Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting on October 7, 2014 at 6:45 p.m. in the council chambers, 3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair	L. Gejda
K. Hamilton, Secretary	5 Staff
D. Leidlein (7:25 p.m.)	9 Public
J. Vouros	2 Press
D. Freedman	
M. Ku	

Item 1 – Call to Order
The meeting was called to order at 6:47 p.m.
MOTION: Mr. Freedman moved that the Board of Education go into executive session to discuss contract negotiations with the nurses, contract considerations pertaining to NFT and NASA, litigation with transportation contract services and an update on Sandy Hook School security with Dr. Erardi and Dr. Gejda invited in. Gino Faiella, Jay Brotman, Alana Konefal, Brian Coulombe, Mark Dupree and Geralyn Hoerauf invited in for the Sandy Hook School discussion. Ms. Hamilton seconded. Motion passes unanimously.

Item 2 – Executive Session
The Board came out of executive session at 7:39 p.m.

Item 3 – Public Session/Pledge of Allegiance
Item 4 – Celebration of Excellence
Dr. Erardi introduced Ashley Gong who was one of five high school students honored in Washington, D.C. as a 2014 National Student Poet. Mr. Alexander congratulated Ashley for this achievement in excellence and was pleased to have her be acknowledged by the Board. She read her poem *Allegro*.

Item 5 – Consent Agenda
MOTION: Ms. Hamilton moved that the Board of Education approve the consent agenda which includes donations to Sandy Hook School, the child rearing leave of absence for Kristin English, and the correspondence report. Mr. Vouros seconded. Motion passes unanimously.

Item 6 – Public Participation – none
Item 7 – Reports
Chair Report: Mr. Alexander asked for an additional Board member for the upcoming paraeducator negotiations. He felt there were valuable discussions at the Board retreat last week. He went to the Monroe Board of Education meeting the night before and thanked them for their help last week. Regarding the school ambassador's program, Ms. Hamilton stated that she went to the high school PTA meeting this morning where Dr. Rodrigue provided the high school improvement plan. She has done a great job communicating where they want to go as a school and how to make this large school feel smaller such as having smaller community meetings. She also addressed learning issues, drug and alcohol abuse and a PTA program for freshman. Former basketball player, Chris Heron, will be coming to speak about his abuse problem. She and Mrs. Ku also went to the middle school PTA meeting last night where they discussed a speaker and author coming to speak to the students.

Superintendent's Report:
Dr. Erardi stated there were 23 teachers interested in pursuing an administrative career who joined his administrative aspirant program. They will be assigned mentors and also visit other districts.
The Leadership Team will pursue personalized learning during this year.
The New Teacher Cohort met last week and shared their appreciation for the support they have been receiving.
The Community Forum will be held November 4 and focus on teaching, learning and common core.
CABE and the BOE policy subcommittee will launch the 0000 series this week.
The school based health clinic parent meeting will be October 30 at 7:00 p.m. in the middle school auditorium

Committee Reports:
Ms. Hamilton said the policy committee will receive a section from CABE, make any changes and return to them to incorporate those changes. The committee will approve each section and return to the Board for approval. She and Mrs. Ku attended the municipal space needs committee which was an organizational meeting. Their next meeting is October 30.
Mrs. Ku said that she and Mr. Vouros attended the Curriculum and Instruction subcommittee meeting and reviewed social studies at the middle school and had a brief update on full day kindergarten. The security committee met a couple of weeks ago and she requested an executive session at the next meeting to update the Board on that committee.

Summer School/Booster Program Report:
Mrs. Gellis spoke about the summer school which includes academic and enrichment programs. There were 408 students enrolled in the various summer programs which is an increase from last year's 397students but there was a decrease in students in the academic areas. Staff is mostly district members. The enrichment programs have certified, non-certified staff and high school students.

Dr. Erardi said a decreasing enrollment can mean that students are passing their classes. For the size of the high school his concern is if we are reaching out to the students who need to go to summer school. He would like to see the remedial numbers go down.

Dr. Gejda spoke about the booster program which was in its second year. Last year it was just for Sandy Hook students but this year it was offered to fifth grade students. It was run at no cost funded by the SERV Grant. This year about the same number attended. It is not planned to be included next summer.

Item 8 – Old Business
Sandy Hook Construction Update/Action on Phase 4 Building Construction Document and Cost Estimate:
MOTION: Mrs. Leidlein moved that the Board of Education accept the Sandy Hook Elementary School Phase 4 building construction documents for submission to the State of Connecticut Office of School Facilities and resolved that The Construction Documents for the Town of Newtown, Sandy Hook School, dated September 12, 2014 for the State of Connecticut Project Number 097-0114N, Phase 4 of 6, as prepared by Svigals + Partners be accepted by the Board of Education for submission to the State of Connecticut Office of School Facilities for their

review and approval, for the purpose of allowing this phase of the project to be released for bidding.
The construction documents encompass 257 drawings in 2 volumes as enumerated on sheet T0.01, dated September 12, 2014. The associated specifications encompass volume 1, dated June 23, 2014 and volumes 2, 3, and 4 dated September 12, 2014.
Mrs. Ku seconded.

Ms. Hoerauf stated this was a continuation of their September 16 presentation. The construction documents are 99% complete.

Dr. Erardi stated that Svigals has been terrific going through Dr. Gombos to the Sandy Hook staff. All changes have been shared with staff and he's very comfortable with the document.

Motion passes unanimously.

MOTION: Mrs. Leidlein moved that the Board of Education accept the Sandy Hook Elementary School Phase 4 building construction 95% Construction document cost estimate for submission to the State of Connecticut Office of School Facilities and resolved that the 95% Construction Documents Cost Estimate for the Town of Newtown, Sandy Hook School, dated September 30, 2014 for the State of Connecticut Project Number 097-0114N, Phase 4 of 6, as prepared by Svigals + Partners and Consigli Construction Co. Inc., pages 1 through 17 and alternates #1 through #9 inclusive, be accepted by the Board of Education for submission to the State of Connecticut Office of School Facilities for their review and approval. Mr. Vouros seconded.

Ms. Hoerauf said they were asking for approval on the cost estimate which is a combination of Phase 3 and 4 costs. The total cost is short of $39.5M.
Mr. Freedman wanted to be sure the public knew the actual amount of the project which, for the record, is $39,494,442.

Ms. Hamilton said there were a number of things listed that were not in the budget and she was concerned about where we were compared to the $50M number.
Ms. Hoerauf gave the Board a financial document which showed the anticipated cost for the project. There will be a better idea of the cost after Phase 4 is bid.
Aaron Quigley said they started with an estimate format. Some items don't have amounts because we found they did not have to be carried forward or moved.

Ms. Hamilton asked if the add alternates had been prioritized.
Ms. Hoerauf said they have not but some changes to #7 and #9 have been dealt with by the Public Building and Site Commission.
Motion passes unanimously.

Mrs. Roche said the person the middle school PTA arranged to speak is Scott Driscoll who will also speak to Reed parents. The author is Tim Green who will be here October 29 and April 2.

Item 9 – New Business
MOTION: Mrs. Leidlein moved that the Board of Education approve the TEAM Program Support Plan for 2014-2017. Mr. Freedman seconded.

Dr. Gejda spoke about the TEAM Program. This is a two-year program where teachers work with a mentor. There are five modules they have to develop and plan. This is a state mandated program to promote excellence, equity and higher achievement for students by engaging teachers in purposeful exploration of practice through guided support and personal reflection. District committees oversee the implementation of the program. Our team chose to be part of a consortium which reviews the reflection reviews.

Mrs. Leidlein asked the cost for the program.
Dr. Gejda said this year we are using Bloomboard for teacher evaluation. There is no cost for online learning. We compensate our mentors, the state reimburses the district for some of those costs, and there is an extra work area of the budget. Newtown pays mentors $1,000 per year.

Ms. Hamilton said since the TEAM Program is new, the state may be interested in what it costs district to implement the plan. It costs at least $25,000 for the mentors plus costs for new teacher orientation.

Mr. Freedman asked to see a breakdown of costs and to have this as a specified line item in the budget.

Ms. Hamilton said it's good to see the goals are measurable and have some kind of time component. She was hoping to see more of that in the plan such as the coordinating committee states that the TCC member is to be recently trained but that wasn't defined. Having more detail would be helpful. An invitation to all mentors will be sent from the facilitator to establish a viewer for the candidate pool but the facilitator may not be the same person.

Motion passes unanimously.

MOTION: Mrs. Ku moved that the Board of Education approve the 2015-2016 School Budget Development Calendar. Mrs. Roche seconded.

Dr. Erardi feels starting work on the budget early is better which is why it will be to the Board on December 22. Workshops are in place but additional meetings can be added.

Mr. Freedman said it would be helpful if there could be involvement earlier in the process and wondered if the Board could sit in on the department budget meetings.

Dr. Erardi stated that when he presents the budget he will be specific as to what was not included.

Ms. Hamilton said there are dates listed as to what other boards are having their hearings.
Dr. Erardi said the dates are respectful to charter and to dates we held last year. This is being presented similar to last year.

Ms. Hamilton made a friendly amendment to just approve the calendar with the Board of Education dates in items 1-15. Mrs. Roche accepted.

Amended motion passes unanimously.

High School Auditorium Project:
MOTION: Mrs. Leidlein moved that the Board of Education, in accordance with the Town of Newtown's Charter Section (6-30), a)&b), request a special appropriation of $3,600,000 for the Newtown High School auditorium project. This amount is included in the currently approved CIP for the Board of Education for the 2014-2015 and 2015-2016 fiscal years and should be funded by bonding. Mr. Vouros seconded.

Dr. Erardi said this is what Chuck Boos presented at the meeting at the Reed School. The $3.6M represents the initial launch to the project. It also includes ADA compliance codes. The strong recommendation is that the Public Building and Site Commission oversee this project. If approved at this level work will begin the second week in June and the auditorium should be ready in December.

Mr. Faiella said he will keep close track of this project to keep it in our timeframe and it is kept to what we approved.
Ms. Hamilton said we don't want to turn it into something we didn't ask for. If approved by other boards we need to keep it to that budget. The voters approved the $2.3M project. W are coming back with a $3.6M project. We expect to get state money.

Michelle Hiscavich said the first auditorium renovation was in 1995 with $225,000 to fix the sound. Otherwise nothing else has been done. This work needs to be done for safety reasons and for the students. We spend money to rent equipment because ours doesn't work. When New York crews came for the plays they would not touch the rigging. They brought their own equipment. We also had an inspection which brought out all of the safety concerns. Janice Gabriel developed a safety program for the students using the auditorium.

Dr. Erardi said with upcoming productions we would spend tens of thousands of dollars working around the outdated equipment. The high school is also going through accreditation the fall of 2015. He is certain we will be cited to do something immediate for the auditorium.

Mrs. Ku asked when Public Building and Site would become involved.
Mr. Faiella said it is whether the First Selectman assigned the project to them. Otherwise, it would be with us.
Ms. Hamilton said the project wouldn't get assigned until it was approved by the boards and a Town meeting. Initially it was more of a maintenance project. It's a bigger scope now. The Town would have to vote on the full amount of $3.6M. If it's over $500,000, it has to go to a Town meeting. In order to get the grant from the state we have to ask for the full amount. The $3.6M bonding has to be agreed upon. The next step is asking for the money when ready to do the project.

Dr. Erardi said it is vitally important that this is the endorsed project. We are clear there is a cost increase with a reimbursement. There is no reimbursement with first amount. The reimbursement is 31%.

Mr. Alexander said we all agreed on this project which needs to be done sooner rather than later. With any delay the cost will change.

Motion passes unanimously.

Minutes of September 16, 2014:
MOTION: Mrs. Roche moved to approve the minutes of September 16, 2014. Mr. Vouros
seconded. Vote: 5 ayes, 2 abstained (Ms. Hamilton, Mrs. Leidlein).

Minutes of September 30, 2014:
Mrs. Roche moved that the Board of Education approve the minutes of September 30, 2014.
Mr. Freedman seconded. Vote: 6 ayes, 1 abstained (Mrs. Leidlein)

Item 10 – Public Participation – none
MOTION: Mrs. Roche moved to adjourn. Mrs. Leidlein seconded. Motion passes unanimously.

Item 11 – Adjournment
The meeting adjourned at 9:40 p.m.

                                         Respectfully submitted:

                                         _____
                                                  Kathy Hamilton
                                                    Secretary

DONATIONS

To BOE for Approval on October 7, 2014

10/7/2014

J.Depaolo Middle School Activity Fund
Southington, CT

$ 150.00

PepsiCo Silicon Vally Community Foundation
Employee Engagement Fund
Mountain View, CA 94040

$ 75.00

Total	$ 225.00	$ 225.00
		$ -
	$ -	

Total	$ -	$ -
		$ -
		$ 225.00
		$ 225.00

September 17, 2014

Dr. Joseph Erardi
Superintendent of Schools
Newtown Public Schools
Fairfield Hills Campus
3 Primrose Street
Newtown, CT 06470

Dear Dr. Erardi,

I am happy to share the news that my husband and I are expecting our first child on December 13, 2014. I am thus writing to inform you of my need for maternity leave. I plan to work as long as my doctor permits and I will return on April 1, 2015. In addition to the six weeks of sick days, I would also like to be paid for three of my five personal days as part of the leave.

I respect and enjoy working with both my colleagues and the students at NHS and know that as we prepare for this new addition to our family, I will look forward to sharing the perspectives that I gain with them when I return to NHS next spring.

Sincerely,

Kristin English
English Teacher
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482
englishk@newtown.k12.ct.us

Cc: Dr. Lorrie Rodrigue and Abigail Marks

From	Date	Subject
Bonnie Voegell	9/18/2014	Community Forum Feedback
Mary Burnham	9/20/2014	Common Core

Administrative Report

October 7th

1. Administrative Aspirant Program

2. Leadership Team: Professional Development (Attach #1)

3. New Teacher Cohort :   Professional Learning (Attach #2)

4. Community Forum: Synthesis of Information (Attach #3)

5. CABE / BOE Policy :   Launch of the Work (Attach #4)

6. School Based Health: Thursday, October 30th 7:00 NMS

New Staff Cohort Meeting

October 2nd , 2014

My impression of the hiring practice and the orientation was......

