

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on June 3, 2014 at 7:30 p.m. in the Council Chambers, 3 Primrose Street.

D. Leidlein, Chair	J. Erardi
L. Roche, Vice Chair	L. Gejda
K. Hamilton, Secretary	R. Bienkowski
K. Alexander	20 Staff
J. Vouros	40 Public
D. Freedman	1 Press
M. Ku	

Mrs. Leidlein called the meeting to order at 7:34 p.m.

Item 1 – Pledge of Allegiance

Item 3 – Recognition of Retiring Teachers

Dr. Erardi acknowledged those retiring teachers who could not attend the meeting which included Wendy Bowen, Cathy Cincogrono, Diane Dutchick, B. J. Liberty and Tom Swetts. Those teachers attending included Marilyn Aylward with 20 years at Hawley School, Eileen Cullen with 22 years teaching in the pre-school program, Claudia Mitchell taught 26 years in the middle school, Doris Papp with 19 years at Hawley School, Angela Pennucci with 19 years at the high school, Jo-Ann Peters-Edmondson with 16 years as principal of Hawley School, Tony Salvatore with 15 years as assistant principal at the middle school, Reed and Sandy Hook School, Vicki Sheskin with 19 years at Sandy Hook, Hawley and Middle Gate Schools, Sue Ward taught 31 years at the middle school and Reed and Gary Wilkinson with 41 years at Hawley and Reed. Dr. Erardi and the Board thanked these administrators and teachers who served the district for 344 years.

Item 2 – Student Recognition

Dr. Erardi introduced the following students in the top five percent of the 2014 graduating class: Samantha Chanko, Bethany Dubois, Rynne Duffy, Nick Klein, Maggie Kost, Anna Northrop, Ridhi Sahani, Juliana Sansonetti, Dale Shearin, Aileen Sheluck, Siyuan Sun, Mia Terracino, Caroline Wollman, Daisy Zheng, Amisha Dave, and Anne Beier. Those who could not attend were Samuel Boland, Kathryn D’Alessandro, Lindsey Jagoe, Kirsten Liniger, Wesley Morlock, Austin Raftery.

Mr. Jaslow, the Interim Principal of Newtown High School, praised these students for their academic achievements and appreciates what they have done for their school and community. Dr. Erardi said being in the top five percent is an extraordinary honor for these students and also recognized Amisha Dave as the Salutatorian and Anne Beier as the Valedictorian.

Mrs. Leidlein thanked the students and retiring teachers for attending the meeting. A short reception followed.

Item 5 – Consent Agenda

MOTION: Mr. Alexander moved that the Board of Education approve the consent agenda which includes the minutes of May 20, 2014, the Newtown High School ski field trip, the donation to Middle Gate School, the resignation of Lee Keylock, the resignation for retirement of

Gary Wilkinson, the correspondence report, the extension of a child rearing leave of absence for Paige Hyman and the resignation for retirement of Claudia Mitchell. Mrs. Roche seconded. Mrs. Ku requested the minutes of May 20, 2014 be removed for discussion later in the meeting. Motion passes unanimously.

Item 6 – Public Participation

Christine Wilford, 7 Watch Hill, spoke about concerns about the GATES program. Her sixth grader is bored and was never tested in third grade. She is frustrated to not be able to get her son into more challenging classes. Changes need to be made to address higher level learners.

Item 7 – Reports

Chair: Mrs. Leidlein received questions from a community member regarding the NFT presentation. The question regarding the \$110,000 for next year's budget will be discussed at the June 30 meeting. The 12 teachers who received RIF notices will be coming back next year. Dr. Erardi said that regarding the SERV grant and the 17 staff members, by the close of last Friday each staff member met with the leadership of the grant regarding their positions which depend upon the next grant.

Mrs. Roche requested that the Board get a copy of that letter.

Ms. Hamilton stated that the regular teachers are coming back because of the number of retirees.

Mrs. Leidlein said the Culture and Climate Committee was formed to work with the teachers union. Mrs. Roche, Mr. Vouros and Mr. Freedman will be on that committee. The Board also received a thank you note from Anna Wiedemann who was honored at a recent dinner.

Superintendent's Report:

Dr. Erardi spoke about the enrollment grid which was built around district guidelines. At the June 30 meeting we should have two applications from non-residents who would like to attend our schools. He would be asking the Board to look to 2014-2015 pupil tuition charge. The Administrative Institute will be July 1 and 2 at the IBM offices in Southbury. The school based health clinic will come to the Board on July 15.

Marlene Bucci, was named Newtown paraprofessional of the year and will represent the district at the state level. We will recognize her at our meeting in September.

The Sandy Hook community presentation is June 5 at 7 PM in the high school lecture hall. The architects will present the plans for the new school.

Mrs. Roche asked if we were tracking the testing in the district.

Dr. Erardi stated the tracking comes out of Dr. Gejda's office.

Committee Reports: Ms. Hamilton said the Finance committee met on Monday to discuss the transportation contracts.

Mrs. Ku stated the security committee met last Thursday. She recommends having this item in executive session for discussion.

Mr. Alexander feels it should be an ongoing discussion.

Item 8 – Old Business

Special Education Transportation Contracts:

MOTION: Ms. Hamilton moved that the Board of Education approve the In-District Transportation Services Contract A with All-Star Transportation, LLC, for the period of three (3) years beginning July 1, 2014 and terminating June 30, 2017 with a two (2) year extension period to June 30, 2019 and such extension will be based on successful performance in the initial period at the rates as bid on April 22, 2014 and attached in Appendix F. Mrs. Roche seconded.

Ms. Hamilton said that she and Mr. Freedman met with Mr. Bienkowski and Mrs. Vadas regarding these contracts. The question is how many years we extend the contract for. In three years we could possibly combine the contracts and put them all out to bid. They are hesitant to have the two year extension in the motion.

Mr. Freedman said only one company bid on the in-district contract. There could have been more companies that might have bid. There should also be Board members on the bid committee.

Mr. Alexander said he would agree if we were able to change it to a three year contract and then bid it out after three years.

Ms. Hamilton said the Board is coming in at the back of the deal. It would be helpful to have a greater understanding being part of it at the start.

Dr. Erardi said it was not uncommon to bring bids to a subcommittee for endorsement. That gives the subcommittee the opportunity to review the proposal. There is frustration at times when ending up with one bid.

Mr. Bienkowski was concerned about changing a legal document that was posted as a three year contract with a two year extension. The Board could drop the extension but dropping it now may cause a problem with the bus company looking forward. It would be a deviation from the bid specs.

MOTION: Ms. Hamilton moved to amend the motion to remove "successful performance" and say that "such extension will be based on the decision of the Board of Education in the initial period at the rates as bid on April 22, 2014 and attached in appendix F." Mr. Alexander seconded.

Mr. Bienkowski said that any bidder wants a reasonable assurance we are complying with the bid specs that were put out. Regarding concern about the number of bids, it is highly unlikely other companies will come in when there is another company with a contract. It was felt to have one provider for the district.

Motion passes unanimously.

MOTION: Ms. Hamilton moved to approve the Out of District Special Needs Transportation Services Contract B with Education Connection for the period of three (3) years beginning July 1, 2014 and terminating June 30, 2017 with a two (2) year extension period to June 30, 2019 and such extension will be based on successful performance in the initial period at the rates as bid on April 22, 2014 and attached in Appendix G. Mr. Freedman seconded.

Ms. Hamilton said the five year term makes a lot of sense. Two companies bid this one with All-Star being higher. Education Connection is well recommended.

Motion passes unanimously.

Ms. Hamilton felt it was a good time to get statistics on the bus runs including the number of buses and routes given the drop in enrollment. It would also be beneficial for someone to be responsible in central office to communicate any concerns about busing issues.

Dr. Erardi said that October 1 the administration will be asking All-Star for information on times and the average number of students on buses. There needs to be a point person in the Board of Education office to answer questions especially in August.

Mr. Alexander said bringing those numbers in August would be better.
Dr. Erardi said that typically they do their runs just before school starts. There is a lot of flexibility in the runs the first part of the year.

Second Read and Action on Board Policies:

Ms. Hamilton said that Mr. Pompano proposed some changes to the video surveillance policy. She would like to table that policy for now.

Mr. Pompano said we needed the police to have the ability to monitor our cameras which is now in place. There needs to be some parameters when the police should access the cameras. They should not log in without us knowing it. SSO's have access to the cameras now. We are working with a company to be able to access them when necessary.
Mrs. Leidlein said the policy committee will review this one.

MOTION: Ms. Hamilton moved that the Board of Education approve the following policies.
Mrs. Roche seconded.

- Policy 1331 Smoke Free Environment – Use of Tobacco Products
- Policies 4118.231 & 4218.231 Alcohol, Drugs and Tobacco
- Policy 6114 Emergencies and Disaster Preparedness
- Policy 6114.1 Fire Emergency(Drills)/Crisis Response Drills/Bus Safety Drills
- Policy 6114.3 Emergencies and Disaster Preparedness, Bomb Threats
- Policy 6114.7 Safe Schools

Motion passes unanimously.

Ms. Hamilton stated Policy 1331 was for electronic cigarettes.
Policies 4118.231 and 4218.231 were created because of electronic cigarettes.
Policy 6114 is a new policy on emergency and disaster preparedness.
Policy 6114.1 added fire emergency drills and crisis response drills.
Policy 6114.3 includes disaster preparedness and bomb threats.
Policy 6114.7 addresses safe schools.

Mr. Freedman thanked Ms. Hamilton for her work on the policies and asked if Dr. Erardi spoke to CABE.
Dr. Erardi met with Vin Mustaro at CABE and they are willing to become part of this process. He wants to see which policies were forwarded for board approval. We will get a proposal from them.
Motion passes unanimously.

Item 9 – New Business

GATES Report:

Dr. Erardi recognized the GATES committee members John Vouros, Linda Gejda, Julie Haggard, Sandy Rodriguez, Anne Uberti, Tom Einhorn and Michele Hankin. Mrs. Haggard presented the committee recommendation and overview which is attached.

This committee met multiple times during the year to work on the vision and beliefs, definition, process for identification, structure of services for the gifted students, and the curriculum. They also addressed the Newtown mission statement and strategic plan. The committee decided to determine gifted students in fourth grade and provide dedicated time at Reed and the middle school that doesn't interfere with core subject time. They proposed to revise the gifted curriculum for grades four through eight to be in alignment with student success plans. The program will be based on extending the learning environment and the time students can be together.

Dr. Erardi said the greatest change is to use existing resources and rejuvenate the elementary program.

Mrs. Roche asked how this would go forward.

Mrs. Haggard wanted to work on curriculum this summer. The middle school and Reed are working on scheduling.

Dr. Erardi said that information will go to the Board before the vote on the program.

Mr. Alexander asked if there were any regular classroom teachers on the committee.

Mrs. Haggard said teachers will be brought in for the curriculum work which is the next phase.

Ms. Hamilton asked why the testing was in third grade rather than in later years.

Mrs. Haggard said third grade testing tends to be more accurate than the younger grades but a student can be referred at any time by a parent or teacher.

Mrs. Ku would like to see it before fourth grade and suggested having gifted and talented art. Staff is very important. We also need to think about academic rigor in the district in general. She asked how we were going to measure the success of this program.

Dr. Gejda said the student success plan will identify their goals and what is needed to meet them.

Dr. Erardi stated that with an assessment piece every child is listened to.

Mr. Vouros said the math component is separate from this program.

Mr. Alexander stated that we need to be ready to pay for this program when necessary.

MOTION: Mr. Alexander moved that the Board of Education approve the enVision Math textbooks for grades five and six, published by Pearson, 2015. Mrs. Roche seconded.

Dr. Gejda and Drew Hall, math facilitator at Reed, spoke about the enVision math resources for grades five and six which is a digital resource. This program meets the needs of the Connecticut core standards. Students, as well as parents, will have access.

Mr. Freedman had concerns about using these resources which moves away from the core education system we were brought up on.

Ms. Hamilton felt it was helpful to access the lesson that was taught.

Mr. Freedman asked if additional technology was needed for this program.

