited maximum per calendar year</i>	Covered	Deductible & Coinsurance
Diabetic supplies, drugs & equipment <i>Diabetic drugs are covered at in-network benefit level</i>	Covered under Rx Rider	
Infertility – Covered	Applicable Copayment	Deductible & Coinsurance
Home health care <i>200 visits per member per calendar year</i>	No Charge	\$50 Deductible & 20 % Coinsurance

PREVENTIVE CARE SCHEDULES

Well Child Care (including immunizations)

- ◆ 7 exams, birth up to age 1
- ◆ 7 exams, ages 1 up to 5
- ◆ 1 exam every year, ages 5 up to 22

Adult Exams

- ◆ 1 exam every year, ages 22+

Vision Exams: 1 exam every calendar year
Hearing Exams: 1 exam per calendar year
OB/GYN Exams: 1 exam per calendar year

Notes To Benefit Descriptions

- ◆ In situations where the member is responsible for obtaining the necessary prior authorization and fails to do so, benefits may be reduced or denied.
- ◆ Inpatient Hospital Per Admission Copay is waived if readmitted within 30 days for same diagnosis.
- ◆ Members must utilize participating Blue Quality Centers for Transplant hospitals to receive benefits for Human Organ & Tissue Transplant services. This network of the finest medical transplant programs in the nation is available to members who are candidates for an organ or bone marrow transplant. A nurse consultant trained in case management is dedicated to managing members who require organ and/or tissue transplants.
- ◆ Members are responsible for the balance of charges billed by out-of-network providers after payment for covered services has been made by Anthem Blue Cross and Blue Shield according to the Comprehensive Schedule of Professional Services.

Please refer to the SpecialOffers@Anthem brochure in your enrollment kit for information on the discounts we offer on health-related products and services.

This does not constitute your health plan or insurance policy. It is only a general description of the plan. The following are examples of services NOT covered by your Century Preferred Plan. Please refer to your Subscriber Agreement/Certificate of Coverage/Summary Booklet for more details: Cosmetic surgeries and services; custodial care; genetic testing; hearing aids; refractive eye surgery; services and supplies related to, as well as the performance of, sex change operations; surgical and non-surgical services related to TMJ syndrome; travel expenses; vision therapy; services rendered prior to your contract effective date or rendered after your contract termination date; and workers' compensation.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

A product of Anthem Blue Cross and Blue Shield serving residents and businesses in the State of Connecticut.

NGF
 Effective 07/01/2013

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Newtown BOE Teachers FD 208 Proposed 2013

CENTURY PREFERRED 3-TIER MANAGED PRESCRIPTION DRUG PROGRAM

\$10 Copayment Generic Drugs

\$30 Copayment Listed Brand-Name Drugs

\$50 Copayment Non-Listed Brand-Name Drugs

\$4,000 Annual Maximum

Description of Benefits:

Description of Benefits:		You Pay:
Tier 1: Generic Drugs	The term "generic" refers to a prescription drug that is considered non-proprietary and is not protected by a trademark. It is required to meet the same bioequivalency test as the original brand-name drug. Tier 1 copayment applies.	\$10
Tier 2: Listed Brand-Name Drug:	The term "listed brand-name" refers to a brand-name prescription drug identified on the formulary by Anthem Blue Cross and Blue Shield. Tier 2 copayment applies.	\$30
Tier 3: Non-Listed Brand-Name Drugs	The term "non-listed brand-name" refers to a brand-name prescription drug not identified on the formulary by Anthem Blue Cross and Blue Shield. Tier 3 copayment applies.	\$50
Annual Maximum		Plan Pays: \$4,000
Per member per calendar year		

How To Use The 3-Tier Managed Prescription Drug Program

The 3-Tier Managed Prescription Drug Program incorporates different levels of copayments for three types of prescription drugs: generic, listed brand-name and non-listed brand-name, as defined in the chart above. The formulary lists generics and brand-name drugs that have been selected for their quality, safety and cost-effectiveness. These listed drugs have lower member copayments than non-listed drugs (but may not have a lower overall cost in all instances.) You minimize your copayments when you use generic prescriptions and listed brand-name prescriptions. You'll still have coverage for non-listed brand-name drugs, but at a higher cost share. Talk to your provider about using generic drugs or listed brand-name drugs included on the formulary. You'll have lower copayments when you use these drugs.

