

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

Minutes of the Board of Education meeting on September 17, 2019 at 7:30 p.m. in the Municipal Office Building, 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (absent)	3 Staff
J. Vouros	7 Public
A. Clure	2 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Mrs. Ku asked to rearrange the agenda to move the distracted bus stop study to before Old Business to which everyone agreed.

Item 2 – Consent Agenda

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes the donation to Newtown High School and the correspondence report.

Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Mrs. Ku reminded everyone that each member should reintroduce themselves to the PTAs and attend the meetings as well as school activities to report back to the Board. The CABA conference is in November and if interested to let Kathy know. The property next to Hawley School is on the market and Mrs. Ku feels it's important that the Board discusses this so it will be added to the next meeting agenda. The Board of Finance meeting is next week where we will present the CIP.

Mr. Delia questioned why the property next to Hawley School would be on the agenda. Mrs. Ku said we should discuss what our needs are for facilities, enrollment, and how this purchase fits in.

Superintendent's Report: Dr. Rodrigue welcomed Milan Chand and Hannah Jojo as the student representatives. She shared a document from the State regarding school connectedness and improving student health and academic achievement. She visited the Mindfulness Room at Middle Gate School which will help students deal with stress more effectively. She was impressed with the calming effect in the room. Hawley is looking at defining a space for this same use. She thanked Marlene Bucci, Melissa Arsenault, Chelsea Ciccio, and Chris Geissler for implementing this program. The PTAs will be sponsoring events with one next month with Scott Driscoll who will talk about internet safety. She is also looking at a parent forum on vaping which is a serious health concern. We received a warning from the FDA regarding Whitsons service issues in their Bronx division. Although part of the same company, this had no connection to our food service. All cafeteria food is from local vendors and made on premises. The parent company resolved those issues. CABA events in September and the roster of fall coaches were shared with the Board.

Committee Reports:

Mrs. Harriman-Stites said the policy committee was continuing to go through the 9000 series which is the bylaws of the Board.

Mr. Vouros said the Curriculum and Instruction Committee met September 10 and reviewed summer curriculum and instruction, set the curriculum calendar, and discussed the grade 9 Spanish courses.

Student Reports:

Milan Chand reported that the freshmen have transitioned to high school life. The seniors are starting college applications and enjoying their new privileges. School clubs have started to form and this Thursday is open house.

Hannah Jojo reported that fall sports have begun and Unified Sports started recruiting for soccer. The AP Environmental students took a trip to the Pootatuck River to learn about water quality and took samples to analyze.

Mrs. Ku reported that Milan was also a student representative to the State Board of Education.

Financial Report for the Month Ending August 31, 2019:

MOTION: Mrs. Harriman-Sites moved that the Board of Education approve the financial report for the month ending August 31, 2019. Mr. Cruson seconded.

Mr. Bienkowski presented his report.

Motion passes unanimously.

Item 6 – New Business**Distracted Bus Stop Study:**

Dr. Rodrigue stated that Dr. Chaudhary had presented results from the Distracted Bus Stop Study to the Connecticut DOT in July and it was suggested that these results be shared with Boards of Education along with the possibility of extending this study to include other towns. Newtown, Bethel, and Monroe were the pilot districts.

Dr. Chaudhary introduced Sgt. Silver of the Newtown Police and Jim Nissen, one of his colleagues. A presentation was made regarding the pilot program which was conducted in April 2019 in Newtown, Bethel, and Monroe. Corridor enforcement of distracted driving was conducted during school bus drop off and pick up times. Observations were made on the roads and they measured distracted driving behaviors. We plan to increase participation with 10 plus towns across the State. We are hoping that bus drivers during April will keep a tally of any behaviors before, during, and after bus drop offs and pickups.

Mr. Cruson said the bus drivers know the areas with issues so he encouraged them to get the drivers involved.

Dr. Chaudhary said we need to have a lot of cars in the areas. The hope is it will roll out to additional towns and also share the data with the State. An important thing is to get the public aware that this is happening.

Mrs. Harriman-Stites appreciates the work they did on this.

Mr. Clure said it was tremendously important.

Mr. Delia asked if there was any correlation between the posted speed limit and the number of school bus passings.

Dr. Chaudhary did not look at that but did find more distracted driving

Mr. Delia asked if there was a hotline for parents to report passing school buses.
Mr. Cruson said it might be worth letting parents know they can report this.

Sgt. Silver said the biggest thing is to get information from bus drivers.
Dr. Rodrigue said the bus drivers do report on these and it's part of their practice.
Mr. Colangelo reminds them every year.

Sgt. Silver stated that the bus driver comes to their office, gives a statement, and they take it from there.

Dr. Rodrigue feels it's important to remind parents about the law on passing buses.

Mrs. Ku asked the total number of observations in the study.
Mr. Nissen said that between 14,000 and 15,000 were observed.

Item 5 – Old Business

Action on Superintendent's Goals:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the Superintendent's Goals for 2019-2020. Mr. Cruson seconded.

Mrs. Harriman-Stites was glad the policy work was included.

Motion passes unanimously.

Letter Regarding the CIP Policy:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the letter to the Board of Finance regarding the proposed Newtown Capital Improvement Plan Policy.

Mr. Cruson seconded.

Mrs. Ku contacted other board chairs to see if they wanted to have a joint meeting but they wanted us to respond to the Board of Finance first. Next we will send the letter to the Board of Finance and attend their meeting to discuss it. The items addressed in the letter include the creation and approval of the CIP plan, the funding, and the final project management.

Mrs. Harriman-Stites thanked Mrs. Ku for her work on this letter and using the Board's comments including the piece on project management.

Motion passes unanimously.

Action on Policies:

Mrs. Harriman-Stites spoke about Bylaw 9000 Roles of Board Members.

Mrs. Ku said we currently approve resignations and retirements in the consent agenda which according to our legal counsel is an unusual practice as we wouldn't reject someone from resigning. In most districts the Superintendent will provide the Board with a list of staff resigning and retiring without voting on them. She would remove the last line in #7 because acting on terminations is not something Boards of Education do.

Mr. Delia said that certain instances a termination would come to the Board.

Mrs. Ku stated that would be determined by State statute. She was not sure it ever happened in this district.

Mr. Delia suggested adding "when necessary" to that sentence instead of taking it off so we can address it when needed.

Mr. Vouros said he would like to know who was resigning.

Mrs. Harriman-Stites said Mrs. Ku was proposing that we would get a list of those resigning or retiring but it would not be part of the consent agenda so we would not be approving them. Mr. Cruson said if we don't have it in the policy in the future it could disappear completely. Mrs. Harriman-Stites suggested adding reporting these to the Board. Mrs. Ku said that reporting terminations is not something we would put in the minutes. Mr. Cruson stated we would report what was appropriate.

MOTION: Mrs. Harriman-Stites moved to approve Bylaw 9000 Role of Board Members. Mr. Cruson seconded.

Mrs. Ku moved to remove the last sentence in #7 and at end of the sentence that states "the superintendent is responsible for accepting staff resignations and initiating termination proceedings, if necessary" to add "and reporting all resignations and terminations when appropriate to the Board of Education." Mrs. Harriman-Stites seconded.

Mr. Delia was not in support of that change. He liked these in the consent agenda. We should be afforded all information and policies should support us getting that information. Mr. Clure said there is a lot of leeway with "where appropriate" and understands the thought behind it but who makes the decision as to what is and is not appropriate. Mr. Delia wanted to continue this discussion at the next meeting. Absent objection, the Board agreed to rescind the amendment to the motion.

MOTION: Mr. Delia moved to postpone the vote on policy 9000 until the next meeting. Mr. Clure seconded.

Mr. Vouros suggested forwarding comments to Mrs. Harriman-Stites. Mrs. Ku said our legal counsel will also be consulted. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved to rescind Bylaws 9005, 9011 and 9040. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved to approve Bylaws 9012, 2020 and 9020.3. Mr. Cruson seconded. Motion passes unanimously.

Item 6 – New Business (continued)

Budget Calendar:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the 2020-2021 Budget Development Calendar. Mr. Cruson seconded.

Mr. Bienkowski stated that some dates are unknown at this time and many are per the Charter.

Mr. Delia wanted to have more time between when the Board gets the budget and when we starting to talk about it, which is one week.

Mr. Bienkowski said last year's discussion caused us to move the distribution of the budget back seven days so it was modified last year.

Mrs. Harriman-Stites appreciates not getting it the day before Christmas Eve.

Mr. Clure suggested pushing it out earlier and taking a regular meeting out or minimizing the agenda. We could cancel the January 21 meeting or the fourth budget meeting.

Mrs. Harriman-Stites said we could get the budget book on January 3 and have an extra weekend.

Mr. Bienkowski said we couldn't do that because the office is involved with a number of activities at the end of the year making it difficult to print the budgets. We looked at a number of proposals last year and this seemed to work the best. We removed one meeting from the schedule. The regular meetings are light.

Mr. Clure wanted to postpone this to relook at the calendar and get a possible compromise. We can always send questions to the superintendent.

Mr. Delia asked Dr. Rodrigue's thoughts

Dr. Rodrigue said the prior year it was extremely stressful compared to last year and it was most stressful on our staff. We can look at possibly doubling up meetings. Questions can be asked any time during the process.

Mrs. Ku supports this calendar. It worked last year.

Mr. Delia wants to support the administrative team and will support the calendar. He asked if we could make a change later if we wanted to.

Mrs. Ku said that we could revisit and amend the calendar.

Motion passes unanimously.

Minutes of August 27, 2019:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the minutes of August 27, 2019. Mr. Cruson seconded. Vote: 5 ayes, 1 abstained (Mr. Vouros)

Motion passes.