Dr. Erardi would check on that but feels we need to prepare students for higher education. This program has a resounding endorsement from math leaders.

Vote: 6 ayes, 1 nay (Mr. Freedman) Motion passes.

Perkins Innovation Grant:

MOTION: Mrs. Roche moved that the Board of Education approve the application for the Perkins Innovation Grant for 3-D Design. Ms. Hamilton seconded.

Dr. Gejda said this Perkins grant supports innovation programs. This application is looking at innovative programs in technical careers at the high school. A one year grant is given in June and must be expended in September to expand the 3-D design course at the high school.

Motion passes unanimously.

MOTION: Mr. Alexander moved to approve the minutes of May 20, 2014. Ms. Hamilton seconded.

Mrs. Ku requested a change in the statement on the bottom of page 4. It should read, "Mrs. Ku asked if we need to be more specific about video use by SSOs because they are part of the police department."

Motion passes unanimously.

Item 10 – Public Participation - none

MOTION: Mrs. Ku moved to go into executive session to discuss the 2014-2015 non-union contracts, the school safety MOU for the Armed School Security Officer Program and the nurses contract negotiations and invited Dr. Erardi. Mr. Freedman seconded.

Item 11 – Executive Session

Executive session began at 10:28 p.m.

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

Item 12 – Adjournment

The meeting adjourned at 11:08 p.m.

Respectfully submitted:

Kathy Hamilton
Secretary



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Desdore Croce Date: 5/14/14
 Other Staff Involved: Jeff Tolson, Sara Pomerantz,
 Date of Proposed Field Trip: 2/13/15 - 2/16/15
 Class/Group Involved: Ski Group - Nths 9-12
 Number of Students Scheduled to Make Trip: 40
 Other Adults (non-teachers) Chaperoning the Trip (list names): none at this time

Destination: Burlington, VT - ^{Ski Trip at} Stone and Sugarbush
 Place and Time of Departure: 2:00 pm from the high school - Fri. 2/13
 Estimated Time of Return: 8 pm Monday the 16th - high school
 Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): (see attached itinerary)

Estimated Cost of Transportation: Total Price of both is \$490
 Estimated Cost per Student: Ski trip package through Ski 93
 Other Information: (See attached) trips

PRINCIPAL APPROVAL BY SIGNATURE: [Signature] DATE: 5/20/14
 OVERNIGHT/OUT-OF-STATE FIELD TRIP BOE APPROVAL: _____ DATE: _____

Billing Information

Bill to: _____

Pricing: _____ Hours @ _____ per hour = _____
 _____ Miles @ _____ per mile = _____
 Minimum Charge: _____
 Total Charge per Bus: _____

Confirmation

Information taken by: _____ Date Confirmed: _____
 Confirmed by: _____ Recorded in Book: _____



A Full Service Tour & Travel Agency

COMMENTS

Bus driver gratuity not included though customary. We recommend \$1-2 per person, per day. Rentals and lessons must be ordered and paid for with final payment. Any rentals or lessons needed upon arrival at the mountain will be at mountain rates. Rental and lesson forms need to be filled out and returned to us ahead of time. Rooming list due by January 23rd, please! Prices reflect youth rates.

Deposit Requirements: \$900.00 due within 10 days of confirmation.

\$150.00 per person due by 11/13/2014

Please see "Payment and Policies" sheet for more information regarding this trip.

Final payment due by 1/23/2015

All rates will be confirmed when 1st deposit is received.

Rates are based on 40 paying people.

Please make check payable to: Ski 93 Trips

Thank you ____ Abby Constantineau

NEWTOWN PUBLIC SCHOOLS
FIELD TRIP INFORMATION & PERMISSION

School Newtown High School Date of Trip 2/13/15 - 2/16/15
Place and time of departure NHS - 2:00 pm Friday 13th (Feb. long weekend)
Estimated time of return 8:00 pm Monday the 16th
Method of transportation Charter Bus
Description of activity Ski Trip to Burlington, VT
Teacher / Sponsor Deidre Croce Form due by _____

Parent / Guardian Permission

_____ has my permission to participate in the trip described above.

(Student Name)

_____ (Signature of Parent / Guardian)

_____ (Date)

_____ (Student's Address)

_____ (Home Phone)

_____ (Work phone -Parent / Guardian)

_____ (Emergency Phone)

Health Information
(If none, please write none)

If your child requires any medication and / or medical treatment such as glucose testing, asthma inhalers, bee sting medication, or has known allergies or medical conditions, please indicate below.

MEDICAL/MEDICINE AUTHORIZATION FORM MUST BE ON FILE WITH THE SCHOOL NURSE.

Medical Condition _____

Medication _____

Treatment _____

Allergies _____

Other medical information that may be important _____

Physician's name _____ phone _____

If the cost of the trip presents a severe financial hardship, please notify the teacher or the principal.

This entire form **MUST** be completed and returned to the school by the due date in order for the child to participate in this activity.



SKI⁹³ TRIPS
TOUR & TRAVEL

A Full Service Tour & Travel Agency

May 13, 2014

Deidre Croce
Newtowne High School
Sandy Hook, CT

Dear Deidre,

Thank you for your interest in skiing and riding with Ski 93 Trips. We really appreciate your inquiry and look forward to making your ski trip a success!

Stowe/Sugarbush:

Trip Date: Feb 13-16, 2015

Package Includes: 1 Day Skiing at Stowe Mountain Resort
1 Day Skiing at Sugarbush
3 Nights Lodging at the DoubleTree
3 Hot Breakfast Buffets
3 Dinners (2 at the hotel and 1 at Pizza Putt with mini-golf and laser tag)
An evening of rock climbing in Burlington
Roundtrip Motor Coach transportation
(Bus driver gratuity *not* included)
Ski 93 Trips Tour Host
Hotel Taxes and Meal Gratuities

Price per person: \$490 Quad Occupancy
\$518 Triple Occupancy
\$575 Double Occupancy

***** 40 Paying = 4 FREE *****

These rates are based on 40 paying participants and 4 **FREE** trip leaders. Free trip leaders are lodged in two Double Occupancy rooms. Any additional trip leader room will be an additional cost. Empty bus seat charge - less than 40 paying will be \$141 per seat to cover transportation costs.

A nonrefundable deposit of \$900.00 is required to hold your reservations.

P.O. Box 382, Raymond, NH 03077
603-665-9650 ~ 800-451-1830 ~ Fax: 603-665-9655



SKI⁹³ TRIPS
TOUR & TRAVEL

A Full Service Tour & Travel Agency

A second deposit of **\$150.00** per person is due **90** days prior to your trip. (Nov. 13)
Final payment is due along with a completed rooming list (Jan. 23)

CANCELLATIONS and LATE PAYMENTS

61 or more days before trip date - \$900 cancellation fee

In the event we can fill the room block, a portion of the above deposit may be refunded at the sole discretion of Ski 93 Trips.

31 - 60 days before trip - \$150 per person cancellation fee

0 - 30 days before trip - Full amount non-refundable

However, Ski 93 Trips will do its best to recoup lift ticket monies for your group.
Late payments may result in reduction of room block and/or loss of reservations and deposits.

Lodging:

- Lodging block is reserved on an estimate based on number of people in your group. Group numbers and the reservation block can be adjusted up to 2 months prior to trip date without penalties.
- We will attempt to accommodate all lodging requests, based on availability. However, requests are not guaranteed.

Charges will be incurred for unit damage, excessive cleaning, and/or unreturned keys. NOTE: Pets are not allowed at the resort. Smoking is only allowed in designated rooms

Chartered Transportation:

- Prices are based on itinerary information provided by the trip leader at the time the price is requested. Should the actual itinerary vary significantly, the price is subject to change accordingly, at the discretion of the charter company. Typically, any time in excess of ½ hour is added to an itinerary on the day of, or during, a trip will be charged at the rate of \$100/hour (in increments of one hour).
- Return times are critical and must be adhered to in order to avoid conflict with Federal Regulations.
- Damage and/or excessive cleaning are the responsibility of the group and will be billed accordingly. Alcoholic beverages onboard the bus requires prior approval from the Ski 93 Trips office and a \$100 security deposit.
- The charter company listed on your confirmation reserves the right to lease equipment from other companies in order to fulfill their commitments.

P.O. Box 382, Raymond, NH 03077
603-665-9650 ~ 800-451-1830 ~ Fax: 603-665-9655



SKI 93 TRIPS
TOUR & TRAVEL

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- Directions to the "pick up" location are the responsibility of the group. You must provide Ski 93 Trips with accurate and sufficient addresses and directions. The group may request desired routing but the charter company retains sole authority for selecting routing via roads and highways suitable for the efficient operation of their vehicles and safety of the passengers.
- Lost items left onboard the vehicle are not the responsibility of the charter company or Ski 93 Trips.

Disclosure Statement: A group is considered **20 people** or more. If a group reservation falls below 20 people, Ski 93 Trips reserves the right to increase the contracted rate by a minimum of 20% or to the established "retail" price. The resort reserves the right to change lodging reservations due to certain circumstances, such as maintenance challenges, etc. We will make every effort to find similar lodging accommodations and will discuss options with you.

FORCE MAJEURE

SKI 93 TRIPS shall not be responsible for delays in the trip schedule, missed transfers or any failure to arrive at destinations due to circumstances beyond its control, including, but not limited to acts of God, war mobilization, civil commotion, weather conditions, riots, embargoes, domestic or foreign regulation of orders, fires, floods, strikes, lockouts or other labor difficulties or shortages or unavailability of transportation. Trip cancellation/interruption insurance is highly recommended for this protection.

CONDITIONS CLAUSE

SKI 93 TRIPS acts only as an agent for the owners or contractors providing services including lodging transportation or other services and is not liable for injury, loss or damage to or in respect of any person or property on this tour package. The issuance and acceptance of all lift tickets and coupons are subject to the terms and conditions specified by suppliers.

While SKI 93 TRIPS makes every effort to guarantee these prices, they cannot absorb such price increases beyond their control including fuel surcharges, tax increases, international exchanges, bankruptcy by airlines or suppliers or any other act outside the actual control of SKI 93 TRIPS. Trip participant(s) must absorb these increases. In the event of irregularities due to inclement weather, SKI 93 TRIPS is not responsible for providing hotel rooms, meal vouchers or any other expenses incurred. It is the policy of SKI 93 TRIPS to write letters to vendors on behalf of the club (organization) to attempt to recoup additional out-of-pocket expenses incurred by the club or its members arising from any such circumstances. This letter would be sent in conjunction with one sent from the club describing the incident in detail.

P.O. Box 382, Raymond, NH 03077
603-665-9650 ~ 800-451-1830 ~ Fax: 603-665-9655



SKI⁹³ TRIPS
TOUR & TRAVEL

A Full Service Tour & Travel Agency

Thank you for choosing Ski 93 Trips as your group travel provider. We look forward to providing your group with an exciting and fulfilling experience. By sending in your deposit, you acknowledge that you have read and understand the contract above. As the group leader, it is your responsibility to share this information with the members of your group.

I look forward to assisting you in 2014 and 2015! Please call with any questions. I can be easily reached at **800-451-1830**.

Sincerely,

Abby Constantineau
Vermont Account Executive

P.O. Box 382, Raymond, NH 03077
603-665-9650 ~ 800-451-1830 ~ Fax: 603-665-9655

Middle Gate School
MEMO



To: Dr. Joseph Erardi, Jr.
From: Chris Geissler
Date: May 22, 2014
Re: School gift

This memo is being sent to inform you that our school has been offered a monetary donation. This gift, in the amount of \$154, was offered by Mr. Matthew Fiorillo and Wells Fargo. It is being given to our school as part of the Wells Fargo Foundation Educational Matching Gift Program.

At this time, it is not known how we will use the funds, but we are extremely grateful for this donation to our school. It is my understanding that the Board of Education must approve all donations to school. Our hope is that the Board of Education will give its approval and allow us to utilize this money for future needs. Please let me know if more information is necessary and how I may assist this process.

