

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

Minutes of the Board of Education meeting on Tuesday, June 19, 2012, at 7:30 p.m. in the board room at 3 Primrose Street.

D. Leidlein, Chair	J. Robinson
L. Roche, Vice Chair	L. Gejda
C. McCubbin, Secretary)	R. Bienkowski
R. Gaines	20 Staff
W. Hart	30 Public
K. Alexander	2 Press
J. Vouros	

Mrs. Leidlein called the meeting to order at 7:40 p.m.

Item 1 – Approve Minutes

MOTION: Mr. Alexander moved that the Board of Education approve the minutes of May 30, 2012. Mr. McCubbin seconded. Vote: 4 ayes

MOTION: Mrs. Roche moved to approve the minutes of May 31, 2012. Mr. McCubbin seconded. Vote: 4 ayes

MOTION: Mr. Alexander moved to approve the minutes of June 5, 2012. Mr. Hart seconded. Vote: 6 ayes, 1 abstained (Mr. Gaines)

MOTION: Mr. Gaines moved to approve the minutes of June 14, 2012. Mrs. Roche seconded. Vote: 6 ayes, 1 abstained (Mr. Alexander)

Item 2 – Consent Agenda

MOTION: Mr. Alexander moved to approve the consent agenda which included the minutes of May 29m, 2012, the resignation of Susan Ruddock, lead teacher at Middle Gate School, and the resignation for retirement of Gail Diminico, teacher at Head O'Meadow School. Mrs. Roche seconded. Vote: 7 ayes

MOTION: Mr. Gaines moved that the Board of Education add a request for a child rearing leave of absence to the agenda. Mrs. Roche seconded. Vote: 7 ayes

MOTION: Mrs. Roche moved that the Board of Education deny the extension of a child rearing leave of absence as requested. Mr. McCubbin seconded.

Vote: 5 ayes, 2 nays (Mrs. Roche, Mr. Vouros)

Dr. Robinson said this is a shortage area and will be difficult to fill for a one year position. Vote: 5 ayes, 2 nays (Mrs. Roche, Mr. Vouros)

Item 3 – Public Participation

Carla Kron, 4 Clapboard Ridge Road, spoke in favor of keeping the director of music position and was also concerned about losing Mrs. Matson. She does not want the music program to be diminished.

Elda Smith, 12 Kaechele Drive, spoke about the proposed removal of aides on the preschool buses and to consider the ramifications of removing them. She asked how parents would be notified if this happens. She is encouraging parents to reconvene their PPTs and put in the IEP that their child needs an aide.

Jim Goldsberry, 15 Crab Apple Lane, said this is a serious safety issue and we should talk to the EAs about their experiences. Please check into this before decision is made.

Robin Fitzgerald, 24 Old Farm Hill Road, asked what the plan was for reaching the increased graduation requirement for credits for the 2015-16 graduating class and how that will occur. She spoke about the rumor of the Board replacing the superintendent and that she has not seen any consideration of cost involving that. She said it would be \$100,000. She wanted to know the cost over the next two years. There are also rumors that the education budget is hiding money, has a lot of waste, and that there is money not assigned. That rumor needs to be put to rest too. She wants to know when the Board of Education will say these cuts are too deep. The music program is a model for our town. The director of music positions make the programs work and it would be wrong to eliminate that position.

Kevin Fitzgerald, 24 Old Farm Hill Road, said our superintendent and staff have delivered results. The Board is here to work with the superintendent and administrators and support the superintendent. Removing the superintendent would have serious repercussions. Please help us take a very good thing and make it better.

Item 4 – Reports

Correspondence: Mr. McCubbin said we received correspondence as follows: 8 regarding the budget process, 6 for full day kindergarten, 14 for money to be restored to the education budget, and 4 miscellaneous.

Chair Report: Mrs. Leidlein said she has focused on budget meeting with Dr. Robinson and Mr. Bienkowski, compiled enrollment data from the elementary schools, and began our teacher negotiations contract meeting last night.

Superintendent's Report: Last night the middle school moving ceremony was held which was very impressive. Tomorrow night the high school graduation ceremony will be held. The last day of school is a half-day on Thursday.

Financial Report:

MOTION: Mr. Gaines moved to approve the financial report and transfers for the month ending May 31, 2012. Mr. Alexander seconded. Vote: 7 ayes

Mr. Bienkowski presented the financial report showing we spent \$6.4M since April. The balance of the excess cost grant has been distributed to the reimbursable accounts.

Also included are transfers due to the year-end purchase of desktop computers for the middle school. An administrator tendered his resignation and the \$11,000 transfer is to cover his ending expenses. \$46,000 was transferred out of the salary account.

Overall results project a balance of \$28,444.

Vote: 7 ayes

Item 5 – Old Business

Approval of Acceptable Use of Technology Policy 8-300:

MOTION: Mr. Alexander moved that the Board of Education approve the revisions to Policy 8-300 Acceptable Use of Technology. Mr. Gaines seconded. Vote: 7 ayes

Item 6 – New Business

Continuation of Student Activities Fund Accounts:

MOTION: Mr. Hart moved that the Board of Education, in accordance with Board Policy 3-400, approve continuing the existing school activities fund accounts. Mr. Gaines seconded.

Mr. Alexander asked for more information to explain the balances.

Dr. Robinson said these are multi-year accounts which can be carried over.
Mr. Hart asked if they included the high school parking and pay to participate fees to which Dr. Robinson indicated they were.

Vote: 7 ayes

New High School Course and Textbook:

Dr. Gejda said we have a number of students at the younger levels that are quite strong in mathematics. This course was suggested to provide a chance to advance their studies. This will allow students to advance in mathematics.

Mr. Alexander asked if this was the only advanced course and how many books were budgeted for.

Dr. Gejda said this was the only advanced course and we had 8 middle school students that have taken integrated math II so we expect the numbers to increase.

Vote: 7 ayes

World Language Textbooks:

MOTION: Mrs. Roche moved that the Board of Education approve new textbooks as presented for the following courses: AP French, AP Spanish, Chinese IV, Latin IV, AP Environmental Science, and Middle School Language Arts. Mr. Gaines seconded.

Dr. Gejda introduced Paula Greenfield, World Language Department Chair, who spoke about the textbooks. Karolyn Baumgartner, AP environmental science teacher, spoke about the new textbook. Dr. Gejda mentioned the middle school language arts book which deals with segregation in the south.

Vote: 7 ayes

NEASC Visit:

Dr. Gejda spoke about the NEASC site visit to the high school in 2015. The accreditation process shows the school has done a self-evaluation, met stated educational goals, and evaluated the 7 standards for accreditation of the Commission on Public Secondary Schools. The visiting committee will be very interested in our mission statement and core beliefs. The goal of accreditation is to ensure we have quality education for all. The public is also involved in the process. Accreditation is important so we meet the standards of education mutually agreed upon by other districts. This provides a template for school improvement. This report will help the board better understand what is happening at our high school. Even though it occurs at the high school it is really a look at the district. There will be conversations with administrators from all grade levels. It is held every 10 years and is set up for 2015. The typical visit begins on a Sunday afternoon to Wednesday afternoon.

Key points to be considered include the new standards for 2011, pervasive 21st century learning expectations, standards-based assessment, reporting student progress in meeting school-wide standards, and school-wide support and practice. It is important for the high school staff to understand the process and collaborate looking at student work.

Mr. Vouros asked if this was mandated by the state.

Dr. Robinson said it was not but students going to college need to graduate from an accredited high school. It's not an option and we must be committed to doing this. Our plan is to present regular updates and the progress the high school is making for this.

It is important the Board be fully informed. There will also be a time the Board will be interviewed.

Mrs. Leidlein asked that this report be emailed to the Board.

Mr. Dumais said we just received a formal invitation to participate in a fall visit. To prepare for the study we need to have a steering committee. CAS also has cohort programs. The cost is through Endicott for a visit of 15 to 18 people. The expense for this next school year would come from giving staff a chance to go on visits and have training.

PPT Task Force Update:

Sherry Earle, Special Education Department Chair, gave an overview of the PPT Task Force which first met on October 27, 2011. She went over some of the results of the student and parent survey. Recommendations are to continue and expand our work to the 504 process and also to address the referral process to special education.

Mrs. Leidlein asked Ms. Earle to attend a special education subcommittee meeting next year to better evaluate our program.

Employee Group Technology Purchases:

MOTION: Mr. Alexander moved to approve an employee group technology purchase program. Mr. Gaines seconded.

Dr. Robinson said this is an opportunity for the staff to purchase I pads and have the payment taken out of their paycheck. It is the same cost but it enables teachers to have it in hand before school starts.

Mr. Alexander said Mrs. Amodeo is looking at making sure the tablets will work with our Smartboards and technology.

Vote: 7 ayes

Item 7 – 2012-2013 Budget Discussion and Possible Action

MOTION: Mr. Gaines moved that the Board of Education increase the proposed 2012-13 budget to include the following due to needs:

Magnet School Tuition	\$12,845
Out of District Tuition	\$173,872
Out of District Transportation	\$50,044
HOM Nurse – Special Needs	<u>\$53,527</u>
	\$290,288

Mr. Hart seconded.

Richard – regardless of what happens with referendum and there is no way around it and should put them in.

Vote: 7 ayes

MOTION: Mr. Gaines moved that the Board of Education reduce the proposed 2012-13 budget as follows:

Medical Insurance	(\$195,689)
OPEB Funding	(\$100,000)
Diesel Fuel	(\$39,168)
Electricity	<u>(\$40,000)</u>
	(\$374,857)

Mr. Hart seconded. Vote: 7 ayes

MOTION: Mr. Hart moved that the Board of Education approve the following technical adjustments in the proposed budget for 2012-13:

Natural Gas	(\$40,000)
Professional and Liability Insurance	(\$3,773)
Dental Benefits	(\$79,080)
Copy Machine Contract	(\$6,346)
Transportation	(\$199,588)
Athletic Trip Contract	(\$13,065)
Additional Teacher Turnover	<u>(\$150,000)</u>
	(\$491,852)

Mr. Gaines seconded.

Mrs. Leidlein wanted to make it clear that this transportation amount would finalize all elementary schools will be on tier 3, St. Rose and Reed students will be transported on tier 2. Close to \$200,000 in savings due to those changes in the schedule.

Mrs. Roche would like to have been invited into these conversations sooner. A committee should be made part of the decision process.

Vote: 7 ayes

Mrs. Leidlein began a discussion about enrollment and provided a breakdown by school. Hawley meets the recommended class size so we would do nothing there. At Sandy Hook School we could reduce one grade 2 teacher, add one grade 3 teacher and reduce two grade 4 teachers. At Middle Gate we could reduce one grade 1 teacher and add one grade 2 teacher. At Head O'Meadow we could add one grade 2 teacher and reduce one grade 3 teacher. There is some concern about kindergarten at Middle Gate and Head O'Meadow. Enrollment could change if we decide to do full day kindergarten. We also discussed finding additional reductions to accounts. To get funds for full day kindergarten we would need \$27,000.

She had asked the elementary principals if they could find any money in their budget that would not have a tremendous impact. She received a response from the elementary school and Reed that each could reduce their activity account by \$3,000 and their general supply account by \$2,000.

Mr. Hart asked about the pre-school bus aides as there is a need to have proper staffing. Dr. Robinson said the full cost is \$69,000. We left money in there to cover those who are required to have aides through their PPT. Presently, two require aides. The decision needs to be made by the team which includes the parents.

Mr. Hart feels we shouldn't try to prevent someone from having an EA. Maybe we should only reduce it by 50%.

Mr. Vouros wants to be sure each parent knew that the EAs were being removed from the buses so they can indicate this in their PPT. Years ago they weren't mandated but we put them on. His concern that some parents don't know some are being removed. He feels a letter should go to each family.

Dr. Robinson said Dr. Regan's staff had been informed prior to those PPTs. He informed his staff to discuss transportation needs at the PPT.

Mr. Alexander asked if we have the flexibility of moving bus runs to allow a student to go on a bus that already has an aide.

Dr. Robinson said we do and All Star will take a look and see if another bus can service additional students. This is only for pre-school.

Mr. Vouros questioned why the director of music position was not on the list.

Mrs. Leidlein said that was not being considered as a budget issue now.

Mr. Alexander mentioned that the two library clerks were also removed.

Mrs. Leidlein said we discussed their duties and took them off the list. She asked the Board if they still wanted to move forward with full day kindergarten.

Mr. Alexander felt with only needing \$20,000 he wants to go forward.

Mr. McCubbin and Mr. Vouros agreed.

Mr. McCubbin asked for the list of high school program reductions under item #34.

Mrs. Leidlein listed the items as \$3,300 for extra work non-certified, \$2,000 for administrative supplies, \$17,100 for music equipment, \$6,000 for library supplies, \$2,000 for guidance supplies, and \$300 for classroom repairs.

Mr. Vouros asked if the state was going to mandate full day kindergarten in 2 years.

Dr. Robinson said that was not confirmed for our district. It is possible it will be selectively mandated for the 35 targeted schools.

Mrs. Leidlein clarified items 28 & 29 under non-instructional cuts. Regarding pay to participate for athletic trips that means we have an amount of money that the town counts on from our pay to play fees. Anything over the amount they get will be held in an account for us which is \$21,000.

Under high school textbooks, an amount accumulated over the years for lost books and it is a one time use to deplete that fund.

Mrs. Roche said that regarding full day kindergarten there is no room to support an increase in enrollment.

Jo-Ann Peters said at Hawley there are two parents who have not registered. They were waiting until they hear about the program. We should anticipate a few more.

Mr. Vouros heard comments about the curriculum being too stringent for full day kindergartners and there isn't enough of it. Also, will they be able to socialize, have recess and have fun.

Mrs. Peters feels the curriculum is definitely there. Equally as important is time for socialization, play and enrichment.

Dr. Gejda mentioned that Peggy Kennedy is a trained reading recovery teacher at Middle Gate and is running workshops on how to make more appropriate types of activities for full day kindergarten programs.

Mr. Vouros asked for that information to be on the web site.

Mrs. Roche wants to explain to the taxpayers how important it is to continue doing the work to get the budget passed.

Dr. Robinson said we can talk about the budget but advocating at this point becomes problematic. We can put information on the website.

Mr. Vouros said he and Mrs. Roche were on the Reed scheduling committee. The administration, committee and staff are moving forward to meet the needs of the students.

Mr. Hart would like to keep full day kindergarten. It's the best choice but is concerned about the overall budget. Someone needs to watch over the new transportation system. He asked who would do that if we remove both coordinators.

Mr. Bienkowski said All Star hired a manager who will be the main contact and also hired a dispatcher. Richard Dufour will be here the first couple of months.

Mr. Hart does not want to remove the middle school moving up ceremony. He also feels we will need more EAs on the preschool buses.

Mr. Gaines feels full day kindergarten has been a goal but is concerned about the budget as it stands now. We have to be concerned about special education students that will come into the district but full day kindergarten is the way to go.

Mrs. Roche agrees with Mr. Alexander but is also concerned that the budget is so tight. She wants to implement full day kindergarten.

