

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

Minutes of the Board of Education meeting held on January 17, 2023, at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	14 Staff
J. Kuzma	1 Public
J. Larkin	
A. Plante	
K. Kunzweiler	
D. Godino	

Ms. Zukowski called the meeting to order at 7:02 p.m.

Item 1 – Pledge of Allegiance

Item 2 - Consent Agenda

MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the donations to the Newtown Public Schools and Newtown Middle School, and the correspondence report. Mrs. Kuzma seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Ms. Zukowski enjoyed seeing some of the Capstone projects and the Middle Gate concert last week.

Mrs. Larkin also went to the Capstone presentations with her children.

Mr. Ramsey did the same and appreciated the legacy aspect of them. He also attended professional development activities at the middle school.

Mr. Vouros saw six Capstone presentations and took away not just what they were saying but how personalized their subject was to them and how much they learned about themselves.

Superintendent's Report:

Mr. Melillo attended the Rotary Student of the Month Dinner last week where three students were recognized. They were Ali El-Awa from the middle school, and Kirtana Kunzweiler and Patrick Reisert from the high school. These students exhibit excellence in school and in the community. Our eighth grade Project Challenge team achieved highest honors in the first WordMasters Challenge national vocabulary competition. Thursday night he attended the Nighthawk girls basketball and unified sports games.

Committee Reports:

Mrs. Larkin reported on last Thursday's CFF meeting where they discussed transportation with an update from All-Star. A committee will be set up to put a more regular focus on the transportation issues. Mr. Gerbert gave an update on the Hawley project which will be completed by April. They also discussed a new playground at Middle Gate School. Virtual net metering is booming and saving money in our supplies account.

Mrs. Plante reported that the DEI committee met January 12 and Kellen Nixon of Nixon and Company Consulting Group, joined the meeting virtually and will help with our DEI efforts. He has a wealth of experience in this field. His work will be about eight months in duration and will establish a needs assessment to help with what we have accomplished and where we can do better.

Mr. Vouros noted that the Curriculum and Instruction Committee met and discussed the reading program selection process and the science professionals they met with will be here in February.

Mr. Cruson said CAFE is going to have its annual Board of Directors retreat next week to discuss ways to support boards of education and also next year's CAFE/CAPSS Convention.

#### Student Reports:

Ms. Kunzweiler reported that Unified Theater presented their original play, members of the Hope Squad took part in a retreat at the Community Center, and rehearsals are underway for the play "Into the Woods."

Mr. Godino said athletics had a successful start to the new year and the Leo Club had guest speaker Chris Gardner share his experiences in volunteerism in the community. Seniors presented Capstone projects and midterms are this week.

#### Financial Report:

MOTION: Mr. Cruson moved that the Board of Education approve the financial report and transfers for the month ending December 31, 2022. Mr. Ramsey seconded.

Mrs. Vadas presented her report.

Motion passes unanimously.

#### Item 5 – Presentations

##### Update on Reading Program Selection Process:

Anne Uberti and Kara DiBartolo spoke about the reading program selection process. They are revising their initial recommendation for a pilot program and recommending using Imagine Learning EL Education. We will notify the state we intend to apply for a waiver and use Foundations and Heggerty. They met with K-4 teachers last week who are in favor of this.

Mr. Cruson appreciated the recommendation that a pilot can't be done and disappointed we didn't have the time. He was glad we are keeping elements of what we've had.

Mrs. Uberti said if we find issues, they will be addressed but we believe this is a good fit and has all of the components. We would do an evaluation on our decision.

Mrs. Kuzma as glad were were keeping Foundations and Heggerty and asked about computer usage compared to what we are doing now.

Mrs. DiBartolo said that was one of the deciding factors. This one has a great balance with printed materials and online components. Students will still have books.

Mrs. Larkin referred to the grade comparisons and hoped we can quickly move to fill the gaps for the students in Reed and the middle school who didn't have an adequate program and are still struggling. She was concerned about how students select books.

Mrs. Uberti said students have had independent reading so levels won't go away. They are predominantly texts at their level.

Mrs. Larkin was concerned that we are picking one of the most important implementations with not having a pilot and not having a fall back plan for another choice.

Mrs. Uberti said the best second alternative would be to do two full pilots next year but that's not an option. It was chosen by a great group of people who have a lot of reading knowledge.

Mrs. Kuzma asked if other district that use this were contacted.

Mr. Uberti responded that we have name of the districts using it and intend to contact them.

Mr. Ramsey felt they've done their due diligence and the odds of success are quite great.

Ms. Zukowski asked about the differentiation in reading instruction.

Mrs. DiBartolo said it's about the progression of reading and questioning if the students know what they are reading. That's when differentiation would come in.

Ms. Zukowski asked if we had professional development for teaching reading.

Mrs. DiBartolo said we spoke about professional development from EL Education and will start with our core team at the beginning of the year..

Mrs. Uberti added we are having off site and in-house PD in Foundations and the Science of Reading this year.

Superintendent's Overview of the 2023-2024 Budget:

Mr. Melillo presented his proposed budget.

Mrs. Larkin said it was well done and phenomenal work. These decisions not made easy. Seeing what other towns have come in at this number is lower than she expected.

Ms. Zukowski said it was an excellent overview and thanked everyone for their work on the budget.

#### Item 6 – Old Business

Weight Training Curriculum:

MOTION: Mr. Cruson moved that the Board of Education approve the Weight Training Curriculum. Mrs. Kuzma seconded. Motion passes unanimously.

#### Item 7 – New Business

Letter regarding Transportation:

Ms. Zukowski asked the Board their feeling about send a letter to our State legislators regarding our issues with transportation.

Mr. Cruson feels sending a letter from the Board is a tool when we have special requests or opinions. He can't think of anything they can do. There is nothing specific to ask of the State so he doesn't see the value in sending the letter.

Mr. Melillo said there could be funding sources and noted that EdAdvance doesn't have enough drivers for our special education students. No one budgeted for overages in transportation costs. In other states they've used National Guard or other agencies to drive. He reached out to Fran Rabinowitz and our legislators and feels it won't hurt to ask for support and it will put it on their radar that it's an issue. We can be advocates to see if the state can support some of the work we need to do or ask our community to pay. He would let the Governor's office know that this problem needs to be solved.

Mrs. Kuzma agrees there should be a specific ask and supports writing a letter. She spoke to Mitch Bolinsky who said there is talk around all of the various shortages.

Mr. Melillo said they can make changes in the upcoming session regarding financial and time relief.

Mrs. Plante said we're no worse off if we send a letter. It needs to have a pointed request which is for financial relief.

Mrs. Larkin send a letter last week and supported the Board sending a letter also. We owe it to the families and Mr. Melillo and Mrs. Vadas as they are getting calls and we get emails every day. It's time to take the next step.

Ms. Zukowski noted that she would create another letter to include tonight's comments and add it to next Tuesday's agenda.

Action on Minutes:

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of January 3, 2023. Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of January 13, 2023. Vote: 5 ayes, 2 abstained (Mrs. Larkin, Mrs. Plante) Motion passes.

Item 8 – Public Participation

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

Item 9 - Adjournment

The meeting adjourned at 9:16 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary



January 11th, 2023

Master Henry  
World Champion Taekwondo  
125B South Main St  
Newtown CT 06470  
masterheny329@gmail.com  
(203) 304 - 9406

Dear Mr. Christopher,

My name is Master Henry, and I am the owner of World Champion Taekwondo Newtown school. Our studio just opened 2 months ago on south main street.

Every year, schools work hard to provide the best possible educational and extracurricular activities for students, but there are still some students who need more help. While I was teaching Taekwondo in different schools, I met some students who couldn't continue learning Taekwondo because they couldn't afford it. It was sad to see them because they not only stopped taking Taekwondo classes, but also they were losing the opportunity to have various experiences.

Since I have my own studio, I would like to support those students who want to have different experiences but cannot have a chance for it. And I decided to donate some money to Newtown public schools. Hopefully this donation will help some students to have a chance to expand their views through experiencing various things.

Together we can continue making our school an environment of excellence for our futures. Thank you!

Sincerely,



KIM'S IMPASSIONED MARTIAL ARTS, INC  
123 S MAIN ST  
NEWTOWN, CT, 06470

0010

DATE 01/04/2023

1-2/210

PAY TO THE ORDER OF

Newtown Public Schools

\$ 200.00

Two hundred and 00/100

DOLLARS



FOR School Donation

⑈000010⑈ ⑆021000021⑆

897071756⑈

01-04-2023

Mr. Ross,

Please accept the enclosed check to assist and ensure all eighth graders attend the NYC trip in May!

Happy New Year!

Jane + Rob Rossomando

0863

**Rob Rozz LLC**

156 Walnut Tree Hill Rd  
Sandy Hook, CT 06482

 **Newtown Savings Bank**  
THE EXPERIENCE MATTERS™

51-7229/2211



1/4/2023

PAY TO THE ORDER OF Newtown Middle School

\$\*\*500.00

Five Hundred and 00/100\*\*\*\*\*

DOLLARS

Newtown Middle School  
attn: School Directory Advertising  
11 Queen Street  
Newtown, CT 06470

*Rob Rossomando*

AUTHORIZED SIGNATURE

MEMO

⑈000863⑈ ⑆221172296⑆ 200 202 299⑈

Correspondence Report  
01/03/2023 – 01/16/2023

<b>Date</b>	<b>Name</b>	<b>Subject</b>
01/03/2023	Ramsey, Donald	Correspondence Report for BOE Meeting 01/03/2023
01/03/2023	Melillo, Christopher	Superintendent's Mid Year Goals Udate
01/03/2023	Zukowski, Deborra	I'm Back in Newtown!
01/04/2023	Melillo, Christopher	Sharing Sad News
01/04/2022	Zukowski, Deborra	Fwd: NHS Capstone Presentations
01/05/2023	June, Kathy	Fwd: CABE Webinar – The Board's Role in Communications
01/05/2023	Melillo, Christopher	HS Information
01/05/2023	Melillo, Christopher	Parent Information
01/06/2023	Hiscavich, Michelle	Arts Calender Updates for January
01/08/2023	Melillo, Christopher	1/8 Superintendent Sunday Update
01/08/2023	Murray, Heather	Fwd: Miss Patty's Class
01/08/2023	Murray, Heather	Parent Concerns
01/08/2023	Zukowski, Deborra	January 8, 2023 Week in Preview
01/09/2023	Kelly Moody via	Lack of Busdrivers/parked buses
01/09/2023	Lisa Keane	Bus Driver Shortage
01/09/2023	Zukowski, Deborra	Fwd: Spreadsheet shared with you: "Sr. Capstone Presentations S1"
01/10/2023	Alyssa Caram	Newtown Busing
01/10/2023	June, Kathy	Meeting Schedules
01/11/2023	June, Kathy	Budget Books
01/11/2023	Melillo, Christopher	Middle Gate
01/12/2023	Melillo, Christopher	Fwd: Recognizing Bus Driver John on Route #8 (Hawley/Sandy Hook/Reed)
01/12/2023	Gabriel, Janice	NHS Unified Theater Presents "Forward to the Past" this weekend
01/13/2023	June, Kathy	BOE Mailing – January 17, 2023
01/13/2023	June, Kathy	Budget Summary Detail
01/13/2023	June, Kathy	January 19, Agenda
01/13/2023	Zukowski, Deborra	Fwd: Incidental Budget book questions
01/15/2023	Melillo, Christopher	1/15 Superintendent's Sunday Update





# **Elementary Reading Program Selection Update**

Presentation to the Board of Education  
January 17, 2023

Anne Uberti  
Assistant Superintendent

&  
Kara DiBartolo  
Director of Teaching & Learning

## **Connecticut's Approved K-3 Core Comprehensive Curricula/Programs**

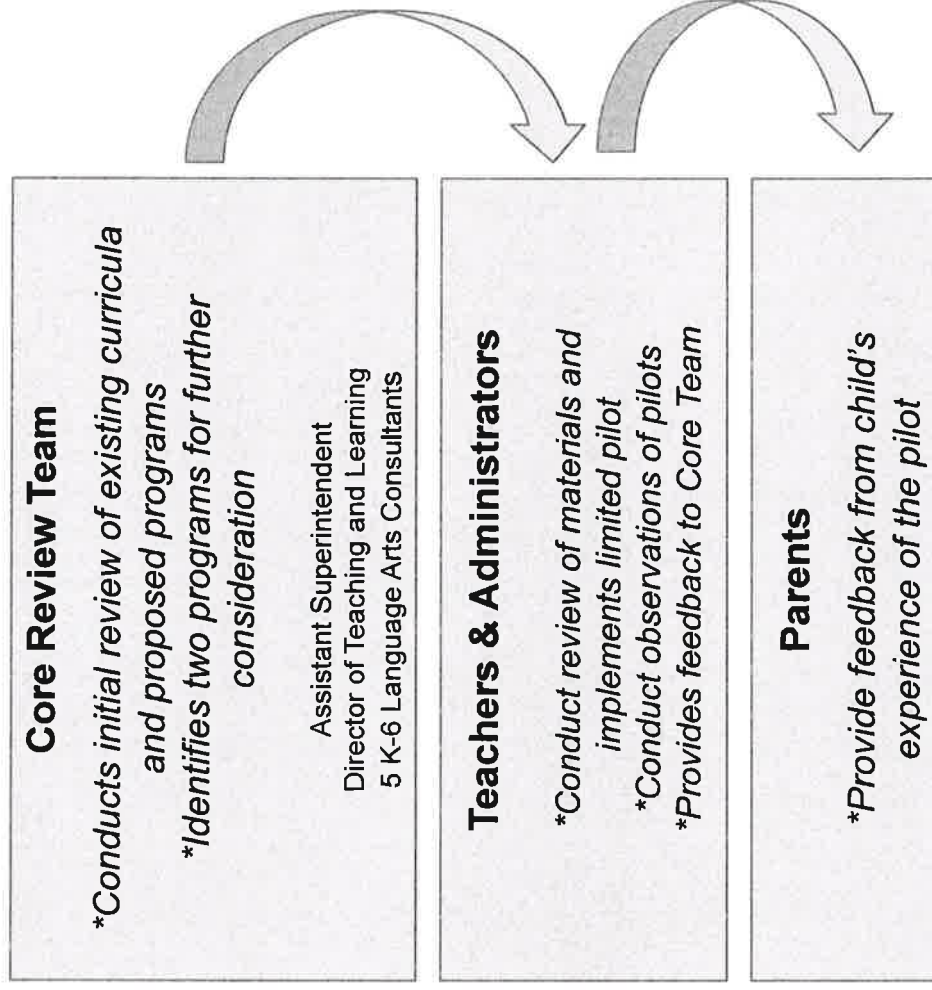
- American Reading Company-ARC Core® K–3 (2017)
- Amplify Education Inc.- Core Knowledge Language Arts (CKLA, 2017)
- EL Education, Grades K-3 (2017)
  - Imagine Learning
  - Open Up Resources
- McGraw Hill Education-Wonders (2020)
- Savvas Learning Company-myView Literacy (2020)
- Houghton Mifflin Harcourt: Into Reading

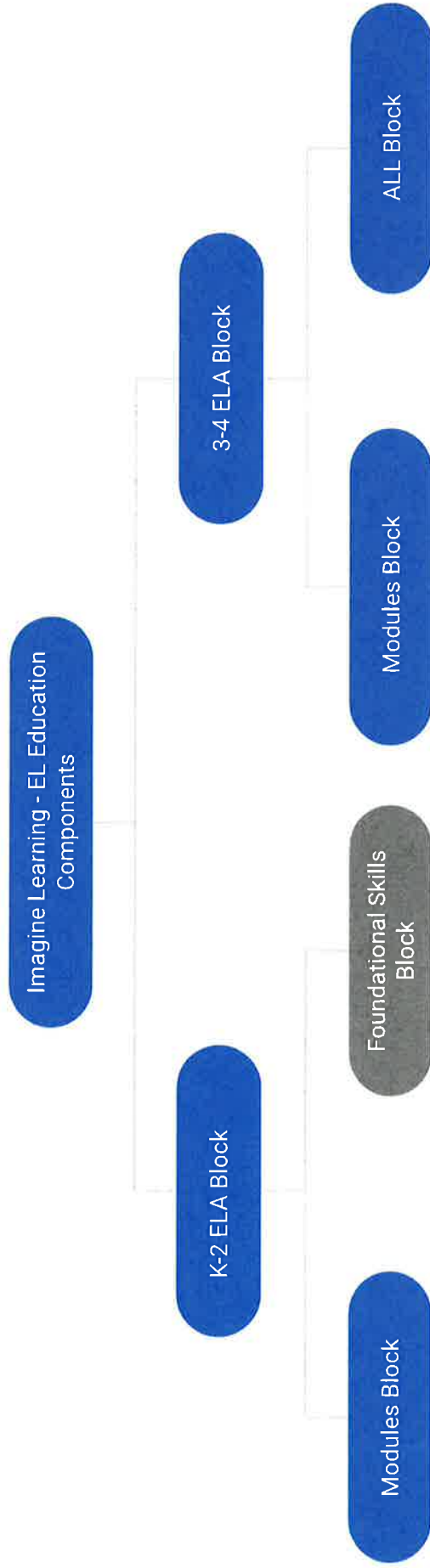
# Current Literacy Programing & CSD E Requirements

	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	RAN	Comprehension
Kindergarten	TC Units	Hegerty	Fundations	Fundations	TC Units	Hegerty	TC Units
Grade 1	TC Units		Fundations	Fundations	TC Units		TC Units
Grade 2	TC Units		Fundations	Fundations	TC Units		TC Units
Grade 3	TC Units		Fundations*	Fundations*	TC Units		TC Units
Dibels Next Reading Assessment 3 times per year in grades K-3							

\*Fundations lessons continue into third grade for students who have not met mastery.

