

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on Tuesday, June 18, 2013 at 7:30 p.m. in the council chambers at 3 Primrose Street.

D. Leidlein, Chair	J. Reed
L. Roche, Vice Chair	L. Gejda
C. McCubbin, Secretary (absent)	R. Bienkowski
R. Gaines	7 Staff
W. Hart (absent)	6 Public
K. Alexander	4 Press
J. Vouros	

Mrs. Leidlein called the meeting to order at 7:35 p.m.

Item 1 – Student Recognition

Mrs. Leidlein spoke about the Connecticut Music Awards which were held on June 4 in the Palace Theater in Waterbury. Jane Matson, choral teacher, was nominated for outstanding direction and choreography and her husband for outstanding set design. Two students received awards. Taylor Varga won for the outstanding lead in the musical “How to Succeed in Business Without Really Trying” and Sean Taylor received the Student Achievement Award as the best stage manager.

Mrs. Matson said that 30 high schools participated and we were in the top five in nine categories. Taylor will move to the national competition in New York City during the week of June 26.

Item 2 – Consent Agenda

MOTION: Mr. Gaines moved that the Board of Education approve the consent agenda which included various donations to the district and Sandy Hook School and the child rearing leaves of absence for Amanda D’Amato and Beth Taverna who are teachers at Sandy Hook School.

Mrs. Roche seconded. Vote: 5 ayes

Item 3 – Public Participation

Nick Waller, 186 Berkshire Road, spoke in favor of full day kindergarten.

Casey Ragen, Meadow Road, supports full day kindergarten.

Item 4 – Reports

No correspondence.

Chair report: Mrs. Leidlein received a phone call from Donna Pagé, principal of Sandy Hook School, to express to the Board members her gratitude for their support over the last 6 months. She feels Sandy Hook School is in a good place and moving forward.

Superintendent’s Report:

Dr. Reed noted there was a number of personnel vacancies remaining in the district and a number of positions to be filled from the SERV Grant (see attached list). The Project Recovery Director should be filled as soon as possible as they have a major part in implementing the grant. He also referred to a list of the various athletic accomplishments by the students this school year which included fund raisers.

Regarding the communication to parents on the release of student information, Dr. Reed clarified that the second letter was only sent to parents who called for more information. This letter is now on the high school website.

Item 5 – Old Business

NEASC Update:

Amy Repay and Leah Clark, co-chairs of the NEASC steering committee, gave an update on the process for NEASC accreditation. The 2005 recommendations included involving all stakeholders in reviewing and revising the school's mission expectations, consider adopting the graduation standards as part of the mission and expectations, develop school-wide performance standards/rubrics for each academic expectation, clearly label academic, civic and social expectations, demonstrate that the revised mission and expectations is the guiding force in the school's procedures, policies and decisions, and provide all students with the opportunity to participate in classes/activities that allow them to achieve the civic/social expectations. The first task was to revise the current mission statement which had been in place since 2007. Graduation standards now go hand in hand with our core values and beliefs. The final was approved by the faculty on June 3, 2013.

Item 6 – New Business

Newtown High School Core Values and Beliefs:

MOTION: Mr. Alexander moved that the Board of Education approve the Newtown High School Core Values and Beliefs as presented. Mrs. Roche seconded. Vote: 5 ayes

Item 4 – Reports (continued)

Modification to High School Schedule:

Mr. Dumais spoke about the modification of the high school schedule. In 2008 it was changed to an 8-day rotation to help with the lunch schedules. Last June the students and community asked for input on changing the schedule. Chris Canfield led the committee. What best fit our needs was a hybrid of what we have with some elements inserted. Another change is that there is no longer a homeroom at the beginning of the day.

Item 5 – Old Business (continued)

Current Educational Specifications for the Construction of Sandy Hook School:

MOTION: Mr. Gaines moved that the Board of Education approve the Current Educational Specifications for the Construction of Sandy Hook School dated June 11, 2013. Mr. Vouros seconded.

Dr. Reed introduced George Benson who is the Planning and Land Use Director. He played a major role in interacting with the team. The Selectman played a major role in the construction of the school. Mrs. Llodra also played a big role in securing the \$50M. He introduced Scott Pellman from B & L Company who is a senior architect focusing on school design and Mike DiNallo who is with Turner Construction.

Dr. Reed said these groups came forward along with Claris and Cherry Hill Construction and volunteered their services to develop these ed specs. They will make recommendations to the Public Building and Site Commission. An RFQ has been put out and we should know the design team by the end of July or early August. They will meet with Sandy Hook staff to go over their ideas. Right now the specs list the building with 75,000 square feet.

Mr. Gaines asked if being able to close off the classrooms when certain areas are being used by the public as in Reed should be included in the ed specs or just the architectural plans. Mr. DiNallo said that will be a primary discussion when the design team comes into play with specifics to lay out. We have to consider how rooms will lay out relative to each other. Mr. Spellman said this was access control and should be part of a good prudent design. We need to look at how buildings are used during the day and night. Dr. Reed stated we will have representation on the interview committee when the architect is selected. We anticipate the art rooms to be in the front of the school. It's also important to visit schools they've designed.

Mr. Alexander was concerned about having enough room in the cafetorium for presentations that would have enough room for all of the students.

Dr. Reed said there are things now that the state is looking at regarding security in the lobby area. We looked at Head O'Meadow and the Reed cafetorium as examples.

Mr. Spellman said the building code is 7 square feet per person so we would look at that to determine the appropriate size for the number of students.

Dr. Reed stated that we also have to consider the recreational needs of the town in using our gyms.

Vote: 5 ayes

Item 4 – Reports (continued)

MOTION: Mrs. Roche moved that the Board of Education approve the financial report and transfers for the month ending May 31, 2013. Mr. Gaines seconded.

Mr. Bienkowski stated that all major object categories have been offset by the excess cost grant. Approximately \$230K has been expensed to the SERV Grant during this month. The spending restriction instituted last month is where the expected balances come from which produce a positive balance. There are limited transfers to help cover the tuition shortage. This report projects a closing balance of \$110,000. In the claims summary there is a building restoration for Sandy Hook School. A number of contractors have been inspecting the building. There are depreciation funds and restoration funds. We would like a discussion of using those monies to take whatever is useful from the building such as the burners, Smartboards, telephones and technology equipment. We will have an insurance report and SERV Grant report along with our regular financial report.

Vote: 5 ayes

MOTION: Mrs. Roche moved that the Board of Education authorize the Director of Business to use any leftover funds in this year's budget for security measures. Mr. Gaines seconded.

Dr. Reed said we have funds coming from the grants and we have to begin some of the building hardening activities using these funds.

Mr. Vouros understands we can't advance spend money and then have it reimbursed.

Dr. Reed said that Bob Tait was going to pursue that. The motion is for security measures such as things that have to be installed over the summer. Some is for police. We are having a comprehensive security analysis done in each school next year by John Jay College.

Mr. Gaines was frustrated that we haven't been able to move forward on our security efforts. We have no funds available if we don't get those grants.

Dr. Reed said we have to work with the Board of Finance to establish a fund for us before the end of the year to authorize a deposit to begin the work. They need to understand we need a contingency account so we can plan to purchase before June 30. The cost to install the technology gifts is \$160,000.

Vote: 5 ayes

MOTION: Mrs. Roche moved that the Board of Education approve the recommended 2013-2014 budget adjustments. Mr. Vouros seconded.

Dr. Reed spoke about the recommended budget adjustments. We have \$28,000 in unspecified gifts which can be used to improve the welfare of students and staff which would include security. In tonight's donations we received \$26,000 from a foundation set up to honor one of the youngsters that left us in December to be used for safety related items. We had spoken about using \$96,540 for the resurfacing of the middle school parking lot and the \$40,000 in the Hawley Fund to use for maintenance of that building. This gives us about \$300,000 to begin work on the building hardening efforts. If we didn't get the grants we would look at some of the projects we have planned and the potential to ask the Town of Newtown to help with the security needs for the schools.

He doesn't think next year is the time to increase class size as we need to think about the welfare of our students. We asked surrounding school systems about full time para-educators in full day kindergarten classes. The decision was made to not increase their time in those classes. Kindergarten teachers will have to collaborate and move the paras to where they are needed. We can make modifications next year if necessary.

Over the last several weeks we garnered over \$200,000 in donations. We received a contract with Power school and Inform for a savings of \$50,000 and equipment for \$63,000 from Apple. He would not object to restoring the project adventure teacher at Reed because it impacts the school schedule. This leaves a \$60,000 cut to be determined by the Superintendent.

Mr. Vouros appreciated keeping the Reed position and expected that there would be parent volunteers to help in the kindergarten classes.

Mr. Alexander pointed out what the principals would have to work with that we aren't funding. We are giving up some things we feel are important but it is giving us full day kindergarten. He asked how many para hours there would be in the full day program.

Dr. Reed said they would work 27.5 hours per week for 5.5 hours each day. The cost for full day kindergarten was down to \$240,500.

Mr. Gaines spoke in favor of adding back the world language teacher at the middle school and the high school math teacher for the increased graduation requirements. He asked to increase the amount to \$180,000 and let the Superintendent determine if they can be added back in.

Mr. Vouros said as the Reed School reading scores improve, the students don't take reading but take a foreign language so that enrollment would go up.

MOTION: Mr. Gaines moved to table the original motion. Mr. Alexander seconded.

Vote: 5 ayes

MOTION: Mr. Gaines moved that the Board of Education authorize Dr. Reed to proceed with the filling of three FTE positions specified to be the Reed project adventure teacher, the high school math teacher and the middle school world language teacher and if one or more of those positions are filled to report back to the Board where the compensating amounts will come from. Mr. Alexander seconded. Vote: 5 ayes

MOTION: Mrs. Roche moved the original motion with the recommended adjustments. Mr. Gaines seconded. Vote: 5 ayes

MOTION: Mr. Gaines moved that the Board of Education allow the Director of Business to make any mathematical or other adjustments necessary to balance this budget. Mr. Alexander seconded. Vote: 5 ayes

Minutes of June 6, 2013:

MOTION: Mrs. Roche moved that the Board of Education approve the minutes of June 6, 2013. Mr. Vouros seconded. Vote: 4 ayes, 1 abstained (Mr. Gaines)

Item 7 – Public Participation

Kinley Nagle, 8 Glover Avenue, asked about our need for a special education director. She also offered her services.

Michelle Ku, 28 Platts Hill Road, spoke about the Superintendent's salary and benefits adjustment and thanked him. It means a lot to the community to have him here.

MOTION: Mr. Gaines moved to go into executive session to discuss personnel matters related to the SERV Grant, NASA negotiations and security and invited Dr. Reed. Mr. Alexander seconded. Vote: 5 ayes

Item 8 – Executive Session

The Board entered executive session at 10:49 p.m.

Item 9 – Return to Public Session

The Board returned to Public Session at 11:44 p.m.

MOTION: Mr. Gaines moved that the Board of Education authorize Dr. Reed to hire an acting Supervisor of Special Education to serve through September with funding provided by the SERV Grant. Mr. Alexander seconded. Vote: 5 ayes

MOTION: Mr. Alexander moved to adjourn. Mrs. Roche seconded. Vote: 5 ayes

Item 10 – Adjournment

The meeting adjourned at 11:45 p.m.

Respectfully submitted:

Debbie Leidlein
Chair

REVISED DONATIONS

To BOE for Approval on June 18, 2013

6/18/2013

SHES

C. Zink	\$	150.00
W.Perkins	\$	20.00
W.Perkins	\$	5.00
W.Perkins	\$	5.00

Total	\$	180.00	\$	180.00
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SHES Library

Newtown Public
Schools

Donation for security / safety
Jessica Rekos Memorial Fund

	\$	-	\$	-
	\$	-		
	\$	26,000.00	\$	26,000.00

Total	\$	-	\$	-
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NPS Teachers

\$	-
\$	26,180.00
\$	26,180.00

JUN 17 2013

June 12, 2013

CC: Joan Libby
Donna Page

Dear Dr. Reed,

I am requesting a medical leave due to my pregnancy. I am due August 2, 2013. I am requesting to take a maternity leave until the end of November 2013 and returning to school on Monday, December 2, 2013.

Warm Regards,

A handwritten signature in black ink that reads "Amanda L. D'Amato". The signature is written in a cursive style with a large, prominent "A" at the beginning.

Amanda D'Amato
Sandy Hook Elementary School

JUN 17 2013

Beth Taverna
37 Cottage Street
Trumbull CT 06611

June 14, 2013

Dr. John Reed, Superintendent
Newtown School District
3 Primrose Ave
Newtown CT

CC: Donna Page
Joan Libby

Dear Dr. Reed,

I am formally requesting a medical leave due to my pregnancy. I am due July 14, 2013. I am requesting to take a maternity leave until the end of November 2013 and return to school on Monday December 2, 2013. I intend to apply my unused sick against any time my doctor finds me to be disabled and unable to teach as a result of the pregnancy. In accordance with the law, I understand that Family Medical Leave time will run concurrently with this absence.

Please let me know if you require confirmation from my doctor and I will request that she forward a letter.

My family feels truly blessed and I am so happy to be sharing this experience with the administrators, students, parents and faculty. Thank you for your support.

Sincerely,

Beth Taverna
Sandy Hook School

SERV GRANT HIRING

SERV GRANT

Certified

Supervisor of Spec. Ed	
Asst. Principal	
School Psychologist	4 to be hired
Social Worker	3 to be hired
School Counselor	6 to be hired
Building Subs	7 to be hired

Non-certified

Project Recovery Director	
Communications Coordinator	
Financial Staff Assistant	
Staff Assistant	
Paraeducators	4 to be hired
Security Guard	

**Vacancy – Grant Funded
Newtown Public Schools
Project Recovery Director (Full Time Position)**

In response to the December 14, 2012 tragedy at Sandy Hook Elementary School, the Newtown school district applied for and received a School Emergency Response to Violence (SERV) grant from the United States Department of Education. Phase one of the grant provides 1.3 million dollars targeted for the provision of school-based mental health services. This is a unique opportunity to lead the recovery program that will enable an outstanding school district to continue to move forward. Candidates should possess a strong background in mental health with specific expertise in treating and organizing services for children who have experienced traumatic stress. Knowledge of special education and pupil personnel services will be a plus.

Oversees general operational management of the grant, all program and administration functions; plans, implements and supervises the grant initiatives; works in partnership with school personnel and mental health providers.

Responsibilities:

- Oversee all recovery project administrative functions
- Assure implementation of SERV Grant
- Consult with local, state, and national experts
- Work with school-based and community based mental health teams
- Coordinate professional learning related to SERV funded positions
- Establish a process for professional development of teaching, mental health, and support staff related to mental health recovery needs, including trauma, bereavement and suicide prevention
- Oversee a review committee which evaluates and makes recommendations on all requests for individual or organizational activities/research related to the event or its aftermath
- Ensure that all staff and providers are instructed on the reporting procedures necessary for grant compliance, including those necessary for processing expenditures and payments
- Coordinate and maintain relevant communication with district personnel and community leaders involved in other aspects of recovery
- Work to ensure compliance with federal and state laws, regulations and Board of Education policies related to confidentiality
- Assume other duties and responsibilities related to the grant as deemed necessary by the superintendent

Certification:

Not Required

Remuneration:

Based upon training and experience
Range: \$95,000 - \$110,000

Applications:

Please apply on line through the following link:
www.applitrack.com/newtown/onlineapp/

The Newtown Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities and employment practices. The Newtown Public Schools does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973. Contact information for coordinators of Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled students) are found in district policies at our web.



John Reed <reedj@newtown.k12.ct.us>

Accomplishments

1 message

Gregg Simon <simong@newtown.k12.ct.us>

Wed, Jun 12, 2013 at
7:12 AM

To: John Reed <reedj@newtown.k12.ct.us>, Debbie Leidlein
<leidleind_boe@newtown.k12.ct.us>

Good Morning Debbie and John,

I am asked each year to write a list of accomplishments for one of the graduation speakers. The list is attached....very proud of our student-athletes in such a tough year and wanted to share the list with you.....Gregg

--

Gregg Simon
Newtown High School Athletic Director
203-426-7655 Office
203-270-4826 Fax

 accomplishments 2012-2013.doc
71K

Newtown High School Athletic Department

Athletic Accomplishments

2012-2013

Six S.W.C. Championships, Nine S.W.C. Runner-ups, Two S.W.C. Sportsmanship Awards, One C.I.A.C State Tournament Championship, 34 All-State Student-Athletes, Six All-New England Student-Athletes. One All-American

Football

- Southwest Conference Championship
- Two All-State Student-Athletes
- Held Breast Cancer Fundraiser.