Item 7 – Public Participation

Deborra Zukowski, 4 Cornfield Ridge Road, said her experience with the school district started in 2002. During that time there was someone who embezzled funds and someone who had an inappropriate relationship with a student and others. What people believed happened in the past was that bad actors were allowed to resign as opposed to going through the termination process. We're in a different era now where hopefully bad behaviors would be terminated. She asked the Board to talk about this at the next meeting. It would be a shame if bad behaviors were able to just quietly resign without going through the process of being formally terminated.

MOTION: Mr. Clure moved to adjourn the meeting. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 9:02 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

September 3, 2019

TO: Dr. Rodrigue

FROM: Kimberly Longobucco

Please accept the donation of a Delay of Game Clock with Cart to the Newtown High School Football program from the Football Booster Club at an estimated value of \$5,550.

This donation will be very helpful due to the new National Federation of State High School Association to start the play clock at 40 seconds instead of 25 seconds

Thank you.

A handwritten signature in black ink, appearing to be 'K Longobucco', with a long horizontal flourish extending to the right.

Attach

Correspondence Report
08/27/2019 – 09/16/2019

Date	Name	Subject
09/08/19	Jessica Anderson	FDA's Warning Letter to Whitsons

S. Rodriguez

NEWTOWN HIGH SCHOOL FALL COACHES ROSTER 2019

NAME/STEP	SPORT/COACH RETURNING OR NEW HIRE
KIRSTEN TUZ 3	UNIFIED SOCCER
RYAN EBBERTS 3	ASSISTANT UNIFIED SOCCER
SUSAN BRIDGES 3	CHEERLEADING
CHERYL STENZ 3	DANCE
MARC KENNEY 3	GIRLS SOCCER
LAURA MCLEAN 3	J.V. GIRLS SOCCER
REBECCA KNAPP 3	FRESHMAN GIRLS SOCCER
CHARLEY AMBLO 3	BOYS SOCCER
CHRIS O'HERAN 3	J.V. BOYS SOCCER
JUSTIN STEVENS 3	FRESHMAN BOYS SOCCER
TOM CZAPLINSKI 3	GIRLS VOLLEYBALL
LISA BURBANK 3	J.V. GIRLS VOLLEYBALL
CHRIS PEARSON 3	FRESHMAN GIRLS VOLLEYBALL
REBECCA OSBORNE 3	GIRLS SWIM
LISA IRVING 3	ASST. GIRLS SWIM
MELISSA CARROLL 3	GIRLS DIVE COACH
CHRISTINA CARON 3	GIRLS CROSS COUNTRY
MEGAN CARROLL 3	ASSISTANT GIRLS CROSS COUNTRY
CARL STRAIT 3	BOYS CROSS COUNTRY
JEN MARDEN 3	ASSISTANT CROSS COUNTRY
STEPHANIE KEARNS 3	FIELD HOCKEY
SHANNON PAPROSKI 3	J.V. FIELD HOCKEY
MELISSA COLE 3	FRESHMAN FIELD HOCKEY
BOB PATTISON 3	HEAD VARSITY FOOTBALL
NICK TARRANTINO 3	ASST. FOOTBALL
TYLER TARRANTINO 3	HEAD J.V. FOOTBALL
CARL PATERNOSTER 3	ASST. FOOTBALL
JOE GANTERT 2	HEAD FRESHMAN FOOTBALL
KENNETH KANTOR 3	MIDDLE SCHOOL GIRLS CROSS COUNTRY
ANDREW TAMMARRO 3	MIDDLE SCHOOL BOYS CROSS COUNTRY
LIZ GALLO	ASSISTANT M.S UNIFIED SPORTS
MARK GERACE	WEIGHT TRAINING SUPERVISOR-FALL
CARL STRAIT	ASSOCIATE A.D

VOLUNTEER COACHES

JOHN MARCUCILI	FOOTBALL
KYLE TOBIN	FOOTBALL
TOM PELLICONE	FOOTBALL
DREW TARRANTINO	FOOTBALL
CAITLIN DELOHERY	CHEERLEADING
KAILA HARRINGTON	CHEERLEADING
RUSS DAVEY	FIELD HOCKEY

September 2019

CABE Liaison Newsletter



CABE Liaisons:

Please talk with your Board about these upcoming events at your next meeting.

Professional Development

2019 CABE/CAPSS Convention;

Every Student, Every Story; will be held November 15-16 at the Mystic Marriott Hotel in Groton.

Convention Registration is open for all board members!

To register please visit: <https://bit.ly/2WYeabs>

The Friday morning speaker is Derrick Gay. For more information visit: <https://bit.ly/2jSAfpg>

The Saturday morning speaker is George Couros. For more information please visit: <https://bit.ly/2ksoSVt>

Hotel Reservation Information - Mystic Marriott

Visit <https://bit.ly/2GL9wT0> to make reservations online OR call the hotel's reservation department at 877-901-6632.

Purchase orders are NOT accepted.

CABE Goes Digital

The September CABE Journal will be available both in print and digital formats.

Save the Date

Candidate Workshops

All workshops are 5:30 - 7:30 pm.

September 5, 2019 - C.E.S.

To register please visit: <https://bit.ly/32SQbcO>

September 9, 2019 - Thomaston Central Office

To register please visit: <https://bit.ly/2Yc6Jhq>

September 11, 2019 - EASTCONN

To register please visit: <https://bit.ly/330AhgM>

September 17, 2019 - ACES

To register please visit: <https://bit.ly/2Yqt3z2>

September 25, 2019 - CREC

To register please visit: <https://bit.ly/2Kj1ZMW>

Hot Topic: The Future of Public Education
Wednesday, September 18, 2019 9-11:00 am

Rovins Conference Room, CABE Office

To register please visit: <https://bit.ly/2lsupLP>

Webinar: Brain Science of Early Childhood
September 26, 2019, 12:00 pm

To register please visit: <https://bit.ly/2lWyXdl>

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Connecticut Association of Boards of Education



*Information for School Districts
and School Administrators*

Fostering School Connectedness

Improving Student Health and Academic Achievement

School connectedness is the belief held by students that the adults and peers in their school care about their learning as well as about them as individuals. Students who feel connected to school are more likely to have a number of positive health and academic outcomes. This fact sheet answers questions about school connectedness and identifies strategies school districts and administrators can use to foster it among their students.

Why is it important for students to feel connected to school?

School connectedness is an important factor in both health and learning. Students who feel connected to school are

- More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
- Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse.
- Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
- Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

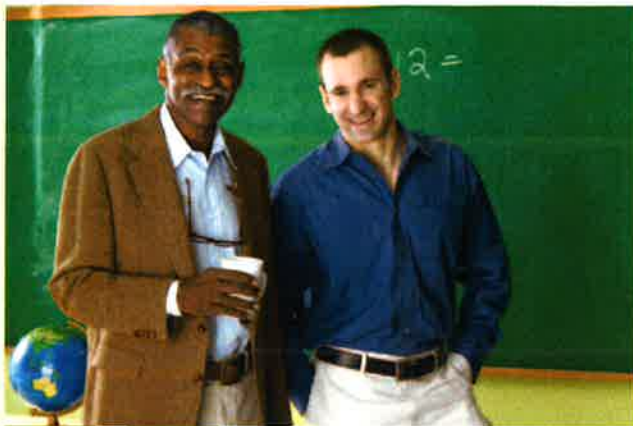
Implementation of evidence-based health promotion programs, coupled with strategies to promote school connectedness, can help schools have the greatest impact on the health and education outcomes of their students.

What factors can increase school connectedness?

Four factors can help strengthen school connectedness for students: **adult support**, **belonging to a positive peer group**, **commitment to education**, and a **positive school environment**. School staff members are important adults in students' lives; the time, interest, attention, and emotional support they give students can engage them in school and learning.



Centers for Disease
Control and Prevention
National Center for HIV/AIDS,
Viral Hepatitis, STD, and
TB Prevention



What steps can school administrators take to increase school connectedness?

School Connectedness: Strategies for Increasing Protective Factors Among Youth (Division of Adolescent and School Health, CDC, 2009) describes six science-based strategies for fostering school connectedness. The chart below outlines the six strategies and describes specific actions school districts and administrators can take to influence their implementation in schools.

Strategies and Actions School Administrators Can Take to Increase School Connectedness

ACTIONS	Strategy 1	<i>Create processes that engage students, families, and communities and that facilitate academic achievement and staff empowerment.</i>
	<ul style="list-style-type: none"> • Lead students, faculty, staff, and parents to develop shared standards of learning and behavior. • Team with teachers and staff to improve the school climate and students' sense of connectedness to school. • Engage teams of students, faculty, staff, parents, and community members to plan school policies and activities. • Give teachers and principals the appropriate decision-making authority to use school resources to enhance their school's physical and psychosocial environment. • Empower students to communicate openly with school staff and parents, such as through parent-teacher-student conferences and teacher evaluations. • Engage community partners to provide health and social services at school that students and their families need, such as dental services, vaccinations, and child care. 	
	Strategy 2	<i>Provide education and opportunities to enable families to be actively involved in their children's academic and school life.</i>
<ul style="list-style-type: none"> • Offer workshops and trainings for parents to increase their ability to be actively involved in their children's school life and to help their children develop academic and life skills. • Create opportunities to involve and accommodate parents with varied schedules, resources, and skills, to help them participate in meaningful school and classroom activities as well as share their culture and expectations. • Translate materials into languages spoken in students' homes and provide interpreters at events when needed. • Communicate the school's behavioral and academic expectations to families via school newsletters, conferences, and Web sites and encourage families to reinforce those expectations at home. • Assign school staff members to work with specific students and their families to help connect the family to the school and classroom. 		
Strategy 3	<i>Provide students with the academic, emotional, and social skills they need to engage in school.</i>	
<ul style="list-style-type: none"> • Provide opportunities for students to improve their academic, social, and interpersonal skills through personal tutoring programs or summer and vacation learning camps. • Support academic interscholastic competitions, debates, and other projects within and among schools. • Use school sporting events and physical education classes to promote teamwork, sportsmanship, and nonviolence. 		