# Original Plan for New Program Review





# K-2 ELA Block

## Modules Block 60 Minutes

Reading Comprehension  
Vocabulary  
Writing  
Fluency  
Knowledge Building  
Access to Grade Level Text  
Accountable Independent Reading

## Foundational Skills Block 80 Minutes

### Fundations 30 Minutes

Phonics  
Fluency

Rapid Naming/Letter Naming Fluency

### Hegerty 10 Minutes

Phonemic Awareness

### Differentiated Small Group Instruction 40 Minutes

Small group instruction with decodables

# 3-4 ELA Block

## Module Block 60 Minutes

Reading Comprehension  
Vocabulary  
Writing  
Knowledge Building  
Access to Grade Level Text  
Accountable Independent Reading

## ALL Block 60 Minutes

Additional Work with complex texts  
Speaking and Listening  
Fluency & Grammar  
Writing Practice  
Word Study  
Access to Grade Level Text  
Independent Reading





### **Key Features of Imagine Learning EL Education**

- Engaging and developmentally appropriate topics that builds content knowledge in the areas of science, social studies and literature
- Read-aloud and independent reading paired with discussions
- Writing in response to text dependent questions
- Authentic writing opportunities including shared writing, individual scaffolded writing tasks, and individual on-demand writing tasks
- Emphasis on habits of character
- Emphasis on oral language development
- Daily work with rich, complex and authentic texts and a volume of reading
- Daily student goal-setting and reflection
- Culminating performance task (unit 3 of the module)
- Summative and formative assessments
- Direct instruction of vocabulary before, during and after reading
- Direct instruction in the areas of grammar, usage and mechanics
- Resources for differentiated instruction, including suggested modifications to support English-language learners

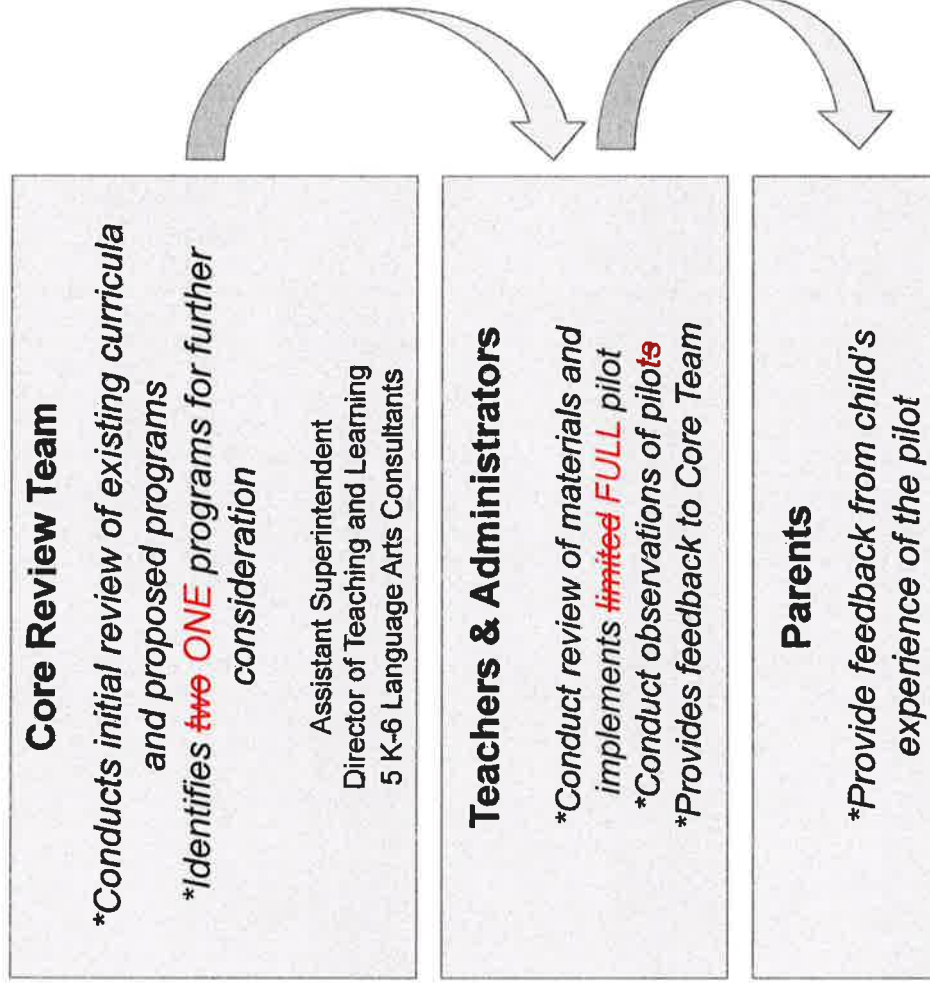


# Proposed Literacy Programming & CSD E Requirements

	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	RAN	Comprehension
Kindergarten	EL Modules	Heggerty	Fundations	Fundations/ EL Modules	EL Modules	Heggerty	EL Modules
Grade 1	EL Modules	Heggerty	Fundations	Fundations/ EL Modules	EL Modules	Heggerty	EL Modules
Grade 2	EL Modules	Heggerty	Fundations	Fundations/ EL Modules	EL Modules	Heggerty	EL Modules
Grade 3	EL Modules	EL ALL Block	Fundations*/ EL ALL Block	Fundations*/ EL Modules	EL Modules/ ALL Block	EL Modules/ ALL Block	EL Modules
Continue Dibels Next Assessment 3 times per year in grades K-3							

\*Continue Fundations lessons into third grade for students who have not met mastery

# Revised Plan for New Program Review



# **2022-2023 Required Notification**

## **By January 23, 2023**

Notify the Reading Center at CSDE of  
*intentions* for implementation

## **By February 28, 2023**

Submit completed waiver documents

## **By July 1, 2023**

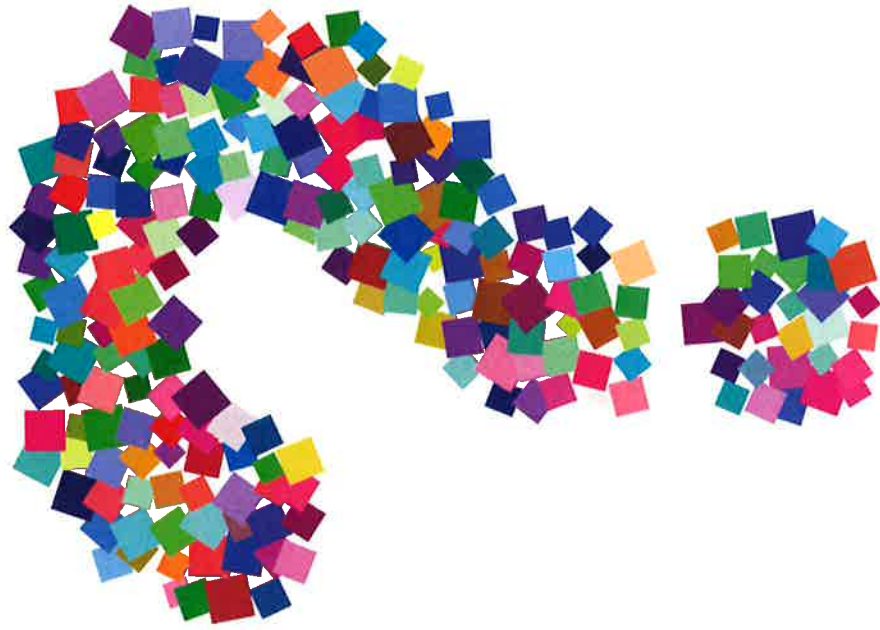
Request of an extension of one year due to  
insufficient resources or funding

# Next Steps - January through August, 2023



- Present the recommended plan for teachers
- Present the recommended plan to Board of Education
- Seek Board Approval for the plan
- Attend faculty meetings for further discussions
- Order grade level materials for each school to preview
- Provide Q&A document for teachers to ask follow up questions
- Continue to offer in-house and off-site professional development this year on the "science of reading"
- Encourage teachers to make instructional decisions based on the science of reading this year
- Review digital resources next year
- Develop a comprehensive reading assessment plan for next year
- Develop a comprehensive professional development plan for next year
- Continue to monitor developments from CSDE

*Thank you for your  
continued support.*



**NEWTOWN BOARD OF EDUCATION  
MONTHLY FINANCIAL REPORT  
DECEMBER 31, 2022**

**SUMMARY**

The sixth financial report for the year continues to provide year to date expenditures, encumbrances and information for anticipated obligations. Many of the accounts within our major objects have been forecasted as “full budget spend” in order to more accurately project an estimated year-end balance. These balances are monitored closely and adjusted each month in order to capture any changes and fluctuations that occur throughout the year.

During the month of December, the district spent approximately \$8.0M for all operations. About \$6.1M was spent on salaries (three pay periods in this month) with the remaining balance of \$1.9M was spent on all other objects. All expenditures appear to be within normal limits at this time.

The change over the last month’s year-end projection has resulted in an increase of \$10,703; now showing a total projected balance of \$386,326. The largest area of change was found in other salaries and supplies.

This report also includes a transfer request in the amount of \$121,227.

- \$52,927 all within the certified salary accounts. (*object 100*).
  - This transfer is to correct a balance transfer from the prior month.
  - We are requesting to debit \$52,927 from our turnover line and to credit our certified salary adjustment line.
  
- \$68,300 from transportation to contracted services (*all within object 500*).
  - This transfer is for the remaining balance of the bus driver retention payments that were approved by the board at the August 23, 2022 meeting.
  - The first payment was issued on November 14<sup>th</sup> in the amount of \$30,650.
  - There will be two more installment payments.

**MAJOR MOVERS**

**SALARY OBJECT**

The overall salary object currently displays a positive position, despite decreasing over the prior month by -\$102,879. During the month of December, many of these accounts were analyzed and reconciled as adjustments were made in our anticipated obligation column. The salary accounts continue to drive our year-end balance and we anticipate that they will continue to remain positive through the remainder of the year.

- **CERTIFIED SALARIES** – the overall balance in this sub-object is negative -\$54,141. The driver behind this negative number was found in Teacher & Specialists Salaries, reducing the overall balance by just over \$95K. This change was to account for high school special ed teachers, ESY (4 days in June) and encumbrance changes that were necessary to account for teachers out on FMLA.



- **NON-CERTIFIED SALARIES** – the overall balance in this sub-object is \$439,897. These accounts have changed slightly over the prior month and continue to drive our projected year-end balance. We currently have many unfilled positions and we have also seen an unusual amount of turnover in our secretary and custodial unions.
- As of December, the following positions remain open:
  - Thirteen paraprofessionals, five behavioral therapists, one network specialist and one security guard.

**EMPLOYEE BENEFITS** - the overall balance in this object is showing negative -\$15,098.

As stated in last month's report, the driver behind this balance comes from increased costs for our defined contribution pension plan. This number has not changed over the prior month and still shows a negative balance of -\$27,264. As new employees are hired, participation in this plan increases driving the cost upwards. A transfer request is planned for next month.

**PURCHASED PROPERTY SERVICES** – now showing a positive balance of \$11,786

A small balance is emerging in this object and can be attributed to lower costs in water and sewer. We will continue to analyze and forecast these accounts.

- Our building & site emergency repair account is currently in good standing, having more than half of the balance available for the next six months. By this time of year, these accounts are typically projected to run over budget; however, it is still early in the year but we are hopeful that we will remain even through year-end.

**OTHER PURCHASED SERVICES** – the overall position of this object is displaying a negative balance of -\$291,19, having incurred additional costs of \$15,245 over the prior month.

- **Contracted Services** – remains negative with a slight change over the prior month, currently displaying a negative balance of -\$128,920. The majority of this balance is due to the inclusion of an outside service that provides behavioral therapists for our students. These students require this service as outlined in their I.E.P. We are currently contracting anywhere from 5-7 therapists as we have been unable to fill our open positions.

We will be requesting a budget transfer in the upcoming month and reallocating a portion of this cost towards our ARP IDEA grant. These services are an appropriate use of this funding as we must be mindful of the federal guidelines as outlined in all grants.

- **Transportation** – overall, these accounts still remains positive with a slight reduction over the prior month; now showing a balance of \$180,000.
  - Included in this report is a request for a transfer from this account in the amount of \$68,300. This will adjust for the retention payment for bus drivers. This transfer will take place after board approval and will show a reduction in this account next month.
- **Out-of-District Tuition** – over the prior month, the account for special OOD tuition has been reduced by \$6,539. However, we may have another student that will be outplaced in the upcoming month and a projected cost will be included in next month's report.

**SUPPLIES** – the overall balance here is in a good position showing a positive balance of \$141,000.

- **Natural gas and propane** – additional costs of \$4,000 have occurred in December. As stated in last month’s financial report, additional costs for natural gas and oil have caused some stress in these accounts and may continue to do so. Last month we had requested a budget transfer to cover the deficit and it may be necessary to request additional transfers before year-end.
- **Electric** – this account now shows a positive balance of \$130,000.

The Board of Education has been successful in strategically positioning ourselves, mitigating the price hikes that are now being seen in electricity. First of all, we have an electric supply contract through Constellation New Energy for a fixed cost of \$.07490 per kW. This contract is due to expire in November of 2023.

In addition to our low fixed rate, our “virtual net metering” program is doing very well. This program was offered to municipalities a few years back and the way it works is the board of education will receive credits for solar energy that is produced off site (*you can read more about VNM in our budget book*). These credits are then applied to our electric bill, lowering our total cost and in some cases, even producing no cost at all.

We currently have six schools that participate in this program. The combined credit for all schools has been coming in higher than anticipated and we are expecting this to increase over the next few months. Every time Eversource increases its supply rate, the Board of Ed will see an increase to the credit (*the Eversource supply rate is built into the credit formula*).

Last month we saw a credit balance in this account for \$93,500 (this was transferred to cover the deficit in natural gas and oil), and in the current month we now see a positive balance of \$130,000. As we continue to analyze and forecast the electric accounts, it’s likely that we will see additions to this balance and we will continue to keep the board apprised of this activity.

### **ALL OTHER OBJECTS**

Our account-by-account analysis will continue throughout the year and we will keep the board apprised of any issues or concerns as they arise.

### **EMERGENCY REPAIRS**

There were no emergency repairs to report in the month of December.

### **REVENUE**

The board of education received \$3,735.88 in tuition and \$209.95 in miscellaneous revenue.

Tanja Vadas  
Director of Business  
January 13, 2023



**NEWTOWN BOARD OF EDUCATION  
2022-23 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b><u>GENERAL FUND BUDGET</u></b>											
100	SALARIES	\$ 51,681,024	\$ 53,701,233	\$ -	\$ 53,701,233	\$ 21,914,931	\$ 30,070,406	\$ 1,715,895	\$ 1,276,139	\$ 439,756	99.18%
200	EMPLOYEE BENEFITS	\$ 11,744,808	\$ 11,955,016	\$ (12,626)	\$ 11,942,390	\$ 6,264,147	\$ 4,422,483	\$ 1,255,760	\$ 1,270,858	\$ (15,098)	100.13%
300	PROFESSIONAL SERVICES	\$ 543,087	\$ 687,141	\$ (14,000)	\$ 673,141	\$ 193,250	\$ 63,434	\$ 416,458	\$ 416,458	\$ -	100.00%
400	PURCHASED PROPERTY SERV.	\$ 2,093,569	\$ 1,814,663	\$ -	\$ 1,814,663	\$ 771,149	\$ 441,457	\$ 602,057	\$ 590,270	\$ 11,786	99.35%
500	OTHER PURCHASED SERVICES	\$ 9,327,010	\$ 10,095,326	\$ 26,626	\$ 10,121,952	\$ 5,457,699	\$ 5,231,750	\$ (567,497)	\$ (276,379)	\$ (291,119)	102.88%
600	SUPPLIES	\$ 3,474,903	\$ 3,365,464	\$ -	\$ 3,365,464	\$ 1,512,940	\$ 193,708	\$ 1,658,815	\$ 1,517,815	\$ 141,000	95.81%
700	PROPERTY	\$ 536,285	\$ 339,710	\$ -	\$ 339,710	\$ 77,340	\$ 6,799	\$ 255,571	\$ 255,571	\$ -	100.00%
800	MISCELLANEOUS	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 62,557	\$ 2,800	\$ 10,729	\$ 10,729	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 79,459,957	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%
900	TRANSFER NON-LAPSING <i>(unaudited)</i>	\$ 237,879									
<b>GRAND TOTAL</b>		\$ 79,697,836	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%