Thank you for your consideration,

1096469

**WELLS FARGO FOUNDATION
EDUCATIONAL MATCHING GIFT PROGRAM**

P.O. BOX 2157
PRINCETON, NJ 08543-2157
1-888-518-4438

WELLS FARGO BANK, N.A.
115 HOSPITAL DRIVE
VAN WERT, OH 45891
56-382-412

Date: 05/16/2014 Amount:\$154.00

PAY One Hundred Fifty-Four Dollars and No Cents
TO THE ORDER OF MIDDLE GATE ELEMENTARY SCHOOL

Laura Altieri
Development Director
Middle Gate Elementary School
7 Cold Spring Road
Newtown, CT 06470 United States

VOID AFTER 180 DAYS

⑈ 1096469⑈ ⑆041203824⑆ 9600034908⑈



NEWTOWN HIGH SCHOOL
12 BERKSHIRE ROAD
SANDY HOOK, CT 06482
(203) 426-7646
FAX (203) 426-6573

NEWTOWN SUCCESS-ORIENTED SCHOOL MODEL

All
Children
Can and
Will
Learn
Well



May 23rd, 2014

Dear Dr. Erardi,

It is with a heavy heart that I write my letter of resignation—a truly bitter-sweet moment in my life. As you know, I have worked as an English teacher at Newtown High School for 12 years and have enjoyed every minute of it. Why? Because I work alongside such talented and innovative individuals every day and get to share the classroom with students that I adore and that keep me young and enthusiastic about life and all the beauty it brings. And it is with this beauty in mind that I begin a new chapter in my life, a new joy that feels like an extension of the classroom I have loved for years.

I have been offered a unique position with a not-for-profit organization called Narrative 4 (in its infancy) that I have been working closely with this year in an attempt to bring hope back to our own community through the art of sharing stories—our own personal narratives. It is an organization devoted to promoting empathy between individuals from all walks of life—an organization that shares many of the great values Newtown advocates.

For so long I have taught my students that they have to take risks in their lives in order to infuse them with passion and grace and the type of love that promises great personal fulfillment. I now have to live true to that mantra and “practice what I teach”—what I truly believe.

To say I have loved my tenure here would be an understatement, and I feel my history here can testify to the type of commitment and dedication I have shown within and beyond the classroom. On a daily basis I will miss Newtown tremendously though it will never leave me because it’s forged into my heart. I leave with love, and I am confident that my departure is not the end of our relationship.

With Gratitude,

Lee Keylock



MAY 28 2014

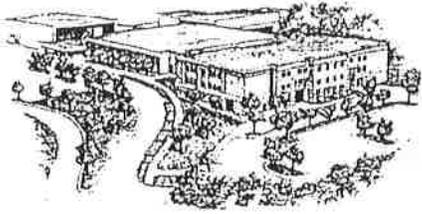
Members of the Newtown Board of Ed, May 25, 2014

After serving six Superintendents
nine building principals and teaching
exclusively at Hawley and the Reed
Intermediate Schools for the past
40.6 years or 62% of my life, dedicated
to the educational community of
Newtown. I would like to
announce my retirement effective
June 30, 2014.

Respectfully,

Bryna Dickerson

ADDITIONAL CONSENT AGENDA ITEMS



NEWTOWN HIGH SCHOOL
12 BERKSHIRE ROAD
SANDY HOOK, CT 06482
(203) 426-7646
FAX (203) 426-6573

NEWTOWN SUCCESS-ORIENTED SCHOOL MODEL

All
Children
Can and
Will
Learn
Well



June 3, 2014

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

JUN 03 2014

Dear Dr. Erardi,

As you may be aware, I am currently on maternity leave for the remainder of the 2013-2014 school year. Although I originally planned to return to work in the fall, my daughter has had significant medical complications since her birth in February. In order to care for my daughter's medical needs, I would like to request a leave of absence for the upcoming school year (2014-2015). Should the board approve this request, I understand that this leave would be without pay.

It is my sincere desire to return to my teaching position at Newtown High School for the 2015-2016 school year. Thank you for your consideration.

Sincerely,

Paige Hyman

Claudia Mitchell Newtown Middle School Art Department

JUN 03 2014

June 2, 2014

Dr. Joseph Erardi, Superintendent of Schools

Newtown Board of Education
3 Primrose St.
Newtown, CT 06470

Dear Dr. Erardi,

After teaching Art at the Newtown Middle School since 1988, I ask that you accept my letter of retirement effective at the end of this 2014 school year.

When I came to Newtown, it was with the intention of only working a few years. Twenty six years later, it has been a most rewarding experience to work with the children of Newtown, as well as, the amazing staff at the Middle School.

As our new Superintendent, I feel confident that Newtown is in good and honest hands. I spoke with Tom Einhorn this morning and offered any assistance I can give in helping make a smooth transition in the fall.

Sincerely,

A handwritten signature in cursive script that reads "Claudia Mitchell". The signature is written in black ink and is positioned above the printed name.

Claudia Mitchell

BOE Communications Report, 6/3/2014
 Kathy Hamilton, Board of Education Secretary

From	Date	Subject
Lynn Edwards	4/9/2014	Help to Support Budget
Clifford Pavia	4/17/2014	Newtown School District's Cooperation with DHS-FEMA in the Sandy Hook Operation Closed Campus FRAUD
Dana Roth	4/19/2014	Support of Drew Hall
Cathy Reiss	4/21/2014	Budget related question
Jashree Shah	4/23/2014	Prevention of Violence at Schools
Myonghee Cho	4/24/2014	Forum to Address Changes to Dual Enrollment Programs in Connecticut-Final Reminder
Kristen Mattera	4/29/2014	HOM Class Sizes
Kendra & Doug Verdi	4/29/2014	HOM Class Sizes
Michelle Hankin	4/30/2014	HOM Class Sizes
Kerry and Craig Knop	4/30/2014	HOM Class Sizes
Stephanie Argraves	4/30/2014	Blood Drive Policy
Kathryn Zaharek	5/1/2014	HOM Class Sizes
Vicki Sheskin	5/2/2014	Hawley School's Annual Art Show
Lauren Amendola	5/5/2014	Autism Resource Center
Irving Lee Rother	5/6/2014	Sandy Hook Elementary School Memorial Forest Eburru Kenya
Frances M. Zwick	5/13/2014	Monument/Poem for new Sandy Hook School

Administrative Report

Tuesday, June 3rd

1. **Class Size: K-4 2014-2015** (Attachment #1)
2. **Out-of-District Request to Attend NPS'** (Attachment #2)
3. **Administrative Institute – July 1st and 2nd**
Mindset – Carol Dweck
4. **School Based Health Clinic – Update – NMS**
5. **NPS Paraprofessional of the Year – Marlene Bucci**
6. **Sandy Hook Community Presentation – Thursday, June 5th**
Newtown High School – Lecture Hall

Joseph A. ...
6/3/14

2014-15 PROJECTED CLASS SIZES K-4

HAW	KINDER	FIRST	SECOND	THIRD	FOURTH
ENROLLED	48	63	61	72	80
CLASS SIZES	16, 16, 16	15, 16, 16, 16	20, 20, 21	24, 24, 24	20, 20, 20, 20
SHS					
ENROLLED	65	78	65	63	93
CLASS SIZES	16, 16, 16, 17	19, 19, 20, 20	16, 16, 16, 17	15, 16, 16, 16	18, 18, 19, 19, 19
MG					
ENROLLED	65	64	82	88	94
CLASS SIZES	16, 16, 16, 17	16, 16, 16, 16	19, 19, 19, 20	22, 22, 22, 22	23, 23, 24, 24
HOM					
ENROLLED	51	44	69	74	64
CLASS SIZES	17, 17, 17	14, 15, 15	17, 17, 17, 18	24, 25, 25	21, 21, 22

NONRESIDENT OR TUITION STUDENTS

Request for admission to enroll as a tuition student, or for a tuition waiver when residency of the student, parents, or guardians is not in Newtown, may be granted upon application to the Board of Education. The enrollment of such student may be subject to the payment of tuition as determined annually by the Board of Education, ordinarily at the July or August business meeting.

Tuition Exceptions

- a. For a family who will become residents of Newtown and are in transition, the tuition may be waived by the Superintendent for the first month of school attendance.
- b. For a family who has a bonafide construction contract for a new home in Newtown, the Superintendent may grant an initial tuition waiver for 60 calendar days and can extend this waiver, not to exceed an additional 60 calendar days.
- c. For a family who has children attending Newtown schools and then establishes residency in another community, the Superintendent shall establish a pro rata tuition rate to be payable from the date of the new community residency to the date when the children are withdrawn or transferred to the new community
- d. For a family who moves from Newtown after May 1, the Superintendent will grant a tuition waiver for May and June.
- e. For a family who moves from Newtown prior to January 1 of their child's senior year, the Superintendent will establish a pro-rata tuition rate for the remainder of the school year. For a family who moves from Newtown after January 1 of their child's senior year, the Superintendent will grant a tuition waiver for the remainder of that school year.
- f. For a family who experiences divorce and one of the parents maintains a Newtown residency, the Superintendent will grant a tuition waiver if the student lives with the nonresident parent.
- g. Requests for special extensions or exemptions of tuition waivers will be considered on an individual basis by the Board of Education.

Transportation

When a non-resident student is granted permission to attend the Newtown Public Schools either on a tuition or tuition exemption basis, the family assumes responsibility for transportation.

FOREIGN EXCHANGE STUDENTS

Students from foreign countries whose residence in Newtown is sponsored by a local service club or by the American Field Service may be enrolled in the appropriate school for not more than one year without the payment of tuition upon application to and approval of the school principal.

Immigration Compliance

Students from foreign countries will have to comply with the appropriate United States Immigration Department regulations.

NON-RESIDENT STUDENTS

Students from outside Newtown who plan to reside with a Newtown resident may be considered for enrollment, by application to the Board of Education, on a non-tuition basis if it can be demonstrated that:

- a. The student has not already graduated from the equivalent of a high school elsewhere.
- b. The student is not seeking to avoid school enrollment in the school system where legal residence is maintained.
- c. The student's enrollment does not cause a class to exceed class size limitations as established in the teacher's bargaining unit agreement.

The parents or guardians of the student, and the Newtown resident with whom the student will reside, must complete and file the appropriate forms, which declare that both parties acknowledge the full legal responsibility of this decision and comply with stipulations as defined in Connecticut General Statute 10-253 (d).

CHILDREN OF STAFF NOT LIVING IN NEWTOWN

Full-time staff who reside outside of Newtown and wish their children to attend the Newtown schools may apply to the Superintendent of Schools for assignment to an

elementary school, the middle school, or the high school. The acceptance of tuition students of full-time staff will be conditioned on the impact of increased tuition students on desirable class size and available support services for students. Tuition for children of full-time non-resident staff members will be at an annual rate of 25% of the regular yearly tuition established by the Board of Education.

Continuation of a child as a tuition student will not be contingent on class size constraints as long as the parent remains a member of the full-time staff.

An increased tuition rate for students needing special services will be set by the Superintendent on a case-by-case basis.

Adopted 11/29/77

Amended 5/13/86, 11/7/88

Modified 12/12/89, 9/14/93, 7/11/94, 6/10/97, 12/16/02

**NEWTOWN PUBLIC SCHOOLS
BUSINESS OFFICE**

MEMORANDUM

DATE: May 14, 2014

TO: Board of Education
Dr. Joseph V. Erardi, Jr. Superintendent

FROM: Ron Bienkowski, Director of Business 

SUBJECT: Special Needs Transportation Bid Award

A comprehensive bid specification was developed dividing the current special needs transportation into two contracts. The bid was publically advertised on March 28, 2014 with the specifications available on April 1, 2014. A total of 12 specifications were distributed and requested.

The services included in this bid are currently being provided by MTM Transportation, who did not respond to our bid request.

Contract A, which is for in-district transportation for special needs within our schools required 3 Type II wheelchair vehicles and 6 Type II 30 passenger vehicles with a required spare for each vehicle type.