Cheerleading

- Finished second at CIAC State Championships
- Four All-State Student-Athletes
- Teamed up with the International Association of Approved Basketball Officials and the American Cancer Society during the "Coaches vs. Cancer" crusade to raise hundreds of dollars to help in the fight against cancer.
- Participated in *Valentines for the Troops*. The girls made cards and purchased candy, toiletries, snacks, and small non-perishable items for a member of the Air Force serving overseas.
- ~Made cards and thank you notes for the police that came to our school after 12/14 we sent to Monroe, Bethel, Norwalk, Southbury etc...
- ~collected over \$3000 at local competitions following 12/14 and donated to Sandy Hook Fund
- ~Volunteered at NYA and made crafts with kids on a Saturday following 12/14
- ~Passed out water in town after Hurricane Sandy
- ~4th year participating in Adopt a Family at Christmas through Newtown Youth Services
- ~Made and sold dog biscuits and donated all proceeds to Animal Shelter in Newtown

Dance

- Southwest Conference Championship
- Teamed up with the International Association of Approved Basketball Officials and the American Cancer Society during the “Coaches vs. Cancer” crusade to raise hundreds of dollars to help in the fight against cancer.
- Hosted SWC Championship
- Hosted CAS State Championships

Boys Cross Country

- Southwest Conference Championship
- Team- 3rd overall in the State Open
- Jake Feinstein- Individual SWC champion
- Two All-New England Student-Athletes

Girls Cross Country

Field Hockey

- Held Breast Cancer Fundraiser.

Boys Soccer

- Two All-State Student-Athletes
- Held Breast Cancer Fundraiser.

Girls Soccer

- Southwest Conference Runner-up
- C.I.A.C. Class LL State Championship
- One All-New England Student-Athlete
- March of Dimes Fundraiser
- Created and sold t-shirts as a SHES fundraiser

Girls Swimming

- One All-State Student-Athlete

Volleyball

- Held “Dig Pink” Breast Cancer Fundraiser
- One All-State Student-Athlete

Boys Basketball

- Teamed up with the International Association of Approved Basketball Officials and the American Cancer Society during the “Coaches vs. Cancer” crusade to raise hundreds of dollars to help in the fight against cancer.

Girls Basketball

- Teamed up with the International Association of Approved Basketball Officials and the American Cancer Society during the “Coaches vs. Cancer” crusade to raise hundreds of dollars to help in the fight against cancer.
- Created the “Threes For Sandy Hook” fundraiser which raised over \$10,000 and involved teams from New Jersey who adopted this fundraiser. Our team travelled to Ramapo College in New Jersey to take part in the first annual “Threes for Sandy Hook” game.

Gymnastics

- Southwest Conference Championship
- Two All-State Student-Athletes

Boys Swimming

- Held fundraiser in the name of former swimmer Greg Chion that raised money for the Lymphoma and Leukemia society
- One All-State Student-Athlete

Wrestling

- Sold t-shirts as Sandy Hook School Fundraiser

Indoor Track

- One All-New England Student-Athlete

Ice Hockey

- Two All-State Student-Athletes
- NHS Hockey Alumni Game
Sandy Hook Game Donations & silent auction with items donated by Boston Bruins, LA Kings, and Wesco Sporting Goods
- Sandy Hook Quinnipiac Game (Facility use and donations for SHES at the door accepted) All funds raised from those events were given to the The Glenn R. Atkinson Memorial Scholarship Fund Inc. for Sandy Hook Families and First Responders

Baseball

- One All-State Student-Athlete
- Held “Game to Remember” at Harbor Yard to honor first responders. Event raised thousands of dollars.

Softball

- One All-State Student-Athlete
- One Academic All-State Student-Athlete
- Held “Pack the Stands” Night game against Brookfield to honor first responders. Event raised thousands of dollars.

Boys Lacrosse

Girls Lacrosse

- Won Southwest Conference Championship for the ninth consecutive season.
- Colonial Division Champions
- Four All-State Student-Athletes
- One All-American
- Created a Pay-It Forward Program to honor those lives lost at SHES

Girls Tennis

- Colonial Division Champions
- Southwest Conference Champions
- Swept all seven SWC individual championships
- CIAC Class LL State Semi-finalist
- Six All-State Student-Athletes

Boys Tennis

- Colonial Division Champions
 - Southwest Conference Runner-up

- Cam McCleary won SWC individual singles championship

Boys Track

- SWC Sportsmanship Award Winner
- One All-New England Student-Athlete

Girls Track

- SWC Sportsmanship Award Winner
- One All-New England Student-Athlete

Golf

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
May 31, 2013**

SUMMARY

This eleventh report for the fiscal year 2012-13 includes a number of changes from the prior month.

We have spent \$6.5M for operations in the month of May; \$5.2M for salaries (there were three pay periods in May) and the balance of \$1.3M for all other expenses necessary for operations. All object categories have been offset by the balance of the excess cost grant which was received and deposited by the end of the month.

All the main object accounts remain in a positive balance position for this month (indicated by the shading in column eight) before the recommended transfers.

Approximately \$230k has been expensed to the SERV grant during this month. This entry formalizes the previous credit estimates we were relying on to balance the budget.

The spending restriction instituted last month is where the expected balances come from which produce a positive balance. This overall balance is expected to be recommended for building hardening projects.

There are limited transfer recommendations this month to help cover the tuition shortage.

This report projects a year-end balance of approximately \$110,000.

EXPENSE CATEGORY CONDITIONS

100 SALARIES

The total salary budget balance is consistent with last months, and the anticipated shortage has declined by about \$21,000 in certified salaries and \$25,000 in the non-certified salary accounts. The former comes primarily from the lack of time to complete program development work.

200 EMPLOYEE BENEFITS

The balance in employee benefits has decreased by approximately \$11,000 due to a greater utilization of our EAP (Employee Assistance Plan).

300 PROFESSIONAL SERVICES

Expenses in this Object are expected to be significantly less due to the budget restrictions and a reduction in staff training expenses. A big part of this is also because the more immediate needs took precedence over many of the planned training activities. The balance in this group of accounts is about \$64,000 less than last month.

400 PURCHASED PROPERTY SERVICES

This group of accounts includes the emergency repair account (HOM generator) which is a big portion of the shortage along with rentals for the Municipal building which is exceeding the budget because of added operating expenses. Equipment repair throughout the schools are estimated at \$30,000 less this month. Overall this group of expenses is about \$10,000 more than last month.

500 OTHER PURCHASED SERVICES

This account includes tuition which is the main driver in the shortage evident here. The shortage has declined by \$140,000 due to the receipt and deposit of the excess cost grant. The transportation balance is increasing by \$10,000 due to a credit received from All Star for the two school days that we are not having. There is a transfer in of \$80,000 from various supply accounts to help mitigate the tuition costs.

600 SUPPLIES

This account has a number of positive balances and includes approximately \$136k from the spending restriction. The balance has increased by \$72,000; \$9,000 in natural gas, declining prices, \$7,000 in electricity with \$22,000 coming from plant supplies and, another \$36,000 from Instructional and general supplies.

Recommendation to transfer \$20,000 from plant supplies, \$34,000 from electricity and \$26,000 from natural gas totaling \$80,000 to tuition is made via this report.

700 PROPERTY

Current estimates continue to be on track with no change.

800 MISCELLANEOUS

Current estimates continue to be on track with no change.

Overall, the spending restrictions are responsible for producing the major balances included herein.

900 REVENUES

Final receipts booked in May are from the Spring pay to play participation fees. We have met our target for these school generated fees.

The budget will continue to be carefully monitored and any subsequent issues or opportunities will be presented as necessary.

Attached as a supplement, is a summary of our donation account balances for the same period.

On a related matter, were working to wrap up the extra expenses portion of our claim with CIRMA as it pertains to the move of Sandy Hook School to Chalk Hill. We met today and agreed that all final expenses will be submitted by the end of July. The estimate for 'out of pocket' expenses at this time is approximately \$754,400. As of today we have been reimbursed \$683,885.93 from our carrier. Attached is a summary of this activity.

The building restoration component of the claim will be dealt with during our final submission.

Ron Bienkowski
Director of Business
June 14, 2013

TERMS AND DEFINITIONS

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

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

The monthly budget summary report also provides financial information on the following:

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

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

These reimbursement grants/programs are used to supplement local school district budget programs.

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

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

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

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING MAY 31, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2011 - 2012	APPROVED BUDGET	YTD TRANSFERS 2012 - 2013	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<u>GENERAL FUND BUDGET</u>											
100	SALARIES	\$ 42,849,552	\$ 44,136,246	\$ (311,411)	\$ -	\$ 43,824,835	\$ 36,590,001	\$ 7,182,103	\$ 52,732	\$ 36,825	\$ 15,907
200	EMPLOYEE BENEFITS	\$ 10,386,515	\$ 10,425,010	\$ (25,000)	\$ -	\$ 10,400,010	\$ 10,089,283	\$ 39,946	\$ 270,782	\$ 251,426	\$ 19,355
300	PROFESSIONAL SERVICES	\$ 839,913	\$ 732,105	\$ 237,938	\$ -	\$ 970,043	\$ 715,330	\$ 167,971	\$ 86,742	\$ 74,795	\$ 11,947
400	PURCHASED PROPERTY SERV.	\$ 1,920,448	\$ 1,787,285	\$ 4,800	\$ -	\$ 1,792,085	\$ 1,505,498	\$ 183,070	\$ 103,517	\$ 160,473	\$ (56,956)
500	OTHER PURCHASED SERVICES	\$ 6,908,882	\$ 6,299,500	\$ 128,574	\$ 80,000	\$ 6,508,074	\$ 5,283,769	\$ 922,210	\$ 302,095	\$ 305,347	\$ (3,252)
600	SUPPLIES	\$ 4,540,810	\$ 4,701,512	\$ (43,954)	\$ (80,000)	\$ 4,577,558	\$ 3,608,441	\$ 425,001	\$ 544,116	\$ 426,225	\$ 117,891
700	PROPERTY	\$ 435,685	\$ 209,375	\$ -	\$ -	\$ 209,375	\$ 206,569	\$ 667	\$ 2,139	\$ -	\$ 2,139
800	MISCELLANEOUS	\$ 59,336	\$ 64,761	\$ 9,053	\$ -	\$ 73,814	\$ 70,508	\$ 232	\$ 3,074	\$ -	\$ 3,074
TOTAL GENERAL FUND BUDGET		\$ 67,941,140	\$ 68,355,794	\$ -	\$ -	\$ 68,355,794	\$ 58,069,399	\$ 8,921,198	\$ 1,365,197	\$ 1,255,091	\$ 110,105
GRAND TOTAL											
		\$ 67,941,140	\$ 68,355,794	\$ -	\$ -	\$ 68,355,794	\$ 58,069,399	\$ 8,921,198	\$ 1,365,197	\$ 1,255,091	\$ 110,105
Excess Cost Grant Reimbursement Offset		Budgeted	\$ 1,252,159	75.00%		\$ 1,260,449	\$ 1,260,449	72.26%		Balance Due	\$ -
Town Capital & Non-recurring Account (Tech & Projects)		\$	200,000	\$ -	\$ -	\$ 200,000	\$ 103,579	\$ -	\$ 96,421	\$ 96,421	\$ -
Net Projected Balance											\$ 110,105

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING MAY 31, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2011 - 2012	APPROVED BUDGET	YTD TRANSFERS 2012 - 2013	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	SALARIES										
	Administrative Salaries	\$ 2,841,719	\$ 2,837,501	\$ 61,811		\$ 2,899,312	\$ 2,635,061	\$ 310,131	\$ (45,881)	\$ (30,929)	\$ (14,952)
	Teachers & Specialists Salaries	\$ 29,587,529	\$ 30,496,134	\$ (310,104)		\$ 30,186,030	\$ 24,378,392	\$ 5,808,390	\$ (752)	\$ 59,571	\$ (60,323)
	Early Retirement	\$ 16,000	\$ 16,000	\$ -		\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 72,611	\$ 81,787	\$ (6,200)		\$ 75,587	\$ 68,293	\$ 7,089	\$ 205	\$ -	\$ 205
	Homebound & Tutors Salaries	\$ 249,480	\$ 170,998	\$ 4,954		\$ 175,952	\$ 211,996	\$ 23,308	\$ (59,352)	\$ 17,376	\$ (76,728)
	Certified Substitutes	\$ 599,171	\$ 586,650	\$ 31,065		\$ 617,715	\$ 527,948	\$ 29,790	\$ 59,977	\$ 29,000	\$ 30,977
	Coaching/Activities	\$ 539,589	\$ 541,749	\$ -		\$ 541,749	\$ 535,078	\$ -	\$ 6,671	\$ (604)	\$ 7,275
	Staff & Program Development	\$ 139,517	\$ 195,857	\$ (50,000)		\$ 145,857	\$ 67,773	\$ 45,414	\$ 32,670	\$ (19,432)	\$ 52,102
	CERTIFIED SALARIES	\$ 34,045,617	\$ 34,926,676	\$ (268,474)	\$ -	\$ 34,658,202	\$ 28,440,542	\$ 6,224,124	\$ (6,463)	\$ 54,982	\$ (61,445)
	Supervisors/Technology Salaries	\$ 600,021	\$ 609,577	\$ 1,782		\$ 611,359	\$ 559,935	\$ 52,151	\$ (727)	\$ -	\$ (727)
	Clerical & Secretarial salaries	\$ 1,954,405	\$ 1,942,502	\$ 4,168		\$ 1,946,670	\$ 1,713,962	\$ 205,892	\$ 26,817	\$ 10,500	\$ 16,317
	Educational Assistants	\$ 1,733,935	\$ 1,824,359	\$ -		\$ 1,824,359	\$ 1,598,939	\$ 232,819	\$ (7,399)	\$ (19,256)	\$ 11,857
	Nurses & Medical advisors	\$ 580,246	\$ 680,221	\$ -		\$ 680,221	\$ 591,567	\$ 72,291	\$ 16,362	\$ (3,950)	\$ 20,312
	Custodial & Maint Salaries	\$ 2,686,968	\$ 2,822,289	\$ (30,000)		\$ 2,792,289	\$ 2,493,224	\$ 265,905	\$ 33,159	\$ 1,000	\$ 32,159
	Bus Drivers salaries	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ 101,389	\$ 101,256	\$ 7,090		\$ 108,346	\$ 102,435	\$ 6,379	\$ (469)	\$ 204	\$ (673)
	Special Education Svcs Salaries	\$ 682,289	\$ 760,852	\$ (38,066)		\$ 722,786	\$ 578,841	\$ 81,829	\$ 62,116	\$ 11,000	\$ 51,116
	Attendance & Security Salaries	\$ 140,940	\$ 146,750	\$ 2,089		\$ 148,839	\$ 161,317	\$ 40,603	\$ (53,081)	\$ (34,744)	\$ (18,337)
	Extra Work - Non-Cert	\$ 71,886	\$ 68,401	\$ -		\$ 68,401	\$ 71,853	\$ 110	\$ (3,562)	\$ 1,779	\$ (5,341)
	Custodial & Maint. Overtime	\$ 210,183	\$ 210,363	\$ 10,000		\$ 220,363	\$ 224,006	\$ -	\$ (3,643)	\$ 25,000	\$ (28,643)
	Civic activities/Park & Rec	\$ 41,673	\$ 43,000	\$ -		\$ 43,000	\$ 53,379	\$ -	\$ (10,379)	\$ (9,690)	\$ (689)
	NON-CERTIFIED SALARIES	\$ 8,803,935	\$ 9,209,570	\$ (42,937)	\$ -	\$ 9,166,633	\$ 8,149,459	\$ 957,979	\$ 59,195	\$ (18,157)	\$ 77,352
	SUBTOTAL SALARIES	\$ 42,849,552	\$ 44,136,246	\$ (311,411)	\$ -	\$ 43,824,835	\$ 36,590,001	\$ 7,182,103	\$ 52,732	\$ 36,825	\$ 15,907