**NEWTOWN BOARD OF EDUCATION  
2022-23 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b>100</b>	<b>SALARIES</b>										
	Administrative Salaries	\$ 4,245,732	\$ 4,312,038	\$ (121,271)	\$ 4,190,767	\$ 2,081,790	\$ 2,059,584	\$ 49,393	\$ 57,904	\$ (8,512)	100.20%
	Teachers & Specialists Salaries	\$ 32,745,539	\$ 33,817,522	\$ 149,271	\$ 33,966,793	\$ 13,096,843	\$ 20,944,169	\$ (74,219)	\$ (46,800)	\$ (27,419)	100.08%
	Early Retirement	\$ 81,000	\$ 81,000	\$ -	\$ 81,000	\$ 89,000	\$ -	\$ (8,000)	\$ -	\$ (8,000)	109.88%
	Continuing Ed./Summer School	\$ 96,279	\$ 97,846	\$ 1,161	\$ 99,007	\$ 73,107	\$ 25,406	\$ 494	\$ -	\$ 494	99.50%
	Homebound & Tutors Salaries	\$ 104,026	\$ 189,413	\$ 45,185	\$ 234,598	\$ 61,981	\$ 73,346	\$ 99,271	\$ 79,271	\$ 20,000	91.47%
	Certified Substitutes	\$ 677,354	\$ 742,610	\$ -	\$ 742,610	\$ 317,955	\$ 194,480	\$ 230,175	\$ 264,520	\$ (34,345)	104.62%
	Coaching/Activities	\$ 659,048	\$ 737,184	\$ -	\$ 737,184	\$ 235,943	\$ 4,000	\$ 497,241	\$ 497,241	\$ -	100.00%
	Staff & Program Development	\$ 188,833	\$ 155,128	\$ -	\$ 155,128	\$ 40,007	\$ 7,676	\$ 107,445	\$ 103,806	\$ 3,639	97.65%
	<b>CERTIFIED SALARIES</b>	<b>\$ 38,797,811</b>	<b>\$ 40,132,741</b>	<b>\$ 74,346</b>	<b>\$ 40,207,087</b>	<b>\$ 15,996,625</b>	<b>\$ 23,308,661</b>	<b>\$ 901,801</b>	<b>\$ 955,942</b>	<b>\$ (54,141)</b>	<b>100.13%</b>
	Supervisors & Technology Salaries	\$ 1,010,203	\$ 1,103,470	\$ 4,960	\$ 1,108,430	\$ 471,880	\$ 470,839	\$ 165,712	\$ 109,548	\$ 56,164	94.93%
	Clerical & Secretarial Salaries	\$ 2,305,020	\$ 2,361,178	\$ 200	\$ 2,361,378	\$ 1,078,153	\$ 1,237,650	\$ 45,575	\$ (50)	\$ 45,625	98.07%
	Educational Assistants	\$ 2,751,027	\$ 2,965,151	\$ 60,477	\$ 3,025,628	\$ 1,267,429	\$ 1,627,875	\$ 130,323	\$ 1,600	\$ 128,723	95.75%
	Nurses & Medical Advisors	\$ 939,312	\$ 902,273	\$ 31,615	\$ 933,888	\$ 346,898	\$ 538,123	\$ 48,867	\$ 38,047	\$ 10,820	98.84%
	Custodial & Maint. Salaries	\$ 3,218,689	\$ 3,395,484	\$ (45,604)	\$ 3,349,880	\$ 1,570,464	\$ 1,674,126	\$ 105,289	\$ 25,422	\$ 79,868	97.62%
	Non-Certified Adj & Bus Drivers Salaries	\$ -	\$ 155,981	\$ (155,981)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 122,065	\$ 171,116	\$ 4,257	\$ 175,373	\$ 79,012	\$ 125,763	\$ (29,402)	\$ (36,883)	\$ 7,482	95.73%
	Special Education Svcs Salaries	\$ 1,348,349	\$ 1,456,181	\$ 20,937	\$ 1,477,118	\$ 602,055	\$ 767,155	\$ 107,907	\$ -	\$ 107,907	92.69%
	Security Salaries & Attendance	\$ 684,773	\$ 679,888	\$ 293	\$ 680,181	\$ 295,579	\$ 317,355	\$ 67,247	\$ 13,982	\$ 53,266	92.17%
	Extra Work - Non-Cert.	\$ 119,364	\$ 109,770	\$ 4,500	\$ 114,270	\$ 59,535	\$ 2,858	\$ 51,877	\$ 47,834	\$ 4,043	96.46%
	Custodial & Maint. Overtime	\$ 356,554	\$ 236,000	\$ -	\$ 236,000	\$ 135,721	\$ -	\$ 100,279	\$ 100,279	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 27,857	\$ 32,000	\$ -	\$ 32,000	\$ 11,581	\$ -	\$ 20,419	\$ 20,419	\$ -	100.00%
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 12,883,213</b>	<b>\$ 13,568,492</b>	<b>\$ (74,346)</b>	<b>\$ 13,494,146</b>	<b>\$ 5,918,306</b>	<b>\$ 6,761,746</b>	<b>\$ 814,094</b>	<b>\$ 320,197</b>	<b>\$ 493,897</b>	<b>96.34%</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 51,681,024</b>	<b>\$ 53,701,233</b>	<b>\$ -</b>	<b>\$ 53,701,233</b>	<b>\$ 21,914,931</b>	<b>\$ 30,070,406</b>	<b>\$ 1,715,895</b>	<b>\$ 1,276,139</b>	<b>\$ 439,756</b>	<b>99.18%</b>
<b>200</b>	<b>EMPLOYEE BENEFITS</b>										
	Medical & Dental Expenses	\$ 8,538,506	\$ 8,790,863	\$ -	\$ 8,790,863	\$ 4,436,790	\$ 4,321,429	\$ 32,644	\$ 20,519	\$ 12,125	99.86%
	Life Insurance	\$ 88,568	\$ 87,000	\$ -	\$ 87,000	\$ 44,336	\$ -	\$ 42,664	\$ 42,664	\$ -	100.00%
	FICA & Medicare	\$ 1,624,911	\$ 1,706,549	\$ -	\$ 1,706,549	\$ 710,553	\$ -	\$ 995,996	\$ 995,996	\$ -	100.00%
	Pensions	\$ 954,029	\$ 852,347	\$ -	\$ 852,347	\$ 748,431	\$ 500	\$ 103,416	\$ 130,680	\$ (27,264)	103.20%
	Unemployment & Employee Assist.	\$ 102,469	\$ 81,600	\$ -	\$ 81,600	\$ 600	\$ -	\$ 81,000	\$ 81,000	\$ -	100.00%
	Workers Compensation	\$ 436,325	\$ 436,657	\$ (12,626)	\$ 424,031	\$ 323,436	\$ 100,554	\$ 41	\$ -	\$ 41	99.99%
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 11,744,808</b>	<b>\$ 11,955,016</b>	<b>\$ (12,626)</b>	<b>\$ 11,942,390</b>	<b>\$ 6,264,147</b>	<b>\$ 4,422,483</b>	<b>\$ 1,255,760</b>	<b>\$ 1,270,858</b>	<b>\$ (15,098)</b>	<b>100.13%</b>
<b>300</b>	<b>PROFESSIONAL SERVICES</b>										

**NEWTOWN BOARD OF EDUCATION  
2022-23 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
	Professional Services	\$ 404,089	\$ 493,643	\$ -	\$ 493,643	\$ 142,593	\$ 51,293	\$ 299,757	\$ 299,757	\$ -	100.00%
	Professional Educational Serv.	\$ 138,998	\$ 193,498	\$ (14,000)	\$ 179,498	\$ 50,657	\$ 12,141	\$ 116,700	\$ 116,700	\$ -	100.00%
	<b>SUBTOTAL PROFESSIONAL SERV.</b>	<b>\$ 543,087</b>	<b>\$ 687,141</b>	<b>\$ (14,000)</b>	<b>\$ 673,141</b>	<b>\$ 193,250</b>	<b>\$ 63,434</b>	<b>\$ 416,458</b>	<b>\$ 416,458</b>	<b>\$ -</b>	<b>100.00%</b>
<b>400</b>	<b>PURCHASED PROPERTY SERV.</b>										
	Buildings & Grounds Contracted Svc.	\$ 672,697	\$ 683,600	\$ -	\$ 683,600	\$ 341,004	\$ 269,826	\$ 72,771	\$ 72,771	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 160,597	\$ 144,770	\$ -	\$ 144,770	\$ 61,105	\$ -	\$ 83,665	\$ 71,165	\$ 12,500	91.37%
	Building, Site & Emergency Repairs	\$ 710,231	\$ 450,000	\$ -	\$ 450,000	\$ 155,890	\$ 39,352	\$ 254,758	\$ 254,758	\$ -	100.00%
	Equipment Repairs	\$ 289,596	\$ 269,051	\$ -	\$ 269,051	\$ 110,402	\$ 32,914	\$ 125,734	\$ 125,734	\$ -	100.00%
	Rentals - Building & Equipment	\$ 260,448	\$ 267,242	\$ -	\$ 267,242	\$ 102,748	\$ 99,366	\$ 65,128	\$ 65,842	\$ (714)	100.27%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>SUBTOTAL PUR. PROPERTY SERV.</b>	<b>\$ 2,093,569</b>	<b>\$ 1,814,663</b>	<b>\$ -</b>	<b>\$ 1,814,663</b>	<b>\$ 771,149</b>	<b>\$ 441,457</b>	<b>\$ 602,057</b>	<b>\$ 590,270</b>	<b>\$ 11,786</b>	<b>99.35%</b>
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>										
	Contracted Services	\$ 1,019,495	\$ 886,545	\$ 61,900	\$ 948,445	\$ 686,749	\$ 230,579	\$ 31,117	\$ 160,037	\$ (128,920)	113.59%
	Transportation Services	\$ 4,229,179	\$ 4,919,428	\$ (47,900)	\$ 4,871,528	\$ 1,803,081	\$ 2,069,559	\$ 998,888	\$ 818,888	\$ 180,000	96.31%
	Insurance - Property & Liability	\$ 425,660	\$ 422,766	\$ 12,626	\$ 435,392	\$ 318,303	\$ 122,339	\$ (5,250)	\$ -	\$ (5,250)	101.21%
	Communications	\$ 189,488	\$ 152,524	\$ -	\$ 152,524	\$ 94,568	\$ 64,056	\$ (6,100)	\$ 4,167	\$ (10,267)	106.73%
	Printing Services	\$ 19,859	\$ 24,789	\$ -	\$ 24,789	\$ 6,512	\$ 811	\$ 17,466	\$ 17,466	\$ -	100.00%
	Tuition - Out of District	\$ 3,252,787	\$ 3,450,187	\$ -	\$ 3,450,187	\$ 2,397,754	\$ 2,724,884	\$ (1,672,451)	\$ (1,344,669)	\$ (327,782)	109.50%
	Student Travel & Staff Mileage	\$ 190,540	\$ 239,087	\$ -	\$ 239,087	\$ 150,733	\$ 19,523	\$ 68,832	\$ 67,732	\$ 1,100	99.54%
	<b>SUBTOTAL OTHER PURCHASED SERV.</b>	<b>\$ 9,327,010</b>	<b>\$ 10,095,326</b>	<b>\$ 26,626</b>	<b>\$ 10,121,952</b>	<b>\$ 5,457,699</b>	<b>\$ 5,231,750</b>	<b>\$ (567,497)</b>	<b>\$ (276,379)</b>	<b>\$ (291,119)</b>	<b>102.88%</b>
<b>600</b>	<b>SUPPLIES</b>										
	Instructional & Library Supplies	\$ 799,649	\$ 854,242	\$ -	\$ 854,242	\$ 530,839	\$ 89,899	\$ 233,504	\$ 233,504	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 217,455	\$ 194,940	\$ -	\$ 194,940	\$ 92,647	\$ 42,870	\$ 59,423	\$ 59,423	\$ -	100.00%
	Plant Supplies	\$ 423,279	\$ 366,100	\$ -	\$ 366,100	\$ 201,699	\$ 43,107	\$ 121,293	\$ 121,293	\$ -	100.00%
	Electric	\$ 995,294	\$ 1,022,812	\$ (93,500)	\$ 929,312	\$ 333,085	\$ -	\$ 596,227	\$ 466,227	\$ 130,000	86.01%
	Propane & Natural Gas	\$ 415,377	\$ 424,980	\$ 40,000	\$ 464,980	\$ 153,474	\$ -	\$ 311,506	\$ 315,506	\$ (4,000)	100.86%
	Fuel Oil	\$ 88,194	\$ 63,000	\$ 53,500	\$ 116,500	\$ 16,142	\$ -	\$ 100,358	\$ 100,358	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 191,173	\$ 216,258	\$ -	\$ 216,258	\$ 76,224	\$ -	\$ 140,034	\$ 125,034	\$ 15,000	93.06%
	Textbooks	\$ 344,482	\$ 223,132	\$ -	\$ 223,132	\$ 108,831	\$ 17,833	\$ 96,469	\$ 96,469	\$ -	100.00%
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 3,474,903</b>	<b>\$ 3,365,464</b>	<b>\$ -</b>	<b>\$ 3,365,464</b>	<b>\$ 1,512,940</b>	<b>\$ 193,708</b>	<b>\$ 1,658,815</b>	<b>\$ 1,517,815</b>	<b>\$ 141,000</b>	<b>95.81%</b>

**NEWTOWN BOARD OF EDUCATION  
2022-23 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING DECEMBER 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2021 - 2022	2022 - 2023 APPROVED BUDGET	YTD TRANSFERS 2022 - 2023	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b>700</b>	<b>PROPERTY</b>										
	Technology Equipment	\$ 278,825	\$ 156,024	\$ -	\$ 156,024	\$ 42,696	\$ -	\$ 113,328	\$ 113,328	\$ -	100.00%
	Other Equipment	\$ 257,460	\$ 183,686	\$ -	\$ 183,686	\$ 34,644	\$ 6,799	\$ 142,243	\$ 142,243	\$ -	100.00%
	<b>SUBTOTAL PROPERTY</b>	\$ 536,285	\$ 339,710	\$ -	\$ 339,710	\$ 77,340	\$ 6,799	\$ 255,571	\$ 255,571	\$ -	100.00%
<b>800</b>	<b>MISCELLANEOUS</b>										
	Memberships	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 62,557	\$ 2,800	\$ 10,729	\$ 10,729	\$ -	100.00%
	<b>SUBTOTAL MISCELLANEOUS</b>	\$ 59,271	\$ 76,086	\$ -	\$ 76,086	\$ 62,557	\$ 2,800	\$ 10,729	\$ 10,729	\$ -	100.00%
<b>910</b>	<b>SPECIAL ED CONTINGENCY</b>	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	<b>TOTAL LOCAL BUDGET</b>	\$ 79,459,957	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%
<b>900</b>	Transfer to Non-Lapsing	\$ 237,741									
	<b>GRAND TOTAL</b>	\$ 79,697,698	\$ 82,134,639	\$ -	\$ 82,134,639	\$ 36,254,013	\$ 40,432,838	\$ 5,447,788	\$ 5,061,463	\$ 386,326	99.53%

**SPECIAL REVENUES**

EXCESS COST GRANT REVENUE	EXPENDED 2021-2022	APPROVED BUDGET	INTERNAL PROJ 1-Dec	PROJECTED 1-Mar	ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
51266 Special Education Svcs Salaries ECG	\$ (7,170)				\$ -	\$ -			#DIV/0!
54116 Transportation Services - ECG	\$ (333,218)	\$ (320,028)	\$ (466,502)		\$ (466,502)	\$ 146,474			145.77%
54160 Tuition - Out of District ECG	\$ (1,193,144)	\$ (1,300,484)	\$ (1,344,669)		\$ (1,344,669)	\$ 44,185			103.40%
<b>Total</b>	\$ (1,533,532)	\$ (1,620,512)	\$ (1,811,171)	\$ -	\$ (1,811,171)	\$ 190,659	\$ -	\$ -	111.77%
<b>SDE MAGNET TRANSPORTATION GRANT</b>	\$ (9,100)	\$ (13,000)	\$ (11,700)		\$ (11,700)	\$ (1,300)			90.00%

**OTHER REVENUES**

**BOARD OF EDUCATION FEES & CHARGES - SERVICES**

	APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	\$32,430	\$32,430		\$32,430	0.00%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000	\$30,000		\$30,000	0.00%
MISCELLANEOUS FEES	\$6,000	\$6,000		\$6,000	0.00%
<b>TOTAL SCHOOL GENERATED FEES</b>	\$68,430	\$68,430	\$0	\$68,430	0.00%

**OTHER GRANTS**

	TOTAL BUDGET	21-22 EXPENSED	YTD EXPENSE	ENCUMBER	BALANCE	% EXPENSED
214 ESSER II	\$625,532	\$573,735	\$16,243		\$35,554	94.32%
218 ESSER III (estimated \$809k for 21-22 use)	\$1,253,726	\$709,840	\$220,557	\$291,642	\$31,688	97.47%

**2022 - 2023**  
**NEWTOWN BOARD OF EDUCATION**  
**TRANSFERS RECOMMENDED**  
**DECEMBER 31, 2022**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
<b>ADMINISTRATIVE</b>					
\$52,927	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TO ADJUST OCTOBER TRANSFER BETWEEN CERTIFIED SALARY ADJUSTMENT AND SAVINGS FROM TURNOVER
\$68,300	500	TRANSPORTATION SERVICES	500	CONTRACTED SERVICES	TO TRANSFER FUNDS FOR BUS DRIVER BONUSES
<b>\$121,227</b>	<b>TOTAL TRANSFERS REQUESTED</b>				

**2022 - 2023  
 NEWTOWN BOARD OF EDUCATION  
 DETAIL OF TRANSFERS RECOMMENDED  
 DECEMBER 31, 2022**

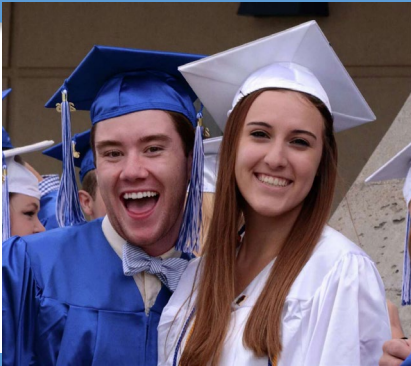
		FROM			TO		
OBJECT CODE	AMOUNT		OBJECT CODE	AMOUNT			
100	\$52,927	TEACHERS & SPECIALISTS SALARIES \$52,927 001840880000 - 51152 DISTRICT - OTHER SERV SAVINGS FROM TURNOVER	100	\$52,927	TEACHERS & SPECIALISTS SALARIES \$52,927 001840880000 - 51151 DISTRICT - OTHER SERV CERT. SALARY ADJ.		
500	\$68,300	TRANSPORTATION SERVICES \$68,300 001920870000 - 54110 DISTRICT - TRANSPORT TRANS. - LOCAL REG. ED.	500	\$68,300	CONTRACTED SERVICES \$68,300 001920870000 - 54000 DISTRICT - TRANSPORT CONTRACTED SERVICES		
	<b>\$121,227</b>	<b>TOTAL TRANSFER REQUEST</b>		<b>\$121,227</b>	<b>TOTAL TRANSFER REQUEST</b>		



# Superintendent's 2023-2024 Operational Budget Plan

# Proposed Budget 2023-2024

## BOARD OF EDUCATION



**Deborra Zukowski, Chair**

**John Vouros, Vice Chair**

**Don Ramsey, Secretary**

**Dan Cruson**

**Alison Plante**

**Janet Kuzma**

**Jennifer Larkin**

## CENTRAL OFFICE

**Christopher Melillo ~ Superintendent of Schools**  
**Anne Uberti ~ Assistant Superintendent of Schools**

**Tanja Vadas**  
**Director, Business &  
Finance**

**Deborah Mailloux-  
Petersen**  
**Director, Pupil Services**

**Kara DiBartolo**  
**Director, Teaching &  
Learning**

**Robert Gerbert**  
**Director, Operations**

**Dennis Colclough**  
**Director, Technology**

**Mark Pompano**  
**Director, Security**

**Suzanne D'Eramo**  
**Director, Human  
Resources**

**Michelle Hiscavich**  
**Director, Performing  
and Fine Arts**



# Proposed Budget 2023-2024

## Newtown Middle School



**Jim Ross**  
Principal

**Brian Walsh**  
Assistant Principal

## Newtown High School



**Dr. Kim Longobucco**  
Principal

Assistant Principals  
**Dana Manning**  
**David Roach**

Athletic Director  
**Matthew Memoli**

## Reed Intermediate School



**Dr. Matthew Correia**  
Principal

**Jenna Connors**  
Assistant Principal

## Hawley Elem School



**Christopher Moretti**  
Principal

**Carla Tischio**  
Lead Teacher

## Sandy Hook Elem School



**Dr. Kathy Gombos**  
Principal

**Kelly MacLaren**  
Lead Teacher

## Middle Gate Elem School



**Christopher Geissler**  
Principal

**John Sullivan**  
Lead Teacher

## Head O'Meadow Elem School



**Tim Napolitano**  
Principal

**Carol Danenberg**  
Lead Teacher

# Newtown Mission

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to INSPIRE EACH STUDENT TO EXCEL in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community.