All-Star Transportation bid this contract for a three and a five year basis as called out in the specifications. The bid prices represent daily vehicle rates for a six and one half hour day with an excess hourly rate. Fuel for these vehicles is provided by the district limited to 2,200 gallons per vehicle per school year. The price bid is lower than that which we are paying for the current year. There were no other bidders for this in-district service. It is my recommendation to award 'In-District-Contract A' to All-Star Transportation, LLC.

Contract B for Out-of-District Special Needs Transportation required STV's (Student Transportation Vehicles) for up to 19 out-of-town facilities. The daily rate bid includes the required fuel. The specifications and the understanding is clear that these placements are not guaranteed and are subject to change during the recommended term of this contract.

Two qualified bids were received for Contract B. One from All-Star Transportation, and the lower recommended bid from Education Connection, our Regional Educational Service Center.

The bids received have complied with all requirements. Special Education and Business Office personnel have met with the responsible representatives from Education Connection and All-Star Transportation on May 7th to review all aspects of the bid and implementation. Both All-Star and Education Connection have placed orders for the required vehicles, are currently interviewing potential employees and working on logistics.

At the bid opening held on April 22nd, I announced that I would bring this recommendation to the Board on May 6th. Because of agenda concerns it is now before you for May 20th. I have sent letters that I, with the endorsement of the Superintendent, will be recommending award of the respective contracts as indicated herein.

The budgeted amounts for Special Education bussing will not be recommended for adjustment at this time. These contracts affect a multiplicity of routes which were handled by a variety of vehicles. The assignment of specific eligible costs at reduced rates will have a reducing effect on what was budgeted for Excess Cost Grant revenue, netting out in the budget line. There currently will also be two additional out-of-district requirements which were not budgeted. Rough analysis indicates savings will be in the vicinity of \$50-60,000 with the additional routes costing \$40-50,000 with a potential revenue reduction of \$10-20,000. These occurrences will mean the bussing components will be essentially break-even, in spite of favorable bid results. However, the corresponding fuel accounts will be able to be reduced by \$60-70,000 due to inclusion of fuel in the daily rates for the out-of-district transports.

The bid sheets and comparisons to current are attached.

If you have any questions please contact me prior to the meeting as it is a heavy agenda.

cc: Julie Haggard, Director of Pupil Services

Newtown Public Schools
 Newtown, Connecticut

In District - Contract A

	2013-14	2014-15
<u>Home to School, A.M. & P.M.</u>	<u>MTM</u>	<u>All-Star</u>
<u>Type II W/C 18+1 Passenger Vehicle</u>		
6 1/2 hours per day	\$315	\$295
Excess rate per hour	\$50	\$50
<u>Type II 30 Passenger Vehicle</u>		
6 1/2 hours per day	\$315	\$295
Excess rate per hour	\$50	\$50
Aide Rate (per hour)	\$19	\$18
<u>Summer Rates</u>		
<u>Type II W/C 18+1 Passenger Vehicle</u>		
5 hours per day	\$280	\$265
Excess rate per hour	\$50	\$50
<u>Type II 30 Passenger Vehicle</u>		
5 hours per day	\$260	\$265
Excess rate per hour	\$50	\$50
Aide Rate (per hour)	\$19	\$18

Appendix F

In District - Contract A

Company Name: All-Star Transportation, LLC

Public Bid Form for Transportation Services - Due April 22, 2014				
Daily Rate Year 1 <u>2014-15</u>	Daily Rate Year 2 <u>2015-16</u>	Daily Rate Year 3 <u>2016-17</u>	Daily Rate Year 4 <u>2017-18</u>	Daily Rate Year 5 <u>2018-19</u>
\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Home to School, A.M. & P.M.
Type II W/C 18+1 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

Type II 30 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
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Summer Rates

Type II W/C 18+1 Passenger Vehicle

5 hours per day

* Excess rate per hour

Type II 30 Passenger Vehicle

5 hours per day

* Excess rate per hour

\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

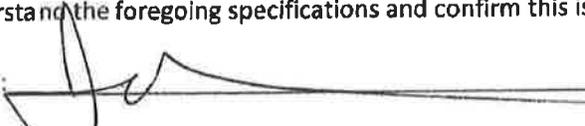
\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
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Vendor acknowledges that changes in needs will inevitably occur during the life of this contract.

I understand the foregoing specifications and confirm this is our companies BID for the In District Contract A.

Signed: 

Date: 4-22-2014

Printed Name: John R. Dufour

Telephone: 203-573-0555

Title: President

Newtown Public Schools
 Newtown, Connecticut

Out of District Special Needs - Contract B

Home to School, A.M. & P.M.

(refer to appendix A for school locations)

	2013-14 <u>MTM</u>	2014-15 <u>Ed Conn</u>	2014-15 <u>All-Star</u>
1) ACES - North Haven	\$200.00	\$164.00	\$235.00
2) ACES - Northford	\$200.00	\$164.00	\$235.00
3) Cedarhurst	\$186.00	\$167.00	\$205.00
4) CES	\$202.00	\$175.00	\$235.00
4a) CES (separate vehicle required)	\$165.00	\$175.00	\$175.00
5) CCCD	\$165.00	\$176.00	\$175.00
6) CT. Junior Republic	\$219.00	\$183.00	\$235.00
7) Hope Academy	\$165.00	\$178.00	\$190.00
8) Foundation (lower)	\$165.00	\$163.00	\$190.00
9) Foundation (upper)	\$165.00	\$163.00	\$190.00
10) Giant Steps	\$175.00	\$210.00	\$205.00
11) Lorraine Day Foster	\$186.00	\$178.00	\$205.00
12) Meloria	\$191.00	\$180.00	\$205.00
13) Raymond Hill	\$230.00	\$166.00	\$235.00
14) The Learning Center (Adlebrook)	\$200.00	\$187.00	\$235.00
15) TSA / Speech Academy	\$170.00	\$179.00	\$175.00
16) Gengras Center	\$0.00	\$0.00	\$235.00
17) Safe House - Bridgeport	\$0.00	\$0.00	\$190.00
18) Safe House - Waterbury	\$0.00	\$0.00	\$175.00
19) Safe House - Danbury	\$0.00	\$0.00	\$175.00
Aide Rate (per hour)	\$19.00	\$16.00	\$18.00

Out of District Special Needs - Contract B

Company Name: Education Connection

Home to School, A.M. & P.M.
(refer to appendix A for school locations)

- 1) ACES - North Haven
- 2) ACES - Northford
- 3) Cedarhurst
- 4) CES
- 4a) CES (separate vehicle required)
- 5) CCCD
- 6) CT. Junior Republic
- 7) Hope Academy
- 8) Foundation (lower)
- 9) Foundation (upper)
- 10) Giant Steps
- 11) Lorraine Day Foster
- 12) Meloria
- 13) Raymond Hill
- 14) The Learning Center (Adebrook)
- 15) TSA / Speech Academy
- 16) Gengras Center
- 17) Safe House - Bridgeport
- 18) Safe House - Waterbury
- 19) Safe House - Danbury

Public Bid Form for Transportation Services - Due April 22, 2014						
Estimated # of Students	Daily Rate	* Bidder's Estimated # Aide Hours				
	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	
1	164.00	164.00	167.28	167.28	170.63	6
2	164.00	164.00	167.28	167.28	170.63	6
1	167.00	167.00	170.00	170.00	173.40	5.5
3	175.00	175.00	178.50	178.50	182.00	6
1	175.00	175.00	178.50	178.50	182.00	6
1	176.00	176.00	179.52	179.52	183.00	7
2/3	183.00	183.00	186.60	186.60	190.34	6.5
1	178.00	178.00	181.56	181.56	185.10	6
3	163.00	163.00	166.25	166.25	169.50	6
1	163.00	163.00	166.25	166.25	169.50	6
1	210.00	210.00	210.00	210.00	210.00	6
1	178.00	178.00	181.56	181.56	185.19	7
1	180.00	180.00	183.60	183.60	187.25	6
1/2	166.00	166.00	169.25	169.25	172.63	5
2	187.00	187.00	190.70	190.70	194.50	7.5
4/5	179.00	179.00	182.50	182.50	186.00	5.5
0	188.00	188.00	191.75	191.75	195.50	7.0
0	168.00	168.00	171.30	171.30	174.70	7
0	158.00	158.00	161.10	161.10	164.30	6
0	156.00	156.00	159.10	159.10	162.25	5

Aide Rate (per hour)

16.00	16.00	16.30	16.30	16.60
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Bidders are **NOT** required to include daily rates for all schools listed above.

All daily rates **MUST include the cost of fuel**. Bidder acknowledges that changes in needs will inevitably occur during the life of this contract and estimated number of students may vary.

* Bidder will give best estimate for aide hours. Newtown Public Schools reserves the right to adjust hours.

I understand the foregoing specifications and confirm this is our companies BID for the schools listed herein,

Signed: Bert Hughes

Date: April 21, 2014

Printed Name: Bert Hughes

Telephone: 860-567-0863 X131

Title: Transportation Manager

Out of District Special Needs - Contract B

Company Name: All-Star Transportation, LLC

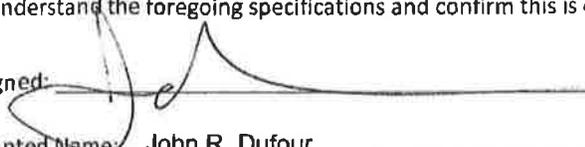
* **Home to School, A.M. & P.M.**
(refer to appendix A for school locations)

Public Bid Form for Transportation Services - Due April 22, 2014							* Bidder's Estimated # Aide Hours	Gal/ Day
Daily Rate Year 1 <u>2014-15</u>	Daily Rate Year 2 <u>2015-16</u>	Daily Rate Year 3 <u>2016-17</u>	Daily Rate Year 4 <u>2017-18</u>	Daily Rate Year 5 <u>2018-19</u>	Estimated # of Students			
1) ACES - North Haven	1	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00	5.25	9.5
2) ACES - Northford	2	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		9.5
3) Cedarhurst	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		7.5
4) CES	3	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00	5.0	5.0
4a) CES (separate vehicle required)	1	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		3.75
5) CCCD	1	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		4.0
6) CT. Junlor Republic	2/3	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		9.5
7) Hope Academy	1	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00	5.0	6.0
8) Foundation (lower)	3	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00		6.0
9) Foundation (upper)	1	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00		6.0
10) Giant Steps	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		7.0
11) Lorraine Day Foster	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		6.5
12) Meloria	1	\$205.00	\$211.00	\$217.00	\$224.00	\$232.00		8.25
13) Raymond Hill	1/2	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		10.0
14) The Learning Center (Adlebrook)	2	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		10.0
15) TSA / Speech Academy	4/5	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		4.0
16) Gengras Center	0	\$235.00	\$242.00	\$249.00	\$257.00	\$265.00		8.0
17) Safe House - Bridgeport	0	\$190.00	\$196.00	\$202.00	\$208.00	\$215.00		5.0
18) Safe House - Waterbury	0	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		5.0
19) Safe House - Danbury	0	\$175.00	\$180.00	\$186.00	\$192.00	\$198.00		5.0

Aide Rate (per hour)	\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
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Bidders are **NOT** required to include daily rates for all schools listed above.
All daily rates **MUST include the cost of fuel**. Bidder acknowledges that changes in needs will inevitably occur during the life of this contract and estimated number of students may vary.
* Bidder will give best estimate for aide hours. Newtown Public Schools reserves the right to adjust hours.

I understand the foregoing specifications and confirm this is our companies BID for the schools listed herein.

Signed:  Date: 04-22-2014
Printed Name: John R. Dufour Telephone: 203-573-0555
Title: President

* BOE to provide all fuel (gasoline)
* Bid is for all jobs only

CONTRACT FOR TRANSPORTATION SERVICES

This CONTRACT FOR IN-DISTRICT TRANSPORTATION SERVICES CONTRACT-A (“Contract”) is made this 20th day of May, 2014, by and between the **NEWTOWN BOARD OF EDUCATION**, hereinafter called the “Board,” and **ALL-STAR TRANSPORTATION, LLC**, hereinafter called the “Contractor”.