- You will be responsible for one copayment when purchasing a 30-day supply of prescription drugs from a participating retail pharmacy.
- You'll be responsible for two copayments when purchasing a 30-day to 90-day supply of maintenance drugs through the mail-order program.

Generic Substitution: Prescriptions may be filled with the generic equivalent when available.

- When you purchase a generic drug at a participating pharmacy, you'll only be responsible for a Tier 1 copayment.
- When a generic equivalent is available and you obtain a listed or non-listed brand-name drug, you will be responsible for the applicable Tier copayment plus the difference in cost between the generic and listed or non-listed brand-name drug. This provision applies unless your provider obtains Prior Authorization. When Prior Authorization is obtained (at the discretion of Anthem Blue Cross and Blue Shield), you will be responsible only for the applicable Tier copayment.

Connection (Concurrent Drug Utilization Review)

Connection works with the retail pharmacy's standard guidelines to provide a second level of quality and safety checks. The process, which is provided on-line as part of the electronic claims filing process, helps promote access to safe, appropriate, cost-effective medications for members. Connection involves a series of rules or guidelines, which identify potential medication therapy issues and deliver a message to the pharmacy by computer before the medication is dispensed. The process alerts the pharmacist of potential issues such as drug-to-drug interactions, refills requested too close together, incorrect dosing or drug duplications.



Pharmacy Programs

Voluntary Mail-service Program

Members have access to Anthem Rx, the voluntary mail-service drug program for members who regularly take one or more types of maintenance drugs. Members can order up to a **90-day supply** of these medications and have them delivered directly to their home.

The \$10 generic/\$30 listed brand-name/\$50 non-listed brand-name copayment and \$4,000 annual maximum apply. When ordering a **31-day to 90-day supply**, two copayments will apply, as follows: \$20 generic/\$60 listed brand-name/\$100 non-listed brand.

National Pharmacy Network

Members also have access to a network of more than 65,000 retail pharmacies throughout the country. Members may call 1-866-281-2966, or go to www.anthem.com/pharmacyinformation to locate a participating pharmacy when traveling outside the state.

Non-participating Pharmacies

Members who fill prescriptions at a non-participating pharmacy are responsible for payment at the time the prescription is filled. Members must submit claims to Anthem Blue Cross and Blue Shield for reimbursement, and payment will be sent to the member. Members who use non-participating pharmacies will pay 20% of the in-network allowance, plus the difference between Anthem Blue Cross and Blue Shield's payment and the pharmacist's actual charge.

Points to Remember

- Anthem Blue Cross and Blue Shield will provide coverage for prescription drugs dispensed by a participating pharmacy when prescription drugs are deemed medically necessary based on specific criteria and dispensed pursuant to a prescription issued by a participating physician or by a non-participating physician, subject to copayment.
- Anthem Blue Cross and Blue Shield will not be liable for any injury, claim or judgment resulting from the dispensing of any drug covered by this plan. Anthem Blue Cross and Blue Shield will not provide benefits for any drug prescribed or dispensed in a manner contrary to normal medical practice.
- Anthem Blue Cross and Blue Shield reserves the right to apply quantity limits to specified drugs as listed on the formulary. If a member requires a greater supply, the member's provider can follow the prior authorization process.

Prescription Drug Eligibility

Eligible prescription drug benefits are limited to injectable insulin and those drugs, biologics, and compounded prescriptions that are required to be dispensed only according to a written prescription, and included in the United States Pharmacopoeia, National Formulary, or Accepted Dental Remedies and New Drugs, and which, by law, are required to bear the legend: "Caution—Federal Law prohibits dispensing without a prescription" or which are specifically approved by the Plan.