Item 8 – Public Participation

Robin Fitzgerald, 24 Old Farm Hill Road, agrees with Mr. Hart that this budget is tight. She is in favor of full day kindergarten but the middle school students will suffer if we are short. If we aren't meeting same services that makes the decision of not having full day kindergarten. You need \$90,000 and why isn't anyone asking for it.

Karen Kugler, 28 Brookwood Drive, asked if the Board had access to the rainy day fund. Mr. Hart said we would have to request it and the Legislative Council would have to vote on it.

Kevin Fitzgerald, 24 Old Farm Hill Road, doesn't want other things to be lost moving away from the same services. The Legislative Council cut \$1M which is why we are in this situation today. He can't support this budget.

MOTION: Mr. Gaines moved to go into executive session for the purpose of discussing the superintendent's evaluation and invited Attorney Fred Dorsey and Janet Robinson.

Mr. Alexander seconded. Vote: 7 ayes

Executive session began at 11:25 p.m.

The Board returned to public session June 20 at 3:14 a.m.

Item 10 – Public Session

MOTION: Mr. Alexander moved to accept the final superintendent evaluation as developed in executive session. Mrs. Roche seconded.

Vote: 5 ayes, 2 nays (Mr. Hart, Mr. Gaines) Motion passes 5 to 2

MOTION: Mr. Alexander moved to extend a new agreement to the superintendent for the period of July 1, 2012 to June 30, 2015. Mr. Gaines seconded.

Vote: 3 ayes, 4 nays (Mrs. Roche, Mr. McCubbin, Mrs. Leidlein, Mr. Vouros)

Motion fails 3 to 4

MOTION: Mrs. Roche moved to not extend a new agreement to the superintendent for the period of July 1, 2012 to June 30, 2015. Mr. Vouros seconded.

Vote: 4 ayes, 3 nays (Mr. Alexander, Mr. Gaines, Mr. Hart) Motion passes 4 to 3

MOTION: Mr. Gaines moved to maintain current salary and benefit levels for the superintendent and authorize the chair to execute any documents necessary to effectuate the board's actions. Mrs. Roche seconded.

Vote: 5 ayes, 2 nays (Mr. Alexander, Mr. Hart)

Motion passes 5 to 2

Item 11 – Adjournment

The meeting adjourned at 3:30 a.m.

Respectfully submitted:

Cody McCubbin
Secretary

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
MAY 31, 2012**

SUMMARY

This May financial report for the current year represents the latest district expenses and estimates for the balance of the year. The overall projected balance at this time is \$28,000.

Overall, the YTD amount (fifth from the right) indicates we spent \$6.4M since the April period, which includes the June 1 staff payroll. All major object codes are in a positive balance at month's end with the exception of Property before the transfer recommendation. This was necessary due to the year-end purchase of desktop computers for the middle school. The projected balance column indicates we are still expecting to have an overall positive balance. The balance of the excess cost reimbursement grant has now been distributed to the appropriate eligible accounts.

This budget has been lean, and our position has always been predicted to be positive. It will continue to be monitored for proper closeout this month. Details of balance utilization for educational needs including maintenance projects and technology are detailed later in this report. Time to plan for these items was essential and we appreciate the Board's recognition and approval of this planning need in the last few months.

EXPENSE CATEGORY CONDITIONS

100 SALARIES

The total salary budget balance has changed since last month due to the inclusion of the excess cost grant funds. The areas of educational assistants, nurses, and Special Education Services have been previously detailed as related to the need for additional Special Education aides at the High School, the nurse for Frasier Woods, and the trainers all partially covered by the balance of the excess cost grant revenue and also have transfer recommendations to cover most of the remaining shortfalls. An additional need of \$9,500 for another administrator's salary vacation payment due to resignation has also been included.

200 EMPLOYEE BENEFITS

Current estimates continue to be on track, but have declined slightly due to premium share prior to transfer out.

300 PROFESSIONAL SERVICES

We have been watching this area that has been of concern since the beginning of the year. The need has declined due to reducing anticipated legal expenses and the excess cost revenue offset.

400 PURCHASED PROPERTY SERVICES

This account depicts a potential \$12,000 need due to anticipated continuing emergency repairs. The expenses in the Building & Site maintenance projects now include in the High School UPS system, the Middle School gym floor, and the Hawley stairs, all initiated as a result of the Board's year-end expenditure balance authorization.

500 OTHER PURCHASED SERVICES

The shortage related to Special Education’s tuition and transportation accounts have been significantly mitigated due to the excess cost revenue being applied to those accounts. Tuition and Transportation were stable for this month.

600 SUPPLIES

This balance has declined since last month due to the year-end expenditure for the Middle School licensing for virtual desktops and the renewal licensing for Windows and Office. These needs are offset by a recommended transfer.

700 PROPERTY

Expenses estimated include the funds for the Middle School desktops, again covered by a transfer.

800 MISCELLANEOUS

No concerns presently. Expenses estimated at budget.

EDUCATION JOBS FUND

Salaries for educational assistants are required to be fully spent by year-end.

RECOMMENDED TRANSFERS

At this time it is required that we recommend transfers designed to primarily cover the year-end expenditures included as authorized.

Transfer Funds Out of and Into 100 Salary – Page 2

Administrative Salaries	\$11,000
Teacher & Specialist Salaries	(\$42,000)
Homebound and Tutor’s Salaries	(\$5,000)
Educational Assistants	\$60,000
Nurses & Medical Advisor	\$25,000
Custodial & Maintenance Salaries	(\$80,000)
Special Education Service Salaries	\$10,000 (Partial)
Extra Work Non-Certified	(\$25,000)
Net Transfers Out	(\$46,000)

Transfer Funds Out of 200 Employee Benefits – Page 3

Unemployment & Employee Assistance	\$12,000
Net Transfer Out	(\$12,000)

Transfer Funds Out of and Into 400 Purchased Property Services – Page 3

Building & Grounds Service	(\$10,000)
Rentals – Building & Equipment	(\$10,000)
Building & Site Maintenance	\$15,000
Net Transfer Out	(\$5,000)

Transfer Funds Into and Out of 600 Supplies – Page 4

Software, Medical & Office Supplies	\$50,000
Propane and Natural Gas	(\$10,000)
<u>Net Transfers In</u>	<u>\$40,000</u>

Transfer Into 700 Property – Page 5

Technology Equipment: \$23,000	
<u>Net Transfer In</u>	<u>\$23,000</u>

All these accounts have been noted to have these needs and balances.

AUTHORIZED YEAR-END EXPENDITURES TO DATE

	<u>Plant</u>	<u>Technology</u>
Replace UPS – High School	\$37,376	
Licensing – Middle School		\$35,787
Gym Floor – Middle School	\$13,860	
Desktops – Middle School		\$20,930
Stairs – Hawley	\$17,000	
Microsoft Licensing Renewal		<u>\$32,700</u>
	<u>\$68,236</u>	<u>\$89,417</u>
	Total	\$157,653

NEXT ON THE PLAN

Concrete Stairs – Middle School	\$30,000	
SNAP Nurse Tracking		\$5,790

Ronald J. Bienkowski, Director of Business
June 15, 2012

TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight (of the nine) categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumber – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or anticipated deficits.

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

Education Jobs Fund – is a two year program. This year is the second year. It is designated to assist local boards to provide continuing employment for school personnel at risk due to budget cuts.

Excess Cost Grant – this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs meet or exceed local education tuition rates by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has meet the initial local education tuition rates. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation. Current year detail changes will be forthcoming in future report narratives

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved magnet school programs.

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

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

Providing current financial information to the Board of Education is essential in order to remain within the allotted budget while maintaining a financial spending plan that meets the mission and goals of Newtown Board of Education.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING APRIL 30, 2012

OBJECT CODE	EXPENSE CATEGORY	APPROVED BUDGET	YTD TRANSFERS 2011 - 2012	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 42,907,275	\$ -	\$ -	\$ 42,651,564	\$ 30,540,407	\$ 11,864,019	\$ 247,139	\$ 314,380	\$ (67,241)
200	EMPLOYEE BENEFITS	\$ 10,575,126	\$ (100,000)	\$ (51,000)	\$ 10,424,126	\$ 9,917,538	\$ 103,981	\$ 402,607	\$ 367,368	\$ 35,239
300	PROFESSIONAL SERVICES	\$ 715,720	\$ 100,000	\$ 96,000	\$ 911,720	\$ 627,713	\$ 203,152	\$ 80,855	\$ 120,800	\$ (39,945)
400	PURCHASED PROPERTY SERV.	\$ 1,891,169	\$ -	\$ 25,000	\$ 1,916,169	\$ 1,411,037	\$ 214,724	\$ 290,408	\$ 272,421	\$ 17,987
500	OTHER PURCHASED SERVICES	\$ 6,686,624	\$ 200,000	\$ -	\$ 6,886,624	\$ 5,373,916	\$ 349,892	\$ 1,162,816	\$ 1,426,479	\$ (263,663)
600	SUPPLIES	\$ 4,802,441	\$ (200,000)	\$ (70,000)	\$ 4,532,441	\$ 3,237,227	\$ 844,913	\$ 450,302	\$ 400,164	\$ 50,138
700	PROPERTY	\$ 329,975	\$ -	\$ -	\$ 329,975	\$ 211,172	\$ 51,246	\$ 67,558	\$ 67,640	\$ (82)
800	MISCELLANEOUS	\$ 63,097	\$ -	\$ -	\$ 63,097	\$ 54,704	\$ 150	\$ 8,243	\$ 6,500	\$ 1,743
TOTAL GENERAL FUND BUDGET		\$ 67,971,427	\$ -	\$ -	\$ 67,715,716	\$ 51,373,714	\$ 13,632,076	\$ 2,709,926	\$ 2,975,752	\$ (265,826)
<u>EDUCATION JOBS FUND</u>										
100	SALARIES				\$ 255,711	\$ 192,116	\$ 60,547	\$ 3,049	\$ 3,049	\$ (0)
200	EMPLOYEE BENEFITS				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EDUCATION JOBS FUND		\$ -	\$ -	\$ -	\$ 255,711	\$ 192,116	\$ 60,547	\$ 3,049	\$ 3,049	\$ (0)
GRAND TOTAL		\$ 67,971,427	\$ -	\$ -	\$ 67,971,427	\$ 51,565,829	\$ 13,692,623	\$ 2,712,975	\$ 2,978,801	\$ (265,826)

Excess Cost Grant Reimbursement Offset	Budgeted	77.26%	\$ 1,409,380	Difference	\$ (59,202)	Current Est	\$ 1,350,178	Balance Due	\$ 425,274
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Net Projected Balance \$ 159,448

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING APRIL 30, 2012

OBJECT CODE	EXPENSE CATEGORY	APPROVED BUDGET	YTD TRANSFERS 2011 - 2012	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITUR E	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	SALARIES									
	Administrative Salaries	\$ 2,816,460	\$ -	\$ 11,000	\$ 2,827,460	\$ 2,263,276	\$ 552,950	\$ 11,234	\$ 11,605	\$ (371)
	Teachers & Specialists Salaries	\$ 29,677,257	\$ -	\$ (28,000)	\$ 29,649,257	\$ 20,447,242	\$ 9,153,116	\$ 48,899	\$ 30,000	\$ 18,899
	Early Retirement	\$ 16,000	\$ -	\$ -	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 78,939	\$ -	\$ (5,000)	\$ 73,939	\$ 61,312	\$ 7,763	\$ 4,863	\$ 4,000	\$ 863
	Homebound & Tutors Salaries	\$ 260,452	\$ -	\$ -	\$ 260,452	\$ 188,263	\$ 44,101	\$ 28,088	\$ 5,000	\$ 23,088
	Certified Substitutes	\$ 572,100	\$ -	\$ 22,000	\$ 594,100	\$ 476,063	\$ 32,018	\$ 86,020	\$ 86,000	\$ 20
	Coaching/Activities	\$ 541,749	\$ -	\$ -	\$ 541,749	\$ 263,727	\$ 148,778	\$ 129,243	\$ 129,595	\$ (352)
	Staff & Program Development	\$ 138,580	\$ -	\$ -	\$ 138,580	\$ 96,202	\$ 35,477	\$ 6,901	\$ 6,300	\$ 601
	CERTIFIED SALARIES	\$ 34,101,537	\$ -	\$ -	\$ 34,101,537	\$ 23,812,086	\$ 9,974,203	\$ 315,248	\$ 272,500	\$ 42,748
	Supervisors/Technology Salaries	\$ 597,487	\$ -	\$ -	\$ 597,487	\$ 476,725	\$ 123,295	\$ (2,534)	\$ -	\$ (2,534)
	Clerical & Secretarial salaries	\$ 1,960,105	\$ -	\$ -	\$ 1,960,105	\$ 1,532,265	\$ 425,053	\$ 2,787	\$ 3,119	\$ (332)
	Educational Assistants -255,711	\$ 1,669,633	\$ -	\$ -	\$ 1,413,922	\$ 1,128,076	\$ 375,890	\$ (90,043)	\$ -	\$ (90,043)
	Nurses & Medical advisors	\$ 559,337	\$ -	\$ -	\$ 559,337	\$ 454,646	\$ 138,503	\$ (33,812)	\$ -	\$ (33,812)
	Custodial & Maint Salaries	\$ 2,770,430	\$ -	\$ -	\$ 2,770,430	\$ 2,113,610	\$ 571,855	\$ 84,965	\$ 7,000	\$ 77,965
	Bus Drivers salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ 101,256	\$ -	\$ -	\$ 101,256	\$ 81,624	\$ 17,171	\$ 2,461	\$ 1,000	\$ 1,461
	Special Education Svcs Salaries	\$ 648,087	\$ -	\$ -	\$ 648,087	\$ 550,552	\$ 202,625	\$ (105,090)	\$ 13,000	\$ (118,090)
	Attendance & Security Salaries	\$ 145,140	\$ -	\$ -	\$ 145,140	\$ 110,223	\$ 29,577	\$ 5,340	\$ 250	\$ 5,090
	Extra Work - Non-Cert	\$ 97,900	\$ -	\$ -	\$ 97,900	\$ 56,508	\$ 5,847	\$ 35,545	\$ 20,000	\$ 15,545
	Custodial & Maint. Overtime	\$ 213,363	\$ -	\$ -	\$ 213,363	\$ 172,666	\$ -	\$ 40,697	\$ 8,000	\$ 32,697
	Civic activities/Park & Rec	\$ 43,000	\$ -	\$ -	\$ 43,000	\$ 51,427	\$ -	\$ (8,427)	\$ (10,489)	\$ 2,062
	NON-CERTIFIED SALARIES	\$ 8,805,738	\$ -	\$ -	\$ 8,550,027	\$ 6,728,321	\$ 1,889,816	\$ (68,109)	\$ 41,880	\$ (109,989)
	SUBTOTAL SALARIES	\$ 42,907,275	\$ -	\$ -	\$ 42,651,564	\$ 30,540,407	\$ 11,864,019	\$ 247,139	\$ 314,380	\$ (67,241)
					\$ (255,711)	<i>Education Jobs Fund listed below</i>				