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING MAY 31, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2011 - 2012	APPROVED BUDGET	YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2012 - 2013	CURRENT TRANSFERS						
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 8,039,444	\$ 7,933,343	\$ (15,000)		\$ 7,918,343	\$ 7,885,919	\$ 25,370	\$ 7,054	\$ 7,542	\$ (488)
	Life Insurance	\$ 82,766	\$ 84,270	\$ -		\$ 84,270	\$ 76,612	\$ -	\$ 7,658	\$ 6,993	\$ 665
	FICA & Medicare	\$ 1,257,494	\$ 1,357,597	\$ -		\$ 1,357,597	\$ 1,130,496	\$ -	\$ 227,101	\$ 209,101	\$ 18,000
	Pensions	\$ 439,834	\$ 475,318	\$ -		\$ 475,318	\$ 469,864	\$ 7,076	\$ (1,622)	\$ 10,290	\$ (11,912)
	Unemployment & Employee Assist.	\$ 120,616	\$ 128,120	\$ (34,000)		\$ 94,120	\$ 56,336	\$ 7,500	\$ 30,284	\$ 17,500	\$ 12,784
	Workers Compensation	\$ 446,361	\$ 446,362	\$ 24,000		\$ 470,362	\$ 470,055	\$ -	\$ 307	\$ -	\$ 307
	SUBTOTAL EMPLOYEE BENEFITS	\$ 10,386,515	\$ 10,425,010	\$ (25,000)	\$ -	\$ 10,400,010	\$ 10,089,283	\$ 39,946	\$ 270,782	\$ 251,426	\$ 19,355
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 634,759	\$ 490,240	\$ 241,638		\$ 731,878	\$ 596,952	\$ 136,174	\$ (1,247)	\$ 67,795	\$ (69,042)
	Professional Educational Ser.	\$ 205,154	\$ 241,865	\$ (3,700)		\$ 238,165	\$ 118,379	\$ 31,797	\$ 87,989	\$ 7,000	\$ 80,989
	SUBTOTAL PROFESSIONAL SVCS	\$ 839,913	\$ 732,105	\$ 237,938	\$ -	\$ 970,043	\$ 715,330	\$ 167,971	\$ 86,742	\$ 74,795	\$ 11,947
400	PURCHASED PROPERTY SVCS										
	Buildings & Grounds Services	\$ 651,996	\$ 671,800	\$ -		\$ 671,800	\$ 545,705	\$ 84,521	\$ 41,574	\$ 25,216	\$ 16,358
	Utility Services - Water & Sewer	\$ 106,310	\$ 116,600	\$ -		\$ 116,600	\$ 82,907	\$ 5,611	\$ 28,082	\$ 29,000	\$ (918)
	Building, Site & Emergency Repairs	\$ 463,765	\$ 460,850	\$ -		\$ 460,850	\$ 419,874	\$ 46,037	\$ (5,061)	\$ 78,643	\$ (83,704)
	Equipment Repairs	\$ 213,556	\$ 252,403	\$ -		\$ 252,403	\$ 171,313	\$ 24,674	\$ 56,417	\$ 25,614	\$ 30,803
	Rentals - Building & Equipment	\$ 274,884	\$ 285,632	\$ 4,800		\$ 290,432	\$ 285,698	\$ 22,228	\$ (17,494)	\$ 2,000	\$ (19,494)
	Building & Site Maintenance	\$ 209,937	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL PUR. PROPERTY SER.	\$ 1,920,448	\$ 1,787,285	\$ 4,800	\$ -	\$ 1,792,085	\$ 1,505,498	\$ 183,070	\$ 103,517	\$ 160,473	\$ (56,956)

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING MAY 31, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2011 - 2012	APPROVED BUDGET	YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2012 - 2013	CURRENT TRANSFERS						
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 374,023	\$ 408,667	\$ (8,940)		\$ 399,727	\$ 282,705	\$ 81,499	\$ 35,523	\$ 19,364	\$ 16,159
	Transportation Services	\$ 4,443,994	\$ 3,819,431	\$ (155,000)		\$ 3,664,431	\$ 2,830,554	\$ 509,910	\$ 323,967	\$ 268,967	\$ 55,000
	Insurance - Property & Liability	\$ 336,943	\$ 291,066	\$ -		\$ 291,066	\$ 289,689	\$ -	\$ 1,377	\$ 1,070	\$ 307
	Communications	\$ 112,883	\$ 127,369	\$ -		\$ 127,369	\$ 102,533	\$ 25,166	\$ (330)	\$ (5,000)	\$ 4,670
	Printing Services	\$ 51,981	\$ 50,697	\$ (4,800)		\$ 45,897	\$ 20,345	\$ 13,564	\$ 11,988	\$ 1,000	\$ 10,988
	Tuition - Out of District	\$ 1,364,044	\$ 1,392,548	\$ 299,000	\$ 80,000	\$ 1,771,548	\$ 1,599,915	\$ 284,163	\$ (112,530)	\$ 12,588	\$ (125,118)
	Student Travel & Staff Mileage	\$ 225,014	\$ 209,722	\$ (1,686)		\$ 208,036	\$ 158,028	\$ 7,908	\$ 42,100	\$ 7,358	\$ 34,742
	SUBTOTAL OTHER PURCHASED SEI	\$ 6,908,882	\$ 6,299,500	\$ 128,574	\$ 80,000	\$ 6,508,074	\$ 5,283,769	\$ 922,210	\$ 302,095	\$ 305,347	\$ (3,252)
600	SUPPLIES										
	Instructional & Library Supplies	\$ 991,852	\$ 1,002,246	\$ 5,046		\$ 1,007,292	\$ 804,082	\$ 91,829	\$ 111,381	\$ 21,000	\$ 90,381
	Software, Medical & Office Sup.	\$ 231,715	\$ 165,988	\$ -		\$ 165,988	\$ 97,767	\$ 42,810	\$ 25,411	\$ 5,000	\$ 20,411
	Plant Supplies	\$ 361,207	\$ 361,100	\$ -	\$ (20,000)	\$ 341,100	\$ 292,155	\$ 20,878	\$ 28,067	\$ 22,000	\$ 6,067
	Electric	\$ 1,371,748	\$ 1,442,763	\$ (25,000)	\$ (34,000)	\$ 1,383,763	\$ 1,113,470	\$ 2,218	\$ 268,075	\$ 267,000	\$ 1,075
	Propane & Natural Gas	\$ 311,240	\$ 358,287	\$ (24,000)	\$ (26,000)	\$ 308,287	\$ 269,062	\$ -	\$ 39,225	\$ 39,225	\$ (0)
	Fuel Oil	\$ 557,923	\$ 617,123	\$ -		\$ 617,123	\$ 532,585	\$ 87,885	\$ (3,347)	\$ -	\$ (3,347)
	Fuel For Vehicles & Equip.	\$ 480,240	\$ 565,019	\$ -		\$ 565,019	\$ 393,715	\$ 167,373	\$ 3,931	\$ 2,000	\$ 1,931
	Textbooks	\$ 234,884	\$ 188,986	\$ -		\$ 188,986	\$ 105,603	\$ 12,008	\$ 71,375	\$ 70,000	\$ 1,375
	SUBTOTAL SUPPLIES	\$ 4,540,810	\$ 4,701,512	\$ (43,954)	\$ (80,000)	\$ 4,577,558	\$ 3,608,441	\$ 425,001	\$ 544,116	\$ 426,225	\$ 117,891

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING MAY 31, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2011 - 2012	APPROVED BUDGET	YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
				TRANSFERS 2012 - 2013	CURRENT TRANSFERS						
700	PROPERTY										
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -		\$ 124,177	\$ 124,177	\$ -	\$ 0	\$ -	\$ 0
	Technology Equipment	\$ 264,535	\$ 51,602	\$ -		\$ 51,602	\$ 51,286	\$ 667	\$ (351)	\$ -	\$ (351)
	Other Equipment	\$ 46,973	\$ 33,596	\$ -		\$ 33,596	\$ 31,106	\$ -	\$ 2,490	\$ -	\$ 2,490
	SUBTOTAL PROPERTY	\$ 435,685	\$ 209,375	\$ -	\$ -	\$ 209,375	\$ 206,569	\$ 667	\$ 2,139	\$ -	\$ 2,139
800	MISCELLANEOUS										
	Memberships	\$ 59,336	\$ 64,761	\$ 9,053		\$ 73,814	\$ 70,508	\$ 232	\$ 3,074	\$ -	\$ 3,074
	SUBTOTAL MISCELLANEOUS	\$ 59,336	\$ 64,761	\$ 9,053	\$ -	\$ 73,814	\$ 70,508	\$ 232	\$ 3,074	\$ -	\$ 3,074
	TOTAL LOCAL BUDGET	\$ 67,941,140	\$ 68,355,794	\$ -	\$ -	\$ 68,355,794	\$ 58,069,399	\$ 8,921,198	\$ 1,365,197	\$ 1,255,091	\$ 110,105

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING MAY 31, 2013

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2011 - 2012	APPROVED BUDGET	YTD TRANSFERS 2012 - 2013	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>SCHOOL GENERATED FEES</u>	<u>RECEIVED 2011 - 2012</u>	<u>2012-13</u>		<u>BALANCE</u>	<u>% RECEIVED</u>
		<u>APPROVED BUDGET</u>	<u>RECEIVED</u>		
<u>HIGH SCHOOL FEES</u>					
NURTURY PROGRAM	\$8,000	\$8,000	\$8,000.00	\$0.00	100.00%
PARKING PERMITS	\$20,000	\$20,000	\$20,000.00	\$0.00	100.00%
PAY FOR PARTICIPATION IN SPORTS	\$84,800	\$84,800	\$84,800.00	\$0.00	100.00%
	\$112,800	\$112,800	\$112,800.00	\$0.00	100.00%
<u>BUILDING RELATED FEES</u>					
ENERGY - ELECTRICITY	\$626	\$313	\$0.00	\$313.00	0.00%
HIGH SCHOOL POOL - OUTSIDE USAG	\$400	\$500	\$1,100.00	(\$600.00)	220.00%
	\$1,026	\$813	\$1,100.00	(\$287.00)	135.30%
MISCELLANEOUS FEES	\$77	\$150	\$86.50	\$63.50	57.67%
TOTAL SCHOOL GENERATED FEES	\$113,903	\$113,763	\$113,986.50	(\$223.50)	100.20%

CASH DONATIONS SINCE 12/14/2012

<u>DESC</u>	<u>DEPOSITS</u>	<u>EXPENDED</u>	<u>5/31/13 BALANCE</u>	<u>ENC.</u>	<u>AVAILABLE</u>
<u>BOARD OF EDUCATION</u>					
<u>DISTRICT</u>					
GENERAL DONATIONS	\$29,114.43		\$29,114.43		\$29,114.43
MUSIC DEPT.	\$9,500.00		\$9,500.00		\$9,500.00
BOOKS	\$1,500.00		\$1,500.00		\$1,500.00
COFFEE FUND	\$20.00	\$20.00	\$0.00		\$0.00
FLOWERS	\$51.00		\$51.00 ✓		\$51.00
SCHOOL LIBRARY	\$450.60		\$450.60		\$450.60
CULTURAL ARTS EVENT	\$1,400.00		\$1,400.00		\$1,400.00
STAMPS FOR PEN PAL PROJECT	\$10.00		\$10.00		\$10.00
BUTTERFLY BUSHES	\$50.00		\$50.00		\$50.00
TEACHERS	\$250.00		\$250.00		\$250.00
	<u>\$42,346.03</u>	<u>\$20.00</u>	<u>\$42,326.03</u>	<u>\$0.00</u>	<u>\$42,326.03</u>
<u>SANDY HOOK</u>					
GENERAL DONATIONS	\$40,474.54	\$10,565.00 ¹	\$29,909.54		\$29,909.54
S.H. MUSIC	\$155.00		\$155.00		\$155.00
S.H. PHYSICAL ED.	\$15,132.70	\$2,129.10 ²	\$13,003.60		\$13,003.60
S.H. CELEBRATION OF LIFE	\$500.00		\$500.00		\$500.00
S.H. LIBRARY MEDIA	\$12,461.16		\$12,461.16		\$12,461.16
S.H. TEACHERS	\$900.00		\$900.00		\$900.00
S.H. HEALTH OFFICE	\$500.00		\$500.00	\$359.99 ³	\$140.01
S.H. REBUILD/NEW SCHOOL	\$251.00		\$251.00		\$251.00
S.H. REPAIRS	\$1,000.00		\$1,000.00		\$1,000.00
S.H. PLAYGROUND/MEMORIAL	\$650.00		\$650.00		\$650.00
	<u>\$72,024.40</u>	<u>\$12,694.10</u>	<u>\$59,330.30</u>	<u>\$359.99</u>	<u>\$58,970.31</u>
<u>TECHNOLOGY</u>					
SECURITY SUPPORT	\$25,000.00	\$25,000.00 ⁴	\$0.00		\$0.00
	<u>\$25,000.00</u>	<u>\$25,000.00</u>	<u>\$0.00</u>		<u>\$0.00</u>
TOTAL BOARD OF EDUCATION	<u>\$139,370.43</u>	<u>\$37,714.10</u>	<u>\$101,656.33</u>	<u>\$359.99</u>	<u>\$101,296.34</u>

¹ DONATIONS FROM W.B. MASON EMPLOYEES USED TO PAY W.B. MASON FOR PART OF \$30,000 STORAGE UNIT PURCHASE

² PURCHASE OF VARIOUS PHYSICAL EDUCATION SUPPLIES AND EQUIPMENT

³ PURCHASE ORDER FOR RECOVERY COUCH FOR NURSE'S OFFICE

⁴ PART OF DELL SERVER DONATION OFFSET

SANDY HOOK SPECIAL REVENUE FUND (TOWN FUND)

SANDY HOOK SCHOOL	\$125,604.50	\$125,604.50	\$125,000.00 *	\$604.50
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DONATIONS MADE PAYABLE TO THE TOWN OF NEWTOWN FOR THE SANDY HOOK SCHOOL - INCLUDED IN THE TOWN'S ESTABLISHED SANDY HOOK SPECIAL REVENUE FUND.

* \$60,000 FOR FACILITATOR AND \$65,000 FOR PRE-CONSTRUCTION SERVICES.

TOTAL ALL CASH DONATIONS	<u>\$264,974.93</u>	<u>\$37,714.10</u>	<u>\$227,260.83</u>	<u>\$125,359.99</u>	<u>\$101,900.84</u>
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Insurance Claim Summary**DRAFT**

	Claim #1 (12/15 - 3/3) Submitted: 3/4/13	Claim #2 (3/4 - 4/26) Submitted: 5/8/13	Claim #3 (4/27 - 5/29) Submitted: 5/29/13	Claim #4 (5/29 - 6/30) Submitted: / /
Additional Expense				
Employee Costs (NBOE)				
Custodial Temp	\$452.13	\$0.00		
Secretarial	\$0.00	\$9,825.48	\$5,060.60	
Ed. Assistants	\$0.00	\$2,125.42		\$3,325.00
IT & Security	\$0.00	\$0.00		
Custodial	\$80,266.95	\$7,877.00		
Building Preparation	\$168,218.93	\$75,631.04	\$32,666.93 (1)	\$23,825.00
Utilities				
Oil	\$74,089.35	\$24,303.86		
Electricity			\$11,950.15 (2)	
Gas, Sewer & Water				\$1,613.38 (3)
Other Services				
Transportation				
Added time				\$20,588.70
Additional bus runs		\$5,220.75		\$3,624.00 (3)
Added fuel		\$7,570.95		\$7,538.40 (4)
Lunch Interruption	\$11,526.00			
Monroe Charges				
Administrative Salaries	\$12,365.81		-\$11,220.73 *	
Secretarial Salaries	\$3,585.39		\$0.00	
Custodial Salaries	\$21,941.96			
IT Salaries	\$3,266.29		\$0.00	
Monroe Electric	\$49,772.96			
Water Monitoring			\$1,557.00	\$1,557.00 (4)
Monroe subtotal, claim #1 \$90,932.41				
Building Restoration				
Contents - Claim #1	\$18,654.00	\$5,414.58		
Contents - Claim #2				
Total Claim Submission	\$444,139.77	\$137,969.08	\$40,013.95	\$62,071.48
Town Submission				
Security Fencing	\$19,025.00			
Security Alarms	\$11,087.50			
Security Alarms	\$3,340.00			
Security Key	\$84.00			
On Site Guard - thru 3/25/13	\$38,137.08			
Total Town Submissions	\$71,673.58	\$0.00	\$0.00	\$0.00
Insurance Discrepancies				
Destroyed Content (Ins. Adj)	\$159.14			
Schmidt's (Ins. adjustment)	\$539.61			
Rehab of Structure (Ins. adj)	-\$650.00			
Signs & Misc Hardware (Ins. adj.)	-\$1,516.56			
Miscellaneous	-\$0.36			
Cumulative Claim Total	\$514,345.18	\$652,314.26	\$692,328.21	\$754,399.69
Less Insurance Payments (cumulative)	-\$100,000.00	-\$350,000.00	-\$350,000.00	-\$683,885.93
Out-of-Pocket (cumulative)	\$414,345.18	\$302,314.26	\$342,328.21	\$70,513.76

(1) See summary sheet "Chalk Hill School - Claim #3" and copies of individual invoiced expenses

(2) See "Utilities Comp - SHS & CHS"

(3) Partial estimate

(4) Full estimate

* Removed administrative salaries of \$12,365.81, awarded SERV grant. Balance for administrative secretary, \$1,145.08 (not submitted on SERV)

6/14/2013



New England Association of
Schools and Colleges (NEASC)

June 18, 2013

Board of Education Meeting

NEASC Steering Committee Members:

- Leah Clark (Co-Chair)**
- Maggie Conway**
- David Defeo**
- Tim DeJulio**
- Kristin English**
- Amy Repay (Co-Chair)**
- Eugene Hall**
- Kris Kelso**
- Abi Marks**
- Katherine Matz**
- Peg Ragaini**

2005 NEASC Visiting Team Report on Mission and Learning Expectations:

Commendations:

1. Faculty members, students, staff and parents ability to articulate similar values and beliefs about what is the mission of the school
2. BOE's support of the mission statement
3. Extensive involvement of students in community service
4. Clearly articulated graduation standards and rubrics

2005 Recommendations:

1. Involve all stakeholders in reviewing/revising the school's mission and expectations.
2. Consider adopting the school's graduation standards as part of the mission and expectations
3. Develop school-wide performance standards/rubrics for each academic expectation and clearly identify what performance level signifies successful achievement of each expectation
4. Clearly label academic, civic, and social expectations
5. Demonstrate that the revised mission and expectations is the guiding force in the school's procedures, policies, and decisions
6. Provide all students with the opportunity to participate in classes/activities that enable them to achieve the civic/social expectations

Current NHS Mission Statement (last revised 2007)

Newtown High School is committed to building a community that pursues rigorous academic goals and personal responsibility. We also encourage dignity, civility, and tolerance. At Newtown High School, students and teachers work together so that all members of the school community can reach the highest possible level of individual potential.