Limits and Exclusions

Benefits are limited to no more than a 30-day supply for covered drugs purchased at a retail pharmacy, and no more than a 90-day supply for covered drugs purchased by mail order. All prescriptions are subject to the quantity limitations imposed by state and federal statutes.

This drug rider does not provide drugs dispensed by other than a licensed, retail pharmacy or our mail-order service; any drug not required for the treatment or prevention of illness or injury; vaccines or allergenic extracts; devices and appliances; needles and syringes that are not prescribed by a provider for the administration of a covered drug; prescriptions dispensed in a hospital or skilled nursing facility; over-the-counter or non-legend drugs; antibacterial soaps/detergents, shampoos, toothpastes/gels and mouthwashes/rinse.

Benefits for prescription birth control are covered for most groups. However, such coverage is optional if your group is self-insured or a bona fide religious organization. Check with your benefits administrator.

This is not a legal contract. It is only a general description of the \$10 generic/\$30 listed brand-name/\$50 non-listed brand-name 3-Tier Managed Prescription Drug Program with a \$4,000 annual maximum. Please consult the Evidence of Coverage or prescription drug rider for a complete description of benefits and exclusions applicable to your coverage.

APPENDIX B

HEALTH PLAN SUMMARIES – HSA



Lumenos HSA Plan Summary

The LumenosSM HSA plan is designed to empower you to take control of your health, as well as the dollars you spend on your health care. This plan gives you the benefits you would receive from a typical health plan, plus health care dollars to spend your way. And you'll have access to personalized services and online tools to help you reach your health potential.

Your Lumenos HSA Plan											
<p>First – Use your HSA to pay for covered services.</p> <p>Health Savings Account With the Lumenos Health Savings Account (HSA), you can contribute pre-tax dollars to your HSA account. Others may also contribute dollars to your account. You can use these dollars to help meet your annual deductible responsibility. Unused dollars can be saved or invested and accumulate through retirement.</p>	<p>Contributions to Your HSA For 2013, contributions can be made to your HSA up to the following: \$3,250 individual coverage \$6,450 family coverage</p> <p><small>Note: These limits apply to all combined contributions from any source including HSA dollars from incentives.</small></p>										
<p>Earn More Money for Your Account What's special about your Lumenos HSA plan is that you may earn additional funds for your health account through the Healthy Rewards incentive program.</p> <p><small>To receive funds earned through the Healthy Rewards program, you must have an open HSA with Mellor Bank or with another bank through which your employer is sponsoring your HSA.</small></p>	<p>Healthy Rewards If you do this: You can earn this in your HSA:</p> <table border="0"> <tr> <td>Complete the Health Assessment online</td> <td>\$50</td> </tr> <tr> <td>Enroll in the Personal Health Coach Program</td> <td>\$100</td> </tr> <tr> <td>Graduate from the Personal Health Coach Program</td> <td>\$200</td> </tr> <tr> <td>Complete our Smoking Cessation Program</td> <td>\$50</td> </tr> <tr> <td>Complete our Weight Management Program</td> <td>\$50</td> </tr> </table> <p><small>Some eligibility requirements apply. See page 2 for program descriptions.</small></p>	Complete the Health Assessment online	\$50	Enroll in the Personal Health Coach Program	\$100	Graduate from the Personal Health Coach Program	\$200	Complete our Smoking Cessation Program	\$50	Complete our Weight Management Program	\$50
Complete the Health Assessment online	\$50										
Enroll in the Personal Health Coach Program	\$100										
Graduate from the Personal Health Coach Program	\$200										
Complete our Smoking Cessation Program	\$50										
Complete our Weight Management Program	\$50										
<p>Plus – To help you stay healthy, use:</p> <p>Preventive Care 100% coverage for nationally recommended services. Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits.</p>	<p>Preventive Care No deductions from the HSA or out-of-pocket costs for you as long as you receive your preventive care from an in-network provider. If you choose to go to an out-of-network provider, your deductible or Traditional Health Coverage benefits will apply.</p>										
<p>Then –</p> <p>Your Bridge Responsibility The Bridge is an amount you pay out of your pocket until you meet your annual deductible responsibility. Your bridge amount will vary depending on how many of your HSA dollars, if any, you choose to spend to help you meet your annual deductible responsibility. If you contribute HSA dollars up to the amount of your deductible and use them, your Bridge will equal \$0.</p> <p>HSA dollars spent on covered services plus your Bridge responsibility add up to your annual deductible responsibility. Health Account + Bridge = Deductible</p>	<p>Bridge Your Bridge responsibility will vary.</p> <p>Annual Deductible Responsibility \$2,000 individual coverage \$4,000 family coverage</p>										
<p>If Needed –</p> <p>Traditional Health Coverage Your Traditional Health Coverage begins after you have met your Bridge responsibility.</p>	<p>Traditional Health Coverage After your bridge, the plan pays: 100% for in-network providers 80% for out-of-network providers</p>										
<p>Additional Protection For your protection, the total amount you spend out of your pocket is limited. Once you spend that amount, the plan pays 100% of the cost for covered services for the remainder of the plan year.</p>	<p>Annual Out-of-Pocket Maximum In-Network and Out-of-Network Providers \$ 5,000 individual coverage \$10,000 family coverage</p> <p><small>Your annual out-of-pocket maximum consists of funds you spend from your HSA, your Bridge responsibility and your cost share amount.</small></p>										
<p>If you have questions, please call toll-free 1-888-224-4896. <small>Newborn DCE HSA w/ inc Rx copays NCF (7/13)</small></p>											