Strategy 4 *Promote the use of effective classroom management and teaching methods to foster a positive learning environment.*

- **Reduce** class sizes to ensure more time for individualized assistance.
- **Provide** opportunities—such as service learning, creative projects, and extracurricular activities—that promote meaningful student involvement, learning, and recognition.

Strategy 5 *Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of their students.*

- **Hire** teachers who have expertise in child development, who apply student-centered pedagogy, and who use diverse classroom management techniques and teaching methods to meet the needs of different learning styles.
- **Offer** professional development to teachers on organizing the classroom to promote a positive environment, applying developmentally appropriate discipline strategies, and assisting students in developing self-control.
- **Educate** school staff on strategies for communicating with parents and involving them in their children's school life.
- **Provide** trainings on all school curricula to be used and on effective teaching methods.
- **Ensure** that teachers have the materials, time, resources, and support to use skills learned in training.
- **Build** learning teams that can observe experienced teachers who effectively manage classrooms and facilitate group work.
- **Develop** a teacher-coaching program that promotes problem solving and sharing in a supportive work environment.

Strategy 6 *Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.*

- **Consider** structuring the school to allow teachers to stay with the same students for consecutive years.
- **Allow** students and parents to use the school facility outside of school hours for recreation or health promotion programs.
- **Apply** and fairly **enforce** reasonable and consistent disciplinary policies that are jointly agreed upon by students and staff.
- **Hold** school-wide, experience-broadening activities that enable students to learn about different cultures, people with disabilities, and other topics.
- **Support** student clubs and activities that promote a positive school climate, such as gay-straight alliances and multicultural clubs.
- **Provide** opportunities for students of all levels to interact, develop friendships, and engage in teamwork.
- **Create** opportunities for students to communicate, work, and partner with adults, such as service learning activities and internships.
- **Involve** students in parent-teacher conferences, curriculum selection committees, and school health teams.
- **Have** principals, teachers, and other school staff commit to and model respectful behavior toward each other.
- **Challenge** all school staff to greet each student by name.
- **Encourage** staff to build stronger relationships with students who are experiencing academic challenges or social problems, such as bullying or harassment.
- **Ensure** that school staff members have access to a school counselor, psychologist, or other expert for consultations or student/family referrals when needed.
- **Communicate** expectations, values, and norms that support positive health and academic behaviors to the entire school community.





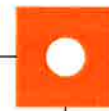
School Connectedness Is Especially Important for At-Risk Youth

School connectedness is particularly important for young people who are at increased risk for feeling alienated or isolated from others. Any student who is “different” from the social norm may have difficulty connecting with other students and adults in the school, and may be more likely to feel unsafe. Those at greater risk for feeling disconnected include students with disabilities, students who are lesbian, gay, bisexual, transgender, or question their sexual orientation, students who are homeless, or any student who is chronically truant due to a variety of circumstances. Strong family involvement and supportive school personnel, inclusive school environments, and curricula that reflect the realities of a diverse student body can help students become more connected to their school.

What should school administrators consider when planning for action to improve school connectedness?

Advancing students’ health and academic outcomes by improving school connectedness is a team effort. It involves the school community as well as individuals, groups, and organizations outside the school grounds. Making changes of this kind requires 1) convincing these stakeholders of the importance of school connectedness in helping students learn and stay healthy, 2) involving them in the development, implementation, and evaluation of these actions, and 3) securing their buy-in to ensure the changes happen.

Some of the strategies and actions described in the previous pages require small changes in school processes that can be done in the short term with relative ease, whereas others might be broader and longer-term and might require administrative or budgetary changes. Schools and school districts should determine which actions are most feasible and appropriate, according to the needs of the school and available resources.



Resources

School Connectedness: Strategies for Increasing Protective Factors Among Youth

www.cdc.gov/HealthyYouth/AdolescentHealth/connectedness.htm

Student Health and Academic Achievement

www.cdc.gov/HealthyYouth/health_and_academics/index.htm

FindYouthInfo.gov

www.findyouthinfo.gov

Enhancing Student Connectedness to Schools

<http://csmh.umaryland.edu/resources.html/caring%20connectedness%20brief.pdf>

School Connectedness: Improving Students’ Lives

<http://cecp.air.org/download/MCMonographFINAL.pdf>

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health
www.cdc.gov/HealthyYouth

July 2009

~~Priced at \$450,000~~

Available: 1,841 sq.ft.

Lot Size: 1.03 acres

County: Fairfield County

Property Type: Land

Zoning: P-1

Primary Use: Investor/User

Sale / Lease: For Sale

Property Financials

Sale Type: Investment/User

Property Description

- Outstanding central Newtown location on Church Hill Road
 - Redevelopment (tear down) opportunity
 - City water/sewer connected.
 - Level 1.03 acre lot
 - 16,600 cars per day---strong traffic count
 - potential for 6,000+- sf building with 18 to 25 parking spaces.
 - P-1 Zone allows many uses: professional office, residential, office/residential, medical and personal services.
 - existing building has 3,730 sf gross. The living area is 1,841 sf..
- The improvements were built in 1903.

**Tom Greene--Ryer Associates
Commercial Real Estate**



View my website
Contact me
Office: 203 797 0200
Mobile: 203 733 0146

Ryer Commercial Real Estate



103 Mill Plain Road
Danbury, CT 06811

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REDEVELOPMENT

27 Church Hill Rd



Assistant Superintendent's Report to C & I Subcommittee

Submitted by Anne Uberti

September 10, 2019

- Curriculum-writing was centralized in two locations over a two week period at the end of June
- In each of the two locations, a facilitator kicked off curriculum-writing with an overview of Concept-based Curriculum and Instruction (CBCI) and stayed on-site throughout the week to support the work
- K-8 curriculum teams met at RIS to develop curriculum; Jenna Connors, Facilitator
- 9-12 curriculum teams met at NHS; Kathy Swift, Facilitator
- Approximately 2/3 of all Kindergarten and Grade 1 teachers, along with all four Language Arts Consultants, attended a one-day Foundations training workshop specific to their grade level in August in Oxford, MA
- The remaining third of teachers will attend the same training in September
- Additional time was dedicated in the opening days' to support the implementation of Foundations in K and 1.
- K-12 teachers received training in the opening school days on the following topics:
 - Accessing curriculum in Rubicon Atlas to review new and/or existing curriculum
 - Implementing instructional strategies that support a concept-based model of instruction
 - Review of both new & existing curriculum
 - 19-20 building SEL implementation plans
 - Accessing and utilizing Alpine
 - Review of SRBI practices

The Director of Teaching and Learning: Report to Curriculum & Instruction Committee

In alignment with the roles and responsibilities of the position, the Director of Teaching and Learning would enhance student learning by...

Responsibility	Current Progress	Connection to Admin Goals
<p>Working with school leaders during their professional learning community (PLC) time and administrative meetings to identify instructional goals at the elementary and secondary levels and develop specific action steps to meet those goals;</p>	<p>Meeting with building administrators to discuss curriculum, instruction, resources, and gain familiarity with the facilities and staff. Began the discussion about strengths and areas of improvement as well as the future development of specific action steps for improvement in each school.</p>	<p>Goal #2 - Implement concept based curriculum and to promote a culture of rigorous learning in all classrooms.</p>
<p>Conducting observations of classroom instructional practices across the system</p>	<p>Scheduling 90 minute meetings monthly at each school with building administrators and the Assistant Superintendent to conduct learning walks in order to collect evidence of instructional practices linked CBCI.</p> <p>Scheduling and attending all committee meetings with the Assistant Superintendent.</p>	<p>Goal #2 - Implement concept based curriculum and to promote a culture of rigorous learning in all classrooms.</p>
<p>Reviewing data points from in-house formative and summative assessments, as well as standardized tests, to enhance student learning outcomes</p>	<p>Gained access to the Alpine Dashboard, Ed Sight Secure, and the CSDE ORS in order to collect and review state assessment data</p>	<p>Goal #3 - Analyze and utilize common assessment data to drive instructional practices.</p>

DRAFT LETTER TO BOF

The Board of Education reviewed the draft "Capital Improvement Plan – POLICY" at two meetings (8/27/2019 and 9/17/2019). The document was reviewed from a Board of Education perspective with three areas in mind: the creation and approval of the CIP plan, how funding is approved at each stage, and who is responsible for the final project management. The following are the BOE comments as they relate to these three areas.

CREATION AND APPROVAL OF CIP PLAN

1. Connecticut statutes create a legal separation between management of municipal and school resources. The Board of Education is a quasi state agency created by law to implement the statewide interests to provide an adequate, equitable educational opportunity for all children of the state. Consistent with this, the BOE creates and maintains policies separate from municipal regulations. For this reason, we suggest that any references to the processes that the BOE follows internally, before presenting to the BOF, be removed from the town regulation. This will also help avoid duplication that would require changes in both town documents and BOE policy when procedures are altered. Additionally, the use of the term "Town departments" can be confusing, because it is not always clear whether this refers to municipal departments and/or the Board of Education.

Sections of the document affected/annotated:

310-5 Presentation of Proposed Capital Asset Projects to Board of Finance, CAPITAL IMPROVEMENT PLAN TIMING/SCHEDULE;

310-7 Process, A- D;

Comments M14, M23, M25, M27-29

2. The schedule for CIP approval should be consistent throughout the document, and the Board of Education endorses the schedule as it is presented in 310-5. Specifically, the BOS and BOE should present their CIPs to the BOF before the Finance Director presents the combined CIP and analysis.