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING APRIL 30, 2012

OBJECT CODE	EXPENSE CATEGORY	APPROVED BUDGET	YTD TRANSFERS 2011 - 2012	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITUR E	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,081,152	\$ -	\$ (34,000)	\$ 8,047,152	\$ 7,955,984	\$ 94,634	\$ (3,466)	\$ (14,184)	\$ 10,718
	Life Insurance	\$ 85,385	\$ -		\$ 85,385	\$ 68,711	\$ -	\$ 16,674	\$ 14,075	\$ 2,599
	FICA & Medicare	\$ 1,261,524	\$ -		\$ 1,261,524	\$ 923,029	\$ -	\$ 338,495	\$ 335,495	\$ 3,000
	Pensions	\$ 439,463	\$ -		\$ 439,463	\$ 430,042	\$ 9,347	\$ 74	\$ 20	\$ 54
	Unemployment & Employee Assist.	\$ 243,602	\$ (90,000)	\$ (10,000)	\$ 143,602	\$ 93,411	\$ -	\$ 50,191	\$ 31,962	\$ 18,229
	Workers Compensation	\$ 464,000	\$ (10,000)	\$ (7,000)	\$ 447,000	\$ 446,361	\$ -	\$ 639	\$ -	\$ 639
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,575,126	\$ (100,000)	\$ (51,000)	\$ 10,424,126	\$ 9,917,538	\$ 103,981	\$ 402,607	\$ 367,368	\$ 35,239
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 489,684	\$ 100,000	\$ 96,000	\$ 685,684	\$ 479,699	\$ 178,902	\$ 27,083	\$ 70,800	\$ (43,717)
	Professional Educational Ser.	\$ 226,036	\$ -		\$ 226,036	\$ 148,014	\$ 24,250	\$ 53,772	\$ 50,000	\$ 3,772
	SUBTOTAL PROFESSIONAL SVCS	\$ 715,720	\$ 100,000	\$ 96,000	\$ 911,720	\$ 627,713	\$ 203,152	\$ 80,855	\$ 120,800	\$ (39,945)
400	PURCHASED PROPERTY SVCS									
	Buildings & Grounds Services	\$ 672,300	\$ -	\$ -	\$ 672,300	\$ 514,254	\$ 90,551	\$ 67,496	\$ 57,550	\$ 9,946
	Utility Services - Water & Sewer	\$ 123,450	\$ -	\$ (15,000)	\$ 108,450	\$ 67,237	\$ -	\$ 41,213	\$ 35,000	\$ 6,213
	Building, Site & Emergency Repairs	\$ 460,850	\$ -		\$ 460,850	\$ 414,366	\$ 8,352	\$ 38,132	\$ 40,000	\$ (1,868)
	Equipment Repairs	\$ 246,571	\$ -		\$ 246,571	\$ 168,937	\$ 18,208	\$ 59,426	\$ 57,000	\$ 2,426
	Rentals - Building & Equipment	\$ 291,498	\$ -		\$ 291,498	\$ 196,856	\$ 93,171	\$ 1,471	\$ 200	\$ 1,271
	Building & Site Maintenance	\$ 96,500	\$ -	\$ 40,000	\$ 136,500	\$ 49,387	\$ 4,442	\$ 82,671	\$ 82,671	\$ 0
	SUBTOTAL PUR. PROPERTY SER.	\$ 1,891,169	\$ -	\$ 25,000	\$ 1,916,169	\$ 1,411,037	\$ 214,724	\$ 290,408	\$ 272,421	\$ 17,987

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING APRIL 30, 2012

OBJECT CODE	EXPENSE CATEGORY	APPROVED BUDGET	YTD TRANSFERS 2011 - 2012	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 393,983	\$ -	\$ -	\$ 393,983	\$ 305,278	\$ 25,008	\$ 63,697	\$ 59,000	\$ 4,697
	Transportation Services	\$ 4,423,601	\$ -	\$ -	\$ 4,423,601	\$ 3,250,722	\$ -	\$ 1,172,879	\$ 1,240,879	\$ (68,000)
	Insurance - Property & Liability	\$ 333,731	\$ -	\$ -	\$ 333,731	\$ 333,943	\$ -	\$ (212)	\$ 3,000	\$ (3,212)
	Communications	\$ 148,718	\$ -	\$ -	\$ 148,718	\$ 75,793	\$ 20,521	\$ 52,403	\$ 25,100	\$ 27,303
	Printing Services	\$ 54,560	\$ -	\$ -	\$ 54,560	\$ 19,083	\$ 9,915	\$ 25,562	\$ 20,000	\$ 5,562
	Tuition - Out of District	\$ 1,104,055	\$ 200,000	\$ -	\$ 1,304,055	\$ 1,239,222	\$ 291,479	\$ (226,646)	\$ 5,000	\$ (231,646)
	Student Travel & Staff Mileage	\$ 227,976	\$ -	\$ -	\$ 227,976	\$ 149,874	\$ 2,969	\$ 75,133	\$ 73,500	\$ 1,633
	SUBTOTAL OTHER PURCHASED S	\$ 6,686,624	\$ 200,000	\$ -	\$ 6,886,624	\$ 5,373,916	\$ 349,892	\$ 1,162,816	\$ 1,426,479	\$ (263,663)
600	SUPPLIES									
	Instructional & Library Supplies	\$ 983,763	\$ -	\$ -	\$ 983,763	\$ 777,688	\$ 88,132	\$ 117,942	\$ 110,000	\$ 7,942
	Software, Medical & Office Sup.	\$ 169,107	\$ -	\$ -	\$ 169,107	\$ 118,554	\$ 9,303	\$ 41,250	\$ 37,000	\$ 4,250
	Plant Supplies	\$ 361,100	\$ -	\$ -	\$ 361,100	\$ 330,786	\$ 18,057	\$ 12,257	\$ 12,200	\$ 57
	Electric	\$ 1,637,617	\$ (200,000)	\$ (10,000)	\$ 1,427,617	\$ 995,498	\$ 412,514	\$ 19,604	\$ -	\$ 19,604
	Propane & Natural Gas	\$ 398,287	\$ -	\$ (60,000)	\$ 338,287	\$ 240,519	\$ -	\$ 97,768	\$ 78,591	\$ 19,177
	Fuel Oil	\$ 544,034	\$ -	\$ -	\$ 544,034	\$ 447,534	\$ -	\$ 96,500	\$ 98,373	\$ (1,873)
	Fuel For Vehicles & Equip.	\$ 471,739	\$ -	\$ -	\$ 471,739	\$ 186,066	\$ 285,000	\$ 673	\$ -	\$ 673
	Textbooks	\$ 236,794	\$ -	\$ -	\$ 236,794	\$ 140,581	\$ 31,906	\$ 64,307	\$ 64,000	\$ 307
	SUBTOTAL SUPPLIES	\$ 4,802,441	\$ (200,000)	\$ (70,000)	\$ 4,532,441	\$ 3,237,227	\$ 844,913	\$ 450,302	\$ 400,164	\$ 50,138

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING APRIL 30, 2012

OBJECT CODE	EXPENSE CATEGORY	APPROVED BUDGET	YTD		CURRENT BUDGET	YTD		ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			TRANSFERS 2011 - 2012	CURRENT TRANSFERS		EXPENDITUR E					
700	PROPERTY										
	Capital Improvements (Sewers)	\$ 124,177	\$ -	\$ -	\$ 124,177	\$ 124,177	\$ -	\$ 0	\$ -	\$ -	\$ 0
	Technology Equipment	\$ 155,102	\$ -	\$ -	\$ 155,102	\$ 49,570	\$ 50,114	\$ 55,418	\$ 55,500	\$ -	\$ (82)
	Other Equipment	\$ 50,696	\$ -	\$ -	\$ 50,696	\$ 37,425	\$ 1,132	\$ 12,140	\$ 12,140	\$ -	\$ (1)
	SUBTOTAL PROPERTY	\$ 329,975	\$ -	\$ -	\$ 329,975	\$ 211,172	\$ 51,246	\$ 67,558	\$ 67,640	\$ -	\$ (82)
800	MISCELLANEOUS										
	Memberships	\$ 63,097	\$ -	\$ -	\$ 63,097	\$ 54,704	\$ 150	\$ 8,243	\$ 6,500	\$ -	\$ 1,743
	SUBTOTAL MISCELLANEOUS	\$ 63,097	\$ -	\$ -	\$ 63,097	\$ 54,704	\$ 150	\$ 8,243	\$ 6,500	\$ -	\$ 1,743
TOTAL LOCAL BUDGET		\$ 67,971,427	\$ -	\$ -	\$ 67,715,716	\$ 51,373,714	\$ 13,632,076	\$ 2,709,926	\$ 2,975,752	\$ -	\$ (265,826)
EDUCATION JOBS FUND						REVENUE RECEIVED	EXPENDITUR E	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
	Salaries				\$ 255,711	\$ 192,116	\$ 60,547	\$ 3,049	\$ 3,049	\$ -	\$ (0)
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL EDUCATION JOBS FUND	\$ -	\$ -	\$ -	\$ 255,711	\$ 192,116	\$ 60,547	\$ 3,049	\$ 3,049	\$ -	\$ (0)
TOTAL BUDGET ALL SOURCES		\$ 67,971,427	\$ -	\$ -	\$ 67,971,427	\$ 51,565,829	\$ 13,692,623	\$ 2,712,975	\$ 2,978,801	\$ -	\$ (265,826)

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING APRIL 30, 2012

OBJECT CODE	EXPENSE CATEGORY	APPROVED BUDGET	YTD TRANSFERS 2011 - 2012	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>SCHOOL GENERATED FEES</u>	2011-12 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
<u>HIGH SCHOOL FEES</u>				
NURTURY PROGRAM	\$8,000	\$8,000.00	\$0.00	100.00%
PARKING PERMITS	\$20,000	\$20,000.00	\$0.00	100.00%
PAY FOR PARTICIPATION IN SPORTS	\$84,800	\$59,232.00	\$25,568.00	69.85%
	\$112,800	\$87,232.00	\$25,568.00	77.33%
<u>BUILDING RELATED FEES</u>				
ENERGY - ELECTRICITY	\$313	\$313.00	\$0.00	100.00%
HIGH SCHOOL POOL - OUTSIDE USAGE	\$8,000	\$400.00	\$7,600.00	5.00%
	\$8,313	\$713.00	\$7,600.00	8.58%
MISCELLANEOUS FEES	\$200	\$77.00	\$123.00	38.50%
TOTAL SCHOOL GENERATED FEES	\$121,313	\$88,022.00	\$33,291.00	72.56%

Instruction

Acceptable Use of Technology

The Board of Education acknowledges that technology is vital for the advancement of the mission and goals of the Newtown Public Schools. The Board expects technology to be used as a tool to learn and apply the knowledge and skills that are defined in district curricula, and to communicate in a variety of ways, to enhance learning, and to improve student performance.

While technology can provide students with a vast array of educational and informational resources, it can also be a window through which students can access information which is neither pertinent to nor appropriate for an educational setting. The availability of such electronic information does not imply endorsement by the Board of Education of its content nor of the use of such information by students and staff. It is important to give students assistance and guidance in accessing information which is beneficial to their education and equally important to recognize that total monitoring of students' access to technology is impossible. Therefore, all users are responsible for the ethical and appropriate use of the Newtown Public School technology resources.

To ensure appropriate usage, the administration will establish guidelines for student exploration and use of electronic information resources. Until the age of eighteen, it is the legal responsibility of parents/guardians to ensure their child adheres to those guidelines. Such guidelines shall address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of the network, and conditions of usage. The guidelines shall strive to preserve students' rights to examine and use information to meet the educational goals and objectives of the District. In addition, the District shall use programs to filter and staff to supervise access to the electronic informational resources.

The Newtown Board of Education promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior including cyberbullying. The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response. Cyberbullying includes but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, text messages, digital pictures, or Web postings. Such conduct, disruptive to the educational process, is prohibited.

The Newtown Board of Education and authorized personnel may monitor the use of district-owned or personal technology resources used within the school day to help ensure that the uses are secure and in compliance with this policy. The Board further reserves the right to examine, use and disclose any data found to ensure a safe and secure learning environment. Such information may be used in disciplinary actions, and may be furnished as evidence of a crime should cause arise.

Cites:

Newtown Board of Education Technology Vision Statement

Newtown Board of Education Policy 8-605, Bullying

Manchester Public Schools Policy 6141.321, Instruction, Acceptable Use of Technology

Model Acceptable Use Policy, www.cybercrime.gov

Legal References:

CT General Statutes §53a-182b; 53a-183; 53a-250

Children's Internet Protection Act (Pub. L. 106-554)

Electronic Communication Privacy Act, 18 U.S.C. §§2510 through 2520

No Child Left Behind Act of 2001 (Pub. L. 107-110), to be codified at 20 U.S.C. § 6777

1998 Senate Bill 230(4), an Act Relating to School Technology

701 Kentucky Administrative Regulation 5:120

Adopted: 3/12/96

Revised: 5/18/10, 6/19/12

**Newtown Public Schools
Activity Accounts**

Hawley School
Managed by: Secretary
Approved by: Principal
Current Balance: \$3,747.87
Current transactions: see attached

Reed Intermediate
Managed by: Secretary
Approved by: Principal
Current Balance: \$47,062.70
Current transactions: see attached

Sandy Hook School
Managed by: Secretary
Approved by: Principal
Current Balance: \$6,233.44
Current transactions: see attached

Middle School
Managed by: Secretary
Approved by: Principal
Current Balance: \$179,012.35
Current transactions: see attached

Middlegate School
Managed by: Secretary
Approved by: Principal
Current Balance: \$5,972.63
Current transactions: see attached

High School
Managed by: Secretary
Approved by: Principal
Current Balance: \$254,558.34
Current transactions: see attached

Head O'Meadow
Managed by: Secretary
Approved by: Principal
Current Balance: \$2,894.04
Current transactions: see attached

Custodial Account
Managed by: Bookkeeper
Approved by: Director of Business
Current Balance: \$61,945.99
Current transactions: see attached

Continuing Education
Managed by: Bookkeeper
Approved by: Director of Continuing Ed
Current Balance: \$32,873.25
Current transactions: see attached

NEW PROGRAM APPLICATION
Newtown Public Schools

What will the program be called? Give a brief description of the program:

The new program will be **Multivariable Calculus**. This course is a rigorous approach with applications and interesting digressions along the way. Physics is not required, but examples from physics will be used. The course will include, but not be limited to parametric equations, vectors and geometry of space, vector functions, partial derivatives, multiple integrations, and vector calculus finishing with Green's Theorem and Stoke's Theorem. We will collaborate and work hard toward having students gain a real understanding of concepts involved along with the ability to apply, describe and discuss concepts with each other.

PLANNING

Please answer the following questions:

1. What is the documented need for the program?

Students in Newtown have been advancing in mathematics. The students interested in this course are ahead of most in the math curriculum and as a result have taken all of the courses available in our current curriculum.