WITNESSETH

WHEREAS, the Board wishes to provide transportation services for students for whom the Board provides transportation services for a period of five (5) years; and

WHEREAS, the Board accepted bids for the provision of transportation services and awarded the Contract to **ALL-STAR TRANSPORTATION, LLC**, on May 20, 2014 and

WHEREAS, **ALL-STAR TRANSPORTATION, LLC**, is ready, willing and able to provide the required transportation services sought by the Board and has accepted the award of the Contract.

NOW, THEREFORE, in consideration of the mutual promises and covenants of the parties hereto, the Board and **ALL-STAR TRANSPORTATION, LLC**, mutually agree as follows:

I. TERM

The term of this Contract shall be for an initial period of three (3) years beginning on **July 1, 2014** and terminating on **June 30, 2017** with a two (2) year extension period to June 30, 2019. Such extension will be based on successful performance in the initial period at the bid rates as in Appendix F (the “Term”).

II. INCORPORATION OF DOCUMENTS AND TERMS AND CONDITIONS OF CONTRACT

The Specification and Bid Forms for Student Transportation released on April 1, 2014, including the Notice to Bidders, Instructions to Bidders, all specifications and all appendices and schedules attached thereto (the “Bid Documents”) are specifically incorporated into this Contract and made a part hereof and attached as Exhibit A. The Bid submitted and executed by Contractor, dated April 15, 2014 (the “Bidder’s Response”) is specifically incorporated into this Contract and made a part hereof and attached as Exhibit B. The Bid Documents and the Bidder’s Response are together, the “Documents”.

All of the terms and conditions for the Contract in the Bid Documents, including without limitation Sections 1.1, 3.2, 4, 5, 6, 7 and 8 of the Bid Documents, are hereby incorporated into and made a part of this Contract.

Any use of the term Bidder or Successful Bidder in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean “Contractor”. Any use of the term Bid in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean “Contract”.

III. SCOPE OF WORK

- A. The Contractor agrees that it will provide the transportation services on the terms and conditions described in and in accordance with the Bid Documents, except as provided herein or in the attached Exhibits.
- B. The Contractor shall provide, each year of this Contract, a list containing the make, model, year, fuel type and seating capacity of each vehicle to be supplied during the upcoming year of the Contract, in the form of Appendix B, attached to the Bid Documents. The Contractor shall update this list during the year if any changes are made to the vehicles.
- C. Contractor shall be responsible for providing all transportation related facilities used in the performance of this Contract. The Contractor shall promptly notify the Board of the location of the site where the vehicles used in the performance of this Contract shall be parked once such site has been selected by Contractor. The Board may inspect this location prior to or during the term of the Contract.

IV. PAYMENT AND COMPENSATION

- A. The Contract price payable for each Vehicle used in providing services under this Contract is detailed on page 41 in Exhibit B, which is attached hereto and incorporated herein. The number of Vehicles needed under this Contract will vary. **The cost of each Vehicle will be determined by the type, year of the Contract and the cost per day specified for that type of Vehicle as listed in Exhibit B. Under no circumstances is Contractor authorized to charge overtime to the Board without specific prior authorization.**
- B. The parties agree that no other payments shall be made to the Contractor who shall furnish all of the vehicles, drivers, labor, supervision, training, testing, materials, equipment, permits and licenses and other facilities necessary to provide the transportation and service required, including the staff and other services as required by the Board for the proper performance of the Contractor's duties.

V. MISCELLANEOUS

- A. If any provision of this Contract is subsequently found to be illegal or invalid, all unlawful provisions shall be deemed stricken from this Contract and shall be of no effect and the remaining provisions shall not be affected thereby and shall remain in full force and effect.
- B. This Contract and all Exhibits attached hereto constitutes the full and complete agreement of the parties hereto and shall be binding upon their respective permitted successors and assigns.
- C. This Contract shall be governed by, and construed and enforced in accordance with, the laws of the State of Connecticut without regard to its conflicts of laws principles.

D. Notices, requests, demands and documents required or desired to be given hereunder shall be in writing and delivered (i) personally (ii) by a nationally recognized overnight delivery service or (iii) by deposit into the United States mail, postage prepaid, certified or registered mail, addressed to the party at the following addresses or at such other address as notice thereof may have been given pursuant hereto:

To Board:

Newtown Board of Education
3 Primrose Street
Newtown, CT 06470
Attention: Director of Business

To Contractor:

All-Star Transportation, LLC
146 Huntington Avenue
Waterbury, CT 06708
Attention: John R. Dufour

IN WITNESS WHEREOF, the parties hereto have set their hands by their duly authorized representatives at NEWTOWN, CONNECTICUT, as of the _____ day of May, 2014.

CONTRACTOR

BOARD

ALL-STAR TRANSPORTATION, LLC

NEWTOWN BOARD OF
EDUCATION

By _____
John R. Dufour
President

By _____
Debbie Leidlein
Chair

In District - Contract A

Company Name: All-Star Transportation, LLC

Public Bid Form for Transportation Services - Due April 22, 2014				
Daily Rate Year 1 <u>2014-15</u>	Daily Rate Year 2 <u>2015-16</u>	Daily Rate Year 3 <u>2016-17</u>	Daily Rate Year 4 <u>2017-18</u>	Daily Rate Year 5 <u>2018-19</u>
\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Home to School, A.M. & P.M.

Type II W/C 18+1 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

Type II 30 Passenger Vehicle

6 1/2 hours per day

* Excess rate per hour

\$295.00	\$305.00	\$315.00	\$327.00	\$340.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
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Summer Rates

Type II W/C 18+1 Passenger Vehicle

5 hours per day

* Excess rate per hour

\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Type II 30 Passenger Vehicle

5 hours per day

* Excess rate per hour

\$265.00	\$270.00	\$275.00	\$285.00	\$295.00
\$50.00	\$55.00	\$60.00	\$65.00	\$70.00

Aide Rate (per hour)

\$18.00	\$18.50	\$19.00	\$19.50	\$20.00
---------	---------	---------	---------	---------

Vendor acknowledges that changes in needs will inevitably occur during the life of this contract.

I understand the foregoing specifications and confirm this is our companies BID for the In District Contract A.

Signed: 

Date: 4-22-2014

Printed Name: John R. Dufour

Telephone: 203-573-0555

Title: President

CONTRACT FOR TRANSPORTATION SERVICES

This CONTRACT FOR OUT OF DISTRICT SPECIAL NEEDS TRANSPORTATION SERVICES CONTRACT-B (“Contract”) is made this ____ day of May, 2014, by and between the **NEWTOWN BOARD OF EDUCATION**, hereinafter called the “Board,” and **EDUCATION CONNECTION** hereinafter called the “Contractor”.

WITNESSETH

WHEREAS, the Board wishes to provide transportation services for students for whom the Board provides transportation services for a period of five (5) years; and

WHEREAS, the Board accepted bids for the provision of transportation services and awarded the Contract to **EDUCATION CONNECTION**, on May 20, 2014 and

WHEREAS, **EDUCATION CONNECTION**, is ready, willing and able to provide the required transportation services sought by the Board and has accepted the award of the Contract.

NOW, THEREFORE, in consideration of the mutual promises and covenants of the parties hereto, the Board and **EDUCATION CONNECTION**, mutually agree as follows:

I. TERM

The term of this Contract shall be for an initial period of three (3) years beginning on **July 1, 2014** and terminating on **June 30, 2017** with a two (2) year extension period to June 30, 2019. Such extension will be based on successful performance in the initial period at the bid rates as in Appendix G (the “Term”).

II. INCORPORATION OF DOCUMENTS AND TERMS AND CONDITIONS OF CONTRACT

The Specification and Bid Forms for Student Transportation released on April 1, 2014, including the Notice to Bidders, Instructions to Bidders, all specifications and all appendices and schedules attached thereto (the “Bid Documents”) are specifically incorporated into this Contract and made a part hereof and attached as Exhibit A. The Bid submitted and executed by Contractor, dated April 21, 2014 (the “Bidder’s Response”) is specifically incorporated into this Contract and made a part hereof and attached as Exhibit B. The Bid Documents and the Bidder’s Response are together, the “Documents”.

All of the terms and conditions for the Contract in the Bid Documents, including without limitation Sections 1.1, 3.2, 4, 5, 6, 7 and 8 of the Bid Documents, are hereby incorporated into and made a part of this Contract.

Any use of the term Bidder or Successful Bidder in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean “Contractor”. Any use of the term Bid in Sections 3.2, 4, 5, 6, 7 and 8 of the Bid Documents shall mean “Contract”.

III. SCOPE OF WORK

- A. The Contractor agrees that it will provide the transportation services on the terms and conditions described in and in accordance with the Bid Documents, except as provided herein or in the attached Exhibits.
- B. The Contractor shall provide, each year of this Contract, a list containing the make, model, year, fuel type and seating capacity of each vehicle to be supplied during the upcoming year of the Contract, in the form of Appendix B, attached to the Bid Documents. The Contractor shall update this list during the year if any changes are made to the vehicles.

IV. PAYMENT AND COMPENSATION

- A. The Contract price payable for each Vehicle used in providing services under this Contract is detailed on page 41 in Exhibit B, which is attached hereto and incorporated herein. The number of Vehicles needed under this Contract will vary. **The cost of each Vehicle will be determined by the route, year of the Contract and the cost per day specified for that type of Vehicle as listed in Exhibit B. Under no circumstances is Contractor authorized to charge overtime to the Board without specific prior authorization.**
- B. The parties agree that no other payments shall be made to the Contractor who shall furnish all of the vehicles, drivers, labor, supervision, training, testing, materials, equipment, permits and licenses and other facilities necessary to provide the transportation and service required, including the staff and other services as required by the Board for the proper performance of the Contractor's duties.

V. MISCELLANEOUS

- A. If any provision of this Contract is subsequently found to be illegal or invalid, all unlawful provisions shall be deemed stricken from this Contract and shall be of no effect and the remaining provisions shall not be affected thereby and shall remain in full force and effect.
- B. This Contract and all Exhibits attached hereto constitutes the full and complete agreement of the parties hereto and shall be binding upon their respective permitted successors and assigns.
- C. This Contract shall be governed by, and construed and enforced in accordance with, the laws of the State of Connecticut without regard to its conflicts of laws principles.

- D. Notices, requests, demands and documents required or desired to be given hereunder shall be in writing and delivered (i) personally (ii) by a nationally recognized overnight delivery service or (iii) by deposit into the United States mail, postage prepaid, certified or registered mail, addressed to the party at the following addresses or at such other address as notice thereof may have been given pursuant hereto:

To Board:

Newtown Board of Education
3 Primrose Street
Newtown, CT 06470
Attention: Director of Business

To Contractor:

Education Connection
355 Goshen Road
PO Box 909
Litchfield, CT 06759
Attention: Bert Hughes

IN WITNESS WHEREOF, the parties hereto have set their hands by their duly authorized representatives at NEWTOWN, CONNECTICUT, as of the _____ day of May, 2014.

CONTRACTOR

BOARD

EDUCATION CONNECTION

NEWTOWN BOARD OF
EDUCATION

By _____
Bert Hughes
Transportation Manager

By _____
Debbie Leidlein
Chair

Out of District Special Needs - Contract B

Company Name: Education Connection

Home to School, A.M. & P.M.