Sections of the document affected/annotated:

310-3 Overview, B;

310-7 Process, H.

Comment M30

FUNDING

3. The sequence of events for bonding and appropriations approval is not clear and appears to be unnecessarily repetitive. Section 310-10 Capital Asset Project Process, part C should be reviewed and clarified, keeping in mind that funding may come from grants, bonds, the General Fund or the Educational Non-Lapsing fund.

Sections of the document affected/annotated:

310-10 Capital Asset Project Process, C(1) c-d.

Comments M43, M44, M49, M51

FINAL PROJECT MANAGEMENT

4. Given the district knowledge about the history of the facilities, student schedules and educational needs, the management of capital projects in educational facilities should, by default, be the responsibility of the Board of Education with the alternative being to turn over management to Public Building and Site which operates under the auspices of the Board of Selectmen.

Sections of the document affected/annotated:

310-4 Implementation and Amendments;

310-10 Capital Asset Project Process, C(3) and (4).

Comments: M10, M53, M58

In addition to these four main points, the proposed "Capital Improvement Plan – POLICY" has been annotated with edits and questions for your consideration. While the BOE discussed and endorsed the four main points in this letter, the annotations in the "Capital Improvement Plan – POLICY" were not all necessarily discussed and approved. We share them with the hope that they provide worthwhile background for your discussions. We appreciate the opportunity to contribute to the process.

NEWTOWN PUBLIC SCHOOLS
NEWTOWN, CONNECTICUT

2020-2021 SCHOOL BUDGET DEVELOPMENT CALENDAR

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

NOTE: Activities from 16. - 23. are subject to change at the discretion of the respective Board.

TBD = To Be Determined as they move along in the process

Draft 9/5/19

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
AUGUST 31, 2019**

SUMMARY

Information available for the second financial report in fiscal year 2019-20 continues to be limited. This is generally the case as anticipated obligations are not indicated and would end up being the budgeted numbers until the account-by-account analysis progresses. Any event that is expected to negatively impact our budget as the school year begins will be addressed and brought forward immediately. Routine account analyses begins as time allows throughout the year. The main object accounts are all in a positive position at this time.

During the month of August, the Board of Education spent approximately \$3.7M; \$2.6M on Salaries (the first school year payroll was on August 30th) and \$1.1M for all other objects. A significant portion of the certified salaries are encumbered at this time but vacancies and other changes have not been addressed during this period.

The emergency repair required during this month which exceeded \$5,000; included replacing a boiler section at the Reed School for \$6,544.

On the revenue schedule we booked some tuition and miscellaneous fees.

Ron Bienkowski
Director of Business
September 10,2019

TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2018-19 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

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

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

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$37,700 for this year.

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

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- High school fees for parking permits..
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE				
<u>GENERAL FUND BUDGET</u>									
100	SALARIES	\$ 48,042,992	\$ 50,205,315	\$ 50,205,315	\$ 3,135,566	\$ 44,547,915	\$ 2,521,834	\$ (54,463)	\$ 2,576,297
200	EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ 11,093,340	\$ 3,096,895	\$ 6,272,869	\$ 1,723,577	\$ -	\$ 1,723,577
300	PROFESSIONAL SERVICES	\$ 767,554	\$ 797,835	\$ 797,835	\$ 51,790	\$ 10,731	\$ 735,313	\$ -	\$ 735,313
400	PURCHASED PROPERTY SERV.	\$ 2,243,310	\$ 2,292,742	\$ 2,292,742	\$ 342,117	\$ 653,299	\$ 1,297,327	\$ -	\$ 1,297,327
500	OTHER PURCHASED SERVICES	\$ 8,901,602	\$ 9,111,879	\$ 9,111,879	\$ 1,038,401	\$ 4,067,507	\$ 4,005,972	\$ (1,467,089)	\$ 5,473,061
600	SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ 3,671,332	\$ 319,952	\$ 290,012	\$ 3,061,368	\$ -	\$ 3,061,368
700	PROPERTY	\$ 756,806	\$ 757,572	\$ 757,572	\$ 76,266	\$ 308,661	\$ 372,645	\$ -	\$ 372,645
800	MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ 74,395	\$ 50,371	\$ 3,942	\$ 20,082	\$ -	\$ 20,082
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
TOTAL GENERAL FUND BUDGET		\$ 75,725,459	\$ 78,104,410	\$ 78,104,410	\$ 8,111,357	\$ 56,154,935	\$ 13,838,119	\$ (1,521,552)	\$ 15,359,671
900	TRANSFER NON-LAPSING	\$ 328,772	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL		\$ 76,054,231	\$ 78,104,410	\$ 78,104,410	\$ 8,111,357	\$ 56,154,935	\$ 13,838,119	\$ (1,521,552)	\$ 15,359,671

(Unaudited)

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET						
100	SALARIES									
	Administrative Salaries	\$ 3,926,453	\$ 4,156,163	\$ 4,156,163	\$ 611,736	\$ 3,560,479	\$ (16,052)	\$ -	\$ (16,052)	
	Teachers & Specialists Salaries	\$ 30,602,780	\$ 31,770,823	\$ 31,770,823	\$ 1,265,391	\$ 30,262,658	\$ 242,774	\$ -	\$ 242,774	
	Early Retirement	\$ 40,000	\$ 32,000	\$ 32,000	\$ 32,000	\$ -	\$ -	\$ -	\$ -	
	Continuing Ed./Summer School	\$ 89,327	\$ 94,514	\$ 94,514	\$ 47,912	\$ 39,866	\$ 6,736	\$ -	\$ 6,736	
	Homebound & Tutors Salaries	\$ 150,895	\$ 162,236	\$ 162,236	\$ 95	\$ 60,318	\$ 101,823	\$ -	\$ 101,823	
	Certified Substitutes	\$ 629,852	\$ 652,430	\$ 652,430	\$ -	\$ 53,760	\$ 598,670	\$ -	\$ 598,670	
	Coaching/Activities	\$ 621,521	\$ 652,752	\$ 652,752	\$ -	\$ -	\$ 652,752	\$ -	\$ 652,752	
	Staff & Program Development	\$ 226,225	\$ 213,494	\$ 213,494	\$ 26,223	\$ 35,448	\$ 151,823	\$ -	\$ 151,823	
	CERTIFIED SALARIES	\$ 36,287,053	\$ 37,734,412	\$ 37,734,412	\$ 1,983,357	\$ 34,012,528	\$ 1,738,527	\$ -	\$ 1,738,527	
	Supervisors/Technology Salaries	\$ 879,898	\$ 934,371	\$ 934,371	\$ 129,315	\$ 599,257	\$ 205,799	\$ -	\$ 205,799	
	Clerical & Secretarial salaries	\$ 2,261,580	\$ 2,339,317	\$ 2,339,317	\$ 275,733	\$ 2,018,739	\$ 44,845	\$ -	\$ 44,845	
	Educational Assistants	\$ 2,577,377	\$ 2,783,832	\$ 2,783,832	\$ 48,536	\$ 2,632,995	\$ 102,301	\$ (5,386)	\$ 107,687	
	Nurses & Medical advisors	\$ 734,534	\$ 779,871	\$ 779,871	\$ 27,754	\$ 702,224	\$ 49,894	\$ -	\$ 49,894	
	Custodial & Maint Salaries	\$ 3,116,314	\$ 3,212,091	\$ 3,212,091	\$ 515,806	\$ 2,613,082	\$ 83,203	\$ -	\$ 83,203	
	Non Certified Adj & Bus Drivers salaries	\$ 12,745	\$ 25,022	\$ 25,022	\$ 345	\$ 24,677	\$ -	\$ -	\$ -	
	Career/Job salaries	\$ 48,376	\$ 141,195	\$ 141,195	\$ 15,262	\$ 222,796	\$ (96,863)	\$ -	\$ (96,863)	
	Special Education Svcs Salaries	\$ 1,172,425	\$ 1,271,345	\$ 1,271,345	\$ 64,804	\$ 1,161,821	\$ 44,720	\$ (49,077)	\$ 93,797	
	Attendance & Security Salaries	\$ 580,533	\$ 605,759	\$ 605,759	\$ 23,017	\$ 559,246	\$ 23,496	\$ -	\$ 23,496	
	Extra Work - Non-Cert	\$ 104,484	\$ 110,362	\$ 110,362	\$ 46,641	\$ 550	\$ 63,171	\$ -	\$ 63,171	
	Custodial & Maint. Overtime	\$ 228,815	\$ 235,738	\$ 235,738	\$ 3,970	\$ -	\$ 231,768	\$ -	\$ 231,768	
	Civic activities/Park & Rec	\$ 38,858	\$ 32,000	\$ 32,000	\$ 1,026	\$ -	\$ 30,974	\$ -	\$ 30,974	
	NON-CERTIFIED SALARIES	\$ 11,755,939	\$ 12,470,903	\$ 12,470,903	\$ 1,152,209	\$ 10,535,386	\$ 783,308	\$ (54,463)	\$ 837,771	
	SUBTOTAL SALARIES	\$ 48,042,992	\$ 50,205,315	\$ 50,205,315	\$ 3,135,566	\$ 44,547,915	\$ 2,521,834	\$ (54,463)	\$ 2,576,297	