In our partnership of students, teachers, parents, and community members, we work to promote success in a challenging environment and to cultivate competent, contributing, and productive citizens.

Graduates of Newtown High School will:

Academic Expectations

- Demonstrate strategies to identify, locate, and interpret information
- Relate and apply new knowledge using a variety of resources including technology
- Take and support a position on information and ideas
- Convey information and ideas in a given written format
- Use inquiry strategies and apply appropriate procedures to solve and communicate an authentic problem or situation
- Convey information and ideas to others in a presentation using spoken language, non-verbal language and multi-media

Civic Expectations

- Develop opinions on a variety of issues
- Exhibit involvement in the classroom, school, and larger community through speech and action

Social Expectations

- Value personal integrity, respect for others, and appreciation for diversity
- Share responsibility with others to address and resolve issues

The Initial Step in Revising the Current NHS Mission Statement:

- staff survey
- student survey
- parent/community survey

Results from surveys were formed into Taguls to determine what words/phrases were most common

1st Draft of the NHS Mission Statement Brought to 3/4/13 Faculty Meeting for Feedback

Created
January
2013

The mission of Newtown High School,
in partnership with students, families,
educators, and community members, is to

**GRADUATE RESPECTFUL AND PRODUCTIVE
CITIZENS IN A GLOBAL COMMUNITY**

A rigorous curriculum and collaborative environment will cultivate
intellectually curious, kind, honest, and empathetic individuals.

Expectations:

- We will all be active and lifelong learners who challenge ourselves to meet the demands of a 21st Century world.
- We will all be aware of and embrace the differences of the diverse and dynamic cultures in our interconnected world.
- We will all be dedicated and contributing members of our community who continuously strive to improve it.

Activity

Objective: To determine what words, if any, should be removed from or added to our current draft of the NHS Mission Statement

The following words/phrases are taken from the current draft of the revised Newtown High School Mission Statement.

rigorous curriculum/ challenge ourselves	active and lifelong learners	respectful citizens
partnership with students, families educators and community members	21st Century	kind
global community/ interconnected world	collaborative environment	honest
productive citizens/ dedicated and contributing members	intellectually curious	empathetic
aware of and embrace the differences of the diverse and dynamic cultures		

1.) For your word/phrase (in bold) please list three ways you see this portrayed/depicted/incorporated in or throughout Newtown High School and its programs/activities/curricula/climate, etc.)

What words/phrases, if any, should be removed from or added to our current draft of the NHS Mission Statement?

Remove:

Embrace
Intellectually curious
Respectful citizens
21st Century
Last column
Half of it has to go
Kind
Honest
Empathetic

Add:

Mindfulness
Respectful/awareness of value of differences
Progressive
Perseverance
Resilience
Promote intellectual curiosity
Celebrate
Responsibility
Integrity
Developing leadership skills
Authenticity
Skills to 21st century
Service/Engaged citizens in global comm.
Pride/Recognize value and strength in our own community

2nd Draft Formed From:

1.) staff feedback

2.) criteria stated in Core Values and Beliefs and Learning Expectations Guidebook:

- the narrative statement must include the school's core values and beliefs about learning and spell out the beliefs about which the school is passionate if it is to be an effective basis for decision-making in the school (curriculum, instructions, assessment practices, etc)
- Following this narrative statement must be a set of *challenging and measurable 21st century learning expectations* which address academic, social, and civic competencies.

Created
March 25, 2013

The mission of Newtown High School
in partnership with students, families,
educators, and community members, is to

Cultivate
Develop

Engaged

**GRADUATE RESPECTFUL AND PRODUCTIVE CITIZENS
IN A GLOBAL COMMUNITY**

only have this

challenging *participating*
A rigorous curriculum and collaborative environment will cultivate intellectually
curious, kind, honest, and empathetic individuals.

21st C. L.
Academic

Expectations:

We will all be active and lifelong learners who challenge ourselves to meet the
demands of a 21st Century world.

Social

We will all be aware of and embrace the differences of the diverse and
dynamic cultures in our interconnected world.

Civic

We will all be dedicated and contributing members of our community who
continuously strive to improve it.

Follow HAWKS

DRAFT

dup

To graduate respectful &
productive citizens who can
collaborate & contribute in a
global society."

Add = resilience

- perseverance

- mindfulness

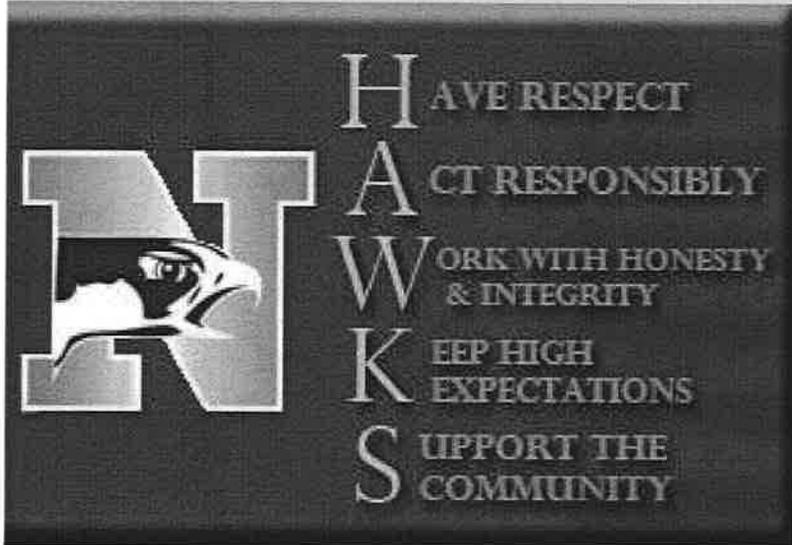
- engaged citizens

*strength of
our community*

*link to
what we
strong*

3rd Draft brought to Safe School Climate Committee to review social and civic expectations:

Core Values and Beliefs:



Created
April 2, 2013

The Newtown High School community is committed to cultivating the growth of productive And innovative citizens who demonstrate integrity and empathy in our local and global communities.

We believe that a rigorous curriculum, collaborative environment, and supportive community will foster intellectually curious, resilient, and Kind individuals who continuously Strive to meet their full potential.

21st Century Learning Expectations:

Newtown High School students will:

Academic:

Information Literacy:

- Demonstrate strategies to identify, locate, and interpret information.
- Relate and apply new knowledge using a variety of resources including technology.

Problem Solving:

- Demonstrate use of the scientific method and apply appropriate procedures to solve and communicate an authentic problem or situation.

Spoken Communication:

- Convey information and ideas to others in a presentation using spoken language, non-verbal language and, when appropriate, multi-media.

Written Performance:

- Take and support a position on information and ideas.
- Convey information and ideas in a given written format.

Social:

- Demonstrate social responsibility by respecting yourself and others, working with honesty and integrity, keeping high expectations, and supporting the community.

Civic:

- Demonstrate civic responsibility through community service and the understanding of governmental processes.

GRADUATION STANDARDS – SOCIAL and CIVIC

Standard 1 (Social): Demonstrate social responsibility by respecting yourself and others, working with honesty and integrity, keeping high expectations, and supporting the community.

Standard 2 (Civic): Demonstrate civic responsibility through community service and the understanding of governmental processes.

	Exceeds Standard 3	Meets Standard 2	Developing 1
<i>Have Respect for yourself and others</i>	<p>Consistently...</p> <ul style="list-style-type: none"> • is considerate of others' belongings • takes care of school property • honors people's personal space • treats everyone in a positive and polite manner • engages in active listening 	<p>Frequently...</p> <ul style="list-style-type: none"> • is considerate of others' belongings • takes care of school property • honors people's personal space • treats everyone in a positive and polite manner • engages in active listening 	<p>Occasionally...</p> <ul style="list-style-type: none"> • is considerate of others' belongings • takes care of school property • honors people's personal space • treats everyone in a positive and polite manner • engages in active listening

Further Revisions (continued)

- 3rd draft brought back to steering committee for further input and a 4th draft was created.
- This 4th draft was then shared with administration and Leadership Team for further input.

Core Values and Beliefs:

The Newtown High School community is committed to cultivating the growth of *productive* and *innovative* citizens who demonstrate *integrity* and *empathy* in our local and global communities.

We believe that a *rigorous* curriculum, *collaborative* environment, and *supportive* community will foster *intellectually curious*, *resilient*, and *kind* individuals who continuously strive to meet their full potential.

Created April 29, 2013

Finalized Draft May 16, 2013

Unanimously Adopted by Faculty on June 3, 2013

21st Century Learning Expectations:

Newtown High School students will:

Academic:

Information Literacy:

- Demonstrate strategies to identify, locate, and interpret information.
- Relate and apply new knowledge using a variety of resources including technology.

Problem Solving:

- Demonstrate use of the scientific method and apply appropriate procedures to solve and communicate an authentic problem or situation.

Spoken Communication:

- Convey information and ideas to others in a presentation using spoken language, non-verbal language and, when appropriate, multi-media.

Written Performance:

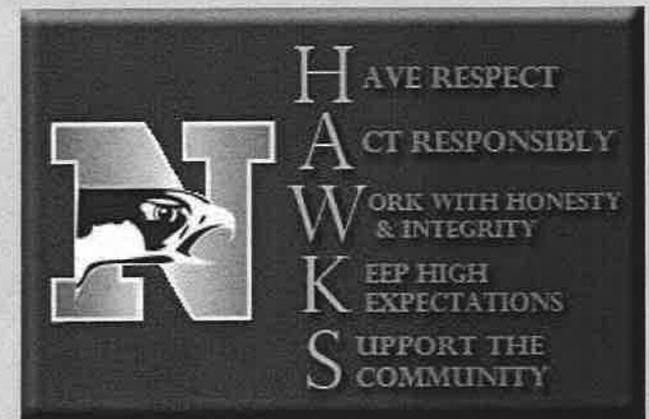
- Take and support a position on information and ideas.
- Convey information and ideas in a given written format.

Social:

- Demonstrate social responsibility by respecting yourself and others, working with honesty and integrity, keeping high expectations, and supporting the community.

Civic:

- Demonstrate civic responsibility through community service and the understanding of governmental processes.



Next Steps:



- Hope to get revised draft approved by Board of Education by the beginning of the 2013-2014 school year.
- Incorporate the revised Core Values and Beliefs and Learning Expectations into all aspects of life at NHS.



Thank you!

Contact Information:

Leah Clark- clarkl@newtown.k12.ct.us

Amy Repay- repaya@newtown.k12.ct.us

Core Values and Beliefs:

The Newtown High School community is committed to cultivating the growth of *productive* and *innovative* citizens who demonstrate *integrity* and *empathy* in our local and global communities.

We believe that a *rigorous* curriculum, *collaborative* environment, and *supportive* community will foster *intellectually curious*, *resilient*, and *kind* individuals who continuously strive to meet their full potential.

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Spoken Communication:

- Convey information and ideas to others in a presentation using spoken language, non-verbal language and, when appropriate, multi-media.

Written Performance:

- Take and support a position on information and ideas.
- Convey information and ideas in a given written format.

Social:

- Demonstrate social responsibility by respecting yourself and others, working with honesty and integrity, keeping high expectations, and supporting the community.

Civic:

- Demonstrate civic responsibility through community service and the understanding of governmental processes.



Student Name: _____ Grade: _____ Total Score: _____

Please circle one:
MS DS RO

Teacher: _____ Course: _____

Assignment: _____ Date: _____

GRADUATION STANDARDS – INFORMATION LITERACY (Standard is 12)

MS = Met standard DS = Developing Standard RO = Refused opportunity

Standard 1: The student demonstrates strategies to identify, locate, and interpret information.

Standard 2: The student relates and applies new knowledge using a variety of resources including technology.

	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 – 3
Accesses Resources	Accesses six or more various resources, including professional media, containing accurate, relevant information.	Accesses three to five various resources that meet the information need.	Accesses fewer than three various resources that may not provide required depth of information.		
Selects Information (from the resources used)	Selects abundant and accurate information with significant depth relevant to the research purpose from a range of resources.	Selects adequate and specific information that consistently relates to the research purpose.	Selects some information that generally relates to the research purpose.		
Interprets Information	Makes inferences that promote a new perspective or original interpretation of the information.	Integrates appropriate academic interpretation of the information.	Provides information with some personal interpretation.		
Applies Information (Draws Conclusions)	Applies information and ideas to draw conclusions showing deep understanding of content and audience.	Applies information and ideas to draw conclusion(s) showing an understanding of content and/or audience.	Applies information and ideas to draw conclusion(s) with some understanding of content and/or audience.		
Cites Resources	Cites complex resources within the text and in works consulted/cited in consistently proper format (MLA, APA).	Cites resources within the text and in works consulted/cited in proper format (MLA, APA).	Attempts to cite resources in works consulted/cited in MLA or APA format.		
Follows Given Format	Precisely follows the given format.	Generally follows the given format.	Attempts to follow the given format.		

Please return one copy for each student to the Assistant Principals' office.
Attach a copy of student work if they have not met standard.

04/13/07
Proposed revision 4/25/11

Note: Format could be an abstract, annotated bibliography, essay, notecards, outline, or presentation.

Student Name: _____ Grade: _____ Total Score: _____

Please circle one:
MS DS RO

Teacher: _____ Course: _____

Assignment: _____ Date: _____

GRADUATION STANDARDS – PROBLEM SOLVING (Standard is 12)

MS = Met standard DS = Developing Standard RO = Refused opportunity

Standard 1: The student demonstrates use of the scientific method and applies appropriate procedures to solve and communicate an authentic problem or situation..

	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 – 3
Identifies Problem	Provides a complete explanation of the problem.	Identifies the problem adequately.	Identifies aspects of the problem.		
Develops Action Plan	Develops an action plan that addresses the problem thoroughly and in detail.	Develops an action plan that addresses the problem adequately.	Develops an action plan that addresses some aspects of the problem.		
Collects Information	Collects a variety of sources of relevant information, data, and/or media to thoroughly address the problem.	Collects accurate and relevant information, data, or media to adequately address the problem.	Collects information, data, or media to address a portion of the problem.		
Demonstrates Solution	Clearly and thoroughly demonstrates or applies a solution to the problem in an appropriate and advanced manner.	Demonstrates or applies a solution to the problem based on the data collected.	Demonstrates or applies a solution to the problem with omissions.		
Formulates Conclusion	Formulates a conclusion that thoroughly addresses the problem and identifies other applications.	Formulates a conclusion that adequately addresses the problem.	Formulates a conclusion to the problem with misconceptions and/or omissions.		
Follows Given Format	The writing precisely follows the given format.	The writing generally follows the given format.	The writing demonstrates an attempt to follow the given format.		