(refer to appendix A for school locations)

- 1) ACES - North Haven
- 2) ACES - Northford
- 3) Cedarhurst
- 4) CES
- 4a) CES (separate vehicle required)
- 5) CCCD
- 6) CT. Junior Republic
- 7) Hope Academy
- 8) Foundation (lower)
- 9) Foundation (upper)
- 10) Giant Steps
- 11) Lorraine Day Foster
- 12) Meloria
- 13) Raymond Hill
- 14) The Learning Center (Adebrook)
- 15) TSA / Speech Academy
- 16) Gengras Center
- 17) Safe House - Bridgeport
- 18) Safe House - Waterbury
- 19) Safe House - Danbury

Public Bid Form for Transportation Services - Due April 22, 2014						
Estimated # of Students	Daily Rate Year 1	Daily Rate Year 2	Daily Rate Year 3	Daily Rate Year 4	Daily Rate Year 5	* Bidder's Estimated # Aide Hours
	2014-15	2015-16	2016-17	2017-18	2018-19	
1	164.00	164.00	167.28	167.28	170.63	6
2	164.00	164.00	167.28	167.28	170.63	6
1	167.00	167.00	170.00	170.00	173.40	5.5
3	175.00	175.00	178.50	178.50	182.00	6
1	175.00	175.00	178.50	178.50	182.00	6
1	176.00	176.00	179.52	179.52	183.00	7
2/3	183.00	183.00	186.60	186.60	190.34	6.5
1	178.00	178.00	181.56	181.56	185.10	6
3	163.00	163.00	166.25	166.25	169.50	6
1	163.00	163.00	166.25	166.25	169.50	6
1	210.00	210.00	210.00	210.00	210.00	6
1	178.00	178.00	181.56	181.56	185.19	7
1	180.00	180.00	183.60	183.60	187.25	6
1/2	166.00	166.00	169.25	169.25	172.63	5
2	187.00	187.00	190.70	190.70	194.50	7.5
4/5	179.00	179.00	182.50	182.50	186.00	5.5
0	188.00	188.00	191.75	191.75	195.50	7.0
0	168.00	168.00	171.30	171.30	174.70	7
0	158.00	158.00	161.10	161.10	164.30	6
0	156.00	156.00	159.10	159.10	162.25	5

Aide Rate (per hour)

16.00	16.00	16.30	16.30	16.60
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Bidders are **NOT** required to include daily rates for all schools listed above.

All daily rates **MUST include the cost of fuel**. Bidder acknowledges that changes in needs will inevitably occur during the life of this contract and estimated number of students may vary.

* Bidder will give best estimate for aide hours. Newtown Public Schools reserves the right to adjust hours.

I understand the foregoing specifications and confirm this is our companies BID for the schools listed herein,

Signed: Bert Hughes

Date: April 21, 2014

Printed Name: Bert Hughes

Telephone: 860-567-0863 X131

Title: Transportation Manager

Smoke Free Environment - Use of Tobacco Products

The Board of Education recognizes the health consequences of tobacco use and the reports from various medical sources identifying health hazards for tobacco users/smokers and nonsmokers. It is the desire of the Board to provide a safe and healthful environment for students and adults who use school premises.

The Board of Education prohibits smoking and the possession or use of tobacco **and nicotine** products, including **but not limited to** cigarettes, **electronic cigarettes**, cigars, pipe tobacco, chewing tobacco or snuff, **smoking tobacco, smokeless tobacco, nicotine delivering devices chemicals or devices that produce the same flavor or physical effect of nicotine substances, or any other tobacco or nicotine innovations**, at any time, by anyone, in school buildings, on school property, or on transportation provided by the Board of Education.

Smoking shall be prohibited inside all school facilities at all times, including when buildings are used by the community or authorized organizations. Signs will be posted, and penalties will comply with current State/local regulations.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit. Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, **and that any disciplinary actions imposed for similar actions are treated consistently.**

Legal Reference: Connecticut General Statutes
CGS 1-21b(a), 31-40q
Public Act 08-184, effective October 1, 2008

19a-342 Smoking prohibited in certain places. Signs required. Penalties.

21a-242 Schedules of controlled substances.

PL 107-110, Section 4303, "Non-smoking Policy for Children's Services"

20 U.S.C. 7181-7184 The Pro Children Act of 2001

Policy adopted:

xx/xx/xxxx (Combined from 7-502, 3-502, 4-701 and Revised)

Alcohol, Drugs, and Tobacco

The Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

Alcohol and Drugs

The Board of Education recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawful manufacture, distribution, dispensing, possession or use on or in the workplace any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana (including for palliative purposes) or any other controlled substance. Controlled drugs are further defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Each employee shall notify his or her supervisor of his or her conviction occurring in the workplace as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

Tobacco

There shall be no smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

Tobacco and nicotine products include but are not limited to cigarettes, electronic cigarettes, cigars, pipe tobacco, chewing tobacco or snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices chemicals or devices that produce the same flavor or physical effect of nicotine substances, or any other tobacco or nicotine innovations

A copy of this policy and the consequences of violating the policy shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

Legal Reference: Drug-Free Workplace Act. 102 Stat. 4305-4308.

Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991)

21 U.S.C. 812, Controlled Substances Act, I through V, 202.

21 C.F.R. 1300.11 through 1300.15 regulation.

54 Fed. Reg. 4946 (1989)

Connecticut General Statutes

1-21b Smoking prohibited in certain places.

21a-408a Qualifying patient not subject to arrest, prosecution or certain other penalties. Requirements. Exceptions.

Policy adopted:

xx/xx/xxxx, Replaces 4-701

The Board of Education recognizes the district's responsibility to maintain order, discipline, safety and security on school property and in school vehicles. The Board also desires to afford students, staff, parents and visitors privacy with respect to the records maintained by the district. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property, in school vehicles and any vehicle entering school property in furtherance of protecting the health, welfare and safety of its students, staff, parents and visitors. The students, staff, parents and visitors of the district recognize that their security and safety depends upon the capacity of the district to maintain discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

District surveillance cameras will only be utilized in public areas where there is no “reasonable expectation of privacy.” Audio recordings shall not be utilized by School District employees without the express permission of the Superintendent or his/her designee; such prohibition does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

To further the Board’s objective, the District-wide Safety Team shall meet as appropriate and/or deemed necessary to develop, implement and review District and building level safety practices. The Team shall also make recommendations to the Superintendent regarding the implementation and use of surveillance cameras **and recordings** as authorized by the Board of Education. The Superintendent shall retain final decision-making authority regarding the recommendations of the Safety Team; and he/she shall notify the Board as to the procedures to be implemented with regard to the use of surveillance cameras by the School District.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order, discipline, safety and security finds that it is appropriate to provide for the use of both video camera surveillance in its school buses and live and taped video camera surveillance in schools and on school grounds. ~~In determining the most appropriate use and implementation of surveillance cameras in the schools, school buses and/or on school grounds,~~ The District-wide Safety Team’s recommendation will be guided by, at a minimum, the following considerations:

- Demonstrated need for the device at designated locations;
- Appropriateness and effectiveness of proposed protocol **in consultation with the appropriate district administrator;**
- The bus company personnel shall supervise the use of and maintain the transportation company-owned video surveillance equipment on transportation vehicles, and, upon request, the recordings made available to the appropriate district administrator. The use of video surveillance equipment on school grounds and on other district property shall be supervised and controlled by the building administrator, other responsible administrator, or by security staff;
- The use of additional, less intrusive, means to further address the issue of school safety (e.g. restricted access to buildings, use of pass cards or identification badges, increased lighting, alarms);
- ~~Expense involved in installing and maintaining the use of surveillance cameras at designated locations, including school buses and/or on school grounds.~~ Any video recording used for surveillance purposes in school buildings, **school buses** and/or on school property shall be the sole property of the District; and the Superintendent or his/her designee will be the custodian of such recordings. If it is necessary to download any file, it will be stored **electronically on CD-ROM** and secured to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. **In unique circumstances the District’s video recording may be duplicated,**

but under no circumstances shall any video recording be removed from District premises unless in accordance with a court order and/or subpoena.

- The length of time in which the recordings are available is determined by the agreed upon bus contract and the individual school security technology.

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the District's use of surveillance cameras.

Students, ~~and~~ staff and the public will receive additional notification, as appropriate, regarding the use of surveillance cameras in the schools, school buses and/or on school grounds. Such notification may include, but is not limited to, publication in the District calendar, employee handbook, and student handbook. Such notification does not preclude, as deemed appropriate by administration, the discussion of the use of surveillance cameras with staff and students to heighten awareness and help foster a sense of security.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5125 – Student Records) □ (cf. 5131.1 – Bus Conduct) □

(cf. 5131.11 – Video Cameras on School Buses)

(cf. 5131.5 – Vandalism)

(cf. 5145.12 – Search and Seizure)

Legal Reference: Title I - Amendments to the Individuals with Disabilities Act. (PL 105-17)
Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g
(1988).

Connecticut General Statutes:
10-221 Boards of Education to prescribe rules

Policy Adopted 1/15/13

Revised:

Emergencies and Disaster Preparedness

The Board of Education recognizes its obligation to students, staff and the community to be prepared to deal with various emergencies as they arise, ensuring to the greatest extent possible the safety of District students, staff and visitors.

The administration shall require the Building Principal to maintain procedures for fire, civil defense, and other emergencies, in accordance with the District's plan and to ensure the maintenance of the fire alarm system and regular and emergency exits of all buildings. Each school shall establish a school security and safety committee that will assist in developing and administering the school's security and safety plan.

In addition to the District Emergency Preparedness Plan, all building safety and security plans must be compliant with the National Incident Management System (NIMS), incorporate the National Incident Command System and be based upon the standards issued by the Department of Emergency Services and Public Protection. ***Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan.***

The District will cooperate with local law enforcement, fire department and civil defense authorities and other civic agencies in the event of a declared emergency situation.

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

- (cf. 5141.6 – Crisis Prevention/Response)
- (cf. 5142 – Student Safety)
- (cf. 6114.1 – Fire Emergency/Crisis Response Drills)
- (cf. 6114.3 – Bomb Threats)
- (cf. 6114.6 – Emergency Closings)
- (cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules
 10-231 Fire drills
 52-557b Immunity from liability for emergency medical assistance, first
 aid or medication by injection. School personnel not required to
 administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's
Safety (Section 86, 87, 88)

Policy adopted:
New, 9/2013

Fire Emergency (Drills)/Crisis Response Drills/Bus Safety Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lock-in open lockdown, lock-in closed lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Bus safety drills shall be conducted at least two (2) times during each school year to instruct students in safe riding practices and emergency evacuation. The school principals and **the designated school transportation authority** will develop schedules and plans to implement the required safety drills.

Principals shall keep a record of all fire, crisis response and bus safety drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 – Crisis Management Plan)

(cf. 5142 – Student Safety)

(cf. 6114 – Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

Policy adopted:

9/2013 (This policy replaces 2-500)

SUGGESTED REGULATION

Instruction

Fire Emergency Drills/Crisis Response Drills/Bus Safety Drills

In the event that fire is discovered in any of the school plants, the Fire Department shall be called immediately following giving the signal to evacuate the building.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

1. Students, during an evacuation response, must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

Bus safety drills shall be conducted at least two (2) times during each school year to instruct students in safe riding practices and emergency evacuation. The school principals and the designated school transportation authority will develop schedules and plans to implement the required safety drills.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131))

Regulation approved:

The Board recognizes that bomb threats are a significant concern to the schools. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

B. Definitions

1. A "**bomb**" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
2. A "**look-alike bomb**" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A "**bomb threat**" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. "**School premises**" means any school property, school buses and any location where any school activities may take place.

C. Development of Bomb Threat Procedures

The Superintendent or his/her designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the District's Emergency Operations Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. As a result of the threat assessment, the Administration will determine the appropriate protocol to best ensure the safety of the students;
3. Incident "command and control" (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and

7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or his/her designee will be responsible for overseeing a review or evaluation of bomb threat procedures.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer, School Security Officer, or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the Newtown Police Department, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Board of Education. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Discipline Consequences

Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action.

The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Discipline Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including

Instruction
Emergencies and Disaster Preparedness

6114.3

termination of employment.

I. Civil Liability

The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within guidelines set by the Board.