My greatest struggle to date has been..........

If I could share anything with a teacher new to Newtown next year my best advice would be.......

A Look to the Future:

Personalized Learning in Connecticut

Committee Members:

Rebecca Wolfe, Jobs For the Future
Adam Garry, DELL
Alicia Roy, New Fairfield
Carole Clifford, AFT
Charles Toulmin, Nellie Mae Education Foundation
Joseph Cirasuolo, CAPSS
Peter Cummings, CT Center for School Change
David Ruff, Great Schools Partnership
Deidre Tavera, Hartford Public Schools
Diane Ullman
Dianna Roberge-Wentzell, CT State Department of Education
Donna Boivin, DELL
Linette Branham, CEA
Erik Good, New Haven Public Schools
Jan Saam, Naugatuck Public Schools
Janet Garagliano, CAPSS
Joseph Reardon, Union Public Schools
Karissa Niehoff, CASCIAC
Lawrence Schaefer, CAPSS
Patrice McCarthy, CABE
Michael Galluzzo, CASCIAC
Raymond Rossomando, CEA
June Sanford, CT State Department of Education
Scott Brown, LEARN
Sheila Cohen, CEA
Stephen McKeever, AFTCT
Susan Domanico, Region #14 Public Schools
Max Waxenberg, CEA

Part I. Urgency for the Change

The State of Connecticut's education system has long articulated learning standards, trusting that local districts will design curriculum to meet community needs. Results have been mixed. The Task Force remains concerned that we are not doing right by all of our children. The concerns include worries that some of our students have become passive learners in elementary school; that many see school merely as a series of hurdles to jump over before receiving a diploma; that some of our students will be unprepared for the rigors of college, where they are expected to have prerequisite content, ability to manage workload, problem-solving and critical thinking skills. We ask if our students will fail (or is it "are prepared") to compete in a complex global economy and a local job market where the best jobs are increasingly dependent on higher-order skills. Despite significant and continued allocation of state resources, too many of our students have grown up in a state with stark inequities across and within communities, resulting in unequal opportunities that inevitably lead to unequal outcomes.

We know from experience that increasing student motivation strengthens performance and that not all students learn at the same pace and in the same way. To meet the new, globally benchmarked Common Core State Standards, students will have to demonstrate they can apply knowledge and skills in ways that require higher-order thinking and the ability to connect what they know to real world experiences. All students, particularly those at risk of being left behind, must experience school as relevant and interesting and a path to the best future they can envision. Instruction driven by a traditional, single path of learning and assessment is insufficient to prepare them to face the challenges of life after high school.

In the past decade, the state legislature and CSDE have created two foundational pieces of legislation, the Capstone Experience and Student Success Plans, that signal a readiness for the expansion of personalized learning in Connecticut.

This white paper suggests policy modifications at the state level towards achieving a personalized learning system in Connecticut. All students should be *invested in learning, prepared for college and career, be globally competitive and be active participants in our representative democracy.*

All children will be invested in their learning. We must create empowering environments that inspire and expect students to articulate their aspirations, identifying incremental goals and related pathways

toward achieving their objectives. A more personalized learning setting will enable students to better manage obstacles and opportunities, as well as comprehend compelling issues affecting their lives, communities and their potential in a global economy. More relevant, authentic, and applied learning activities will also enable students to effectively share their creations or conclusions with a range of audiences beyond the classroom, with continuous monitoring, guidance, and assessment by the teacher. Applied learning activities better connected to student goals and aspirations will inspire students to apply learning in complex situations. A more personalized learning setting will provide flexible and sufficient time for students to stay on track toward their aspirations, commit to their goals, and to persevere. The connection among stated goals, regular opportunities to apply learning in complex situations, and flexible time provide students the freedom and support to persevere.

All children will be prepared for college and career. Our high school graduates should demonstrate mastery of core content (Common Core and individual state standards); set college and/or work pathways that enable them to pursue their aspirations; and be equipped to achieve those aspirations. This requires skills that are often non-academic: responsible decision-making, teamwork and financial literacy and management. In a personalized learning system, college and career readiness require a wider array of options and supports to help all students identify and achieve their highest academic, career, social/emotional/physical goals. To that end, college and career readiness require a wider array of supports to help students achieve their goals, especially for children in traditionally underserved communities.

All children will be active participants in our representative democracy. The State of Connecticut is committed that students receive an effective and meaningful education that prepares them "to be responsible citizens able to participate fully in democratic institutions, such as jury service and voting, and to prepare them to progress to institutions of higher education, or to attain productive employment and otherwise to contribute to the state's economy," as the State Supreme Court has noted. (CCJEF v. Rell, 2010).

All children will be globally competitive. We must prepare our students to become lifelong learners with 21st Century skills such as collaboration, creativity, and the agility to evolve with the times. Students with these skills will translate their ideas and findings into appropriate actions and communicate effectively

with diverse audiences. A personalized learning system driven by student creativity and innovation will prepare young people to compete for jobs in a dynamic, global economy.

The state legislature, Department of Education, and local communities must create the conditions in which a personalized learning system can thrive. Our students deserve a more progressive and responsive system of education; one that invests in their learning, prepares them for college and career, enables them to be active participants in our representative democracy and be globally competitive.

Part II. Definition of Personalized Learning System and Overview of Four Structural Elements

A personalized learning system transforms schooling by providing voice and choice on what, where, and how students learn in relation to standards-based, world -class knowledge and skills. In this personalized learning system:

- *Every student* works closely with teachers to establish goals and pace of learning, pursues investigations or projects to demonstrate goals, regularly evaluates progress in relation to those goals, and communicates results as an indication of mastery.
- *Every teacher* creates a classroom culture of respect grounded in high expectations as well as providing feedback and guidance in learning content, developing skills, and thinking strategically.
- *Every learning community* both within and outside of school offers students opportunity to learn from experience through application in authentic situations.

The Centrality of the Teacher's Role in a Personalized Learning System

Personalized learning requires a transformed role from "deliverer of information" to a complex, multi-faceted set of roles that puts students at the center of learning. *Jobs for the Future* identifies six roles: curriculum planner, classroom facilitator and coach, assessor, advisor, connector and communicator. These roles require high levels of decision-making and analysis, flexibility and the ability to collaborate with students.

In order to support teachers in their evolving and varied roles in a personalized learning environment, schools and school districts must give them opportunities to learn together. Common planning time, job-embedded professional development, peer

> *Six Roles of Teachers in a Personalized Learning System*
> - **Curriculum Planner:** What is essential for students to learn?
> - **Classroom Facilitator and Coach:** How can I structure learning so students can explore interests, pose questions, and discover their own answers?
> - **Assessor:** How do I collect evidence of learning as an ongoing process?
> - **Advisor:** How do I ensure that students are on track in relation to the goals?
> - **Communicator:** How do I ensure that students have clarity about their progress as learners?
> - **Connector:** How can I use my professional network to create opportunities for students?

support and feedback are all valuable methods for creating the knowledge and skill needed to provide a rich and challenging environment for all students. The vast majority of teacher preparation institutions do

not currently prepare teachers for personalized learning. Unless and until they do so, the responsibility rests on the shoulders of local school districts.

Role of Teachers in a Personalized Learning Environment

The work of a teacher has begun to change as the transition to personalized learning occurs. Education must continue to evolve. This work is occurring along a continuum. The educator's work is to find the delicate balance between what works from the past with what our students need to be successful in the future.

Personalization of learning refers to instruction that is paced to learning needs, tailored to learning preferences, and the specific interests of different learners. In a personalized learning environment, learning objectives and content as well as method and pace may all vary.

The skills, expertise and relationships with students required of teachers in a personalized learning environment will be essentially the same as in a traditional learning environment. What is different is how skills, expertise and relationships are applied. For example, a teacher in a personalized learning environment must be skilled in designing personalized learning pathways based on student instructional needs, interests and learning preferences. Over time, the teacher must transfer the skill of designing a learning path to the student.

Another example is the critical role teachers have in determining when the student has achieved a competency. Only a certified teacher can assess level of mastery. While teachers today are responsible for learning assessment, what changes in personalized learning is the use of a variety of assessment methods such as performance assessment and project-based learning.

Teachers at one school in Alberta, Canada conceptualized the continuum of practices that they engaged in as they moved to personalized learning. **The chart below illustrates both ends of the continuum.**

Teacher-centered model	Learner-centered model
Time as the constant (time slotted and time driven programming)	Learning as the constant (exploring any time, any place learning models)
Teacher choice	Student voice and choice
Teacher as expert or the "sage on the stage"	Teacher as an "architect of learning" in

	collaboration with students
Focus on knowledge and basic skill development	Focus on competencies (skills, attitudes and dispositions) and the application of competencies
Facts, theory-focused, and pre-determined tasks	Complex questions, problems, projects, and practice-focused scenarios requiring critical thinking
Provision of pre-determined information or programs for implementation	Provision of unsolved problems and real challenges to develop new theories and models
Communication predetermined with limited interactivity	Communication as socially constructed; disclosure open and encourages extended interactions
Discrete outcomes to teach	Focus on "big ideas" and essential learning outcomes in the curricula
Learning as competitive; individual learning and success celebrated	Learning as collaborative; community knowledge honored and encouraged
One-shot professional development sessions or in service ("one size fits all" teachers)	Job-embedded and continuous professional learning models (personalized and support of local context)
Principal as central to school leadership and improvement efforts	Teacher leadership and distribution of leadership central to school leadership and improvement efforts
Isolationist work model	Open and collaborative work model with a focus on "sharing learning" with others within the profession

This chart was adapted from work published in the book "Authentic Learning in the 21st Century, Reconceptualizing Learning and Teaching at Michael Strembitsky School" 2012/2013, Edmonton Public Schools, Alberta, Canada.

Elements of a Personalized Learning System

A personalized learning system has four defining structural elements. It is *competency-based, offers multiple paths of study, uses variable time, and includes meaningful assessment and accountability.*

Competency-based progress allows students to advance upon demonstrated mastery of clear and explicit learning expectations. This system is designed to

- Demonstrate competency aligned with Common Core and other subject-area content standards on local and state assessments; and
- Emphasize fluency, conceptual understanding, and application of knowledge.

Multiple paths of study provide opportunities to learn and demonstrate competencies both inside and outside the school building. Tasks and experiences are designed with and inspired by students' needs, skills, and interests. These paths offer:
- Equal opportunity and access to all available resources;
- Student voice in creation and execution of interesting questions to pursue, texts to read, projects to improve community life;
- Effective family-school-community partnerships (e.g. field-based experts, business and community leaders, college professors, dual enrollment) to broaden the authenticity and impact of student work; and
- Technology tools to empower and engage students to learn and share information and ideas with experts beyond the classroom.

Third, a personalized learning system honors the student through *variable time*:
- Provides every student sufficient time, not limited by the standard school year, that he or she needs to make progress toward the defined competencies;
- Accommodates every learner's social, emotional, and physical needs; and
- Uses various appropriate assessments, including formative and summary assessments, to inform the student, teacher, and parent about the student progress based on mastery.

Fourth, to measure student success, robust and varied *assessment and accountability* strategies should be implemented to inform students, families, school and district staff, and state officials about individual and group progress in relation to the competencies. Such strategies should feature an evidence-based collection of student tasks and tests designed around clearly defined competencies to develop college and career readiness.
- Multiple, robust assessment to determine progress toward competency, including performance tasks that require application of knowledge and skills as determined at the district, school, and classroom levels.

● Accountability policies that move from labeling schools based on standardized test scores to promoting improvement based on growth of students toward clearly-defined competencies.

Policies, procedures, and practices at the state and local levels must be reexamined in order to facilitate personalized learning in Connecticut. Dialogue must occur early and often if these changes are to be embraced by local constituencies.

The following chart outlines the shifts in policies, practices, and ownership of learning that promote personalized learning.

Elements	Shifting From	Shifting To
Competency-based	A system that awards credits based on seat time	Competency-based system aligned with Common Core and other subject-area content standards on local and state assessments
	Demonstration of fluency	Demonstration of fluency, conceptual understanding, and application
Time	Time-based system	Competency-based system
	Predictable school day and school year	Learning 24/7, 365 days a year, monitored and validated by teachers
Multiple paths of study	Limited flexibility in where schooling happens	Appropriate flexibility in location for learning (e.g. online, workplace, community) based on student's needs and ability
	Courses driven by a standardized curriculum, pace, and resources	Competencies and defined standards drive tasks, texts, and assignments designed to maximize students' needs, interests, and learning styles
	Texts and tasks solely determined by the teacher	Student voice in determining questions, in collaboration with the teacher, creation of tasks to pursue, and relevant texts in service to those questions and tasks with approval from the teacher
Assessment	Limited use of formative assessments to guide teacher instruction	Extensive use of appropriate, meaningful formative assessments to gauge student progress toward competencies

	Primarily structured (e.g. multiple choice, short answer) and constructed response (e.g. academic prompt, summary of information) items to measure acquisition	Primarily performance-based tasks to measure acquisition, conceptual understanding, and application
	Whole class assessment	Personalized assessment tailored to individual needs, interests, styles
	Assignments are done for teacher as audience	Exhibition or presentation to demonstrate learning to broad audiences, with continual teacher guidance, monitoring and assessment.
	Teacher reports progress and achievement to student and family	Teacher and student conference regularly to evaluate progress, achievement, and appropriate next steps, with continual communication/engagement with parents.
	Promotion or retention at the end of the year, based on achievement in the course or grade level	Advancement based on readiness at any point during the year based on demonstration of competencies
	Systems to record scores	Systems for tracking student advancement
	Assigned testing window for state and national assessments	State and national assessments based on readiness and for diagnostic purposes only.
Accountability	Transcript based on numerical grades	Transcript based on competencies
	Based on school and district performance on standardized tests and graduation rates	Districts determine balanced accountability systems composed of multiple indicators of student growth and development
	The state requires all districts to adhere to the same accountability system (DPI and SPI)	The state supports and allows differentiated accountability systems for districts in accordance with state criteria (portfolio system)
	Diploma awarded on accumulation of credits	Diploma awarded on demonstration of mastery of knowledge and skills

	Passive learners	Inquisitive, proactive, dutiful, responsible students
Result	Student follows directions	Student makes decisions and is responsible for learning

Part III. Delving Deeper into the Four Structural Elements in a Personalized Learning System

In a personalized learning system, a set of learning targets or performance objectives drives the work of every student. Each competency has clear, transferrable learning that is aligned both to the key content and key cognitive strategies necessary to engage with and master the subject.