We accomplish this by creating an unparalleled learning environment characterized by  
· High expectations · Quality instruction · Continuous improvement · Civic responsibility





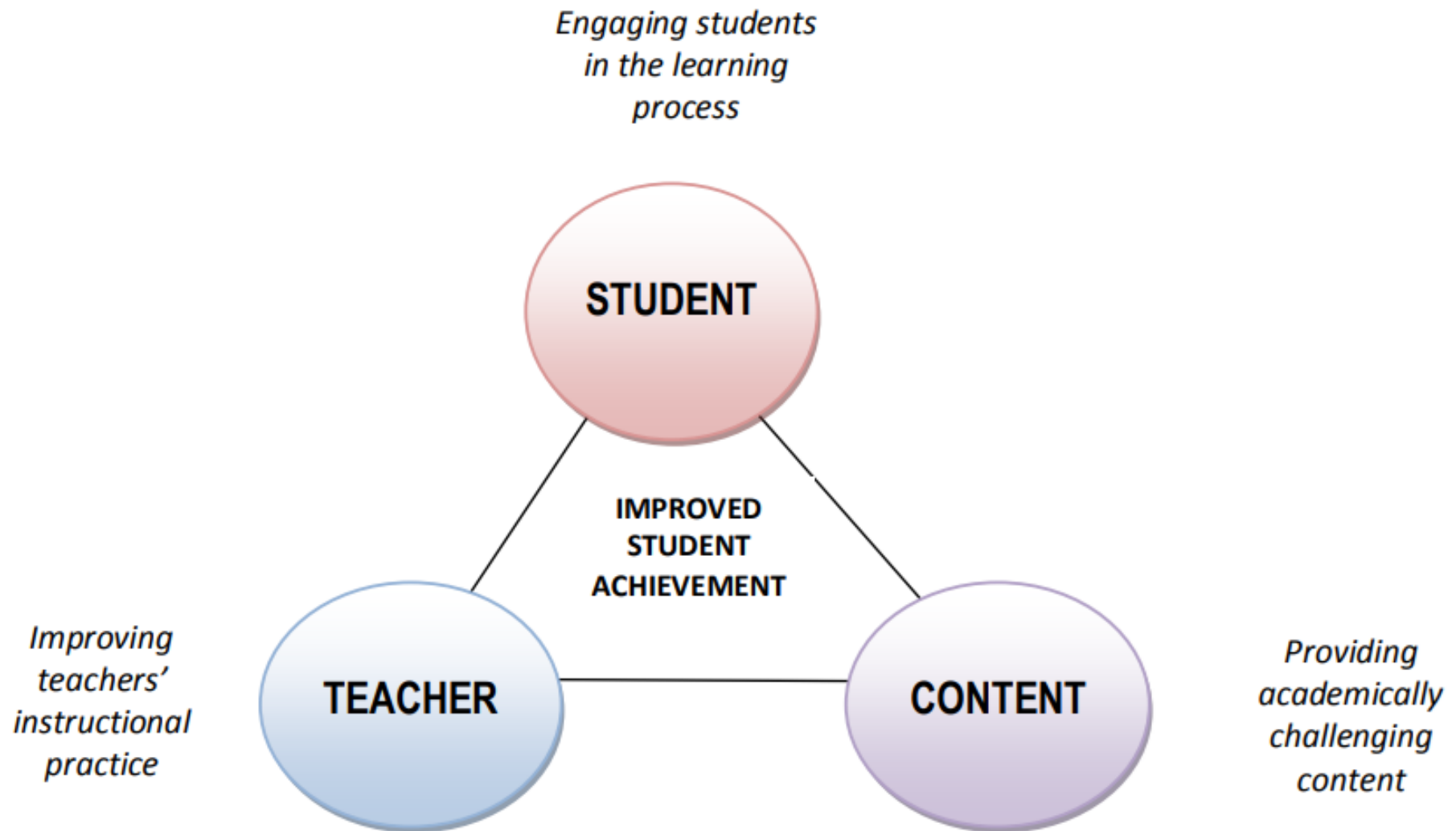
# Protect and Enhance the Instructional Core





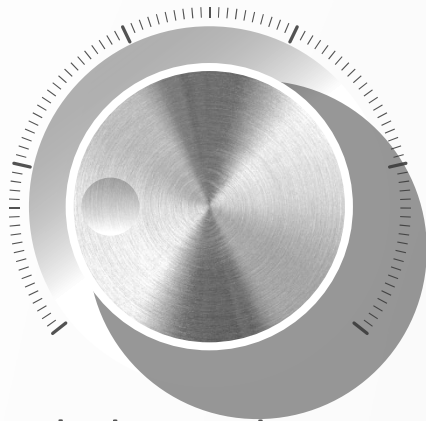
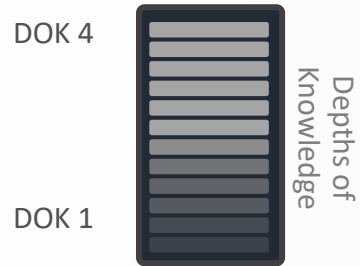


# THE INSTRUCTIONAL CORE



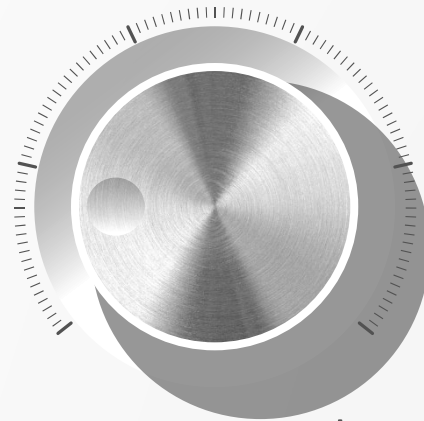
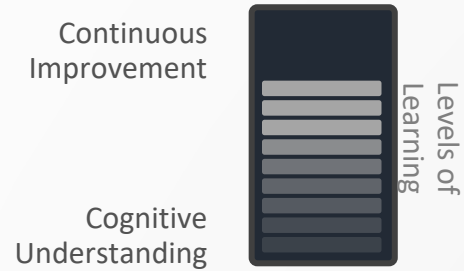
# Charting a Course

## Teacher



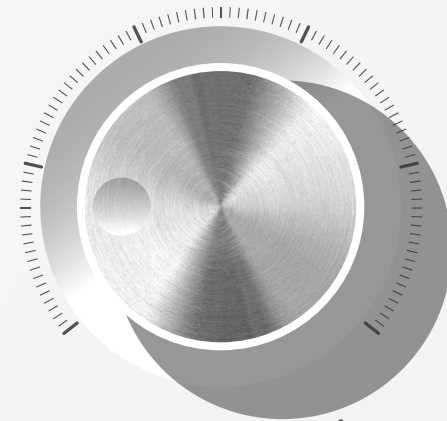
Knowledge and Practice

## Content



Strong Curriculum

## Student



Engaging Students

# Improving Instructional Practice

- Implementing ongoing training for the newly implemented 6-8 Into Math program
- Facilitating K-12 curriculum and planning committees (ELA, Math, Science, Social Studies, Digital Literacy, PD)
- Designing continued training for ESL teachers
- Supplying intensive professional development to support K-3 teachers in the science of reading
- Requiring support and training for new teachers (TEAM)
- Providing opportunities to attendance at regional conferences
- Delivering professional development for K-8 Fine Arts teachers
- Organizing K-4 leadership goal-setting and planning meetings
- Offering 7-12 Inquiry training for science and social studies teachers
- Distributing speakers and trainers for professional development based on need
- Enhancing the training for paraprofessionals
- Providing professional development to support administrators
- Engaging in walkthrough protocols

**Teacher**



# Providing rigorous and relevant content

- Enables ongoing design, revision and updating of K-12 curriculum
- Aligns K-3 reading resources with the mandated CSDE requirements effective July 1<sup>st</sup>, 2023
- Offers digital resources to complement teacher-directed instruction
- Includes an updated edition of Latin textbook
- Use of iReady and Dibels assessment to drive instruction to meet student needs

**Content**





# Engaging Students in the Learning Process

- High School Teen Talk Counselor
- Hope Squad Advisors and Curriculum NMS & NHS
- Check-in Mental Health and Wellness Fair at NHS
- Family Assistance Coordinator (12/14)
- Responsive Classroom, Second Step, Project Adventure
- Signs of Suicide NMS & NHS
- Schoolwide academic and social activities
- Coordinator for Health & Wellness

**Student**





# The 2023-2024 Budget: A Closer Look





# Overcoming Obstacles

- Sunsetting of Grants
- Increase in Special Education Services
- Managing Contractual Increases
- Reduction in Excess Cost Funding
- Addressing Interrupted Learning
- Accounting for Unfunded Mandates
- Managing the Labor Shortage
- Economic Climate
- Enrollment Shift

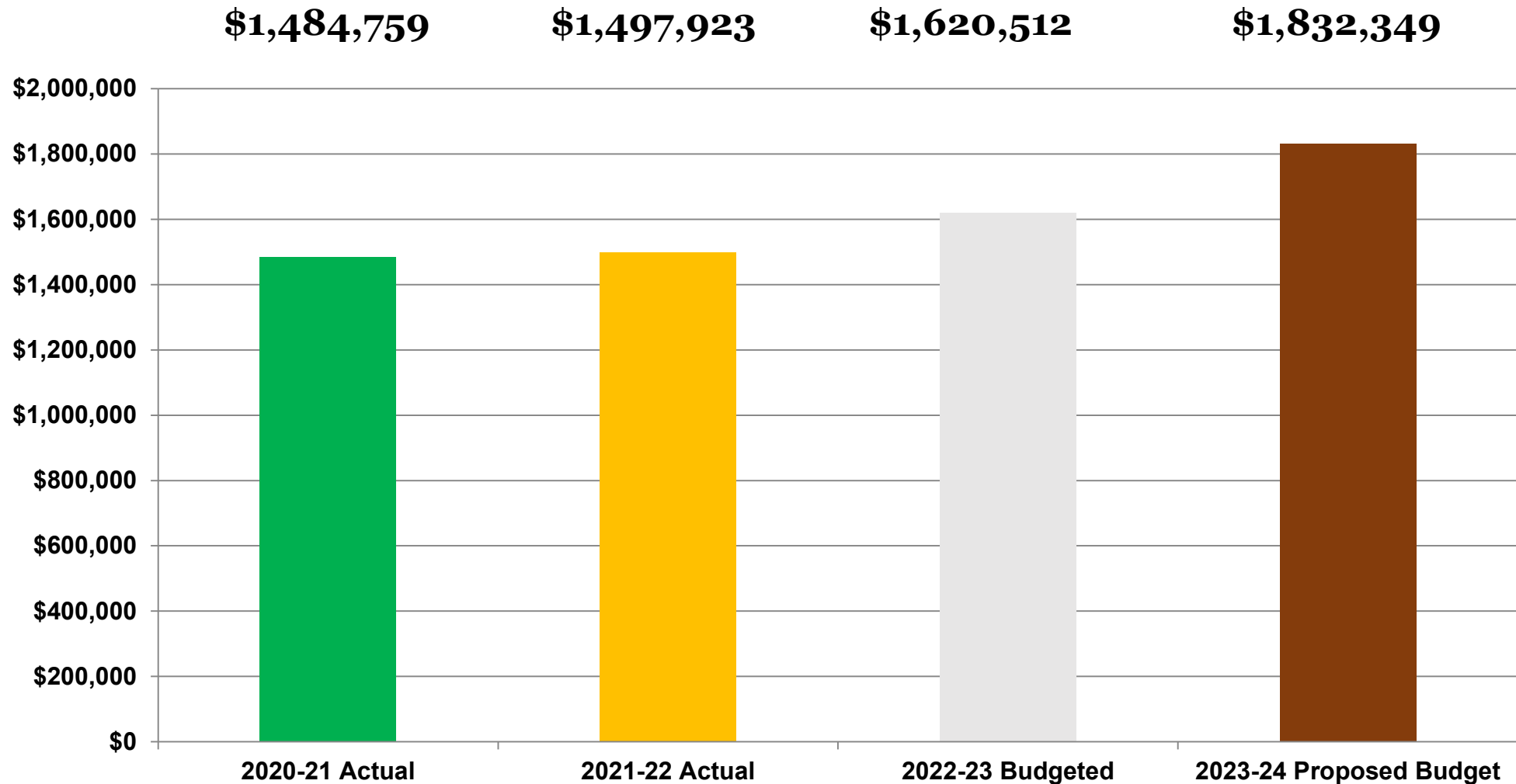
# Revenue & Special Revenue Offsets



# BUDGET REVENUE SOURCES

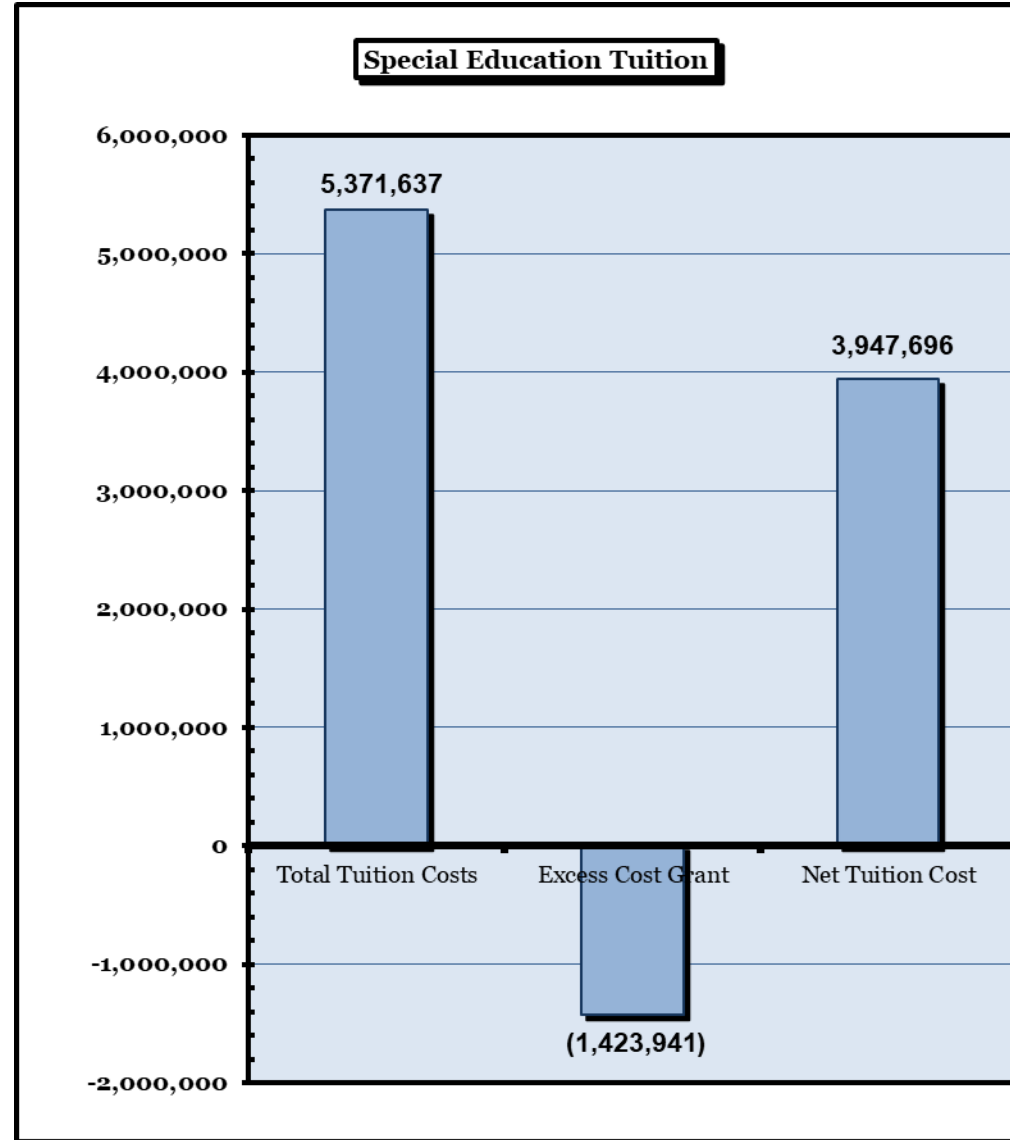
	2022		2023		2024	
	Revenue \$	% of Total Budget	Revenue \$	% of Total Budget	Revenue \$	% of Total Budget
Tax Revenue	74,873,827	93.95%	77,547,608	94.41%	81,390,361	94.65%
Education Cost Sharing	4,594,467	5.76%	4,495,691	5.47%	4,495,691	5.23%
Other Grants	30,512	0.04%	23,000	0.03%	29,997	0.03%
Local Tuition	51,510	0.06%	32,340	0.04%	37,620	0.04%
Parking Permits	30,000	0.04%	30,000	0.04%	30,000	0.04%
Miscellaneous Fees	117,382	0.15%	6,000	0.01%	6,000	0.01%
<b>Total Funding Sources</b>	<b>\$79,697,698</b>		<b>\$82,134,639</b>		<b>\$85,989,669</b>	