Lumenos HSA Plan Summary

Healthy Rewards Program

Your employer will provide you with additional health care dollars in your HSA for the following:

- **Health Assessment:** You and your family members can complete the Health Assessment, our online tool designed to help measure your overall health. One adult family member is eligible to earn \$50 in your HSA per plan year. The health information you provide is strictly confidential.
- **Personal Health Coach:** If you qualify for the Personal Health Coach Program, you'll receive one-on-one assistance from a specially trained registered nurse to help you manage a health condition. Health conditions may include but are not limited to diabetes, asthma, depression, high blood pressure, heart disease and pregnancy. You'll receive \$100 in your account for enrolling in the Personal Health Coach Program (one reward per covered person per year). You'll receive \$200 for achieving your health goals and graduating from the Personal Health Coach Program (one reward per covered person per year).
- **Smoking Cessation Program:** This program helps you manage withdrawal symptoms, identify triggers and learn new behaviors and skills to remain tobacco-free. Participation is open to you and your covered family members age 18 or older, and includes counseling support and tools, including nicotine-replacement therapy coverage. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per lifetime) for completing this program.
- **Weight Management Program:** Our Weight Management Program is a personalized phone course designed to help you adopt lifestyle changes necessary to lose weight and maintain weight loss. A team of counselors (a registered dietitian and health educator) with expertise in weight management will help you address healthy eating, physical activity and exercise, stress management, and more. You and your covered family members age 18 and older who have a Body Mass Index (BMI) of 25 or higher are eligible for this program. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per lifetime) for completing the program.

To receive funds earned through Healthy Rewards, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Summary of Covered Services

Preventive Care

Anthem's Lumenos HSA plan covers preventive services recommended by the U.S. Preventive Services Task Force, the American Cancer Society, the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatrics. The Preventive Care benefit includes screening tests, immunizations and counseling services designed to detect and treat medical conditions to prevent avoidable premature injury, illness and death.

All preventive services received from an in-network provider are covered at 100%, are not deducted from your HSA and do not apply to your deductible. If you see an out-of-network provider, then your deductible or out-of-network coinsurance responsibility will apply.

The following is a list of covered preventive care services:

Well Baby and Well Child Preventive Care

Office Visits through age 18, including preventive vision exams.