2. What research is available about the effectiveness of this program or others like it?

The natural progression of course work for students with a solid foundation in AP Calculus BC and an abiding interest in pursuing mathematics would be to continue their mathematics education with multivariable calculus..

3. How does the program align with the core beliefs of the Newtown Public Schools?

Instituting this program offers students an opportunity to work toward achieving their full potential. If students are offered higher expectations it inspires higher levels of performance which expands opportunities for the unique individual.

4. Who have you communicated with about the program and what are the responses?

The possibility of the course has been communicated to the Principal at Newtown High School, the department chair of the guidance department, the Asst. Superintendent and the K-12 curriculum committee.

5. Was the program critiqued by a curriculum committee? What were their comments?

The program was discussed with the K-12 mathematics curriculum committee. The need for the program was agreed upon by the committee based on the number of students advancing in mathematics in the district and the expected State requirement for students to take 4 years of mathematics.

6. Which staff and students will participate in the first year of the program? How will they be selected?

Mrs. Karen Sherman will teach the course and will attend Taft summer session for professional development necessary.

The students participating in this course have the necessary background and abiding interest in pursuing mathematics. They have exhibited a level of ability of being able to work independently and manage their schedules to do justice to the course.

7. What are the staffing implications?

Since there will be one section of this course, it will be staffed by the current faculty in the math department.

8. Do you anticipate that this will become a mandated program?

Based on the State requirements, the increasing number of Honors Precalculus BC and AP Calculus BC enrollment and the expected need of those students advancing in mathematics throughout the district we expect enrollment in this course to continue to increase making it a necessary part of the mathematics curriculum.

9. When and how will the initial, start-up curriculum be written prior to initiation of the program?

An outline of the curriculum has been drafted and formal curriculum can be written over the summer if funds are available (though the focus of funds should be on the immediate need for curriculum to implement the CCSS).

10. What is the plan for pre-implementation training and follow-up training?

Staff will be trained at Taft summer institute this summer.

11. What other costs are involved?

There will be no cost beyond staffing.

MEASURING EFFECTS

12. How will you measure the program effectiveness?

Program effectiveness will be measured by student performance on department midterm and final exams.

13. Who will use the information to decide if the program will be continued?

Information on the course will be assessed by the mathematics department at Newtown High School and shared with the Principal and the K-12 curriculum committee.

14. When and how will the results be communicated to the Board?

The results can be communicated to the Board of Education at the midterm and the end of the year through student progress on assessments and projects.

CONTACT PERSON *Karen Sherman* DATE 6/13.12



Newtown Public Schools Memo

To: Members of the Board of Education
From: Linda Gejda, Assistant Superintendent
Date: June 13, 2012
Re: Textbook Adoption Request: World Language

You will remember that Paula Greenfield, World Language Department Chair, came to a recent Board of Education meeting to speak with the Board about enhancing upper level courses that are already in place (Levels 4 and 5) so that students can have the opportunity to receive college credit. Attached are textbook recommendations that will complement the AP-level courses (French V, Spanish V, Latin IV, and Mandarin Chinese IV).

Over the past two years, textbooks were purchased for Spanish III and French III. This memo includes requests for the Spanish IV (Honors and CPA) and French IV courses.

The funds for these textbooks were budgeted in this year's budget. I am asking that the Board act on these recommendations on Tuesday night. To summarize, there are 5 textbook requests for World Language.

Hard copies of these texts will be available at the Board meeting but, in the interest of time, you can view textbook details at the following websites:

French IV:

<http://www.pearsonschool.com/index.cfm?locator=PS11Mm&PMDBSUBCATEGORYID=23498&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=811&PMDBProgramId=63186>

Spanish IV <http://holtmcdougal.hmhco.com/hm/detail.htm?ID=1007500000078131>

Honors Spanish IV <http://holtmcdougal.hmhco.com/hm/detail.htm?ID=1007500000080907>

Chinese IV: http://www.cheng-tsui.com/store/products/learn_chinese_me/learn_chinese_me_students_book_4

Latin IV:

<http://www.pearsonschool.com/index.cfm?locator=PSZu6r&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=813&PMDBSubCategoryId=24849&PMDBSubjectAreaId=&PMDBProgramId=85023>

AP Spanish (V):

<http://www.pearsonschool.com/index.cfm?locator=PSZu6r&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=813&PMDBSubCategoryId=24848&PMDBSubjectAreaId=&PMDBProgramId=24301>

AP French (V):

<http://www.pearsonschool.com/index.cfm?locator=PSZu6r&PMDBSiteId=2781&PMDBSolutionId=6724&PMDBSubSolutionId=&PMDBCategoryId=813&PMDBSubCategoryId=6835&PMDBSubjectAreaId=&PMDBProgramId=75841>

Please contact me if you have further questions.

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title Réseau: communication, integration, intersections

Author Schultz, Tranvouez

Copyright 2010

Publisher Pearson

Cost \$58.97

For which course(s) French IV

Grade(s) 11th

Number of Students 80

Why is an adoption being requested at this time?

The French IV curriculum is being rewritten to reflect the 5 Cs: integration of culture with communicative activities, comparative reflections, community studies, and connections.

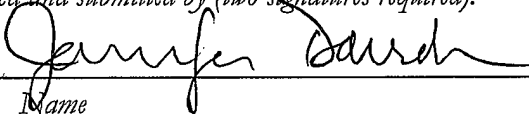
Describe the review process used to select this book.

During the 11-12 school year, high school French teachers reviewed sample textbook copies and piloted several lessons from them. They decided that this textbook best reflected the new curriculum and would prepare the students to take the AP French Language and Culture course the following year.

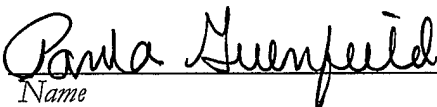
List reasons for selecting this book.

Culture is the cornerstone of this book and there are readings and discussion topics that encourage critical thinking and serve as models for different models of writing. There are also technological resources available for the students and teacher.

Reviewed and submitted by (two signatures required):


Name

6/11/12
Date


Name

6/11/12
Date

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title ¡Avancemos!, Level 4

Author Gahala, et al.

Copyright 2010

Publisher Holt, McDougal

Cost \$74.40

For which course(s) CPA Spanish IV

Grade(s) 11th

Number of Students 100

Why is an adoption being requested at this time?

The Spanish IV curriculum is being rewritten to reflect the 5 Cs: integration of culture with communicative activities, comparative reflections, community studies, and connections.

Describe the review process used to select this book.

During the 11-12 school year, high school Spanish teachers reviewed sample textbook copies and piloted several lessons from them. They decided that continuing with the ¡Avancemos!, Level 4 textbook would best meet the need of the CPA students since they would be familiar with the format of the textbook and the vocabulary.

List reasons for selecting this book.

Spanish teachers decided that continuing with the ¡Avancemos!, Level 4 textbook would best meet the need of the CPA students since they would be familiar with the format of the textbook and the vocabulary.

Reviewed and submitted by (two signatures required):

Jamie Kenny
Name

6/11/12
Date

Virginia Combareri
Name

6/11/12
Date

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut



TEXTBOOK ADOPTION REQUEST

Title Interacciones, 7th edition

Author Spinelli, Garcia, Flood

Copyright 2013

Publisher Holt, McDougal

Cost \$61.25

For which course(s) Honors Spanish IV

Grade(s) 11th

Number of Students 120

Why is an adoption being requested at this time?

The Honors Spanish IV curriculum is being rewritten to reflect the 5 Cs: integration of culture with communicative activities, comparative reflections, community studies, and connections.

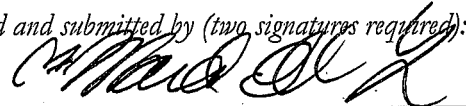
Describe the review process used to select this book.

During the 11-12 school year, high school Spanish teachers reviewed sample textbook copies and piloted several lessons from them. They decided that this textbook best reflected the new curriculum and would prepare the students to take the AP Spanish Language course the following year.

List reasons for selecting this book.

The previous edition of Interacciones has been used successfully in the Honors Spanish IV course and with the update to this edition, culture is the cornerstone of this book and there are readings and discussion topics that encourage critical thinking and serve as models for different models of writing. There are also technological resources available for the students and teacher.

Reviewed and submitted by (two signatures required):



Name *6/11/12*

Date



Name *6/11/12*

Date

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title Learn Chinese with me, Book 4

Author Fu Chen, Zhiping Zhu

Copyright 2003

Publisher Cheng & Tsui

Cost \$28.95

For which course(s) AP Chinese IV

Grade(s) 12th

Number of Students 15

Why is an adoption being requested at this time?

The AP Chinese IV curriculum is being written to reflect the content of the AP Chinese Language Exam that the students will take at the end of the course.

Describe the review process used to select this book.

During the 11-12 school year, the Chinese teacher reviewed sample textbook copies and piloted some exercises from them. He selected this book because it best reflects the new curriculum and that would prepare the students to take the AP Chinese exam the following year.

List reasons for selecting this book.

The previous textbooks in this series have been successfully used at the lower levels and it was determined that this book best reflected the new curriculum and would prepare the students to take the AP Chinese exam the following year.

Reviewed and submitted by (two signatures required):



Name

20/2/06/11

Date

Paula Greenfield

Name

6/11/12

Date

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

✓

TEXTBOOK ADOPTION REQUEST

Title A Call to Conquest

Author Perry

Copyright 2013

Publisher Pearson

Cost \$44.97

For which course(s) AP Latin IV

Grade(s) 12th

Number of Students 25

Why is an adoption being requested at this time?

The Latin IV curriculum is being rewritten to reflect the AP course outline in order to prepare our students to take the AP Latin exam at the conclusion of the course.

Describe the review process used to select this book.

The Latin teacher visited the College Board website and their recommendations. She also reviewed other books that might meet the curriculum but decided that this textbook was the best one to prepare the students for the AP Latin exam and to follow the curriculum.

List reasons for selecting this book.

The book was recommended by College Board as one to prepare the students for the AP Latin exam.

Reviewed and submitted by (two signatures required):

Rose Marie Mikasauskas

Name

6/11/12

Date

Paula Guenfied

Name

6/11/12

Date

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title AP Spanish: Preparing for the Language Examination

Author Diaz, Leichter-Prieto, Nissenberg

Copyright 2007

Publisher Pearson

Cost \$31.97

For which course(s) AP Spanish/ECE, UCONN

Grade(s) 12th

Number of Students 90

Why is an adoption being requested at this time?

The Spanish V curriculum is being rewritten to reflect the AP course outline in order to prepare our students to take the AP Spanish Language exam at the conclusion of the course.

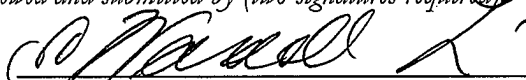
Describe the review process used to select this book.

The Spanish teachers visited the College Board website, took a workshop on the new AP Spanish exam and followed their recommendations. They also reviewed other books that might meet the curriculum but decided that this textbook was the best one to prepare the students for the AP Spanish exam and curriculum.

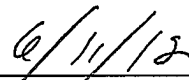
List reasons for selecting this book.

The book was recommended by College Board as one to prepare the students for the AP Spanish Language exam.

Reviewed and submitted by (two signatures required):



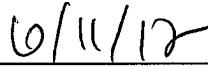
Name



Date



Name



Date

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title AP French: Preparing for the Language and Culture Examination

Author Richard Ladd

Copyright 2012

Publisher Pearson

Cost \$66.47

For which course(s) AP French/ECE, UCONN

Grade(s) 12th

Number of Students 30

Why is an adoption being requested at this time?

The French V curriculum is being rewritten to reflect the AP course outline in order to prepare our students to take the AP French Language and Culture exam at the conclusion of the course.

Describe the review process used to select this book.

The French teacher visited the College Board website and took a workshop on the new AP French exam followed their recommendations. She also reviewed other books that might meet the curriculum but decided that this textbook was the best one to prepare the students for the AP French exam and to follow the curriculum.

List reasons for selecting this book.

The book was recommended by College Board as one to prepare the students for the AP French Language and Culture exam.

Reviewed and submitted by (two signatures required):

Jennifer Daurin 6/11/12
Name *Date*

Paula Muenfeld 6/12/12
Name *Date*



Newtown Public Schools Memo

To: Members of the Board of Education

From: Linda Gejda, Assistant Superintendent

Date: June 13, 2012

Re: Textbook Adoption Requests: Newtown Middle School Language Arts Book *Warriors Don't Cry* and
NHS AP Environmental Science

1) The middle school Language Arts department is requesting a new literature resource entitled *Warriors Don't Cry*. Please see the attached materials supporting this request.

2) Good news!!! The AP Environmental Science enrollment is increasing! Therefore, additional textbooks must be purchased: "Environmental Science for AP". Please see attached request form.

BETTER NEWS! The funding for these books has been included in this year's budget.

I am asking that the Board take action on these textbook requests on Tuesday night.

Please contact me if you have further questions.

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEACHER/TEXTBOOK ADOPTION REQUEST

Title *Warriors Don't Cry*

Author Melba Pattillo Beals

Copyright 1995

Publisher Simon Pulse

Cost Cover Craft \$11.38
Kindle Edition \$6.64

For which course(s) Language Arts

Grade(s) Grade 8

Number of Students 450-500

Why is an adoption being requested at this time?

We have not adopted a new text for the eighth grade in approximately ten years. Although we have replaced texts, our library of available books at anytime during the year is quite stressed. In fact, we use *The Contender* with our classes, and it is a "hand-me-down" from the reading curriculum. Also, it is important that we adopt a piece of non-fiction to satisfy a requirement of the CCSS.

Describe the review process used to select this book.

Last year the five eighth grade teachers attempted to adopt *Inventing Elliot*, but we learned it was no longer in print. This year we began another search, which was guided by the Common Core. We agreed that the theme of integration, for which nine teenagers fought, would provide our students with an excellent lesson on how an individual's character is shaped by choices and decisions she makes.

Next, I asked a student to read the text and complete a "Novel Adoption Form," which is attached.

Additionally, I had a parent/English teacher review *Warriors Don't Cry*, which is also attached.

List reasons for selecting this book.

- non-fiction texts
- replacement of our tired texts
- authentic situations for forming an argument
- rigor in our literature units
- a text to introduce our students to their country
- a fit for our concept based unit

Memo to: Jo-anne Sheehan

From: Lynn Hungaski

Subject: ***Warriors Don't Cry***

Date: February 21, 2012

I enjoyed reading ***Warriors Don't Cry*** and think it would be a suitable book for eighth graders to read. While there are certainly disturbing subjects covered in the book, as well as many acts of violence, the fact that this is a memoir based on history – and relatively recent history – in my opinion mediates any objection that any parent could possibly raise.

Furthermore, I think that our students will enjoy reading the book, and will be amazed by the details of what actually took place during the integration of southern public schools in the 1950's. The fact is that our children take many things for granted (like their freedom and the quality of their schools) and it would be eye-opening to hear first-hand what black children during that time had to go through in order to make public school integration a reality.