Please return one copy for each student to the Assistant Principals' office.
Attach a copy of student work if they have not met standard.

04/13/07
Proposed revision 6/10/10

Student Name: _____ Grade: _____ Total Score: _____

Please circle one:
MS DS RO

Teacher: _____ Course: _____

Assignment: _____ Date: _____

GRADUATION STANDARDS – SPOKEN COMMUNICATION (Standard is 12)

MS = Met standard DS = Developing Standard RO = Refused opportunity

Standard 1: The student is able to convey information and ideas to others in a presentation using spoken language, non-verbal language and, when appropriate, multi-media.

	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 – 3
Conveys Information and Ideas	Conveys information and ideas thoroughly, with authority, originality and sophistication.	Conveys information and ideas with accuracy and clarity.	Conveys information and ideas with minor inaccuracies; conveys ideas with minor areas of confusion.		
Uses Non-Verbal Language	Makes purposeful use of eye contact, stance, and demeanor to engage audience.	Makes purposeful eye contact to connect with audience and exhibits seriousness of purpose through stance and demeanor.	Attempts to make eye contact with audience; may not exhibit consistent seriousness of purpose.		
	Modulates pace and volume to enhance communication (controlled, energetic, and purposeful).	Speaks at a pace and volume that facilitate clear communication.	Speaks at a pace or volume that interferes with communication.		
Makes Appropriate Word Choices	Makes engaging word choices and fluent use of terminology.	Makes precise word choices appropriate to audience and correctly uses terminology.	Makes generic word choices and/or misuses terminology.		
Organizes Presentation	Organizes presentation in an engaging sequence with skillful transitions.	Organizes presentation in a logical sequence with appropriate transitions.	Organizes presentation with minor areas of confusion		
Follows Given Format	The presentation precisely follows the given format.	The presentation generally follows the given format.	The presentation demonstrates an attempt to follow the given format.		

Please return one copy for each student to the Assistant Principals' office.
Attach a copy of student work if they have not met standard.

04/13/07
Proposed revision 10/25/10

Note: In addition to the spoken component, components may include the following: audio (clip, quotation, song), demonstration and/or sample, visual (handout, poster, PowerPoint, video clip), written (note cards, outline, script, text of speech). If additional components are selected, they must be integral to the presentation. The teacher may provide a separate checklist or rubric for additional components.

(4)

Student Name: _____ Grade: _____ Total Score: _____

Please circle one:
MS DS RO

Teacher: _____ Course: _____

Assignment: _____ Date: _____

GRADUATION STANDARDS - WRITTEN PERFORMANCE (Standard is 12)

MS = Met standard DS = Developing Standard RO = Refused opportunity

Standard 1: The student is able to take and support a position on information and ideas.

Standard 2: The student is able to convey information and ideas in a given written format.

	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 - 3
Takes Position	Takes a clear and persuasive position.	Takes a clear position.	Takes a position, but the position may not be clear.		
Supports Position	The supporting ideas are thoroughly developed; information is accurate and relevant.	The supporting ideas are adequately but not thoroughly developed; most information is accurate and relevant.	The supporting ideas are few or only somewhat developed; some information may not be accurate or relevant.		
Organizes Information and Ideas	The writing is logically organized; transitions are consistently used to connect information and ideas within and between paragraphs.	The writing is logically organized; transitions are used to connect information and ideas within or between paragraphs.	The writing is organized but transitions are not effective.		
Conveys Information and Ideas Clearly and Fluently	Ideas are clearly and fluently expressed.	Most ideas are clearly and fluently expressed.	Some ideas may not be clearly expressed; fluency may be lacking.		
Abides by Conventions of Print	Errors in citation grammar, spelling and usage are rare.	There are few errors in citation, grammar, spelling, and usage; there is evidence of proofreading.	There are frequent errors in citation, grammar, spelling, and usage; there is little evidence of proofreading.		
Follows Given Format	The writing precisely follows the given format.	The writing generally follows the given format.	The writing demonstrates an attempt to follow the given format.		

Please return one copy for each student to the Assistant Principals' office.
Attach a copy of student work if they have not met standard.

11/2/06
Proposed revision 11/29/10

- Position: thesis
- Fluency: precise word choice (including technical terms), varied sentence structure, maturity of expression, vocabulary appropriate to purpose and discipline, richness of vocabulary
- Format: directions for the specific assignment (lab report, letter, persuasive essay) provided by the teacher, e.g., vocabulary, awareness of audience, citations protocol.

Student Name: _____ Grade: _____ Total Score: _____

Please circle one:
MS DS

Teacher: _____ Course: _____

Assignment: _____ Date: _____

*** DRAFT ***

GRADUATION STANDARDS – SOCIAL and CIVIC (Standard is 12)

MS = Met standard DS = Developing Standard

Standard 1 (Social): Demonstrate social responsibility by respecting yourself and others, working with honesty and integrity, keeping high expectations, and supporting the community.

Standard 2 (Civic): Demonstrate civic responsibility through community service and the understanding of governmental processes.

	Exceeds Standard 3 Consistently...	Meets Standard 2 Frequently...	Developing 1 Occasionally...	Score 1/3
<u>H</u> ave Respect for yourself and others	is considerate of others' belongings/takes care of school property/honors people's personal space/treats everyone in a positive and polite manner/engages in active listening	is considerate of others' belongings/takes care of school property/honors people's personal space/treats everyone in a positive and polite manner/engages in active listening	is considerate of others' belongings/takes care of school property/honors people's personal space/treats everyone in a positive and polite manner/engages in active listening	
<u>A</u> ct with Responsibility	is punctual, prepared, and ready to learn/cleans and organizes your space/uses appropriate language, tone, and volume/does your work/is proactive/honors the dress code	is punctual, prepared, and ready to learn/cleans and organizes your space/uses appropriate language, tone, and volume/does your work/is proactive/honors the dress code	is punctual, prepared, and ready to learn/cleans and organizes your space/uses appropriate language, tone, and volume/does your work/is proactive/honors the dress code	
<u>W</u> ork with honesty and integrity	is truthful /is accountable for your actions/does your own work/cites sources/follows the Academic Honesty Policy	is truthful /is accountable for your actions/does your own work/cites sources/follows the Academic Honesty Policy	is truthful /is accountable for your actions/does your own work/cites sources/follows the Academic Honesty Policy	
<u>K</u> eep high expectations	engages in academic rigor/sets positive, challenging goals/recycles/is a team player	engages in academic rigor/sets positive, challenging goals/recycles/is a team player	engages in academic rigor/sets positive, challenging goals/recycles/is a team player	
<u>S</u> upport the Community (Social)	reports unethical or unsafe behavior to appropriate resource/encourages and models the above expected behaviors	reports unethical or unsafe behavior to appropriate resources/encourages and models the above expected behaviors	reports unethical or unsafe behavior to appropriate resources/encourages and models the above expected behaviors	
<u>S</u> upport the Community (Civic)	demonstrates an understanding of the civic rights and duties of a citizen in a democratic society	demonstrates an understanding of the civic rights and duties of a citizen in a democratic society	demonstrates an understanding of the civic rights and duties of a citizen in a democratic society	
	Participates in more than <u> </u> hours of community service by senior year	Participates in at least <u> </u> hours of community service by senior year	Participates in less than <u> </u> hours of community service by senior year	

TBD.

Please return one copy for each student to the Assistant Principals' office.

*** DRAFT ***

05/14/13

6

Newtown Public Schools



Current

EDUCATIONAL SPECIFICATIONS

FOR

CONSTRUCTION

OF

SANDY HOOK ELEMENTARY SCHOOL

June 11, 2013

PROJECT OVERVIEW AND RATIONALE

This project proposes the construction of a new Sandy Hook Elementary School to accommodate 500 students from pre-kindergarten through grade 4. Sandy Hook School (SHS) is characterized by the articulation of a clear and common mission, the setting of high expectations for all, high quality instruction, and frequent monitoring and assessing of student progress. We foster a spirit of community that is exemplified by a recently revised motto, “Think you can. Work hard. Get smart. Be kind. Have fun!” Social responsibility is taught through a school-wide Responsive Classroom approach. Classroom teachers begin each day with morning meetings aimed at fostering attitudes, skills, and abilities needed to build strong citizens. Interrelationships and student’s sense of belonging are strengthened through initiatives such as a teacher/staff mentor program and classroom buddies. The literacy program is delivered through Readers Workshop, a model that promotes an individualized approach to literacy incorporating student-teacher conferences, mini-lessons, classroom libraries of leveled reading material, and a complimentary Writers Workshop program. The mathematics program is a hands-on, minds-on approach utilizing manipulatives and other devices to promote in-depth understanding of mathematical concepts. The integration of educational technology as a teaching and learning tool has been an important initiative of the district schools. All students are supported as needed in compliance with the district goal that “All Students Can and Will Learn Well.”

Sandy Hook School sponsors school-wide service projects that provide students with opportunities to make a difference in the community beyond the school. By nurturing these values, it is believed that students will become adults who contribute positively to the world at large. SHS’s strong tradition of excellence cultivates academics and aesthetics in mutually supportive ways. The art, music, library media and physical education programs highlight students’ talents and provide shining examples of performance-based learning. SHS offers a constellation of services that meet a wide range of student needs. Most importantly, there is a commitment to building lifelong learners, capable of responding to the evolving and divergent demands of a rapidly changing world.

In some ways, this construction project is unique, most obvious in the need for security features and mental health support services. Thus, in addition to the necessity of meeting programmatic needs, these educational specifications reflect the need to provide a safe environment for teaching and learning as well as supportive measures to meet the mental health needs of staff and students as they recover from a devastating event.

CAPACITY

The Sandy Hook School will serve students in pre-kindergarten classes for three and four year olds in addition to students in kindergarten through grade four. Grade level capacities are set in accordance with district “class size” guidelines or, in the case of pre-kindergarten classes, on the basis of identified student needs. When fully enrolled, the maximum capacity for Sandy Hook School will be 500 students. Pre-kindergarten enrollment is determined by identified community need and the inclusion of typical peers. In kindergarten through grade 2, the class size guideline is twenty students and, in grades 3 and 4, up to twenty-five students per class.

PURPOSE OF EDUCATIONAL SPECIFICATIONS

The National Council of Educational Planners has stated:

Educational specifications or program requirements are the means by which educators describe the educational activities and spaces which need to be incorporated in proposed new or renovated facilities. They are written statements that serve as a vehicle of communication between educators and community and, ultimately, educators and the architect.

Educational specifications spell out the type of activity, the number persons, and the space requirements needed in order to meet the educational goals and objectives of the program housed in the facility. Educational specifications do not represent architectural solutions but, rather, they inform architectural decisions and provide a framework within which design solutions are formulated.

Educational specifications are the cornerstone of successful school building programs. Good educational specifications provide a comprehensive overview of the program of instruction to be housed, the activities to be encouraged and the facilities necessary to carry out the goals and objectives of the school system.

The Connecticut State Department of Education defines educational specifications as a description of the general nature and purposes of the proposed school building project, including the applicant's long-range educational plan and relationship of the proposed project to such plan; enrollment data and proposed project capacity; the nature and organization of the educational program; support facilities; space needs; specialized equipment; environmental controls; and site needs.

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GENERAL INFORMATION

Last Update: **June 11, 2013**

Name: Sandy Hook Elementary School

Address: 12 Riverside Road
Sandy Hook, CT 06489

Telephone No.: 203-426-7657

Fax No.: 203-426-2649

Primary Contact: John Reed – Interim Superintendent of Schools – reedj@newtown.k12.ct.us
Linda Gejda – Assistant Superintendent of Schools – gejdal@newtown.k12.ct.us
Debbie Leidlein – Chairman, Board of Education - <boedebbie@gmail.com>

**Total Proposed
Building Area:** Approximately 70,000-80,000 gross sq. ft.

**Proposed
Enrollment:** Approximately 500 Students

SPACE NEEDS ASSESSMENT

All spaces to be fully accessible in accordance with ADA guide.

1. SECURITY CONSIDERATIONS

The following security considerations are preliminary and are not limited to the items listed below and are subject to review with security consultants and design professionals prior to final design.

A. Video Surveillance

1. Cameras strategically located
2. Two (2) monitors at security office
3. HD CCTV video system (software and hardware), monitors at security office and main office
4. Multiple in-school users of output on PC's and handheld devices
5. Remote capability for 1st responders to use output on PC's and mobile devices

B. Safe Partitioning

1. Central Communication System
2. Secure 2-way communication between secure areas, security and local authorities
3. Wired to emergency generators

C. Emergency Panic Buttons

1. Hardwired to all secure areas
2. Buttons located in remaining strategic areas
3. Provide Ten (10) wireless panic devices for individual use
4. Activation triggers police response
5. Activation closes window blinds, locks classroom doors activates strobe lights

D. Intruder Alarms

1. Three (3) keypad locations
2. Provide Motion detectors at strategic locations
3. Provide contacts at all perimeter doors tied into system
4. Provide 120 zone master control panel with battery back up
5. Provide audible alarm when triggered
6. System to signal central monitoring station and police

E. Access Control

1. System to be designed and installed to only allow authorized individuals access to the building and individual classrooms
2. Provide an ID card capable of being programmed to restrict access to areas of the facility based on time, date and location
3. Provide a hard wired reader and electric locks at perimeter doors including security office door
4. Provide Wifi access control lock with key pad and integrated card reader at all classrooms
5. Provide Wifi access points at appropriate locations to communicate with classroom locks
6. System must be integrated with the emergency button system to activate a lock down scenario if necessary
7. Provide access controls to create a “man trap” at main entrance utilizing security desk as the control point.

2. **TECHNOLOGY** (*follows district plan 7/2012-6/2015*)

A. General

1. Student to computer ratio of between 3.0-4.0
2. One (1) computer Lab (see section 15)
3. One (1) computer lap-top cart for classroom instruction
4. One (1) desktop dedicated as a teacher station in each classroom
5. Each classroom to have a mounted projector and smartboard with four (4) having iRovers
6. One (1) Smartboard with mounted projector in Library/Media Center, Computer Lab, Math and Science Project Room, Art Room and Music Room
7. Mounted projector in common meeting room and second music room
8. All classrooms to have at least two (2) student desktop computers with exception of Pre K, K and 1st Grade (see below for specifics)
9. Each Classroom (including all specials) to have at least four (4) cat6 drops
10. Administrative offices, general offices, faculty areas, conference rooms, work rooms and special education classrooms to have voice and data jacks

B. Wireless

1. Access to Wpublic supplied by Town
2. Fiber WAN provided by Charter Communications to Town
3. Guest Wifi required, NPS wireless with at least 3 hotspots

C. Telephone

1. Voice over IP

D. Infrastructure

1. Data network to each classroom brings internet to the classroom using 3Com Superstack or HP Procurve switches providing connectivity at 10/100/1000 Mbps with fiber connectivity between closets.
2. Data Closet (s) strategically placed within facility to accommodate technology changes

3. **ENTRANCES**

A. Vestibules

1. Air-lock vestibules at main entry and other frequently used entrances.
2. Walk off mats, surface carpet type (roll up mats services by vendors) –

B. All Entrances/Exits

1. Main entrance well defined and open to public. This shall be the main visitor entrance used for all regular business and will generally be open during regular school hours and monitored by the General Office. The main entrance should be visible from vehicular approach to the building and the pedestrian path from parking areas to entrance well marked by landscape features such as paved walkways, plantings, lighting and/or signage. Fire alarm annunciator panel located in lobby areas.
2. The main entrance shall be primary for all adults, teachers and staff.
3. Secondary entrances with security features, monitored with electronic locking system, locked to prevent unauthorized entrance. These secondary entrances are used by student ingress/egress for entrance into the building from bus loading areas, student drop-off/pick-up areas, and access to outdoor recess areas, and emergency egress. In general, these secondary entrances will be actively monitored by an adult presence for security during their use.

C. Lobby/Sally Port

1. Full visibility/adjacency from main office
2. Waiting area for six (6) seated and standing room for additional visitors
3. Tackable wall surface
4. Flat screen TV tied to central IT Closet (message board)
5. Fire Alarm Annunciator panel
6. Surface type walk off mats

D. Specific Security Conditions

1. Security window within vestibule.
2. 3M window film on all vestibule glass to prevent glass shattering
3. Sally port at vestibule entrance with security observation in direct proximity
4. Security equipment to implement standard check-in authorization (ID's badges, background check, frequency, etc)
5. Provide panic device in main office to provide automatic lockdown of all exterior doors from entry, panic hardware on all doors allows egress.