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET						
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,179,822	\$ 8,058,967	\$ 8,058,967	\$ 2,084,401	\$ 5,932,163	\$ 42,404	\$ -	\$ 42,404	
	Life Insurance	\$ 84,680	\$ 87,134	\$ 87,134	\$ 13,927	\$ -	\$ 73,207	\$ -	\$ 73,207	
	FICA & Medicare	\$ 1,499,915	\$ 1,534,045	\$ 1,534,045	\$ 164,477	\$ -	\$ 1,369,568	\$ -	\$ 1,369,568	
	Pensions	\$ 809,692	\$ 864,842	\$ 864,842	\$ 701,998	\$ 12,711	\$ 150,133	\$ -	\$ 150,133	
	Unemployment & Employee Assist.	\$ 59,858	\$ 87,000	\$ 87,000	\$ 560	\$ -	\$ 86,440	\$ -	\$ 86,440	
	Workers Compensation	\$ 531,920	\$ 461,352	\$ 461,352	\$ 131,532	\$ 327,995	\$ 1,825	\$ -	\$ 1,825	
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ 11,093,340	\$ 3,096,895	\$ 6,272,869	\$ 1,723,577	\$ -	\$ 1,723,577	
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 574,753	\$ 590,802	\$ 590,802	\$ 37,830	\$ 4,251	\$ 548,721	\$ -	\$ 548,721	
	Professional Educational Ser.	\$ 192,800	\$ 207,033	\$ 207,033	\$ 13,960	\$ 6,480	\$ 186,592	\$ -	\$ 186,592	
	SUBTOTAL PROFESSIONAL SVCS	\$ 767,554	\$ 797,835	\$ 797,835	\$ 51,790	\$ 10,731	\$ 735,313	\$ -	\$ 735,313	
400	PURCHASED PROPERTY SVCS									
	Buildings & Grounds Services	\$ 694,509	\$ 708,805	\$ 708,805	\$ 180,788	\$ 260,810	\$ 267,207	\$ -	\$ 267,207	
	Utility Services - Water & Sewer	\$ 132,669	\$ 147,645	\$ 147,645	\$ 26,522	\$ -	\$ 121,123	\$ -	\$ 121,123	
	Building, Site & Emergency Repairs	\$ 550,790	\$ 460,850	\$ 460,850	\$ 38,500	\$ 37,650	\$ 384,699	\$ -	\$ 384,699	
	Equipment Repairs	\$ 300,958	\$ 338,819	\$ 338,819	\$ 35,573	\$ 47,294	\$ 255,952	\$ -	\$ 255,952	
	Rentals - Building & Equipment	\$ 271,749	\$ 272,923	\$ 272,923	\$ 55,033	\$ 147,837	\$ 70,053	\$ -	\$ 70,053	
	Building & Site Improvements	\$ 292,635	\$ 363,700	\$ 363,700	\$ 5,700	\$ 159,707	\$ 198,293	\$ -	\$ 198,293	
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,243,310	\$ 2,292,742	\$ 2,292,742	\$ 342,117	\$ 653,299	\$ 1,297,327	\$ -	\$ 1,297,327	

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET						
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 619,306	\$ 631,536	\$ 631,536	\$ 181,583	\$ 184,746	\$ 265,208	\$ -	\$ 265,208	
	Transportation Services	\$ 4,180,892	\$ 4,323,600	\$ 4,323,600	\$ 55,734	\$ -	\$ 4,267,866	\$ (329,230)	\$ 4,597,096	
	Insurance - Property & Liability	\$ 400,457	\$ 407,947	\$ 407,947	\$ 137,819	\$ 239,905	\$ 30,223	\$ -	\$ 30,223	
	Communications	\$ 140,237	\$ 160,926	\$ 160,926	\$ 36,359	\$ 79,798	\$ 44,770	\$ -	\$ 44,770	
	Printing Services	\$ 32,114	\$ 33,057	\$ 33,057	\$ 3,362	\$ 270	\$ 29,425	\$ -	\$ 29,425	
	Tuition - Out of District	\$ 3,330,730	\$ 3,328,479	\$ 3,328,479	\$ 615,542	\$ 3,439,598	\$ (726,661)	\$ (1,137,859)	\$ 411,198	
	Student Travel & Staff Mileage	\$ 197,866	\$ 226,334	\$ 226,334	\$ 8,002	\$ 123,190	\$ 95,142	\$ -	\$ 95,142	
	SUBTOTAL OTHER PURCHASED SERVICES	\$ 8,901,602	\$ 9,111,879	\$ 9,111,879	\$ 1,038,401	\$ 4,067,507	\$ 4,005,972	\$ (1,467,089)	\$ 5,473,061	
600	SUPPLIES									
	Instructional & Library Supplies	\$ 885,366	\$ 819,252	\$ 819,252	\$ 116,204	\$ 146,354	\$ 556,694	\$ -	\$ 556,694	
	Software, Medical & Office Sup.	\$ 189,356	\$ 216,843	\$ 216,843	\$ 30,807	\$ 50,155	\$ 135,881	\$ -	\$ 135,881	
	Plant Supplies	\$ 366,651	\$ 375,000	\$ 375,000	\$ 22,162	\$ 53,789	\$ 299,049	\$ -	\$ 299,049	
	Electric	\$ 1,433,462	\$ 1,384,117	\$ 1,384,117	\$ 123,893	\$ -	\$ 1,260,224	\$ -	\$ 1,260,224	
	Propane & Natural Gas	\$ 426,559	\$ 434,914	\$ 434,914	\$ 17,238	\$ -	\$ 417,676	\$ -	\$ 417,676	
	Fuel Oil	\$ 97,798	\$ 81,000	\$ 81,000	\$ -	\$ -	\$ 81,000	\$ -	\$ 81,000	
	Fuel For Vehicles & Equip.	\$ 246,113	\$ 203,992	\$ 203,992	\$ (15,521)	\$ -	\$ 219,513	\$ -	\$ 219,513	
	Textbooks	\$ 139,133	\$ 156,214	\$ 156,214	\$ 25,170	\$ 39,714	\$ 91,330	\$ -	\$ 91,330	
	SUBTOTAL SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ 3,671,332	\$ 319,952	\$ 290,012	\$ 3,061,368	\$ -	\$ 3,061,368	

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE				
700	PROPERTY								
	Capital Improvements (Sewers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 576,182	\$ 550,000	\$ 550,000	\$ 62,671	\$ 203,428	\$ 283,901	\$ -	\$ 283,901
	Other Equipment	\$ 180,624	\$ 207,572	\$ 207,572	\$ 13,595	\$ 105,233	\$ 88,744	\$ -	\$ 88,744
	SUBTOTAL PROPERTY	\$ 756,806	\$ 757,572	\$ 757,572	\$ 76,266	\$ 308,661	\$ 372,645	\$ -	\$ 372,645
800	MISCELLANEOUS								
	Memberships	\$ 62,869	\$ 74,395	\$ 74,395	\$ 50,371	\$ 3,942	\$ 20,082	\$ -	\$ 20,082
	SUBTOTAL MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ 74,395	\$ 50,371	\$ 3,942	\$ 20,082	\$ -	\$ 20,082
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
TOTAL LOCAL BUDGET		\$ 75,725,459	\$ 78,104,410	\$ 78,104,410	\$ 8,111,357	\$ 56,154,935	\$ 13,838,119	\$ (1,521,552)	\$ 15,359,671

(Unaudited)

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - AUGUST 31, 2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20 APPROVED BUDGET	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	2019-20 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	\$38,950	\$2,450	\$36,500	6.29%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$20,000	\$0	\$20,000	0.00%
MISCELLANEOUS FEES	\$5,000	\$801	\$4,199	16.03%
TOTAL SCHOOL GENERATED FEES	\$63,950	\$3,251	\$60,699	5.08%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - August 31, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE -	Feb RECEIVED	May ESTIMATED
100	SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,467,089)	\$ -	\$ (1,467,089)	\$ -	\$ -	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (1,521,552)	\$ -	\$ (1,521,552)	\$ -	\$ -	\$ -

100	SALARIES						
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -		
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -		
	Early Retirement	\$ -	\$ -	\$ -	\$ -		
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -		
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -		
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -		
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -		
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -		
	CERTIFIED SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -		
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -		
	Educational Assistants	\$ (5,386)	\$ -	\$ (5,386)	\$ -	\$ -	\$ -
	Nurses & Medical advisors	\$ -	\$ -	\$ -	\$ -		
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -		
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -		
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -		
	Special Education Svcs Salaries	\$ (49,077)	\$ -	\$ (49,077)	\$ -	\$ -	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -		
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -		
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -		
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -		
	NON-CERTIFIED SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
	SUBTOTAL SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS						
	SUBTOTAL EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

"FOR THE MONTH ENDING - August 31, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE -	Feb RECEIVED	May ESTIMATED
300	PROFESSIONAL SERVICES						
	Professional Services	\$ -	\$ -				\$ -
	Professional Educational Ser.	\$ -	\$ -		\$ -		
	SUBTOTAL PROFESSIONAL SVCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SVCS						
	SUBTOTAL PUR. PROPERTY SER.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES						
	Contracted Services	\$ -	\$ -		\$ -		
	Transportation Services	\$ (329,230)	\$ (329,230)				\$ -
	Insurance - Property & Liability	\$ -	\$ -		\$ -		
	Communications	\$ -	\$ -		\$ -		
	Printing Services	\$ -	\$ -		\$ -		
	Tuition - Out of District	\$ (1,137,859)	\$ (1,137,859)				\$ -
	Student Travel & Staff Mileage	\$ -	\$ -		\$ -		
	SUBTOTAL OTHER PURCHASED SI	\$ (1,467,089)	\$ (1,467,089)	\$ -	\$ -	\$ -	\$ -
600	SUPPLIES						
	SUBTOTAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY						
	SUBTOTAL PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS						
	Memberships						
	SUBTOTAL MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ (1,521,552)	\$ (1,521,552)	\$ -	\$ -	\$ -	\$ -

#DIV/0! #DIV/0!