- **Sample Competency in American History**: The Great West and the Rise of the Debtor (1860s-1896) – The student will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation. (*North Carolina State Board of Education*)
- **Sample Competency in Graphic Design**: Through the critique process, the student can use analytical vocabulary in verbal and written form to formulate and defend artistic judgments about graphic design. (*Miami Dade Public Schools*)

A competency-based system honors the fact that every child is different, therefore the way in which that child will progress may also be different. By breaking free from a focus on age, hours on task, or credits, students learn through a dynamic cycle of application and feedback where failure, reflection and revision are natural parts of the learning process and grades are determined based on student achievement of competencies.

Multiple paths of study

Students choose a path of study with teacher guidance and approval based on their interests, strengths, passions, and long-term goals. Outcomes and the multiple ways of arriving at the outcomes are determined.

Students may learn about interesting topics, ideas, and innovations, but generally, students have to wait until after school or graduation to pursue their interests. *In a personalized learning system,* expertise is everywhere. Now more than ever, pursuing multiple paths of study can provide students the interest and engagement that will support higher levels of learning. Students can acquire competencies by tapping into resources both in and outside of school. Extended learning opportunities such as apprenticeships, community service, independent study, online courses, internships, performing groups, and private

instruction as well as dual enrollment programs, offer students the opportunity to build mastery toward competencies in ways that match their styles and interests as guided, monitored, and assessed by teachers. Community-based, work-based and service-based learning not only provide students an avenue to demonstrate learning in authentic contexts, but students also have real opportunities to make a difference in their local, state, national and global communities.

Another innovation that broadens a personalized learning system's scope of study is the impact of technology to prepare students with technical skills for the world of work. Online learning is one of many ways to engage students and broaden learning opportunities. Some Connecticut districts have begun to redesign traditional courses into online or blended formats that focus on demonstration of achievement. When these redesigned course formats are delivered successfully, the physical and virtual classrooms are active, vibrant places where students share and create together. Additionally, the state requires all students in grades 6-12 to have a student success plan that encourages participation in learning outside the classroom.

In a personalized learning system, students pursue authentic challenges through multiple paths of study. Students also realize the value of that learning outside of traditional school structures.

Variable Time

In a personalized learning system, time is a resource to be used flexibly based on the nature of the challenge and the students' skill level. Through greater flexibility of time for student learning, every student will receive customized supports and accelerated opportunity both in and out of school to ensure career and college readiness.

"What counts" as learning must be reexamined. Blended learning approaches to support student mastery of the competencies are more meaningful and practical to students, staff, families, and community members. If we are moving to anywhere/ anytime learning, then what we do in the "brick and mortar," online, or community learning space to further the competency is more important than the number of minutes assigned to a particular class. The goal is to provide learning opportunities and meet the educational needs and interests of all children. This opens the door to:

- Personalized learning formats in which individuals or small groups pursue a project or problem that they deeply care about and use experts (in and out of school) for information and feedback;
- Community-based learning through internships, projects, and workplace employment that values application of learning through authentic formats; and
- Online or blended learning, guided by schools and teachers, that values student time and engagement by using a setting that they are comfortable with to explore, connect and make sense of texts, problems, and challenges

Assessment as Learning

A personalized learning system uses assessment to guide learning. This robust and rigorous system is grounded in high standards and multiple assessments of student mastery. These assessments value the solution, interpretation, creation, or conclusion <u>and</u> the explanation or justification that led to that result. Formative and summative assessments are part of a natural learning process as students become more in control of what they learn, when they learn it, and how they are demonstrating what they have learned.

- *Formative assessments* provide information to student and teacher about current performance in relation to a learning target so that appropriate instructional adjustments can be made. *In a personalized learning system,* formative assessments are designed to reveal individual student strengths and weaknesses in order to create and modify a plan for success. The student and the teacher regularly discuss feedback, progress, and next steps as they both demonstrate commitment to learning and growth.

- *Summative assessments* provide information to students, their families, and staff of mastery levels in relation to given competencies. Generally these assessments occur toward the end of a unit, semester, or year. *In a personalized learning system,* summative assessments are rich

performance-based tasks to which students apply their learning to novel situations to demonstrate strategy, skill, and perseverance. When students have more influence on the summative assessment design, they are more likely to use self-regulation skills (setting goals, monitoring progress) as well as be more motivated to master core knowledge and skills. In a personalized learning system, student and teacher use the rubrics written in student-accessible language to both guide and evaluate performance. Grading is not something "done" to the student, but rather with the student where he or she has clarity on how the work will be judged as well as using that clarity to continue to inform the development of the task. The teacher provides feedback to the student to inform revision of a given task, to validate competency levels, and to clarify readiness for taking a state or national assessment.

- *Special Type of Summative Assessment: Digital Portfolios, Gateways, and/or Exhibitions* are formal collections and presentations of what students have learned throughout one or multiple years of schooling. *In a personalized learning system,* the student owns the work, which is a demonstration of mastery through a student-created, student-led conversation about content and skill development over time. Audiences for these presentations typically include parents, staff, and practicing experts to whom students can showcase a variety of authentic tasks to demonstrate mastery. Connecticut's Capstone Project legislation is one example of a summary assessment that promotes personalized learning.

- *Large-scale assessments* provide information to students, their families, school and district staff, and the state about student performance and school-wide challenges. Typically these assessments are administered for every student at that grade or course level at a predetermined time of the year. *In a personalized learning system,* a student takes a large-scale assessment when he or she is ready, not on a time schedule. These criterion-referenced large-scale tests can become more innovative, using advances in assessment technology to address different contexts of the learning.

In a personalized learning system, accountability is grounded in rigorous assessments that both measure and promote student learning. Accountability can be used as a meaningful feedback loop in which students, teachers, and family members check progress toward competency targets. At the local level, school staff can use data regularly to make sure all students are on track. At the state level, policy

makers and education officials can support continuous improvement of the local education systems. There is a need to create competencies, new ways to measure performance, and more meaningful transcripts depicting what students know and are able to do.

Part IV. Policies that Hinder Personalized Learning and Suggested Changes, Incentives and Supports

Changes to state statutes, policies and regulations could promote the development of personalized learning systems throughout the state. The chart below identifies seven key areas that are significantly hampering local districts' ability to implement personalized learning.

Key Areas	Policy Barriers that Hinder	Suggested Changes, Incentives, and Supports
Competency-based System	Credit-based system that awards credits (Carnegie Units) based on seat time.	• *Suggested change:* Revise existing statutes from credits based on seat time to awarding credits based on certified teacher-validated demonstrated competencies that apply to all students, are aligned with standards and are assessed in a similar ways across the state (e.g. school district assessment, digital portfolios, other competency assessments determined and monitored by a student's certified teacher). • *Suggested support:* Develop training programs at the state or regional level to assist teachers in developing assessments to measure competencies in credible ways. • *Suggested support:* Adjust legal and regulatory framework (transportation, legal liability) to support learning outside the traditional school environment (i.e., internships, work-based learning). • *Suggested support:* Develop process for creation, review, and approval of non-school based programs and instructors that increase student choice and opportunities to demonstrate mastery of competencies as validated by certified teachers. • *Suggested incentive:* The CSDE should support districts or networks of districts pursuing personalized learning in order to encourage innovation, the development of models and commitment to personalized learning in local school districts. Award planning grants to districts seriously committed to this work.

Key Areas	Policy Barriers that Hinder	Suggested Changes, Incentives, and Supports
Time	Statutes related to school day and school year and calculation of graduation rates	• *Suggested change:* Revise existing statutes so awarding of credit is not bound by the school day/school year. • *Suggested change:* Revise existing statutes related to student transportation to allow greater flexibility and access for students seeking to pursue schooling outside the school building. • *Suggested change:* Revise funding statutes to support flexibility in pursuing multiple paths. • *Suggested change:* Revision of existing statutes to enable calculation of graduation rates in a manner consistent with personalized learning and so students and schools are not penalized because of the time it takes for students to master graduation competencies. • *Suggested support:* Districts should have access to a repository of best practices for allowing flexible pacing. The repository should include input from schools of education and examples of personalized learning practices that show research-based effectiveness with disadvantaged students.
	Students progress only through grades at fixed intervals in time	• *Suggested change:* Revise statutes to allow students to progress based on demonstration of competencies as opposed to attending school for 6 hours a day, 180 days a year for 13 years. • *Suggested change:* Modify state reporting guidelines to allow flexibility in the provision of interventions to students with special learning needs. • *Suggested support:* Districts should have access to a repository of individual student profiles that support students progressing through school using continuous progress as opposed to traditional grade designations. The repository should further include input from schools of education and examples of individual student profiles that have been effective with disadvantaged students.

Key Areas	Policy Barriers that Hinder	Suggested Changes, Incentives, and Supports
Multiple paths of study	Lack of support and incentives.	• *Suggested support:* Provide models for Capstone and Student Success plans so they are strongly aligned with state and school district graduation standards. • *Suggested change:* State legislature creates policies that promote multiple pathways such as workplace, internship, independent study, early college enrollment, or project-based experiences outside of school and ensure equal opportunity for access to such paths. • *Suggested change:* State legislature encourages partnerships with local businesses and nonprofits to provide students with authentic learning opportunities. • *Suggested change:* State legislation or waiver agreements to the child labor laws to allow all students access to authentic learning opportunities. • *Suggested support:* State and CSDE encourage use of competencies across subject areas based on the nature of the task, project, or assignment. • *Suggested support:* Encourage use of existing Career and Technical Education certificates to promote competency-based graduation.
Assessment	Assessment based on grade-related standards	• *Suggested change:* Flexible access to state assessments based on student readiness. • *Suggested support:* A consortium of CSDE working with schools of education, administrators, teachers, the state High School Reform task force, recommend graduation standards with rubric guides for student assessment and exemplars. • *Suggested support:* CSDE works with Regional Service Centers to create examples of formative assessments that help teachers determine if students have mastered competencies. • *Suggested support:* CSDE provides a portfolio of data systems to track student progress through a personalized learning system, provided such systems protect student and faculty privacy and are not shareable across districts except for the purpose of providing information for students who change districts. • *Suggested support:* CSDE provides model systems of assessment that enable districts to conduct self-study and evaluate progress toward competencies.

Key Areas	Policy Barriers that Hinder	Suggested Changes, Incentives, and Supports
Accountability	State and local accountability is based on student achievement at fixed points in time Mastery of competencies not required for graduation.	• *Suggested change:* Revise existing statutes to establish a Mastery Based Diploma as a function of demonstration of competencies that can be acquired using multiple paths and differing lengths of time. • *Suggested change:* Establish continuous data-based inquiry that ensures sub-groups of students are moving at appropriate paces toward graduation and if not, triggers additional student supports. • *Suggested change:* The SPI and DPI should be revised to reflect learner-centered accountability on multiple measures rather than time-based accountability in limited subject areas. • *Suggested support:* CSDE engages stakeholders in order to develop understanding of a competency-based system and develop urgency for change.
	Graduation rate calculation currently based on 4-year completion	• *Suggested change:* Revise statutes to reflect a 3-6 year high school graduation time frame that includes model/exemplar trajectories and progressions toward graduation. • *Suggested support:* Model self-study for a district - how district can measure success through alignment with state standards. • *Suggested incentive:* Provide waivers and flexibility to schools that are innovating with personalized learning environments.
	Higher education acceptance	• *Suggested support:* IHE issues a statement of support or a MOA to post-secondary institutions to allow student transition to higher education under a competency-based graduation system.

Key Areas	Policy Barriers that Hinder	Suggested Changes, Incentives, and Supports
Teacher & Administrator Preparation and Evaluation	CSDE standards for program approval for teacher preparation institutions prepare students for current educational system rather than a personalized learning system	• *Suggested change:* Revision of CSDE standards to include preparation for personalized learning. • *Suggested support:* Teachers should be trained to become proficient in self-pacing strategies, project-based learning, formative assessments, feedback using rubrics or goals, student-led conferencing and other aspects of personalized learning environments. • *Suggested support:* Staff development programs are offered through the RESCs in project-based learning, formative assessments, feedback using rubrics or goals, and student-led conferencing.
	Current evaluation system uses grade-based student achievement as a primary way to measure teacher effectiveness	• *Suggested change:* An evaluation system based on evidence of student growth and development, effective professional practice and student progress toward district goals as measures of teacher/leader effectiveness.
Data System Infrastructure	Current data systems support and reinforce current model of scheduling, grade reporting, and assessment	• *Suggested support:* CSDE leadership, working with representatives of school administrators and teachers, works with districts and data management providers to develop and implement changes needed to current scheduling and data systems and to create incentives for providers to adapt to a personalized learning model.
Public Understanding	Lack of a CSDE strategic communication plan to build support for personalized learning.	• *Suggested change:* CSDE builds a strategic communication plan to encourage public understanding and support for personalized learning and the changes required for students to learn in this model.

When these policy barriers are removed and with substantial encouragement and support from the state legislature and CSDE, school district policy makers will be able to begin implementing personalized

learning systems. It is vital to engage local stakeholders in the discussion and delineation of the aspirations of schools and how they translate into local policies and practices.