Screening Tests for vision, hearing, and lead exposure. Also includes pelvic exam, Pap test and contraceptive management for females who are age 18, or have been sexually active.

Immunizations:

- Hepatitis A
- Hepatitis B
- Diphtheria, Tetanus, Pertussis (DtaP)
- Varicella (chicken pox)
- Influenza – flu shot
- Pneumococcal Conjugate (pneumonia)
- Human Papilloma Virus (HPV) – cervical cancer
- H. influenzae type b
- Polio
- Measles, Mumps, Rubella (MMR)

Adult Preventive Care

Office Visits after age 18, including preventive vision exams.

Screening Tests for vision and hearing, coronary artery disease, colorectal cancer, prostate cancer, diabetes, and osteoporosis. Also includes mammograms, as well as pelvic exams, Pap test and contraceptive management.

Immunizations:

- Hepatitis A
- Hepatitis B
- Diphtheria, Tetanus, Pertussis (DtaP)
- Varicella (chicken pox)
- Influenza – flu shot
- Pneumococcal Conjugate (pneumonia)
- Human Papilloma Virus (HPV) – cervical cancer

If you have questions, please call toll-free 1-888-224-4896.

Newtown BOE HSA w/ inc. Rx copays NGF
(7/13)



Lumenos HSA Plan Summary

Summary of Covered Services (Continued)

Medical Care

Anthem's Lumenos HSA plan covers a wide range of medical services to treat an illness or injury. You can use your available HSA funds to pay for these covered services. Once you spend up to your deductible amount for covered services, you will have Traditional Health Coverage available to help pay for additional covered services.

The following is a summary of covered medical services under Anthem's Lumenos HSA plan:

- Physician Office Visits
- Inpatient Hospital Services
- Outpatient Surgery Services
- Diagnostic X-rays/Lab Tests
- Emergency Hospital Services
- Inpatient and Outpatient Mental Health and Substance Abuse Services
- Maternity Care
- Chiropractic Care
- Prescription Drugs
- Home health care and hospice care
- Physical, Speech and Occupational Therapy Services
- Durable Medical Equipment

Some covered services may have limitations or other restrictions.* With Anthem's Lumenos HSA plan, the following services are limited:

- Skilled nursing facility services limited to 120 days per calendar year.
- Home health care services are limited to 200 visits per calendar year.
- Inpatient rehabilitative services limited to 100 days per member per calendar year.
- PT, OT, ST, and chiropractic services limited to 50 combined visits per member per calendar year.
- Inpatient hospitalizations require authorizations.
- Your Lumenos HSA plan includes an unlimited lifetime maximum per member for in- and out-of-network services.

*For a complete list of exclusions and limitations, please reference your Certificate of Coverage.

Prescription Drugs – copay after deductible (when purchased from a network pharmacy)¹

Retail (30 day supply)	Mail Order (90 day supply)
\$10 Tier 1 copayment	\$ 10 Tier 1 copayment
\$30 Tier 2 copayment	\$ 60 Tier 2 copayment
\$50 Tier 3 copayment	\$100 Tier 3 copayment

¹For the out-of-network benefit, refer to the Traditional Health Coverage section.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

If you have questions, please call toll-free 1-888-224-4896.

Newtown BOE HSA w/ inc Rx copays (7/13)



Lumenos HSA Plan Summary

This summary is a brief outline of the benefits and coverage provided under the Lumenos plan. It is not intended to be a complete list of the benefits of the plan. This summary is for a full year in the Lumenos plan. If you join the plan mid-year or have a qualified change of status, your actual benefit levels may vary.

Additional limitations and exclusions may apply.



In Connecticut, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans, Inc. In New Hampshire, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of New Hampshire, Inc. In Maine, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of Maine, Inc., independent licensees of the Blue Cross and Blue Shield Association. ® Registered marks Blue Cross and Blue Shield Association. * LUMENOS is a registered trademark.

If you have questions, please call toll-free 1-888-224-4896.

Newtown BCE HSA w/ inc Rx copays NGF (7/13)