# Special Education Excess Cost Grant





# Special Education Tuition





# 2023-24 Superintendent's Operational Request



# BUDGET REDUCTIONS



Administrators' Initial Budget Requests	\$87,746,944	6.83%
Superintendent's Total Budget Reduction	\$1,757,275	2.14%
<b>Superintendent's Requested Operational Plan</b>	<b>\$85,989,669</b>	<b>4.69%</b>

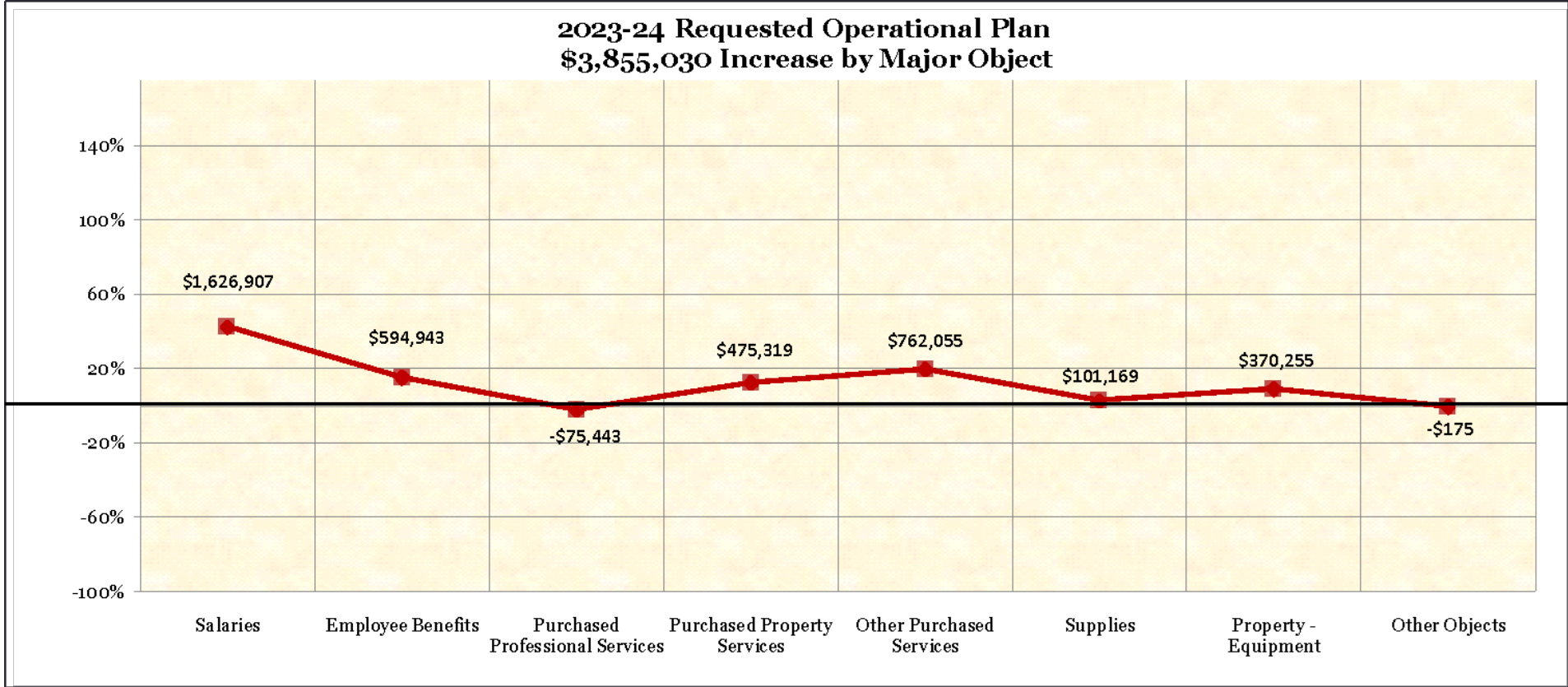


# SUPERINTENDENT'S BUDGET – MAJOR OBJECTS 2023-2024

<b>MAJOR OBJECT</b>	<b>2023-24 REQUEST</b>	<b>\$ INCREASE</b>	<b>% INCREASE</b>
Salaries	\$55,328,140	\$1,626,907	3.03%
Employee Benefits	\$12,537,333	\$594,943	4.98%
Purchased Professional Services	\$597,698	(\$75,443)	(11.21%)
Purchased Property Services	\$2,289,982	\$475,319	26.19%
Other Purchased Services	\$10,884,007	\$762,055	7.53%
Supplies	\$3,466,633	\$101,169	3.01%
Property & Equipment	\$709,965	\$370,255	108.99%
Other Objects	\$75,911	(\$175)	(0.23%)
Special Education Contingency	\$100,000	\$0	0.00%
<b>TOTAL OPERATING BUDGET</b>	<b>\$85,989,669</b>	<b>\$3,855,030</b>	<b>4.69%</b>



# Object Summary





# SALARIES AND BENEFITS DRIVERS

## Contractual Salary Increases

- Teachers will receive 2.00% for top step only; all others will receive 0.50% plus step increase.
- Administrators will receive 2.00% wage increase.
- Custodial and Maintenance Union will be up for negotiations.
- Educational Personnel Union (Secretaries) will be up for negotiations.
- Nurses will receive 2.00% for top step only; all others will receive 1.50% with step movement.
- Paraeducators will receive a 2.00% increase with step movement.
  - **Salaries make up 42.20% of the requested budget increase**

## Benefits

- Medical & Dental make up 73.87% of the benefit budget. The expected increase in this area is 5.78%
- FICA & Medicare make up 13.58% of the benefit budget. The expected decrease in this area is -0.25%
- Pensions are expected to increase by \$79,340 or 9.31%, primarily in the defined contribution plan.
- Other accounts include premiums & fees, life insurance, tuition reimbursement, unemployment, workers compensation and employee assistance program.
  - **Benefits make up 15.43% of the requested budget increase**



# Staffing Allocations





# Using School Funding More Efficiently

- We look to fill critical positions by reallocating resources to support special education
- Retaining certified math and reading interventionists to support tiered instruction through coaching, practice, and professional development
- Protecting current mental health and social and emotional support for staff and students
- Enhancing enrichment programming by incorporating existing makerspaces where students engage in hands-on problem solving and exploration of developing interests

## STAFFING

### Certified Staffing Requests – Additions

<b>Certified Staff</b>	<b>Position</b>	<b>F.T.E.</b>	<b>Salary</b>
Hawley	Classroom Teacher	1.00	\$65,836

### Non-Certified Staffing Requests – Additions

<b>Non-Certified Staff</b>	<b>Position</b>	<b>F.T.E.</b>	<b>Salary</b>
Building & Grounds	Custodian – HAW (reinstating)	1.00	\$55,979

## STAFFING

# Additional Positions Previously Funded By ESSER & NOVO Grants

Staff	Position	F.T.E.	Salary
Hawley	Math Interventionist	0.50	\$40,466
Sandy Hook	Math Interventionist	1.00	\$77,136
Head O'Meadow	Math Interventionist	0.50	\$50,691
Middle Gate	Reading Interventionist	0.50	\$35,261
Reed Intermediate	Math Interventionist	1.00	\$106,42
Middle School	Math Interventionist	1.00	\$84,249
District	Health & Wellness Coord.	1.00	\$89,469
Special Education	Portion of TAP	0.14	\$15,378
Special Education	Sp. Ed. Teacher – SAIL	1.00	\$87,237
Pupil Personnel	Social Worker – NHS	1.70	\$140,078
Pupil Personnel	Social Worker – RIS	0.60	\$39,107
<b>Total Additions</b>		<b>8.94</b>	<b>\$765,501</b>

## STAFFING

### Certified Staffing Requests – Reductions

<b>Certified Staff</b>	<b>Position</b>	<b>F.T.E.</b>	<b>Salary</b>
Sandy Hook	Classroom Teacher	-1.00	-\$65,836
Middle Gate	Classroom Teacher	-1.00	-\$65,836
Head O'Meadow	Classroom Teacher	-1.00	-\$65,836
Reed Intermediate	Science Teacher	-1.00	-\$65,836
Middle School	Math Teacher	-0.14	-\$12,039
High School	Tutor		-\$24,652
Special Education	Project Challenge	-0.80	-\$81,106
Total Certified Reductions		-4.94	-\$381,141





## Non-Certified Staffing Requests – Reductions

<b>Non-Certified Staff</b>	<b>Position</b>	<b>F.T.E.</b>	<b>Salary</b>
Hawley	Library Paraeducator	-0.57	-\$14,459
Hawley	Classroom Paraeducators	-1.54	-\$33,344
Sandy Hook	Library Paraeducator	-0.57	-\$14,459
Sandy Hook	Classroom Paraeducators	-1.54	-\$33,344
Middle Gate	Library Paraeducator	-0.57	-\$14,459
Middle Gate	Classroom Paraeducators	-1.54	-\$33,344
Head O'Meadow	Library Paraeducator	-0.57	-\$14,459
Head O'Meadow	Classroom Paraeducators	-1.54	-\$33,344
Reed Intermediate	Classroom Paraeducators	-1.54	-\$33,344
Special Education	Behavioral Therapist	-0.93	-\$25,479
Special Education	Para – Prek & Elementary	-1.54	-\$34,337
Special Education	Para – Reed Intermediate	-0.62	-\$13,276
Pupil Personnel	Clerical (NMS Guidance)	-0.57	-\$19,889

Total Non-Certified Reductions

-13.64

-\$317,537



# Staffing Summary

<b>Staff Category</b>	<b>F.T.E.</b>	<b>Salary</b>
Certified Additions	1.00	\$65,836
Non-Certified Additions	1.00	\$55,979
Previously Grant Funded	8.94	\$765,501
Certified Reductions	-4.94	-\$381,141
Non-Certified Reductions	-13.64	-\$317,537
<b>Total Staffing Request</b>	<b>-7.64</b>	<b>\$188,638</b>

# OTHER PURCHASED SERVICES

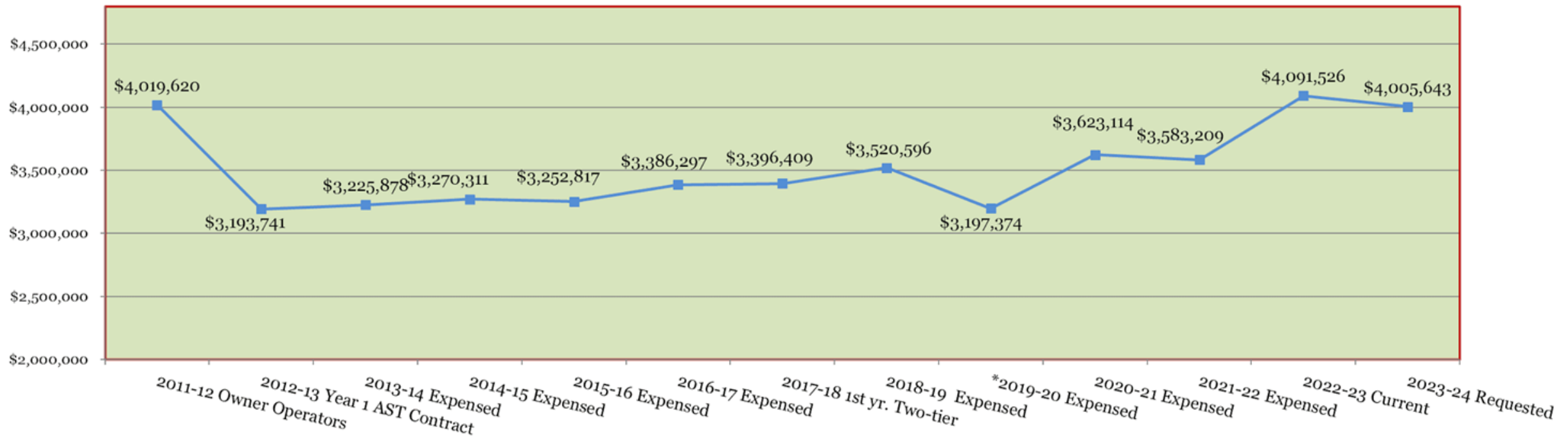
This area of the budget is expected to increase by \$762,055 and makes up 19.77% of the requested budget increase.

## **Drivers found in Other Purchased Services include:**

- The majority of this increase can be found in out-of-district tuition with a total increase of \$622,176 (this number also includes a small reduction in regular education out-of-district tuition)
- Transportation is expected to increase by \$104,345 with the increase coming from out-of-district transportation (this is a separate contract from our in-district transportation)
  - 2023-24 will be the second year of a five year contract for local in-district transportation. Although the contract includes an increase of 4%, the request for the in-district portion of this category has decreased by -\$85,883. This is due to the combination of routes in the current year.
  - Out-of-district transportation is expected to increase by \$190,228. This is due to an increase in the number of outplaced students as well as having to secure transportation from services outside of our contract with EdAdvance.
- All other areas of the budget are expected to increase by \$35,534

# OTHER PURCHASED SERVICES - TRANSPORTATION

## In District Transportation Costs





# PURCHASED PROPERTY SERVICES DRIVERS

This area of the budget is expected to increase by \$475,319 and makes up 12.33% of the total budget increase.

## **Drivers found in purchased property services include:**

- Building & Site Maintenance Projects is expected to increase by \$457,000
  - These projects occur each year as repair and replacements are required to maintain all of our schools. The costs for these projects typically average around \$500,000.
  - For the past two years, the Town has funded these projects in full.
  - The current year's budget was funded in full for building and site maintenance projects through the Town's Capital Non-recurring fund.