Conclusion

Our world is rapidly changing in ways that will require greater flexibility and independence of our students. If we are to prepare Connecticut's children to meet 21st Century demands, we must transform our 20th Century system of teaching and learning. The reforms embodied in a personalized learning system will enable us to accomplish this transformation. By empowering students to determine personalized paths of study encompassing a broad range of potential learning experiences, a personalized learning system promotes student agency, independence, and self-determination. By involving students in deep and continuous reflection on their learning performance in both formative and summative assessments, a personalized learning system embeds constructive response to critical feedback as an essential and expected habit of work. By requiring students to demonstrate their readiness for advancement through mastery of rigorous standards, a personalized learning system builds the expectation that successful performance is the desired outcome of the learning enterprise. In a personalized learning system, all children in the State of Connecticut will leave our schools having repeatedly proven their independence, self-determination, resilience, and ability to succeed. We should require nothing less, for they deserve nothing less.

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Community Forum

Takeaways......

Common Theme.......In Order for my Child to Have His/Her Best Year:

- Take Care of Social / Emotional Needs
- Challenge My Child
- Communicate Early and Often
- Make What They are Learning Relevant
- Safe Environment

Common Theme.......Best Advice to the BOE:

- Two-Way Communication
- Keep Your Eye on the Target – Students
- Leave Politics out of BOE
- Examine Start Time
- Be Mindful With Decision Making – Data Driven / Student Needs

Common Theme.......My Big Bet for the School Year:

- Challenge / Rigor
- Security
- Enhance Co-Curricular Opportunities
- Homework – Less / More
- Change Mindset – All Children Can be Successful

NEWTOWN CONTINUING EDUCATION

SUMMER SCHOOL 2014 REPORT

PREPARED BY
Elissa Gellis

September 8, 2014

I. General Overview

The Newtown Summer School Programs include enrichment and academic programs for students exiting grades K through 12. The programs include Summer Support for Kindergarten, Math and Reading for grades 1-3, Learning Connection for grades 2-4, Summer Quest for grades 5 & 6, Middle School and High School Summer School Make-up Courses, SM*ART* (Summer Music and Arts), Scratch Programming, WeDo Robotics, and Minecraft programming, Design It, Build It, Launch It (engineering camp), Science Fiction and the Future, and Digital Animation.

In all, approximately 413 students were enrolled in the various summer programs. A brief analysis follows: This year's program experienced a increase in overall enrollment from last year's program (375 – 2013, 413-2014). Elementary Academic (K-4) enrollment showed a decrease this year (2013-97, 2014 - 87).

- *Summer Quest (5&6) enrollment increased this year (2013-23, 2014-30).*

- *The total of total number of students taking High School courses increased (2013-21 students taking 23 classes with an additional 15 in Jr. PE/Health and 6in SAT Prep , 2014-24 students taking 29 classes with an additional 7 in Jr. PE/Health and 11in SAT Prep).*

- *The total number of students taking Middle School classes decreased dramatically this year. (2013-10, 2014 -3).*

- *SMART enrollment decreased this year (2013-186, 2014-175).*

- *SAT Prep classes were held this year with 11 students*

- *Minecraft Scratch Programming and Lego Robotics were all successful. (2 sessions ran with a total of 29 students)*

New programs this year were Design It, Build It, Launch It, and Digital Animation and Science Fiction & the Future.

PROGRAM	# STUDENTS 2013	% OF TOTAL 2013	% CHANGE 2012-2013	# STUDENTS 2014	% OF TOTAL 2014	% CHANGE 2013-2014
Elementary Academic (Gr K-4)	107	26.23%	3.88%	87	21.91%	-18.69%
Intermediate School	23	5.64%	187.50%	30	7.56%	30.43%
Middle School	10	2.45%	25.00%	3	0.76%	-70.00%
High School	43	10.54%	-12.24%	42	10.58%	-2.33%
SMART	186	45.59%	-5.58%	175	44.08%	-5.91%
Scratch Programming	0	0.00%	-100.00%	6	1.51%	#DIV/0!
WeDo Robotics	10	2.45%	N/A	9	2.27%	N/A
MineCraft	29	7.11%	N/A	29	7.30%	N/A
Design It, Build It.				16	N/A	N/A
Sci Fi & the Future				4	N/A	N/A
Digital Animation				10	N/A	N/A
TOTAL	408			397		

TABLE 1: 2-Year Comparison of Enrollment

As with the regular school year, the 2014 Summer School Year continued to challenge. And Newtown Summer School has again attempted to meet the demand for summer programs. The summer school program is an integral part of the total education process provided by Newtown Public Schools. Summer Support programs (k-6) are primarily funded through the Board of Education; however, tuition is charged, which makes up any difference between the cost of the program and the budget. No student is denied for inability to pay. Families who cannot afford the tuition could apply for and receive scholarships.

II. PROGRAMS

A. ACADEMIC

1. Kindergarten (current kindergartners only)

This program serves those kindergartners that have been identified as needing additional help to make the transition from kindergarten into first grade. Language Arts and Math are the focus. This program is centrally based in the Reed Intermediate School

2. Summer Support (current first through third grade only)

The primary focus of the elementary instructional programs is the Summer Support program for students in grades 1 through 3. Instruction is planned in accordance with the demonstrated needs of identified students. The classroom teachers and reading consultants identify these students. This program provides for small group instruction. Students are grouped by similar needs in small groups (maximum of 5 students in a group); instruction is 50 minutes in length, four days per week for 4 weeks.

Math support groups are also held. Students are grouped by grade; instruction is 50 minutes in length, four days a week for 4 weeks.

These programs are centrally based in the Reed Intermediate School.

3. Learning Connection (current second through fourth grades)

The Learning Connection Program focuses instruction on successful student learning in the areas of Math, Writing and Language Arts. This is a companion program to the Tutorials and serves either those children who are recommended for more instruction or whose parents need a program with a longer time span. This program maintains these skills through small group instruction and integrated activities. Students are grouped by grade. Classroom teachers recommend the majority of students who attend. Three certified staff members offer instruction. The program operates in a 3.75-hour time frame, four days a week, over a four-week period. This summer the program is also located in the Reed Intermediate School.

A limited amount of scholarships are available for this program.

SCHOOL	#STUDENTS 2013	% OF TOTAL	#STUDENTS 2014	% OF TOTAL
HAWLEY	21	18.92%	21	17.95%
HEAD O'MEADOW	17	15.32%	17	14.53%
MIDDLE GATE	26	23.42%	24	20.51%
SANDY HOOK	33	29.73%	25	21.37%
REED ITERMEDIATE	14	12.61%	30	23.93%
UNKNOWN/OTHER	0	0.00%	0	1.71%
TOTAL	111		117	

Table 2: Elementary Enrollment (Gr. K-6) by School

Elem. Instruction by GRADE LEVEL	# STUDENTS 2013	% OF TOTAL	# STUDENTS 2014	% OF TOTAL
Unknown/Other				
K	26	19.85%	13	11.11%
1	21	16.03%	26	22.22%
2	24	18.32%	18	15.38%
3	29	22.14%	26	22.22%
4	8	6.11%	4	3.42%
5	8	6.11%	15	12.82%
6	15	11.45%	15	12.82%
TOTAL	131		117	

Table 3: Elementary Enrollment by Grade

4. Summer Quest (fifth and sixth grades)

Areas of study are divided into Math and Language Arts. Classroom teachers recommend students who need supplementary work. Language Arts meets for 2 hours, Math for 75 minutes, four days per week for four weeks. Two certified staff members taught this program, located at the Reed Intermediate School. Again no child is turned away due to inability to pay the tuition.

5. Middle School Programs (current seventh and eighth grades)

Seventh and Eighth grade students have the opportunity to attend one class in the academic area they failed. Due to the extremely low number of registrations of Middle School students this year, classes were adapted to accommodate. English for one student ran for two-weeks, 2 hours a day, and Science for the 2 students ran for 4 hours a day for two-weeks

	Language Arts	Math	Science	Total
2012	4	4	0	8
2013	7	3		10
2014	1	0	2	3

Table 4: Middle School Enrollment

6. High School Programs

Make-up classes are offered to students who have taken a course and have not completed it successfully. Students must have a grade of 55 or higher and an acceptable attendance record. Credit will only be given to students who previously failed the course during the regular school year. Courses were offered in Math and English. Students are required to attend 60 hours to receive one credit. Instructors are certified in their appropriate subject areas. This program runs for four weeks. Classes were held in Newtown High School. A Junior PE/Health class was offered to students who chose to take additional credits during the school year. The course was held for 3.25 hours a day for 20 days. Students earned half credit. An SAT Prep class was offered which ran with 11 students.

Courses Offered for Make-up Credit

a. algebra 1
b. Geometry
c. Algebra II

d. English I
e. English II
f. American Literature
g. Senior English

	2013	% of Total	2014	% of Total
English	9	20.93%	11	23.91%
Math	12	27.91%	17	36.96%
Social Studies	0	0.00%	0	0.00%
PE/Health	16	37.21%	7	15.22%
Other		0.00%		0.00%
SAT Prep	6	13.95%	11	23.91%
TOTAL	43		46	

Table 5: High School Enrollment

B. ENRICHMENT

1. SM*ART* - Summer Music and Arts (current Kindergarten through sixth grades only)

This program is a comprehensive summer enrichment program of Music, Visual Arts, Creative Dramatics and Science in Art. Now in its 23rd year, the program is designed to enhance a student's creative potential, promote positive self-esteem, and a life-long awareness and enjoyment of the Arts. The program is held for 2 two-week sessions during the month of July from 8:30 am to 1:00 pm. The program is designed for children exiting grades K through 6. Classes are taught by Artists-In-Residence, who are assisted by High School Interns. The program was located at Head of Meadow School.

5

Classes offered were:

Adventures In Recycled Art
An Art-full Year
Cartooning
Character Fashion
Collage and 3-D Art
Discovering Great Artists
Drawing the World

Getting Art-Sea
Great Clay Adventure
Itty Bitty Interiors
Jewelry Design
Mosaics
Paper Creations
Painting With Fabric

Paper Maché
Poetry and Illustration
Printing
Puppet Making Science of Nature
through Art
STEM Explorers
Theater and Performance Workshop
Where in The World

TOTAL STUDENTS	SESSION I	SESSION II	TOTAL
2010	60	63	123
2011	104	74	178
2012	101	96	197
2013	88	98	186
2014	108	67	175
%INCREASE - DECREASE '13-"14	20%	-32%	-6%

TABLE 6: SM*ART* Enrollment by Year 2010 – 2014

2. WeDo Robotics (exiting third grade and up)

The first in a series of computer programming courses, this program uses Lego®
Education WeDo Robotics Constructions Sets. This one week session provided students
with the opportunity to design simple robots with working motors and sensors using
Scratch applications to program their robots.

3 Minecraft (exiting 4th grade and up)

The second of our computer programming series of classes was so wildly popular that
we cancelled the third of the series (Stop Motion Animation) and offered two sessions
of Minecraft. Minecraft named after the popular computer game allows players to roam
around a virtual world collecting different forms of materials which can be used to
create virtual structures like homes. The students went on to write programs within the
game allowing them to develop their own games.

The success of the computer classes afforded us the opportunity to purchase new Lego
kits for the use of both the summer and the Reed School programs.

4. Introduction to Computer Programming Using Scratch 2.0 (exiting grades 4-7)

We were able to offer Scratch programming by adding another week to our computer
camps. Scratch 2.0 is a computer programming tool created by the Lifelong
Kindergarten group at the MIT Media Lab. Students are introduced to the basic
elements of computer programming. By the end of the week participants created an

6

interactive video game or animation and had the opportunity to post their creations to the Scratch Website.

5. Design It, Build It, Launch It! Engineering Your Own Machines. (exiting 4-7)

This engineering concepts course was geared to students who enjoy science and are curious about how things work. Students explored machines like catapults and trebuchets, rockets and hovercrafts. As they explored the different technologies they were encouraged to think conceptually then designed, built, and tested their own designs.

6. Science Fiction and the Future (exiting 6 -8)

In this one week class students explored the world of science fiction by reading short stories, watching short films and exploring the technology that their parents only imagined.

7. Digital Animation (exiting 6-8)

This one week class had students working collaboratively to plan, create and edit digital animations. Students worked with video cameras, iPads, and desktop PCs to create their projects.

III. FINANCIAL ASSISTANCE

Our policy, especially for academic programs, has been not to refuse anyone some kind of financial assistance.

Since, the Kindergarten, Summer Support and the Summer Quest programs are District-supported; the tuition charged helps support scholarships. All other programs are self-supporting. These programs must earn enough through registrations before scholarships are awarded. The total dollar figure of scholarships granted for the 2013 summer school year was $4,841. Newtown High School paid the tuition of 2 students who qualified for free and reduced lunch. That figure is not included in the $ figure.

	2011	2012	2013	2014
Individual Tutorials/Math	10	12	12	8
Kindergarten	4	3	6	5
Learning Connection	3	4	12	2
Middle School	0	0	1	0
High School	0	3	0	0
SMART	1	0	2	2
Quest LA/Math	1	2	13	13
Accelerated Reader	0	0	0	
Intro to Scratch Programming	0	0	0	
Total Scholarships Given	19	24	46	30

TABLE 7: Scholarship information:

IV. FINANCIAL INFORMATION

This year the Summer Programs realized a total of $96,935 in tuition, which was an increase of 4% of last year's total of$93,513.7. Program expenses were $90,727.33, which leaves us with a profit of $6,207.67 for the summer.

