

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

Minutes of the Board of Education meeting on June 6, 2017 in the Reed Intermediate School library, 3 Trades Lane, at 6:30 p.m.

K. Alexander, Chair	J. Erardi
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary(absent)	R. Bienkowski
J. Vouros	20 Staff
R. Harriman-Stites	40 Public
A. Clure	2 Press
D. Cruson	
S. Chand	
D. Lew	

Mr. Alexander called the meeting to order at 6:35 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Erardi introduced Barbara Gasparine who spoke about the kindergarten and first grade Spanish students and their teachers Marianne Grenier and Monica Crone. The students introduced themselves in Spanish and sang songs they learned.

Dr. Erardi and Mrs. Evans Davila spoke about the five teachers who are retiring this year which included George Bachman, who manages the Greenery and teaches biology at Newtown High School, Beverly Bjorklund, library media specialist at Head O'Meadow School, Dr. Sherry Earle, GATES teacher at Head O'Meadow and Hawley Schools, and Jean Labas, special education teacher at Reed Intermediate School. Denise Evans, speech and language pathologist at Head O'Meadow School, was unable to attend. A reception followed.

MOTION: Mrs. Harriman-Stites moved to add an agenda item for discussion by the Board regarding signing a letter for National Ask Day. Mr. Vouros seconded. Motion passes unanimously.

Item 3 – Consent Agenda

Item 4 – Public Participation

Item 5 - Reports

Chair Report: Mr. Alexander shared that he and Dr. Erardi went to the Monroe Board of Education meeting Monday night to thank retiring Superintendent Jim D'Agostino for all he did for us while Sandy Hook School was in at Chalk Hill.

Superintendent's Report: Dr. Erardi stated that two years ago the Board took action on a partnership with the paraeducators. This was shared at the state level this past Thursday at a meeting with the RESC Alliance with him and members of the paraeducator union. In the fall we will be sponsoring a statewide session regarding paraeducator workforce roles and responsibilities.

Dr. Erardi shared a letter from the Consortium for School Networking which is an elite group in the State of Connecticut. They awarded Carmella Amodeo with the Certified Education Technology Leaders designation which makes her one of six in the state. Earning this designation demonstrates Ms. Amodeo's commitment to improving the learning environment for students.

Dr. Erardi shared his goals and objectives for this school year and spoke about the schedule for the last week of school including graduation and middle school moving up ceremonies.

This was the last meeting for our student representatives and Dr. Erardi and Mr Alexander thanked them for being members during this year and celebrated the excellence they brought to the Board.

Committee Reports:

Mr. Vouros said the Curriculum and Instruction Committee met regarding the project adventure initiative which will be in place this fall.

Dr. Erardi stated that we are proud of this program. Our grant writer, Kristin Larson, was able to obtain a donation from the Sandy Hook PTA Foundation, the Newtown-Sandy Hook Foundation, and the Fairfield Foundation. They are each donating one-third of the cost and the program will launch this fall for ninth grade students.

Mrs. Ku said the Policy Committee met and several policies need to come to the Board before the school year begins. They include the graduation policy, school wellness policy, safe school climate, community use of school facilities, and food allergy policy. She also attended an EdAdvance meeting where they discussed a state bill that will roll back the regional calendar making it optional to the districts. CAFE will be calling for resolutions for their delegates at the state level. We might want to think about the school start time resolution. She will be attending a TEACH conference about security and safety work with Dr. Erardi and members of the NFT.

Mr. Vouros asked to include on the next meeting agenda the discussion of the tuition that educators working in the district pay for their children to attend our schools even though they don't live here.

Mr. Clure said that he and Mrs. Ku had the second meeting for the nurses' contract negotiations tonight. It's been productive and going well so far.

Student Representatives:

Simran Chand said students are preparing for final exams. This was the last day for seniors who do not have to take finals. These past weeks have included the senior dinner dance, class trip and class picnic. The annual awards nights were May 31 and June 1. The Best Buddies prom was this past Saturday. The NICE Club visited a Buddhist monastery in Carmel, New York and is working to establish a connection in India. Advisors Sue McConnell and Tim DeJulio will visit India this fall.

Dylan Lew shared that most of the sports teams are over with SWC victories in girls' lacrosse, girls' track, and boys' baseball. Last night the drama department was recognized at the Connecticut High School Musical Theater Awards for our production of Evita. Julia Bogdanoff won Best Lead Actress and Joseph Verga won Best Lead Actor. Students took the survey by Dr. Rodrigue regarding a later start time. This has clear support by students and faculty. As this is our final Board meeting the students shared that this was an amazing experience for them and they thanked the Board for this opportunity.

Rory Edwards and Talia Hankin were introduced as the student representative next year.

Item 6 – Old Business

Item 7 – New Business

First Read of Proposed Textbook for 7th and 8th Grade Social Studies:

Mrs. Evans Davila introduced Tom Einhorn and middle school social studies coordinators Shari Oliver and Andrew SanAngelo who worked on this proposal and spoke briefly about the textbook.

Educational Specifications for the Hawley School Roof Project:

MOTION: Mrs. Ku moved that the Board of Education approve the Education Specifications for the Hawley Elementary School Roof Project dated May 16, 2017, State Project #TMP-097-FZNL. Mr. Cruson seconded.

Mr. Bienkowski said we are authorized to submit the school building project and schematic drawings as the State needs an outline of the specifications. It is basic information but sufficient to move the project along.

Motion passes unanimously.

Minutes of May 16, 2017:

MOTION: Mrs. Ku moved that the Board of Education approve the revised minutes of May 16, 2017 with the consent agenda motion change from the "resignation of Jane Rossomando" to the "leave of absence" for Jane Rossomando. Mr. Cruson seconded. Vote: 5 ayes, 1 abstained (Mr. Clure)

School Start Time Study Presentation:

Dr. Erardi began the presentation (see attached) by introducing the members of the committee whose work was centered around what is best for children. There were three subcommittees which included one to research the subject by attending a national conference in Washington, D.C. which provided the current research into adolescent sleep and start times. The second group had the responsibility for getting the student voice and the third group looked at transportation options. It was hoped that the Board would make a decision at the June 20 meeting.

Mrs. Evans Davila spoke about the research subcommittee that included Michelle Ku, John Vouros and Kim Joyce. They attended the Adolescent Sleep, Health and Start Times National Conference in Washington, D.C. in April, which provided the current research into adolescent sleep and start times. Information was shared regarding sleep and biology, the impact of sleep deprivation, the adverse impact of sleep deprivation, the advantages of later school start times, and the linear relationship which is the later the school start time, the more sleep students report getting. As a result of this information our suggested follow-up is to review the district homework policy, consider limits on end times for school-sponsored activities, examine the measure of success and educate families and students on strategies to achieve the optimal sleep time of nine hours per night.

David Roach, chair for the afterschool impact subcommittee spoke about the student voice and the time change impact on afterschool activities. Dan Cruson, Trent Harrison, Matt Memoli, Tom Einhorn, Jim Ross and Heidi Werner are on this subcommittee. They surveyed over 1,000 students during high school advisory times as well as middle school students. Most high school students did not want to start at 9:00 as it interfered with afterschool activities. The majority wanted the 8:00 start time.

Mr. Harrison spoke about the results of the time students went to bed and the time they wake up. Most eighth graders go to bed between 9 and 11 p.m. and high school students between 10 and 11 p.m. Mostly all of these students get up at the same time and are waking up during the crucial REM time between 5 and 6 a.m. The majority of the seventh graders are getting nine hours of sleep.

Mr. Memoli summarized the survey results which indicated that high school students are receiving less sleep than they did in the middle school, students preferred an 8 a.m. start time with school ending around 2:30 p.m. due to sports, work and other school related activities and

that a 30 minute schedule shift has a minimal effect on interscholastic activities while promoting increased sleep time. He indicated that we would make needed adjustments for athletics.

Dr. Rodrigue, chair of the transportation subcommittee thanked the members who could be there tonight which included Ellen Aho and Jessica Fonovic. They looked at information from the research and developed eight transportation options. Options 1-4 and 6-8 included both two and three-tier busing and were reviewed by the committee-at-large but were deemed less favorable due to times, logistics and/or prohibitive cost. Option 5 was the most favorable based on times for the middle school and high school with minimal cost.

The revised Option 5 moves St. Rose back to tier one and still meets the objective of more sleep for high school and middle school students. With the Reed start time changes Reed buses will also pick up elementary students with the drop off at Reed first and then onto the elementary schools. In the afternoon, Reed students will be picked up and then shuttle to the elementary schools.

Dr. Erardi stated that Option 5 accomplished what the Board charged the committee to look at. Tier 1 has no students in the dark. There are eight buses dedicated to St. Rose. Tier 2 will now include K-6 students. Many of the Reed students were former members of the elementary school they will travel to along with possible siblings. In the morning they will leave students at Reed first so there will be additional bus time of between seven and nine minutes for the elementary students. In the afternoon Reed students will be picked up first and then go to the elementary schools. Bus congestion at Reed will be cut in half. We expect 25% of the students will stay on the bus from Reed to the elementary schools. We have a safe plan in place for each school. It was brought to our attention last evening that there is a concern with the Reed sixth graders having to go to Sandy Hook School. We are looking to a plan on this transportation and speak with mental health providers. We are trying to make this work for everyone in the community. Research is clear that we need to look at the change.

Mrs. Ku said that she and Mr. Vouros have been looking at this for three years on the Curriculum and Instruction Committee. Dr. Erardi brought Dr. Kanaan to us regarding the research. She said this is a public health issue for students caused by early school start times. Every district will run into issues. She was impressed that the committee is doing what is best for students. What we do can potentially affect every student in this community.

Mr. Vouros said that being exposed to the research from the leading professionals in the sleep deprivation arena was important. There is no perfect way of doing this and we cannot be selfish about individual needs. To do nothing is to do harm. We are at the stage that we are at because the Board of Education and the Superintendent are in cinq with pursuing this as a possibility.

Mr. Cruson said this district also discussed this in 2002 or 2003. The presentation didn't cover the 8:30 time that was out there. From the surveys and what was brought back from Washington it was important to move it back to 8:00.

Mr. Vouros said it was important to realize that were this to be done for next year, it is an ongoing study and will be monitored on a daily basis. If improvements need to be made we will be receptive.

Mrs. Harriman-Stites thanked the committee but was struggling with the options presented and whether they were what was best for all students. The shuttle and additional time on the bus might be too much for the younger students but she understands the need for the later start time

for the high school and middle school. She was troubled that All-Star wasn't here but was glad that attention is being given to Sandy Hook children going back to Sandy Hook School. There are afterschool activities at Reed like the Ski Club which would no longer be available. She wants a solution less compromised for younger students.

Mr. Clure questioned shortening the class time with this option.

Dr. Erardi said we had detailed discussions and the high school and middle school will have a 10-minute shorter day. Reed's will be 12 minutes shorter. Reed has a 20-minute home room so that could be shortened. Dr. Rodrigue will reduce the advisory time. For the middle school four of the 10 minutes will shorten a period by one minute.