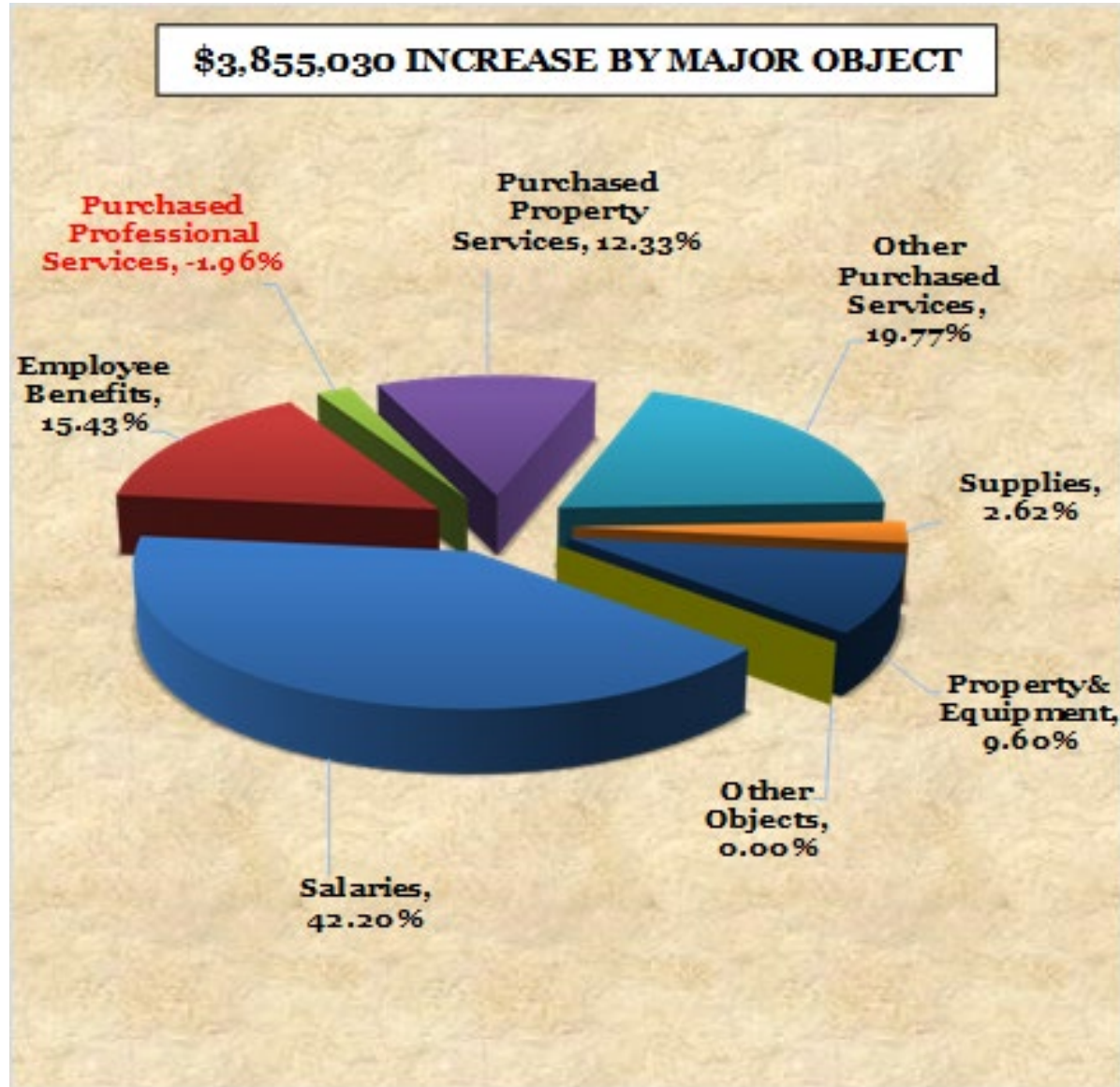
# PROPERTY AND EQUIPMENT

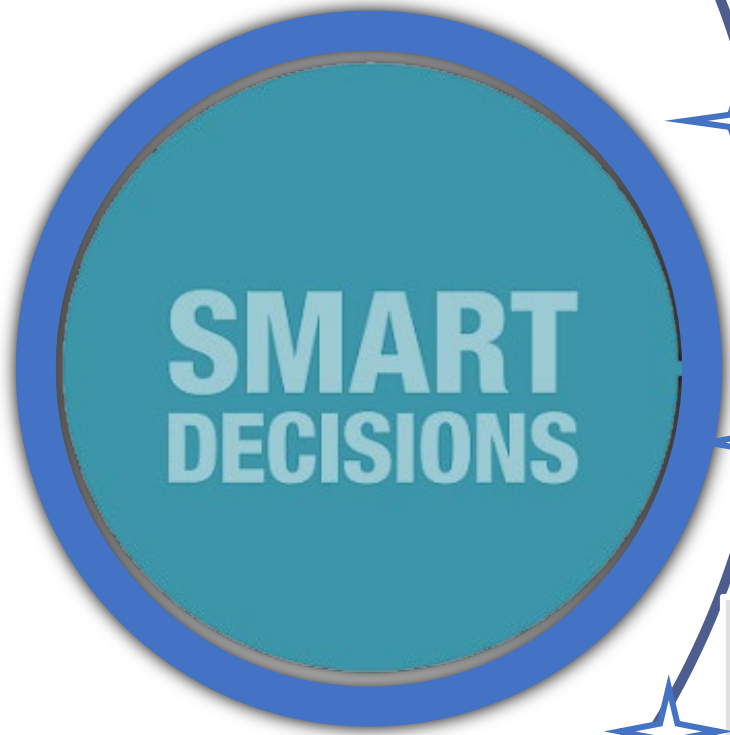
This area of the budget is expected to increase by \$370,255 and makes up 9.60% of the requested budget increase.

## Drivers found in property & equipment include:

- Technology equipment is expected to increase by \$405,972
  - The town has funded a portion of these purchases over the last three years by use of the Town's capital non-recurring account. The BOE current budget was reduced by \$144,540 of town funding, thus inflating this increase.
  - The equipment budget for technology includes \$292,262 for chromebooks and licensing to replace student computers.
- Also included in this request \$23,450 for furniture requests at the school level.

# PERCENTAGE OF BUDGET INCREASE BY MAJOR OBJECT





**Benefits** – due to the restructuring of our plan, a decision that was made years ago, we've been able to self-sustain a reasonable balance in our medical fund, mitigating the rising costs and unpredictable fluctuations inherent in traditional insurance plans.

**Energy** - although energy costs are always on the rise, through diligence and collaborative efforts, we have maintained a level of certainty & stability for our District with competitive third-party pricing for electricity and implementation of the virtual net metering program, now running at six of our seven schools.

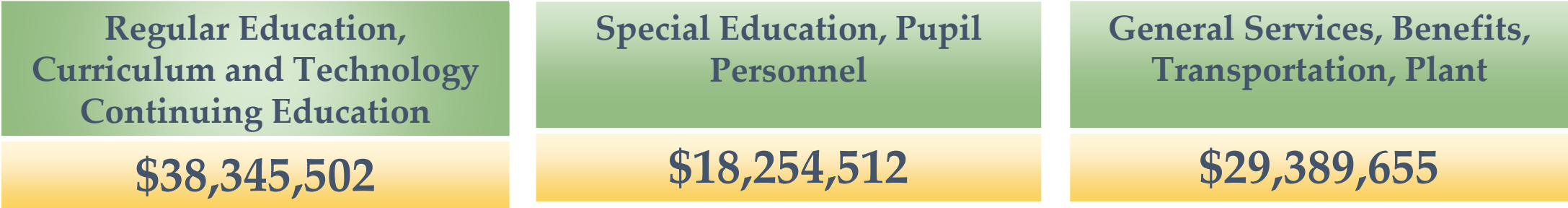
**Facilities** - our facilities consistently undergo evaluation of needs and priorities, which lead to appropriate plans and timelines for the replacement of lighting fixtures, boilers, switches and other mechanicals that help us control and reduce the cost of energy.

**Technology Platforms & Communications** – we continue to work toward using digital resources, moving to a 1-1 device for students, ensuring all families have technology tools for communication and provide staff and leaders the capacity for student analysis including built in tools for intervention tracking and progress monitoring.



# BUDGET BREAKDOWN

**Budget increase request is 4.69%**





# Student Enrollment & Supporting Data





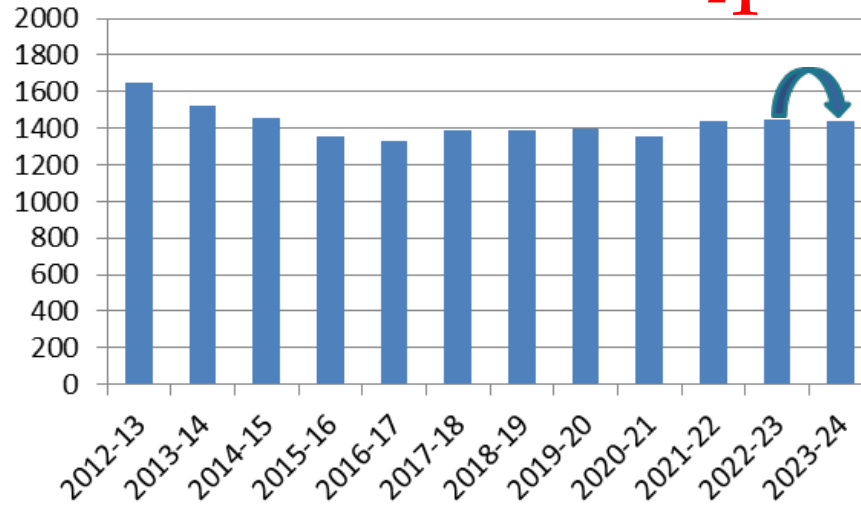
# Enrollment Overview

## In District Enrollment

2022-23 actual: **3,953**

2023-24 projected: **3,912**

### PK-4 -1

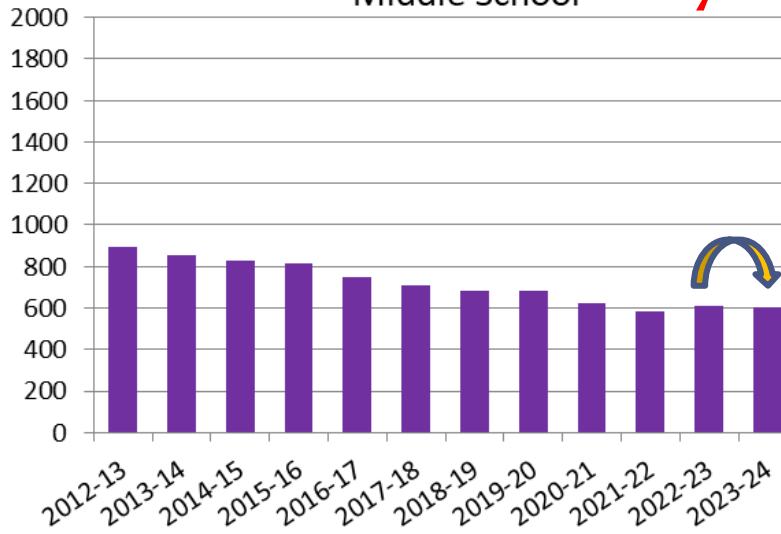


## -41 Decrease

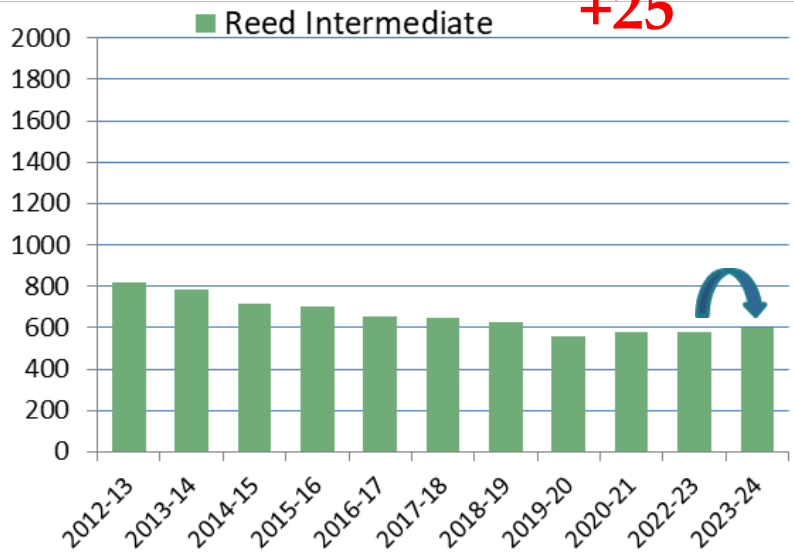
Hawley	281
Sandy Hook	367
Middle Gate	399
Head O'Meadow	320
PreK	76



### Middle School -7

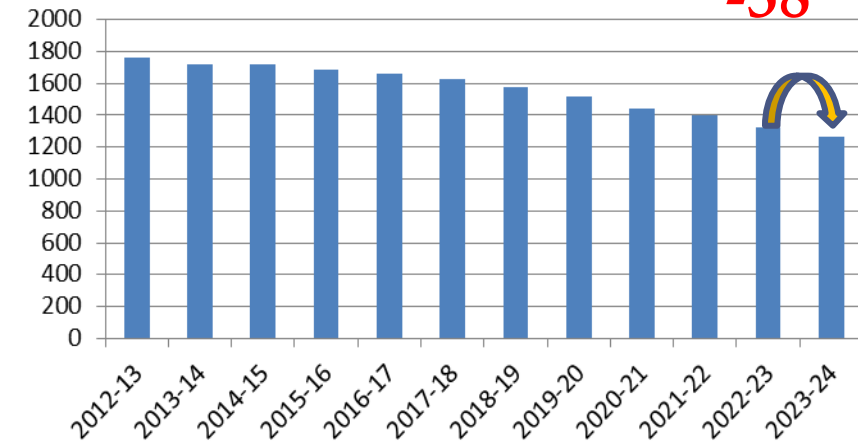


### +25



### High School

### -58





# Net Current Expenditure Per Pupil DRG-B

District Name	2021-2022	NCEP
GREENWICH		\$26,311
MADISON		\$22,882
FAIRFIELD		\$21,581
NEW FAIRFIELD		\$21,314
MIDDLEBURY		\$20,621
SOUTHBURY		\$20,621
<b>NEWTOWN</b>		<b>\$20,035</b>
BETHANY		\$19,955
WEST HARTFORD		\$19,915
GUILFORD		\$19,795
GLASTONBURY		\$19,655
WOODBRIIDGE		\$19,638
ORANGE		\$19,530
AVON		\$19,225
SIMSBURY		\$19,123
GRANBY		\$18,880
FARMINGTON		\$18,849
CHESHIRE		\$18,809
BROOKFIELD		\$18,209
MONROE		\$17,837
TRUMBULL		\$17,628
SOUTH WINDSOR		\$16,423



# Net Current Per Pupil Area Districts

Town	Net PPE
DANBURY	Under Review
SHELTON	Under Review
DISTRICT NO. 12	\$35,689
REDDING	\$26,621
DISTRICT NO. 9	\$26,336
DISTRICT NO. 14	\$24,780
WESTON	\$24,262
WILTON	\$22,980
RIDGEFIELD	\$22,394
DISTRICT NO. 17	\$22,350
EASTON	\$21,953
FAIRFIELD	\$21,581
NEW FAIRFIELD	\$21,314
DISTRICT NO. 15	\$20,621
<b>NEWTOWN</b>	<b>\$20,035</b>
OXFORD	\$18,615
BROOKFIELD	\$18,209
MONROE	\$17,837
TRUMBULL	\$17,628
SEYMOUR	\$17,582
BETHEL	\$17,507
NEW MILFORD	\$16,975
NAUGATUCK	\$16,841

	NCEP 2021-2022
District Name	(Col 1 / Col 2)
DANBURY	Under Review
SHELTON	Under Review
SHARON	\$52,502
DISTRICT NO. 12	\$35,689
CANAAN	\$35,003
DISTRICT NO. 1	\$32,081
CORNWALL	\$31,309
NORFOLK	\$30,457
KENT	\$30,026
WESTBROOK	\$29,621
HAMPTON	\$28,202
SALISBURY	\$28,069
NORTH CANAAN	\$27,320
SCOTLAND	\$27,104
UNION	\$26,791
DISTRICT NO. 6	\$26,730
REDDING	\$26,621
DISTRICT NO. 11	\$26,470
DISTRICT NO. 9	\$26,336
GREENWICH	\$26,311
CHAPLIN	\$25,834
OLD SAYBROOK	\$25,787
DISTRICT NO. 13	\$25,664
COLEBROOK	\$25,376
ESSEX	\$25,055
DISTRICT NO. 14	\$24,780
BLOOMFIELD	\$24,551
DEEP RIVER	\$24,460
DISTRICT NO. 7	\$24,371
WESTON	\$24,262
SHERMAN	\$24,170
WESTPORT	\$24,149
EASTFORD	\$24,032
EAST WINDSOR	\$23,953
HARTLAND	\$23,916
HARTFORD	\$23,783
BARKHAMSTED	\$23,376
BOZRAH	\$23,329
DISTRICT NO. 4	\$23,313

CHESTER	\$23,289
DARIEN	\$23,180
WINDSOR LOCKS	\$23,113
EAST GRANBY	\$23,019
DISTRICT NO. 18	\$22,995
WILTON	\$22,980
MADISON	\$22,882
MANSFIELD	\$22,758
MILFORD	\$22,591
ANDOVER	\$22,574
LITCHFIELD	\$22,494
EAST HADDAM	\$22,438
RIDGEFIELD	\$22,394
WILLINGTON	\$22,383
DISTRICT NO. 17	\$22,350
BRANFORD	\$22,294
NEW CANAAN	\$22,164
LEBANON	\$22,125
ASHFORD	\$22,104
NEW HARTFORD	\$22,007
THOMPSON	\$22,004
WINCHESTER	\$21,959
EASTON	\$21,953
HAMDEN	\$21,848
VOLUNTOWN	\$21,755
CLINTON	\$21,739
MIDDLETOWN	\$21,736
FAIRFIELD	\$21,581
STAFFORD	\$21,529
NORWALK	\$21,396
NEW FAIRFIELD	\$21,314
STONINGTON	\$21,216
FRANKLIN	\$21,208
WINDHAM	\$21,162
NORWICH	\$21,138
DISTRICT NO. 8	\$21,127
DERBY	\$20,996
WATERFORD	\$20,977
DISTRICT NO. 5	\$20,958
WALLINGFORD	\$20,917
NEW HAVEN	\$20,838
WINDSOR	\$20,713
STAMFORD	\$20,679
DISTRICT NO. 15	\$20,621

Statewide Net  
Current Per Pupil  
Expenditures

Newtown Net PPE  
is ranked  
91 out of 164  
districts

DISTRICT NO. 19	\$20,617
TORRINGTON	\$20,474
HEBRON	\$20,395
NEWINGTON	\$20,382
BERLIN	\$20,322
PUTNAM	\$20,301
EAST LYME	\$20,224
NEW LONDON	\$20,117
BOLTON	\$20,051
<b>NEWTOWN</b>	<b>\$20,035</b>
PRESTON	\$19,987
BETHANY	\$19,955
WEST HARTFORD	\$19,915
PLYMOUTH	\$19,865
GUILFORD	\$19,795
COLUMBIA	\$19,770
CANTON	\$19,696
GLASTONBURY	\$19,655
WOODBIDGE	\$19,638
NORTH BRANFORD	\$19,636
MARLBOROUGH	\$19,617
ORANGE	\$19,530
PLAINVILLE	\$19,324
MANCHESTER	\$19,315
AVON	\$19,225
PORTLAND	\$19,180
SALEM	\$19,163
EAST HAMPTON	\$19,146
SIMSBURY	\$19,123
WATERTOWN	\$19,122
NORTH HAVEN	\$19,120
SOMERS	\$19,087
KILLINGLY	\$19,056
CANTERBURY	\$18,929
SUFFIELD	\$18,895
GRANBY	\$18,880
FARMINGTON	\$18,849
COLCHESTER	\$18,838
MONTVILLE	\$18,821
CHESHIRE	\$18,809
BRIDGEPORT	\$18,748
STRATFORD	\$18,721
SPRAGUE	\$18,695
ROCKY HILL	\$18,690