4. **HALLWAYS**

A. General

1. Maximize cross flow
2. 10' width corridors in main hallways
3. No Lockers in Hallways
4. Rounded corners
5. Hard surface floors
6. Sound absorption
7. Tackable surfaces (possibly used in sound absorption)

B. Specific Security Conditions

1. Security cameras with remote viewing capability

5. **GENERAL OFFICE**

A. Main Office

1. Visual interaction with main entrance and lobby area for security monitoring
2. Views to vehicular approach and parking areas.
3. Central location at main entrance for obvious and easy public access.
4. Direct access from front counter area to work room
5. Walk-up counter
6. Forms storage
7. Open plan workstations for three (3) staff
8. Coat storage closet
9. Master telephone station
10. Communications closet for clock/PA System
11. Head-end for Telephone/Intercom System
12. Fire alarm control panel
13. Security system controls and monitoring
14. Adult Restrooms (both men and women)

B. Waiting area

1. Parent registration area, seated work area, counters or table for two persons
2. Open coat area for visitors
3. Area for parent gathering

C. Work Room

1. Direct access from front counter area
2. Supply Closet for storage of office equipment/supplies
3. Networked copier
4. Fax
5. Mail sorting and distribution
6. Teacher mailboxes
7. Tackable wall surface

D. Principal

1. Office workstation for one (1)
2. Coat closet
3. Clock/PA System
4. Space for six (6) visitors, small conference table and chairs
5. Ability to monitor security cameras
6. Exit capability for principal not through main administration (2nd way out)

E. Assistant Principal and Leadership Team Office

Each office:

1. Office workstation for one (1)
2. Space for two (2) visitors
3. Clock/PA System
4. Direct access to main corridor
5. Ability to monitor security cameras

F. Conference Room

1. Conference room for twelve (12)
2. Clock/PA System
3. Direct access to Principal's Offices
4. Access to corridor for public

G. Security Office

1. Viewing station for all security cameras
2. Access to PA Systems
3. Opposite Side of sallyport from main office
4. Redundant panic device for perimeter lockdown

6. ***NURSE SUITE***

A. Location

1. Direct access to Main Office
2. Near main entrance
3. Size doors for gurney access

B. Nurse Office

1. Desk workstation for two (2)
2. Lockable file cabinets
3. Clock/PA System
4. Access to outside telephone lines

C. Waiting Area

1. Waiting area for six (6) students
2. Clock/PA System
3. TV monitor
4. Book shelving

D. Cot Area

1. Two (2) cot positions
2. Cubicle curtains, two track
3. Visual supervision from nurse workstation
4. Zoned lighting to darken cot area
5. Counter with hand wash sink

E. Exam Room

1. Large sink and base storage cabinets
2. Emergency eyewash
3. Under-counter refrigerator
4. Microwave oven
5. Wall hung cabinets
6. Audiology exam area
7. Twenty (20) foot eye exam chart area
8. Double locking of medicine cabinets
9. Additional electrical outlets for medical equipment/devices
10. Clock/PA System

F. Toilet Room

1. Handicap accessible toilet room
2. Call for aid assistance alarm
3. Floor drain
4. Coat Hooks

G. Specific Security Considerations

1. Electronic lockdown function on door to administration

7. *PSYCHOLOGIST (2)*

A. Location

1. Can be located in separate areas
2. Confidentiality, isolation from school main entrance
3. Acoustic isolation

B. Psychologists Office/Swing Space (2 Rooms)

Each:

1. Space for one (1) staff member with space for meeting with parents
2. Desk with computer for staff
3. Space for file cabinets
4. Six (6) students in tables and chairs
5. Casework storage with closet, half open/closed shelves
6. Coat Closet
7. Clock/PA System
8. Fabric covered chairs

C. Specific Security Considerations

1. Ability to discretely call for help – possibly through phone system

8. ***SOCIAL WORKER***

A. Location

1. Confidentiality, isolation from school main entrance
2. Acoustic isolation

B. Social Worker Office

1. Space for two (2) staff members with space for meeting with parents
2. Workstation with computer for one (1) staff
3. Space for file cabinets
4. Six (6) students in tables and chairs
5. Casework storage with closet, half open/closed shelves
6. Coat Closet
7. Clock/PA Systems
8. Fabric covered chairs

C. Specific Security Considerations

1. Ability to discretely call for help – possibly through phone system

9. ***FACULTY ROOMS***

A. Location

1. Locate Faculty Workroom away from General Office, central to classroom area
2. Faculty Lounge should be near the Cafeteria for convenience

B. Faculty Lounge

1. Seating for twenty four (24) with additional seating around the room
2. Large sink w/counter space (15' minimum)
3. Large capacity refrigerator
4. Combination refrigerator/freezer
5. Two (2) microwaves
6. Area for vending machine(s)
7. Video connections TV monitor
8. Clock PA/System
9. Access to faculty toilet facilities

C. Faculty Workroom

1. Two (2) work counter areas for collating
2. Room to serve as faculty copy center, networked copier
3. Supply storage
4. Fax machine
5. Clock/PA System
6. HVAC considerations for heat generating equipment/ventilation (toners)

10. CAFETORIUM

A. Location

1. Centrally located to minimize student travel time
2. Accessible to public for after hour use

B. Cafeteria Dining and Servery

1. K, 1,2 – 2 Waves (125-145 students/wave)
2. 3,4 – 2 Waves (100-110 students/wave)
3. Design for additional 20% population for assemblies/school events/future expansion
4. Furniture chosen to minimize storage requirements (similar to Reed)
5. Pre-K not anticipated to use cafeteria
6. Designated Kindergarten seating area, smaller furniture
7. Enhanced acoustics to reduce sound levels
8. Servery queuing to accommodate 2 lines to minimize serving time
9. Computer conduit and electrical at two (2) point of sale cashier stations
10. Independent sound system, microphone PA hook-up
11. Waste collection area for disposables
12. Recycling collection area
13. Clock PA/System
14. Video connections for TV monitor
15. Large multi-media display (screen & possibly smart board)
16. Emergency call station
17. Easily maintainable floor surface
18. Washable wall surface

C. Kitchen

1. Full service prepared meals
2. Food preparation area (equipment list to be prepared by specialty consultant)
3. Dry food storage
4. Walk-in freezer/cooler
5. Receiving area
6. Food service director's office (view to prep area) with Voice/Data/Video access and Clock/PA System
7. Kitchen staff toilets and locker area
8. Waste storage/cleaning area
9. Mop room
10. Dishwashing
11. Recycling collection and storage area
12. Ceramic tile flooring
13. Washable wall surface
14. Washable ceiling
15. Hand wash sinks in food prep areas

D. Stage (from Music Teacher)

1. 39'x20' (Reed intermediate School is Model)
2. Accommodate 2 grade levels performing together
3. Appropriate lighting
4. Spotlights and dimmers
5. Quiet AHU and lighting systems
6. Double doors for easy loading
7. Easy access to music rooms
8. Storage area for risers, sound boards, piano, props and costumes, etc.)

11. PRE-KINDERGARTEN CLASSROOMS

A. Location

1. Three (3) classrooms required
2. Access to contained play area.
3. Isolated from upper grades
4. Near OT/PT Rooms
5. Close to nurse's office

B. Pre- Kindergarten Classrooms

1. Three (3) large classrooms with Windows required
2. 1,200 square feet per room (maximum 20 students)
3. Student tables with chairs sized for pre- kindergarten (number of tables & chairs to be determined)
4. Cubbies within each classroom
5. Clock/PA System
6. Small refrigerator and microwave (kitchenette)
7. Large craft sink for washing
8. Small sink for students (faucet with sensors)
9. Drinking fountain at sink
10. Teacher's wardrobe closet
11. Supply closet
12. Partitioned space for time-outs
13. "Art Gallery" area
14. Door leading directly to exterior
15. Flooring to be carpet and vinyl tile [percent of coverage to be determined] [should consider loose area rugs or carpet-tile for ease of cleaning and replacement]
16. Unisex toilet rooms within each classroom [child size fixtures]
17. Tackable wall surfaces
18. Bookshelving
19. Magnetic marker boards
20. Room darkening with roller type window shades
21. Projection screen[electronic display board (Smartboard) with connectivity to teacher station]
22. Ceiling mounted projector
23. Separate coat area/cubbies for students
24. Lockable storage cabinets and counter space
25. Acoustic enhancement within rooms
26. Dimmable and zoned lighting
27. Space for recycling
28. Radiant Heat in Floor

C. Shared Miscellaneous Support Spaces for

1. Provide office (area) for PPTs, file cabinets, desk and phone, storage of office materials, meeting table
2. Refer to other sections for shared spaces (speech, resource rooms, etc.)

12. KINDERGARTEN CLASSROOMS

A. Location

1. Access to contained play area.
2. Isolated from upper grades
3. Near OT/PT Rooms
4. Close to nurse's office and cafetorium

B. Kindergarten Classrooms

1. Four (4) large classrooms required
2. 1,200 square feet per room (maximum 20 students)
3. Teachers desk within classroom
4. Cubbies within each classroom
5. Student tables with chairs sized for kindergarten (number of tables & chairs to be determined)
6. Clock/PA System
7. Small refrigerator and microwave (kitchenette)
8. Large craft sink for washing
9. Small sink for students (faucet with sensors)
10. Drinking fountain at sink
11. Teacher's wardrobe closet
12. Supply closet
13. Area to display artwork - "Art Gallery"
14. Door leading directly to exterior
15. Flooring to be carpet and hard surface [percent of coverage to be determined] [should consider loose area rugs or carpet-tile for ease of cleaning and replacement]
16. Unisex toilet rooms within each classroom [child size fixtures]
17. Tackable wall surfaces
18. Bookshelving
19. Magnetic marker boards
20. Room darkening with roller type window shades
21. Projection screen[electronic display board (Smartboard) with connectivity to teacher station
22. Ceiling mounted projector
23. Separate coat area/cubbies for students
24. Lockable storage cabinets
25. Acoustic enhancement within rooms
26. Dimmable and zoned lighting
27. Space for recycling
28. Radiant Heat in Floor

13. FIRST thru FOURTH GRADE CLASSROOMS

A. Classrooms

1. Sixteen (16) classrooms
2. Provide 850 square feet per classroom (maximum 24 students)
3. Cubbies within each classroom
4. Teacher desk within classroom
5. Adjacent classrooms should be connected with doors
6. Unisex toilet rooms within each classroom – 1st Grade Only
7. Teacher wardrobe or closet
8. Tall storage cabinet
9. Clock/PA System
10. Storage room within classroom
11. Arts and crafts storage
12. Sink within classroom, with drinking fountain
13. Reading corner
14. Student tables with chairs
15. Base and wall cabinets, some lockable
16. Tackable wall surfaces
17. Room darkening with roller type window shades
18. Flooring to be carpet and hard surface [percent of coverage to be determined] [should consider loose area rugs or carpet-tile for ease of cleaning and replacement]
19. Magnetic marker boards
20. Ceiling projector
21. Acoustic enhancement within rooms
22. Space for recycling
23. Smart Boards in all classrooms
24. Radiant Heat in Floors

14. MEDIA CENTER (Updated per document provided 5/2-from Librarian)

A. Location

1. Centrally located in building,
2. Must have windows to exterior for natural light

B. Library

1. Library stacks for 30,000 volumes
2. Periodical display for thirty (30) magazines (with multiple copies of each)
3. Reference area separate from general library stacks
4. Stack height not to exceed 48 inches, utilize tops for displays
5. No alcoves or nooks that are not visible to circulation desk
6. Space for two (2) portable book carousels that hold 150 paperbacks each
7. Room darkening shade devices
8. Tackable wall surfaces for display
9. Carpet flooring
10. Twelve (12) on-line catalog computer stations in general stack area
11. Six (6) research look-up computer stations
12. Worktable/Work Bar in General Stack Area with charging station for twenty-five (25) portable electronic devices and space to use them
13. Reference area, encyclopedia, dictionary
14. Clock/PA System
15. VCR tape, CD, and DVD media storage

C. Library Classroom/Teaching Area

1. Table seating for twenty-five (25) students
2. Space for additional chair seating for twenty-five (25) staff (faculty meeting space)
3. Floor space for twenty-five(25) students for mini-lessons/read aloud
4. Ceiling mounted projector
5. Smartboard with teacher computer instructional workstation with hardwire and wireless access and document camera for projecting on screen
6. Mobile workstation with wireless keyboard/mouse that works with projection screen
7. Floor area for casual reading, rocking chairs, bean bags, etc.
8. Accessible Storage for:
 - a. K-4 work in progress
 - b. Teaching supplies
 - c. Book display to support lessons
 - d. Misc. supplies (pens/paper,etc.)

D. Circulation Desk

1. Two (2) computer workstations with internet access
2. Two (2) library employee desks located in close proximity w/ computer & internet
3. Printer
4. Portable Phones at all four (4) work areas
5. Clock/PA System
6. Space for book collection and book return cart

E. Librarian/Media Specialist Office

1. Within media center with windows and door into media center
2. Desk with computer station and internet
3. Book shelving for 1,000 books
4. Clock/PA System
5. Tackable wall surfaces
6. Lockable file and storage cabinets
7. Paper Shredder
8. Portable Phone

F. Work Room

1. One (1) workstation with computer for cataloging
2. Base and wall cabinets
3. Work counter space for book covering
4. Large Sink with hot and cold water
5. Refrigerator
6. Book shelving for processing cataloging – 2,000 book capacity
7. Work area/seating for four (4) adults
8. Book cart storage for six (6) portable book carts
9. Clock/PA System
10. Copier
11. Laminator
12. Two (2) printers with scanning capability
13. Portable phone
14. Tackable wall surfaces
15. Accessible storage for posters
16. Wall shelving for all supplies (book covers, bins, paper, etc.)

G. Curriculum Storage Room

1. Located centrally to classrooms
2. 850 square feet

15. COMPUTER CLASSROOM*((Updated per document provided 5/2)*

A. Computer Classroom

1. Twenty-eight (28) computer workstations w/internet (26 students, 1 teacher, 1 lab assistant)
2. Wall mounted smartboard/flatscreen connected to teacher workstation
3. Document camera connected to teacher workstation
4. Two (2) workstations with no computers
5. Two (2) printers
6. Storage for misc. supplies (paper, pencils, etc.)
7. Clock/PA System
8. Portable phone

B. Computer Storage Room

1. Lockable storage without windows for printer supplies, computer parts, server
2. Storage for 2 portable computer carts with twenty-five (25) devices on each

16. MUSIC PROGRAM *(Updated per document provided 4/24- Music Director)*

A. Music Rooms (2)

1. Teacher's desk area
2. 40'x40' – accommodate up to 75 students (50% chorus for rehearsals)
3. 16' (minimum) ceiling height
4. Flat floor (no risers)
5. Large enough for dance and movement activities, choral rehearsals
6. Storage for Orff instruments
7. Open cabinets for easy access, deep shelving for oddly shaped and larger instruments
8. Shelving for music books
9. White boards with musical staff
10. Bulletin boards
11. Smart boards
12. WiFi
13. Independent sound system, equipment rack, speakers
14. Recording equipment
15. Cushioned wood floor
16. Clock/PA system
17. Copier
18. Sink (washing recorders/other instruments)

B. Storage Rooms (3-4)

C. Choral Library Room

1. Music books, magazines, periodicals, choral music

D. Instrumental Music Room

1. 22'x34'
2. Smart board
3. White boards with music staff
4. Shelving
5. Bulletin boards
6. Flat floor (no risers)
7. Recording equipment
8. Computer station
9. PA/Clock

E. Instrument Storage Room

1. Band/Orchestra instruments
2. Cello and bass racks
3. Instrument shelves

F. General Music/Orchestra/Band Teacher Office

17. ART PROGRAM (updated per Document dated 5/14 – Leslie Gunn)

A. Location

1. Proximity to Music and PE program for cross departmental collaboration
2. Window views desirable as a teaching tool
3. Natural light (daylight) desirable for accurate color rendition
4. In close proximity to front entrance if possible

B. Art Room

1. Typical classroom size for up to twenty four (24) students
2. Size for 55 sq. ft. per student exclusive of storage areas
3. Clock/PA System
4. Six (6) large work tables for four (4) seats each
5. Ceiling mounted projector
6. Smartboard with teacher computer instructional workstation with hardwire and wireless access and document camera for projecting on screen
7. Whiteboards
8. Open and closed shelving
9. Flat file storage
10. Sinks: one (1) low and two (2) normal height trough style, both with plaster traps, hot and cold water
11. Natural lighting-maximize day-lighting opportunities
12. High ceilings
13. Tackable wall surfaces where not windows
14. Art library area with seating area for students
15. Instructional corner
16. Maximize countertop area, tops to be black lab top counters
17. Solid Surface Flooring
18. Area for clay wheel
19. Floor drain

C. Kiln

1. Electric kiln with integral ventilation hood
2. Metal racks for cooling
3. Solid Surface Flooring
4. Lockable door

D. Art Storage

1. Supply storage with racks, shelves, and bins
2. Lockable door

E. Student Work Storage

1. Storage room for student work to include base cabinets with counters, flat work storage and bins

18. READING ROOM

A. Reading Room

1. Space size for up to eight (8) students, with two (2) teachers and six (6) assistants
2. Centrally located
3. Open and closed shelving
4. Tackable wall surfaces
5. Enhanced acoustics
6. Six (6) cubicles
7. Two (2) small group instruction areas for six (6) students each
8. Two (2) computer stations for teachers
9. Magnetic marker boards
10. Clock/PA System
11. Carpet Flooring

19. SPEECH

A. Speech Room

1. Space size for up to six (6) students, with two (2) adults
2. Teacher's desk and chair
3. Lockable file cabinets for confidential files
4. Modular tables for six students
5. Open shelving three (3) – 3' x 6' units
6. Base and wall cabinets, lockable
7. Countertop with sink
8. Clock/PA System
9. Magnetic markerboards
10. Tackable wall surfaces
11. Enhanced acoustics and acoustical separation including background noise reduction, carpeted floor, acoustic ceiling for hearing impaired assistance.