Mr. Clure asked if it was possible to get a completely unbiased consultant to look at our routing and see how they would approach this.

Dr. Erardi said that optimizing the routes was taken on by All-Star. That's a good suggestion but if the Board is looking to move this action for the next school year there is no way we can bring a consultant in the next two weeks. Action should be June 20. One of the owners who was on the committee has medical issues which is why he wasn't here. He suggested not going beyond June 20. Waiting until July for a decision will not give us enough time to be ready for the start of the school year.

Mr. Alexander appreciated the committee's work. He appreciates the need for consideration of the change but was not 100% sure we need to make it happen for this year but also not waiting a whole year. We need to configure it without harming any students.

Simran Chand said that sleep deprivation is a huge problem and that she has gone to bed at two and three in the morning many times and got up at 5:30. Doing this for months does harm. She feels that shuttling offers the student a chance to be independent. Regarding afterschool activities, a 30-minute shift is a reasonable time. The later start time is a great idea.

Dylan Lew feels that an extra 40 minutes in the morning is huge for high school students and will help bring a lot of students closer to nine hours of sleep. Option 5 has a cost but you shouldn't be too afraid of spending a little money on this. It's an important step for our community.

Mr. Alexander said that we have worked hard to not spend money. The cost shouldn't be a limiting factor.

Mrs. Evans Davila said that Dr. Erardi made sure the meetings were taped. He motivated the committee to dig deep on this issue. What he said throughout was that this was for the children.

Mr. Clure asked if getting an outside consultant was a possibility.

Mr. Vouros said it was extremely important that we keep to our timeline of the next meeting. It's key that whatever is decided that the ongoing investigation continue. We need to make sure that All-Star has the capability of doing what they say they can do or get an outside consultant. Also, the conference stressed that prolonging this decision doesn't help.

Mr. Cruson said there is a value of having an outside opinion on bus routes. He would be interested in exploring the option of having an outside consultant even though it would delay the start time discussion.

Mrs. Harriman-Stites said we were assured that All-Star had the route optimization. She is struggling to have to pay for another consultant but believes it should be done. She supports fully that adolescents need more sleep and is upset that our bus contractor can't do this.

Mr. Alexander said the question is whether people trust their judgement.
Mrs. Ku moved to the direction of having a consultant.

Mr. Alexander asked Dr. Erardi to get the cost for a consultant.

Dr. Erardi said that part of the work with All-Star included projected bus runs. With Option 5 there is need for additional time for All-Star to be accurate. The information presented was as current as yesterday. If the Board of Education moved to an outside set of eyes to review the plan, that will not happen between now and June 20. It took All-Star nine months to prepare for the first day of school. We would have to follow the policy to send out an RFP for a consultant. He went on record to say that he does not have a concern with Kindergarten and sixth grade students riding on the same bus particularly know they are alumni from their elementary school. He would have a concern around the shuttle if we didn't have a safety plan. The additional ride time is up to 15 minutes in the morning and afternoon. There is no perfect plan but we are trying to work together to make this work. He believes the high school students will work at a higher level with a later start time.

Mr. Vouros asked the schedule for All-Star to get back to us regarding cost and ridership times. We need to know this coming week so we come back in June with all of the information. Dr. Erardi said we are the priority with All-Star and they will expect a call from us tomorrow. He asked the Board to send any questions. The committee will reconvene next Monday.

Additional Item:

Mrs. Harriman-Stites brought a letter to the Board that we have been asked to send to our parents. June 21 is the Annual National Ask Day to help prevent gun violence. The letter is about the campaign to have parents ask if there are unlocked guns in the home before their children go to a friend's house. She asked to consider signing it as a Board.

Mr. Alexander asked everyone to think about it and have a formal discussion at the June 20 meeting.

Item 8 – Public Participation

Nancy White, 14 Butternut Ridge, was in favor of the start time change but concerned about transportation. Some morning routes from Head O'Meadow and Middle Gate are up to 60 minutes. The Reed shuttle makes zero sense and they lose 12 minutes of instructional time as well as spending 20 more minutes on the bus. What happens to clubs? She was concerned that all scenarios were investigated. She suggested trying the shuttling to see if it would work.

Lucia Kortze, 7 Rooster Ridge, parent of fifth and fourth graders is concerned about revised Option 5. There needs to be an option not at the expense of younger children. Her fifth grader rides for 45 minutes. She is also concerned about elementary students getting off and on buses. What about early dismissals and bad weather? Should survey Reed students about how they feel about a longer bus ride.

Laura Terry, 64 Robin Hill Road, said the high school rotating schedule helps with the sleep issues. Taking finals and standardized test at 7:30 is not acceptable. We need more information before a decision is made, need more current bus information and all options need to be revised. They need all the bus routes. With the Sandy Hook issue you should wait a year so the sixth graders will be in seventh grade. She has a problem with hiring a consultant.

Mona Maine de Biran, 1 Poorhouse Road, said her child attends St. Rose. All science and research is valid and she wants to see the effects on the elementary children. Why not consider bidding for another bus company and have a split schedule.

Kristin Kinsey, 6 Quail Hollow Lane, talked about cost options. She doesn't understand their pricing. School time change is actually a busing change.

Julia Conlin, 11 Old Castle Drive, thanked the committee. We have to make this change because it's a safety issue.

Karyn Holden, 68 Berkshire Road, thanked the committee. She is struggling with hiring a consultant. The report said we had a good contract with All-Star and she is not in favor of hiring a consultant. She agreed with changes for high school and middle school students and shares the concerns for elementary and Reed students riding together. These are long rides and would like less of an impact for them. This should also be cost neutral. She was happy to see we would look at the homework situation.

Karen Rossman, 13 Stonewall Ridge, has a third and fifth grader. She had no problem with shuttling students and feels her children would do fine. Younger children usually sit in the front. You can also find some of the Reed students who would like to monitor the younger ones. Increasing ridership time didn't bother her children. Neighborhood stops need to be combined. She feels this could work with some tweaking.

Kathryn Burke, 48 Taunton Hill Road, will have a kindergarten student next year and is concerned about the long ride and the age gap on the buses. Shuttling could be a concern for children with disabilities. How would the Reed administration know students got on the right buses?

Jenna Donovan, 9 West Street, has a kindergarten student at St. Rose. She lived in Indiana where they had shuttle buses. She has issues with the cost. Her child will ride 60 minutes. Revisit the timing of school because there needs to be time with family. Taking only two weeks to decide is not enough time. All-Star should be here.

Donna Locke, 81 Riverside Road, has one child at the high school and one at Abbott Tech. She asked if there was a plan for these students and how they would get the bus.

MOTION: Mrs. Ku moved that the Board of Education go into executive session for the Superintendent's evaluation and invite Dr. Erardi. Mr. Clure seconded. Motion passes unanimously.

Item 9 – Executive Session

The Board went into executive session at 9:58 p.m. and came out at 10:40 p.m.

MOTION: Mr. Clure moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 10:41 p.m.

Respectfully submitted:

Keith Alexander
Chair

Administrative Report

Tuesday, June 6, 2017-

- 1. Para-Educators SDE Presentation** **Thursday, June 1** (Attach #1)

- 2. NPS Para Conference** **Thursday, October 12** (Attach #2)

- 3. Commendation – Director of Technology** (Attach #3)

- 4. Superintendent / BOE Goals** **2017-18** (Attach #4)

- 5. End-of-the-Year Student Schedule** (Attach #5)

John E. ...
6/6/17

RESC Alliance Presentation: Thursday, June 1, 2017

Moving best practice from good to great.....

Newtown Paraeducators

Problem of Practice: Within the 2014-15 school year administration and the paraeducator executive board began a quest to enhance practice in all aspects of the organization. The joint commitment from labor and management has resulted in the following:

Enhanced Climate and Culture.....demonstrated by a monthly meeting with the Para Climate and Culture Committee comprised of administration, central office, school board members, and paraeducators who look to be proactive with all aspects of the work day.

Enhanced Professional Development.....demonstrated by the joint planning of meaningful professional development that recognizes the ever-changing responsibilities of the paraeducator. Paraeducators return to the work year with a legal brief from counsel and then have the opportunity for continuous professional development throughout the year.

Enhanced Understanding of the Paraeducators Work Day.....as site level administrators shadowed a paraeducator for two hours to better understand role and responsibility.

Enhanced Orientation.....as new paraeducators hired this summer will convene before the school year begins for training. In addition, new paraeducators will stay together as a cohort and will meet monthly throughout the year.

Enhanced Voice.....as paraeducators have been empowered to advocate for their work and to be an integral part in the planning of student programming. In addition, paraeducators are part of our District and site level school teams and representatives routinely attend school board meetings.

Enhanced Relationships With all Aspects of Central Office.....as union leadership works in a proactive way with administration on staffing, hiring, training, professional development, and retention.

How to Recognize, Maximize, and Empower the Role and the Responsibility of the Paraeducator Workforce in Your District

Intended Audience: Pupil Personnel Staff, Special Educators, Administrators, Building Administrators, Classroom Educators, Paraeducators (particularly exec officers)

8:00 a.m. - Light Breakfast

8:30 a.m. - Opening Remarks

8:45 - 9:45 - Session #1 Plenary Session (Everyone Attending the Same Session)

10 - 10:45 - Session #2

11 - 11:45 - Session #3

11:45 - Closing Remarks

Plenary Session - The Changing Role of the Paraeducator

Every time slot (session #2 and 3) will have two choices

Session 2 - Meaningful Professional Development
The Voice of the Paraeducator

Session #3 Hiring, Training, and Empowering the Paraeducator
Building a Positive Paraeducator Climate and Culture within all levels of the Organization



LEADING EDUCATION INNOVATION

May 26, 2017

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

Dear Dr. Erardi,

We are pleased to inform you that the Consortium for School Networking (CoSN) has awarded Ms. Amodeo the Certified Education Technology Leader (CETL)[™] designation. To earn the CETL designation, Ms. Amodeo passed a rigorous two-part exam based on CoSN's *Framework of Essential Skills of the K-12 CTO*. This *Framework* identifies the ten skill areas education technology leaders must possess to bring 21st century learning environments to our nation's schools.

Earning the CETL demonstrates Ms. Amodeo's commitment to improving the learning environment for students in your district. Having a CETL playing a leading role in your district shows your stakeholders the importance you place on preparing students for an economy that requires a high level of technological skill.

We suggest you consider taking the following steps to inform your community about Ms. Amodeo's exciting achievement:

- Post the enclosed press release on your website and social media sites;
- Distribute the press release to local media;
- Inform local parent, business community and education groups;
- Announce Ms. ~~Hagen~~^{Amodeo}'s achievement at upcoming faculty/staff meetings

To learn more about the Certified Education Technology Leader certification program, including continuing education requirements, and how having a CETL-certified technology staff can transform your district's educational environment, visit www.cosn.org/certification.

Sincerely,

Keith Krueger
CEO
Enclosures

cc: Carmella Amodeo, CETL

Goals and Objectives

School Year: 2016/2017

Board Members:

The proposed improvement plan is intended to continue to move what is now positive K-12 energy in an even more meaningful place for our 4,000 learners. The draft is a combination of your beliefs, the design of Central Office planning, and the wisdom of our building administrators.