Excess Cost and Agency placement Grants are budgeted at 75%. \$ (1,521,552)

\$ -

Rodrigue, L. Superintendent Goals

2019-20

- Articulate a compelling district vision and core values that promote a positive, safe, and inclusive culture

(District Core Values and Administrative Goals, Strategic Plan, Obj. 1)

- Beginning with Summer Administrative Retreat, reflect on important values and beliefs to shape a clear vision: *Relationships, Diversity, Safety, Continuous Improvement, Creativity, Kindness.*
- During Convocation, articulate District vision and core values as foundational plan for system-wide improvement.
- **Continue to work with the BOE Policy Committee to review, revise, and develop policies that align with the District's core values, as well as State and Federal legislation, to support a positive, safe, and inclusive environment for students, staff, and families.**
- Use PEAC as a platform, solicit community and staff support in articulating District vision and core values to promote a Culture of Care
- Monitor the implementation of SPED Self Study Action Steps to improve system-wide practices for students with educational needs and their families
- Working with the Director of Security and District Security Committee, continue to oversee drills and "mock" emergency scenarios at the building level and through administrative team meetings as training tools for safety and security.
- Oversee Director of Security in the development of informational tools for parents and staff using new District website.

➤ Develop and communicate an operational plan for fiscal year 2020-21 that balances the educational needs of the District and the community.

- Work with Central Office leaders and school administrators to review resources necessary to meet the academic and social needs of our students.
- Developed a reasonable and fiscally responsible budget for the 2019-20 school year, including resources that sustains and enhances teaching and learning.
- Maintain smaller Kindergarten class sizes and leverage fiscal support as needed.
- Monitor and make budgetary decisions based on enrollment, State budget, and other factors that continue to impact the district.
- Communicate the district's operational plan to all stakeholders (e.g., video, open forum, PTA) to increase public engagement and support.

➤ Facilitate and monitor a systemic approach to social-emotional learning that includes the use of a shared language with students, parents, and the community

(District Core Values and Administrative Goals, Strategic Plan, Obj. 2)

- Explore new in-house and inter-district programming to support the social/emotional/behavioral needs of students, including the repurposing of space to accommodate such programs.
- Work with Director of Special Education and Director of Counseling, as well as school leaders and staff, to identify social/emotional needs that warrant specialized programming.
- Continue to support the work of the District Safe School Climate Committee in order to integrate SEL goals and the newly strengthened SRBI (Scientific Research-based Interventions) process for struggling learners and at-risk students.

- Work collaboratively with school staff, leaders, and community partners to design programs that meet students' academic, social, and college to career readiness needs

(District Core Values and Administrative Goals, Strategic Plan, Obj. 1, 2)

- Work with Director of Pupil Services to monitor transitional program partnership with Newtown Community Center (Café).
- Invite neighboring districts to identify students who may benefit from SAIL or The Afterschool Program (TAP) on a tuition basis.
- Support leadership team and staff at NHS in the development and implementation of the Senior Experience 21 (CAPSTONE).
- Provide appropriate resources and staffing for SAIL program.
- Leverage resources to support high level STEM programming K-12.
- Work with the District Grant Writer to develop grants for future academic programs to support college and career readiness programs.
- Working with Director of Pupil Services, Pupil Services, area Superintendents as well as EdAdvance and CES partnership, continue to explore potential programs and space for the development of a future regionalized program to support students with behavioral needs.

- Provide leadership and leverage resources to implement concept-based curriculum and student-centered instruction that promote learning

(Strategic Plan, Obj. 3)

- Support leaders in their efforts to provide students K-12 with a broad and comprehensive range of academic, STEM, visual and performing arts pathways.
- Work closely with the Assistant Superintendent to ensure teachers are provided professional development opportunities to implement evidence-based practices with a high level of integrity.
- Ensure district practices in teaching and learning continue to shift from a teacher-driven to student-centered learning environment.
- Guide Director of Counseling to continue to implement Student Success Plans for students (Gr. 5-12).
- Work with leaders to ensure students are given opportunities to be active participants in their own learning.

➤ Supervise and support the Assistant Superintendent and Director of Teaching and Learning in their goals to leverage instructional improvements, impact student growth, and communicate progress with community-at-large

- Through administrative team meetings, review current State standardized testing data to identify successes and areas of improvement.
- Support leadership efforts to monitor teachers' use of data to inform decision making through professional learning communities (PLCs).
- Work closely with the Assistant Superintendent and Director of Teaching and Learning to develop plan of action for the implementation of SBAC interim assessments in order to support students' progress and growth.
- Working with Assistant Superintendent and Director of Teaching and Learning, monitor Alpine for data collection and the development of Scientific Research-Based Interventions (SRBI) plans to support student progress.
- Monitor the systemic and consistent use of conceptual frameworks and inquiry-based learning practices to engage learners and deepen their understandings of content.
- Review data with school leaders, staff, community and BOE regarding SBAC, SAT, AP, and other information related to student performance.
- Oversee Central Office leaders' use of District Website, Teaching and Learning site, and Math Pathways as a means of sharing information related to curriculum, instruction, and student performance with staff and community.

Bylaws of the Board

Role of Board Members (Powers, Purposes, Duties)

The Board of Education is a legal body created by the statutes of the State of Connecticut. As an agency of the state with powers delegated to it by the legislature and the State Board of Education, the Newtown Board of Education is responsible to carry out mandatory laws, and to consider and accept or reject the provisions of all permissive laws. In those cases where the state laws do not provide or prohibit, the Board shall consider itself the agent in establishing and appraising the educational activities of the district.

The Newtown Board of Education views its required functions in these broad areas:

1. Legislative and policymaking. The Board is responsible for the development of policy as guides for administrative action and for employing a superintendent to implement its policies.
2. Appraisal. The Board is responsible for evaluating the effectiveness of its policies and their implementation. It shall evaluate how policies have been executed by the school staff, and weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of policies.
3. Provision of financial resources. The Board is responsible for adoption of a budget which will enable the school system to carry out the Board's policies.
4. Public relations. The Board is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. Educational planning and evaluation. The Board is responsible for establishing educational goals which will guide both the board and the staff in working together toward the continuing improvement of the educational program. It is responsible for the approval of student standards which relate directly to the goals which identify specific expectations for students in terms of skills, knowledge and competence. It is responsible for providing for the ongoing evaluation of the school program against the curriculum goals and standards set forth by the Board and by the State Board of Education.
6. Superintendent. The Board is responsible for the hiring, supervision, evaluation and/or termination of the superintendent.
7. Personnel. The Board delegates to the superintendent the responsibility for the hiring of all non-certified staff and all certified staff with the exception of administrators. The superintendent is responsible for accepting staff resignations and initiating termination proceedings, if necessary. The Board is responsible for approving resignations and for acting on terminations.

Role of Board Members (Powers, Purposes, Duties) (continued)

8. School Facilities/Transportation. The Board is responsible for working with the Superintendent to properly maintain good public elementary and secondary facilities. It is responsible for providing for the transportation of children to schools within Newtown and to those schools outside of Newtown required by law.
9. Pupil Identification. The Board is responsible for determining the number, age and qualification of the pupils to be admitted into each school and to designate the schools which are to be attended by the various children within the district. It is responsible for requiring each child five to eighteen years of age, living in the school district, to attend school unless parents/guardians of five to six-year-old students choose not to send their children to school or parents/guardians of sixteen and seventeen-year-old students consent to withdraw their children from school.
10. Cooperative Arrangements. The Board is responsible for establishing cooperative relationships with other educational agencies and institutions, including the sharing or exchange of services or the instruction of students.
11. Board-Superintendent Relations

Delegation of executive powers by the Board provides freedom for the Superintendent to manage the schools within the Board's established policies. The Superintendent shall be responsible to the Board for the outcomes of these delegated responsibilities.
(cf. 5111 – Admission/Placement)

Legal Reference: Connecticut General Statutes
 1-200 Definitions
 10-186 Duties of local and regional boards of education
 10-220 Duties of boards of education
 10-221 Boards of education to prescribe rules
 10-240 Control of schools
 10-241 Powers of school districts

Bylaw revised:

Bylaws of the Board

Statement of Integrity

The long term health of a representative democracy requires that citizenship and leadership act upon what is right, rather than what is popular. As Board of Education members, our goal is to improve the education of our children and to advocate for them and their best interests. Board members must be working effectively together and with others in the community to successfully reach this goal. A Board of Education that operates with integrity will be a more effective Board. Integrity is first, discerning what is right and what is wrong, second, acting upon what you have discerned even at personal cost; and third, saying openly that you are acting on your understanding of right from wrong. It requires that students, colleagues, constituents, and others in the community be considered in every decision. A Board of Education with a sense of integrity will consider what is right, and what is wrong. This takes discipline and an awareness of one's environment.

To this end, as a Board of Education with integrity, we will:

- Understand that our first and greatest concern is the educational welfare of the students, and that all decisions must be based on this understanding;
- Render all decisions based solely on our judgment of the available facts and not surrender that judgment to individuals, special interests, or our own personal agendas;
- Attend all Board meetings insofar as possible, and be responsible for becoming informed on any and all issues coming before the Board, as well as being prepared to discuss and/or act upon all agenda items;
- Be responsible for becoming informed on any and all issues coming before the Board;
- Seeks to facilitate ongoing communication between the Board and students, staff, parents and all elements of the community;
- Conduct our meetings and foster an environment where all elements of the community can express their ideas;
- Declare a conflict of interest when it arises and excuse ourselves from related discussion and action on that issue;
- Refrain from using our position on the Board for personal or partisan gain;
- Insist on regular and impartial evaluation of all staff, and conduct a yearly self-evaluation and set annual goals;

- Fairly assess all non-instructional aspects of the school operation;
- Support all decisions by the Board to the community once a decision has been reached; **AND**
- Attend all Board meetings insofar as possible and be responsible for becoming informed on any and all issues coming before the Board, as well as being prepared to discuss and/or act upon all agenda items;
- Understand that we have no authority beyond that which is exercised at the Board meeting, and that we shall not lend the impression that we are speaking on the Board's behalf unless that authority has been so delegated.