20. LEARNING DISABILITIES

A. Learning Disabilities Instruction Room

1. Space size for up to six (6) students, with two (2) teachers, at times eight (8) teachers for meetings
2. 850 square feet
3. Teacher desk area with computer
4. Desk for assistant
5. Lockable file cabinets
6. Tables and chairs
7. Computer station for three (3)
8. Storage casework, open/closed
9. Sink with drinking fountain
10. Portable dividers
11. Clock/PA System

B. Learning Disabilities Evaluation Room

1. Office space with testing area for up to three people
2. 350 square feet
3. Desk area with computer
4. Lockable files cabinets
5. Table and chairs
6. Storage casework, open/closed
7. Clock/PA System
8. Magnetic markerboards

21. SPECIAL EDUCATION RESOURCE ROOM (BMC)

A. Special Education Resource Center (BMC)

1. Size up to 8 people
2. 850 square feet
3. Four (4) tables with chairs, two (2) per table
4. Casework storage
5. Sink with drinking fountain
6. Magnetic markerboards
7. Clock/PA System
8. Resource library area

22. MATH and SCIENCE PROJECT ROOM s (Updated per document provided 5/9 Chris Feda)

A. Science Project Rooms

1. Size Room for Twenty-four (24) students
2. Six (6) large work tables, four (4) seat each (or 4 tables w/6 seats each)
3. Ceiling mounted projector
4. Smartboard with teacher computer instructional workstation with hardwire and wireless access and document camera for projecting on screen
5. Magnetic markerboards, 8' long
6. Tack boards, two (2)
7. Clock/PA System
8. Carpet
9. Space similar to standard classroom size
10. Two (2) large sinks
11. Base cabinets and counter space
12. Acid resistant counters and tabletops
13. Small prep area (or room)
14. Two (2) tall storage units, lockable
15. Lockable storage for equipment and materials
16. Ceiling hook for ceiling hung equipment (structural reinforcing)

B. Storage Room

1. Lockable door
2. Racks and shelves

23. COMMUNITY ROOM

A. Conference room for community use during school regular and off hours

1. Proximity to main entrance, accessible from lobby
2. Vinyl flooring
3. One (1) small sink and counter space with base and wall cabinet storage
4. Lockable storage for equipment and materials
5. Clock/PA System – telephone access to outside line

24. PHYSICAL EDUCATION PROGRAM

A. Gymnasium

1. Two teaching stations
2. 6,000-7000 square feet
3. Accessible for community use after hours
4. Standard size basketball court
5. Motorized ceiling mounted court curtain to separate courts
6. Acoustic treatment
7. Two (2) end goal – four (4) side goals/all retractable and adjustable
8. Floor game inserts volleyball, badminton, etc.
9. Game lines, as required
10. Athletic floor system – cushioned wood strip floor
11. Clock/PA Systems
12. Evening community access with toilet facilities
13. Telescoping bleacher seating for approximately 100 seats
14. Wall hung mats
15. Electronic scoreboard and shot clock
16. Whiteboards at teaching stations
17. Separate sound system with indoors and remote outdoor speakers

B. Physical Education Offices

1. Provide two (2), 1 male/1 female
2. office area for one (1) desk each
3. Tackable wall surfaces
4. Magnetic markerboards
5. Clock/PA System
6. Base and wall cabinets with counter on one wall
7. Small coat closet
8. Shower in each
9. Toilet in each

C. PE Equipment Storage (interior)

1. Accessible from exterior and interior
2. 400 square feet (minimum)
3. Conditioned space (heated and ventilated)
4. Lockable doors

D. PE Equipment Storage (exterior)

1. Accessible from exterior and interior
2. 850 square feet
3. Conditioned space (heated and ventilated)
4. Lockable doors
5. Double door at exterior
6. Wire cage storage
7. Racks and shelves

E. Outdoor playspaces

1. PA System with controls for exterior speakers
2. Fire alarm and strobes

25. OCCUPATIONAL THERAPY

A. Occupational therapy room

1. Located near pre-school rooms
2. 400 square feet
3. Teacher's desk and chair
4. Mirror
5. Student table and chairs
6. Sink and drinking fountain
7. Casework

26. PHYSICAL THERAPY

1. Special Needs Physical Education combined with Physical Therapy to share equipment
2. 600 square feet
3. 1 unisex handicap accessible toilet room adjacent
4. Clock/PA System
5. Magnetic markerboard
6. Teacher's desk and chair
7. Ceiling hung equipment (structural reinforcing)
8. Eight (8) student maximum at one time
9. Vinyl flooring with floor mats
10. Wall hung mats
11. Sink and drinking fountain
12. Casework storage, most open shelves
13. Small storage room or deep shelves

27. CUSTODIAL SERVICES

A. Custodian Office

1. Seating Area for (5) with 1 desk
2. Lockers for (5) Staff
3. Microwave and refrigerator for staff
4. Base and countertop with wall cabinets on one wall
5. Clock/PA System
6. Magnetic marker board
7. Tack board
8. Unisex toilet room with sink and shower off office
9. Emergency eyewash and deluge shower in Unisex toilet

B. Workshop/Garage (self- contained, fire rated room)

1. Direct access to exterior
2. Supply and material storage
3. Small tool storage, electric hand tools
4. Work bench
5. Ventilated hazardous material cabinets (paint, floor finishes, etc.)
6. Storage of maintenance equipment for gas powered machinery with floor drain with gas/oil separator. Mowers, trimmers, snow blowers, etc.

C. Janitor Closets

1. Disburse thorough out the facility
2. Floor sink
3. Storage shelves adequate to receive and store weekly delivery
4. Mop hooks

D. Receiving and Storage

1. Loading dock with automatic dock levelor
2. Overhead coiling door with vestibule and air curtain
3. Central storage for large items
4. Storage area for palletized deliveries
5. Trash collection area
6. Recycling collection area

28. TOILET FACILITIES

A. Requirements

1. Design to accommodate 50% of Building code design load equally distributed throughout the building.
2. Design to accommodate 20% population increase for future space needs
3. Provide 2 (minimum) unisex oversized toilet/changing facilities to accommodate special needs

29. MECHANICAL

A. Mechanical Room

1. Geothermal Heating System
2. Geothermal Air Conditioning System
3. Make Up Fresh Air System
4. Integrated BMS with all building systems
5. Adequate sizing of mains for pressure and flows
6. High efficiency Natural Gas for Domestic Hot Water
7. Fire pumps if required to meet flow test
8. Fully sprinkled facility to meet code
9. Standpipes
10. Design central plant to accommodate 20% population increase for future space needs

B. Electrical/Telecommunications Room

1. 480V, 3-phase power
2. Emergency generator for life safety and critical building systems
3. Design electrical service to accommodate 20% population increase for future space needs

EXTERIOR CONSIDERATIONS

1. PARKING

A. Public Parking

1. Visitor parking spaces for 50 vehicles
2. Car drop off, separate from bus drop off
3. Bus drop off area, separate from car drop off
4. Pre-K drop off is separate for Bus and car drop off

B. Staff Parking

1. Staff parking spaces for 100 vehicles

2. FIRE LANE

1. Full emergency lane access around building
2. Paved or reinforced turf

3. PLAYGROUND

A. Designated Pre-K/Kindergarten area

1. Play structure with safety features and appropriate playing surface
2. Fenced area with secure entrance/egress

B. Play structure for upper grades

1. Play area contiguous with building uninhibited by parking or vehicles

C. Game fields

1. Natural athletic surfaces
2. Appropriately sized, graded and drained

D. Paved play area

1. Basketball/Multipurpose court
2. Open paved area

4. FLAGPOLES

1. Town/State/USA flag- pole length to be sized accordingly
2. Intern Halyard
3. Hinged and counterweighted base
4. Illuminated

5. SIGNAGE

1. Located at curbside
2. Located on building to mark entrance
3. Exterior illumination
4. Conform to local zoning signage requirements

6. LIGHTING

1. Lighting in public areas
2. Lighting in all parking areas
3. Illuminated walkways
4. Illuminated entry locations
5. Emergency lighting on egress paths
6. Site lighting to be contained within site boundaries

7. HANDICAP ACCESSIBILITY

1. Entire facility handicap accessible
2. Wheelchair access to all public entries
3. Accessible playfields

8. ELECTRIC TRANSFORMER

1. Discreet location
2. Proximity to street and building
3. Visual Screening
4. Power company access for service

9. RECYCLING AND WASTE STORAGE

1. Recycling storage area and pick-up
2. Self-Contained waste compactor enclosure and concrete pad near loading dock
3. Concrete pad for two (2) 6-8 yd containers (trash and recycling)
4. Visual screening of service areas

10. OTHER

1. Wetlands and watercourse
2. Habitat
3. Hazardous materials/contaminated soils review (Phase I Study)
4. Building landscaping

END OF DOCUMENT

**SANDY HOOK NEW ELEMENTARY SCHOOL
NEWTOWN, CT**

preliminary program
revised 5/31/2013

	occ	sf/occ	nsf	#	total		remarks
1.000 Administration							
General Office							
Main Office	3	150	450	1	450	SF	
Waiting area	2	150	300	1	300	SF	
Principal Office	1	200	200	1	200	SF	
Assistant Principal	1	150	150	1	150	SF	
Admin. Office	1	150	150	1	150	SF	
Conference Room	12	20	240	1	240	SF	
Work Room			150	1	150	SF	
Security Office	1	150	150	1	150	SF	
Community Room	10	25	250	1	250	SF	2,040
Nurse Suite							
Nurse Office	1	150	150	1	150	SF	
Waiting Area	6	20	120	1	120	SF	
Cot Area	2	80	160	1	160	SF	
Exam Room			100	2	200	SF	
Toilet			70	1	70	SF	700
Psychologist							
Psychologist Office	1	150	150	1	150	SF	
Swing Space	7	25	175	1	175	SF	
Social Worker							
Social Worker Office	1	150	150	2	300	SF	
Faculty Rooms							
Faculty Lounge	24	25	600	1	600	SF	
Faculty Work Room			300	1	300	SF	
2.000 Academics							
Pre-K	20	60	1,200	3	3,600	SF	incl. 1 unisex HC flt.
Kindergarden	20	60	1,200	4	4,800	SF	incl. 1 unisex HC flt.
1st Grade	24	38	900	4	3,600	SF	incl. 1 unisex HC flt.
2nd Grade	24	35	840	4	3,360	SF	
3rd Grade	24	35	840	4	3,360	SF	
4th Grade	24	35	840	4	3,360	SF	
Computer Classroom	25	37	925	1	925	SF	
Music	75	22	1,650	1	1,650	SF	40'x40'
Music Storage			120	4	480	SF	
Choral Library			120	1	120	SF	
Instrumental Music Room			750	1	750	SF	22'x34'
Instrumental Storage Room			200	1	200	SF	
Art Program	24	55	1,320	1	1,320	SF	
Kiln			100	1	100	SF	
Art Storage			100	1	100	SF	
Student Work Storage			100	1	100	SF	27,825

**SANDY HOOK NEW ELEMENTARY SCHOOL
NEWTOWN, CT**

preliminary program
revised 5/31/2013

	occ	sf/occ	nsf	#	total		remarks
3.000 Special Education							
Reading Room	8	60	480	1	480	SF	
Speech	6	60	360	1	360	SF	
Learning Disabilities	6		850	1	850	SF	
Learning Disab. Eval. Room	1	350	350	1	350	SF	
Special Ed. Resource Room	8		850	1	850	SF	
Math & Science Project Room	24	40	960	1	960	SF	
Math & Science Storage	1		120	1	120	SF	3,970
4.000 Support							
Media Center	100	40	4,000	1	4,000	SF	
Circulation Desk	1	100	100	1	100	SF	
Office	1	150	150	1	150	SF	
Work Room	1	150	150	1	150	SF	
Library Classroom	25	25	625	1	625	SF	
Curriculum Storage			850	1	850	SF	5,875
Cafetorium	150	20	3,000	1	3,000	SF	Events seating for 300 & front of building
Stage	1	900	900	1	900	SF	
Kitchen	1		1,800	1	1,800	SF	5,700
Gymnasium	1	7000	7,000	1	7,000	SF	
Men Phys. Ed. Office w T&S			200	1	200	SF	
Wom Phys. Ed. Office w T&S			200	1	200	SF	
Equipment Storage Interior			400	1	400	SF	
Equipment Storage Exterior			850	1	850	SF	8,650
Occupational Therapy			400	1	400	SF	
Physical Therapy			600	1	600	SF	1,000
5.000 Building Support							
Custodial Office	1	100	100	1	100	SF	
Workshop			300	1	300	SF	
Janitor Closets			50	4	200	SF	
Receiving & Storage			1,000	1	1,000	SF	
Mechanical Room			1,200	1	1,200	SF	2,800
			total NSF		60,085		
			toilet & circulation		15,021		25.0%
			total NSF		75,106		70,000 NSF Target

**RECOMMENDED 2013-14 BUDGET ADJUSTMENTS
APPROVED AT BOARD OF EDUCATION MTNG JUNE 18, 2013**

		<u>ADJUSTMENT</u>	
REDUCTION REQUIRED			(1,800,000)
BOARD OF FINANCE 3/13/13 IDENTIFIED			
	OPEB	(100,000)	
	UNEMPLOYMENT	(20,000)	
	FUEL OIL	(92,119)	
	DIESEL FUEL	(79,281)	
1.00	SECURITY GUARD	(20,650)	
	TECHNOLOGY EQUIPMENT	(160,000)	
	BUILDING & SITE PROJECTS	(250,000)	
	SUPPLIES	(10,000)	
	TURNOVER SAVINGS	(17,950)	
			(750,000)
<u>TECHNICAL ADJUSTMENTS</u>			
	ADDITIONAL MAGNET SCHOOL TUITIONS	34,584	
	DENTAL CLAIMS FUNDING	(20,908)	
	ELECTRICITY - M.S. SOLAR	(5,000)	
	SCHOOL ALLOTMENTS	(45,842)	
			(37,166)
<u>NEW STAFFING</u>			
HAWLEY			
1.29	EDUCATIONAL ASSISTANTS (KINDERGARTEN 9HR/DAY)	(22,157)	
SANDY HOOK			
0.20	TEACHER - CLASSROOM (MATH)	(12,015)	
1.71	EDUCATIONAL ASSISTANTS (KINDERGARTEN 12HR/DAY)	(29,543)	
MIDDLE GATE			
1.71	EDUCATIONAL ASSISTANTS (KINDERGARTEN 12HR/DAY)	(29,543)	
HEAD O'MEADOW			
1.29	EDUCATIONAL ASSISTANTS (KINDERGARTEN 9HR/DAY)	(22,157)	
REED			
1.00	TEACHER - PHYSICAL EDUCATION (PROJECT ADVENTURE)	0	
0.14	CLERK - ADMIN (INCREASE FROM 30 TO 35 HR/WK)	(3,752)	
0.21	CLERK - LIBRARY (INCREASE FROM 27.5 TO 35 HR/WK)	(5,656)	
MIDDLE SCHOOL			
1.00	TEACHER - WORLD LANGUAGE (SPANISH)	0	
HIGH SCHOOL			
1.00	ASSISTANT PRINCIPAL	(133,049)	
1.00	TEACHER - MATH	0	
1.00	SECRETARY - MATH/SOCIAL SCIENCE/WORLD LANG. (40 WEEKS)	(29,484)	
	INDOOR TRACK HEAD COACH	(4,917)	
	GYMNASTICS HEAD COACH	(4,404)	
PUPIL PERSONNEL SERVICES			
1.00	SPECIALIST - HIGH SCHOOL GUIDANCE COUNSELOR	(63,290)	
	SPECIALIST - HIGH SCHOOL GUIDANCE DIRECTOR (INCREASE TO 52WEEKS)	(29,913)	
			(389,880)

APPROVED AT BOARD OF EDUCATION MTNG JUNE 18, 2013

	<u>ADJUSTMENT</u>	
<u>TURNOVER SAVINGS - ADDITIONAL PROJECTED SAVINGS</u>	(28,140)	(28,140)
<u>CURRICULUM & STAFF DEVELOPMENT</u>		
STAFF & PROGRAM DEVELOPMENT - CURRICULUM WRITING	(20,000)	
CONTRACTED SERVICES - RUBICON ATLAS	(11,000)	
NWEA	(78,000)	
TEXTBOOKS - ELEMENTARY MATH PROGRAM	(31,473)	(140,473)
<u>TECHNOLOGY</u>		
CONTRACTED SERVICES - ONE YEAR POWER SCHOOL & INFORM	(50,000)	
EQUIPMENT	(63,000)	(113,000)
<u>SUPERINTENDENTS</u>		
NET SUPERINTENDENT'S SALARY AND BENEFITS ADJUSTMENT	(48,978)	
SUPERINTENDENT'S SECRETARY - LEAVE POSITION OPEN 1/4 OF YR.	(10,087)	
STAFF TRAINING - ADMIN. RETREAT	(4,700)	
CONTRACTED SERVICES - CENTER FOR SCHOOL CHANGE	(3,300)	
CONTRACTED SERVICES - FELLOWSHIP PROGRAM	(1,500)	
STAFF TRAVEL - MONTHLY ALLOTMENT	(1,200)	
STAFF TRAVEL - NATIONAL SUPERINTENDENTS ROUNDTABLE	(1,500)	
MEMBERSHIPS - NATIONAL SUPERINTENDENTS ROUNDTABLE	(2,200)	(73,465)
<u>PLANT OPERATIONS & MAINTENANCE</u>		
BUILDING CONTRACTED SERVICES - LATEST ANALYSIS	(15,000)	
PLANT SUPPLIES	(5,000)	
EQUIPMENT - REPLACEMENT VEHICLE	(46,000)	(66,000)
<u>TRANSPORTATION SERVICES</u>		
PROFESSIONAL SERVICES - DRUG TESTING	(45)	
STAFF TRAINING	(100)	
EQUIPMENT REPAIRS	(500)	(645)
<u>OTHER ADJUSTMENTS</u>		
UNEMPLOYMENT	(10,000)	
ELEMENTARY ACTIVITIES - \$3,000 EACH FOR 3 SCHOOLS	(9,000)	
STAFF TRAINING - HAWLEY & MIDDLE GATE	(2,000)	(21,000)
TOTAL ADJUSTMENTS		(1,619,769)
NEEDED	Unspecified adjustments - forthcoming	(180,231)*

* Superintendent of Schools is authorized to restore up to 3 teaching positions which represent the \$180,231. If Dr. Reed decides to fill any of these positions he will provide alternative reductions to expenditures currently within the adopted 2013-14 operating budget

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on Thursday, June 6, 2013 at 7:30 p.m. in the Reed Intermediate School library.

D. Leidlein, Chair	J. Reed
L. Roche, Vice Chair	L. Gejda
C. McCubbin, Secretary	R. Bienkowski
R. Gaines (absent)	10 Staff
W. Hart	80 Public
K. Alexander	2 Press
J. Vouros	

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

Item 1 – Student Recognition

Jason Hiruo, Assistant Principal of Newtown High School, introduced the top 5% of the 2013 graduating class and the valedictorian and salutatorian. Those students include Kristen Campbell, Danielle Chaloux, Neil Davis, Jay Destories, Christopher Erikson, Abigail Fagerholm, Lauren Frazzetta, Caitlin Gibney, Joshua Goldman, Madelyn Good, Michelle Green, Evan Isaacs, Andrew Jensen, Corey Katz, Joseph Kohrman-Glaser, Pieter Martino, Adam Oelberg, Kelly O’Sullivan, Aiden Pelisson, Leah Pinckney, Alexander Strzelecki, Evan Swain, David Swigart, and Sean Watkins. The valedictorian is Joseph Kohrman-Glaser and the salutatorian is Sean Watkins. Mrs. Leidlein presented the CAFE Student Leadership Awards to Stephen Conway and Lauren Frazzetta.

Diane Sherlock, Principal of Newtown Middle School introduced teacher Kathy Bremer who presented certificates to the Math Olympiad participants. The sixth grade students include Elise Johnson, Morgan Main, Michael Arena, Hailey Pankow, AJ Friesl, and John Auerbach. Those in seventh grade include Ravi Ahuja, Michael Arther, James Barden, Aiden Ford, Nick Harper, Cathy Hyeon, Yanni Kousidis, Will Kraus, Andrew Lally, Topher Pirner, Kevin Reiss, and Germane Anyoha. The eighth grade students included Capri Agresta, Kevin Arther, Matthew Auerbach, Kata Dapra, Melissa Shohert, and Jake Wilson. Mrs. Bremer introduced John Sicbaldi, sixth grade teacher. They are very proud of these students who tied for first place.

Item 2 – Recognition of Retirees

Dr. Reed introduced Diane Sherlock, Principal of Newtown Middle School for 14 years who came to Newtown from Grand Rapids, Michigan. Pam Fagan has been at Middle Gate School for 27 years as a kindergarten teacher and math/science specialist. Becky Virgalla has been at Sandy Hook School for 15 years where she taught reading, technology and research skills and the last 7 years was their reading consultant. Christina Welsh has taught technology education at Newtown Middle School for 7 years and previously taught for 28 years in the Norwalk Public Schools.

Those retirees unable to attend were Jay Daly who taught technology education at Newtown High School for 18 years, Suzanne Perry kindergarten teacher at Sandy Hook School for 11 years, Janet Walker with 23 years in our pre-school program, and Barbara Williams who was a reading recovery teacher at Head O’Meadow School for 19 years.

Item 3 – Consent Agenda

MOTION: Mr. Hart moved to approve the consent agenda which included the Newtown High School band and choir field trip to Orlando, Florida, various donations to Sandy Hook School, the child rearing leave of absence for Meg Horn, teacher at Sandy Hook School, the resignation of Jennifer Sinal, Assistant Principal at Reed Intermediate School, the resignation for retirement of Janet Walker in the pre-school program, the resignation of Elizabeth Ryan, teacher at Newtown High School, and the donation from Apple for hardware, software, professional development, and services for the district. Mr. Vouros seconded. Vote: 5 ayes

Dr. Reed stated that the donation from Apple was over \$750,000 to be distributed through the K-8 grades as part of our program with Columbia University's readers workshop.

Dr. Gejda stated she was very grateful for the patience of Apple in working with the district and that this donation would help us implement the program in our buildings.

Item 4 – Public Participation

Sandy Roussas, 38 Maltbie Road, spoke about the benefits of full day kindergarten for the families and that it would also affect our property value. Surrounding towns have it now or will have it next year. Early childhood education is essential to a child's growth. She asked the Board to institute a full day kindergarten program.

Kathy Reiss, 42 Obtuse Road, spoke last year about not having full day kindergarten. The cost of the 13 new educators will crowd out future initiatives. She asked to take the academic pressure off the students and teachers. Don't let common core standards cause this decision to be made. Don't remove the half day option for parents. Offer a full day one day per week for those who want it.

Nick Wall, 186 Berkshire Road, has a son in 3rd grade now and one going to kindergarten in the fall. Out of 186 cities in Connecticut, 103 offer full day kindergarten. Newtown should keep up with the rest of Connecticut. Full day kindergarten is crucial for common core state standards. Most children are used to being in a full day child care program. Also with weather related closing there is more time lost in a half day program.

Stephanie Berko 90 Sandy Lane, stated that her daughter is 4 and reading. We are still being hurt by what happened in December. Because we need money for security it makes it difficult to use money for full day kindergarten.

Casey Ragan, 12 Meadow Road, is a Bethel teacher. They have full day kindergarten and the majority of their classes are reading 10 or above.

Dr. Reed stated we may have to have higher class sizes next year.

Mrs. Ragan said they moved their class size to 20 with one teacher. She asked the Board to support full day kindergarten.

Robin Fitzgerald, 24 Old Farm Hill Road, agreed with the speakers regarding full day kindergarten. She applauded the job the teachers and EAs do in the half day program. With limited funds we can't abandon the programs we have in place for the other students. She doesn't think we should have it if programs will be affected and class size will increase.

Elizabeth Keats, 16 Leopard Drive, spoke about the importance of full day kindergarten. Her daughter has been in a full day daycare and thrives. She will have to go to private school if we don't have full day kindergarten. She encouraged the Board to find a way to make it happen.

Anna Lawler, 14 Johnson Drive, was in support of full day kindergarten which would be a better experience for the students.

Tatiana Cook, 29 Maple Wood Trail, has a second grader in Sandy Hook School and will have twins in kindergarten next year. The children deserve a full day program.

Item 5 – Reports

No correspondence report.

Chair Report: Mrs. Leidlein gave Dr. Reed the signed Patriot's jersey, which was donated to the school district and the Town. Also, Ridgefield was hosting a fashion show with proceeds being donated to the Newtown Scholarship Fund.

Item 7 – New Business

MOTION: Mrs. Roche moved that the Board of Education approve the Origo Stepping Stones math resource for grades K-4. Mr. Vouros seconded.

Dr. Gejda, Pam Fagan from Middle Gate School, Gail Maletz from Head O'Meadow School, Jenna Connors from Hawley School and Andrew Hall from Reed Intermediate School spoke about the proposed math resource for grades K-4.

Dr Gejda said the cost is \$75,000 over 2 years. The adoption includes 5-year teacher licenses, students journals for K-4 and big books for grades 1 and 2. Teachers will have access over the summer and parent information sessions will be provided. The cost next year would be \$34,000 for what we use now. We want to prepare our students for common core standards. There will also be an assessment in 2014. We've been using the same program for 17 years.

Vote: 6 ayes

Item 6 – Old Business

2013-2014 Operating Budget: Full Day Kindergarten

Dr. Reed spoke about the number of grants which could help with funding but we don't know yet what those would be used for. The donation of \$750,000 from Apple is for carts and I pads for every teacher. The Serv Grant was approved through August 31. He spoke about the savings by removing all new positions from the budget. Years ago full day kindergarten was opposed by 40% of the parents. Into the 90s we didn't have the room. If the priority is to implement full day kindergarten he doesn't feel we will have to go into class size. By eliminating all new positions exclusive of kindergarten he can probably find a way to make this happen. The four purposes of attending kindergarten are social, emotional, physical and intellectual. He sees full day kindergarten as a chance for more play and creative time. Regarding the common core standards his concern is about the pressure it will place on teachers. He doesn't feel the standards are designed for a 2-1/5 hour program. We could end up with 21 or 22 in a kindergarten class. A ratio of 1 to 10 is important in kindergarten. Dr. Reed looked for guidance from the Board if they want the full day kindergarten program.

Mr. Hart asked to see the numbers that would allow us to have the full day program.

Dr. Reed said all new positions would be eliminated except for security. Those include the high school assistant principal, the teacher, secretary, track and gym coaches, increasing the time for the guidance director to 12 months at the high school, the part time clerk at Reed, the world language teacher at the middle school, and the project adventure teacher at Reed.

Mr. Hart asked the percentage from the excess cost grant. Mr. Bienkowski said it was 72%. Mr. Hart said over the last several years we cut maintenance and technology and asked if we could protect those areas.

Dr. Reed said we won't have a major reduction in those areas.

Mr. Hart agreed with trying to keep the full day kindergarten program but wants to see specifically how it will hurt us.

Mr. Vouros feels the project adventure position at Reed will help with their schedule.

Dr. Reed's concern about the kindergarten program is the assumption that it will automatically stay. This has been a major priority for 2 years. He doesn't think this is the year for increased class size through the school system because of what we've been through.

Mr. Alexander said the Board wanted to do this and he is looking forward to having it worked into the budget.

Mrs. Roche feels it should be worked into the budget.

Mrs. Leidlein also supports it.

Dr. Reed would provide the budget figures.

Item 5 – Reports (continued)

Superintendent's Report:

Dr. Reed said that because of the additional responsibilities for the superintendent related to the December events GE Capital is allowing Joni Cappocchitti, an HR manager, to assist him for a year with her salary to be paid by GE Capital. They have 3 staff members working with Pat Llodra also. Bruce Storm and Bob Gilchrist, retired superintendents, have also volunteered to work on policy review in consultation with CAGE. With the Serv Grant there is an expansive amount of responsibility and Julie Haggard doesn't have enough time to devote to the implementation. We will have a comprehensive search for some positions. We are looking for retirees for 5 to 6 weeks as an acting director to help her.

Last night the State of Connecticut passed \$50M to build a new school in Newtown. He acknowledged all the work Pat Llodra has done along with the 28 task force members who reached a unanimous decision for Newtown.

He gave the Board the draft copy of the ed specs and asked for their questions.

Mrs. Roche asked when the town would go to a referendum.

Dr. Reed said we would be voting on accepting money from the State for the school possibly sometime in the fall. Another newsletter will be coming out.

Mr. Alexander asked when the draft would go to the State.

Dr. Reed said we would adopt them at our next meeting. We can also modify the ed specs later.

Item 7 – New Business

Chartwells Contract:

MOTION: Mr. Hart moved to approve the one-year renewal of the Chartwells agreement for the period July 1, 2013 to June 30, 2014. Mrs. Roche seconded.

George Sottile, Dan Shields and Jill Paterson attended and spoke about the new FDA regulations USDA regulations which result in less reimbursable meals. They plan to improve the program and will also be at the open houses to show their program to parents.

Vote: 6 ayes

Healthy Food Statement:

Mr. Bienkowski said we do not comply with this statement because it causes certain restrictions in the sale of meals. It would be a burden from a financial standpoint.

Mrs. Leidlein thanked Chartwells for their assistance in transitioning to Chalk Hill School.

MOTION: Mr. Hart moved that on behalf of the Newtown Board of Education pursuant to section 12-215f of the Connecticut General Statutes, we hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education will not meet said standards during the period of July 1, 2013 through June 30, 2014. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored. Mr. Alexander seconded. Vote: 6 ayes

Student Activities Fund Accounts:

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

Mr. Bienkowski said this requires to be authorized every year. The funds are overseen by the principal and managed by the secretary. They are audited every year.

Mrs. Leidlein asked if there was any concern regarding how these accounts are monitored by the auditor.

Mr. Bienkowski said the auditors have not expressed any concern regarding these accounts.

Vote: 6 ayes

May 20, 2013 Minutes:

MOTION: Mr. Hart moved that the Board of Education approve the minutes for the two special meetings held on May 20, 2013. Mr. Vouros seconded. Vote: 3 ayes, Mrs. Roche, Mr. McCubbin, Mr. Alexander abstained

May 21, 2013 Minutes:

MOTION: Mrs. Roche moved that the Board of Education approve the minutes of May 21, 2013. Mr. Alexander seconded. Vote: 6 ayes

May 29, 2013 Minutes

MOTION: Mrs. Roche moved that the Board of Education approve the minutes of May 29, 2013. Mr. Hart seconded. Vote: 5 ayes, Mr. McCubbin abstained

Item 8 – Public Participation

Kinley Nagle, 8 Glover Avenue, is a special education teacher who wants to help the community.

Michelle Assante, 16 Wendover Road, is a proponent of full day kindergarten. She wants to understand how we can support that program. She has a child who will be in kindergarten next year who is enrolled at St. Rose for the full day program. She wanted information on class sizes for next year.

MOTION: Mr. Alexander moved to adjourn. Mrs. Roche seconded. Vote: 6 ayes

Item 9 – Adjournment

The meeting adjourned at 10:12 p.m.

Respectfully submitted:

Debbie Leidlein
Chair