Ideally, you will be in a position to move the document from proposal to action at your Tuesday, September 6, Board of Education Meeting.

The Board of Education will look to bring to appropriate close three 2015-2016 initiatives that will profoundly impact teaching and learning:

1. The *Future Forecast Committee* presented their seven month study to the Board of Education at the close of the school year. The Board of Education will continue to have public dialogue around the issue and then look to bring the issue to close early within the 2016-2017 school year.

Completed: On Tuesday, December 6, the BOE brought to close the facility and enrollment study. The school board took action to maintain the present K-12 alignment and to continue the use of all school buildings.

2. The *Long Term Planning Committee* will present their work on August 16. The Board of Education should bring to close this recommendation early on in the 2016-2017 school year.

Completed: On August 16, the Board of Education took unanimous action to endorse the updated and revised mission and vision of the district.

3. The opening of the new Sandy Hook School will return students from Monroe for the start of the 2016-2017 school year.

Completed: A detailed plan was executed throughout the summer months of July and August. The new school opened on time and without issues as it welcomed 355 children on August 29th.

Upon closure of the above three mentioned focus areas, the Board of Education will launch a year-long study on school start time, sleep, and what constitutes an optimal environment for teaching and learning. Findings will be brought back to the Board of Education on or before June 2017.

Beginning: The board will offer further direction to administration in January 2017 on the task at hand.

Completion date – June 6: Committee work will come to close with a detailed Board of Education report scheduled for June 6, 2017.

In addition, the following will be accomplished:

Teaching and Learning

- Under the leadership of the Assistant Superintendent of Curriculum and Instruction, a continued review of K-12 alignment, particularly at the transition years, will be examined with the focus on English Language Arts (ELA) with findings back to the Board-at-large on or before May 2017.
Ongoing: The study of alignment, rigor, and choice in ELA has begun and the target date of May 2017 will be met by the K-12 ELA Self-study Committee.
Completed: The ELA self-study will be presented to the Board of Education on June 6, 2017.
- Under the leadership of the Director of Pupil Services, creative in-house programs will be developed on a district platform for the exceptional learner.
Ongoing: District programming was piloted for the start of the 2016-17 school year with an ongoing review taking place at the building level and at central office. The school board will receive a brief overview of the multiple pilots in January (within the budget process) and a detailed presentation in May/June 2017.
Completed: The district will continue to support districtwide programming for the exceptional learner in 2017-18.

- Under the leadership of the Assistant Superintendent and the Curriculum and Instruction Committee of the Board of Education, a continued focus will remain on the following:
 - Grade nine opportunities for the highly capable learner (Ninth Grade Academy);

Ongoing: Under the leadership of the high school administration an update on 2016-17 initiatives and a further update on the 2017-18 grade nine programming will be shared with the board in April/May 2017.

Ongoing / Completed: Continued conversations will take place as the present grade 8 expands to two sections as ninth graders with Project lead the Way.
 - Defining and implementing a K-12 social emotional learning program for all children;

Second Semester Launch: Administration will be reviewing the present grant funded K-8 *Second Step Program* and will be evaluating the emerging 5-12 *Project Adventure Challenge program*. These two programs serve as the cornerstone to the K-12 SEL scope and sequence.

Ongoing / Completed: Administration is confident that a private funder will be supporting the district's SEL planning and staffing as an award is expected in the next few weeks.
 - Expanding the *Project Adventure Challenge Program* to high school students;

Ongoing: In December a formal presentation was made to a potential program funder (Newtown Rotary). In early January a second presentation will be made (Sandy Hook PTA Foundation) to complete a shared funding plan which would support the 9-12 student opportunity.

Completed: In May, 2017 creative and effective funding was completed to launch the \$165,000 build for Project Adventure Challenge. Funding has been realized by two grant partners and through gifted funds. The program will be in place for the 2017-18 school year.
 - Examining appropriate rigor for grade eight youngsters to have a positive transition to Newtown High School.

Ongoing: Middle School and high school leadership teams continue to meet to review, examine, and enhance the grade 8/9 opportunity. The specific grade 8 rigor review will be a second semester investigation completed before the start of the new school year.

Ongoing/Completed: Under the leadership of the assistant superintendent monthly meetings have taken place with secondary school administrators to appropriately address 8/9 transition. Meetings will continue to take place during the 2017-18 school year.

School Climate and Culture

- Partnership work with both certified and non-certified staff will continue with a focus on creating an optimal teaching and learning environment for students (Para/NFT Climate and Culture Committees)

Completed: Monthly meetings with both certified and non-certified staff have taken place since August 2016. It should be noted that this best practice Newtown initiative was recently presented statewide at the CABA/CAPSS Conference in November 2016.

- A *New Teacher Cohort* will be offered throughout the year for all first year certified staff and designed to be proactive with solutions pertaining to student learning and building logistics:

Completed: The framework for this initiative was finalized at the start of the new school year. Mandatory meetings take place every six weeks with new staff.

- An *Aspiring Leadership Cohort* will be in place for the 2016-2017 school year offering professional learning growth opportunities to certified staff;

Completed: The opportunity was finalized for the start of the new school year. Monthly meetings take place with aspiring leaders offering each member a better understanding of the role and the responsibility of a school administrator.

- A *Teacher Forum Committee* will be in place to proactively problem-solve with every school being represented in a monthly reoccurring meeting.

Completed: This proactive initiative was in place for the start of the school year. Monthly meetings are held with representation from each school. This proactive approach to labor and management differences is a direct connect to an enhanced K-12 school climate.

Communication

- Community Forums will be held monthly (9/28, 10/26, 12/7, 1/25, 2/22, 3/22, 4/26, 5/17) on timely topics pertaining to teaching and learning;

Ongoing: Forums will continue to be held throughout the second semester of this school year.

Completed: Community engagement has taken place via the forum setting throughout the year.

- An enhanced monthly cable show will be produced through the community local cable station which will allow celebration and timely information to be shared with Newtown residents:

Ongoing: Monthly shows have been offered to the community since August. This cablecast serves as a learning opportunity for students (student directed) and as an

opportunity for sharing information with the community on our students, staff, and community partners.

Completed: Monthly shows have been taped and made available to the community throughout the year.

- A daily open hour will be hosted by the Superintendent each morning starting at 6:30 a.m. offering accessibility without appointment.

Ongoing: Every morning (exception when out-of-district) opens with a community hour as the open session continues to be a busy time with multiple stakeholders discussing a wide range of issues.

Completed: The open door has been an invaluable resource for both my office and those needing access to the superintendent.

Together, although the tasks above have great challenge, I am confident that in partnership we will make a significant difference in the lives of our learners....one student at a time.

Respectfully,

Dr. Joseph Erardi, Jr.

PRESS RELEASE
Newtown Public Schools
Schedule for the Week of June 12, 2017

The following is the schedule for the last week of school for the Newtown School District.

- June 12 is a full day of school
- June 13, 14 and 15 are early dismissal days for students

Newtown High School graduation is June 13 at 4:00 p.m. at the O'Neill Center located on the campus of Western Connecticut State University.

Newtown Middle School will have two moving-up ceremonies to be held in the Newtown High School gymnasium. The first ceremony will begin at 4:30 p.m. and the second at 7:15 p.m.

Dear Parent/Guardian:

We all want our children to fulfill their utmost potential, and it is our responsibility to provide them with safe environments at home, in school, and where they play.

Did you know that one out of three homes with children has guns, many left unlocked or loaded, and that four out of five unintentional gun deaths happen within a home?

These facts urgently remind us that as parents/guardians, we must do everything we can to prevent child gun deaths. Make sure your child is not unsafely exposed to guns in your home by storing them securely. The American Academy of Pediatrics (AAP) suggests that parents who choose to own guns should keep them locked, unloaded, and stored separately from ammunition.

You can also take steps today to ensure that your children and their playmates do not come across an unsecured gun while they play. The Asking Saves Kids (ASK) Campaign seeks to inspire parents to always ASK, "Is there an unlocked gun in your house?" when arranging your child's play dates or visits to another home. Have a conversation about firearms in the home with every adult who supervises your children during a given day.

The message of the ASK Campaign is one I hope you take to heart. Please visit **www.askingsaveskids.org**, learn more about the program, and pledge to always ASK before your child visits a friend, family member, or neighbor's home. We have the responsibility to keep our kids safe, and pledging to always ASK is one step you can take today to achieve this goal.

We all want our nation's schools to be safe havens where children learn, grow, and achieve. Parents play an important role in keeping schools safe. The majority of guns used in school shootings come from the shooter's home or a relative's home, often because they are easy for youth to access.

Youth Access to Firearms in the Home:

- Nationwide, 1.7 million children live in a home with an unlocked, loaded gun.
- Seventy-six percent of children ages 5-14 know where firearms are kept in the home.
- Twenty-four percent of students in grades 7 through 12 report having easy access to a gun in the home.

The Link Between Guns in the Home & School Safety:

- In two-thirds of school shootings, the shooter acquired the guns from their own home or that of a relative.
- One in 20 high school students report carrying a weapon (such as a gun, knife, or club) in the past 30 days on school property.
- Over one million students report being injured or threatened with a weapon on school property in the past year.

How Parents Can Help Keep Schools Safe:

- Parents can help keep schools safe and prevent tragedies in the home by taking steps to ensure guns are inaccessible to children.
- The American Academy of Pediatrics (AAP) suggests parents who choose to own guns keep them locked, unloaded, and stored separately from ammunition.
- Parents can also take steps to ensure their child and their playmates do not come across an unsecured gun where they play. The ASK (Asking Saves Kids) Campaign encourages parents to always ask, "Is there an unlocked gun in your house?" when arranging their child's play dates or visits to another home.

Making sure children don't have unsafe access to firearms in the home has the power to not only keep our schools safe by averting school shootings, but also prevent the hundreds of youth suicides and unintentional shootings that take place in homes across the country each year.

**VISIT WWW.ASKINGSAVESKIDS.ORG
FOR MORE INFORMATION**



We have the ability to make our schools, homes, and communities safer. Let's start doing it!

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

TEXTBOOK ADOPTION REQUEST

Title: Discovering Our Past: A History of the United States **Copyright:** 2018

Authors:

Joyce Appleby, Ph.D.

Alan Brinkley, Ph.D.

Albert S. Broussard, Ph.D.

James M. McPherson, Ph.D.

Donald A. Ritchie, Ph.D.

Publisher: McGraw Hill Education

Cost: \$100.62 per book

For which courses: Global American I & Global American History II

Grades: 7th and 8th Grade

Number of Students 705

Why is an adoption being requested at this time?

The Newtown Middle School Social Studies Department is requesting a textbook that will support our concept-based curriculum which was adopted in 2014. In addition to the curriculum, the following federal and state standards were adopted:

- Common Core State Standards (2010)
- National Council of the Social Studies College, Career, and Civic Life - C3 (2010)
- Connecticut Elementary and Secondary Social Studies Frameworks (2015)

As a result, our department needed a resource that would allow students to gain knowledge, understanding, and skills on topics such as citizenship, social responsibility, global awareness, informational and technology literacy, as well as other 21st Century Skills. The goal was to find a resource that assisted teachers in creating informed citizens.