DISTRICT NO. 16	\$18,647
OXFORD	\$18,615
LISBON	\$18,456
BRISTOL	\$18,405
POMFRET	\$18,347
GROTON	\$18,320
TOLLAND	\$18,267
PLAINFIELD	\$18,266
BROOKFIELD	\$18,209
STERLING	\$18,203
EAST HAVEN	\$18,176
CROMWELL	\$18,134
ANSONIA	\$18,106
GRISWOLD	\$18,067
VERNON	\$17,969
COVENTRY	\$17,938
ENFIELD	\$17,872
WETHERSFIELD	\$17,864
MONROE	\$17,837
DISTRICT NO. 10	\$17,704
TRUMBULL	\$17,628
SEYMOUR	\$17,582
NEW BRITAIN	\$17,525
BETHEL	\$17,507
NORTH STONINGTON	\$17,462
THOMASTON	\$17,401
WEST HAVEN	\$17,262
SOUTHINGTON	\$17,102
BROOKLYN	\$17,097
NEW MILFORD	\$16,975
NAUGATUCK	\$16,841
WATERBURY	\$16,780
WOODSTOCK	\$16,702
LEDYARD	\$16,496
SOUTH WINDSOR	\$16,423
EAST HARTFORD	\$16,164
ELLINGTON	\$16,162
WOLCOTT	\$15,694
MERIDEN	\$15,659





# A Budget Commitment







# Unit Planner: Physical Fitness Weight Training

Thursday, December 8, 2022 2:48PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education /  
Weight Training / Week 1 - Week 18

Last Updated: Thursday, December 1, 2022  
by Laura McLean

## Physical Fitness

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### **Lens: Physical Fitness**

Muscular Strength

Muscular Endurance

Flexibility

Cardiovascular Endurance

Body Composition

Physically fit

Fitness level

Fitness Plan

Methods of resistance

Re-evaluation

G

#### Generalizations / Enduring Understandings

**G 1** ~ Muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition define a physical fit individual.

**G 2** ~ Current fitness levels drive the development of a personalized fitness plan.

**G 3** ~ Fitness plans incorporate tracking muscular strength, muscular endurance, flexibility, cardiovascular

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### **Factual**

What are the five health components of physical fitness?  
(G1)

What is muscular strength? (G1, G3, G4)

endurance and body composition activities to improve fitness levels

**G 4** ~ Fitness levels improve with proper application of the methods of resistance (body weight, free weights and machine weights).

**G 5** ~ Fitness levels are re-evaluated and plans adjusted for maximum fitness benefits.

What is muscular endurance? (G1, G3, G4)

What is flexibility? (G1, G3, G4)

What is cardiovascular endurance? (G1, G3, G4)

What is body composition? (G1, G3, G4)

During physical activity how are Frequency, Intensity, Time and Type defined? (G3, G4, G5)

How does one determine maximum heart rate and the appropriate training zone? (G2, G3, G4)

How does one develop a personalized fitness plan? (G2, G3, G5)

How does one track progress on a personalized fitness plan? (G2, G3, G5)

### **Conceptual**

How is muscular strength evaluated? (G1, G4)

How is muscular endurance evaluated? (G1, G4, G5)

How is flexibility evaluated? (G1, G4, G5)

How is cardiovascular endurance evaluated? (G1, G4, G5)

How is body composition evaluated? (G1, G4, G5)

How does exercise affect heart rate? (G 3, G4)

At what point is re-evaluation of one's fitness plan appropriate? (G2, G5)

### **Provocative/Debatable:**

Are there benefits of being physically fit? (G1, G4)

How does one know which fitness plan best suits one's needs? (G2, G5)

Am I able to improve my current level of physical fitness? (G2, G 3, G4, G5)

## **Standard(s)**

*Connecticut Core Standards / Content Standards*

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

**S2.H2 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

**S2.H3 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

**Fitness knowledge**

**S3.H8 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

**S3.H9 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

**S3.H10 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Calculates target heart rate and applies HR information to personal fitness plan. (S3.H10.L1)

---

**SHAPE: High School Level 2**

**Lifetime Activities**

**S1.H1 Lifetime Activities**

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).<sup>25</sup> (S1.H1.L2)

**Fitness Activities**

**S1.H3 Fitness Activities**

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

**Physical activity knowledge**

**S3.H1 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

**S3.H3 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Applies rates of perceived exertion and pacing. (S3.H3.L2)

## **Fitness knowledge**

### **S3.H7 Fitness knowledge**

#### **Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

## **Assessment & program planning**

### **S3.H11 Assessment & program planning**

#### **Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

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## **Critical Content & Skills**

### *What students must **KNOW and be able to DO***

Students will accurately access the five health-related physical fitness concepts: Flexibility, Muscular Endurance, Muscular Strength, Cardiovascular Endurance and Body Mass Index.

Students will incorporate the FITT Overload Principle (Frequency, Intensity, Time, Type) in exercise and/or activity

Students will reflect on baseline measurements in developing a fitness plan.

Students will demonstrate proper technique for desired maximum physical fitness results.

## **Core Learning Activities**

### Baseline measurements/ midpoint re-check/Post-test of the fitness components

Daily Warm-up ~ Dynamic Stretching

"Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.

"Set Weight Progression" - muscular strength and/or muscular endurance

"Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)

"Free Weight Lifting" - Olympic Lifts

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



[Super set and Compound exercises](#)



[Types of muscle contractions](#)

### Assessments

**Make a class workout routine**

**Summative: Group Project**

<https://docs.google.com/docume...>

**Muscle Identification**

**Summative: Other written assessments**

<https://docs.google.com/docume...>

<https://drive.google.com/file/...>

**Muscle and Exercises Assessment**

**Summative: Other written assessments**

<https://docs.google.com/docume...>

**Daily Grading Rubric**

**Formative: Other Visual Assessments**

<https://docs.google.com/docume...>

**SMART Goal**

**Formative: Personal Project**

<https://docs.google.com/docume...>

**Daily Fitness Log Sheet**

**Formative: Other written assessments**

<https://drive.google.com/file/...>

### Resources

*Professional & Student*

Fitness for Life: Charles B. Corbin and Ruth Lindsey  
(Housed in Women's PE Office Library)

National Association for Sport and Physical Education

<https://www.pgpedia.com/n/nati...>

Society of Health and Physical Educators

<https://www.shapeamerica.org/>

Connecticut Association of Health, Physical Education,  
Recreation and Dance <https://ctahperd.org/>

Connecticut Physical Fitness (Test Manual)

<https://portal.ct.gov/SDE/Phys...>

FitnessGram & ActivityGram - The Cooper Institute

<https://fitnessgram.net/assess...>

Training for Speed, Agility, and Quickness - Lee. E.  
Brown and Vance A. Ferrigno (Housed in Women's PE  
Office Library)

YouTube "Adriene" for Yoga

<https://www.youtube.com/result...>

Instagram "Muscle in Motion"

<https://instagram.com/musclean...>

SMART Goals <https://www.youtube.com/watch?...>

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Spoken Communication

### Interdisciplinary Connections

Health - body systems

Science - anatomy





# Unit Planner: Responsible Behavior Weight Training

Thursday, December 8, 2022, 2:45PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education /  
Weight Training / Week 1 - Week 6

Last Updated: Thursday, December 1, 2022  
by Laura McLean

## Responsible Behavior

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

**Lens:** Responsible Behavior

Social/Group

Personal/Individual

Accountability

Physical Fitness

Positive Interaction

Tracking/Accountability

Goals

Self-reward

Physical Activity

Self-expression

Growth

Safety (practices and protocols)

Learning environment

G

#### Generalizations / Enduring Understandings

**G 1** ~ Responsible social and personal behavior allow individual and group accountability.

**G 2** ~ Physical conditioning provides opportunities for

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

**Factual:**

positive social interactions

**G 3** ~ Physical fitness levels improve with proper tracking and adjustments to Fitness Logs.

**G 4** ~ Fitness goals create self-reward for achieving personal fitness levels.

**G 5** ~ Physical activity serves as a vehicle to provide opportunities for self-expression and personal growth .

**G6** ~ Safety practices and protocols ensure a safe learning environment.

What are the classroom rules? (G1, G6)

How does one track fitness progress? (G3, G4, G5)

What is the fitness terminology used in class? (G1, G2, G3, G4, G5, G6)

**Conceptual:**

What is the appropriate behavior and attitude for the activity? (G1, G5)

How does one extend themselves within classroom activities? (G1, G2, G4, G5)

How does one interact with others during the weight training class? (G1, G2, G6)

When does one need a spotter? (G1, G2, G6)

**Provocative/Debatable:**

How often should one exercise? (G1, G3, G4, G5)

Are rules necessary? (G1, G2, G4, G5, G6)

How does one recognize improvement in their overall fitness ? (G3, G4, G5)

Is motivation necessary to work out? (G1, G2, G4, G5)

Are self-rewards important to maintain personal accountability? (G1, G2, G4, G5)

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

**S2.H2 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

### **S2.H3 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

### **Physical activity knowledge**

#### **S3.H4 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

#### **S3.H5 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

### **Engages in physical Activity**

#### **S3.H6 Engages in physical activity**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

### **Fitness knowledge**

#### **S3.H8 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

### **Assessment & program planning**

#### **S3.H12 Assessment & program planning**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

### **Working with others**

#### **S4.H4 Working with others**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

### **Safety**

#### **S4.H5 Safety**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

### **Health**

#### **S5.H1 Health**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

### **Self-expression/ enjoyment**

#### **S5.H3 Self-expression/enjoyment**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

## **SHAPE: High School Level 2**

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### **Lifetime Activities**

#### **S1.H1 Lifetime Activities**

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2)

### **Dance & Rhythms**

#### **S1.H2 Dance & Rhythms**

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

### **Physical activity knowledge**

#### **S3.H1 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

#### **S3.H2 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

#### **S3.H3 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Applies rates of perceived exertion and pacing. (S3.H3.L2)

### **Fitness knowledge**

#### **S3.H7 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

### **Assessment & program planning**

#### **S3.H11 Assessment & program planning**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

### **Stress management**

#### **S3.H14 Stress management**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity**

**and fitness.**

Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

**Personal responsibility**

**S4.H1 Personal responsibility**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

**S4.H2 Rules & etiquette**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)

**Working with others**

**S4.H3 Working with others**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

**Challenge**

**S5.H2 Challenge**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

**Social interaction**

**S5.H4 Social interaction**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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**Critical Content & Skills**

*What students must **KNOW and be able to DO***

Students will follow class expectations (practices and protocols)

Students will appropriately adhere to safety procedures for a class in a physical active setting

Students will accurately log physical activity making adjustments and noting progression accordingly.

Students will demonstrate the ability to work cooperatively during class

**Core Learning Activities**

Warm-up and Cool Down

Orientation Activities

## Spotting Techniques

"Chart Day" ~ opportunity for students to work independently implementing the lifting concepts that have already been introduced.

Fitness Logs - tracking daily workout

Development of SMART Goals using baseline measurements and rechecks

## Assessments

### Make a Class Routine

#### Summative: Group Project

<https://docs.google.com/docume...>

#### Essential Question

#### Formative: Other oral assessments

#### Daily Grading Rubric

#### Formative: Other Visual Assessments

<https://docs.google.com/docume...>

#### SMART Goal

#### Formative: Personal Project

<https://docs.google.com/docume..>

#### Daily Fitness Log Sheet

#### Formative: Other written assessments

<https://drive.google.com/file/...>

## Resources

### Professional & Student

State Department of Education - Healthy and Balanced Living Curriculum Framework <https://portal.ct.gov/-/media/...>

National Association for Sport and Physical Education <https://www.pgpedia.com/n/nati...>

Society of Health and Physical Educators <https://www.shapeamerica.org/>

CT Association of Health, Physical Education, Recreation and Dance <https://ctahperd.org/>

Don Hellison: Teaching Responsibility Through Physical Activity (Housed in Women's PE Office Library)

SMART Goal <https://www.youtube.com/watch?...>

FitnessGram & ActivityGram - The Cooper Institute <https://fitnessgram.net/soluti...>

Training for Speed, Agility, and Quickness - Lee. E. Brown and Vance A. (Housed in Women's PE Office Library)

Various [TED Talks](#) (links attached on the document)

## Student Learning Expectation & 21st Century Skills

### Information Literacy

### Critical Thinking

### Spoken Communication

### Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

## Interdisciplinary Connections

### Respect

- resolve conflicts peacefully
- follows class rules and remains

### Participation and Effort

- tries new activities
- self-motivated

### Self-Direction

- sets personal goals
- works independently on task
- evaluates personal progress

Caring and Helping Others

- students assist each other in learning
- exhibits cooperation



# Unit Planner: Motor Skills Weight Training

Thursday, December 9, 2022 2:51PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education /  
Weight Training / Week 5 - Week 14

Last Updated: Thursday, December 1, 2022  
by Laura McLean

## Motor Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

**Lens:** Motor Skills

Movement concepts

Principles

Personal goal

Execution

Motor skills

Physical Fitness

Muscle identification

Muscle action

Muscle motion

Training modalities

Lifetime physical activity

Efficient body movements

G

Generalizations / Enduring Understandings

**G 1** ~ Movement concepts and principles correspond to the creation of personal goals.

**G 2** ~ Proper execution of motor skills improves overall

Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

**Factual**

Which movement concepts will be needed to



physical fitness.

**G 3** ~ Muscle identification aids in the development of specific muscles.

**G 4** ~ Muscle action and muscle motion guide the type of exercises performed.

**G 5** ~ A variety of training modalities enhance overall fitness.

**G 6** ~ Efficient body movements stimulate lifetime physical activity.

accomplish the given task/activity/goal? (G1, G2, G3, G4, G5, G6)

Why is form so important during a movement exercise? (G1, G2, G3, G4, G5, G6)

How are weight used properly for strength training? (G1, G2, G3, G4, G5, G6)

Why warm up and cool down?(G1, G2, G3, G4, G5, G6)

Why move with correct form? (G1, G2, G4, G5, G6)

Why build lean muscle? (G1, G2, G4, G5, G6)

Why should one work the heart muscle? (G1, G2, G3, G4, G5, G6)

### **Conceptual**

How often should one strength train? (G1, G2, G3, G4, G5, G6)

What does a good workout look like? (G1, G2, G3, G4, G5, G6)

Why meet personal benchmarks? (G1, G2, G6)

Why use bodyweight exercises instead of equipment to warm up and cool down? (G1, G2, G3, G4, G5, G6)

Why do some students improve faster than others? (G1, G2, G4, G5, G6)

Is it important to move with correct form? (G1, G2, G4, G5, G6)

### **Provocative/Debatable:**

What different ways can the body move given a specific purpose? (G1, G2, G3, G4, G5, G6)

How does one know what workout plan to follow? (G1, G2, G3, G4, G5, G6)

Are there benefits to striving for and maintaining an optimal physical, mental, environmental and emotional lifestyle?

Standard(s)

Connecticut Core Standards / Content Standards

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

**S2.H2 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

**S2.H3 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

**Physical activity knowledge**

**S3.H4 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

**S3.H5 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

**Engages in physical Activity**

**S3.H6 Engages in physical activity**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

**Fitness knowledge**

**S3.H8 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

**S3.H9 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

**Assessment & program planning**

**S3.H12 Assessment & program planning**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Designs a fitness program, including all components of health-related fitness, for a college student and an employee in

the learner's chosen field of work. (S3.H12.L1)

### **Safety**

#### **S4.H5 Safety**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

### **SHAPE: High School Level 2**

#### **Lifetime Activities**

##### **S1.H1 Lifetime Activities**

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).<sup>25</sup> (S1.H1.L2)

#### **Dance & Rhythms**

##### **S1.H2 Dance & Rhythms**

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

#### **Physical activity knowledge**

##### **S3.H1 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

##### **S3.H2 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

#### **Fitness knowledge**

##### **S3.H7 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

##### **S3.H10 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

#### **Assessment & program planning**

##### **S3.H11 Assessment & program planning**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

#### **Stress management**

##### **S3.H14 Stress management**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)

### **Challenge**

#### **S5.H2 Challenge**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

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### **Critical Content & Skills**

*What students must **KNOW** and be able to **DO***

Students will execute a dynamic warm-up, mobility exercises, and perform the strength training part of their workout.

Students will demonstrate an understanding of health related fitness components and locomotor terminology.

Students will apply training theories to daily workouts.

Students will distinguish muscles, exercise movements, and actions to strengthen said muscle.

Students will design and implement an individual weight training program based on fitness assessment results and personal SMART goals.

### **Core Learning Activities**

Daily Warm-up ~ Dynamic (movement) Stretching

"Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.

"Set Weight Progression" - muscular strength and/or muscular endurance

"Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)

"Free Weight Lifting" - Olympic Lifts

"Superset" - opposing muscles with no rest.