Reading the book made me think of some compelling subjects for study; for example, what is the state of racism today? When a white person sees another white person, do they think "white person" or simply "person"? But when a white person sees a black person, do they think "black person"? When does this distinction start?

My daughter, Abby, who is a junior at Newtown High School, in conjunction with her Conversations on Race class, recently created and taught a lesson on that very subject to a first grade class at Head O' Meadow Elementary School. She provided the children with 20 or so pictures of other children – some white, some black, some girls, some boys, some tall, some short, some blond and some brunette. She simply asked them to sort the pictures into two groups. They sorted them by the color of their skin. These innocent six year olds had already been influenced to recognize racial difference before sex, hair color, or height.

Other subjects that resonated for me were: freedom, what it means and how we take it for granted; loss of innocence (how Melba changed over the course of her experience); the difference between that time and this time in terms of lifestyle (dating, clothes, music); and how students' attitudes towards fitting in and peer pressure probably haven't changed all that much. How did the "Little Rock Nine" differ in the ways they tried to fit in (specifically Minnijean)? What would kids today do? There were examples of several different behaviors of the white students at the school. Some were sympathetic with the nine black students (Link, for example, was he *really* a friend? Under the circumstances, could he have done more?), most were not. Which example of behaviors in the book would our students follow? How much do our parent's attitudes affect us? What could/should the school have done to protect Melba and her friends? Why didn't they? How does the widespread abuse in the book – from students, adults, and administration – compare to bullying in our schools today? Compare how we address bullying in our

schools today to what the administration of Central High did (or didn't) do? Discuss the struggle between state (Governor Faubus) and federal (President Eisenhower) governments. How did these attitudes harken back hundreds of years to those of the era of slavery? Why does it take so long for public attitudes to change?

"Dignity is a state of mind, just like freedom. These are both precious gifts from God that no one can take away unless you allow them to" (Beals 164). "They win when you respond the way they expect you to. Change the rules of the game, girl, and they might not like it so much... They'd think you were no longer their victim" (Beals 165). These two quotes would make for great lessons on their own, introducing the Gandhian philosophy of peaceful resistance, and how it was adopted by Dr. Martin Luther King Jr.

I also thought heroism and courage (what does it mean to be a "warrior"?), personal responsibility, and the consequences of silence would make for interesting discussions, even comparing some of the main themes of *Warriors Don't Cry* with those of *In My Hands*. Our kids seem to think that the Holocaust was a once in a lifetime event, and it doesn't seem relevant to them because it happened so long ago and in foreign countries. There are many comparisons that can be made between the events told in the book and the atrocities of WWII.

An interesting movie that could be shown in conjunction with this book is "School Ties" about the segregation of Jews in prep schools in the 1950's. It is excellent and, I believe, rated PG13 (for language). I own a DVD of this movie and would gladly provide it for your review.

Finally - and I hesitate to add this last subject - do we dare compare the theme of racism with today's controversy over gay rights, which is, in my opinion, the last area of governmentally sanctioned bigotry? It would certainly create a forum for discussion, albeit a highly controversial one. Just a thought...

I hope that I have helped you and satisfied your request, Jo-anne. I think I rambled a bit, but this book brought up a lot of ideas. If there are any other questions pertaining to the book, or any other ways that I can be of help, please let me know.

A handwritten signature in black ink, appearing to read 'Lynn', with a long horizontal flourish extending to the right.

Sophie Kenner

NEWTOWN PUBLIC SCHOOLS

NOVEL ADOPTION PARENT/STUDENT COMMENTS

The following book Warriors Don't Cry is being considered for use in grade 8.

whole class instruction

small group instruction (5-6 students)

Thank you for agreeing to read a novel that is being considered for adoption. This novel was read and recommended by at least two language arts teachers who believe it would be an excellent addition to an existing unit. Our goal is to have a variety of books, contemporary and classic, from which to select, so we can match the texts to the interests, needs, and skills of each particular group of students. We wish to encourage all students to become life long readers; therefore, we need a diverse selection of books. We hope to engage the reading enthusiast, as well as the reluctant reader. Please read the novel completely. Keep in mind that the book you are reading may only be appropriate for a small group of students. The following skills will be addressed using this novel if it is adopted:

- Literary devices such as metaphor, simile, alliteration, flashback, humor, etc.
- Author or character's point of view
- Connecting to personal experience
- Explicit versus implicit information
- Historical period and/or cultural circumstance
- Descriptive writing

1. What is your reaction to this book?

This book surprised me. I learned much more about segregation in schools in the late 1950's and the 1960's. It shocked me to see how some people were treated.

2. To which of the following groups do you think this book would be of interest?

males	no	<u>somewhat</u>	very interesting
females	no	<u>somewhat</u>	<u>very interesting</u>
students with low reading level	no	<u>somewhat</u>	very interesting
students with advanced reading level	no	<u>somewhat</u>	<u>very interesting</u>
students who are mature	no	<u>somewhat</u>	<u>very interesting</u>

Comments:

Overall, I enjoyed the book. I think it should be adopted for 8th graders to read.

Signature of reviewer: Sophie Kenner

Date: 1-21-12

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title Environmental Science for AP

Author Andrew Friedland, Rick Relyea, David Courard-Hauri **Copyright** 2012

Publisher W.H. Freeman and Co./BFW **Cost** \$9210.24 (including shipping)

For which course(s) Advanced Placement Environmental Science (APES)

Grade(s) 11 & 12

Number of Students 72

Why is an adoption being requested at this time?

Increased student enrollment in this course has resulted in three sections of this course for 2012-2013 and exceeds the number of copies we have of the current text. The proposed text is a significant enough improvement to warrant purchasing a full set rather than add to our stock of the current text. The proposed text is written in a way that makes it more accessible than the current text to the broad variety of students who typically take APES. Each text will come with a 6-Use eBook Access card which will allow students for six years to access and use the text through iPads, laptops and over electronic devices. This will give us the chance to pilot routine use of the eBook format and will be an important step as we move toward exclusive use of eTextbooks over the next few years.

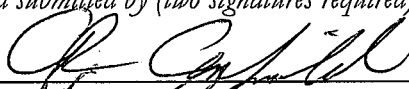
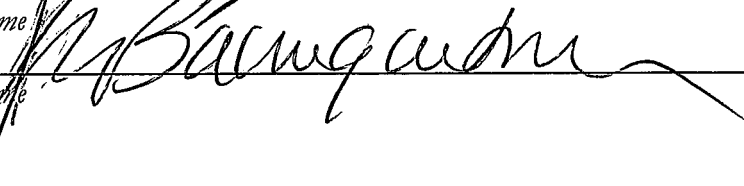
Describe the review process used to select this book.

The book was reviewed by the two instructors of the course, and the reasons for its selection was articulated to the Science Department Chair.

List reasons for selecting this book.

The proposed text is written in a way that makes it more accessible than the current text to the broad variety of students who typically take APES. As it is written expressly for use in an AP Environmental Science course, it has a broad selection of practice questions and other resources that can improve student learning in those classes. Each text will come with a 6-Use eBook Access card which will allow students for six years to access and use the text through iPads, laptops and other electronic devices. This will give us the chance to pilot routine use of the eBook format and will be an important step as we move toward exclusive use of eTextbooks over the next few years.

Reviewed and submitted by (two signatures required):

	6/7/12
Name _____	Date _____
	6/7/12
Name _____	Date _____



Newtown Public Schools Memo

To: Members of the Board of Education
From: Linda Gejda, Assistant Superintendent
Date: May 15, 2012
Re: Preparing for the NHS NEASC accreditation visit: NEASC Standards

In the near future, I will be presenting an overview to the Board concerning the NEASC accreditation process. Enclosed, for your review, are the current NEASC standards. These seven standards will be used by a visiting committee to evaluate Newtown High School in 2015.

Thank you.

1

Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

2**Curriculum**

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

3**Instruction**

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Teaching and Learning Standard

4

Assessment of and for Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

5

School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

6

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.



Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

PPT Task Force

Update for the Newtown Board of Education

06/15/2012

The PPT Task Force, composed of school psychologists and special education teachers including Maryann Bisson, Tom Brant, Sherry Earle, Jill Gonski, Jen Hoag, Heather Lucian, Geoff Millenson, Mary Sherlock, Bob Rousseau, Emily Titrud, Karla Vazquez. The first meeting of the Task Force was held on October 27, 2011

At this meeting, the Task Force

- was charged by Dr. Robinson to conduct an objective inquiry into concerns expressed by Newtown parents about the PPT process
- reviewed the findings of the CT Special Education Parent Survey of 2010-2011
- reviewed the Creative Problem Solving Process to assist in the collaborative process.
- decided to use the Critical Incident Technique (CIT) form to solicit staff feedback on the PPT process
- decided to use an exit survey to collect input from parents and students

To collect information, the Task Force

- designed and distributed a **Student Survey** for high school students and transitioning eighth grade students (see attached)

- designed and distributed a **Parent Survey** (see attached)

- After the first month of distribution, the Task Force decided that an increased number of responses was needed to increase accuracy of results and took the following actions in addition to distributing surveys at PPTs
 - o provided blank Parent Surveys in every school office
 - o provided an addressed envelope with each Parent Survey
 - o decided to send a survey to all parents who had PPTs earlier this year.
 - o reinforced the anonymous nature of the questionnaires – encouraged parents to delete any identifying information and to send without a return address

- designed and distributed anonymous **Staff Critical Incident (CIT) forms** to certified staff at faculty meetings in each building (see attached)

To analyze information, the Task Force

- reviewed, recorded, sorted and coded all staff comments collected with the CIT form
- recorded and reviewed comments and scores from Parent Surveys
- recorded and reviewed comments and scores from Student Surveys

FINDINGS

Findings from the **Staff** Critical Incident (CIT) forms

(see attached – Appendix C)

Categories identified by staff as:

Effective (keep or increase)

Planning with family before PPT
Organizational structure that guides PPT
Clear reports
Data based decision-making
Planning with staff before the PPT
Parent involvement in PPT
PPT attendance/collaboration
Global Organization
Staff put parents at ease

Categories identified by staff as:

Ineffective (areas for improvement)

How the meeting was run
Lack of punctuality
Use of educational jargon
Parent not attending
Composition of the team
Lack of pre-planning/conferencing

Findings from the **Student** Surveys

(see attached – Appendix B)

The results from Student Surveys were generally positive.

More than 90% of student respondents said that

- This was an important meeting
- I understood why we had my meeting.
- I was able to say what I wanted to in my meeting
- I understand the plan we made at my meeting

Additionally, over 80% said, “I felt comfortable at my meeting” and approximately 70% reported that they “knew all the people at my meeting.”

Findings from the **Parent** Surveys

(see attached - Appendix A)

Results from Parent Surveys were generally positive. Parents selected “slightly agree” to “strongly agree” more than 90% on all survey questions including “I knew the purpose of today’s meeting; I felt there was adequate time allotted for this meeting; I felt that my concerns were heard in this meeting; I felt I was part of the team; I felt my child’s teacher, the special education teacher, school psychologist and the team administrator were each an integral part of the team; I felt that staff reports ...were clearly explained.”

The most negative responses were to the following:

- “I think that the school team proposed services that will meet my child’s needs.”
 - approximately 2% disagreed
- “I understand the services that will be provided.”
 - Approximately 2% disagreed
- “I understand how the services will be delivered”
 - Approximately 4% disagreed

ACTIONS

To assist staff in making positive changes, the Task Force divided into three work groups to work on a Pre-PPT checklist, a PPT Checklist and Parent Support Structures.

Work Group 1

Pre-PPT checklist:

- Reminder phone call to parents before PPT
- Invite appropriate agencies
- Prompt return of requested information from general education staff to the case manager
- Double check that the right people are invited – staff, divorced parents
- Schedule coverage for teachers that arrives promptly
- General and special education teachers both prepared to speak about assessments, reports and other collected data
- Reports to staff and parents two days before PPT particularly for possible changes in the program, possible changes in identification, or possible exit from services
- Draft of IEP goals and objectives prior to PPT
- Tentative PPT agendas for complicated PPT
- Have forms drafted, formatted, and ready before the PPT

Work Group 2

PPT checklist:

- Arrive on time
- Come prepared with data, reports, and work samples
- Link goals and objectives to reported data
- Summarize the services and explain what the services would look like each day
- Avoid educational jargon
- Prepare for transitions/programs
- Coordinate with agencies
- Present data in context, grade equivalencies/lexiles
- Nametags for team members

Work Group 3

Parent Support Structures:

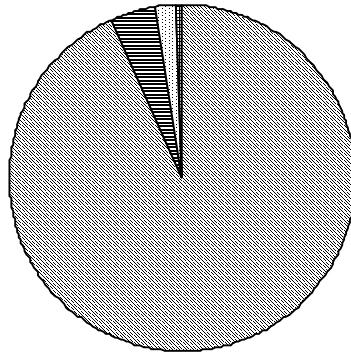
- Develop and maintain the district special education website
- Developed web pages for schools without special education page for easy access to school and general resources
- Provide sources of information that could be helpful for parents in the PPT process, i.e., information from the State Department of Education, Parent Advocacy groups and other districts (How to be thorough without being overwhelming?)
- Provide materials to help parents support their child
- Who to contact with questions or concerns

RECOMMENDATIONS

- Continue meetings of Task Force work groups to improve PPT process
- expand work of the Task Force to include 504 meetings
- provide more extensive training to general education teachers regarding their PPT responsibilities and participation

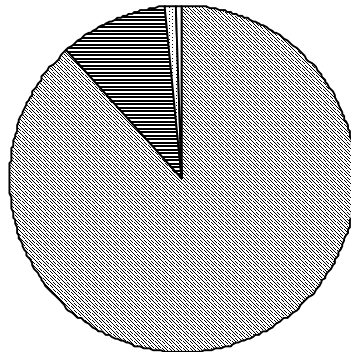
PARENT SURVEY RESULTS – Appendix A

I knew the purpose of today's meeting.



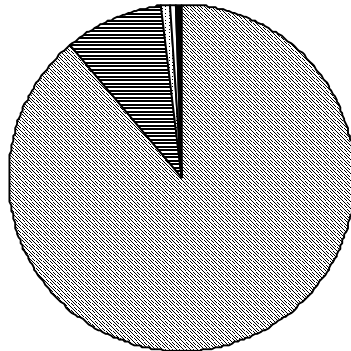
- Strongly Agree 93%
- Moderately Agree 4%
- Slightly Agree 2%
- Moderately Disagree 0.5%

I felt there was adequate time allotted for this meeting.



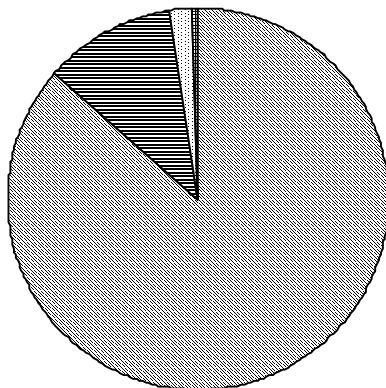
- Strongly Agree 87%
- Moderately Agree 10%
- Slightly Agree 1.1%
- Slightly Disagree 0.5%

I felt that my concerns were heard in this meeting.



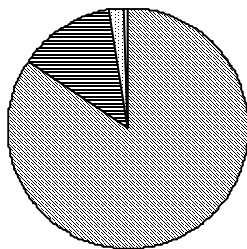
- Strongly Agree 87%
- Moderately Agree 9%
- Slightly Agree 1%
- Slightly Disagree 0.5%
- Strongly Disagree 0.5%

I felt I was a part of the team.



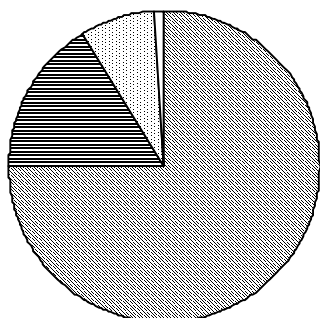
- Strongly Agree 85%
- Moderately Agree 11%
- Slightly Agree 2%
- Moderately Disagree 0.5%

I felt my child's teacher, the special education teacher, school psychologist (or the specialists) and the team administrator were each an integral part of the team.



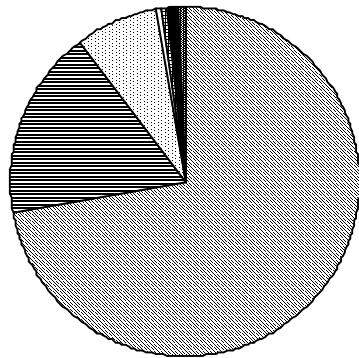
- Strongly Agree 84%
- Moderately Agree 13%
- Slightly Agree 2%
- Slightly Disagree 0.5%

I felt the staff reports (evaluations and teacher reports) were clearly explained.



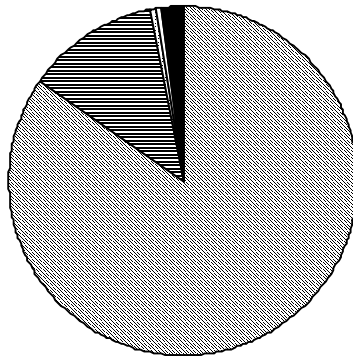
- Strongly Agree 75%
- Moderately Agree 16%
- Slightly Agree 8%
- Slightly Disagree 1%

I think that the school team proposed services that will meet my child's needs.



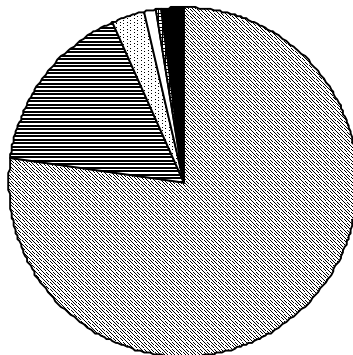
- Strongly Agree 75%
- Moderately Agree 18%
- Slightly Agree 8%
- Slightly Disagree 0.6%
- Moderately Disagree 0.6%
- Strongly Disagree 1%
- Don't Know 0.6%

I understand the services that will be provided.



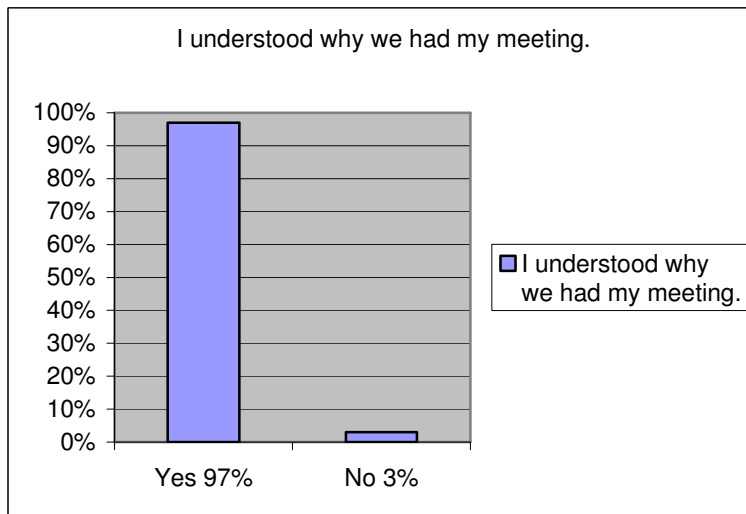
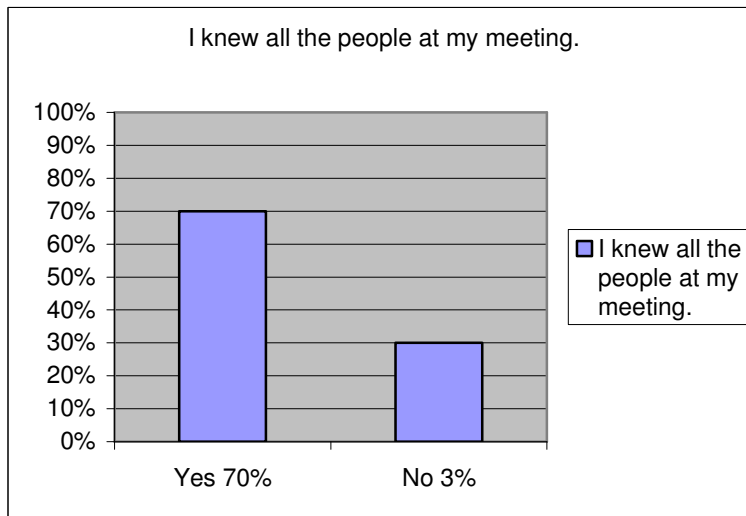
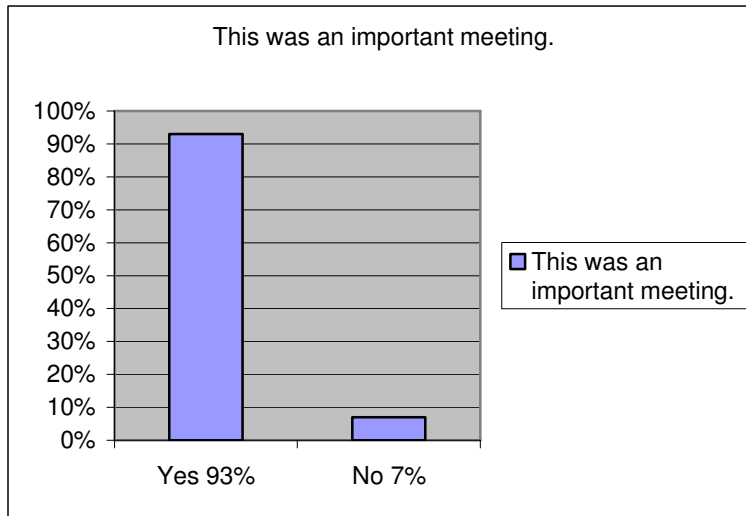
- Strongly Agree 85%
- Moderately Agree 12%
- Slightly Agree 0.6%
- Slightly Disagree 0.6%
- Strongly Disagree 2%

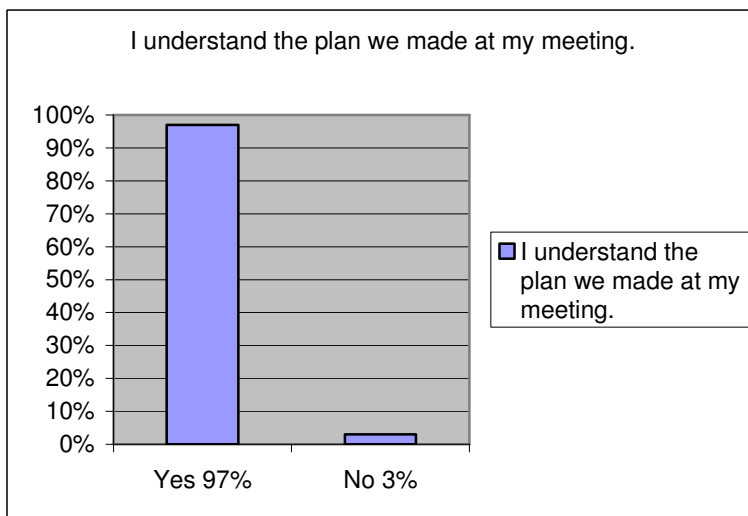
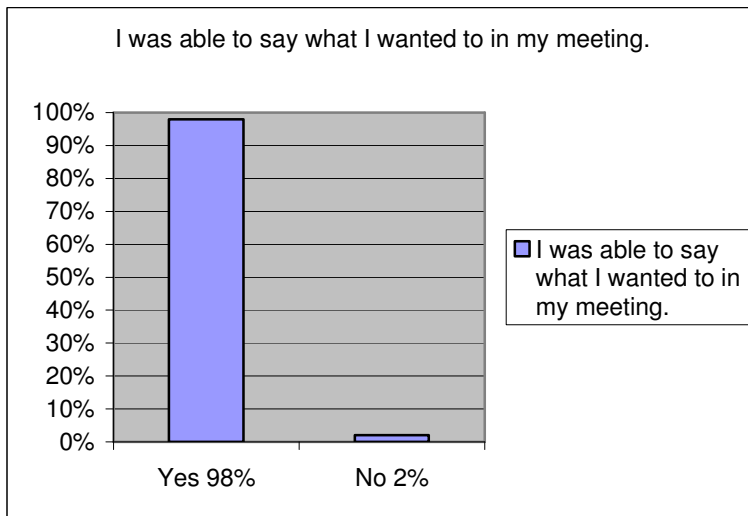
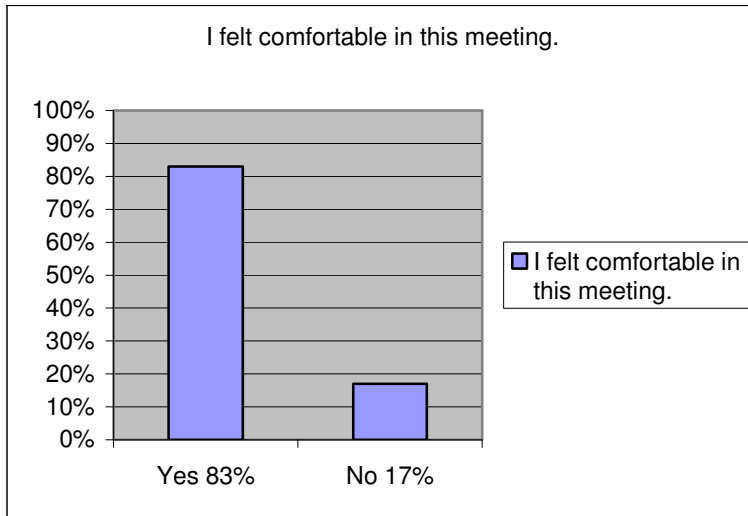
I understand how the services will be delivered.



- Strongly Agree 77%
- Moderately Agree 16%
- Slightly Agree 3%
- Slightly Disagree 1%
- Moderately Disagree 0.6%
- Strongly Disagree 2%

STUDENT SURVEY RESULTS – Appendix B





STAFF Critical Incident Results

Ineffective

How the Meeting Was Run

- Teachers that provide special services went over very long reports that could have been given to the parents ahead of time for their review. This kept the classroom teachers away from students for nearly 2 hours.
- Inadequate classroom coverage. Coming to PPT late. I would like to have a format (or form) to follow, as a new teacher, that would help me focus on the important issues and information that would be helpful when asked to give my report from the classroom.
- PPT's running late or parents not given enough notice (left a message on the answering machine).
- When a PPT meeting is not facilitated in a clear, concise way, meetings can go on for more than an hour in length. This is an excessive waste of time. People need to be heard, but there should be a limit on the amount of time a meeting can be held. Another meeting should be scheduled beyond the time limit.
- SCHEDULING, SCHEDULING, SCHEDULING- No one asks teachers what time is most effective for them (prep or classroom). Some teachers like to go during class time; I am not one of them. To leave the class, you must write plans for the periods you will be gone AND prepare for the meeting. The teacher has 24 students to worry about, work to prepare, and never gets asked about the meeting times. I realize we can't confer with everyone, but I have had meetings during my class time the day before the mid term or end of year exams, so my students did not get to speak with me before the test. That isn't fair. Today I had two meetings scheduled on an early dismissal day. The first meeting was an hour. I missed 2 periods for the first meeting, luckily my partner took the second meeting or I would have missed 2 more periods with my students.
- PPT's that do not start on time. I attended one where an administrator was close to 20 minutes late and it led to the school psychologist being verbally abused. Had it started on time it may have gone better.
- What's ineffective is when people arrive late and don't have the materials they need. It makes us look inept as a team and we lose the parents' confidence.
- Our school psychologist does not always have the knowledge/experience to suggest interventions or strategies for helping students. He is not the most effective communicator and not a strong leader in meetings. Our principal ends up taking over the meetings because of this. It's his job to run the meetings.
- I can think of a few instances when the school psychologist has not been an effective facilitator or communicator during a PPT. The principal has had to take over to help the process along.
- Punctuality of members has been an issue.
- Team members arriving on time for the meeting.
- Do not throw around special ed/education jargon/acronyms. Do not talk about what occurs in your personal life/family experiences. Don't have PPT's without students
- Sometimes having too many people involved can make the whole process ineffective. It can at times take too long to pass along follow ups to the PPT's. By the time everyone is clued in to the situation, it can seem like the solution/plan was too late in coming and not so relevant.
- General discussions with out addressing "the elephant in the living room" which is usually the most critical to student's success! Any well thought out plan can be sabotaged when critical issues are not discussed!

- The amount of inaccurate information given to parents about services being given that are not actually taking place is appalling (OT, speech, writing pull-out services, etc.) It is unprofessional and illegal. It puts the classroom teacher in a very uncomfortable spot.
- Goals created at the end of the year, many times, do not align with the next grade's curriculum. This is especially challenging when all of the services being provided are in the regular education classroom. It would be helpful to have the goals better aligned with the curriculum if the child truly belongs in the regular education classroom
- I have participated in quite a few PPT's as a teacher and administration and can honestly say the biggest issue I've seen is the educational jargon we use that can be/offering is very intimidating and confusing to parents. We need to make more of an effort to explain these terms in laymen's language—perhaps even a glossary of terms sent to parents prior to the PPT would be helpful.
- Being asked to attend a PPT if I have not had a student for long, or if they are homebound and I have never met them. This is difficult for me as a teacher, because I do not have enough information to speak on their behalf and feel I am not contributing enough.
- What I find ineffective are the plans that are contrived before and during the meeting. As teachers we know what the children need as far as I am concerned, most of the time, they don't get it. For example, we have numbers of students with speech difficulties... They get no help with it. We have children who are dysgraphic... this is not considered a disability. Other students are spelling on a second or third grade level and it is not addressed. These kids are identified, but their specific weakness is not dealt with. We offer "what we have" and squeeze the foot into the shoe even when it doesn't fit. There is a need for explicit instruction and for specialized RTI programs that do not exist in our district. I often walk out disgusted because I know the parent is so hopeful that something will change for their child, and it rarely does. I find the yearly goals in the IEP's to be insultingly low, and they are sold to unknowing parents as adequate progress. Overall I am very unhappy with the services provided.
- With all the changes, the state has made it harder for a child to qualify for services or support. When parents and staff members know the child needs help but we can't offer it; that is ineffective.
- Having the teacher provide more while the student does less. The students need to be told that they have to work harder, on shortened assignments, to achieve their goals.
- The student was a senior and was being exited from Special Ed. After we all reported his successes with 15 minutes to spare, the student was asked to PLAY HIS GUITAR for us for 15 minutes. (yes, really)
- Having the same teacher for same student. Only 1 teacher "requested". Glossing over/no attention to teacher concerns about student's class-level assignment.
- I attended a PPT which was scheduled around a phone conference between the father - was too busy to come in for a meeting. 5 minutes into the conference, the dad had to take another phone call. He never came back to the phone. What a waste of time!
- Data collection. Having formal (DRP, AIMSweb, CMT scores, etc.) and informal data to drive instruction and make decisions about implementing/accommodating for individual students.
- No supporting data. My presence wasn't really required because academic concerns were not in my subject area. ("Come just in case.")
- Having many people attending the PPT's can be very intimidating to parents. Also, staff that come with their laptops/iPads and type through the entire meeting can be very "off putting".
- Communication is not always effective. Sometimes educators use jargon that the parents don't understand and they don't feel comfortable asking what our comments really mean. I try to rephrase to clarify for them.

- Occasionally some of the language used can be confusing for parents. I.E. speech or reading terminology, I think parents may feel intimidated about asking what certain words mean etc. Perhaps we can speak in “layman’s” terms. I do this during parent conferences to ensure clarity.
- Not allowing parents sufficient time to express their concerns/needs. People not being prepared. Parents not being made aware of issues before the PPT.
- Due to unexpected school closing, reports were not shared with parents prior to PPT. This doubled the length of time for the meeting.
- I have not attended a PPT over the past 12 months that I viewed as ineffective. I have been impressed with the professional yet relaxed manner in which the meetings have been conducted.
- Sometimes the person who is sharing information/data should provide a brief summary. Sometimes it’s difficult to sit there for a long period of time and stay focused and attentive. If it’s going to be a long PPT, a 10 minute break may be beneficial for all attending.
- I remember a time that a PPT was held and the parent present became very emotional. Unfortunately not much attention was given to the matter. I believe that the parent most likely left feeling very upset and unwelcomed. Probably felt very alone and confused too.
- One professional reported on 6 different evaluations that she had performed on the student. Her discussion was way too lengthy. We tuned her out and I am sure the parents did as well. There was no way they took any information out of the meeting from that professional.
- Discussion of service time that was changed during the meeting. It was a discussion that should have taken place prior to the PPT so that time recommendations could be given at the PPT. Also, one person determining decisions after the team had convened & came up with recommendations changing the course of the PPT. Also, being singled out by parents and not receiving the support of administration. This gives the impression that the administration is on the side of the parent and not in support of their staff. This then puts staff at a disadvantage to being heard by the parent(s).
- I have not seen teachers using an abundance of teacher jargon, or speaking around parents, but I believe that this would be ineffective.
- I haven’t noticed anything ineffective. I have only had 1 PPT in the past 12 months. It was to approve testing of the student. It lasted 15 minutes.
- Entering into a PPT with a plan that was developed at a pre-PPT meeting and an administrator alters/changes the plan to the detriment of the student. Interrupting a parent (by an administrator) when the parent wanted to share information about their child’s progress and the administrator wants to move the PPT process along.
- We need to always watch the language we use - laymen’s terms, speak so parents always understand. Tests- what they’re for. Watch acronyms, abbreviations- be aware of what & how you are saying the information shared.

Punctuality

- At times all involved personnel have not been present because they ever received an invitation to attend. Trying to piece together information in front of parents, re: related services (math, LA, Special Ed, etc) without the benefit of the special area teacher/supervisor.
- Administrator was late so certain info was not heard or needed to be repeated. Over emphasis on AIMSweb data as the end-all-be-all for whether a student is having academic difficulties.
- Inadequate classroom coverage. Coming to PPT late. I would like to have a format (or form) to follow, as a new teacher, that would help me focus on the important issues and information that would be helpful when asked to give my report from the classroom.

- PPT's running late or parents not given enough notice (left a message on the answering machine).
- I become concerned that when the scheduling is so tight that we rush the completion of the meeting we send a message to parents that it is just a necessary process that we are going through and are not allowing them to voice all concerns. In many instances this is the only opportunity that parents have to communicate concerns, needs, and hopes for their child.
- Punctuality of members has been an issue.
- What's ineffective is when people arrive late and don't have the materials they need. It makes us look inept as a team and we lose the parents' confidence.
- Staff was late (forgot about the PPT) and parents were perturbed which set a bad tone. --- Parents had not received a copy of OT evaluation results ahead of time.
- SCHEDULING, SCHEDULING, SCHEDULING- No one asks teachers what time is most effective for them (prep or classroom). Some teachers like to go during class time; I am not one of them. To leave the class, you must write plans for the periods you will be gone AND prepare for the meeting. The teacher has 24 students to worry about, work to prepare, and never gets asked about the meeting times. I realize we can't confer with everyone, but I have had meetings during my class time the day before the mid term or end of year exams, so my students did not get to speak with me before the test. That isn't fair. Today I had two meetings scheduled on an early dismissal day. The first meeting was an hour. I missed 2 periods for the first meeting, luckily my partner took the second meeting or I would have missed 2 more periods with my students.

Educational Jargon

- Communication is not always effective. Sometimes educators use jargon that the parents don't understand and they don't feel comfortable asking what our comments really mean. I try to rephrase to clarify for them.
- I have participated in quite a few PPT's as a teacher and administration and can honestly say the biggest issue I've seen is the educational jargon we use that can be/offend is very intimidating and confusing to parents. We need to make more of an effort to explain these terms in laymen's language—perhaps even a glossary of terms sent to parents prior to the PPT would be helpful.
- Sometimes the terms used in the meetings seem that they would be confusing to parents. - Sometimes the meetings seem disorganized. It is not always clear who is going to share, when.
- Do not throw around special ed/education jargon/acronyms. Do not talk about what occurs in your personal life/family experiences. Don't have PPT's without students.
- Occasionally some of the language used can be confusing for parents. I.E. speech or reading terminology, I think parents may feel intimidated about asking what certain words mean etc. Perhaps we can speak in "layman's" terms. I do this during parent conferences to ensure clarity.
- Sometimes the terms used in the meetings seem that they would be confusing to parents. - Sometimes the meetings seem disorganized. It is not always clear who is going to share, when.
- We need to always watch the language we use - laymen's terms, speak so parents always understand. Tests- what they're for. Watch acronyms, abbreviations- be aware of what & how you are saying the information shared.
- I have not seen teachers using an abundance of teacher jargon, or speaking around parents, but I believe that this would be ineffective.

- Communication is not always effective. Sometimes educators use jargon that the parents don't understand and they don't feel comfortable asking what our comments really mean. I try to rephrase to clarify for them.
- Occasionally some of the language used can be confusing for parents. I.E. speech or reading terminology, I think parents may feel intimidated about asking what certain words mean etc. Perhaps we can speak in "layman's" terms. I do this during parent conferences to ensure clarity.

No Parents

- When the parents don't show up.
- I attended a PPT where the parents had their attorney present. The attorney proceeded/attempted to change the direction of the meeting by letting the parents ask questions that were not part of the plan. The meeting went on for an extended period and no consensus was reached. This made for a frustrating experience for all parties and did not benefit the child.
- Rude parent advocates and lawyers.. Outside specialists who come in, not knowing the students, and try to plan programs.
- It was very ineffective when parents did not follow through with the suggestions mentioned during a PPT to help the child progress.
- When a parent admitted to doing student work for the student, & nobody addressed the VERY big problem with this!
- I attended a PPT which was scheduled around a phone conference between the father - was too busy to come in for a meeting. 5 minutes into the conference, the dad had to take another phone call. He never came back to the phone. What a waste of time!

Organization

- I feel that having only 1 academic teacher present (for entire PPT) is insufficient. Once the academic teachers have stated their input, then perhaps only 1 could stay.
- Walking into a meeting not knowing what the plan was for that particular student. It's easier to present a united front if we all know what's expected
- Being asked to attend a PPT if I have not had a student for long, or if they are homebound and I have never met them. This is difficult for me as a teacher, because I do not have enough information to speak on their behalf and feel I am not contributing enough.
- At the PPT I attended it seemed that no one on the committee had any connection to the child. The parents realized this and it made them less likely to trust the group and the system.
- Computer was slow so it was difficult to look up prior PPT meetings. It made the school look disorganized. Took up a lot of valuable time.
- I recall one PPT that I went to where it seemed as if no one on the school side agreed. It was awkward and there was tension in the room.
- Unprepared Special Ed Teacher. Parent that is NOT aware
- The only thing that comes to mind is something that I've heard parents in more than one PPT say: "My child functions very well in this environment but it does not translate to the outside world." I don't know if this is the kind of thing you're looking for but it struck me as something we all might strive to improve.
- Sometimes, the PPT has a regular ed teacher who does not necessarily have anything to contribute. (if the issue pertains to math, and an English teacher is present). Similarly, a guidance counselor who does not know the child has been there, which is not particularly effective.
- Not allowing parents sufficient time to express their concerns/needs. People not being prepared. Parents not being made aware of issues before the PPT.

- Due to unexpected school closing, reports were not shared with parents prior to PPT. This doubled the length of time for the meeting.
- One professional reported on 6 different evaluations that she had performed on the student. Her discussion was way too lengthy. We tuned her out and I am sure the parents did as well. There was no way they took any information out of the meeting from that professional.
- Discussion of service time that was changed during the meeting. It was a discussion that should have taken place prior to the PPT so that time recommendations could be given at the PPT. Also, one person determining decisions after the team had convened & came up with recommendations changing the course of the PPT. Also, being singled out by parents and not receiving the support of administration. This gives the impression that the administration is on the side of the parent and not in support of their staff. This then puts staff at a disadvantage to being heard by the parent(s).
- Entering into a PPT with a plan that was developed at a pre-PPT meeting and an administrator alters/changes the plan to the detriment of the student. Interrupting a parent (by an administrator) when the parent wanted to share information about their child's progress and the administrator wants to move the PPT process along.

Composition of Team

- I attended a PPT where the parents had their attorney present. The attorney proceeded/attempted to change the direction of the meeting by letting the parents ask questions that were not part of the plan. The meeting went on for an extended period and no consensus was reached. This made for a frustrating experience for all parties and did not benefit the child.
- When parents come with a "strong agenda" and adversarial attitude.
- Rude parent advocates and lawyers.. Outside specialists who come in, not knowing the students, and try to plan programs.
- When ***** & ***** attend a PPT it is demoralizing and hostile. They monopolize the meeting, speak disrespectfully, and ask for outlandish services/items for the student.
- Having outside advocates who do not know what we are doing in the class/school.
- tape recorders -when 1 of the group listens in on the phone. Both incidents were awkward. I felt very nervous when speaking.
- I think when advocates or lawyers are present, this becomes very adversarial. It is not effective to try to continue to hold the PPT if people are disrespectful to one another. (Reschedule)
- Also, when staff members are not respectful of other staff or supportive, this is very embarrassing. This leads to distrust and should not be aired in a public PPT.
- A PPT is also not a place to boost an individual's ego by getting on a soap box and trying to impress people.
- Last year because a parent disliked the director, the PPT meeting was contentious and uncomfortable for all. Her child definitely suffered because of her approach and behaviors.
- Meetings with multiple parent advocates make things confusing. Sometimes staff/parents arrive late.
- I can't think of any at the moment. Some of the information discussed doesn't pertain to the classroom teacher and we don't add much value but we are usually dismissed when the bell rings. Although in one occasion I had to sit through a 3-hr PPT when I don't think I added any value to it (past my original comments.)
- Having crazy lawyers there creates tension for all. Having CO staff there – leave it up to us in-house people.

No Pre-conferences

- Sometimes the terms used in the meetings seem that they would be confusing to parents. - Sometimes the meetings seem disorganized. It is not always clear who is going to share, when.
- It is ineffective when issues are presented last minute by staff or parents resulting in conflict. All involved in the PPT process should present concerns well ahead of meeting times. The team approach should help with this.
- Everyone being on a different page, working on different agendas, and egos involved rather than what's best for the child.
- At times all involved personnel have not been present because they ever received an invitation to attend. Trying to piece together information in front of parents, re: related services (math, LA, Special Ed, etc) without the benefit of the special area teacher/supervisor.
- In contrast, I think it is ineffective when surprises of information that has not been communicated is brought up at the PPT. sometimes; there is not adequate communication between the teachers and parent. Also, sometimes the PPT may discuss information that is not relevant to the IEP. For example, parents often want to discuss Accelerated Reader, which could be handled outside of a PPT meeting.
- I feel that transition meetings between schools are ineffective. Programs and how data for goals are collected are different at each school.
- I believe it is ineffective not to include E.A.'s in the process. They support the student throughout the day. Many have more contact with the student than anyone else. It is absurd that the E.A. is not included in the process.
- Sometimes at PPT's the staff who are invited don't come prepared or come to the meeting late. This makes the team look unprepared and unorganized. The parents need to see that the team is on task and at their best to help the child.
- What's ineffective is when people arrive late and don't have the materials they need. It makes us look inept as a team and we lose the parents' confidence.
- Staff was late (forgot about the PPT) and parents were perturbed which set a bad tone. --- Parents had not received a copy of OT evaluation results ahead of time.

- Not allowing parents sufficient time to express their concerns/needs. People not being prepared. Parents not being made aware of issues before the PPT.
- Due to unexpected school closing, reports were not shared with parents prior to PPT. This doubled the length of time for the meeting.
- Discussion of service time that was changed during the meeting. It was a discussion that should have taken place prior to the PPT so that time recommendations could be given at the PPT. Also, one person determining decisions after the team had convened & came up with recommendations changing the course of the PPT. Also, being singled out by parents and not receiving the support of administration. This gives the impression that the administration is on the side of the parent and not in support of their staff. This then puts staff at a disadvantage to being heard by the parent(s).

Effective

Planning with family prior to PPT

- I think meeting with the family ahead of the PPT creates a better working environment during the PPT. The family already knows what we will present, they can ask for other things, but there are no surprises. Sandy Hook does a great job with this!
- I think having team meetings with parents prior to the PPT meeting is an effective practice. It gives parents a chance to review assessment and test results, ask questions and have a say in setting goals. When the PPT meeting arrives, everyone is well informed and prepared.
- I find it most effective to meet with a parent before the PPT to go through eval., proposed goals, etc., so there are no surprises & the parent is able to digest what is said & come to the PPT informed with appropriate questions. (Either meet in person or a phone call.)
- Prior discussions/meetings with parents about thoughts or plans being proposed at the upcoming PPT. Parents felt more in the “team” and when the agenda of the PPT was in motion, there was less confusion & feelings of anxiety about all of this new information being put in front of them to make an immediate decision.
- I think preparing staff ahead of time is effective. This way there are no loose cannons who spout off things that you are not prepared for. I also think reviewing any test data with the family, ahead of time, is helpful. I also think using regular language and getting the parents to feel comfortable to ask questions is important. (No verbiage to try to impress).
- Reviewing evaluations with parents prior to PPT, particularly when there are several to go over.
- It has been particularly effective when pre-PPT meetings are held for more intense cases. This allows for every member of the team to be on the same page. It is also helpful if the Special Ed teacher and related service providers review any testing with the parents prior to the PPT. this allows time for parents to digest the information and come to the PPT with any questions they have. The PPT will be run more smoothly and quickly.
- I have found it very effective to have Pre-PPT meetings before more difficult PPTs. If this is not necessary, I have found communicating with the parents and other members of the school team to be very effective. Meetings flow more smoothly when there is a good communication and we are all on the same page.
- The team meetings before a PPT have been particularly effective because we can brainstorm/share our ideas to come up with an action plan/recommendation to present to the parents.
- I think planning ahead of time is the most affective way to prepare for a PPT. speaking with other people in advance ensures that everyone brings the necessary materials and is on the same page. In the same vein, I think preparing the parents by reviewing reports prior to the meeting helps them feel included and reduces the likelihood of them being defensive.
- Had spoken with parent before meeting.
- Had spoken with staff before meeting.
- Overall excellent facilitation of meeting.
- The decision to outplace a particular student recently was very well done. All came to PPT with their “homework” completed. Parent had been in touch prior with members of the team, so no surprises. This student was exceedingly well served!
- It expedites the process when all parties involved respond to the questionnaires on student progress prior to the meeting. Also, being punctual can save time and maintain continuity.

Organizational structure to guide the meeting

- Our administrator is masterful at facilitating PPT's.
- When a school psychologist or administrator coordinates and time keeps the meeting it makes the meeting run smooth & more effectively. The special teacher must focus on presenting the goals & progress along with support staff SLP, OT's and when another person runs the meeting (such as admins. or school psych) the process flow much better.
- Norms were set at the beginning of meetings stating the purpose (focus) of the meetings upfront, and introductions are made. Data is at hand and reflective listening and targeted feedback and action steps are offered.
- When there is a clear agenda, and a good facilitator of the meeting that keeps the focus of the group, and keeps the meeting moving along.
- School Psychologist kept the meetings moving at a reasonable pace and brought the group back when the conversation went off-task.
- All personnel required for decision making are present. Relevant data is available from classroom teachers, -special ed, etc. Discussions were focused on the topic and ended in a reasonable amount of time. PPT's begin on time.
- Having the entire team present with the parents. Rereading minutes after decisions are made.
- Sending copies of the PPT to the teacher. Making sure all teachers involved with this student have a copy of their IEP or 504(reading, math, etc.)
- The ability of the PPT facilitator to maintain the focus of the team kept the meeting within the given time frame. The outcome of the PPT was appropriate for the student (it was out of district placement).
- Teachers were prepared with data for individual goals and objective. Ample time was allotted for aren't to discuss his concerns. Team member shared their individual opinions.
- Time management, school psychologist kept the meeting moving. Staff came prepared with data, data, data. The staff had talked ahead so we were all on the same page and had been filled in on test results.
- I find very effective to mention everyone's name and position prior to the meetings so everyone knows the role of everyone in the meeting.
- Having the big-screen TV so everyone knows exactly what is being included/recorded.
- Moving the conversation along – student progress report from each class.

Clear Reports

- Data collection. Having formal (DRP, AIMSweb, CMT scores, etc.) and informal data to drive instruction and make decisions about implementing/accommodating for individual students.
- Last year, case managers began to upload evaluations, reports, PPT data, etc. into the IEP database. This was extremely effective because these materials became more readily available.

Staff put Parents at ease

- At many of our PPT's, the principal is very effective in helping parents understand the SRBI process and also “next steps.” We discussed what child needed and put that plan in action. It helped to make the parents less anxious about their child's needs.
- Our team has a child study team meeting before the PPT where all information on a child is studied and there is a lot of brainstorming. Then during the PPT we are prepared to offer suggestions and ideas that we have mulled over! Also, our principal is a master at making parents comfortable, showing our respect for them and their child, being honest with the parents in a caring way, and presenting ideas. We all take our lead from her.
- At the PPTs that I attended Heather has always had all data sheets available for parents. It is good to let the parents know that there are no secrets or hidden information.

Theme: Data Based

- At the PPTs that I attended Heather has always had all data sheets available for parents. It is good to let the parents know that there are no secrets or hidden information.
- Norms were set at the beginning of meetings stating the purpose (focus) of the meetings upfront, and introductions are made. Data is at hand and reflective listening and targeted feedback and action steps are offered.
- Data collection. Having formal (DRP, AIMSweb, CMT scores, etc.) and informal data to drive instruction and make decisions about implementing/accommodating for individual students.
- It was very effective when appropriate data was provided to support a particular student's progress, as well as teacher observations. Both were necessary in order to plan strategies to ensure even more success for the student.
- All personnel required for decision making are present. Relevant data is available from classroom teachers, -special ed, etc. Discussions were focused on the topic and ended in a reasonable amount of time. PPT's begin on time.
- Actually having parents present at PPT. Talking about long term goals with students.
- Being realistic with goals and knowing when to dismiss students from Special Ed.
- Organization of testing and assessment.
- Everyone was on time & prepared – general ed teacher, special ed teacher, & guidance counselor all had necessary info. Gen. Ed. – student grade & performance in that class.
- Guidance – grade history, total credits, progress toward graduation, CAPT/grad standards, attendance. Spec. Ed. - overall class performance, progress on goals, data relating to goals, behavior, modification & accommodations.
- Parent involvement in process. Parents shared thoughts and helpful information that otherwise may not have been communicated. Classroom teacher and special service teachers (OT, PT) gave update on student progress.
- Staff makes parents feel comfortable we all feel like we are working together toward a common goal. When parents and staff can come together, talk knowledgeably about the student, and work together to have the child's best interest in mind, that is effective.
- I think having team meetings with parents prior to the PPT meeting is an effective practice. It gives parents a chance to review assessment and test results, ask questions and have a say in setting goals. When the PPT meeting arrives, everyone is well informed and prepared.
- I find it most effective to meet with a parent before the PPT to go through eval., proposed goals, etc., so there are no surprises & the parent is able to digest what is said & come to the PPT informed with appropriate questions. (Either meet in person or a phone call.)
- Evaluator outside of school was made to feel welcome, and her insights were used to plan. Staff discussed regular education interventions and the need for further interventions. Parents input was asked for and used. The reason for the new evaluation was talked about clearly.
- Actually having parents present at PPT. Talking about long term goals with students.
- Being realistic with goals and knowing when to dismiss students from Special Ed.
- Phone conference capabilities.

Planning: Pre-PPT's

- Our team has a child study team meeting before the PPT where all information on a child is studied and there is a lot of brainstorming. Then during the PPT we are prepared to offer suggestions and ideas that we have mulled over! Also, our principal is a master at making parents comfortable, showing our respect for them and their child, being honest with the parents in a caring way, and presenting ideas. We all take our lead from her.

- At one pre-PPT, Mike Ryan role-played with the PPT team to prepare us for possible scenarios that a child advocate/lawyer might present at the PPT. It helped team members/service providers focus on specific support/testing/diagnosis/terms we used that hone in on the students' interviews and how we decided these best served the student.
- TEAM meetings prior are an excellent way to communicate info in a timely manner.
- I think having team meetings with parents prior to the PPT meeting is an effective practice. It gives parents a chance to review assessment and test results, ask questions and have a say in setting goals. When the PPT meeting arrives, everyone is well informed and prepared.
- I find it most effective to meet with a parent before the PPT to go through eval., proposed goals, etc., so there are no surprises & the parent is able to digest what is said & come to the PPT informed with appropriate questions. (Either meet in person or a phone call.)
- Prior discussions/meetings with parents about thoughts or plans being proposed at the upcoming PPT. Parents felt more in the "team" and when the agenda of the PPT was in motion, there was less confusion & feelings of anxiety about all of this new information being put in front of them to make an immediate decision.
- I think preparing staff ahead of time is effective. This way there are no loose cannons who spout off things that you are not prepared for. I also think reviewing any test data with the family, ahead of time, is helpful. I also think using regular language and getting the parents to feel comfortable to ask questions is important. (No verbiage to try to impress).
- It has been particularly effective when pre-PPT meetings are held for more intense cases. This allows for every member of the team to be on the same page. It is also helpful if the Special Ed teacher and related service providers review any testing with the parents prior to the PPT. this allows time for parents to digest the information and come to the PPT with any questions they have. The PPT will be run more smoothly and quickly.
- I have found it very effective to have Pre-PPT meetings before more difficult PPTs. If this is not necessary, I have found communicating with the parents and other members of the school team to be very effective. Meetings flow more smoothly when there is a good communication and we are all on the same page.
- When the team comes to a meeting having collaborated with each other. Each member is aware of what's going on and the plan in place to best help the child.
- The team meetings before a PPT have been particularly effective because we can brainstorm/share our ideas to come up with an action plan/recommendation to present to the parents.
- I think planning ahead of time is the most affective way to prepare for a PPT. speaking with other people in advance ensures that everyone brings the necessary materials and is on the same page. In the same vein, I think preparing the parents by reviewing reports prior to the meeting helps them feel included and reduces the likelihood of them being defensive.
- I think meeting with the family ahead of the PPT creates a better working environment during the PPT. The family already knows what we will present, they can ask for other things, but there are no surprises. Sandy Hook does a great job with this!
- The ability to gather the information needed to make decisions necessary at the PPTs has been very effective. Having time to discuss, even briefly, prior to the PPT so everyone is on the same page is extremely helpful. The collaboration between both special Ed staff and the Regular Ed staff is very effective. Team members arriving on time for the meeting.
- One of the more effective actions was meeting with the SPED case manager prior to the PPT. This allowed me to understand what the meeting was going to be about and what the goal of the meeting was. The meeting was short but effective for me.

Parent Involvement in process

- Parents were encouraged to ask questions when they needed clarification; reassured that schools sometimes use “jargon” and forget that not everyone is familiar with those terms. Parents then appeared to feel more comfortable and empowered; they viewed themselves as partners in their child’s educational plan.
- Classroom teacher and special service teachers (OT, PT) gave update on student progress.
- I find it most effective to meet with a parent before the PPT to go through eval., proposed goals, etc., so there are no surprises & the parent is able to digest what is said & come to the PPT informed with appropriate questions. (Either meet in person or a phone call.)
- Actively listening to parents concerns, and validating them has always worked well.
- Being prepared with data that supports the recommendations you are making. Having an idea of what the parents are were coming in with as concerns or needs and being able to preplan towards a successful outcome.
- Evaluator outside of school was made to feel welcome, and her insights were used to plan. Staff discussed regular education interventions and the need for further interventions. Parents input was asked for and used. The reason for the new evaluation was talked about clearly.
- Actually having parents present at PPT. Talking about long term goals with students.
- Being realistic with goals and knowing when to dismiss students from Special Ed.

PPT Attendance/Collaboration

- Team Collaboration. Having a clear leader during the meeting.
- It’s good that the teacher speaks first at the PPT. I like how every educator speaks one at a time. We then offer additional advice to the parents at the end. This works well.
- Parents shared thoughts and helpful information that otherwise may not have been communicated. Classroom teacher and special service teachers (OT, PT) gave update on student progress.
- It is nice that everyone shares what they have noticed about each child so everyone can get the “whole picture.”
- When parents and staff can come together, talk knowledgably about the student, and work together to have the child’s best interest in mind, that is effective.
- Having everyone in the child’s day to day learning present.
- A student of mine attended a PPT (called for persistent behavioral issues). Having him part of the process did help, for the short-term. On the spot brainstorming & implementation of additional tier 2/3 services by fully utilizing other school personnel who have pockets of time to work on targeted skills.
- I was asked to join in n the Annual Review of a student that I would be getting the next school year. It was very helpful to me to hear about everything that had happened that year and what was expected for the following year.
- Working together as a team, rather than divided. Also coming up with solutions that are best for the child.
- Input from the E.A. who worked the most closely with the student was heard, albeit via note read by the classroom teacher. This input helped to plan more effectively for student need.
- All personnel required for decision making are present. Relevant data is available from classroom teachers, -special ed, etc. Discussions were focused on the topic and ended in a reasonable amount of time. PPT’s begin on time.
- All of the PPT’s that I have attended have been run well. As a cluster teacher, I share the cluster teacher information and then step back to allow for others to do their job.

- Evaluator outside of school was made to feel welcome, and her insights were used to plan. Staff discussed regular education interventions and the need for further interventions. Parents input was asked for and used. The reason for the new evaluation was talked about clearly.
- The ability to gather the information needed to make decisions necessary at the PPTs has been very effective. Having time to discuss, even briefly, prior to the PPT so everyone is on the same page is extremely helpful. The collaboration between both special Ed staff and the Regular Ed staff is very effective. Team members arriving on time for the meeting.
- Encouraging students to play an active role in THEIR meeting.
- Each participant had time to discuss student's progress. Student's opinion was highly regarded.
- Require students to attend PPT's - with student input is much more effective.
- I find it effective where the student is involved and made accountable.
- Student run PPT as upper classman. Listening and rephrasing before documenting.
- I was in a student led PPT which to me was extremely effective. Students should be encouraged to take control of their personal plans.
- One of the more effective actions was meeting with the SPED case manager prior to the PPT. This allowed me to understand what the meeting was going to be about and what the goal of the meeting was. The meeting was short but effective for me.
- Student feedback/input on their progress, obstacles, and suggestions have been very effective components of any PPT I have attended. Having the case manager guide the meeting but letting the students evaluate his/her needs provides the most incite into what is working & what needs improvement.
- Having the student present and tell us what they need to work on, have modified to be successful in school.
- The special ed teacher who works with the student typically know the student really well and can provide a tremendous amount of feed back, both statistically and anecdotally.
- What has truly impressed me in the PPT process is the involvement of the student; hearing the student discuss their own goals with the team gives them an ownership of the process that you can see on their face.
- Many things, honestly. When parents, outside providers, teachers, and guidance work together with respect and good will. This happens most of the time.
- Having students present. Having student advocate/explain/ask questions.
- Having the student state what's difficult for them. Effective because then we can put strategies in place
- Having counselors have access to schedules there at the meeting. Insisting students be present. Having insightful, invested teachers present. Insuring all reports are in.
- Having the correct teacher (reg. ed.) attend the PPT along with the other members.
- Student already knows where the stand. Student present.
- I believe that getting the student involved in the PPT process has been very beneficial.
- Not all students can participate at all levels but the fact that they are invited. I believe it is positive and provides them a mechanism to have greater involvement in the process.