Describe the review process used to select this book.

The review process used to select a new textbook is as follows:

- Discussed the needs of our students with
 - Social Studies Department teachers
 - NMS Reading Specialist
 - NMS Special Education Coordinator
- Investigated a variety of resources during the National Council for the Social Studies (NCSS) Conference
- Met with multiple companies to review their resources
- Developed a rubric which was used to find the very best textbook to meet the needs of our students
- Evaluated all the textbooks using the rubric

List reasons for selecting this book.

- Aligns with our concept-based curriculum
- Engages students in thought provoking lessons & activities
- Provides alternatives for differentiation & modification to ensure the success of all learners
- Ability to adjust the Lexile level for students
- Online materials are exceptional for both student and educator
- LearnSmart can create individual learning plans for students

Reviewed and submitted by (two signatures required):

<u>Shari Olive</u>	<u>5/23/17</u>
Name	Date
<u>Andru Sa Angelo</u>	<u>5-23-17</u>
Name	Date

Newtown Middle School

Textbook Adoption 2017

Prepared by Shari Oliver and Andrew SanAngelo
Newtown Middle School Social Studies Coordinators



Why a need for a new textbook?

Current text is *McDougal Littell: American History* - copyright 2008

Written before:

- 2010 - Common Core State Standards adopted in Connecticut
- 2010 - National Council of the Social Studies College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- 2014 - Newtown Public Schools Social Studies revised curriculum
- 2015 - Connecticut Elementary and Secondary Social Studies Frameworks

Since new standards have been implemented teachers are required to teach in a new way.

How has teaching changed as a result of new standards?

Students:

Collaborate

Think critically

Problem solve

Learn independently

Students learn:

Social responsibility and empathy

Global and cultural awareness

Informational & technology literacy

Research & analysis skills

How do we support our social studies teachers and students in this endeavor?

Begin with our
concept-based
curriculum and
find a
complimentary
textbook.

- Foundation to the social studies
concept-based curriculum
- Rich resources
- Engaging graphics
- Ancillary activities support the
standards

Our Process in finding a textbook

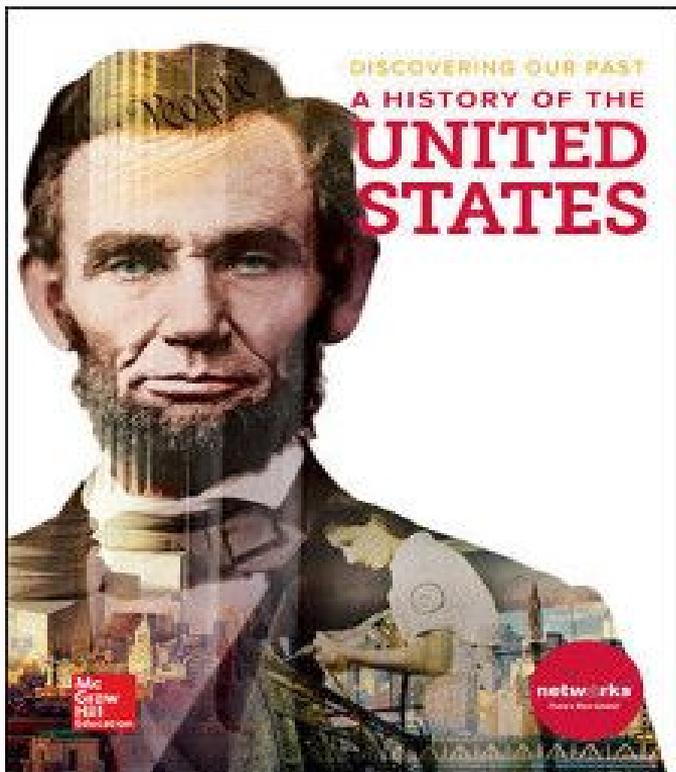
- Discussed the needs of our students with:
 - Social Studies Department teachers
 - NMS Reading Specialist
 - NMS Special Education Coordinator
- Investigated a variety of resources during the National Council for the Social Studies (NCSS) Conference
- Met with multiple companies to review their resources
- Developed a rubric which was used to find the very best textbook to meet the needs of our students
- Evaluated all the textbooks using the rubric

Newtown Middle School Social Studies Textbook Adoption Rubric

Textbook Attributes:

- Alignment with Curriculum and Standards
 - Social Studies Content
 - Organization of program
 - Accessibility
 - Incorporation of Technology
- 

Our Choice



Discovering Our Past: A History of the United States

McGraw Hill
Education
2018

Contributors

Historian

Joyce Appleby, Ph.D.

- Served as president of the Organization of American Historians and the American Historical Association
- Former Professor Emerita of History at UCLA.

James McPherson, Ph.D.

- Princeton Professor & author of 11 books about the Civil War era

Reading Experts

Doug Fisher, Ph.D.

- Focus on Literacy & language, with an emphasis on ELL students

Nancy Frey, Ph.D.

- Focus on literacy & learning, with an emphasis on how students acquire content knowledge.

Study Skills Expert

Dinah Zike, M.Ed.

- Inventor of 3-D graphic organizers called Foldables

AUTHORS

Joyce Appleby, Ph.D., is Professor Emerita of History at UCLA. She is the author of several books, including her most recent, *The Relentless Revolution: A History of Capitalism*. She served as president of the Organization of American Historians and the American Historical Association, and she chaired the Council of the Institute of Early American History and Culture at Williamsburg. Appleby has been elected to the American Philosophical Society and the American Academy of Arts and Sciences, and she is a Corresponding Fellow of the British Academy.

Alan Brinkley, Ph.D., is Allan Nevins Professor of American History at Columbia University. His published works include *Voices of Protest: Huey Long, Father Coughlin, and the Great Depression*, which won the 1983 National Book Award. Other titles include *The End of Reform: New Deal Liberalism in Recession and War* and *Liberalism and Its Discontents*. Brinkley received the Levenson Memorial Teaching Prize at Harvard University.

Albert S. Broussard, Ph.D., is Professor of History at Texas A&M University, where he was selected as the Distinguished Faculty Lecturer for 1999–2000. He also served as the Langston Hughes Professor of American Studies at the University of Kansas in 2005. Before joining the Texas A&M faculty, Broussard was Assistant Professor of History and Director of the African American Studies Program at Southern Methodist University. Among the books he has published are *Black San Francisco: The Struggle for Racial Equality in the West, 1900–1954* and *African American Odyssey: The Stewarts, 1853–1963*. Broussard has also served as president of the Oral History Association.

James M. McPherson, Ph.D., is George Henry Davis Professor Emeritus of American History at Princeton University. He is the author of 11 books about the Civil War era, including *Tried by War: Abraham Lincoln as Commander in Chief*, for which he won a second Lincoln Prize in 2009. McPherson is a member of many professional historical associations, including the Civil War Preservation Trust.

Donald A. Ritchie, Ph.D., is Historian of the United States Senate. Ritchie received his doctorate in American history from the University of Maryland after service in the U.S. Marine Corps. He has taught American history at various levels, from high school to university. He edits the Historical Series of the Senate Foreign Relations Committee and is the author of several books, including *Press Gallery: Congress and the Washington Correspondents*, which received the Organization of American Historians' Richard W. Leopold Prize. Ritchie has served as president of the Oral History Association and as a council member of the American Historical Association.

Contributing Authors

Jay McTighe has published articles in a number of leading educational journals and has coauthored 10 books, including the best-selling *Understanding by Design* series with Grant Wiggins. McTighe also has an extensive background in professional development and is a featured speaker at national, state, and district conferences and workshops. He received his undergraduate degree from The College of William and Mary, earned a Masters degree from the University of Maryland, and completed post-graduate studies at the Johns Hopkins University.

Dinah Zike, M.Ed., is an award-winning author, educator, and inventor recognized for designing three-dimensional, hands-on manipulatives and graphic organizers known as Foldables®. Foldables are used nationally and internationally by teachers, parents, and other professionals in the education field. Zike has developed more than 180 supplemental educational books and materials. Two of her books (*Envelope Graphic Organizers™* and *Foldables®* and *VKV's® for Phonics, Spelling, and Vocabulary PreK-3rd*) were each awarded *Learning Magazine's* Teachers' Choice Award for Professional Development in 2014. Two other books (*Notebook Foldables®* and *Foldables®*, *Notebook Foldables®*, and *VKV's® for Spelling and Vocabulary 4th-12th*) were each awarded *Learning Magazine's* Teacher's Choice Award in 2011. In 2004, Zike was honored with the CESI Science Advocacy Award. She received her M.Ed. from Texas A&M University in college Station, Texas.

Doug Fisher, Ph.D., and Nancy Frey, Ph.D., are professors in the School of Teacher Education at San Diego State University. Fisher's focus is on literacy and language, with an emphasis on students who are English Learners. Frey's focus is on literacy and learning, with a concentration in how students acquire content knowledge. Both teach elementary and secondary teacher preparation courses, in addition to their work with graduate and doctoral programs. Their shared interests include supporting students with diverse learning needs, instructional design, and curriculum development. They are coauthors of numerous articles and books, including *Better Learning Through Structured Teaching*, *Checking for Understanding*, *Background Knowledge*, and *Improving Adolescent Literacy*. They are coeditors (with Diane Lapp) of the NCTE journal *Voices from the Middle*.

BEYOND THE BOX

Social Studies

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LESSON PLANS

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Chapter 5: The Spirit of Independence ▾

Chapter Resources at a Glance ▾

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FEATURED RESOURCES

[see all](#)

[Student Edition](#)

[Annotated Student Edition](#)



PERIOD 1 (1)

May 2017

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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Monday, May 15, 2017

SCHEDULED LESSON PLANS

There are no lesson plans scheduled on this date for this class.

ASSIGNMENTS DUE

There are no assignments due on this date for this class.

OTHER EVENTS

There are no events scheduled on this date.

Chapter Resources at a Glance

Getting Started

Expand the sections below to see all the resources for this chapter as well as additional resources from the Resource Library.

Chapter Level Resources

The following resources are available to help you teach this chapter.

Introducing the Chapter

- The Spirit of Independence Chapter Opener
- Interactive Time Line | The Spirit of Independence 1763–1776
- Interactive Map | North America 1775
- Reference Atlas Maps

Worksheets, Activities, and Projects

- Vocabulary Builder Activity | The Spirit of Independence
- What Do You Know? | The Spirit of Independence KWL Chart
- Hands-On Chapter Project | Producing a Spirit of Independence Hall of Fame
- Technology Extension of Hands-On Chapter Project | Creating Online Interactive Multimedia Posters
- The Declaration of Independence
- Rough Draft of the Declaration of Independence

Review and Assess

Review

- Guided Notes: Have students use the My Notes feature in the Student Center to create comprehensive study notes.
- Chapter Summary | The Spirit of Independence
- Foldables® Activity | The Spirit of Independence

Differentiate and Remediate

- Vocabulary Builder Activity | The Spirit of Independence
- Reading Essentials and Study Guide for American History: Lesson-based Approaching Level reader with note-taking activities and answer key
- Student Audio: Online Student Edition lessons are available in English.
- Spanish Chapter Summary | The Spirit of Independence
- Graphic Novel | Liberty's Stand

Hands-On Projects



Developed in partnership with EdTechTeacher, these chapter projects can be used with or without technology in an individual or collaborative setting.

- Hands-On Chapter Project | Producing a Spirit of Independence Hall of Fame
- Technology Extension of Hands-On Chapter Project | Creating Online Interactive Multimedia Posters



Extend the project-based learning experience globally through our partnership with ePals. ePals allows you to connect with classrooms around the world in a safe online environment for real-life lessons and projects in virtual study groups.

Books and Movies

The following books and movies may enrich the topics covered in this chapter. Preview prior to assigning to ensure suitability.

Reading List

- *The Second Continental Congress (We the People)*, by Jessica S. Gunderson **AL**
- *Give Me Liberty: The Story of the Declaration of Independence*, by Russell Freedman
- *Declaration: The Nine Tumultuous Weeks When America Became Independent, May 1–July 4, 1776*, by William Hogeland **BL**

Movie List

- *Johnny Tremain* (80 min.)
- *1776* (142 min.)

RESOURCES TO ENGAGE EVERY STUDENT

- Vocabulary activities
- Reading & Study Skills
- Foldables (Dinah Zike)
- Graphic Organizers
- Guided Reading Activities
- Primary & Secondary Sources
- Visual Literacy Activities
- Hands-On Chapter Projects

The collage features several educational materials:

- Geography and History Activity**: A worksheet titled "The Age of Exploration" with directions to answer questions in a provided space.
- Chapter Simulation**: A resource for "America and World War II, 1941-1945" featuring a "Code-Breakers and Code Talkers - Teacher Instruction" section and a "Overview" section discussing communication in war.
- Hands-on History Chapter Project**: A project for "America and World War II, 1941-1945" with an "An Interview with a Veteran" section, including a "Step 1: Finding a Veteran to Interview and Share Essential Question" and a "Guiding Question" about war requirements.
- World War II, 1939-1945**: A "TOPIC SUMMARY" section with a "FOLDABLES" icon and a "Analyzing Causes" section with a Venn diagram comparing Germany and Japan.
- Causes of the Civil War**: A resource with a "TOPIC SUMMARY" and a "Distinguishing Different Opinions" section containing a table with columns for "Argument", "Point of View", and "Evidence".

Vocabulary Activities

Reading and Study Skills

Foldables*

Reading Essentials and Study Guide

Graphic Organizers

Primary and Secondary Sources Activities

Simulations

Hands-On Chapter Projects

Lesson Video Worksheets

Assessing Background Knowledge

Graphic Novels

Chapter Summaries

Guided Reading Activities

Visual Literacy Activities

Biographies



INTERACTIVE RESOURCES

ENRICH STUDENT LEARNING



Dynamic Infographics



Interactive Maps



Games



Interactive Graphic Organizers



Lesson Videos



Interactive Time Lines



Real-World Learning Tools



Animations



Interactive U.S. Constitution



ASSESSMENT RESOURCES PLAN FOR SUCCESS



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Online Assessment



Lesson Quiz



Chapter Test



Test-Taking Tips



Scoring Rubric



Self-Check Quiz

Parent Online Resources Information Sheet

McGraw-Hill Education provides a variety of online resources that can help students be successful in their Social Studies program.

- 1 Return to the home page at any time by clicking on the program title.
- 2 Click 'Test Prep' to access the Online Assessment Center for all chapter tests and lesson quizzes.
- 3 Click 'Help' for how-to videos and assistance with features of Networks™ or 'ConnectED' to return to your digital book bag at any time.
- 4 Use this main menu to access Lesson Plans, Skill Builder, Test Prep, the Resource Library, and LearnSmart® assessment tools.
- 5 Go to your Online Student Lesson Center by selecting the chapter and lesson.
- 6 Recent assignments can be viewed by clicking My Assignments icon.
- 7 Click on a featured resource or 'see all' to access the entire Resource Library.
- 8 Access messages, notes, glossary, or Atlas by clicking their icons.

Parent Resources and Communication Sheets

Student tools

- Leveled text
- Change font size
- Listen to text
- Highlight feature
- Print text
- Video supports reading

Chapter Opener Place and Time Lesson 1 Lesson 2 Lesson 3 Lesson 4 Activities and Assessment

AIAIA     Vocabulary | Reading Strategies

LESSON 1

The War for Independence

ESSENTIAL QUESTION *Why does conflict develop?*

IT MATTERS BECAUSE

The Patriots used skill, cunning, and determination to survive early defeats and win a key victory at Saratoga.

The Two Armies Face Off

GUIDING QUESTION *Who were the opposing sides in the American Revolution?*

In April 1776, colonial leader John Adams predicted "We shall have a long . . . and bloody war to go through." Few people agreed with him. Each side thought they would win the war quickly. The British planned to crush the colonists by force. Most Patriots—Americans who supported independence—believed the British would give up after losing one or two major battles.

British Advantages

As the war began, the British seemed to have a big advantage. They had the strongest navy in the world. The British also had a well-trained army. They were supported by the wealth of their empire. Great Britain also had more people. More than 8 million people lived in Britain. There were only 2.5 million Americans.

The Patriots did not seem to be a match for the British. They had no regular army and a weak navy. American soldiers also lacked experience and weapons for fighting. Much of the Patriot military force was in the form of militia groups. These volunteer soldiers fought only for short periods of time and then returned home.

In addition, not all Americans supported the struggle for independence. Some Americans remained loyal to Britain. Others, such as the Quakers, were neutral. They would not take part in the war because they opposed all armed conflict.

Loyalists in the Colonies

At least one in five Americans was thought to be a "Loyalist" or "Tory." The number may have been as high as one in three. These Americans remained loyal to Britain and opposed independence. Some Americans changed sides during the war. Loyalist support also varied from region to region. In general, support for Britain was strongest in the Carolinas and Georgia and weakest in New England.

LESSON RESOURCES



This video examines the different fighting styles of the professional army of the British and the less formal forces of the colonists.

LESSON 2
The War Continues

ESSENTIAL QUESTION *Why does conflict develop?*

IT MATTERS BECAUSE
The ideals of liberty and freedom helped attract key support and helped the colonists overcome difficult challenges.

Gaining Allies

GUIDING QUESTION *How did America gain allies?*

By late 1777, Benjamin Franklin had been in France for a year. He was trying to get the French to support the Americans' fight for independence. With his skill and charm, Franklin gained many friends for the United States. The French had secretly given the Americans money, but they had not entered the war.

The Continental Congress sent Jonathan Austin to France to deliver the news of the American victory at Saratoga. As soon as Austin arrived, Franklin asked if the British had taken Philadelphia. Austin answered, "Yes sir. . . . But sir, I have greater news than that. General Burgoyne and his whole army are prisoners of war!"

Franklin surely understood the importance of this news. The victory at Saratoga was a turning point in the American Revolution. France and other nations now realized that the Americans might actually win their war against Great Britain. France decided to help the Americans. In February 1778, France declared war on Britain and sent money, equipment, and troops to **aid** the American Patriots.

Like France, Spain also decided to help the Americans. Spain did not form an alliance with the United States, but it did declare war on Great Britain in 1779. Spanish forces fought the British in present-day Louisiana, Mississippi, Alabama, and Florida. This fighting kept many British troops out of action against the Americans.

Winter at Valley Forge

In 1778 news traveled slowly across the Atlantic. People in the United States did not learn of the French-American alliance until the spring. Meanwhile, British general Howe and his forces spent the winter in comfort in Philadelphia. Washington set up camp at Valley Forge, about 20 miles (32 km) to the west. There, Washington and his troops suffered through a terrible winter. They lacked decent food, clothing, shelter, and medicine. Washington's greatest challenge at Valley Forge was keeping the Continental Army together.

Snowstorms and damaged roads slowed delivery of supplies. The Continental Army built huts and gathered supplies from the countryside. Several volunteers—including Washington's wife, Martha—made clothes for the troops and cared for the sick. Washington declared that no army had ever put up with "such uncommon hardships" with such spirit. "Naked and starving as they are," he wrote, "we cannot enough admire the incomparable patience and fidelity [faithfulness] of the soldiery."



LESSON RESOURCES

BIOGRAPHY

Abigail Adams

Read the biography of Abigail Adams and her contributions.

On what basis did Abigail Adams suggest women might not hold themselves bound by laws?

Save

Editable Teacher Activities

Economics of History Activity

netw

The Reconstruction Era

Lesson 3 The South During Reconstruction

The Southern Economy During Reconstruction

Background Information

The South's economy was devastated by the Civil War. A full five years after the war ended, it still had not recovered. In some states the value of the farmland was *less than half* what it had been before the war.

Value of Farmland and Manufactured Goods in the South, 1860 and 1870 (all figures in millions of dollars)

State	Value of...	in 1860	in 1870
Alabama	farmland	\$ 175.8	\$ 67.7
	manufactured goods	\$ 10.6	\$ 13
Georgia	farmland	\$ 157.1	\$ 94.6
	manufactured goods	\$ 16.9	\$ 31.2
Florida	farmland	\$ 16.4	\$ 9.9
	manufactured goods	\$ 2.4	\$ 4.7
Mississippi	farmland	\$ 190.8	\$ 81.7
	manufactured goods	\$ 6.6	\$ 8.2
Louisiana	farmland	\$ 204.8	\$ 68.2
	manufactured goods	\$ 15.6	\$ 24.2
Arkansas	farmland	\$ 91.6	\$ 40
	manufactured goods	\$ 2.9	\$ 4.6
Texas	farmland	\$ 88.1	\$ 60.1
	manufactured goods	\$ 6.6	\$ 11.5
Tennessee	farmland	\$ 271.4	\$ 218.7
	manufactured goods	\$ 18	\$ 34.4
South Carolina	farmland	\$ 139.7	\$ 44.8
	manufactured goods	\$ 8.6	\$ 9.9
North Carolina	farmland	\$ 143.3	\$ 78.2
	manufactured goods	\$ 16.7	\$ 19
Virginia	farmland	\$ 371.8	\$ 213
	manufactured goods	\$ 50.7	\$ 38.4

Source: University of Virginia Geospatial and Statistical Data Center

The Reconstruction Era

Lesson 3 The South During Reconstruction

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

1. *How were African Americans discouraged from participating in civic life in the South?*
2. *What were some improvements and some*

Terms to Know

scalawag name given by former Confederates to Southern whites who supported Republican Reconstruction of the South

corruption dishonest or illegal actions

integrate to unite, or blend into a united whole

sharecropping system of farming in which a farmer works land for an owner who provides equipment and seeds and receives a share of

McGraw-Hill **networks**™

Self-Check Quiz

The Reconstruction Era

Lesson 3: The South During Reconstruction

1. Republicans were the dominant political party during Reconstruction.

- A. TRUE
 B. FALSE

2. The number of African Americans holding important government positions during Reconstruction was ____.

- A. zero
 B. very small
 C. about half of all government officials in the South
 D. nearly all government officials in the South

3. Blanche K. Bruce was ____.

- A. the first African American senator to serve a full term
 B. a leader of the Radical Republicans
 C. a founder of the Ku Klux Klan
 D. the head of the Freedmen's Bureau

Check Answers

After going through this process to discover and evaluate potential resources for the middle school social studies department, the McGraw Hill textbook is the best choice for our students. This resource:

- Aligns with our concept-based curriculum
- Engages students in thought provoking lessons & activities
- Provides alternatives for differentiation & modification to ensure the success of all learners

Thank you for your time

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**NEWTOWN PUBLIC SCHOOLS
EDUCATIONAL SPECIFICATIONS FOR
HAWLEY ELEMENTARY SCHOOL**

May 16, 2017

Roof Replacement

1. **PROJECT RATIONALE**

The long range plan for the Hawley Elementary School in Newtown calls for a replacement of the 1948 section and 1997 sections of the roof at the school. The 1948 section of the roof was replaced in 1997 with the 1997 section being new at that time. Both sections are 21 years old. Certain areas over the library have been leaking for the past two years and need constant patches and repairs. If we do not replace the roof at this time, it is likely that extensive damage to the ceilings will occur. It has been determined that this roof is at the end of its useful life cycle.

2. **LONG-RANGE PLAN**

The long-range plan for the school facilities in Newtown calls for provision of a safe and appropriate learning environment. In order to comply with this aspect of the plan, it is necessary for Newtown to replace the roof at Hawley Elementary School. We will also adopt a comprehensive maintenance plan with regularly scheduled inspections.

Newtown plans to continue to utilize Hawley Elementary School in its current capacity, and with appropriate maintenance, as an elementary school for the next twenty years.

3. **THE PROJECT**

Newtown proposes the following components of its roof replacement project:

- Test for/identify any asbestos-containing roofing and flashing materials
- Temporarily move (and later return) rooftop equipment
- Remove all roofing materials on ballasted sections down to the deck and dispose of any hazardous materials in appropriate manner
- Inspect roof deck and replace problem areas as appropriate
- Install new roofing system: Mechanically fastened new tapered insulation into decking, hot mop ½ inch wood fiberboard to bury fasteners. Over recovery board, hot mop 1 ply of SBS modified base sheet and 1 ply of an SBS modified cap sheet. Inspect and rework all drain bowls with new lead, clamping rings, hardware and flashing system. Install overflow drains/scuppers as needed per IBC. All flashing would be a 2 ply SBS modified system set in hot. All seams stripped off in a 3 course fashion. All exposed flashings coated with Garlabrite, or an approved alternate, to protect from the UV. Flood coat entire roof surface with Garlastic KM Plus, or an approved alternate, at a rate of 70 lbs. per square and gravel in with 3/8 inch pea stone at a rate of 400-500 lbs. per square. Replace all existing metal edge metal with Garland R-Mer ES01 certified edge metal as per code.

- The new roof system will meet IBC 2012 for slope and R value.
- Clean all roof drains

Current space: Hawley Elementary School includes the following instructional and support spaces: general classrooms, kindergartens, library/media center, computer lab, gymnasium, music room, art room, special education classrooms, special education resource room, cafeteria, nurse's office, kitchen, conference room, school administration's offices, custodial services, storage, and two boiler plants.

Construction: No major construction will impact any of these spaces. There will be some minor ceiling tile replacements for stained/damaged tiles which were affected by the roof leaks. As well, any water stains on the walls will be repainted, and the bricks on the boiler room chimney will be repointed.

Final space: See *Current space* above.

FF&E: None.

4. BUILDING SYSTEMS

Security: Not applicable.

Public Address: Not applicable.

Technology: Not applicable.

Phone System: Not applicable.

Clocks: Not applicable.

5. INTERIOR BUILDING ENVIRONMENT

Acoustics: Ceilings: If ceiling tiles are damaged due to water leaking through the roof, they will be replaced as part of the project. As well, if there are any water marks on the walls, they will be repainted.

Lighting: Not Applicable.

HVAC: Roof-top units will be temporarily moved and then returned to original location as necessary during the roof replacement.

Plumbing: Not applicable.

Windows/Doors: Not applicable.

6. SITE DEVELOPMENT

Site Acquisition: Not applicable.

Parking: Not applicable.

Drives: Not applicable.

Walkways: Not applicable.

Outdoor Athletic Facilities: Not applicable.

Landscaping: Not applicable.

Site Improvements: Not applicable.

7. **CONSTRUCTION BONUS REQUESTS**

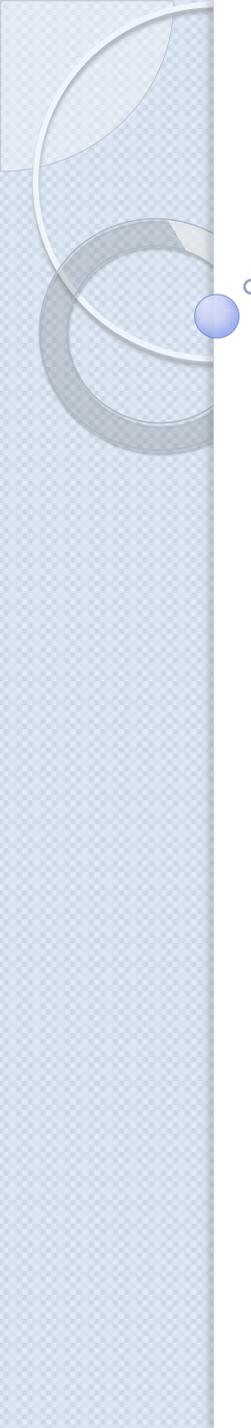
Hawley Elementary School does not house any of the special programs eligible for a school construction bonus.

School Readiness:	C.G.S. 10-285a(e)--Not applicable.
Lighthouse Schools:	C.G.S. 10-285a(f)--Not applicable.
CHOICE:	C.G.S. 10-285a(g), as amended--Not applicable.
Full-day Kindergarten:	C.G.S. 10-285a(h)--Applicable.
Reduced Class Size:	C.G.S. 10-285a(h)--Not applicable.
Regional Vo-Ag Center:	C.G.S. 10-65--Not applicable.
Interdistrict Magnet School:	C.G.S. 10-264h--Not applicable.
Interdistrict Cooperative School:	C.G.S. 10-158a--Not applicable.
Regional Special Education Center:	C.G.S. 10-76e--Not applicable.

8. **COMMUNITY USES**

Hawley Elementary School is designed to facilitate activities during the school hours, before and after school hours, and throughout the calendar year.

- PTA will use the media center and conference rooms for meetings before and after school
- The Recreation Department will use the gymnasium for activities evenings and weekends when it is not being used by the students
- Summer Enrichment Programs may be held here
- Boy and Girl Scout programs are run here after school as are several other youth clubs



School Start Time Committee

June 6, 2017

Newtown Board of Education

Committee Charge

The Board of Education charges the Superintendent to create a School Start Time Committee to research the possibilities of changing school schedules based on the Center for Disease Control and Prevention and American Academy of Pediatrics recommendation that middle and high schools start at 8:30 a.m. or later.

The Board of Education asks the School Start Time Committee to produce a report back to the Board of Education by June 1, 2017. The report should include the following items:

1. Research of medical & educational recommendations by age group, regional/national recent adoptions/drops of start time programs, and results of community survey.
2. Discussion of impact on sports, child care, and after-school activities including part-time employment.
3. Scenarios for transpiration options including possible tier changes, detailing ride length, and financial impact.
4. Review contracts with our unions and vendors to make sure there will be no financial impact or ramifications with those contracts as a result of changing school start times.

The School Start Time Committee will be facilitated by the Superintendent and should include members of the district staff (chosen by the Superintendent), representatives from the Board of Education (assigned by the BOE Chair), and representatives from the community (appointed by BOE Chair and Superintendent).

Meetings will be open to the public but public participation will be included at the discretion of the Superintendent.

Committee Members

Dr. Joseph Erardi, Jr.

Ellen Aho

Alan Colangelo

Daniel Cruson, Jr.

Jean Evans Davila

Richard Dufour

Thomas Einhorn

Jessica Fonovic

Dr. Kathy Gombos

Trent Harrison

Kimberley Joyce

Dr. Michelle Ku

Matthew Memoli

David Roach

Dr. Lorrie Rodrigue

James Ross

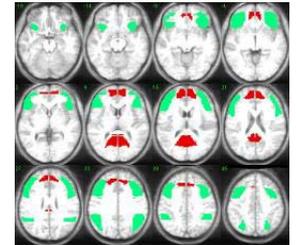
John Vouros

Heidi Werner



Research: Sleep Facts

- Sleep and Biology
 - Teens require 9 hours of sleep
 - Circadian rhythm shifts later in the teen years
 - Sleep drive takes longer to build
 - 5:00 a.m. or 6:00 a.m. wake-up time interrupts teens' REM cycle
 - REM sleep cycle required for neuronal remodeling
- Impact of Sleep Deprivation
 - Decline in learning, engagement, and memory
 - Delayed response time
 - Inability to restore baseline response with weekend recovery
 - Increase in risk-taking behaviors



Research: Reported Associations

- **Adverse Impact of Sleep Deprivation**
Obesity, depression, suicide, smoking, promiscuity, decreased life expectancy, increased automotive crashes, increased risk-taking behavior
- **Advantages of Later School Start Times**
Reduced absenteeism and tardiness, improved mood, indication of increased academic performance in struggling students
- **Linear Relationship**
The later the school start time, the more sleep students report getting

Research: Gaps

- Sleep deprivation in elementary students
- Optimal elementary school start times
- Causal links – Later start times and adolescent health, crash incidences, and academic outcomes

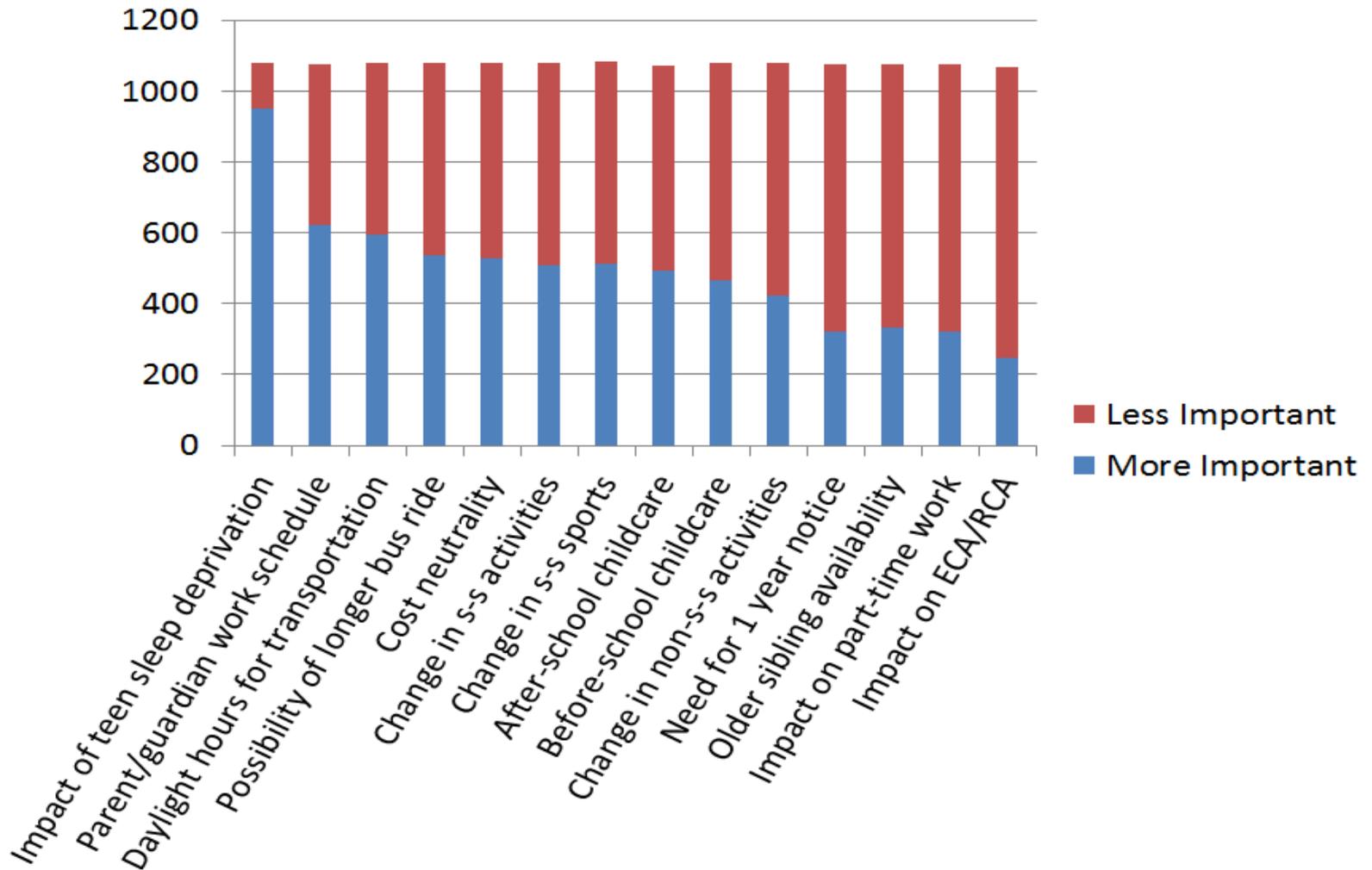
Newtown – Specific Considerations

- Influence of geographic size on District's bus routes
- Parent concern about darkness at bus stop



Newtown Parent/Guardian Survey

n = 1,083

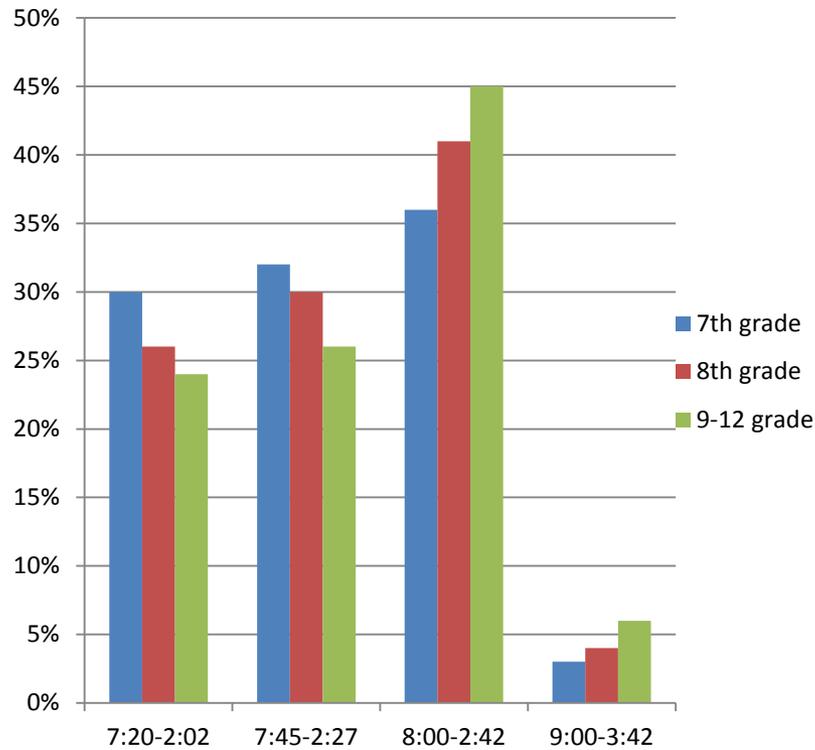


Suggested Follow-up

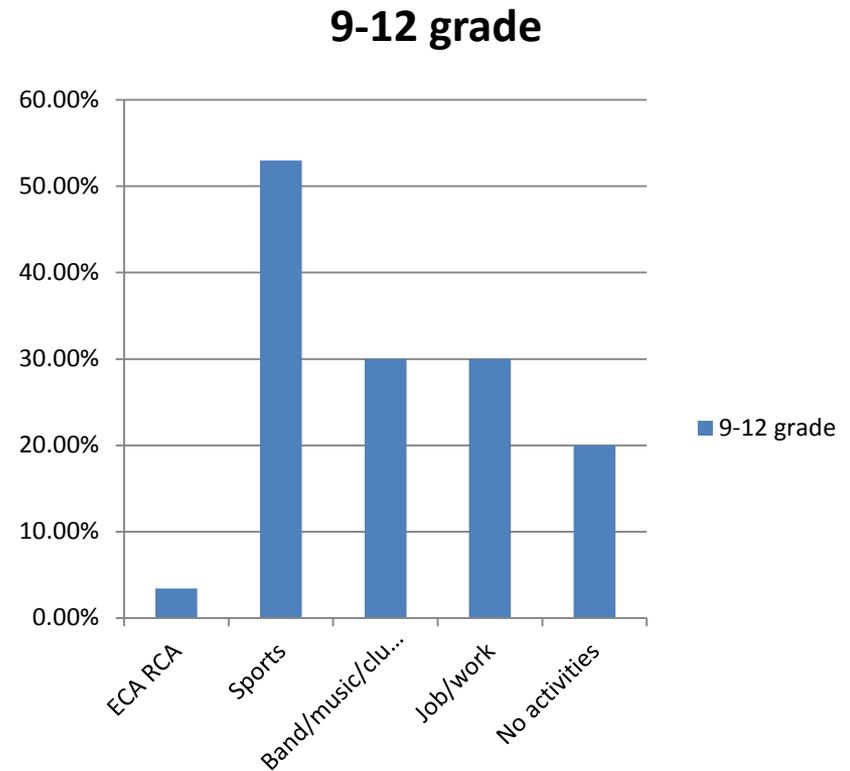
- Review the District homework policy
- Consider limits on end times for school-sponsored activities
- Examine measures of success
- Educate families and students – Strategies to help students achieve optimal sleep time of 9 hours/night

When would you like to go to school?

Student Preferred Start Time

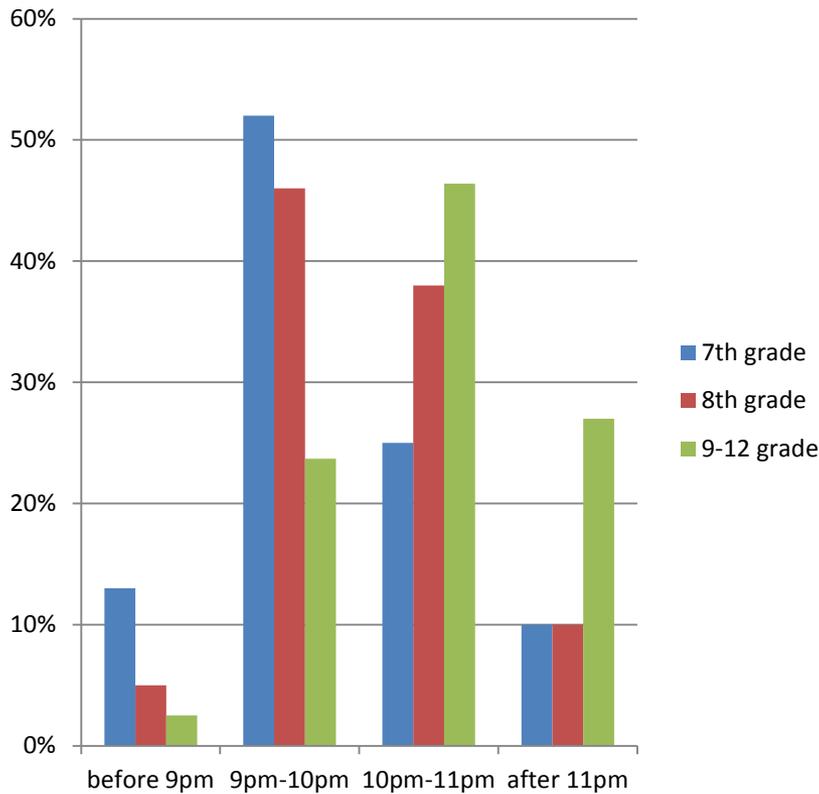


After School Activities

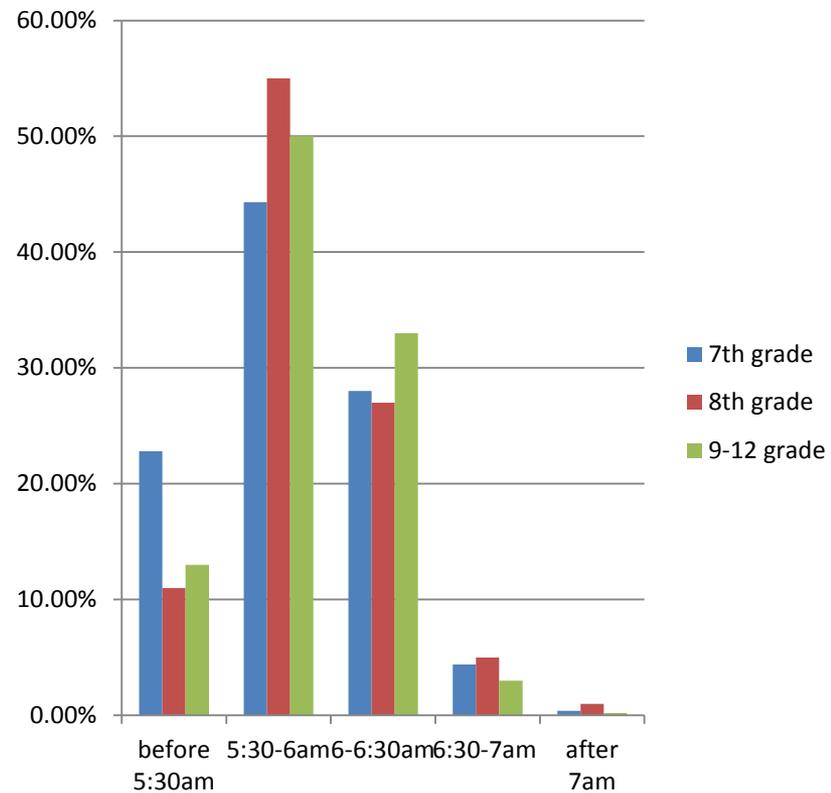


Student Sleep

Off to Bed



Rise and Shine



What does this all mean for our students?

- High School students are receiving less sleep than they did in Middle School
- The student preferred start time is 8:00 a.m. and end time around 2:30 p.m. due to sports, work, and other school related activities
- A 30 minute schedule shift has a minimal effect on interscholastic athletics while promoting increased sleep time

Transportation

Options and Opportunities



Transportation Subcommittee Action Steps



Purpose:

To review transportation options in alignment with potential changes to Newtown school start times

- Committee members reviewed a variety of transportation options
- Options included both current three-tier as well as two-tier busing
- A total of 8 options were developed, discussed, and brought forward to the committee-at-large
- Options were eventually narrowed down to “most favorable” after discussions with the larger committee and based on survey feedback
- Option 5 was deemed “most favorable”

Transportation Options

- ❑ Option 1-4 and 6-8 were developed, discussed, and reviewed with the committee-at-large
- ❑ Options included both two and three-tier busing
- ❑ Options 1-4 and 6-8 deemed less favorable due to times, logistics, and/or prohibitive cost
- ❑ **Option 5 deemed most favorable based on times for Middle School and High School with minimal cost**

Option 1

2 Tier System 50 Units

Tier 1

<u>School</u>	<u>Start/End</u>	<u># of Units</u>
NHS	8:00 – 2:42	25 Units – 65/bus
NMS & RIS	8:00 – 2:42	<u>25 Units – 52/bus</u>
		50 Units

Tier 2

HAW	9:05 – 3:37	9 Units
HOM	9:05 – 3:37	9 Units
MGS	9:05 – 3:37	10 Units
SHS	9:05 – 3:37	10 Units
Magnet	8:35 – 3:35	1 Unit
FWS/HVWS	8:15 – 3:00	<u>2 Units</u>
St. Rose	8:30 – 3:20	8-9 Dedicated Units

This option meets the objectives of having the High School and Middle School start at 8:00 a.m. or later. There is no disruption to the school day for Reed or the Elementary schools. This option is not cost neutral with an increase to transportation cost of \$244k. The option does not support the direction of St. Rose administration.

Option 2

Reconfigured 3 Tier System with Middle School to Tier 2. Listed below are suggested start and end times. High School, Middle School & Reed would be shortened by 10 minutes to 6 hours 32 minutes – lines up with Elementary.

Tier 1

<u>School</u>	<u>Start/End</u>	<u># of Units</u>
NHS	7:35 – 2:07	42.50 Units

Tier 2

NMS & RIS	8:15 – 2:47	30 Units
St. Rose	7:50 – 2:50	8-9 Units
Magnet	8:35 – 3:35	1 Unit
No NMS/RIS due to length		<u>3 Units</u>
		42Units

Tier 3

Elementary	9:05 – 3:37	34-38 Units
Danbury Magnet	8:35 – 3:35	1 Unit
No Elementary due to length		<u>5 Units</u>
		42 Units

This option did not allow for later start time at the High School.

Option 3

Reconfigured 3 Tier System with Elementary to Tier 1. Reed & Middle School to Tier 3. Below are suggested start and end times.

Tier 1

<u>School</u>	<u>Start/End</u>	<u># of Units</u>
HAW	7:50 – 2:22	9 Units
HOM	7:50 – 2:22	9 Units
MGS	7:50 – 2:22	10 Units
SHS	7:50 – 2:22	10 Units
Magnet	8:35 – 3:35	<u>1 Unit</u> 39 Units

Tier 2

St. Rose	7:50 – 2:50	8-9 Dedicated Units
NMS & RIS	8:35 – 3:17	32 Dedicated Units
Magnet	8:35 – 3:35	<u>1 Unit</u> 42 Units

Tier 3

NHS	9:20 – 4:07	41 Units (or Less)
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This option was ruled out due to logistics of having the High School end at 4:07 p.m.

Option 4

2 Tier System with High School & Middle School on Tier 1 and Reed & Elementary School on Tier 2.
Requires 4-5 additional units.

Tier 1

<u>School</u>	<u>Start/End</u>	<u># of Units</u>
NHS	7:50 – 2:32	43 Units
NMS	7:50 – 2:32	Shared High School & Middle School
HVWS/FWS	8:15 – 3:00	3 Units
HAT	7:20 – 2:10	<u>1 Unit</u> 47 Units

Tier 2

Reed	8:55 – 3:27	38 Units
Elementary	9:05 – 3:37	Shared Reed & Elementary
St. Rose	8:40 – 3:40	8 Units
Magnet	8:35 – 3:35	<u>1 Unit</u> 47 Units

Option only moves start time 30 minutes later for Middle School and High School.
Option is not cost neutral with \$40k to \$62k additional cost for transportation.
Combines Reed and Elementary on same buses. The option does not support the direction of St. Rose administration.

Option 6

2 Tier System with Reed & Elementary on Tier 1. High School & Middle School on Tier 2. **Requires 7.5 additional units approximate \$160k.**

Tier 1

<u>School</u>	<u>Start/End</u>	<u># of Units</u>
Reed	7:30 – 2:02	39 Units
Elementary	7:40 – 2:12	Shared Reed & Elementary
St. Rose	7:20 – 2:10	8 Units
HAT AM	7:20 – 2:10	1 Unit
Nonn AM	7:25 – 2:15	<u>2 Units</u> 50 Units

Tier 2

NHS	8:30 – 3:12	44 Units
NMS	8:30 – 3:12	Shared High School & Middle School
Danbury Magnet	9:00 – 3:30	1 Unit
VOAG-Nonn	7:25 – 2:15	2 Unit
HVWS/FWS	8:15 – 3:00	<u>3 Units</u> 50 Units

Tier 1 pickups would start around 6:30 a.m. which is 1 hour before sunrise (7:31 a.m.) in early November with twilight at 7:02 a.m. and 45 minutes before sunrise (7:19 a.m.) in mid-January with twilight at 6:48 a.m. before in mid-January.

Option 7

Same as Option 6 except start times moved forward 30 minutes for Reed & Elementary Schools and 20 minutes for High School & Middle Schools. **Requires 7.5 additional units approximate \$160k.**

Tier 1

<u>School</u>	<u>Start/End</u>	<u># of Units</u>
Reed	8:00 – 2:32	39 Units
Elementary	8:10 – 2:42	Shared Reed & Elementary
St. Rose	7:50 – 2:40	8 Units
HAT AM	7:20 – 2:10	1 Unit
Nonn AM	7:25 – 2:15	<u>2 Units</u> 50 Units

Tier 2

NHS	9:00 – 3:42	44 Units
NMS	9:00 – 3:42	Shared High School & Middle School
Danbury Magnet	9:00 – 3:30	1 Unit
VOAG-Nonn	7:25 – 2:15	2 Units
HVWS/FWS	8:15 – 3:00	<u>3 Units</u> 50 Units

Same as Option 6 except start times moved back 30 minutes for Reed and Elementary Schools and 30 minutes for High School and Middle School.

Option 8

Same as Option 5 except St. Rose moves back to Tier 1 with no change to their schedule. **Requires 12.5 additional units approximate \$484k.**

Tier 1

<u>School</u>	<u>Start/End</u>	<u># of Units</u>
NHS	8:00 – 2:32	43 Units
NMS	8:00 – 2:32	Shared High School & Middle School
HVWS/FWS	8:15 – 3:00	3 Units
St. Rose	7:50 – 2:50	8 Units
HAT	7:20– 2:10	<u>1 Unit</u>
		55 Units

Tier 2

Reed	8:55 – 3:27	38 Units
Elementary	9:05 – 3:37	Shared Reed & Elementary
Magnet	9:00 – 3:30	<u>1 Unit</u>
		39 Units

Option 5

2 Tier System with High School & Middle School on Tier 1 and Reed & Elementary Schools on Tier 2.
Requires 4.5 additional units approximate \$62k.

Tier 1

<u>School</u>	<u>Start/End</u>		<u># of Units</u>
NHS	8:00 – 2:32	(6.32 hrs)	43 Units
NMS	8:00 – 2:32	(6.32 hrs)	Shared High School & Middle School
HVWS/FWS	8:15 – 3:00		3 Units
HAT	7:20– 2:10		<u>1 Unit</u> 47 Units

Tier 2

Reed	8:55 – 3:27	(6.32 hrs)	38 Units
Elementary	9:05 – 3:37	(6.32 hrs)	Shared Reed & Elementary
St. Rose	8:40 – 3:40		8 Units
Magnet	9:00 – 3:30		<u>1 Unit</u> 47 Units

REVISED Option 5

2 Tier System with High School, Middle School and St. Rose on Tier 1 and Reed & Elementary Schools on Tier 2. **Requires 4.5 additional units approximate *\$62k.**

Tier 1

<u>School</u>	<u>Start/End</u>		<u># of Units</u>
NHS	8:00 – 2:32	(6.32 hrs)	36 Units
NMS	8:00 – 2:32	(6.32 hrs)	Shared High School & Middle School
** St. Rose	7:50 – 2:50		8 Units
HVWS/FWS	8:15 – 3:00		<u>3 Units</u> 47 Units

Tier 2

Reed	8:55 – 3:27	(6.32 hrs)	40 Units
Elementary	9:05 – 3:37	(6.32 hrs)	Shared Reed & Elementary
Magnet	9:00 – 3:30		<u>1 Unit</u> 41 Units

* Ongoing work on bus routes/configurations may potentially eliminate an additional bus and make this option cost-neutral.

** St. Rose was put back to Tier 1 – which puts them on their current school start/end time schedule.

Revised Option 5

- PRO

- Meets the objectives of the original committee's purpose – regarding health and welfare of adolescents
- Moves High School and Middle School start 40 minutes later
- Least disruptive to after school activities and sports
- Least disruptive to Magnet Arts schedule
- No change for St. Rose
- Later start time reduces issues of students waiting in the dark
- Potential cost neutral (if a bus can be removed after reconfiguring/combining of routes)

- CON

- \$62k additional cost for transportation
- Combines Reed and Elementary Schools on same buses; lengthens ride times by 10 – 20 minutes for elementary students, 10 minutes for Reed (afternoon only with shuttle buses)
- Decreases High School and Middle School day by 10 minutes *
- Decreases Reed School day by 12 minutes *

* Decrease in minutes will be implemented to achieve minimal impact to instructional time (ex: Advisory at High School, homeroom at Reed, other changes in non-instructional at Middle School).

Final Thoughts

- Implementation
- Recommendation
- Next Steps
- Dr. Ku, Mr. Cruson, Mr. Vouros