Yoga - development of flexibility and Zen

Body Weight Circuits - overload with body weight activities

Compound exercises-movement where using more than one muscle group at a time

HIIT Workouts - High Intensity Interval Training

AMRAP - "As Many Reps As Possible" Workouts

Fitness Logs - tracking daily workout



[Types of muscle contractions](#)



[Super set and Compound exercises](#)

## Assessments

### Muscle and Exercise Assessment

#### Summative: Other written assessments

<https://docs.google.com/docume...>

#### Muscle Identification

#### Summative: Other written assessments

<https://docs.google.com/docume...>

<https://drive.google.com/file/...>

### Make a Class Routine

#### Summative: Group Project

<https://docs.google.com/docume...>

#### Daily Log

#### Formative: Personal Project

<https://drive.google.com/file/...>

#### SMART Goals

#### Formative: Other written assessments

<https://docs.google.com/docume...>

#### Final Exam

#### Summative: Other written assessments

Fitness Principles

Muscle and Exercise Recognition

SMART Goal Evaluation

## Resources

### Professional & Student

Fitness for Life: Charles B. Corbin and Ruth Lindsey  
(Housed in Women's PE Office Library)

State Department of Education: Healthy and Balanced  
Living Curriculum Framework <https://portal.ct.gov/-/media/...>

Society of Health and Physical Educators  
<https://www.shapeamerica.org/>

National Association for Sport and Physical Education  
<https://www.pgpedia.com/n/nati...>

Connecticut Association of Health, Physical Education,  
Recreation and Dance <https://ctahperd.org/>

FitnessGram & ActivityGram - The Cooper Institute  
<https://fitnessgram.net/assess...>

Training for Speed, Agility, and Quickness - Lee. E.  
Brown and Vance A. Ferrigno (Housed in Women's PE  
Office Library)

YouTube "Adriene" for Yoga  
<https://www.youtube.com/result...>

Instagram "Muscle in Motion"  
<https://instagram.com/musclean...>

SMART Goals <https://www.youtube.com/watch?...>

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Social and Civic (to date; this is not a required standard for graduation. However, this standard was piloted during the 2013-14 school year)

## Interdisciplinary Connections

Anatomy and Physiology - identification of muscles,  
muscle action, muscle movement

In the community - opportunity to join a Gym or take  
classes through Newtown Park & Rec

Goal Setting - SEL



# Unit Planner: Application of Lifetime Skills Weight Training

Thursday, December 8, 2023 2:52PM

Newtown High School / 2022-2023 / Grade 11 / Physical Education /  
Weight Training / Week 14 - Week 18

Last Updated: Thursday, December 1, 2022  
by Laura McLean

## Application of Lifetime Skills

Childs, Matthew; Davey, Kathleen; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

**Lens:** Application of Lifetime Skills

Healthy lifestyle

Knowledge (concepts, principles)

Skills (application)

Attitudes (enjoyable, meaningful)

Weight Training

Active lifestyle

Goal setting

Maintenance

Physical fitness

Conscious decision

Recreation

G

#### Generalizations / Enduring Understandings

**G 1** ~ A healthy lifestyle incorporates knowledge, skills and attitudes to remain active.

**G 2** ~ Weight Training concepts, principles and application promote a physically active lifestyle.

**G 3** ~ Goal setting for personal improvement contributes to maintaining adequate physical fitness for a healthy

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### Factual

What health benefits does daily physical activity promote? (G1, G2, G4, G5)

What can one do to be physically active? (G1, G2, G3,

lifestyle.

**G 4** ~ Maintenance of fitness requires a conscious decision to engage in physical activity.

**G 5** ~ A healthy and active lifestyle incorporates enjoyable, meaningful recreation.

G4, G5)

What type of a warm up should one perform before a workout? (G1, G2, G4, G5)

What are the remedies for sore muscles? (G1, G4, G5)

How does the body mass change during the life cycle? (G1, G2, G3, G4, G5)

### **Conceptual**

How can exercise be part of a lifetime fitness plan? (G1, G2, G3, G4, G5)

How will physical activity help an individual now and in the future? (G1, G2, G3, G4, G5)

How does one incorporate movement into their daily life? (G3, G4, G5)

Why set personal fitness goals? (G3, G4, G5)

How does one manage when struggling to get through a workout? (G1, G2, G4, G5)

How does one stay motivated to work out? (G1, G2, G3, G4, G5)

How will exercise improve an individual's fitness level? (G1, G2, G4, G5)

Why is it important to be physical fit? (G1, G2, G3, G4, G5)

### **Provocative/Debatable:**

Should one do strength training, cardio or both? (G1, G2, G4, G5)

What is the minimal amount of exercise one can do to stay fit? (G1, G2, G4, G5)

Does participation in physical activity improve one's life beyond fitness? (G4, G5)

Is it important to incorporate movement into one's daily life? (G4, G5)

Is being mobile more important than being flexible?(G4, G5)

Apart from physical fitness, what else can be done

to maintain a healthy lifestyle? (G4, G5)

**Standard(s)**

*Connecticut Core Standards / Content Standards*

**SHAPE: Physical Education 2013**

**SHAPE: High School Level 1**

**Movement concepts, principles & knowledge**

**S2.H1 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

**S2.H2 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

**S2.H3 Movement concepts, principles & knowledge**

**Standard 2 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

**Physical activity knowledge**

**S3.H4 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment. (S3.H4.L1)

**S3.H5 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

**Engages in physical Activity**

**S3.H6 Engages in physical activity**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

**Fitness knowledge**

**S3.H8 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

**S3.H9 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)



## **Personal responsibility**

### **S4.H2 Rules & etiquette**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

## **Working with others**

### **S4.H3 Working with others**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Uses communication skills and strategies that promote team/group dynamics. (S4.H3.L1)

## **Safety**

### **S4.H5 Safety**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

## **Health**

### **S5.H1 Health**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

## **Self-expression/ enjoyment**

### **S5.H3 Self-expression/enjoyment**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

## **SHAPE: High School Level 2**

## **Fitness Activities**

### **S1.H3 Fitness Activities**

**Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.**

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

## **Physical activity knowledge**

### **S3.H1 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

### **S3.H2 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.L2)

### **S3.H3 Physical activity knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Applies rates of perceived exertion and pacing. (S3.H3.L2)

## **Fitness knowledge**

### **S3.H7 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

### **S3.H10 Fitness knowledge**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

#### **Assessment & program planning**

### **S3.H11 Assessment & program planning**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

### **S3.H12 Assessment & program planning**

**Standard 3 Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.**

Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)

#### **Personal responsibility**

### **S4.H1 Personal responsibility**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

#### **Working with others**

### **S4.H4 Working with others**

**Standard 4 Exhibits responsible personal and social behavior that respects self and others.**

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

#### **Challenge**

### **S5.H2 Challenge**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

#### **Social interaction**

### **S5.H4 Social interaction**

**Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

National Standards for K-12 Physical Education, National Standards for Dance Education and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. © AAHPERD 1997, 2013, [www.shapeamerica.org](http://www.shapeamerica.org). All Rights Reserved.

## **Critical Content & Skills**

*What students must **KNOW and be able to DO***

Students will participate daily in all aspects of the weight training and conditioning program.

Students will recognize that physical conditioning can provide opportunities for positive social interactions.

Students will develop a performance-specific program that is tailored to their health-related fitness needs.

Students will track and access personal fitness status

## Core Learning Activities

Daily Warm-up and Cool down

Plan, design and implementation of SMART Goals

Plan, design and implementation of a Body Weight Circuit

Use of Fitness Center and equipment

- "Pyramiding" - combination of muscular strength and muscular endurance to find starting weight.
- "Set Weight Progression" - muscular strength and/or muscular endurance
- "Negative" - working the muscle with the eccentric motion (deviating from the recognized or customary lifting technique)
- "Free Weight Lifting" - Olympic Lifts
- AMRAP - "As Many Reps As Possible" Workouts
- HIIT Workouts - High Intensity Interval Training

## Assessments

**Make a Class Routine**

**Summative: Group Project**

<https://docs.google.com/docume...>

**SMART Goal**

**Formative: Personal Project**

<https://docs.google.com/docume...>

**Daily Fitness Log**

**Formative: Other written assessments**

<https://drive.google.com/file/...>

**Essential Questions**

**Formative: Other oral assessments**

## Resources

*Professional & Student*

Fitness for Life: Charles B. Corbin and Ruth Lindsey  
(Housed in Women's PE Office Library)

State Department of Education: Healthy and Balanced Living Curriculum Framework <https://portal.ct.gov/-/media/...>

Society of Health and Physical Educators  
<https://www.shapeamerica.org/>

National Association for Sport and Physical Education  
<https://www.pgpedia.com/n/nati...>

Connecticut Association of Health, Physical Education, Recreation and Dance <https://ctahperd.org/>

FitnessGram & ActivityGram - The Cooper Institute  
<https://fitnessgram.net/soluti...>

Training for Speed, Agility, and Quickness - Lee. E. Brown and Vance A. (Housed in Women's PE Office Library)

YouTube "Adriene" for Yoga  
<https://www.youtube.com/result...>

Instagram "Muscle in Motion"

<https://instagram.com/musclean...>

Various TED Talks (links included on the document)

SMART Goals <https://www.youtube.com/watch?...>

**Student Learning Expectation & 21st Century Skills**

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

**Interdisciplinary Connections**

Evaluating current fitness level

Designing a Personal Fitness Program

- Evaluating Individual Fitness Level
- Setting Goals
- Evaluating Activities
- Starting a Program
- Maintaining a Program

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

Minutes of the Board of Education meeting held on January 3, 2023, at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	3 Staff
J. Kuzma	
J. Larkin	
A. Plante	
K. Kunzweiler (absent)	
D. Godino (absent)	

Ms. Zukowski called the meeting to order at 7:06 p.m.

Mr. Ramsey moved that the Board of Education go into executive session to discuss the transportation contract and invite Mr. Melillo, Mrs. Vadas, and Attorney Laurann Askloff from Shipman and Goodwin. Mr. Cruson seconded. Motion passes unanimously.

Item 1 – Executive Session

Executive session began at 6:06 p.m.

MOTION: Mr. Vouros moved to close the executive session at 7:00 p.m. Mrs. Larkin seconded. Motion passes unanimously.

Item 2 – Pledge of Allegiance

Item 3 – Consent Agenda

MOTION: Mr. Ramsey moved that the Board of Education approve the consent agenda, which includes the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Ms. Zukowski sent the Board this year's calendar to verify their sub-committee meeting dates and referred to the December 30 Newtown Bee which includes what the Board of Education has done this past year.

Superintendent's Report: Mr. Melillo reported that Chartwell was kicking off their new "Mood Boost Program" January 10<sup>th</sup> which brings new food to our students that impact various moods. Chorus concerts are coming up this month at the elementary schools and our athletes are participating in sports events almost every night during the winter months.

There were no committee reports.

Item 6 – Presentations

Weight Training Curriculum:

Dr. Kim Longobucco joined Newtown High School physical education teachers Kathy Davey and Laura McLean who presented this curriculum.

Mrs. Kuzma asked about the frequency of classes.

Ms. McLean said it was just a course taken by juniors and seniors but now is offered to sophomores. The class meets six days out of an eight-day rotation.

Mr. Ramsey stated it was an incredible class and asked if the facilities were adequate. Ms. McLean reported that our fitness center is as nice as those in colleges. Ms. Zukowski asked how this course is handled with students who have disabilities. Ms. McLean said we can accommodate a student in a wheelchair because we have other things to use besides the equipment.

Dr. Longobucco noted that the point of this class is to make students fitness conscious when they graduate. In PE 1 they do a small unit in the fitness center and have a choice later on. She mentioned that the Capstone Projects are being presented next Monday through Thursday from 6 to 8 PM.

#### Student Performance Overview:

Mrs. Uberti stated that this overview was a follow-up to her October presentation. Mr. Vouros thanked Mrs. Uberti for her presentation, which was phenomenal and comprehensive. It will help tremendously when we do the budget because we have a good handle on what is going on the district.

Mr. Ramsey echoed what Mr. Vouros said about this comprehensive report. He is interested in the motivating factors between teachers and students. Regarding school rounds, he asked if Mrs. Uberti has seen certain interactions in classes that make students want to learn more.

Mrs. Uberti reported that is seen almost every time in every classroom. Without a doubt, being in the classroom is the greatest indicator. This year the joy of teachers and students and the level of engagement and questions students ask are amazing. We also gave a climate survey at the end of the end of last year and the results were very positive and teachers very complimentary of administrators. We were derailed by Covid but we are in a really good place now.

Mr. Ramsey said teachers and students need to be complimented for dealing with everything we have gone through in Newtown.

Mrs. Larkin said this was one of the best presentations she has seen since being on the Board. We are all here because we love children. This was a good, in-depth report. When we talk about measuring what success looks like this was a reminder to also consider more than a test score. She was glad to hear that so much is working.

Mrs. Kuzma thanked her for this informative presentation. It was eye opening to see where we need to move and what goals to set.

Mr. Vouros was pleased to know that magic has entered classrooms in the middle school. Many people have reported the happiness and productivity going on in those rooms.

Ms. Zukowski stated that Mrs. Uberti was wonderful and brings so much value to the district. She said this Board is committed to supporting your efforts to ensure our students are completely successful. We want to understand where your needs are and where your successes are. She wants to have annual reports that will highlight that information. She referred to slide #3 and wants to focus on academics, social emotional health and wellness, good citizens, instructional walks, and climate survey and wants a presentation on them. She referred to slide #6 about next generation accountability and asked how we know if students are meeting their academic potential. How do we know if the programs are being effective, if that money might be better spent, and if there might be better options for the schools.

Ms. Zukowski further stated that when Mrs. Uberti spoke about all of the various disruptions to learning and in looking at the performance study Ms. Zukowski had done, she was surprised the disruptions were so broad to include every single grade from 2010 to 2019. She couldn't understand how an event at one school would impact every single grade for 10 years and when Mrs. Uberti stated that it caused disruption to the administration and the staff climate, it made much more sense. There will always be exceptions but hoped we can go forward and start building rather than always having to react. It's all about having what we need to be sure each student meet their potential.

Mr. Melillo said determining student performance is not the school that a teacher went to or the professional development they attended. It's the relationships they have built with their students. Teachers caring and practice will get high performing students. During our walk-through's we see joy in the classrooms. We have a team of administrators and staff members who care. Mrs. Uberti has done a fantastic job with curriculum and instruction and brought passion to her presentation. We have come together as a team working though obstacles and as a team will continue doing what is best for students. He thanked Mrs. Uberti for a wonderful presentation.

#### Item 7 – Old Business

Second Read of Spanish 5 and 6 Curriculum:

MOTION: Mr. Ramsey moved that the Board of Education approve the Spanish 5 Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the Spanish 6 Curriculum.

Mr. Cruson seconded. Motion passes unanimously.

Strategic Plan Update:

Mr. Melillo reported the Strategic Plan Committee will meet January 9 at 8:00 a.m. We are looking at January 26, 30 and February 2 for the focus group meetings. He will be sending invites to the entire community for these virtual focus meetings. When we get the results of these meetings, we will decide if we should meet in smaller groups.

#### Item 8 – New Business

Discussion and Possible Action on Extending Free Lunch Program:

Mrs. Vadas reported that, if we extend the program through January 20, the cost would be \$56,000, and, if we continue through the end of February, the cost would be \$164,000. She recommends extending for another month, which would be good for the community.

Mrs. Larkin agreed and wants to continue to pass that relief onto the families as long as we can.

Mr. Cruson was concerned that it might cause confusion when we keep moving the date and asked if March 3 is the absolute end of the extension.

Mrs. Vadas would recommend that this is the last installment for subsidizing this program.

Ms. Zukowski said there was a deadline for the free and reduced meal sign-up and asked if we got full participation for those who were able to participate.

Mrs. Vadas said it would be hard to get that count but noted that we are at about 13% participation.

Ms. Zukowski asked the balance in the account.

Mrs. Vadas said our maximum balance is about \$575,000. We are over that now but it does fluctuate. Once we support this program through March 3<sup>rd</sup> it will bring us down to about \$550,000.

Mrs. Kuzma asked that when it ends March 3 if free and reduced lunch applications are not submitted if that option was no longer available.

Mr. Melillo said it wasn't because the cut-off to apply was October 12. The number of applications are close to where we have been historically. If we go back after the March 3<sup>rd</sup> deadline, those who applied will still get free and reduced lunches.

MOTION: Mr. Ramsey moved that the Board of Education approve extending the Free Lunch Program as presented through March 3, 2023. Mrs. Larkin seconded. Motion passes unanimously.

Minutes of December 20, 2022:

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of December 20, 2022. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Public Participation

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

Item 10 – Adjournment

The meeting adjourned at 8:42 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary



**Please Note: These minutes are pending Board approval.**

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education special meeting on Friday, January 13, 2023, at 12:00 p.m. in the Board of Education Conference Room at 3 Primrose Street.

Present: D. Zukowski, Chair  
J. Vouros, Vice Chair  
D. Ramsey, Secretary  
D. Cruson  
J. Kuzma  
C. Melillo

Item 1 – Call to Order

Ms. Zukowski called the meeting to order at 12:04 p.m.

MOTION: Mr. Vouros moved that the Board of Education go into executive session for the purpose of discussing confidential student records. Mr. Cruson seconded. Motion passes unanimously.

Item 2 – Student Expulsion Hearing

The Board was provided with information regarding the student and deliberated on the matter.

The Board came out of executive session at 12:19 p.m.

MOTION: Mr. Vouros moved that the Newtown Board of Education accept the stipulated agreement entered into between the Administration and the Parents of the Student who is the subject of this hearing regarding the Student's expulsion from the Newtown Public Schools, and that the Student who is the subject of this hearing shall be expelled from the Newtown Public Schools according to the terms and conditions of the stipulated agreement. Mrs. Kuzma seconded. Motion passes unanimously.

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

Item 3 – Adjournment

The meeting adjourned at 12:20 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary