

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on Tuesday, December 3, 2013 at 7:30 p.m. in the Council Chambers at 3 Primrose Street.

D. Leidlein, Chair  
L. Roche, Vice Chair  
K. Hamilton, Secretary  
K. Alexander  
J. Vouros  
D. Freedman  
M. Ku

J. Reed  
L. Gejda  
R. Bienkowski  
3 Staff  
3 Public  
3 Press

Dr. Reed called the meeting to order at 7:34 p.m.

Item 1 – Election of Officers

MOTION: Mr. Vouros nominated Debbie Leidlein for chair. Mr. Alexander seconded. Motion passes unanimously.

Mr. Vouros stated that he respects Mrs. Leidlein and Mrs. Roche and it was a pleasure to support them in their work to move the district forward for children and staff.

MOTION: Mr. Vouros nominated Laura Roche for vice chair. Motion passes unanimously.

MOTION: Mrs. Roche nominated Kathy Hamilton for secretary. Motion passes unanimously. Mrs. Roche said that Ms. Hamilton will do great service to the schools has phenomenal dedication.

Dr. Reed asked that a brief executive session to be added to the meeting for a leave request and discussion of an interim candidate.

MOTION: Mrs. Roche moved to add an executive session for a leave request and discussion of an interim candidate. Ms. Hamilton seconded. Motion passes unanimously.

Item 2 – Consent Agenda

MOTION: Mr. Alexander moved that the Board of Education approve the consent agenda which included the donation of books to Middle Gate School, the leave of absence for Orlando Callands, custodian, the resignation of David Trau, paraeducator at Newtown High School, and the child rearing leave of absence for Paige Hyman, teacher at Newtown High School. Mr. Alexander asked that the minutes of November 19, 2013 be removed. Mrs. Roche seconded. Motion passes unanimously.

MOTION: Mr. Freedman moved that the Board of Education approve the minutes of November 19, 2013. Vote: 4 ayes, 3 abstained (Mr. Alexander, Ms. Hamilton, Mrs. Ku)

Item 3 – Public Participation

Don Leonard, 38 Joelle Court, appreciated Dr. Reed's willingness to attend a Liberty at Newtown board meeting regarding the budget. He thanked the Board for all their work.

#### Item 4 – Reports

Correspondence: Ms. Hamilton said there was a letter from Pat Llodra regarding a space needs study and encouraging us to move forward with school projections.

Chair Report: Mrs. Leidlein stated the Board of Education was invited to attend a joint meeting with the Legislative Council, Board of Selectmen and Board of Finance regarding the budget on December 18 at 7:30 p.m.

#### Superintendent's Report:

Dr. Reed said in checking with CABA he was told he can provide a variety of information under reports. Listing "Any Other Matters" is appropriate to have on the agenda. For this agenda "School and District News" was added for the opportunity to share additional items.

He spoke about one time gifts used to decrease this year's budget by \$110,000. We received \$50,000 from Pearsons for a savings in contract services, \$45,700 from Apple and \$5,000 from Cisco which we were taken out of the equipment budget. Other donations totaling \$10,000 were taken from the instructional supplies account.

If you consider the IDEA Grant for special ed services is projected to decrease by \$135,000 in this account, we are \$245,000 short in covering existing items in the 2014-2015 budget.

A section of the proposed Superintendent's budget will reflect how diligently the Board of Education staff has worked with donations from generous providers as well as the U.S. government for bringing millions of dollars of needed goods and services into Newtown and not ask for town funds.

We had a visit from Federal officials in charge of the SERV Grant and also from the Department of Justice regarding their grant. We are very optimistic that we will receive what we assumed we would. Dr. Reed authorized filling two counselor vacancies with one at Head O'Meadow and the other at Reed Intermediate School paid for by the SERV Grant. Dr. Reed thanked First Selectman Llodra, Melissa Brymer, and the AFT leadership who spoke to their leadership in Washington for help in putting our needs before the right people. We had spoken about encumbering money in technology and maintenance but Dr. Reed is optimistic we will be able to reimburse all expenses related to security.

Dr. Reed provided information on possibly charging tuition for the preschool program next year. The budget will have a revenue estimate for tuition for the non-disabled peers in this program where we currently have 25 students. We also provided information from neighboring districts comparing their program hours and tuition.

Ms. Hamilton asked if this was similar to the high school preschool program.

Dr. Reed said it was a different program. He would get that information.

Mr. Vouros asked if we charge tuition and parents don't want to pay if it would impact the other children.

Dr. Reed didn't feel it would because there is no shortage of students looking for this type of program.

The next Board meeting will include a Freedom of Information workshop with CABA at 6:30 p.m. There will also be a report on the NICE Program. Regarding the Ed Specs, the architects have Board of Education

been invested in tours with staff and parents. He asked Julia McFadden to prepare a short report to show differences from the previously approved Ed Specs. She also wanted him and Mrs. Gombos to look them over so they will be available for the next meeting.

There will be a discussion with Jonathan Costa regarding Coherence Planning. He also hopes to have the curriculum and a rollout plan regarding depression in youth.

We are looking for a Board member to volunteer to be on the Education Connection Board of Directors. This is a two-year term. Dates will be forwarded to the Board members.

Mr. Vouros volunteered to be on the magnet school advisory board again this year. Dr. Reed said we were downsizing our enrollment by five students.

Ms. Hamilton asked when the security report would be ready. Dr. Reed spoke to the representative from John Jay College who said we could hear something today. The report is supposed to go to our attorney.

Ms. Hamilton asked if we had an overall schedule for the building of Sandy Hook School. Dr. Reed would get an updated schedule. We are hoping the schematics are approved in January and will be breaking ground by April. They feel the school will be finished by May of 2016.

Regarding enrollment projections, Mrs. Roche sent him the Ridgefield study which is very comprehensive. The cost was \$17,500 cost which will be in the budget. Chung's report was \$25,000.

Pat Llodra felt there should be two organized media events. Today the print media from major newspapers in state such as Danbury, New Haven, the Courant and others met with him and Pat. Monday will be a broadcast press conference with him, Pat, Reverend Matt Crebbins, Cody Foss and Chief Kehoe.

Mr. Freedman asked the time and if it was a confined event. Dr. Reed would get that information for the Board.

Assistant Superintendent's Report:

Action on Information Literacy Standards:

Dr. Gejda introduced Jeanne Bugay, middle school library media specialist, who facilitated this document for over two years. These standards contain critical skills for the students. The document includes common skills and content but is not a full curriculum. These standards are meant to be embedded into content-area curricula at each grade level. Ms. Bugay, using the attached document, gave examples of how teachers would incorporate them into activities.

MOTION: Mr. Alexander moved that the Board of Education approve the Information Literacy Standards as presented. Mrs. Roche seconded.

Mr. Vouros asked if this was done in all classes.

Dr. Gejda said that at the elementary level the library media specialists work with students to develop these skills. Principals will incorporate it into their schools.

Ms. Hamilton asked how kindergarten and grade one would be addressed.  
Ms. Bugay said the objectives are different and there is additional support and guidance.  
Dr. Gejda said we can see the connection with vertical alignment and are working at a developmentally appropriate level. One of the high school graduation standards is information literacy so this ties closely to that standard.  
Motion passes unanimously.

#### Secondary School Reform:

Mr. Dumais' report addressed the state's change in the timeline for students graduating in 2020. They will be required to complete 25 credits for graduation. He spoke about teachers needed for the state mandated courses. He recommended requiring 23 credits for the graduating class of 2018, 24 credits for the class of 2019 and 25 credits for the class of 2020. This decision needs to be made by January 2014.

Mr. Vouros questioned whether we could offer high school credits for eighth grade students to help reach their credit requirements.

Mr. Dumais felt math and languages could be possibilities.

Mrs. Leidlein asked about students in the high school for five years.

Mr. Dumais said that 20 or 30 students graduate early or go beyond the four years.

Mrs. Leidlein asked if students could take seven credits.

Mr. Dumais said that was possible. Some credits are earned over the summer. We are also looking at other options such as online courses but students need to be supervised so online courses are best taken in school.

Mrs. Leidlein asked the difference between the number of students losing credits due to grades or absences.

Mr. Dumais would get that information.

Dr. Reed said we see possible savings to reallocate the additional courses we need to offer and looking at summer courses is an option for students with a full schedule. We would have to move ahead with the policy to phase in this change.

Ms. Hamilton asked if there would be specific changes for the policy.

Dr. Reed said Dr. Gejda and Mr. Dumais would give them information for the policy subcommittee.

Ms. Hamilton felt it would be helpful to look at each year and the enrollment for all the classes.

Mr. Dumais stated they have been looking at the individual situations with course enrollment.

Ms. Hamilton said it would be helpful for the other boards to see where the stressors are.

#### Item 6 – New Business

##### Future Enrollment Study:

Dr. Reed met with Pat Llodra regarding an enrollment study and she was fine with waiting until the beginning of the next school year to begin the study. We would pick the consultant and complete the study by November 1, 2014. One of the challenges is we don't know when the new superintendent will start. We also need to know who will do the joint space study and we will need to be involved in that person's selection.

He isn't sure when the SERV Grant will expire and we have to consider that several rooms in our schools are being used for positions through this grant. The possibility of having a daycare program as Monroe does would be helpful. Tuition covers the operating costs. Regarding the space needs study it is important we define what our space needs will be. The strategic plan can incorporate space needs and utilization.

Ms. Hamilton referred to the enrollment study. She wanted to be sure we are working in parallel to the town's study. Our numbers are near Chung's middle projections until this year.

Dr. Reed said Ridgefield had an enrollment study by McBride and McLoon. Dr. Chung is retired. He feels it's more comprehensive than Chung's report.

Mr. Freedman was in favor of collaboration and choosing the right time to do the study.

Dr. Reed indicated that some towns leased closed schools years ago. He hopes the population is clear enough to make the right decision.

#### Item 5 – Old Business

Budget Goals for 2014-2015:

Ms. Hamilton asked to consider combining town and school departments.

Dr. Reed said we had a Town wide technology department but that was dissembled.

Combining maintenance would need a complex discussion about what resources would accompany the increased responsibilities. Personnel work is different on our side so we would have to absorb Town personnel work. Again, the very question is what increases would accompany the increased responsibilities to make it realistic.

Mr. Alexander said there is some integration with payroll systems and insurance. We also look into buying oil with the town.

Dr. Reed said we are using the same financial system but each side maintains their own records.

Mr. Bienkowski said according to the IRS we are two different employers.

Mrs. Roche asked to table the 2014-2015 budget goals until the next meeting.

#### Item 7 – Public Participation

MOTION: Mr. Alexander moved to go into executive session to discuss a requested leave of absence and an interim candidate and invited Dr. Reed. Mrs. Roche seconded. Motion passes unanimously. Executive session began at 10:45 p.m. and ended at 11:05 p.m.

MOTION: Mr. Freedman moved to adjourn. Mr. Alexander seconded. Motion passes unanimously.

#### Item 8 – Adjournment

The meeting adjourned at 11:08 p.m.

Respectfully submitted:

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Kathy Hamilton  
Secretary

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting on Tuesday, November 19, 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
R. Gaines	R. Bienkowski
W. Hart	3 Public
K. Alexander (absent)	4 Press
J. Vouros	
D. Freedman	

Mrs. Leidlein called the meeting to order at 7:32 p.m.  
Ms. Hamilton and Mrs. Ku were invited to join the Board.

Item 1 – Consent Agenda

MOTION: Mr. Hart moved to approve the consent agenda which included the minutes of November 6, 2013, the Newtown High School Debate Team field trip, the resignation for retirement of Diane Dutchick, teacher at Newtown High School, the childrearing leave of absence for Whitney Goodman, teacher at Newtown High School, the resignation of Joan Ross, teacher at Head O'Meadow School, and the child rearing leave of absence for Shannon Pierce, teacher at Middle Gate School. Motion passes unanimously.

Item 2 – Public Participation –none

Item 3 – Reports

Leadership Profile Developed for Superintendent Search:

Dr. Jacqueline Jacoby and Dr. Mary Broderick gave a report on the superintendent search. The profile will be used to review applicant information and decide who should be interviewed. Over 20 focus groups were conducted with Board members, faculty, administrators, students, school and central office support staff, parents, PTA leaders, clergy, community groups, and town staff and boards. An online survey was posted from September 10 through October 25 with over 575 who participated.

Strengths of the schools and communities, challenges both current and anticipated, and qualities desired in the new superintendent are identified in the attached report. Communication is very important along with the need to restore a sense of safety in the community. It's also important for the Board of Education to work closely in partnership with the new superintendent.

There are close to 30 applications. The next step is to review the applications and begin interviews.

Dr. Reed felt there was a reasonable chance to find a candidate and they should work effectively to schedule this phase of the process. There will be competition with other districts as we get into January and February.

Correspondence Report:

Mrs. Leidlein said correspondence was received from Keith Alexander regarding Board FOIA requests, Angel Vella Franzen regarding a bus stop concern, Emanuel Pavone regarding his

bus contract, Kevin Fitzgerald regarding FOIA requests, Michelle Faiella regarding her nomination for the EDA Health Teacher of the Year, and Paul Berard regarding security at the middle school and the Reed School.

Chair Report:

Mrs. Leidlein recognized Mr. Gaines and Mr. Hart and thanked them for their countless hours of service Newtown. Mr. Hart was Board chair and served four and one-half years. He was instrumental in supporting Sandy Hook School and managing their websites. Mr. Gaines served for six years and was invaluable in serving on the security committee, CIP committee and facilities committee.

Superintendent's Report:

Dr. Reed explained that an item was not in the mailing.

The recognition from the state regarding an assessment test was still embargoed so we cannot share that information at this time. It will be released closer to Thanksgiving.

Impact of building improvements and technology budget because of security:

These issues were reviewed in previous meetings. In May there were questions about receiving surveillance equipment and building hardening. In June the Board was notified that we needed to move forward and authorized use of any free balance at year's end for security. We also used money allocated for the middle school driveway work and that other projects in the 2013-2014 budget would be used to compensate what we don't receive from the Justice Department Grant. We still don't know what we will be getting. Pat Llodra is working on our behalf and is going to meet with our legislators to see if they can be of help.

Mr. Gaines had asked if whatever we get from the Justice Grant was reimbursable for money spent from our budget. At the July meeting I said we have been told that reimbursement for such expenditures is permitted. We proceeded with installing external and internal security devices and donated equipment. Mrs. Amodeo had shared that \$160,000 was needed for the installation of surveillance equipment. We are working on having a kiosk at the major entrances of the middle school and high school.

Dr. Reed referred to the memo from Mr. Bienkowski. Last fiscal year \$390,700 was spent on security. This year we set up a fund assuming we will get the grant. If we don't get it we will have to go into the buildings and maintenance and technology budgets to replace that money. Security and safety have the highest priority. We hope to complete all projects in our 2013-2014 budget. Our current obligation is \$393,633 for this year. In the technology budget we encumbered \$151,227 for security costs. Mrs. Amodeo has spent \$102,000 for budgeted technology and \$171,150 was reserved for door improvements. There is some work we've done at Hawley with money taken out of the Hawley Fund.

Mr. Vouros thought the Justice Grant was awarded but we didn't get the money yet.

Dr. Reed had not heard yet. Bob Tait has been working on this grant. He spoke to Dr. Brymer today who said there is a general feeling in Washington, D.C. that a lot of dollars came to Newtown for security. She told them that was not the case.

Ms. Hamilton asked if there were other things on our list the security committee recommended. Dr. Reed said right now we are only concentrating on completing what we are currently focused on. We are waiting to get the report on the security analysis of our seven schools. He hopes

that in December or January we will have a draft report from the consultants for the Sandy Hook project with standards for security. He would rather have their recommendations to start that discussion.

It is very early to project an end of the year balance for our operating budget. A town vehicle maintenance worker told us we had to take one of our trucks off the road because the frame is rusted through so that's an unexpected expenditure. The projects that Mr. Faiella is doing focus on security. Hawley needs electrical upgrades to back up their phone system and he is addressing the middle school exterior lighting.

Mrs. Amodeo applied for a grant which could help provide some funding.

Mr. Freedman said that as we develop the budget it is important for us to have a sense of what expenditures there will be and helpful to get the real numbers.

We have taken part in visits to two schools that have armed guards. In Enfield the town took almost total leadership in planning funding for the guards and other security improvements. In North Branford the armed security comes under the Board of Education. Decisions have to be made including who will supervise the guards. Enfield has a director of public safety who oversees them and in North Branford the Superintendent of Schools is ultimately in charge.

Training for the Early Response Team is being scheduled. John Jay gave us a year of service at no charge along with the consultants. One trainer is based in Arizona and it was necessary to reschedule a training session for two weeks. We want to help the people on the team in each building. Newtown Police will also be involved. Four persons from each school will go back and train remaining team members.

Status of Grants: Dr. Reed said representatives from Washington will be coming tomorrow regarding the SERV Grant to provide technical assistance.

Dr. Reed attended the ceremony last week renaming the paraprofessional of the year award to the Anne Marie Paraprofessional of the Year Award. Anne Marie is one of the Sandy Hook paras we lost. It was a special event with her family in attendance and paras from Sandy Hook School. There was special acknowledgement of the importance of paraprofessionals in our schools.

We received an inquiry about the "Any Other Matters" item on the agenda. Dr. Reed will review the use and if it is not appropriate will not use it.

We had two power outages at Head O'Meadow School today.

Ms. Hamilton asked to add "action" to the financial report item

MOTION: Mr. Gaines moved to add "action" to the financial report item. Mrs. Roche seconded. Motion passes unanimously.

Mr. Gaines questioned if the "Any Other Matters" item would affect public participation.

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

Mr. Bienkowski presented the attached financial report. Current transfers are for various salary accounts. \$55,000 was recommended to the Administrative Salaries account for an administrator on active military leave, \$240,000 due to four positions budgeted but not filled due to reduced enrollment, and \$55,000 to the educational assistant's line.

Dr. Reed said we have carefully monitored enrollment over the summer and there are positions in the budget that were not filled. We also aren't filling a vacant .5 secretarial position at Sandy Hook School.

Mr. Bienkowski stated we've had number of emergency repairs this month including problems with the Reed boilers, replacement of an underground storage tank at the high school, professional cleanup after a water leak in the Chalk Hill School library, and various other repairs. We also finalized the Sandy Hook School claim for December 14. The total property claim was \$1,167,488. All has been paid less our deductible of \$25,000. A truck was taken out of service on Monday. We have eight trucks and five are overdue for replacement. The average age for our fleet is nine years. He requested to replace one vehicle under the emergency repairs provision.

John Vouros thanked Julie Haggard for the special education financial update which he read. It's important for the public to know what we are dealing with.

Mr. Freedman asked if there any chance of partnering with the town to allocate funds for the truck in the next budget cycle.

Mr. Bienkowski said the town doesn't have any extra vehicles. They recently purchased a number of vehicles. We've had them in the budget the last 4 years but they were always removed.

Mr. Hart felt we should think about replacing one each year.

Mr. Freedman asked the amount and where the money would come from in the current budget.

Mr. Bienkowski said we also need the truck for snow plowing and it would cost approximately \$30,000 and come out of the equipment line.

MOTION: Mr. Hart moved to amend the motion to include the approval for the purchase a replacement truck for approximately \$30,000.

Mr. Gaines amended his second.

Vote on the amendment to add the truck cost of \$30,000: motion passes unanimously.

Vote on the financial report and transfers: motion passes unanimously.

#### Item 4 – Old Business

##### Budget Goals for 2014-2015:

Mrs. Leidlein spoke about carrying forward goals not accomplished last year and asked for other suggestions from the Board. The items from last year include

- Adequate funding to meet the needs of our students and staff resulting from the events of December 14, 2012
- Our increased graduation requirements
- NEASC accreditation artifact preparation
- An educational infrastructure, including Professional Development, to support:
  - Maintenance of existing and expanding technology requirements (including BYOD)
  - Mandated system requirements of Common Core Standards (especially testing)

- Implementation of recommended security measures that may exceed existing systems
- Provisions for the new teacher evaluation plan

She hoped to adopt them at the next meeting.

Ms. Hamilton was looking for anything new or to just include what was spoken about at the last meeting.

Dr. Reed requested the list from the last meeting. He suggested including having the budget reflect the enrollment changes. He was not sure if there were budgetary implications regarding the teacher evaluation plan, curriculum development and increased costs for graduation requirements.

Mr. Freedman would like to have a time frame when goals are achieved.

Dr. Reed said we haven't brought forth the recommendations from the administration. It is probable that there will be district strategic planning next year and an enrollment study after October 1 of next year.

Item 5 – New Business

2014 schedule of BOE meetings.

MOTION: Mr. Gaines moved that the Board of Education approve the 2014 schedule of Board of Education meetings. Mrs. Roche seconded. Motion passes unanimously.

MOTION: Mr. Gaines moved that the Board of Education approve the authorized signatures change form to indicate that Dr. John R. Reed is the authorized signer of the ED-099 Agreement for Child Nutrition Programs. Mr. Hart seconded. Motion passes unanimously.

Item 6 – Public Participation

MOTION: Mr. Hart moved to adjourn. Mr. Gaines seconded. Motion passes unanimously.

Item 7 - Adjournment

The meeting adjourned at 9:21 p.m.

Respectfully submitted:

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Debbie Leidlein  
Chair

Consent Agenda  
December 3, 2013

- Minutes of November 19, 2013
- Donation of books to Middle Gate School
- Leave of absence for Orlando Callands, custodian
- Resignation of David Trau, paraeducator at Newtown High School



Kathy June <junek@newtown.k12.ct.us>

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## Donation

3 messages

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Diane Dennis <dennisd@newtown.k12.ct.us>

Sat, Nov 16, 2013 at  
9:57 AM

To: Kathy June <junek@newtown.k12.ct.us>

Hi Kathy -

Linda G. asked me to inform you that Middle Gate received a donation from Heinemann Publishing Co. of 100 student texts. After the summer programs at Sandy Hook, many of our treasured Leveled Literacy Intervention texts were missing. We looked into replacing them, but it was very expensive and books had to be ordered in sets of 4 (we needed mostly single copies to complete our kit). Anyway, I decided to contact customer service, explain our situation and see if there was anything they could do. I

also sent Heinemann a list of the books we were missing. On Friday, a box of 100 "replacement books" arrived with warm wishes. Linda would like this donation added to your list that will be presented to the board on Dec. 3. I'm not sure if you need the rep.'s information that sent us the donation, but here it is:

Kathy Haney  
Sr. Customer Service Rep.  
Heinemann Publishing  
361 Hanover St.  
Portsmouth, NH  
03801

Phone# 800-225-5800 x1319

Sincerely,

Diane Dennis  
Reading Teacher  
Middle Gate School

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Kathy June <junek@newtown.k12.ct.us>

NOV 25 2013

Orlando Callands  
57 Kohanza Street  
Danbury, CT 06811

November 19, 2013

Board of Education, Town of Newtown  
3 Primrose Street  
Newtown, CT 06470

Dr. Reed and Distinguished Board Members,

My name is Orlando Callands, and I have been an employee of the Board of Education, Town of Newtown, for the past 14 years; I respectfully ask that my position be held until I am able to return to work, which is projected to be the second week of January, 2014. I have spoken to my physicians and my treatment is expected to end December 6, 2013, with an approximate recovery time of 4-6 weeks; which would give me an expected return to work date of January 13, 2014.

I understand that my family leave will be exhausted, as will my paid and vacation leave as of December 6, 2013, and if this leave is granted, all subsequent leave will be without pay.

Respectfully,



Orlando Callands

David Trau  
75 Great Ring Road  
Monroe, CT, 06468  
203-685-6167  
Dtrau13@snet.net

11/20/13

David Abbey  
Director of Human Resources  
Newtown Public School District  
3 Primrose Street  
Newtown, CT, 06470

Dear Mr. Abbey:

Please accept this letter as notification that I am resigning from my position as a paraeducator at Newtown High School effective tomorrow. I regret that, due to circumstances beyond my control, I cannot continue my employment at this time. Thank you very much for the opportunity to work for your school district. It was a pleasure to work with the students and staff at your high school.

Sincerely,

Dave Trau

Additional Consent Agenda Item  
December 3, 2013

Personnel:

- Child rearing leave of absence for Paige Hyman,  
teacher at Newtown High School

November 27, 2013

Dr. John Reed  
3 Primrose Street  
Newtown, CT 06470

Dear Dr. Reed,

I am expecting my first child on or around February 20, 2014. Upon successful delivery of this baby, I would like to take a leave of absence to care for my newborn. I plan to use the first six weeks as disability leave until around April 2, 2014. I would then like to use my remaining personal days which would extend my leave until April 4, 2014. After this time, I would like to use a combination of my remaining FMLA leave time as well as an extended leave for the remainder of the school year ending June 9, 2014. I plan on returning to Newtown High School at the beginning of the 2014-2015 school year as a full time teacher. Thank you for your attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Paige Hyman".

Paige Hyman  
Newtown High School  
Mathematics Department  
[hymanp@newtown.k12.ct.us](mailto:hymanp@newtown.k12.ct.us)  
(203) 426-7646 x6570

cc: Charles Dumais  
Karen Sherman  
Suzanne D'Eramo

To: Board of Education

From: E. Patricia Llodra, First Selectman

Date: December 3, 2013

Subj: Enrollment projections/municipal space needs

A major focus of the Board of Selectmen over the next months will be to initiate a municipal space needs study. This has been our interest for several years, but circumstances distracted us from the initiative. We are beginning to regain our footing a bit and need now to return to the space needs focus, especially in light of the recently announced gift from General Electric.

As you know, the GE grant will be dedicated to the creation of a community center – a place for our townspeople (young and old) to gather, recreate, socialize, and engage. The full expression of this initiative is likely in two or three phases. My hope is that the first phase will include indoor pools, office spaces, and dedicated space for our senior citizens. That approach, if it becomes the decision of the planning team, will allow us to then plan for our Parks and Recreation offices to relocate to the new community center facility, which would also house our Senior Center. Several options for the subsequent relocation of other functions/departments and/or repurposing buildings then become available. It is imperative that we plan accordingly and present to the community a vision with choices and alternatives.

School facilities play a very large role in that future planning. Key to understanding how best to use the school facilities is enrollment data. We acknowledge that timing is difficult now for an enrollment study as recent events may have an effect on the outcome. I believe, however, that demographers and other specialists will be able to guide our thinking as to the magnitude of any effect.

The results of a study of municipal space needs are handicapped without school enrollment projections. We all want to do the right thing for our community and I respect immensely that your charge and mission differs somewhat from mine. Please consider how we may partner in this effort. The Board of Selectmen has some flexibility to manage timing of such a study to accommodate Board of Education concerns. Our goal, however, is to initiate a study this spring. Please let us know your thoughts.

Thank you for taking the time to reflect on this.

C: Dr. John Reed, Interim Superintendent of Schools



**NEWTOWN PUBLIC SCHOOLS**  
3 PRIMROSE STREET • NEWTOWN, CT 06470

**Julie G. Haggard, M.S.Ed.**  
Director of Pupil Services

**Sandy Rodriguez, M.A., CAS**  
Supervisor Special Education

**Robin Lawler Pavia**  
Interim Supervisor of Special Education

## Preschool Tuition Update

December 3, 2013

Currently our district runs a four-day morning & afternoon preschool program consisting of 2.75 hours in each session. To date, we have 29 special education identified students and 25 non-disabled peers enrolled. All non-disabled peers are registered for the four-day program with special education students attending for as many days of the four days indicated through the Individualized Education Plan (IEP). Special education student enrollment is on-going and primarily dependent on Birth to Three referrals, as well as three to five year olds who are newly identified through the Child-Find requirement under IDEA. We do not provide transportation to non-disabled peers and selection of these peers is based on a screening/ lottery process that begins in February.

In exploring surrounding area special education preschool programs, we are the only district who does not charge tuition to non-disabled peers. For similarly structured four-day programs, tuition rates range from \$2000-\$3,000; therefore, we may want to consider this in moving forward. Also of note, only two of the nine surrounding districts provide transportation to non-disabled peers. See the attached chart for more information. Districts that run a similar structure are highlighted in yellow.

Respectfully submitted,

A handwritten signature in cursive script that reads 'Julie G. Haggard'.

Julie G. Haggard  
Director of Pupil Service

SCHOOL DISTRICT	FEE	# DAYS	# SESSIONS	HOURS	TRANSPORTATION
<b>BETHEL</b>	<b>2,500</b>	<b>4</b>	<b>2</b>	<b>8:45-11:25</b>	NO
				<b>12:35- 3:15</b>	
BROOKFIELD	1,650	2	2	8:45-11:15	YES
	2,480	3		12:45-3:15	
	3,330	4			
EASTON	5300	5	1	9:00-2:00	NO
MONROE	1300	2	1	8:15-1:30	NO
	2000	3	1		
	2700	4	1		
	3400	5	1		
<b>NEW FAIRFIELD</b>	<b>3060</b>	<b>4</b>	<b>2</b>	<b>8:35-11:25</b>	NO
				<b>12:35-3:35</b>	
REDDING	2,800	2	1	8:20-12:40	NO
	3732	3	1		
	4,479	4	1		
	5599	5	1		
REGION 15	3321	4	2	9:00-1:30	YES
	4268	5	2	12:45-3:15	YES
<b>RIDGEFIELD</b>	<b>2000</b>	<b>4</b>	<b>2</b>	<b>8:30-11:45</b>	NO
				<b>12:30-3:15</b>	
TRUMBULL	1420	3	1	8:30-11:30	NO
	2270	4 OR 5	1	12:35-3:05	

Information  
Literacy  
Standards

December

2013

Newtown  
Public  
Schools

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# Statement of Purpose

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*The Newtown Public Schools Information Literacy Standards provide a framework for diverse research experiences that allow students to develop 21st century skills required by our increasingly digital world.*

*These standards specify skills that will be embedded across content areas in order for students to become independent, competent, creative, responsible, and ethical users/communicators of information. The Newtown Public Schools Information Literacy Standards are aligned with the Connecticut literacy standards and standards outlined by the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE).*

Please note: The naming/numbering convention used within the NPS Information Literacy Standards is as follows:

*(Grade Level).(Skill Set).(Guiding Standard).(Objective)*

Example: Student Objective 4.1.1.6 is read:

*(Grade 4) (Skill Set 1) (Guiding Standard 1) (Student Objective 6)*

~ Doris Papp, *Media Specialist*, Hawley Elementary School

~ Beverly Bjorklund, *Media Specialist*, Head O' Meadow Elementary School

~ Suzanne Hurley, *Media Specialist*, Middle Gate Elementary School

~ Yvonne Cech, *Media Specialist*, Sandy Hook Elementary School

~ Pia Ledina, *Media Specialist*, Reed Intermediate School

~ Jeanne Bugay, *Media Specialist*, Newtown Middle School

~ Liza Zandonella, *Media Specialist*, Newtown High School

~ Tiffany Cotroneo, *Media Specialist*, Newtown High School

# Information Literacy Standards: Kindergarten

---

***Skill Set K.1: Follow an inquiry-based process to identify and select appropriate sources.***

***K.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

***K.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

***K.1.1 Student Objectives:***

- K.1.1.1 Participate in shared research projects. (CCSS K.W.7)
- K.1.1.2 Create questions to guide simple inquiry-based projects with support.
- K.1.1.3 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (CCSS K.W.8)
- K.1.1.4 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)

---

***Skill Set K.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***K.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***K.2.1 Essential Questions***

- How do students evaluate the accuracy and reliability of sources? (Begins in Grade 3)
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***K.2.1 Student Objectives:***

- K.2.1.1 Use a combination of drawing, dictating, and writing to create new understandings. (CCSS K.W.2)
- K.2.1.2 Communicate information with others.
- K.2.1.3 Confirm understanding of information learned about the topic.

---

***Skill Set K.3: Assess and reflect upon process and product.******K.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***K.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***K.3.1 Student Objectives:***

K.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)

K.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)

K.3.1.3 With guidance and support, respond to questions and suggestions from peers. (CCSS K.W.5)

---

***Skill Set K.4: Use information and technology ethically and responsibly.******K.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***K.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***K.4.1 Student Objectives:***

K.4.1.1 Adhere to the NPS Responsible Use Policy.

K.4.1.2 Identify the title, author and illustrator of a book with guidance and support. (AASL 1.3.1)

K.4.1.3 Define the role of the author and illustrator of a book with guidance and support. (CCSS K.R.I.6)

# Information Literacy Standards: Grade 1

---

***Skill Set 1.1: Follow an inquiry-based process to identify and select appropriate sources.***

***1.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

***1.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

***1.1.1 Student Objectives:***

- 1.1.1.1 Participate in shared research projects. (CCSS 1.W.7)
- 1.1.1.2 Create and sort questions to guide simple inquiry-based projects with guidance and support.
- 1.1.1.3 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (CCSS 1.W.8)
- 1.1.1.4 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 1.1.1.5 With guidance and support, know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS 1.RT.5)

---

***Skill Set 1.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***1.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***1.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources? (Begins in Grade 3)
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***1.2.1 Student Objectives:***

- 1.2.1.1 Sort information into assigned categories with guidance and support.
- 1.2.1.2 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. (AASL 2.1.6)
- 1.2.1.3 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (District Strategic Planning 21st Century Skills-3)

---

***Skill Set 1.3: Assess and reflect upon process and product.***

***1.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***1.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***1.3.1 Student Objectives:***

- 1.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 1.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 1.3.1.3 With guidance and support, analyze product for quality.

---

***Skill Set 1.4: Use information and technology ethically and responsibly.***

***1.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***1.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***1.4.1 Student Objectives:***

- 1.4.1.1 Adhere to the NPS Responsible Use Policy.
- 1.4.1.2 Identify the title, author and illustrator of a book with guidance and support. (AASL 1.3.1)
- 1.4.1.3 Define the role of the author and illustrator of a book with guidance and support.

# Information Literacy Standards: Grade 2

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***Skill Set 2.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***2.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***2.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***2.1.1 Student Objectives:***

- 2.1.1.1 Participate in shared research projects. (CCSS 2.W.7)
- 2.1.1.2 Recall information from experiences or gather information from provided sources to answer a question. (CCSS 2.W.8)
- 2.1.1.3 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 2.1.1.4 Create and sort questions to guide simple inquiry-based projects with support.
- 2.1.1.5 With guidance and support, find, evaluate, and select appropriate sources to answer questions. (AASL 1.1.4)
- 2.1.1.6 With guidance and support, know and use various text features (i.e., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS 2.R.1.5)

---

***Skill Set 2.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***2.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***2.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources? (Begins in Grade 3)
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***2.2.1 Student Objectives:***

- 2.2.1.1 Create new understandings in a teacher-designated format. (CCSS 2.W.7)
- 2.2.1.2 Organize the information into a logical sequence. (CCSS 2.W.7)
- 2.2.1.3 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (CCSS 2.W.6, District Strategic Planning 21st Century)

---

***Skill Set 2.3: Assess and reflect upon process and product.***

***2.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***2.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***2.3.1 Student Objectives:***

- 2.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 2.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 2.3.1.3 With guidance and support, analyze product for quality.

---

***Skill Set 2.4: Use information and technology ethically and responsibly.***

***2.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***2.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***2.4.1 Student Objectives:***

2.4.1.1 Adhere to the NPS Responsible Use Policy.

2.4.1.2 Use templates to list the resources used, including author, title and publication date. (AASL 1.3.1)

2.4.1.3 Define the importance of the publication date of a source in relation to copyright. (AASL 1.3.1)

# Information Literacy Standards: Grade 3

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***Skill Set 3.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***3.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***3.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***3.1.1 Student Objectives:***

- 3.1.1.1 With guidance and support, conduct short research projects that build knowledge about a topic. (CCSS 3.W.7)
- 3.1.1.2 With guidance and support, recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS 3.W.8)
- 3.1.1.3 Develop and refine a range of questions to frame search for new understanding. (AASL 1.1.3)
- 3.1.1.4 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 3.1.1.5 With guidance and support, find, evaluate, and select appropriate sources to answer questions. (AASL 1.1.4)
- 3.1.1.6 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS 3.R.I.5)

---

***Skill Set 3.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***3.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***3.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***3.2.1 Student Objectives:***

- 3.2.1.1 Organize the information into a logical sequence. (CCSS 3.W.8)
- 3.2.1.2 With guidance and support, make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7)
- 3.2.1.3 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (CCSS 3.W.6, District Strategic Planning 21st Century)

---

***Skill Set 3.3: Assess and reflect upon process and product.***

***3.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***3.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***3.3.1 Student Objectives:***

- 3.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 3.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 3.3.1.3 With support, analyze product for quality.
- 3.3.1.4 With support, identify improvements to be made for future products.

---

***Skill Set 3.4: Use information and technology ethically and responsibly.***

***3.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***3.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***3.4.1 Student Objectives:***

3.4.1.1 Adhere to the NPS Responsible Use Policy.

3.4.1.2 Include citation information for sources. (AASL 1.3.1)

3.4.1.3 Use templates to list the sources used including author, title, city of publication, publisher, copyright date, and relevant digital information. (AASL 1.3.1)

# Information Literacy Standards: Grade 4

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***Skill Set 4.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***4.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***4.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***4.1.1 Student Objective:***

- 4.1.1.1 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS 4.W.7)
- 4.1.1.2 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources used. (CCSS 4.W.8)
- 4.1.1.3 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 4.1.1.4 Develop and refine a range of questions to frame search for new understanding. (AASL 1.1.3)
- 4.1.1.5 With guidance and support, find, evaluate, and select appropriate sources to answer questions. (AASL 1.1.4)
- 4.1.1.6 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS 3.R.I.5)

---

***Skill Set 4.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***4.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***4.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***4.2.1 Student Objectives:***

- 4.2.1.1 Organize the information into a logical sequence. (CCSS 4.W.8)
- 4.2.1.2 With guidance and support, make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7)
- 4.2.1.3 Summarize or paraphrase information in notes and provide a list of sources used. (CCSS 4.W.8)
- 4.2.1.4 Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (CCSS 4.W.6, District Strategic Planning 21st Century)

---

***Skill Set 4.3: Assess and reflect upon process and product.***

***4.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***4.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***4.3.1 Student Objective:***

- 4.3.1.1 With guidance and support, reflect on process used (ex. checklist, rubric). (AASL 1.4.2)
- 4.3.1.2 With guidance and support, determine if all requirements are included. (AASL 1.4.3)
- 4.3.1.3 With support, analyze product for quality.
- 4.3.1.4 With support, identify improvements to be made for future products.

---

***Skill Set 4: Use information and technology ethically and responsibly.***

***4.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***4.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***4.4.1 Student Objectives:***

- 4.4.1.1 Adhere to the NPS Responsible Use Policy.
- 4.4.1.2 Include citation information for sources. (AASL 1.3.1)
- 4.4.1.3 Use templates to list the sources used including author, title, city of publication, publisher, copyright date, and digital information. (AASL 1.3.1)

# Information Literacy Standards: Grades 5 & 6

---

***Skill Set 5-6.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***5-6.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***5-6.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***5-6.1.1 Student Objectives:***

- 5-6.1.1.1 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic based upon criteria established by the teacher. (CCSS 5.W.7, CCSS 6.W.7)
- 5-6.1.1.2 Develop and refine a range of questions to frame inquiry-based research in a variety of content areas with guidance and support. (AASL 1.1.3)
- 5-6.1.1.3 Recall relevant information from experiences or gather relevant information from multiple print and digital sources. (CCSS 5.W.8, CCSS 6.W.8)
- 5-6.1.1.4 Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning (AASL 1.1.6)
- 5-6.1.1.5 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS 5.RIT.7, AASL 1.1.4)

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***Skill Set 5-6.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***5-6.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***5-6.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***5-6.2.1 Student Objectives:***

- 5-6.2.1.1 Begin to make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (CCSS 5.RIT.6, CCSS 6.RIT.6)
- 5-6.2.1.2 Evaluate and select accurate information from chosen sources. (CCSS 5.W.8, AASL 1.1.4)
- 5-6.2.1.3 Make inferences and gather meaning that can be supported with evidence from information presented in any format (e.g., textual, visual, media, digital). (CCSS 5.RIT.7, CCSS 6.RIT.1)
- 5-6.2.1.4 Synthesize ideas and refine questions to frame the search for new understanding. (CCSS 6.W.7, AASL 1.2.5)
- 5-6.2.1.5 Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS 5.W.9, CCSS 6.W.9)
- 5-6.2.1.6 Summarize or paraphrase information in notes (and finished work), and provide (gather) a list of sources. (CCSS 5.W.8)
- 5-6.2.1.7 Integrate information presented in different media or formats on the same topic in order to write or speak about the subject knowledgeably. (CCSS 5.RIT.9, CCSS 6.RIT.7)
- 5-6.2.1.8 Use the writing process, digital media, visual literacy and technology skills to create an original interpretation of information with guidance and support. (CCSS 5.SL.5)
- 5-6.2.1.9 Begin to collaborate with others to exchange ideas, consider diverse and global perspectives, draw conclusions, and develop new understandings. (CCSS 5.SL.1.d)

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***Skill Set 5-6.3: Assess and reflect upon process and product.***

***5-6.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***5-6.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***5-6.3.1 Student Objectives:***

- 5-6.3.1.1 Assess the credibility and accuracy of each source. (CCSS 5.W.8, CCSS 6.W.8)
- 5-6.3.1.2 Reflect on the process, thoroughness of content, and quality of product based on assessment criteria and or rubric. (AASL 4.4)
- 5-6.3.1.3 Compare self-reflection to teacher evaluation.

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***Skill Set 5-6.4: Use information and technology ethically and responsibly.***

***5-6.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***5-6.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***5-6.4.1 Student Objectives:***

- 5-6.4.1.1 Adhere to the NPS Responsible Use Policy.
- 5-6.4.1.2 Integrate information while avoiding plagiarism. (CCSS 5.W.8, CCSS 6.W.8)
- 5-6.4.1.3 Use guides and examples to appropriately cite sources and the ideas of others according to standard style. (AASL 3.3.7)

# Information Literacy Standards: Grade 7

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***Skill Set 7.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***7.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***7.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***7.1.1 Student Objectives:***

- 7.1.1.1 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS 7.W.7)
- 7.1.1.2 Determine information need and identify accurate sources at the appropriate reading level.
- 7.1.1.3 Develop and refine a range of questions to frame the search for new understanding. (AASL 1.1.3)
- 7.1.1.4 Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. (AASL 1.1.6)
- 7.1.1.5 Gather relevant information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others. (CCSS 7.W.8)

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***Skill Set 7.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***7.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***7.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***7.2.1 Student Objectives:***

- 7.2.1.1 Assess the credibility and accuracy of each source. (CCSS 8.W.8)
- 7.2.1.2 Record notes in keywords, short phrases, and quotations, and document the source in which they are found.
- 7.2.1.3 Organize and classify notes using either a print or digital graphic organizer or outline with guidance.
- 7.2.1.4 Synthesize ideas and refine questions to frame the search for new meaning. (AASL 1.1.3)
- 7.2.1.5 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7, CC7.RIT.6)
- 7.2.1.6 Use prior and background knowledge as context for new learning. (AASL 1.1.2)
- 7.2.1.7 Evaluate differing interpretations and assess if the reasoning is sound, and the information is sufficient to support the claim. (CC7.RIT.8)
- 7.2.1.8 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS 7.SL.2)
- 7.2.1.9 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCSS R7.W.6)
- 7.2.1.10 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (CCSS 7.SL.1)

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***Skill Set 7.3: Assess and reflect upon process and product.******7.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***7.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***7.3.1 Student Objectives:***

- 7.3.1.1 Reflect on the process, thoroughness of content and quality of product based on assessment criteria or rubric.
- 7.3.1.2 Revise product according to teacher input and peer review.
- 7.3.1.3 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)

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***Skill Set 7.4: Use information and technology ethically and responsibly.******7.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***7.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***7.4.1 Student Objectives:***

- 7.4.1.1 Adhere to the NPS Responsible Use Policy.
- 7.4.1.2 With support and guidance, credit ideas of others to avoid plagiarism.
- 7.4.1.3 With support and guidance, follow a standard format for citation. (CCSS 7.W.8)

# Information Literacy Standards: Grade 8

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***Skill Set 8.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***8.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***8.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***8.1.1 Student Objectives:***

- 8.1.1.1 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS 8.W.7)
- 8.1.1.2 Determine information need and identify appropriate sources at the appropriate reading level.
- 8.1.1.3 With guidance, apply advanced search strategies to narrow or expand inquiry.
- 8.1.1.4 Gather relevant information from multiple print and digital sources, using search terms effectively. (CCSS 8.W.8)
- 8.1.1.5 Locate and access print and digital sources using advanced search strategies and appropriate search terms.
- 8.1.1.6 Locate and access primary sources.

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***Skill Set 8.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***8.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***8.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***8.2.1 Student Objectives:***

- 8.2.1.1 Assess the credibility and accuracy of each source. (CCSS 8.W.8)
- 8.2.1.2 Record notes in keywords, short phrases, and quotations, and document the source in which they are found.
- 8.2.1.3 Organize and classify notes using either a print or digital graphic organizer or outline with guidance.
- 8.2.1.4 Paraphrase data and conclusions of others. (CCSS 8.W.8)
- 8.2.1.5 Synthesize ideas and refine questions to frame the search for new understanding.
- 8.2.1.6 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (AASL 1.1.7, CCSS 8.RIT.6)
- 8.2.1.7 Delineate and evaluate differing interpretations and viewpoints of a given text and determine if the reasoning is sound and the information is sufficient to support the claim. (CCSS 8.RIT.8)
- 8.2.1.8 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCSS R8.W.6)
- 8.2.1.9 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (CCSS 8.SL.1)

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***Skill Set 8.3: Assess and reflect upon process and product.******8.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***8.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***8.3.1 Student Objectives:***

- 8.3.1.1 Reflect on the process, thoroughness of content and quality of product based on assessment criteria or rubric.
- 8.3.1.2 Revise product according to teacher input and peer review.
- 8.3.1.3 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)

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***Skill Set 8.4: Use information and technology ethically and responsibly.******8.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***8.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***8.4.1 Student Objectives:***

- 8.4.1.1 Adhere to the NPS Responsible Use Policy.
- 8.4.1.2 With support and guidance, credits ideas of others to avoid plagiarism.
- 8.4.1.3 With support and guidance, follows a standard format for citation. (CCSS 8.W.8)

# Information Literacy Standards: Grades 9 & 10

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***Skill Set 9-10.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***9-10.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***9-10.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***9-10.1.1 Student Objectives:***

- 9-10.1.1.1 Determine information need and develop a research plan.
- 9-10.1.1.2 Implement an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge. (CCSS 9-10.W.9.B)
- 9-10.1.1.3 Effectively select and incorporate multiple sources of information presented in diverse formats, including primary and secondary sources when appropriate, and document all sources used. (CCSS 9-10.R.I.9) (CCSS 9-10.S.L.2)
- 9-10.1.1.4 Implement strategies to organize and narrow search. (CCSS 9-10.W.7)
- 9-10.1.1.5 Demonstrate adaptability and persistence by changing the inquiry focus, resources or strategies used when necessary to gain a broad perspective and achieve success. (CCSS 9-10.W.7)

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***Skill Set 9-10.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***9-10.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***9-10.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***9-10.2.1 Student Objectives:***

- 9-10.2.1.1 Generate and refine a range of effective questions to frame the search for new understanding. (CCSS 9-10.W.7)
- 9-10.2.1.2 Maintain a critical stance by questioning the validity and accuracy of all information (CCSS 9-10.W.7)(CCSS 9-10.S.L.2)
- 9-10.2.1.3 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as members of the community. (CCSS 9-10.S.L.1)
- 9-10.2.1.4 Monitor own information seeking processes for effectiveness and progress, assessing for gaps and weaknesses, and adapt as necessary. (CCSS 9-10.W.7)
- 9-10.2.1.5 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (CCSS 9-10.W.9) (CCSS 9-10.W.1) (CCSS 9-10.S.L.2)
- 9-10.2.1.6 Incorporate media and visual literacy, and technology skills to create products that express new understandings. (CCSS 9-10 W.2)
- 9-10.2.1.7 Create an original interpretation of information that demonstrates understanding and properly credits the ideas of others. (CCSS 9-10.R.L.1); (CCSS 9-10.W.7)
- 9-10.2.1.8 Revise product based on self-assessment and teacher input (CCSS 9-10.W.7)

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***Skill Set 9-10.3: Assess and reflect upon process and product.******9-10.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***9-10.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***9-10.3.1 Student Objectives:***

- 9-10.3.1.1 Reflect on the process by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 9-10.3.1.2 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)
- 9-10.3.1.3 Evaluate one's own ability to work with others in a group setting by assessing varied roles, leadership, and demonstrations of respect for other viewpoints.

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***Skill Set 9-10.4: Use information and technology ethically and responsibly.******9-10.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***9-10.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***9-10.4.1 Student Objectives:***

- 9-10.4.1.1 Adhere to the NPS Responsible Use Policy.
- 9-10.4.1.2 Respect copyright/intellectual property rights of creators and producers. (CCSS 9-10.W.8) (AASL 1.3.1)
- 9-10.4.1.3 Properly cite all sources used following a standard format for citation. (CCSS 9-10.W.8)

# Information Literacy Standards: Grades 11 & 12

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***Skill Set 11-12.1: Follow an inquiry-based process to identify and select appropriate sources.***

## ***11-12.1.1 Guiding Standard(s):***

Information is organized in various ways. Information can be accessed efficiently and effectively. Information from any source needs to be checked for accuracy and reliability. (AASL 1.1) (ISTE 3)

## ***11-12.1.1 Essential Question(s):***

- How do students utilize learning skills and strategies to identify sources that address their information need(s)?

## ***11-12.1.1 Student Objectives:***

- 11-12.1.1.1 Determine information need and implement an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization). (CCSS 11-12.W.9.B) (AASL 2.1.1)
- 11-12.1.1.2 Generate and refine a range of effective questions to frame the search for new understanding.
- 11-12.1.1.3 Demonstrate mastery of technology tools to pursue inquiry and access a variety of appropriate and valid sources to gather and record information. (CCSS 11-12.W.8) (AASL 1.1.8)
- 11-12.1.1.4 Implement strategies to organize and narrow search.
- 11-12.1.1.5 Incorporate primary and secondary sources when appropriate and document sources used.
- 11-12.1.1.6 Demonstrate adaptability and persistence by changing the inquiry focus, sources or strategies used when necessary to gain a broad perspective and achieve success. (CCSS 11-12.W.7) (AASL 1.2.5)

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***Skill Set 11-12.2: Apply higher-order thinking skills to gather and record information, draw conclusions, and create new understandings.***

***11-12.2.1 Guiding Standard(s):***

Informed decisions require critical thinking. (AASL 2) Lifelong learners draw conclusions from information and apply knowledge to curricular areas, real world situations and further investigations. (AASL 2) (ISTE 4) Evaluation takes place throughout the gathering and using of information. (AASL 1.2, 2)

***11-12.2.1 Essential Question(s):***

- How do students evaluate the accuracy and reliability of sources?
- How do students use critical thinking skills to extract, synthesize and communicate relevant information?

***11-12.2.1 Student Objectives:***

- 11-12.2.1.1 Consider audience and purpose. (CCSS 11-12.W.8)
- 11-12.2.1.2 Maintain a critical stance by questioning the validity and accuracy of all information. (AASL 1.2.4)
- 11-12.2.1.3 Solicit and respect diverse perspectives while searching for information and collaborating with others. (AASL 3.3.1)
- 11-12.2.1.4 Synthesize information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias. (CCSS 11-12.W.1) (AASL1.1.7)
- 11-12.2.1.5 Create an original interpretation of information that properly credits the ideas of others and supports their analysis.
- 11-12.2.1.6 Contribute to the exchange of ideas within and beyond the learning community. (AASL 3.3.5)
- 11-12.2.1.7 Revise product based on self-assessment and teacher input.

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***Skill Set 11-12.3: Assess and reflect upon process and product.***

***11-12.3.1 Guiding Standard(s):***

Reflection is a key component of continuous improvement. (AASL 4.4) Lifelong learners evaluate process, product, new knowledge and understanding. (AASL 4.4)

***11-12.3.1 Essential Question(s):***

- How will students effectively gauge if they have satisfied their information need or solved their problem?
- How will students apply new knowledge and acquired skills to real world situations and future investigations?

***11-12.3.1 Student Objectives:***

- 11-12.3.1.1 Reflect on the process by which learning was achieved in order to revise strategies and learn more effectively in the future. (AASL 3.4.1)
- 11-12.3.1.2 Assess the quality and effectiveness of the learning product. (AASL 3.4.2)
- 11-12.3.1.3 Evaluate one's own ability to work with others in a group setting by assessing varied roles, leadership, and demonstrations of respect for other viewpoints. (AASL 3.4.3)

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***Skill Set 11-12.4: Use information and technology ethically and responsibly.***

***11-12.4.1 Guiding Standard(s):***

Lifelong learners use information and knowledge ethically and responsibly. (AASL 3.4) (ISTE 3, 5)

***11-12.4.1 Essential Question(s):***

- How will students utilize strategies as ethical and responsible members of an increasingly digital society?

***11-12.4.1 Student Objectives:***

- 11-12.4.1.1 Adhere to the NPS Responsible Use Policy.
- 11-12.4.1.2 Respect copyright/intellectual property rights of creators and producers. (CCSS 11-12.W.8)
- 11-12.4.1.3 Properly cite all sources used following a standard format for citation. (CCSS 11-12.W.8)

# **Information Literacy Standards: Appendices**

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## Appendices: Kindergarten & Grades 1-4

### ***Teacher Training Opportunities***

- Destiny Online Catalog, including Web Path Express
  - Search methods
  - Navigation
  - Keyword searches
- Online Databases and Encyclopedias (such as iCONN, EBSCO, Grolier Online, World Book Online)
  - Works Cited
- Professional Online Services (such as Discovery Streaming, TeachingBooks, BrainPOP, AtoZ Learning, Enchanted learning)
- Web site evaluation

### ***Suggested Activities, Model Units, and Recommendations for Working with Students***

- Collaborate with Library Media Specialist to plan lessons and/or units
- Identify title, author, publisher, city of publication, and copyright date using specific pages in book for Works Cited
- Find information using the table of contents, index and/or the glossary
- Use a variety of resources such as books, magazines, maps, ebooks, DVDs, and web sites
- Understand the differences between fiction and nonfiction
- Provide template for note-taking
- Use graphic organizers appropriate for research
- Use the interactive whiteboard to color code or cluster questions or key phrases on a specific topic
- Use sentence strips to sort questions or key phrases
- Generate list of questions about a topic
- Use various rewording strategies in note-taking such as:
  - Replace author's words with student language
  - Read a passage, close the book, and write facts you remember from the passage
  - Read print copies of a passage and write checks at the beginning of a key phrase that answers a research question
- Find books at appropriate reading level
- Create scavenger hunt activities using print and digital resources, including atlas, almanac, and encyclopedia
- Locate following citation components of print periodicals: title of magazine, date of issue, title of magazine article, author of article, and page numbers of article
- Refer to Works Consulted/Cited Guidelines Newtown Public Schools.

- Use digital resources to answer research questions. (Subscription databases and online encyclopedias such as EBSCO, World Book Online, Grolier Online, ICONN)
  - Identify and complete works cited for digital encyclopedia articles. (Refer to Works Consulted/Cited Guidelines Newtown Public Schools.)
  - Search for articles in digital sources using effective keywords and navigation tools such as article contents outlines
  - Understand search results should include: pagination, filtering or refining results, PDF and HTML formats and citation details about the magazine (title of magazine, date of issue, title of magazine article, author of article, and page numbers of article) with teacher guidance.
- Use online catalog to locate available resources in the LMC
  - Identify call number, title, author's name, and availability
  - Instruct students on the components of library catalog searches: components of effective keywords, making searches specific using title, author, series, subject, and keyword.
  - Instruct students on the advanced components of library catalog searches such as finding more detailed information, compiling lists, understanding copy information, placing holds.
- Identify format and purpose of call numbers in the library
- Locate book in library using call number on spine of book
- When introducing a new web site, expose students to the components of evaluating a Web site by thinking aloud with students regarding: Who, what, when, and why the webpage was published. (Kathy Schrock's Guide for Educators. *Discovery Education*.  
<<http://school.discoveryeducation.com/schrockguide/eval.html>>)

### ***Differentiation - Meeting the Needs of All Students***

- Provide picture or audio cues to communicate procedure
- Partner students with a peer or adult to accomplish a task
- Create and use graphic organizers using pictures, icons, or words (such as *Kidspiration*)
- Provide opportunities for students to generate a list of topics individually or in small groups
- Provide opportunities for students to generate questions on a topic individually or in small groups
- Provide opportunities for students to find resources at appropriate reading levels with or without guidance
- Provide opportunities for students to use additional resources of their choice
- Provide opportunities for students to use LMC with an educational assistant, parent volunteer, or peer to find resources
- Provide opportunities for students to read about a topic individually or in a guided reading group
- Ask specific guided questions at different levels
- Provide additional subtopics or more limited topics to be researched
- Provide specific locations (book, chapter, or page) of information to be used by student
- Provide a template for completed project

- Encourage students to share or present information through a variety of formats. Some examples are performance, reader response, poster, diorama, art project, student made book, video, slideshow, digital pictures, audio narration
- Allow students to use technology (such as word processing software, *Inspiration*, *Kidspiration*) to complete parts of the research process instead of doing the tasks in written format
- Provide opportunities for students to learn print or online resources first, so they may be a resource to others. (Teacher may need to coordinate with LMS or resource teachers to accomplish this activity)

## **Resources**

- School Web Site
- Content area curricula
- Class Web Sites, Newsletters
- Teacher-selected web sites and teacher-created project materials, such as Project Information Sheets and Rubrics
- Library Media Specialist
- Library Media Center Web Site
- Destiny, our Online Patron Access Catalog (OPAC)
- Subscription databases and online encyclopedias (such as EBSCO, World Book Online, Grolier Online, and Discovery Streaming)
- Online reading advisory databases (such as TeachingBooks.net, or NoveList K-8)
- LMC materials such as books, eBooks, periodicals, and digital materials
- Professional journals, periodicals, and online resources
- Research model (such as Big6)
- Newtown Public Schools Works Consulted/Works Cited reference (under teacher direction)
- Grade appropriate reference and reading materials
  - Age-appropriate periodicals available in classrooms and LMC
  - Online databases (such as EBSCO, ICONN)
  - Online encyclopedia (such as World Book Online, Grolier Online)
  - Reference: age-appropriate dictionaries, encyclopedias, almanacs, and atlases available in classrooms and LMC
- Age-appropriate software (such as MS Office, *KidPix*, *Inspiration*, *Kidspiration*)
- Newtown Public Schools Works Consulted/Works Cited templates
- Kathy Schrock’s Guide for Educators. *Discovery Education*.  
<<http://school.discoveryeducation.com/schrockguide/eval.html>>
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- State of Connecticut Digital Library: <http://www.iconn.org>

## Appendices: Grades 5-6

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### ***Teacher Training Opportunities***

- Destiny Online Catalog
  - Search methods
  - Navigation
  - Keyword searches
  - WebPath Express
- Online Databases and Encyclopedias (such as iCONN, EBSCO, Expert Space World Book Online)
- Professional Online Services (such as Discovery Streaming, BrainPOP)
- Google Docs/Applications for Education
- Web site evaluation
- Works Cited

### ***Suggested Activities, Model Units, and Recommendations for Working with Students***

- Classroom teachers should collaborate with the Library Media Specialist to locate sources, select information, evaluate web sites and sources
- Teacher and Library Media Specialist should model guidelines in evaluating information on a web site: domain affiliation (i.e., .org, .edu, .gov, .com); date page was created/currency of site; author/publisher; accuracy of information through triangulation/cross-checking of info; and depth of information provided.
- Students should use a variety of information resources (such as personal interviews, print, video, television, web sites)
- Teachers and students should use software applications to create graphic organizers and projects
- Students should have opportunities to navigate teacher-selected and previewed web sites to answer “guiding questions”

## ***Differentiation - Meeting the Needs of All Students***

- Peer collaboration: Use cooperative-learning techniques—small groups should include learners with a variety of strengths and weaknesses
  - Activity Example: Group debate: In small groups, students research a topic of interest to present in debate format. Students select and support opposing points of view. Each student is assigned a unique role as part of the team
- Peer tutoring: Student collaboration partners work together to learn
  - Activity Example: When studying for a test, students pair off and take turns playing the role of teacher
- Vary expectations:
  - Chunk/tier assignments into smaller units for struggling students, while providing extension activities for high achieving students
- Incorporate a variety of learning styles in both the process and the product
  - Include something for visual, auditory and kinesthetic learners
  - Activity Example: in costume, students record or video interviews of the historical figure they researched
- Variety of resources (e.g. graphic novels, posters, photo documentaries, videos, audiobooks)

## ***Resources***

- Library Media Center web site (<https://sites.google.com/a/newtown.k12.ct.us/reedlmc/>)
- Reed Intermediate School Web Site (<http://newtown.reed.schooldesk.net/>)
- Class web sites
- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- LMC Professional Collection, including journals and periodicals
- Reed LMC MLA Citations Guide
- Eisenberg, Michael, Berkowitz *The Big 6 Skills Model of Information Problem-solving*, <http://www.big6.com/index.php>. 3 March 2005. The "Big6™" is copyright © (1987) Michael B. Eisenberg and Robert E. Berkowitz.
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- Connecticut Digital Library: <http://www.iconn.org>

## Appendices: Grades 7-8

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### ***Teacher Training Opportunities***

- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- State of Connecticut Digital Library – iCONN.org
- Web site evaluation

### ***Suggested Activities, Model Units, and Recommendations for Working with Students***

- Collaborate with the Library Media Specialist to locate sources, select information, evaluate web sites and cite sources
- Complete a S.P.I.R.E chart: Social, political, intellectual, religious, education of a time period
- Cross reference web site information with print sources to verify accuracy and validity
- Use any computer software to create a graphic organizer and concept map
- Use Edmodo to create a “flipped classroom”
- Use iMovie to create book trailers

### ***Differentiation - Meeting the Needs of All Students***

- Provide a range of reading level materials, including audiobooks, graphic novels
- Peer collaboration: think, pair, share
- Peer tutoring
- Jigsaw questions – students take ownership of a question and report to class
- Vary expectations: chunk/tier assignments into smaller units for struggling students
- Students create and teach a lesson to the class
- Group debate: students present a topic in debate format in which they select and support opposing viewpoints
- Web Quests - students solve a problem using the Internet
- Incorporate a variety of learning styles

## Resources

- Library Media Specialist web site ([http://myschooldesk.net/newtown/teachersite.aspx#site.7345\\_pid.31198\\_mid.55285](http://myschooldesk.net/newtown/teachersite.aspx#site.7345_pid.31198_mid.55285))
- Class web sites
- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- MLA Citation Reference Guide
- Professional Collection located in the Library Media Center, including periodicals, journals.
- Anderson, L & Krathwohl, D. editors. *The New Bloom's Taxonomy: A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.*
- Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners.*
- Calkins, Lucy et al. *Pathways to the Common Core.*
- Lemov, Doug. *Teach Like a champion.*
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- State of Connecticut Digital Library: <http://www.iconn.org>

## Appendices: Grades 9-12

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### ***Teacher Training Opportunities***

- Hands-on workshops for the exploration of a wide variety of technology tools and practices
- One-on-one information literacy skills development for teachers
- Assistance with selecting/integrating appropriate technology to best meet instructional needs

### ***Suggested Activities, Model Units, and Recommendations for Working with Students***

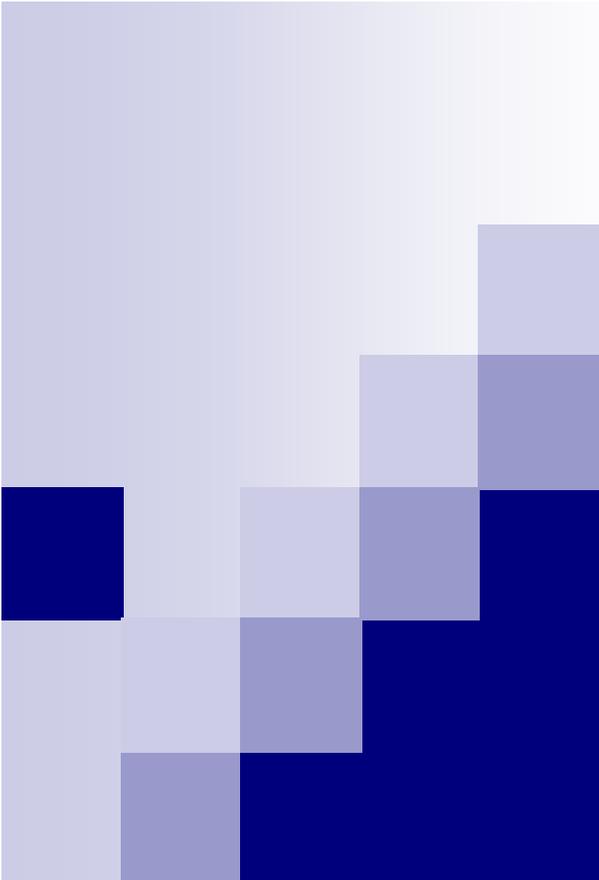
- Collaboration with a Library Media Specialist to locate sources, select information, and evaluate web sites and sources
- Classroom teacher and Library Media Specialist model best practices in evaluating information on a web site: domain affiliation (i.e., .org, .edu, .gov, .com); date page was created/currency of site; author/publisher; accuracy of information through triangulation/cross-checking of info; and depth of information provided.
- Student use of a variety of resources (such as personal interviews, print, video, television, web sites)
- Student provided opportunities to navigate to classroom teacher and/or Library Media Specialist selected and previewed web sites to answer “guiding questions”

### ***Differentiation - Meeting the Needs of All Students***

- Peer collaboration
  - Students teach students (e.g. peer tutoring, presenting lessons to class)
  - Cooperative learning groups
- Choice of research topic and/or product that reflect students’ various interests, abilities, and learning styles
- Variety of resources (e.g. graphic novels, posters, photo documentaries, videos, audiobooks)
- Range of reading levels from intermediate to post high school
- APA citation for science students
- Varying expectations of process and product

## ***Resources***

- Library Media Center web site (<https://sites.google.com/a/newtown.k12.ct.us/nhs-lmc/home>)
- Class web sites
- Destiny, online library catalog
- WebPath Express search engine (accessible through Destiny) containing educator-reviewed and verified search results
- LMC Professional Collection
- Audio/Visual materials
- NHSLMC databases handout with access codes
- NHSLMC MLA Citations Reference Guide handout
- Cyrenius Booth Public Library: <http://www.chboothlibrary.org>
- State of Connecticut Digital Library: <http://www.iconn.org>



# Graduation 2020

CT High School Graduation Requirements  
Newtown High School Staffing Implications

Charles Dumais, Principal  
December 2013



**CT General Statutes 10-221a** (Graduation Requirements)

**Public Act 10-111** (Secondary School Reform)

**Public Act 11-135** (Implementation Dates)

**Public Act 13-108** (Unleashing Innovation, Mastery-Based Standards)

**Public Act 13-247** (Academic Advancement Program)

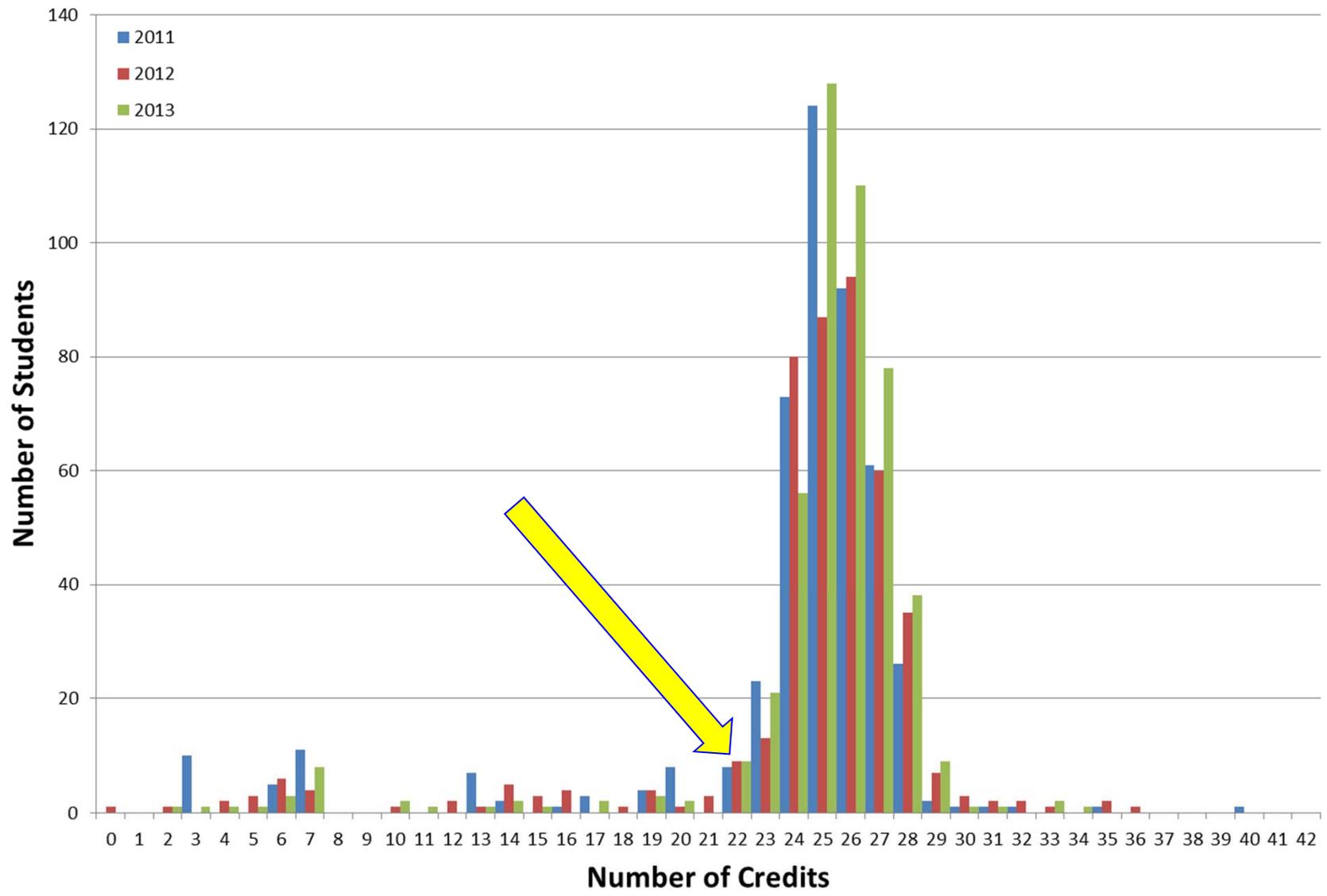
**Newtown BOE Policy 7-302** (Graduation Requirements)

# Assumptions

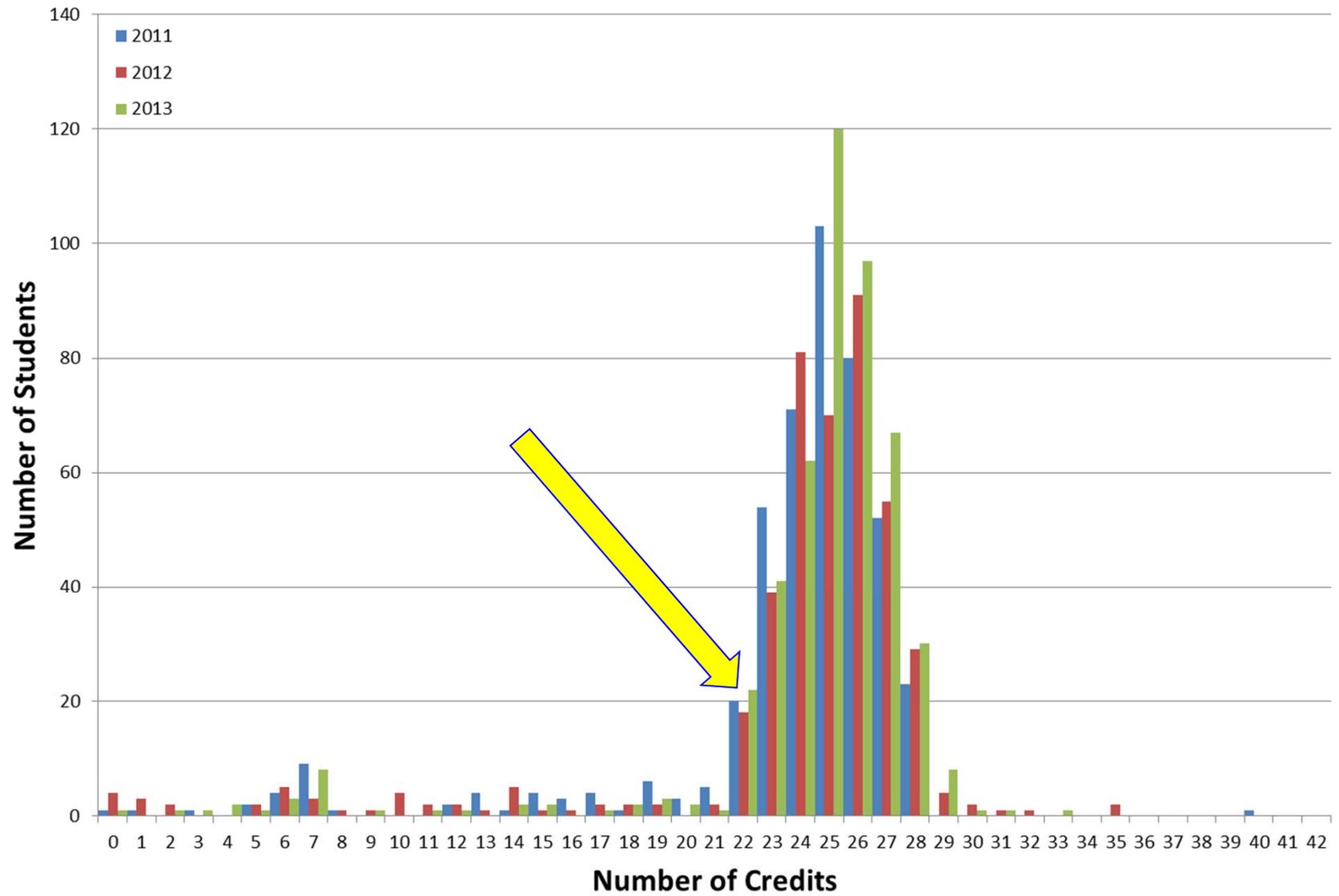
- Enrollment Based On District Projections
- Cannot Accurately Account For Elective Changes
- FTE Calculations Ignore Program Requirements
- Remediation Limited To Current Credit Deficiency
- Addresses Credits Based On Three-Year NHS Average
- Cannot Predict Impact Of Distribution & Exit Examinations
- Does Not Include DRG Considerations
- 1.0 FTE Is Considered Five Sections (Even Science)
- FTE estimates are *grossly oversimplified*



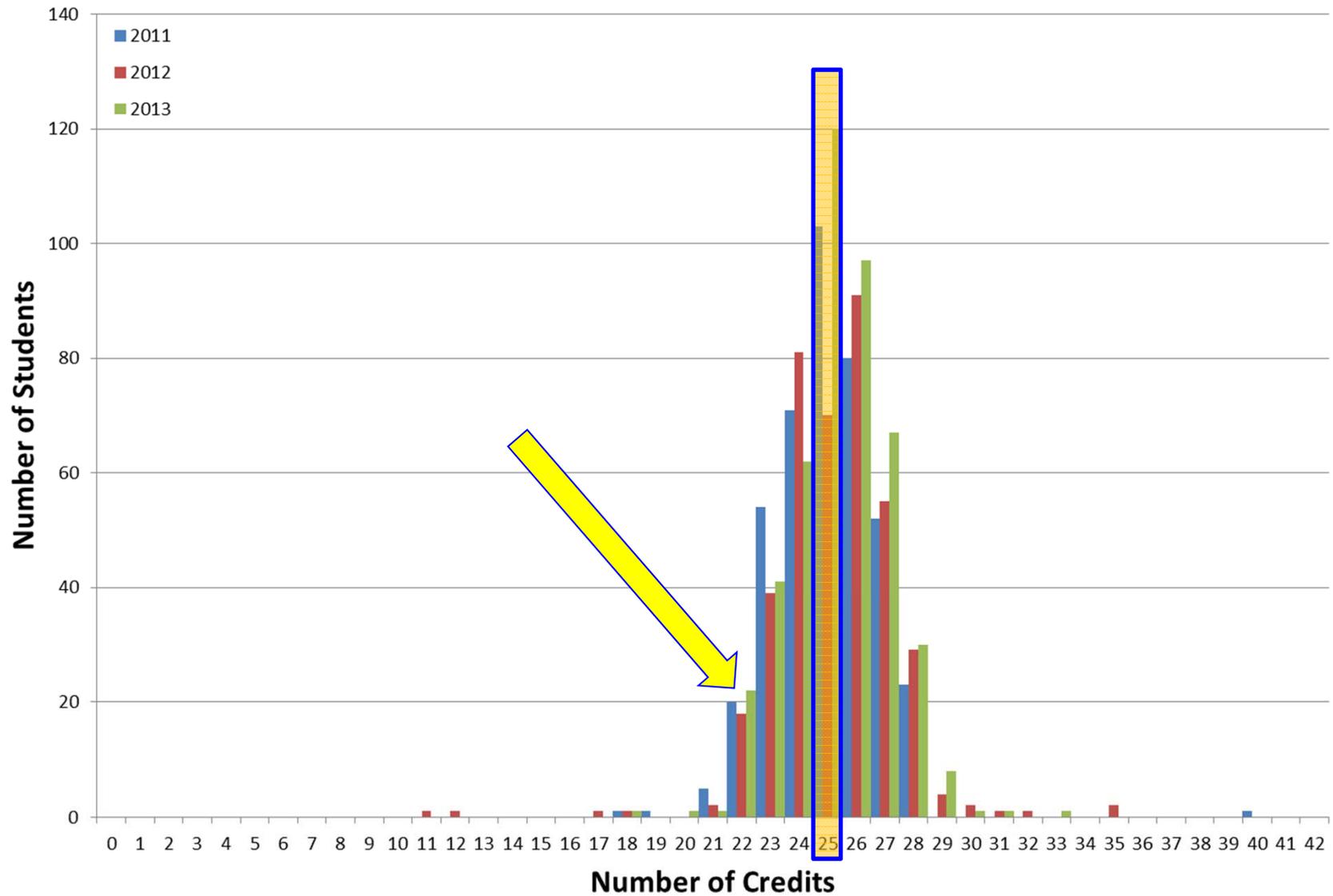
## Attempted Credits By Year Of Graduation - All Students



## Earned Credits By Year Of Graduation - All Students



## Earned Credits By Year Of Graduation - Four\* Year Students





Average Number Of **Attempted** Credits By Grade

	9	10	11	12	Total
2011	6.57	6.50	6.58	5.60	25.25
2012	6.55	6.64	6.59	5.66	25.45
2013	6.64	6.68	6.56	5.53	25.41
<i>Average</i>	<b>6.59</b>	<b>6.61</b>	<b>6.58</b>	<b>5.59</b>	<b>25.37</b>



Average Number Of **Earned** Credits By Grade

	9	10	11	12	Total
2011	6.38	6.30	6.42	5.50	24.62
2012	6.29	6.40	6.49	5.58	24.76
2013	6.48	6.56	6.43	5.49	24.96
<i>Average</i>	<b>6.39</b>	<b>6.42</b>	<b>6.45</b>	<b>5.52</b>	<b>24.78</b>



## Average Credits Lost – Either By Attendance Or Grades

	9	10	11	12	Total
2011	0.18	0.21	0.16	0.10	0.64
2012	0.26	0.24	0.11	0.08	0.69
2013	0.16	0.12	0.13	0.04	0.45
<i>Average</i>	<b>0.20</b>	<b>0.19</b>	<b>0.13</b>	<b>0.07</b>	<b>0.59</b>

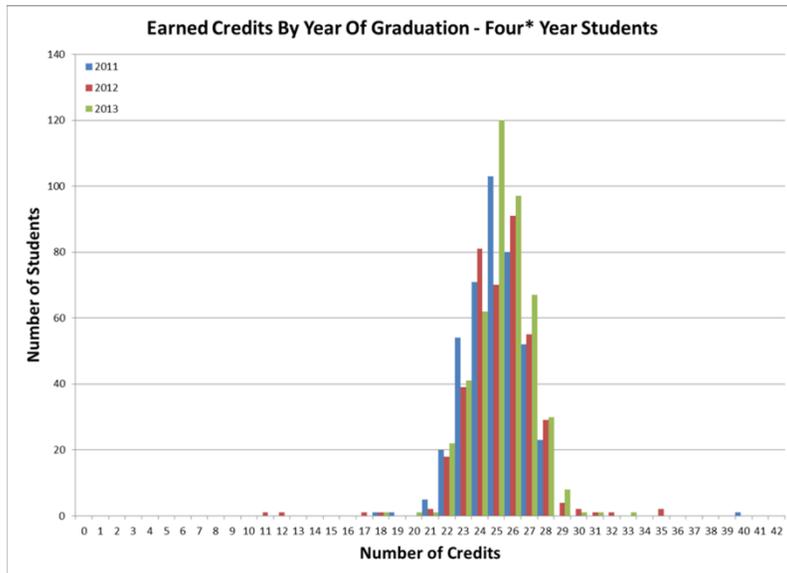


## Credits Required For Graduation

Graduation Year	Credits
2010	20
2011	22
2012	22
2013	22
2014	22
2015	22
2016	22
2017	22
<b>2018</b>	<b>23?</b>
<b>2019</b>	<b>24?</b>
<b>2020</b>	<b>25</b>

Necessary to make a decision by **JANUARY 2014**

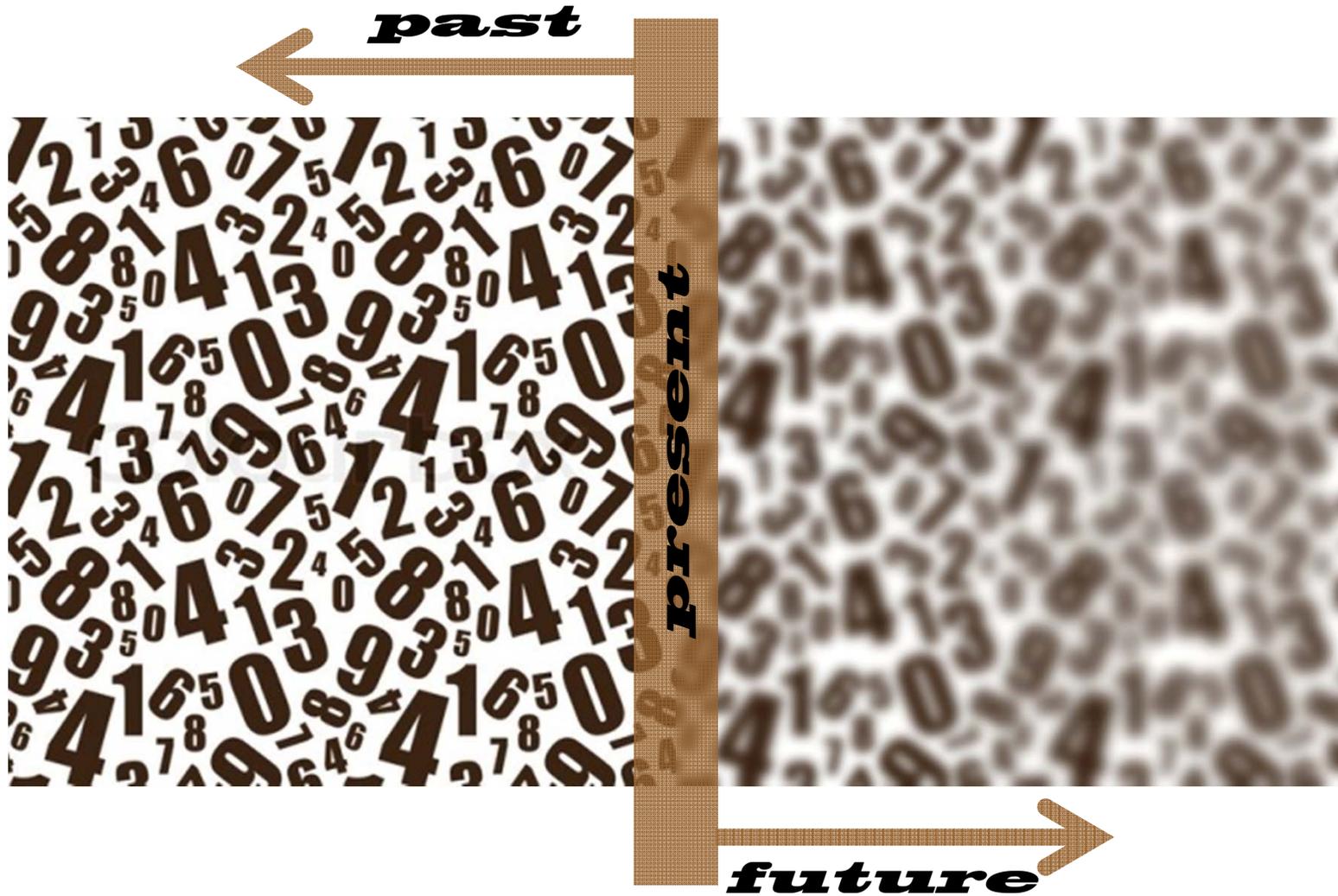
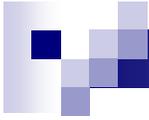
## Credit Deficit – 22 to 25



	Students	Credits
2011	205	321.62
2012	181	304.05
2013	195	273.74
<i>Average Credits Per Student</i>		<b>0.70</b>

Subject	2016	2020	Change	Deficit
<b>Humanities</b>				
English	4	4	-	-
Social Studies	3	3	-	-
Fine Arts	1.5	1	#	0.31
Elective	0	1	+1	0.57
<b>Math &amp; Science</b>				
Mathematics	3	4	+1	0.42
Science	3	3	-	-
<i>Chemistry</i>				0.07
Elective	0	1	+1	0.38

Subject	2016	2020	Change	Deficit
<b>Career &amp; Life Skills</b>				
Physical Education	1	1	-	-
Health	0.5	0.5	-	-
Financial Literacy	0.5	0.5	-	-
Elective	0	1.5	+1.5	0.35
<b>World Language</b>	0	2	+2	0.20
<b>Senior Project</b>	0	1	+1	0.98
<b>General Electives</b>	6	1.5	-4.5	0.51
<b>Remediation</b>	-	-	-	0.59



## FTE Estimate, 25 Credit Deficiency

		<i>Senior Class Size</i>				
		450	400	350	300	250
Average Section Size	19	3.3	2.9	2.6	2.2	1.8
	20	3.2	2.8	2.5	2.1	1.8
	21	3.0	2.7	<b>2.3</b>	2.0	1.7
	22	2.9	2.5	2.2	1.9	1.6
	23	2.7	2.4	2.1	1.8	1.5
	24	2.6	2.3	2.0	1.8	1.5
	25	2.5	2.2	2.0	1.7	1.4

## FTE Estimate, 25 Credit Deficiency Plus Remediation

		<i>Senior Class Size</i>				
		<b>450</b>	<b>400</b>	<b>350</b>	<b>300</b>	<b>250</b>
<i>Average Section Size</i>	19	6.1	5.4	4.8	4.1	3.4
	20	5.8	5.2	4.5	3.9	3.2
	21	5.5	4.9	<b>4.3</b>	3.7	3.1
	22	5.3	4.7	4.1	3.5	2.9
	23	5.0	4.5	3.9	3.4	2.8
	24	4.8	4.3	3.8	3.2	2.7
	25	4.6	4.1	3.6	3.1	2.6

## FTE Estimate, Distribution Deficiency Minus Electives

		<i>Senior Class Size</i>				
		<b>450</b>	<b>400</b>	<b>350</b>	<b>300</b>	<b>250</b>
<i>Average Section Size</i>	19	9.4	8.3	7.3	6.3	5.2
	20	8.9	7.9	6.9	5.9	5.0
	21	8.5	7.5	<b>6.6</b>	5.7	4.7
	22	8.1	7.2	6.3	5.4	4.5
	23	7.7	6.9	6.0	5.2	4.3
	24	7.4	6.6	5.8	5.0	4.1
	25	7.1	6.3	5.5	4.8	4.0

## FTE Estimate, Distribution Deficiency Minus Electives Plus Remediation

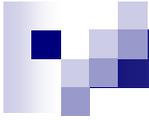
		<i>Senior Class Size</i>				
		<b>450</b>	<b>400</b>	<b>350</b>	<b>300</b>	<b>250</b>
<i>Average Section Size</i>	19	12.2	10.8	9.5	8.1	6.8
	20	11.6	10.3	9.0	7.7	6.4
	21	11.0	9.8	<b>8.6</b>	7.3	6.1
	22	10.5	9.3	8.2	7.0	5.8
	23	10.1	8.9	7.8	6.7	5.6
	24	9.6	8.6	7.5	6.4	5.4
	25	9.3	8.2	7.2	6.2	5.1

### FTE, Enrollment Only

	1716	1600	1500	1400	1300
19	10.7	3.1	-3.5	-10.0	-16.6
19.5	7.8	0.4	-6.0	-12.4	-18.8
20	5.1	-2.1	-8.4	-14.6	-20.9
20.5	2.5	-4.6	-10.7	-16.8	-22.8
21	0.0	-6.9	-12.8	-18.8	-24.7

### FTE, Enrollment Plus Graduation Requirements

	1716	1600	1500	1400	1300
19	22.6	13.7	5.8	-2.1	-10.0
19.5	19.7	11.0	3.2	-4.5	-12.2
20	16.7	8.1	0.6	-6.9	-14.4
20.5	13.8	5.5	-1.9	-9.2	-16.6
21	11.0	2.9	-4.3	-11.4	-18.6



 **DRAFT**

## **Newtown Board of Education**

### **2014-15 Budget Goals**

1. Meet student and staff needs resulting from the events of December 14, 2012
2. Support District and Newtown High School preparation for 2015-16 NEASC accreditation
3. Provide an educational infrastructure to support
  - a) maintenance of existing and expanding technology requirements (including BYOD)
  - b) mandated implementation and assessment of new CT standards (Common Core State Standards)
  - c) implementation of recommended security measures
  - d) mandated educator evaluation plans
4. Support all activities listed in the Newtown Public Schools Coherence Plan
5. Plan for future needs of the Newtown Public School system

**The Board of Education will create a budget that provides for and supports the following:**

<b>AREA of FOCUS</b>	<b>DELIVERABLE(s)</b>	<b>TIME FRAME</b>	<b>Goal</b>
<b>TEACHING AND LEARNING</b>			
Mental Health Needs for Students and Staff	Successful funding of SERV grant and meeting grant requirements; Comprehensive Mental Health Plan	School Year 2014-15 Pilot SY 2014-15 Plan: June 2015	1
Newtown Graduation Requirements	Revised Policy, Implementation plan; Resources & Staff	January 2014 Ongoing	
NEASC Accreditation	Self-study completion Artifact collection	September 2014 Ongoing	2
Instruction/Assessment reflecting New Standards	Revised K-12 curricula and assessments; Professional development for staff	Ongoing; Ongoing	3
Educator Evaluation	Resources to support data collection and analysis; Professional development for administrators and teachers	Sept 2014 (staff) June 2015 Ongoing	3

AREA of FOCUS	DELIVERABLE(S)	TIME FRAME	GOAL
<b>PLANNING FOR THE FUTURE</b>			
Enrollment study for data-driven decisions	Publish RFP/select consultant; Enrollment study report	November 1, 2014	5
New District Strategic plan	Select consultant; District Strategic Plan including but not limited to a) Current and future space needs b) District administrative structure study	February 1, 2015	5
Technology Infrastructure and Expansion	Adequate infrastructure to meet district needs for database, reporting, assessment, financial, and instructional systems identified in 2014-15 budget	Ongoing	3
Security Measures	Critical security items identified as high priority by Security Committee and BOE; Mandated security infrastructure and practices	Ongoing July 1, 2014 (anticipated)	3
<b>COMMUNICATION</b>			
Increased Budget Communication	Embedded explanations within budget document (documentation); Budget dissemination plan for district and greater community (newsletters, presentations)	January 2014 Ongoing	