The Newtown Board of Education is committed to the highest legal and ethical standards essential in governing its school system. It endeavors to encourage growth and support established and innovative educational objectives.

(cf. 9000 - Role of Board and its Members)
(cf. 9271 - Code of Ethics)

Adopted: 4/10/12

Bylaws of the Board

Accountability

The public is accountable for:

- Maintaining a vigorous interest in, concern for, and constructive criticism of the schools;
- Electing the most able men and women available to represent them on the Board of Education;
- Providing the resources necessary for the Board and staff to accomplish publicly endorsed goals and objectives of the school district.

The Board is accountable for:

- Being responsive to the community's desires and concerns regarding the quality and performance of the school system;
- Carrying out its mandate to plan, to make policy, and to lead in the identification of goals and objectives;
- Advocating for the resources necessary for the achievement of the goals and objectives through the budget process;
- Evaluating the degree to which the goals and objectives are accomplished;
- Selecting and evaluating the Superintendent of Schools.

The Superintendent is accountable for:

- Providing professional leadership counsel and management in all aspects of the school district programs;
- Being responsive to the Board of Education's desires and concerns regarding the quality and performance of the school district;
- Effecting the policies, goals and objectives established by the Board of Education;
- Providing fiscal leadership in the implementation of the budget process;
- Selecting and evaluating all professional staff.

The administration, the teachers and other employees are accountable for:

- Achieving the goals and objectives related to their stated job responsibilities;
- Being responsive to the Superintendent of School's desires and concerns regarding the quality and performance of their job responsibilities;
- Maintaining communications with students, parents and the community regarding their stated job responsibilities;
- Conforming to the policies established by the Board of Education.

The parents are accountable for:

- Providing an atmosphere that supports the education of their child;
- Maintaining close communication with the school.

The students are accountable for:

- Diligently pursuing their own learning;
- Following the rules of the school district.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Adopted: 4/10/12

Bylaws of the Board

Legal Responsibilities of Board of Education

The Board of Education shall have authority to take all action necessary or advisable to meet its responsibilities under state statute and Town Charter including but not limited to the following:

1. To annually establish, with the Superintendent of Schools, educational priorities for the school district.
2. Create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise.
3. To employ a Superintendent of Schools in accordance with state statutes.
4. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
5. To determine the number, classification, duties and remuneration of employees.
6. To establish policy for employment, promotion and dismissal of personnel in accordance with state statutes.
7. To provide for the appraisal of the performance of personnel.
8. To initiate and approve the acquisition and disposition of school sites and to initiate and approve plans for school buildings.
9. To consider any specific recommendations made by the Superintendent of Schools.
10. To keep the citizenry informed of purposes, values, conditions and needs of public education in the Town.
11. To consider, revise and adopt any changes in the curriculum.
12. To take any other actions required or permitted by law.
13. To make reasonable provision to implement the educational interests of the State, as defined by law, so that
 - (a) each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;

- (b) the school district shall finance at a reasonable level an educational program designed to achieve this end;
- (c) the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds;
- (d) the mandates in the General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

14. To maintain a safe school setting and shall in accordance with the statues maintain records of allegations, investigations, and reports that child has been abused or neglected by a school employee, as defined in C.G.S. (53a-65).

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Adopted: 4/10/12

Revised:

Bylaws of the Board

Public Statements

The Newtown Board of Education recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs. Communication will be a concurrent responsibility of the Board of Education and the Superintendent of Schools.

The Board shall utilize methods to provide releases to the press and brief summaries of Board meeting actions to interested members of the public. These methods will include, but not limited to, the Newtown Public Schools website and an electronic distribution system that the public may opt into to receive such information directly. Press releases relative to Board of Education action shall be released only by the Board Chairperson or the delegated agent of the board.

The Superintendent shall maintain a communication program to keep the public informed of the school district's progress in accomplishing its goals and priorities, including programs established to achieve them, which shall include but not be limited to, public meetings, publications in local newspapers, school newsletters, PTA meeting and other digital methods.

(cf. 1112.2 – School News Releases)

(cf. 1120 – Board of Education Meetings)

Bylaws of the Board

Public Statements

Recognition of Accomplishments by Citizens, Students, Staff Members or Members of the Board

Recognition for Individual Accomplishment

The Board is committed to recognizing and reinforcing the positive efforts and performance of individuals involved in the school system. The Superintendent shall develop procedures to honor the distinguished or exceptional achievements of citizens, students, and staff. This should also include retiring staff who have contributed to the school system over an extended period of time. This may be done by recognition at Board meetings, letters of recognition, or other appropriate methods.

Adopted: 4/10/12

Bylaws of the Board

Board-Related Responsibilities

In order to assure that its operations support the schools in providing all students with a high quality education, the Board of Education hereby establishes as its goals:

1. to work closely with the community to ensure that Board actions and performance reflect the concerns and aspirations of the community;
2. to identify the educational needs and aspirations of the community, and to transform such needs and aspirations into policies aimed at stimulating the students and the learning process;
3. to provide leadership in order that the goals and objectives of the school system, as set forth by the Board, can be effectively carried out;
4. to employ a Superintendent capable of ensuring that the district maintains a position to an outstanding school system and that school personnel carry out the policies of the Board with energy and dedication;
5. to formulate Board policies which best serve the educational interests of students and provide the Superintendent with sufficient and adequate guidelines for implementation;
6. to develop and provide data useful to the planning evaluation, organization and execution of Board management functions;
7. to perform all Board functions and operations in conformity with state, federal and local laws, rules, and regulations and in a fiscally responsible manner;
8. to evaluate the Board's performance in relation to these goals, and to establish and clarify policies based upon the results of such evaluation.

Adopted: 4/10/12



Distracted Driving at School Bus Stops:

*Connecticut Pilot Program
in Bethel, Monroe, and
Newtown (April 2019)*

Neil K. Chaudhary, Ph.D.
Preusser Research Group, Inc.

School Buses are the Safest Vehicles on the Road

Students are about **70 times** more likely to get to school safely when taking a school bus instead of riding in a car.

Late October 2018 Tragedy

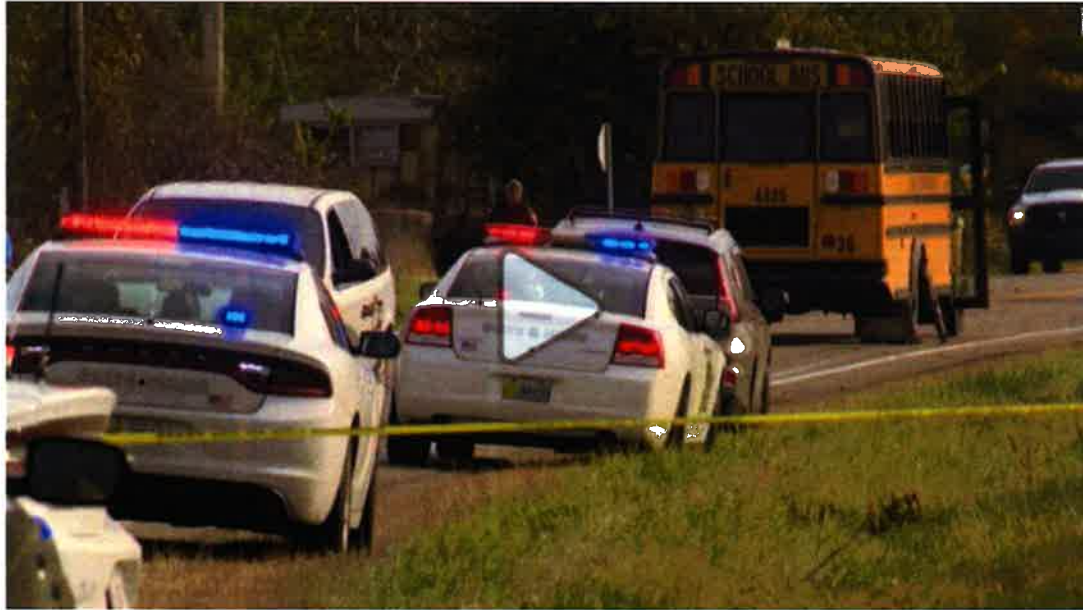
Bethel, Monroe, &
Newtown Connecticut

April 2019 Distraction at School
Bus Stops Pilot Study

5 children have been killed in 3 days waiting for school buses

By Madeline Holcombe, CNN

🕒 Updated 3:21 PM ET, Fri November 2, 2018



1 week, 6 bus stop accidents, 5 children dead 01:12

(CNN) — They were just kids, trying to get to school.

COURTESY DAVID COTA-ROBLES
NO AUDIO

08/31/2018 07:59:49 AM

USA
TODAY



Passing Stopped School Buses

- Possible recent increase in passing stopped school buses (lights flashing with stop sign arm extended or not yet extended).
- Theoretical link between distracted driving and this behavior
- Enforcement efforts to curb distracted driving during school bus pick up and drop off times may reduce the passing of stopped buses.

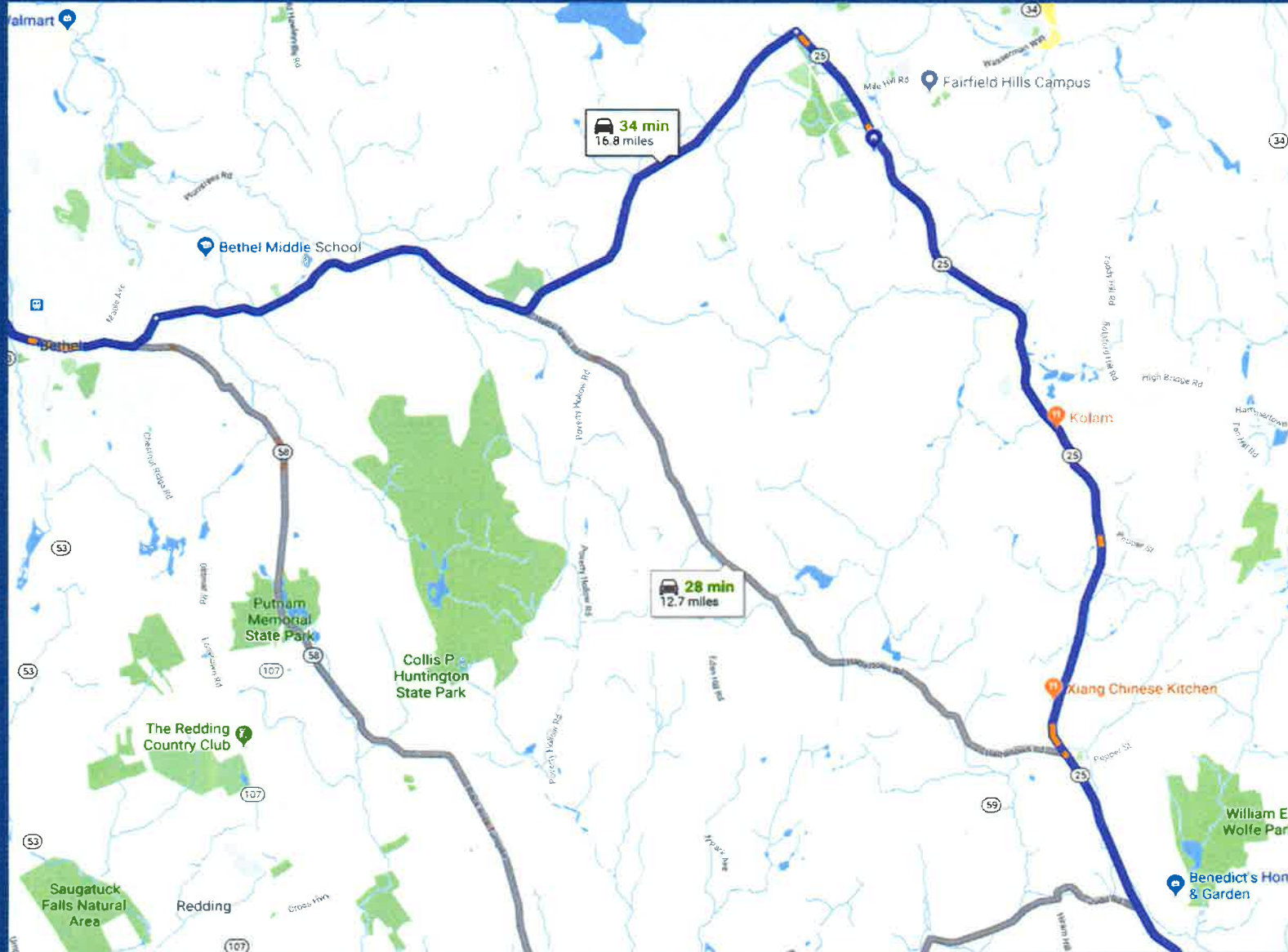
Pilot Program Overview

- Pilot program was a collaboration between Bethel/Monroe/Newtown school superintendents and police departments, the Connecticut Department of Transportation's Highway Safety Office, and Preusser Research Group, Inc. (PRG)
- “Corridor Enforcement” of distracted driving during school bus drop off and pick up times was conducted surrounding April 2019 (national Distracted Driving Month)

Pilot Program Media

- The Highway Safety Office, their media firm Cashman & Katz, and PRG developed press releases and graphics to share with local press and via social media.
- This information was shared with the participating PDs and superintendents so they could distribute on their individual social media pages.
- A formal press release was issued from the DOT Commissioner in addition to the local and in-house media dissemination.

Police Enforced Along Routes 25 and 302



Bethel, Monroe, &
Newtown Connecticut

April 2019 Distraction at School
Bus Stops Pilot Study

Media

Don't get **BUSted**



Media



STAY ALERT SO KIDS DON'T GET HURT!

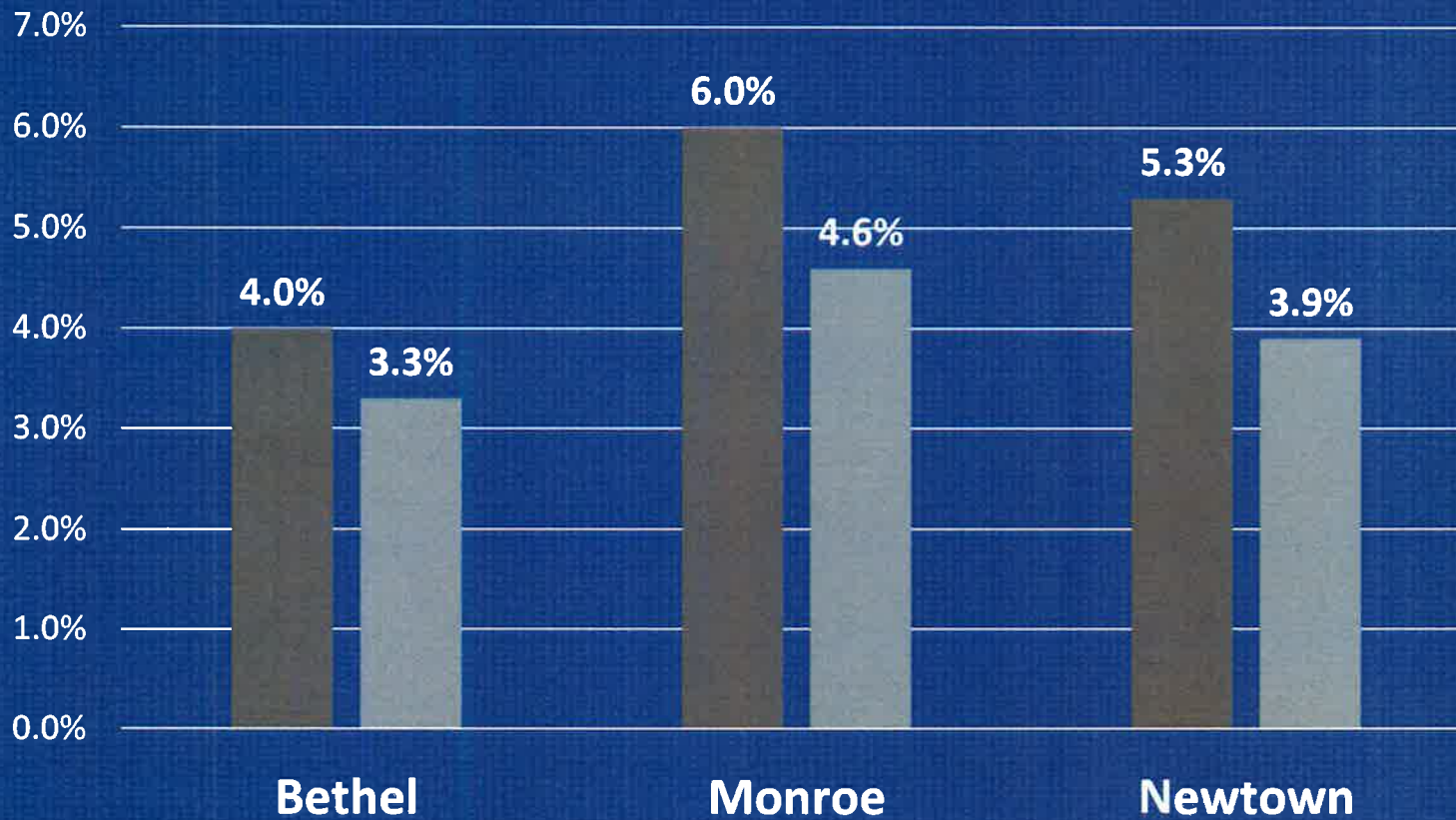
Don't get **BUSTed!**





April 2019 Distraction at School
Bus Stops Pilot Study
Bethel, Monroe, &
Newtown Connecticut

Results



Bethel, Monroe, &
Newtown Connecticut

April 2019 Distraction at School
Bus Stops Pilot Study

Results

City	Decline	Significance
Bethel	18.5 %	<i>NS</i>
Monroe	23.2 %	<0.05
Newtown	26.0 %	<0.05
ALL	23.1 %	<0.05

Unanswered Questions

Program was effective but:

- *Are passing stopped school bus violations a function of distracted driving?*
- *Is school bus stop enforcement more effective than “standard enforcement”?*
- *Did the program deter violators from passing stopped school buses?*

Next Steps

- Increase participation
- 10 + towns across the state (hopefully including the 3 pilot locations)
- Use what we learned during pilot to improve the program
- Change from corridor to entire town
- Possibly request that bus drivers keep a tally of stopped bus (arm out and/or stop arm extended) passings

Contact

Neil K. Chaudhary, Ph.D., CEO

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Trumbull, CT 06611

Neil@preussergroup.com

Bethel, Monroe, &
Newtown Connecticut

April 2019 Distraction at School
Bus Stops Pilot Study

(16)