V. ADVERTISING

Summer school was advertised in the following ways:

- *A catalog was printed and distributed to:*
    - *All families with children in Newtown Schools and phone requests*
    - *All public and private schools in Newtown*
    - *Newtown Board of Education*
    - *Booth Library*
    - *Various Newtown Merchants*
- *Articles were in the Newtown Bee.*
- *Press releases were sent to the Newtown Bee, Voices, and the Newtown Patch.*
- *An ad was placed in the Online Bee.*
- *Letters were sent home to parents of children "invited" to attend Summer School.*
- *Letters were sent home with parents of children "invited" to attend Summer School during parent conferences.*
- *An online version of the catalog was made available on our website.*

VI. PLANNING

Looking forward there are a few suggestions for a smoother summer program:
- Sharing of information is tantamount in assuring that our students receive the proper instruction. We have found that we have a larger number of students registered for summer programs who have IEPs or 504's during the school year and we are expected by parents to accommodate their children. However we have no way of knowing this ahead of time and this hugely impacts our plans. There is no way for us to check each student that registers and we are in the "dark" unless informed by the registering parent. A better way to communicate this information needs to be implemented.

- Over the winter we will meet with the Middle School to try to revamp our summer program there. Attendance this summer was dismal and we need to find a way to service that population in a more cost effective way.

- The additional security guard at Head of Meadow School (which is our most heavily populated school) afforded us the luxury of recess while having someone inside the school at all times. Even though we paid for this separately it is worth the additional cost.

- This year we had the extreme good fortune to be able to add some new and successful programs to our line-up. We continue to look for new and interesting (we hope) programs to keep our youth engaged. Especially in the grade 5-8 range where there quality programs are more difficult to find.

VII. SUMMARY

Summer school expands on curriculum covered during the school year as well as providing additional opportunities. Students are given the chance to improve their skills in many different areas whether it is language arts or fine arts. It is a significant and cost effective way to extend the school year.

In addition to students, summer school also offers opportunities to district teaching staff. Depending upon their interests, teachers can experiment with new materials or teaching styles during the summer to see if a method or project would work during the school year. Teaching in the summer can give a teacher the chance to work with students from a different grade level or subject area. Our enrichment program includes non-certified staff, as well as high school students who are exploring career options.

Summer support and kindergarten teachers again attended a 1-day "orientation/training. This very successful day offered an opportunity for the teachers to share their ideas and approaches to teaching summer school as well as review the requirements for record keeping, district programs and practices.

The addition of security guards allowed us coverage for recess times but changed some of our attendance procedures. Having an additional security guard at Head of Meadow School (which is our most heavily populated school) afforded us the luxury of recess while having someone inside the school at all times.

I would like to thank and acknowledge the support I received from the elementary school administrators. I am grateful to the reading consultants, math consultants especially Kris Feda, Math Consultant SHS, for all the work that is done to select students for the elementary support programs and the training of the summer school teachers. I would be remiss if I did not express my gratitude to Anne Uberti, Principal and the custodial staff at the Reed School. We "take over" a major portion of the school for the month of July and they could not have been kinder or more willing to help. Barbara Gasparine and the entire custodial staff at Head of Meadow School have been welcoming, patient and extremely understanding in allowing us the use of the school for our SM_ART_ enrichment program. Lorrie Rodrigue and the extremely busy custodial staff at the High School were extremely patient and always helpful.

I can't say enough about Gino Faiella and his custodial staff and couriers, who are always ready to lend a helping hand. I am particularly indebted to Linda Gejda, who gives me support and helps with those problems of an administrative nature. Michele Vontobel for supporting both the staff and myself by handling problems, phone calls, and anything else that has to do with the business of running this program. Mary Blair in her last year as Administrative Intern performed wonderfully handling all of the day to day administrative questions, curricula questions that arose as well as adding her very special interpersonal skills to benefit the program. Credit should also be given to Pat Philbin and Stephanie Schwartz who more than fulfill their responsibilities as site coordinators. Without their experience and hard work our programs would not run as smoothly and successfully as they do.

Respectfully Submitted, Elissa Gellis

PROGRAM	# STUDENTS 2013	% OF TOTAL	# STUDENTS 2014	% OF TOTAL	NOTES/SCHOLARSHIPS
ELEMENTARY ACADEMICS					
Summer Support-Reading	35	8.58%	37	9.76%	5 Scholarships
Learning Connection	20	4.90%	14	3.69%	2 Scholarships
Kindergarten	26	6.37%	13	3.43%	5 Scholarships
Summer Support-Math	26	6.37%	23	6.07%	3 Scholarships
Total	**107**	**26.23%**	**87**	**22.96%**	
SUMER QUEST					
LA	11	2.70%	15	3.96%	7 Scholarships
Math	12	2.94%	15	3.96%	6 Scholarships
	23	5.64%	30	7.92%	
MIDDLE SCHOOL					
Math	3	0.74%	0	0.00%	
English	7	1.72%	1	0.26%	
Science -	0	0.00%	2	0.53%	
Total	**10**	**2.45%**	**3**	**0.79%**	
HIGH SCHOOL					
History	0	0.00%		0.00%	
Math	12	2.94%	17	4.49%	5 Alg I, 4 Geom, 8 Alg 2
English	9	2.21%	11	2.90%	3 Eng I, 4 Eng 2, 2 Amer. Lit, 2 Sr Eng
PE/Health	16	3.92%	7	1.85%	
SAT Prep	6	1.47%	11	2.90%	
Other	0	0.00%		0.00%	
Total	**43**	**10.54%**	**46**	**12.14%**	
SMART (Summer Music and Arts program)	186	45.59%	175	46.17%	2 scholarships
Intro to Scratch	N/A		6		
WeDo Robotics	10	2.45%	9	2.37%	
Minecraft	29	7.11%	29	7.65%	
Design It, Build It, Launch It!	N/A		16	4.22%	
Digital Animation	N/A		10	2.64%	
Science Fiction & the Future	N/A		4	1.06%	
TOTAL	**408**	**100.00%**	**379**	**100.00%**	

Table 8: Enrollment all courses

Newtown Public Schools
Summer Academic Booster Program 2014

The Newtown Project Recovery Summer Academic Booster Program 2014 was an 8-day program for any Sandy Hook School student K-4 and any Reed Intermediate School 5th grader. It was held from August 4th – August 14th, 2014, Monday through Thursday from 8:30 am – 12:00 pm at the Reed Intermediate School. This program was SERV (School Emergency Response to Violence) grant funded and therefore was provided at no cost to all students.

The Newtown Summer Academic Booster Program's objectives were to: (1) give students an academic "boost" by engaging them in a learning setting and exposing them to broad, grade-level concepts in Math and Language Arts, (2) give students a routine in preparation for the upcoming school year, and (3) provide the opportunity for socialization and fun. Curriculum for Language Arts was provided by a Sandy Hook School Reading/LA Specialist and by two Math Specialists, also from Sandy Hook School. The day also included computer lab and recess. The wonderful and dynamic staff consisted of 2 on-site Administrators, 11 Teachers, 6 Paraeducators, 3 Paraeducator Aides, a Nurse and 2 Security Guards (which allowed one to be out with the students for recess) for each day. The program was coordinated by the Assistant Principal of Sandy Hook School and the Recovery Project Secretary.

150 students registered for the 2014 Summer Academic Booster Program with a breakdown by grade as follows:

Grade	# Students	School
Kindergarten	30	Sandy Hook
1st	19	Sandy Hook
2nd	16	Sandy Hook
3rd	27	Sandy Hook
4th	26	Sandy Hook
5th	32	Reed Intermediate

Actual attendance for each day of the Summer Academic Booster Program was 111, 98, 105, 103, 100, 99, 97 and 97 respectively. Parents greatly appreciated the flexibility of the program and a survey was handed out at the end of the second week requesting feedback and suggestions for enhancing their child's academic success in the year ahead. 48 parents responded with overwhelmingly positive feedback on the program and its staff, as well as a few suggestions for the upcoming school year.

This year's Program had an increase in registrations from last summer's highly regarded Sandy Hook School Summer Booster program, also SERV grant-funded and free to all students at Sandy Hook School (K-4).

108 students from Sandy Hook School registered for last year's program which ran for 8 days (August 5-15, 2013, Monday through Thursday) at the Reed Intermediate School as well.

The 108 students registered for the 2013 Sandy Hook School Booster Program was by grade as indicated below:

Grade	# Students	School
Kindergarten	16	Sandy Hook
1st	18	Sandy Hook
2nd	30	Sandy Hook
3rd	30	Sandy Hook
4th	14	Sandy Hook

The objectives, curriculum and daily schedule were very similar and the feedback from parents and students was again highly positive.

It is believed that the Summer Academic Booster Program in 2014, like the Sandy Hook Booster Program 2013, was a wonderful academic, social and fun "boost" and gift for all the children and families involved. At this time, however, there is no plan to have another Summer Booster Program in 2015.

Respectfully submitted,

Jane McEvoy
Recovery Project Secretary

MEMORANDUM   Job # 1360.00

Project:	Sandy Hook School
Subject:	**Phase 4 Documents – dated September 12, 2014**
Date:	September 26, 2014
To:	Newtown Board of Education
From:	Julia McFadden
Cc:	Geralyn Hoerauf, Diversified Project Management (DPM)

Please find below, an outline of the updates and revisions we have made to the documents since the last submission, Design Development, on June 6, 2014. These documents encompass the scope of work required for construction of the building, which is the fourth of the six phases expected for the project.

ARCHITECTURAL:
1. A boiler room and flue shaft were added within the Basement
2. The Maintenance Equipment room off the service drive was increased to accommodate a utility vehicle and plow
3. Eliminated walk-off mats in Lobby (remain at adjacent Vestibules)
4. Relocated duct shafts due to coordination with other trades
5. Revised plumbing chase sizes as required to coordinate with fixture selection as well as other trades
6. Removed second circulation desk from Library after further review with the school staff
7. Relocated printer alcoves so as not to take area from classrooms, and added two to the first floor
8. Added a built in bench to the Treehouses
9. Relocated the roof access ladders within the 2 enclosed stairs so that it can be locked off using the stair guardrail
10. Added walk pads, canopy drains and future locations for PV panels on the roof plans
11. Added 4 skylights at each gabled roof area, for a total of 12 additional skylights
12. Coordinated roof penetration locations for mechanical equipment
13. Raised the window sill height at the east elevation of the Library where grade is at the level of the finish floor
14. Added sculptural wood panels below the raised windows on the north elevation
15. Relocated downspouts along north façade to the interior of the building
16. Eliminated custom cut (grass pattern) glazing film
17. Revised branching mullion pattern at Lobby and replaced with aluminum sculpture at the interior
18. Eliminated custom aluminum column sculpture at Lobby
19. Eliminated fire rated glazing adjacent to the enclosed stairs as the exterior area of rescue has been eliminated
20. Added windows at the 2nd floor corridor on the north façade (both interior and exterior)
21. Eliminated sunshades at windows within the enclosed stairs
22. Added a pattern in the masonry of 3 additional colors
23. Added a second wood species to the north façade, delineated by a second wave
24. Added tack boards at classroom entry alcoves
25. Revised Cafeteria ceiling design by eliminating the ACT and adding vertical acoustic panels
26. Added interior signage types and schedule
27. Revised interior partition types to accommodate acoustic requirements
28. Revised stained concrete floor pattern
29. Revised resilient tile floor pattern at classroom corridors
30. Revised wall base material at classroom corridors from standard rubber to millwork resilient base
31. Added accent wall tile at Cafeteria
32. Revised walls behind Lobby benches to be fabric in lieu of reclaimed wood
33. Removed epoxy countertops in the Science classroom, replaced with solid surface

STRUCTURAL:
1. Added freestanding masonry firewall to separate Building 1 from Building 2
2. Added steel brace frames
3. Added loading on roof to accommodate the future installation of photovoltaic panels

FOOD SERVICE:
1. The layout has been slightly modified to accommodate a larger Maintenance Equipment room for the building
2. The milk cabinet located near the service entry has been removed (as it was deemed unnecessary by Dr. Erardi and Dr. Gombos)
3. Added swing gates between serving area and kitchen in lieu of chain

FIRE PROTECTION:
1. Further developed sprinkler layouts

PLUMBING:
1. Further developed piping distribution, kitchen layout and plumbing details

MECHANICAL:
1. Added AC unit to elevator machine room
2. Further developed ductwork distribution to fan coil in basement mechanical room
3. Extended boiler and water heater flues on the roof
4. Reduced CFM for all RTU's based on feedback from acoustical consultant
5. Eliminated snow melt add alternate at 3 entries as the bridges are less open beneath
6. Revised radiation type at Lobby from fin tube trench to Runtal style panel
7. Reduced the quantity of exhausts fans by consolidating duct systems
8. Developed duct and piping distribution
9. Added motorized dampers, fire dampers, duct smokes detectors and smoke dampers to air riser
10. Further customization of control sequences

ELECTRICAL:
1. Developed luminaire, panel board and equipment schedules
2. Developed lighting layouts, electrical power device layouts, circuiting and riser diagram
3. Developed electrical special systems devices and layout
4. Developed electrical fire alarm system devices layout and riser diagram
5. Revised lighting at the main entrance canopy to better highlight the design
6. Revised light fixtures in the main lobby to better coordinate with the design intent
7. Added light fixtures at the ramps accessing the Platform
8. Revised luminaire specifications to provide all LED fixtures with the exception of back of house areas
9. Include Cooper Eaton light fixture equivalents to accommodate at cost fixture offer

TECHNOLOGY:
1. Developed MDF/IDF rooms and distribution
2. Coordinated pathways for the distribution of low voltage cabling
3. Revised technology communication device locations based on the evaluation of existing equipment

SECURITY:
1. Refined security head-end equipment locations to show more precise locations of equipment, racks, etc.
2. Added Uninterruptible Power Supplies (UPS) at head-end equipment locations to support security equipment and Ethernet switch gear, based on coordination with BVH.
3. Refined types and quantities of head-end equipment, such as security panels, servers, video storage devices, intrusion detection keypads, etc.
4. Removed glass break sensors, as they will be ineffective with the type of glass chosen (laminated).
5. Added requirement for new head-end security system server at district security office to allow the school to have local control over their security system in the event the network connection to the district office goes offline.
6. Added strobe lights at locations around the exterior of the building to allow security staff to shine the lights a particular color during a lockdown event, indicating if students/teachers outside the building should stay outside or move inside the building.
7. Added gate controls (card reader, intercom station) at the bus loop entrance gate.
8. Added vehicle detector at the Crestwood Drive entrance.
9. Added card readers to Faculty Lounge, Equipment Storage Room, 2nd Floor Corridor doors, and Library.
10. Updated door hardware locking types based on coordination with door hardware consultant.
11. Added camera at Cafeteria entrance.
12. Revised camera locations at front of school – most cameras were moved to undersides of entrance canopies.
13. Added monitoring contacts to roof hatches.

SANDY HOOK SCHOOL
95% CONSTRUCTION DOCUMENTS ESTIMATE
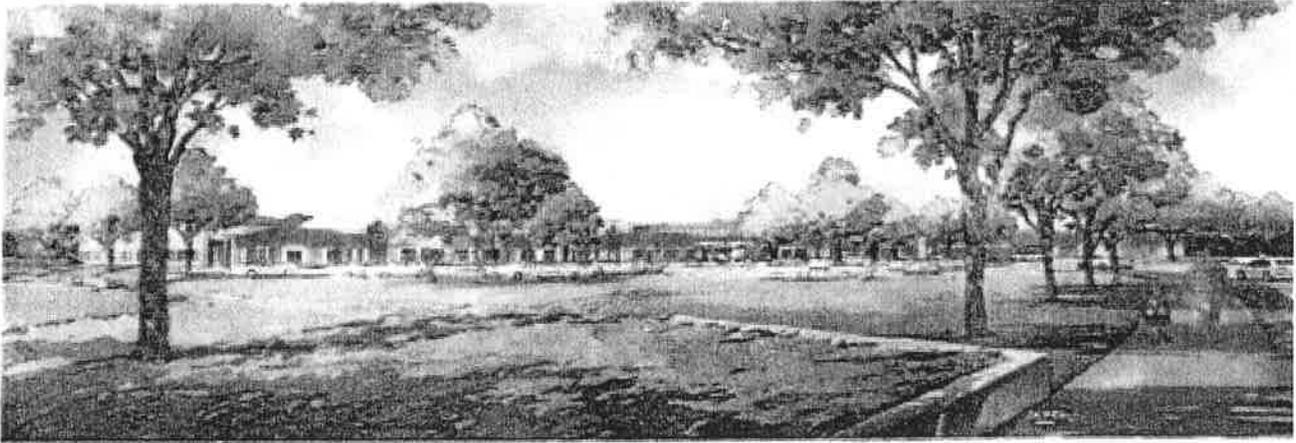### STATE PROJECT #097-0114N

SUBMITTED BY:

Consigli Construction Co., Inc.
100 Allyn Street, 4th Floor
Hartford, CT 06103

CONSIGLI

September 2014

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September 26, 2014

Geralyn Hoerauf
Diversified Project Management
111 Founders Plaza, Suite 1404
East Hartford, CT 06108

Re: Sandy Hook School
        95% Construction Document Cost Estimate Executive Summary

Dear Ms. Hoerauf:

Consigli Construction is pleased to provide a 95% Construction Document estimate for the construction of the new Sandy Hook School in Sandy Hook, CT.

The total estimated construction cost is **$39,494,442**. This estimate is based on the following:

- Drawings and specifications from Svigals + Partners Architects for Phase 4 dated Sept 12, 2014 and for Phase 3 dated June 23, 2014.
- Apparent low bid values for sitework and site electrical per the bids received on Sept 16, 2014.
- Reviews with the design team on Sept 17, 2014.
- Trade costs, EXCEPT those for the abatement and demolition of the existing school.
- General conditions and general requirements costs, 1.74% construction contingency, liability insurance, State permit costs and CM performance and payment bond.
- Assumptions and Qualifications dated Sept 26, 2014.
- Construction from October 2014 through June 2016.

Attached to this letter please find our 95% Construction Document estimate package that includes a bid package summary estimate and a summary of the add alternates.

We look forward to reviewing this estimate with the Town of Newtown and you in the upcoming weeks.

If you have any questions about our estimate or require any additional information, please contact me at (860) 239-0238 or mwalker@consigli.com

Sincerely,
Consigli Construction Co., Inc.

Michael D. Walker
Project Executive / Area Manager

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Description	Takeoff Qty	Total Cost/Unit	Total Amount
01-30 GENERAL CONDITIONS	87,287 sf	18.18 /sf	1,587,152
01-50 GENERAL REQUIREMENTS	87,287 sf	11.87 /sf	1,035,689
02-20 SELECTIVE DEMOLITION	87,287 sf	/sf	
03-30 CONCRETE	87,287 sf	18.81 /sf	1,641,703
03-45 PRECAST ARCHITECTURAL CONCRETE (Furnish)	87,287 sf	0.34 /sf	29,550
04-20 MASONRY	87,287 sf	30.30 /sf	2,644,319
05-12 STRUCTURAL STEEL	87,287 sf	17.27 /sf	1,507,694
05-50 MISCELLANEOUS METALS	87,287 sf	5.21 /sf	454,871
06-10 WOOD FRAMING	87,287 sf	5.27 /sf	459,694
06-13 HEAVY TIMBER FRAMING	87,287 sf	1.56 /sf	135,824
06-25 FINISH CARPENTRY	87,287 sf	10.56 /sf	921,430
07-10 WATERPROOFING & JOINT SEALANTS	87,287 sf	5.52 /sf	481,952
07-21 INSULATION	87,287 sf	1.55 /sf	135,295
07-41 METAL ROOFING	87,287 sf	0.74 /sf	64,148
07-42 METAL/COMPOSITE PANELS & SIDING	87,287 sf	7.81 /sf	681,402
07-50 MEMBRANE ROOFING	87,287 sf	14.18 /sf	1,237,359
07-71 ROOF ACCESSORIES	87,287 sf	0.04 /sf	3,518
07-81 FIREPROOFING	87,287 sf	/sf	
07-84 FIRESTOPPING	87,287 sf	0.25 /sf	21,822
07-95 EXPANSION JOINT ASSEMBLIES	87,287 sf	0.15 /sf	13,130
08-10 DOORS, FRAMES & HARDWARE	87,287 sf	2.81 /sf	245,020
08-34 SPECIAL DOORS	87,287 sf	5.26 /sf	459,370
08-41 ALUMINUM/GLASS & GLAZING	87,287 sf	16.10 /sf	1,405,156
08-51 METAL WINDOWS	87,287 sf	12.63 /sf	1,102,790
08-56 SPECIAL WINDOWS	87,287 sf	0.11 /sf	9,500
08-62 SKYLIGHTS	87,287 sf	/sf	
09-21 DRYWALL	87,287 sf	20.16 /sf	1,759,615
09-30 TILE	87,287 sf	2.21 /sf	192,523
09-51 ACOUSTICAL CEILINGS	87,287 sf	2.87 /sf	250,508
09-60 FLOORING	87,287 sf	1.64 /sf	143,384
09-64 WOOD FLOORING	87,287 sf	0.85 /sf	74,184
09-65 RESILIENT FLOORING	87,287 sf	2.26 /sf	197,036

Description	Takeoff Qty	Total Cost/Unit	Total Amount
09-66 TERRAZZO	87,287 sf	0.96 /sf	83,780
09-67 FLUID-APPLIED FLOORING	87,287 sf	0.26 /sf	22,253
09-68 CARPET	87,287 sf	1.28 /sf	112,095
09-80 ACOUSTICAL WALL & CEILING PANELS	87,287 sf	1.23 /sf	107,559
09-90 PAINTING	87,287 sf	2.91 /sf	253,770
09-95 MISCELLANEOUS FINISHES	87,287 sf	0.12 /sf	10,240
10-01 TYPICAL SPECIALTIES	87,287 sf	2.30 /sf	200,467
10-14 SIGNAGE	87,287 sf	0.43 /sf	37,765
10-24 OPERABLE PARTITIONS	87,287 sf	0.41 /sf	35,475
10-51 LOCKERS	87,287 sf	0.05 /sf	3,939
10-95 MISCELLANEOUS SPECIALTIES	87,287 sf	0.10 /sf	8,823
11-31 RESIDENTIAL APPLIANCES	87,287 sf	0.15 /sf	12,699
11-40 FOOD SERVICE EQUIPMENT	87,287 sf	2.58 /sf	225,000
11-51 AUDIO-VISUAL EQUIPMENT	87,287 sf	/sf	
11-52 PROJECTION SCREENS	87,287 sf	0.19 /sf	16,160
11-61 THEATER & STAGE EQUIPMENT	87,287 sf	0.37 /sf	32,175
11-65 ATHLETIC/RECREATIONAL EQUIPMENT	87,287 sf	3.84 /sf	335,252
11-95 OTHER EQUIPMENT	87,287 sf	0.05 /sf	4,500
12-20 WINDOW TREATMENTS	87,287 sf	0.38 /sf	33,101
12-48 ENTRANCE MATS	87,287 sf	0.46 /sf	40,360
12-90 MISCELLANEOUS FURNISHINGS	87,287 sf	2.29 /sf	200,000
13-95 OTHER SPECIAL CONSTRUCTION	87,287 sf	12.12 /sf	1,057,955
14-20 ELEVATORS	87,287 sf	1.17 /sf	102,000
21-01 Fire Protection	87,287 sf	4.71 /sf	411,058
22-01 PLUMBING	87,287 sf	16.11 /sf	1,406,379
23-01 HEATING, VENTILATION & AIR CONDITIONING	87,287 sf	46.38 /sf	4,048,456
25-01 BUILDING MANAGEMENT SYSTEM	87,287 sf	2.00 /sf	174,574
26-01 ELECTRICAL	87,287 sf	28.16 /sf	2,458,076
27-20 COMMUNICATIONS	87,287 sf	4.60 /sf	401,783
28-30 FIRE ALARM	87,287 sf	2.19 /sf	191,546
31-23 SITEWORK	87,287 sf	60.00 /sf	5,237,371
32-10 LANDSCAPING & SITE IMPROVEMENTS	87,287 sf	6.13 /sf	534,598

Description	Takeoff Qty	Total Cost/Unit	Total Amount
32-18 ATHLETIC/SYNTHETIC SURFACING	87,287 sf	2.84 /sf	248,100
32-31 FENCING	87,287 sf	3.87 /sf	337,800

Sandy Hook School

95% Construction Documents Estimate

September 26, 2014

Estimate Totals

Description	Amount	Totals	Rate	Cost per Unit
Subtotal	37,280,747	37,280,747		427.11 /sf
Design Contingency				
Subtotal		37,280,747		427.11 /sf
Contractor's Contingency	650,000			7.45 /sf
Subtotal	**650,000**	**37,930,747**		434.55 /sf
Builder's Risk (by Owner)				
General Liability Insurance	473,933		1.200 %	5.43 /sf
Building Permit (State Only)	10,269		0.026 %	0.12 /sf
Performance & Payment Bond	210,422			2.41 /sf
Subtotal	**694,624**	**38,625,371**		442.51 /sf
Fee	869,071		2.250 %	9.96 /sf
Escalation				
Total		**39,494,442**		**452.47 /sf**

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ESTIMATE TOTAL & ALTERNATES SUMMARY

95% CD (Phase 3 and 4) Base Estimate Total: $39,494,442

1. **Phase 4: Base Estimate Alternate #1: Add Alternate for Radiant Floor System.**
   - Add of $64,368 to the Base Estimate

2. **Phase 4: Base Estimate Alternate #2 Add Alternate for Jumbo Brick Façade and Cast Stone Base in lieu of 4" Split Face CMU Facade.**
   - Add of $422,540 to the Base Estimate

3. **Phase 4: Base Estimate Alternate #3: Add Alternate for Louvered Equipment Screen for AHUs (Back Roofs) - 12' High w/ steel supports.**
   - Add of $158,677 to the Base Estimate

4. **Phase 4: Base Estimate Alternate #4: Add Alternate for All interior GWB Partitions to be Impact Resistant Drywall.**
   - Add of $128,247 to the Base Estimate

5. **Phase 4: Base Estimate Alternate #5: Add Alternate for PVC Roof in lieu of White EPDM Roof.**
   - Add of $145,363 to the Base Estimate

6. **Phase 4: Base Estimate Alternate #6: Add Alternate for C02/VOC Monitoring.**
   - Add of $208,771 to the Base Estimate

7. **Phase 3: Sitework Estimate Alternate #1: Provide Precast Curbing in Lieu of Bituminous Curb**
   - Add of $85,098 to the Base Estimate (Per Bid)

8. **Phase 3: Sitework Estimate Alternate #2: Color stain for modular retaining walls**
   - Add of $33,653 to the Base Estimate

9. **Phase 3: Sitework Estimate Alternate #3: Ball Field Improvements: Provide foul poles, bases**
   - Add of $4,093 to the Base Estimate (Per Bid)

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GENERAL QUALIFICATIONS

1. Pricing is based on the 95% Construction Documents drawings and specifications from Svigals + Partners Architects, Phase 4 dated September 12, 2014 and Phase 3 dated June 23, 2014.

2. The estimate includes the apparent low bid values for sitework and site electrical per the bids received on Sept 16, 2014.

3. The costs associated with independent testing agency are excluded. It is assumed to be by the Owner.

4. The costs associated with architectural and engineering services are excluded. It is assumed to be by the Owner.

5. It is assumed subcontractor bonds will be required. This is included in our estimate within the trade costs.

6. CM Contingency is included our estimate for $650,000.

7. Design/Estimate Contingency is excluded from our estimate.

8. Local building permit fees are excluded from our estimate. The State of CT education fee of $0.26 per $1,000 is included in our estimate.

9. General Liability Insurance is included in our estimate.

10. Builders Risk insurance is excluded from our estimate.

11. Sales tax is excluded from our estimate.

12. A construction manager performance and payment bond has been included in our estimate.

13. Escalation is excluded from our estimate.

14. We have included an allowance of $200,000 for integrated original artwork in our estimate per the specifications.

15. We have excluded all FF & E and technology items from our estimate.

16. Costs for building commissioning are excluded from our estimate. It is assumed to be by the Owner.

17. We have excluded a security guard from the project.

18. We have excluded all utility connection and utility pole relocation fees from our estimate. It is assumed to be by the Owner.

19. We have excluded general conditions and general requirements costs for the abatement and demolition work. These costs are actualized and carried by the Owner.

20. Construction schedule is September 2014 through June 2016.

DIV 02   EXISTING CONDITIONS/SELECTIVE DEMOLITION

1. The demolition value from Bestech has been excluded from our estimate for $762,305. This cost is actualized and carried by the Owner.

2. The abatement value from Bestech has been excluded from our estimate for $1,122,841. This cost is actualized and carried by the Owner.

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DIV 03   CONCRETE

1. Underslab insulation has only been included as an Alternate #1 to the Base for Radiant Flooring at the Pre-K and Library.
2. We have included barrier one for all concrete slabs with exception of roof slabs in our estimate.

DIV 04   MASONRY

1. We have included interior corridor walls at classrooms to be fully grouted up to 6' high in our estimate.
2. We have included a premium for patterned and colored CMU for 4,483 SF.
3. We have included a premium for only colored CMU for the lower 4' of the base of the building façade for 4,525 SF.

DIV 05   METALS

1. We have assumed 8.5 lbs/SF for total building area for structural steel in our estimate.
2. We have included masonry clip angles at the top of CMU partitions at 4' on center in our estimate.
3. Front Gate and operators are included in our estimate as an Allowance for $25,000.

DIV 06   WOOD, PLASTICS AND COMPOSITES

1. Wood cubbies and library shelving have been excluded from our estimate. They are assumed to be provided by Owner.
2. We have included Wood Wall Paneling as plywood with a wood veneer in our estimate.
    a. Reclaimed wood panels have been included in our estimate as plywood with a wood veneer.
3. Rulon wood suspended ceilings system is included only at the gabled roof areas in our estimate.
4. T&G wood ceiling is included in our estimate at Lobby Bridge and Canopy.
5. Structural 3.5" thick wood ceiling is included in our estimate at the Lobby.

DIV 07   THERMAL AND MOISTURE PROTECTION

1. We have included the Grace waterproofing only at the basement foundation walls in our estimate.
    - We have included dampproofing in our estimate for all non basement foundation walls.
2. We have included under-slab waterproofing for only basement slab-on-grade as Grace Preprufe.
    a. All other slabs-on-grade will receive a .15 mil vapor barrier.
3. Caulking and sealants have been included in our estimate.
4. Louvered Equipment Screens have been included in our estimate for the Front Two Screens half way around each unit at 8' high.
5. We have included a 5/4 Machiche and 3/4 Garape Rain Screen in our estimate.

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6. We have included using a White EPDM Roof.

7. Spray fireproofing is excluded from our estimate. It is not required because it is Construction Type 2B.

8. We have included cost for miscellaneous firestopping in our estimate.

9. All stud wall backup systems have included a peel and stick air vapor barrier system. All CMU backup wall systems have included a spray applied air vapor barrier system.

DIV 08   OPENINGS

1. We have included 14 ga hollow metal with wood veneer doors & frames and Schoolguard glass sidelights at all classrooms in our estimate.

2. We have included only the interior and exterior main entry vestibule as steel curtainwall with level 4 doors & glazing in our estimate.

3. GL-3 Security Glass has been included in our estimate as indicated on exterior glazing and doors as aluminum storefront/windows and 14 ga hollow metal doors/frames with Schoolguard Glass in our estimate.

4. We have included horizontal aluminum sunshades at steel curtain wall and vertical aluminum sunshades at aluminum windows in our estimate.

      a. Vertical Aluminum Sunshades are included as an Allowance of $85 per LF.

5. We have excluded Ceramic Frit for solar control at storefront and curtainwall as it is not required.

DIV 09   FINISHES

1. Gypsum Wall board partitions are included in our estimate as standard Type X GWB.

2. We have included 52" ceramic wall tile at all bathroom walls.

3. We have included full height porcelain wall tile at drinking fountain wet walls only in our estimate.

4. We have included ceramic wall tile at all backsplash classroom walls with sinks in our estimate.

5. We have included polished concrete to be stamped or scored as an allowance in our estimate for 30% of the floor area as listed in the finish schedule on drawing A8.00A/B in our estimate.

6. We have included 1/8" epoxy flooring at the Kitchen.

DIV 10/11/12/13 SPECIALTIES, EQUIPMENT & FURNISHINGS

1. Corner guards have been included in our estimate for 125 Each.

2. Fire Extinguishers have been included in our estimate for 3 Each.

3. One 102 slot mailbox has been included in our estimate.

4. Volleyball and basketball loose equipment is excluded from our estimate.

5. An Allowance of $5,000 has been included in our estimate for informational and directional signage.

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6. An Allowance of $3,000 has been included in our estimate for a custom cast bronze plaque.

7. An Allowance of $7,500 has been included in our estimate for exterior building signage.

8. An Allowance of $10,000 has been included in our estimate for photo-luminescent tape signage.

9. We have included recessed fire extinguisher cabinets in our estimate.

10. Interactive whiteboards are excluded from our estimate. They are assumed to be provided by Owner.

11. We have included (2) motorized ceiling mounted projection screens at the Platform and Library in our estimate.

    a. We have excluded the projector assuming to be provided by the Owner.

12. We have included installation only for manual shades at classrooms, offices, and the Library (interior).

    a. Motorized mecho shades at the Gym have been included in our estimate as install only.

13. Theatrical equipment is excluded from our estimate. It is assumed to be by Owner.

14. We have included cages over wall mounted fixtures as an Allowance for $2,500 in our estimate.

DIV 14   CONVEYING SYSTEMS

1. We have included a Thyssen Krupp hole-less hydraulic passenger elevator in our estimate.

DIV 21   FIRE PROTECTION

1. We have excluded a fire pump from our estimate.

DIV 22   PLUMBING

1. We have excluded installation of gas utility piping up to the meter at the building. It is assumed to be by the gas company.

DIV 23   HVAC

1. We have included the VAV HVAC System option in our base estimate.

2. We have included an Allowance for BMS at $2/SF in our estimate.

3. We have included HVAC controls in our estimate.

4. We have included testing and balancing in our estimate.

5. Radiant Flooring for the Treehouses has been included in our Base Estimate.

6. We have excluded sound attenuators at VAVs as they are assumed to not be required.

DIV 26/27 ELECTRICAL

1. A/V equipment has been excluded from our estimate.

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2. We have included an allowance for security based on the DVS estimate dated 4/1/14 in our estimate.

    a. Smaller UPSs are included within this cost.

3. We have excluded the photovoltaic panels. The photovoltaic infrastructure for the PV system is included in our Base Estimate.

4. We have excluded the Central UPS form our estimate as it is assumed to not be required.

5. J Hooks have been included in our estimate for cabling in lieu of Cable Tray.

6. Fire Alarm Cabling has been included in our estimate in MC in lieu of EMT.

7. We have included an Allowance of $87,287 for completing the lighting fixture package as 100% LED.

DIV 31/32/33   SITEWORK & SITE IMPROVEMENTS

1. The post demolition hydroseeding value from the Town has been excluded from our estimate for $19,750. This cost is assumed to be by the Owner.

2. The demolition construction fence value from the Town has been excluded from our estimate for $82,738. This cost is assumed to be by the Owner.

3. We have included playground equipment for Pre-K, K, and 1-4 in our estimate for the value of $265,000.

4. We have included excavation and backfill for gas piping up to the meter in our estimate.

5. We have included a 2' fill for all areas disturbed by dynamic compaction.

6. Irrigation at lawn and planting areas has been excluded from our estimate.

7. Irrigation at the Baseball Field has been included in our estimate, along with a 30,000 gallon underground cistern.

8. 150 deciduous trees have been included in our Base Estimate.

9. A timber guard rail has been included in our estimate.

10. We have excluded the walkway and stairs from the site at the Senior Center from our estimate.

11. We have excluded panic hardware at the fence gates. This cost is included in the security allowance.

12. Scoreboard, bases and foul poles have been excluded from our Base Estimate.

13. We have excluded ledge from our estimate.

14. We have excluded removal of contaminated soil from our estimate.

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TEAM Program Support Plan for Newtown School District

The Mission of the TEAM Program: To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.

DISTRICT PROFILE:

Superintendent: **Dr. Joseph V. Erardi, Jr.**

District co-Facilitators: **Linda Gejda, Kirsten Hardy**

District Facilitator email: **gejdal@newtown.k12.ct.us; hardyk@newtown.k12.ct.us**

District Facilitator Phone: **203.426.7617**

Years covered by plan: 2014-2017

TCC Approved Plan *Date on which this plan was approved by the TCC* :

TCC Members *Names: staff role, dates of term*:

Phillip Beierle – Reed Intermediate School, teacher

Nancy Bradley – Master Mentor

Karen Dreger – Head O'Meadow, teacher

Kris Feda – Sandy Hook School, Math-Science Specialist

Dr. Linda Gejda – Assistant Superintendent of Schools

Kirsten Hardy – Newtown High School, teacher, Master Mentor

Peggy Kennedy – Middle Gate School, Lead Teacher

Susan Lang – Newtown Federation of Teachers representative; Newtown Middle School, teacher

Kim Lowell – Newtown High School, teacher

– Hawley School, Lead Teacher

Administrators' Representative TBD fall 2014

I. Objectives

List your district's three-year objectives and supporting activities related to the state's mission statement for the Teacher Education And Mentoring Program. (Consider: alignment to district/school initiatives related to teaching and learning; teacher retention, professional development, etc.)

Newtown's three-year objectives and supporting activities are related to Connecticut's mission statement for the Teacher Education and Mentoring Program and Newtown's Strategic Plan. The district will continue to develop a collaborative, supportive culture which promotes the on-going and systemic professional growth of teachers to ensure student success.

Our district will:

A. Support the TEAM mentor program by:

- providing mentor update training for existing mentor teachers
- identifying and recruiting additional mentors and providing initial mentor training
- participating in the CSDE's survey or creating one of our own

B. Develop new teacher goals and objectives related to district initiatives by:

- updating new teacher induction session and materials
- developing a multi-year professional development plan and schedule for new staff
- reviewing and updating new teacher evaluation policies and procedures

II. TEAM Coordinating Committee

Describe the criteria and process that you will use for

- *identifying TEAM Coordinating Committee (TCC) members;*
- *establishing the term length for members (3 years recommended); and*
- *establishing a timeline for the TCC to meet or communicate with the superintendent or central office regarding TCC activities.(Consider: roles and responsibilities of the TCC)*

Newtown has developed a process and the criteria for identifying TEAM Coordinating Committee (TCC) members, their committee membership terms and a timeline for the TCC to communicate with central office regarding TCC activities.

A. Newtown's TCC member will:

- include the district TEAM Facilitator, a representative from each level (elementary, intermediate, middle and high school), an administrator, and a teacher representing the bargaining unit.
- serve a minimum three-year term. After three years, volunteers (up to one-third of the committee membership) will be asked to step down from the committee and replacements will be selected through nominations, interviews by the district TEAM facilitator, and committee approval. For every year thereafter, the process will continue until committee members have staggered memberships. The district TEAM facilitator will be expected to remain a permanent committee member.
- be recently-trained mentors with recent mentor experience preferable.
- be expected to participate in mediation training provided by the district.
- be a trained TEAM paper reviewer.

B. The district TEAM Facilitator will meet with the Superintendent no later than October 1st of each year to review the TCC membership and to discuss the current number of Beginning Teachers expected to complete each module. A follow-up meeting with the Superintendent to update TEAM activities, including the progress of Beginning Teachers, will occur no later than February 1st.

III. Mentors

Describe the criteria and process that you will use to:

1. *select mentors;*
2. *ensure that they have received appropriate state training (initial training and update training every three years); and*
3. *assign mentors to beginning teachers based on subject areas, grade levels and need.*
4. *monitor mentor meeting logs to ensure support hours are meeting the mandated requirements.*

Describe any additional professional development opportunities provided by the district to mentors to address further development of best practice and essential content knowledge.

Newtown has criteria and a protocol for mentor selection and training as well as the pairing of mentors and mentees.

A. Mentors:

- are selected through an application process that includes a recommendation from the building administrator and two colleagues (can be verbal or simple email); interview with the district TEAM Facilitator and Building TEAM Facilitator; and notification to the Board of Education. Applications will generally be due in early May, with the specific date established each year.

- receive initial mentor training by the state or its designee and update training every 3 years. Newtown will seek opportunities to collaborate with surrounding districts and RECSs to update mentors on best practice and essential knowledge. Newly appointed mentors will be provided with Initial Support Teacher Training. Current mentors will receive update training.

- and Beginning Teachers will be as closely matched to grade level and teaching assignment as possible. The decision for mentor/mentee assignments will be made at the building level by the principal with input from the Building Facilitator as needed.

- are expected to continue training in successful teaching strategies and best practices.

- are encouraged to pursue training as TEAM paper reviewers.

IV. Reflection Paper Review

Describe the process you will use to develop capacity for and review of Module Reflection Papers: Note: Regardless of whether a district elects to review reflection papers in-district or participate in a regional review process, reviewers must be recruited (number of reviewers will depend on the number of reflection papers that will need to be reviewed), attend a one-day training prior to reviewing papers and participate in update training in subsequent years.
Sections A and B should be completed by all districts
A. Review Option: regional
B. Reviewers: Identify the criteria and process for selecting individuals to review reflection papers:

Note that if selecting the **in-district** review option, the following options exist for composing a review committee:

1. The full TCC can serve as the review committee.
2. A sub-set of the TCC can serve as the review committee.

3. Others (outside of the TCC) can serve.

Note that if selecting the **regional review** option a number of reviewers from your district will need to be identified to participate in the regional review of reflection papers from teachers outside of your own districts.

Capacity for and review of Module Reflection Papers is essential.

The criteria and process for selecting individuals to review reflection papers:

- An invitation to all recently-trained mentors and retired mentors (if needed) will be sent by the District Facilitator in the spring to establish a reviewer candidate "pool."
- The candidate "pool" will be reviewed by the district TEAM Coordinating Committee. As needed, reviewers will be selected to participate on the regional review committee with consideration being given to active mentor experience, current grade level and teaching assignment, and previous experience in the TEAM program.
- Those selected will be trained by the RESC in the process of reviewing papers.

V. Beginning Teachers

Describe the process that you will use to:

1. *collect and annually update (if necessary) beginning teachers' two-year support plans;*

2. *ensure that mentors and beginning teachers are working together to complete the beginning teachers' Professional Growth Action Plans (PGAP) and are participating in the module process; and*

3. *establish and communicate timelines for submission of reflection papers and monitor program completion.*

The following process will be used to collect Beginning Teachers' two-year support plans and ensure that Mentors and Beginning Teachers are working together to complete the Professional Growth Action Plans (PGAPs) and are participating in the Module process:

A. The school Principal will collect beginning teachers' two-year support plan within 30 days from the start of the school year (or, for teachers hired mid-year, within 30 days of hire), review, and then approve the plans, The Principal will forward approved plans to the District Facilitator by October 15th.

B. Beginning teachers will communicate possible dates to the school Principal that Professional Growth Action Plans (PGAPs) (identify for which module) will be ready to share/discuss with Principal.

C. The Building Facilitator will review Meeting Logs at least once every other month. As necessary, the Building Facilitator will acknowledge success and address any concerns with the beginning teacher and/or mentor and notify the administrator if issues require his/her attention.

VI. Dispute Resolution

Describe the process that the district will use to resolve internal disputes or appeals. (Consider: disputes concerning the mentoring module process; the PGAP; mentor-beginning teacher relationships - including a process to dissolve placements, if necessary; reflection paper outcomes (if reviewed in-district); and, requests for special accommodations based on disabilities.)

In order to resolve internal disputes or appeals related to the TEAM program, the district will use the following protocol:

A. Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District TEAM Facilitator if not satisfactorily resolved at the building level. The DF will request from members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern, including, but not limited to: re-assignment of mentor/beginning teacher match, discussing concerns with the school principal and referring the situation to the Superintendent.

B. Requests by Beginning Teachers for special accommodations will be submitted to the District TEAM Facilitator in writing a minimum of three (3) weeks prior to the reflection paper due date and will be reviewed by the TCC on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a:

- clear statement of the diagnosed disability or disabilities
- description of the evaluation tests or techniques used
- description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities)
- current diagnosis, i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illness (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and
- description of the specific accommodations requested and specific relation to the diagnosed disability or illnesses

Documentation must also include:

- the type of accommodation(s) requested
- a description of why the(se) accommodation(s) are necessary
- the nature of the teacher's disability
- the date the disability was first diagnosed and the date of the most recent evaluation and
- what, if any, accommodations have been received within the past 5 years in employment

VII. Resources

Describe the resources needed and the budget required to carry out the activities described in the plan to support beginning teachers and mentor activities as outlined here and in beginning teachers' Professional Growth Action Plans. Provide actual amounts budgeted toward these activities. (Consider: time and opportunities for beginning teachers and mentors to meet, for individuals to serve on the TCC and/or review committees, and substitute coverage needs.)

The resources needed to carry out the activities described in the District TEAM plan to support beginning teachers and mentor activities as outlined here and in Beginning Teacher's professional Growth Action Plans have budget implications.

A. District resources, connected to the district budget, are limited. Mentors and Beginning Teachers will be encouraged to seek no- or little- cost opportunities to obtain the skills and knowledge to be successful in the classroom. Teachers, mentors, and/or TCC members will:

- be provided substitute coverage as needed and approved for collaboration, professional development, meetings, classroom visitations, and participation on regional review committees or TCC business;
- be provided training in key areas (e.g., effective teaching strategies) as decided by the TEAM Coordinating Committee and the New Teacher Orientation Committee;
- participate in district professional development opportunities and district-approved professional development opportunities outside the district;
- be encouraged to use online resources such as webinars, videos, and journals such as those made available on ctteam.org.;
- be compensated for their participation in the TEAM program as a mentor, facilitator and/or Reflection Paper reviewer, as per contract;
- have access to the professional libraries in their building and throughout the district.

VIII. Module Five *Professional Responsibility*

1. Phase I- Facilitated Conversations: Ethical and Professional Dilemmas

a. When will your facilitated conversations be conducted? – Before the end of the beginning teacher's first year.
b. Who will facilitate your conversations? – TBD by building facilitators.
c. How will your conversations be structured? With only beginning teachers? With beginning teachers and mentors? With whole faculty? Large groups, small groups? - TBD by building facilitators.

2. Phase II- Professionalism, Collaboration and Leadership

a. What kinds of collaborative, leadership opportunities and supports exist in your district for beginning teachers? – Summer orientation, district and building/grade level PLCs, building-level new teacher meetings.
b. What kinds of professional development opportunities do you offer to beginning teachers and/or mentors? Opportunities to observe other teachers in the building and district, workshops both in and out of district, Bloomboard and Smarter Balanced web sites

NEWTOWN PUBLIC SCHOOLS
NEWTOWN, CONNECTICUT

2015-2016 SCHOOL BUDGET DEVELOPMENT CALENDAR

DRAFT

	Activity	Responsibility	Date	Day	Meeting Type	
1.	Commencement of Budget Process	Supt & Director of Business	09/19/14	Fri	Senior Leadership Team	ADMINISTRATION
2.	Budget Calendar and Materials Distributed	Director of Business	10/02/14	Thur	CO Internal	
3.	Discussion and Expectations / Goals of Budget Process	Superintendent	10/10/14	Fri	Senior Leadership Team	
4.	Submission of Technology & Bldg & Grounds Requests	Dir's of Tech / Facilities	11/04/14	Tue	CO Internal	
5.	Submission of **All** Budget Requests	Principals / Directors	11/07/14	Fri	Senior Leadership Team	
6.	Submission of Salaries	Accountant & Personnel	11/11/14	Tue	CO Internal	
7.	Preliminary Update and Discussion of Budget in Progress	Superintendent	11/21/14	Fri	Senior Leadership Team	
8.	Individual Administrative Budget Meetings	Superintendent	12/1-12/10 Mon-Wed		Cost Center Leaders	
9.	Distribute Superintendent's Proposed Budget	Superintendent	12/22/14	Mon	CO Internal	
10.	**Superintendent's Overview** of Proposed Budget to BOE, *Elem & Reed*	Superintendent	01/06/15	Tue	Regular BOE Mtg	BOARD OF EDUCATION
11.	Budget Workshop - *Middle, High Schools, Pupil Pers & Health*	Board of Ed	01/08/15	Thurs	Workshop Mtg	
12.	Budget Workshop - *Special Ed, Curriculum, Technology & Gen Svs - Continuing Ed, Benefits, Plant & Transportation*	Board of Ed	01/13/15	Tue	Workshop Mtg	
13.	Budget Workshop - *Public Hearing & Discussion*	Board of Ed	02/03/15	Tue	PH & Regular BOE Mtg	
14.	Budget Workshop - **Adoption of Budget**	Board of Ed	02/05/15	Thurs	Workshop Mtg	
15.	BOE Budget Submitted to Financial Director *(Feb 14th submission deadline per Town Charter)*	Director of Business	02/13/15	Fri	Finance Internal *(Delivery)*	
	Schools Closed - Winter Recess	*2/16/15 thru 2/17/15*		*Mon - Tue*		
16.	Budget Proposals Published in Newspaper *(At least 5 days prior to Public Hearing per Town Charter)*	Finance Director	02/20/15	Fri	(Newspaper)	BOARD OF FINANCE
17.	Board of Finance Public Budget Hearing for the Town *(Not later than the first Wednesday in March, per Town Charter)*	Board of Finance	02/26/15	Thurs	Public Hearing	
18.	Board of Finance - Budget Review with Board of Ed	Board of Finance	TBD		Finance Board	
19.	Board of Finance recommends Budget to Legislative Council *(Not later than March 14th, per Town Charter)*	Board of Finance	03/04/15	Wed	Finance Board	
20.	Budget Proposals Published in Newspaper *(At least 5 days prior to Public Hearing per Town Charter)*	Finance Director	03/13/15	Fri	(Newspaper)	
21.	L.C. Education Sub-committee deliberations	Legislative Council	TBD		L.C. Sub-committee	LEGISLATIVE COUNCIL
22.	Legislative Council Public Budget Hearing for the Town *(Not later than last Wednesday in March, per Town Charter)*	Legislative Council	*03/18/15*	Wed	Public Hearing	
23.	Legislative Council Budget Meeting	Legislative Council	TBD		Legislative Council	
24.	Legislative Council adopts a Town Budget *(Not later than the 2nd Wednesday in April, per Town Charter)*	Legislative Council	*04/01/15*	Wed	Legislative Council	
	Schools Closed - Spring Recess	*4/13/15 thru 4/17/15*		*Mon - Fri*		
25.	LC Budget Proposal Published in Newspaper *(At least 5 days prior to Annual Budget Referendum per Town Charter)*	Finance Director	04/10/15	Fri	(Newspaper)	
26.	Town Budget Referendum *(4th Tuesday in April per Town Charter)*	Town Charter	04/28/15	Tue	Referendum Vote	

TBD = To Be Determined   **BOE Draft 9/17/14**

SANDY HOOK SCHOOL 2016
BUDGET TRACKING REPORT
8-Oct-14

DIVERSIFIED PROJECT MANAGEMENT

ITEM DESCRIPTION	ORIGINAL BUDGET	CONTRACT VALUE	CHANGE ORDERS	INVOICE TO DATE	TOTAL PROJ'D CAP. COST
Site Costs					
Property Cost	$0	$0	$0	$0	$0
Appraisals	$5,400	$5,400	$0	$5,400	$5,400
Site Survey	$25,000	$21,500	$0	$21,550	$21,500
Legal	$100,000	$75,016	$0	$75,814	$75,016
Site Signage	$3,250	$3,237	$0	$3,237	$3,237
Tank Removal	$16,000	$16,089	$0	$16,089	$16,089
Other	$0	$0	$0	$0	$0
Site Costs Total	$149,650	$121,242	$0	$122,090	$121,242
Professional Fees					
Owners Rep - DPM	$728,216	$708,216	$0	$319,616	$708,216
OR Reimbursables	$36,411	$0	$0	$13,612	$36,411
Architect - Svigals	$2,760,000	$2,753,858	$0	$1,831,108	$2,753,858
Architect Add Services	$729,357	$512,540	$0		
Architect Reimbursables	$85,000	$85,000	$0	$26,620	$85,000
Haz Mat Consultant - RW Bartley	$79,000	$79,495	$0	$79,495	$79,495
Environmental Engineers -TRC	$125,500	$119,530	$0	$125,522	$119,530
Clerk of the Works	$115,000	$14,742	$0	$18,738	$14,742
Peer Review for State Approval	$18,500	$18,500	$0	$3,500	$18,500
Special Inspections & Testing	$100,000	$0	$0	$1,500	$100,000
CM - Preconstruction - Consigli	$178,000	$177,894	$0	$171,009	$177,894
Other	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Professional Fees Total	$4,954,984	$4,469,775	$0	$2,590,720	$4,093,646
Construction					
Abatement - Bestech	$1,122,841	$1,122,841	$0	$1,122,841	$1,122,841
Demolition - Total	$951,697	$951,697	$0	$951,564	$951,697
Building	$39,500,000	$0	$0	$0	$39,500,000
Other Offsite Improvements		$0	$0	$0	$0
Utility Connection Costs	$125,000	$0	$0	$189	$125,000
Security - Demo Phase	$50,735	$50,734	$0	$50,734	$50,734
Security - Construction	$0	$0	$0	$0	$0
Builders Risk Insurance	$55,000	$0	$0	$0	$55,000
Multivista Photo Documentation	$75,000	$0	$0	$0	$75,000
Construction Total	$41,880,273	$2,125,272	$0	$2,125,328	$41,880,272
Voice/Data					
IT/Network Installation	$50,000	$0	$0	$0	$50,000
Academic Technology	$180,000	$0	$0	$0	$180,000
AV Equipment	$200,000	$0	$0	$0	$200,000
Telcomm System	$100,000	$0	$0	$0	$100,000
Other		$0	$0	$0	$0
Other		$0	$0	$0	$0
Other		$0	$0	$0	$0
Voice/Data Total	$530,000	$0	$0	$0	$530,000
Furniture Fixtures & Equipment					
Furnishings	$506,000	$0	$0	$0	$506,000
Custodial Equipment	$40,000	$0	$0	$0	$40,000
Academic Equipment & Supplies	$45,000	$0	$0	$0	$45,000
Health Equipment & Supplies	$28,000	$0	$0	$0	$28,000
OT/PT Equipment	$30,000	$0	$0	$0	$30,000
Other		$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
FF&E Total	$649,000	$0	$0	$0	$649,000
Specialty					
Integrated Art/Graphics Design	$25,000	$0	$0	$0	$25,000
Other	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Specialty Total	$25,000	$0	$0	$0	$25,000
Relocation					
Packing	$0	$0	$0	$0	$0
Movers	$0	$0	$0	$0	$0
Post Move Cleaning - Chalk Hill	$0	$0	$0	$0	$0
Liquidation	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Other	$0	$0	$0	$0	$0
Relocation Total	$0	$0	$0	$0	$0
Total of all Categories	$48,188,907	$6,716,289	$0	$4,838,138	$47,299,160
Contingency 3.75%	$1,807,084			N/A	N/A

| Project Total | $49,995,991 | $6,716,289 | $0 | $4,838,138 | $47,299,160 |