Time lost may be rescheduled on a vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

K. Notification Through Student Handbook

All student handbooks shall address the District's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

(cf. 5114 – Suspension/Expulsion)
(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5141.6 – Crisis Prevention/Response)
(cf. 5142 – Student Safety; Procedures for Plan During Crisis)
(cf. 6114 – Emergencies and Disaster Preparedness)
(cf. 6144.1 – Fire Emergencies/Drills)
(cf. 6114.6 – Emergency Closings)
(cf. 6114.7 – Safe Schools)

Legal References: 18 U.S.C.§921;8921

Policy adopted:
9/2013 (This policy replaces 2-501)

BOMB THREAT REPORT FORM

Time and date reported: _____
How reported: _____
Exact words of caller: _____

Questions to ask:

1. When is the bomb to explode? _____
2. Where is the bomb right now? _____
3. What kind of bomb is it? _____
4. What does it look like? _____
5. Why did you place the bomb? _____
6. Where are you calling from? _____

Description of caller's voice:

Male _____ Female _____ Young _____ Middle Aged _____ Old _____

Tone of voice:

Serious _____ Joking _____ Giggling or laughing _____
Sounded tense _____ Sounded very sure _____ Sounded unsure _____
Had an accent _____ If so, what kind? _____
Is voice familiar? _____ If so, whose? _____
Were there any background noises? _____
Other voice characteristics _____

Time caller hung up _____ Action taken _____

Name, title, address, telephone number of recipient _____

Action taken by recipient _____

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

The Board shall establish an advisory committee to review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety. Members of the advisory committee shall include a Board member, the Superintendent of Schools, appropriate school personnel, parents, and other community representatives. All members shall be appointed by the Board.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property with the exception of approved security personnel;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The advisory committee shall review these and other policies, regulations, plans, and procedures, as directed, to ensure that they are:

1. consistent with law and regulation;
2. clear, complete and enforceable; and
3. appropriately disseminated to students, staff, parents and are available to the general public.

The advisory committee shall report its findings and recommendations to the Board prior to public release. Final reports shall be delivered to the Board at a meeting scheduled by the Board to receive the report.

Any official policy level action is the sole discretion of the Board. The Board is in no way obligated to follow committee recommendations. The Board has the right to accept, reject or modify all or any part of a committee recommendation.

The Board shall conduct a security and vulnerability assessment of the District schools every two years and develop a school security and safety plan for each school based upon the assessment

In the development of a school security and safety plan, a district crisis response team shall be assembled that includes a variety of professionals with expertise in emergency management, (e.g., chief executive officer of the municipality, police, fire and emergency services personnel), and include community partners such as public and mental health professionals and school based staff. The district teams shall work closely with school-based crisis response teams to develop district-wide and building-specific emergency management plans. Such plans shall be compliant with the National Incident Management System (NIMS) and incorporate the National Incident Command System, and beginning with the 2014-2015 school year be compliant with the standards for such plans issued by the Department of Emergency Services and Public Protection (DESPP). The Board will annually, beginning in the 2013-2014 school year, develop and implement a school security and safety plan for each school and review, update, and submit such plans to the DESPP. Each school shall also establish a school's security and safety committee to assist in developing and administering the school's safety and security plan.

The crisis management plan shall be developed within the context of the four recognized phases of crisis management:

- **Mitigation/Prevention** addresses what schools and the District can do to reduce or eliminate the risk to life and property.
- **Preparedness** focuses on the process of planning for the worst-case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** pertains to how to restore the learning and teaching environment after a crisis.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities.

(cf. 5131 - Conduct at School and Activities)
(cf. 5131.5 - Vandalism)
(cf. 5131.6 - Drugs/Alcohol and Tobacco)
(cf. 5131.8 - Out of School Misconduct)
(cf. 5131.9 - Gang Action by or Association)
(cf. 5141.6 – Crisis Management Plan)
(cf. 5146 - Child Abuse and Neglect)
(cf. 5142 - Student Safety)
(cf. 5147 - Suicide Prevention)
(cf. 5143 - Student Health Assessments and Immunizations)
(cf. 5144 - Administering Medications)
(cf. 5145 - Communicable and Infectious Diseases)
(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)
(cf. 6114 - Emergencies)
(cf. 6161.11 - Drugs/Alcohol and Tobacco)

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-221 Boards of education to prescribe rules.
10-233a through 10-233f re in-school suspension, suspension, expulsion. (As amended by PA 95-304, An Act Concerning School Safety).
52-572 Parental liability for torts of minors. Damage defined.
53a-3 Firearms and deadly weapons.
53-206 Carrying and sale of dangerous weapons.

Instruction**6114.7**

53a-217b Possession of firearms and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Safety.
PA 95-304 An Act Concerning School Safety.
PA 97-290 An Act Enhancing Educational Choices and Opportunities.
GOALS 2000: Education America Act.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence).
Elementary and Secondary Education Act of 1965 as amended by the Gun
Free Schools Act of 1994.
New Jersey v. TLO., 469 U.S. 325; 1055. CT. 733.

Policy adopted:
10/2013 (New)

REGULATION

Safe Schools

School Athletic Event Security Strategies

Some athletic events, such as widely attended high school football and basketball games may be considered high risk in terms of security. In such situations, the following strategies may be employed if deemed necessary.

- Provide adequate adult supervision and staffing. Factors to consider in determining what is “adequate” include:
 - The anticipated size of the crowd;
 - The size of the facilities and grounds (including parking lots) used for the event;
 - Past history of incidents at similar events;
 - “Intelligence” information received about current conflicts at the school and in the community that could spill-over into the event, and other related considerations.
- Events with larger crowds should employ sworn law enforcement officers. (School districts with their own school police and/or school resource officers (SROs) should give priority to using these officers.)
- Deploy police, security personnel, and school staff in a manner which provides adequate coverage to the facilities being used for the event. This includes at ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), on the playing grounds/inner field perimeter, in the stands, and at other key locations. Have police in uniform and security staff in clearly identifiable clothing.
- Train police, security personnel, and staff on techniques for monitoring crowds (and not the athletic event on the field), verbal de-escalation skills, procedures for handling fights and riots, handling emergency medical situations, evacuation procedures, tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.), and emergency guidelines.
- Equip staff with two-way radios. Issue school cell phones to select staff assigned to the event.
- Review policies related to admission, limitations of items that can be carried in, right to search spectators at admission point (metal detector scans, bag searches, etc.), no passes out and back in once admitted, spectator conduct, and other security protocols. Post rules outside and inside of admission gates, and elsewhere in the facility. Enforce the rules in a firm, fair, and consistent manner.
- Establish procedures for advance ticket sales and on-site ticket sales. Have staff ticket-selling and ticket-taking procedures with adequate police, security, and ticket-taking staff at admission gates. Stop ticket sales after a designated time.
- Maintain separate locker rooms for home and visitor teams. Have team buses pick-up and drop-off at opposite sides of the playing facility to avoid interaction before and after the game.
- Separate spectator seating into clearly designated areas, i.e., home team in bleachers on one side and visiting team on other side.
- Administrators and safety officials from the schools playing a given event should communicate with each other in advance of the event to discuss procedures, safety

Instruction**6114.7**

concerns, security practices, emergency guidelines, investigation into rumors and any recent incidents which could result in conflicts, and associated logistics.

- Secure perimeter doors of schools and gate off sections of the building not used for the actual athletic event in a manner which is in accordance with fire safety regulations.
- Create a plan for parking procedures, traffic flow, parking lot staffing during entire game and related issues. Advise students in advance to coordinate pick-ups by parents outside of the parking lots on the perimeter of the grounds.
- Evaluate lighting in stadiums, athletic facilities, parking lots, and perimeter around the school and event grounds.
- Establish code of sportsmanlike conduct and educate players, coaches, cheerleaders, the band, students, parents, and others on the code in advance of the game.
- Have P.A. announcers make announcements at the beginning of the game and at other times, as necessary, regarding sportsmanlike conduct behavioral expectations.
- Have clear procedures, roles, and responsibilities for clearing and locking down facilities upon completion of the game.
- Establish written emergency guidelines. Test and exercise the written guidelines to make sure they would work in an emergency. Train all staff involved in supervising events on the guidelines.
- Administrators and safety personnel from both schools involved in the event should coordinate information in advance and review security procedures and written emergency guidelines.
- School administrators and safety personnel should coordinate with emergency medical personnel in advance of the event.
- Staff assignments with roles and responsibilities in the event of an emergency should be clearly delineated.
- Create emergency communications procedures and protocols to be engaged in the event of an emergency incident at the event.

Regulation approved:

Newtown Public Schools

Gifted Education Program Review

In the fall of 2013, following discussions at the Board of Education, the Interim Superintendent formed a representative group to review the philosophy and approach of the Newtown Public Schools to the education of gifted youth.

The charge of the committee was to have ready for presentation to the Superintendent of Schools on or before May 1, 2014 a report that articulates a clear definition, vision and set of beliefs regarding the identification and education of gifted children. Also to be included was a recommended strategy (including next steps, timelines and budgets) for implementing the strategy developed by the committee.

Following the committee's work, the Superintendent will make a decision to forward and/or modify the proposal and then send it on to the Board of Education for their consideration.

Process Outline: Research, gather, evaluate and synthesize findings and answer the following questions:

1. What do we believe?
2. What do we know?
3. What do we want?

1. What do we believe?

- Defining our terms – Intellectually Gifted

Characteristics of Intellectually Gifted Students

1. Raw ability - high/superior IQ (generally 135 or higher) - capacity
2. Demonstrated intellectual abilities - learns and processes faster – precocious achievement in given areas - pursuits and interests that may be unique or beyond their chronological expectation - easily transfer knowledge in other situations
3. Developmentally advanced in thinking/concepts - complexity of thought
4. Divergent/creative thinking - adaptive thinking - curiosity
5. Intensity/extreme – perfectionism – sensitivity – social interactions – leadership
6. Being out of balance internally – differing rates of development (social/emotional/intellectual)
7. Not necessarily academically successful – high levels of performance may only be evident in areas of interest.

Defining Instructional Tiers:

1. Tier One:
 2. Tier Two:
 3. Tier Three
- Specific, descriptive belief statements.
 1. The manner in which identified is important – must have multiple measures.
 2. Establish a criteria for identification and then adhere to it.
 3. The ability to be together and be with others that share these characteristics is an important characteristic of any effective program
 4. Tier One instructional capacity to enhance differentiation and other instructional techniques will benefit all students.
 5. Gifted designation should not be confused with academic rigor as a distinguishing characteristic – although we recognize the need for academic/intellectual rigor for all kids.
 6. Our program needs to allow for faster, deeper, more sophisticated or novel approaches.
 7. Permanently pulling gifted students out of regularly planned instruction (free standing gifted program for example) is not an appropriate solution.
 8. Selection and preparation of staff (Tier Three) is as important as the selection of students.

2. What do we know?

Definitions –

The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.

- THE JACOB JAVITS GIFTED AND TALENTED STUDENTS EDUCATION ACT

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

- NATIONAL ASSOCIATION FOR GIFTED CHILDREN

... possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential.

- CONNECTICUT DEPARTMENT OF EDUCATION

Federal definition as defined in 1972 (Public Law 91-230, Section 806) Gifted and talented children are those identified by professionally qualified persons, who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally... asynchrony intensifies as IQ increases, because of the greater discrepancy between the child's mental and chronological ages.. and also with increased discrepancies between strengths and weaknesses... They develop cognitively at a much faster rate than they develop physically and emotionally, posing interesting problems. They tend to experience all of life with greater intensity, rendering them emotionally complex.... These children do not fit the developmental norms for their age.

- Dr. Linda Silverman, University of Denver

State Statutes:

The state statutes define “a child requiring special education” as “any exceptional child who ... (B) has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs but which may be provided through special education as part of the public school program...” § 10-76a(5)

The state defines “extraordinary learning ability” and “outstanding talent in the creative arts” through regulations. Extraordinary learning ability means “a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.” § 10-76a-2(1)

Gifted and talented is defined as “a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior

intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.” § 10-76a-2(2)

A child with outstanding talent in the creative arts is defined in the regulations as “a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.” § 10-76a-2(2) to (3)

Other Research Findings:

- Identification – in accordance with state law referenced above.
 - Our process needs to follow state guidelines for identification
 - Multiple criteria

- Program Design Elements
 - A continuum of services that addresses multiple levels of need, that is relevant, appropriately challenging, and builds resilience.
 - Tier One - Classroom instruction should be structured in ways (thoughtfully clustered for example) that accommodate the needs of gifted and talented students.
 - Tier Two - Appropriate in-class interventions.
 - Tier Three – Structured time with intellectual peers.
 - The importance of including elements of the program goals within the Student Success Plan and include academic, social-emotional, physical and vocational components.

3. What do we want?

The review committee believes in the appropriateness of addressing the academic, social, and emotional needs of all children and understand the necessity of providing appropriate Tier One, Two and Three interventions for students who are profoundly gifted.

Proposed response

- Recommended Design Elements. (Keep in Mind Tier One, Two and Three)

- A continuum of services that addresses multiple levels of need, that is relevant, appropriately challenging, and builds resilience.
 - Tier One - Classroom instruction should be structured in ways (thoughtfully clustered for example) that accommodate the needs of gifted and talented students.
 - Tier Two - Appropriate in-class interventions.
 - Tier Three – Structured time with intellectual peers.
 - The importance of including elements of the program goals within the Student Success Plan and include academic, social-emotional, physical and vocational components.
 - Integrated into normal schedule as much as possible.
 - A combination of consultation and direct service.
 - Appropriate staffing capacity (quantity and quality).
 - Dedicated time for communication and collaboration for staff
 - Opportunity for students to pursue a passion
- Identification process: Who? What? When?
 - Referrals for identification can happen at any time as part of the normal process of Child Find
 - Reference the 2006 model of identification process as foundational with some changes. This includes
 - The Otis-Lennon Scholastic Ability Test (OLSAT)
 - NWEA data
 - Torrance Test of Creative Thinking
 - Parent and teacher checklists
 - Recommended an addition of self-screening instrument for students
 - Results reviewed by entrance committee as defined in the 2006 framework - blind reviews of the number
 - Using an estimate of 3-5% of the student population as a guideline for planning on required resources is an appropriate estimate
 - Re-referrals should be handled through the Student Assistance Team (SAT) process

Program or service delivery specifics

Tier One Strategies for All Levels:

Goals:

- Students will have access to appropriately challenging work - rigor is not the same for all students. All students need to learn to work just beyond their current level of challenge and to develop persistence and resiliency.

- Curriculum compacting, tiering, meaningful extensions, etc... should be used as a regular part of teaching to ensure that the needs of all students are met.
- Beyond academics, the social, emotional, physical and vocational needs of all students must be understood and addressed in the general classroom.
- All students need structured time with their intellectual peers.
- Student work must be relevant, they must learn something new from their instruction.
- There should be opportunities for independent projects in areas of interest that allow students to delve into areas of passion.

Measures:

- Exceptional effort deserves exceptional recognition.
- Demonstrate measurable growth for all children.

Support:

- Effective education requires effective communication between teachers/parents/counselors, etc.
- Teachers need the resources and professional support required for rigorous instruction for all students
- Every student should have a Success Plan (starting in 5th grade) that indicates appropriate goals and measures for that individual.

Elementary -

General - Tier One:

- Programming to start no later than 4th grade.

Tier Two Strategies

- There should be selective performance clustering of students with enhanced differentiation within the regular classrooms (topic or task specific).

Tier Three Strategies

- Identified gifted students have the opportunity to meet with an appropriately trained teacher and as many of their intellectual peers as practical at least once a week on a rotating intervention model basis for the primary purpose of creative problem solving, critical thinking, independent projects, and developmental guidance programming.

Intermediate -

General - Tier One:

- Student Success Planning starting 5th grade

Tier Two Strategies

- There should be selective performance clustering of students with enhanced differentiation within the regular classrooms (topic or task specific).

Tier Three Strategies

- Identified gifted students have the opportunity to meet with an appropriately trained teacher and as many of their intellectual peers as practical and often as the schedule allows (during the “Special 2 block”) for the primary purpose of creative problem solving, critical thinking, independent projects, and developmental guidance programming.
- Opportunities to access advanced content as needed.

Middle-

General - Tier One:

- Student Success Plans
- Planning transition to high school

Tier Two Strategies

- There should be selective performance clustering of students with enhanced differentiation within the regular classrooms (topic or task specific).

Tier Three Strategies

- All gifted students go to a gifted class during a physical education class (1 of 2).
- Advanced classes if needed.
- Voluntary GATES Learning Lab meetings
- Continuum of services, additional services for profoundly gifted students individualized.
- Specialized counseling support for transition to high school.

High -

General - Tier One Plus:

- Student Success Plans
- Specialized Counseling

Tier Two Strategies

- There should be selective clustering of gifted students in the regular classrooms.
- Specialized Counseling

Tier Three Strategies

- All gifted students go to a gifted class.
- Advanced classes if needed
- Continuum of services, additional services for profoundly gifted students individualized

Required Steps:

Task	Outcome	Resources	Timeline
Standardize and refine identification process	<ul style="list-style-type: none"> - Clarity of criteria – - Build process and calibrate for consistency - Identify staff and schedule - Make explicit within the SAT process 	Screening committee to review and document existing process and make recommendations for improvement	09/14
Build Tier One Resources for all by level	<ul style="list-style-type: none"> - Professional development and curriculum for all teachers 	<ul style="list-style-type: none"> - Identified staff work to design and recommend Tier One Resources and training outcomes for all staff – differentiated by level. 	06/15
Design Tier Two resources by level	<ul style="list-style-type: none"> - Build curriculum materials to support tier two interventions 	<ul style="list-style-type: none"> - Identified staff work to design and recommend Tier Two Resources and training outcomes for all staff – differentiated by level. 	06/15
Incorporate GE into elementary, intermediate and middle schedule	<ul style="list-style-type: none"> - Accommodate tier three interventions 	<ul style="list-style-type: none"> - Administrators build these options into working schedules. 	08/14
Design Tier Three resources by level	<ul style="list-style-type: none"> - Review existing curriculum resources – identify gaps or revision needs and then... - Build curriculum materials for tier three interventions 	<ul style="list-style-type: none"> - Identified staff work to design and recommend Tier Three Curriculum and training outcomes for use in appropriate programing. 	09/15
Identify Tier Three staff	<ul style="list-style-type: none"> - Job descriptions are built and posted - Candidates identified and trained <p>1 Elementary/Intermediate</p>	Preferred with special education cert and gifted education experience	06/14

	1 Middle School		
Create staff development and implementation plan	- Identified staff work to develop the professional development plan for tier one and tier two interventions and then deliver that plan	- Identified staff	06/15

Budget Implications –

Two FTE – (which represents a reallocation of a current .8, adding a .2 FTE in addition to what is currently allocated, to reach a level of 2 FTE)

Other References:

Assessment/Identification

“Assessing Gifted Children”

http://www.davidsongifted.org/db/Articles_id_10221.aspx

“Gifted children: Youth mental health update”

http://www.davidsongifted.org/db/Articles_id_10170.aspx

“With the eyes of a teacher”

http://www.davidsongifted.org/db/Articles_id_10364.aspx

“The on-going dilemma of effective identification practices in gifted education”

http://www.davidsongifted.org/db/Articles_id_10271.aspx

“Current Issues in Research on Intelligence”

<http://files.eric.ed.gov/fulltext/ED385605.pdf>

“Talent Development in Gifted Education” ERIC Digest (once you get to the site, click button on right for full article)

<http://eric.ed.gov/?q=E610&id=ED455657>

Characteristics

“Giftedness and the Gifted: What's It All About?”

http://www.davidsongifted.org/db/Articles_id_10623.aspx

“Profiles of the gifted and talented”

http://www.davidsongifted.org/db/Articles_id_10114.aspx

“Characteristics of intellectually advanced young people”

http://www.davidsongifted.org/db/Articles_id_10501.aspx

[“Giftedness and the Gifted: What's It All About?”](http://www.davidsongifted.org/db/Articles_id_10623.aspx)

http://www.davidsongifted.org/db/Articles_id_10623.aspx

Program Design

[“Grouping the gifted and talented: Questions and answers”](http://www.davidsongifted.org/db/Articles_id_10173.aspx)

http://www.davidsongifted.org/db/Articles_id_10173.aspx

[“Ability Grouping in Elementary Schools”](http://www.davidsongifted.org/db/Articles_id_10618.aspx)

http://www.davidsongifted.org/db/Articles_id_10618.aspx

[“Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget” ERIC Digest \(once you get to the site, click button on right for full article\)](http://eric.ed.gov/?q=ED451663+cluster+grouping&id=ED451663)

<http://eric.ed.gov/?q=ED451663+cluster+grouping&id=ED451663>

[“Gifted learners and the middle school: Problem or promise?”](http://www.davidsongifted.org/db/Articles_id_10336.aspx)

http://www.davidsongifted.org/db/Articles_id_10336.aspx

[“Developing Programs for Students of High Ability” ERIC Digest” \(once you get to the site, click button on right for full article\)](http://eric.ed.gov/?q=E502&id=ED334806)

<http://eric.ed.gov/?q=E502&id=ED334806>

[“Differentiating the Language Arts for High Ability Learners, K-8. ERIC Digest.” \(once you get to the site, click button on right for full article\)](http://eric.ed.gov/?q=differentiating+the+language+arts+for+high&id=ED474306)

<http://eric.ed.gov/?q=differentiating+the+language+arts+for+high&id=ED474306>

[“Individual instruction plan menu for the gifted child”](http://www.davidsongifted.org/db/Articles_id_10272.aspx)

http://www.davidsongifted.org/db/Articles_id_10272.aspx

[“Twelve Cost Effective Educational Options for Serving Gifted Students”](http://www.davidsongifted.org/db/Articles_id_10363.aspx)

http://www.davidsongifted.org/db/Articles_id_10363.aspx

https://drive.google.com/file/d/0B2_rQhrqVJ_5QVU2VXF2S3VJd1U/edit?usp=sharing

Newtown Public Schools Memo

To: Members of the Board of Education
From: Linda Gejda, Assistant Superintendent
Date: May 30, 2014
Re: Agenda Item for June 3rd BOE Meeting: Math Textbook Adoption for Reed Intermediate School
C: Dr. Joseph V. Erardi

Good Afternoon,

Over the past school year, Reed staff piloted textbooks and materials for the Grades 5 and 6 mathematics program. As you know, the challenge in selecting a resource is that most publishers configure textbook series in a K-5/6-8 format. Important considerations guiding this process have been a common approach to the implementation of the math program at Reed and the transition from elementary to middle school programs.

Andrew (Drew) Hall, math will be coming to the BOE on June 3 to present the results of this work. You are receiving an electronic copy of his powerpoint slides, the proposal cost and a homework assignment that we hope you can complete before Drew's presentation.

Homework: Go to the following link, use your personal sign-in information shown in the table below, and complete your assignment.

Link: <http://www.pearsonrealize.com/>

Sign-in information:

Board member	Username	Password
Debbie Leidlein	newtown7	boardofed1
Laura Roche	newtown4	boardofed1
Kathy Hamilton	newtown9	boardofed1
Keith Alexander	newtown6	boardofed1
David Freedman	newtown5	boardofed1
John Vouros	newtown10	boardofed1
Michelle Ku	newtown2	boardofed1

Have a good weekend,

Linda

**Newtown Public Schools - enVision Math w/out Manipulatives
Prepared for Drew Hall 5/13/14**

School Information:**NEWTOWN PUBLIC SCHOOLS**

School/District Name

3 Primrose St

Address

Newtown, CT 06470

City / State / ZIP

Phone Number

Purchase Summary		
Description	Amount Free	Amount Charged
enVision Math Common Core 2015	\$34,009.28	\$46,970.64
enVision Math Professional Development	\$1,900.00	\$3,500.00
Subtotal	\$35,909.28	\$50,470.64
8% Shipping & Handling		\$3,757.65
Total		\$54,228.29

- * Prices effective through Sept. 30, 2014.
- ** Prices do not include applicable taxes.
- **** Titles are subject to change without notice.

To Order:
Curriculum Customer Service
Email: k12cs@custhelp.com
Phone: 1-800-848-9500
Fax: 1-877-260-2530
Online at OASIS: <http://k12oasis.pearson.com>
tamjpp_500000153 05/13/2014

Perkins Innovation Grant for 3-D Design
2014-2015

Plan Summary

Write a brief summary describing the purpose, objectives, strategies, and outcomes initiated through the model design.

Purpose: To quadruple the number of technical education students engaged in 3-D Design process.

Status Quo: Newtown High School currently has one 3-D printer that is being used by students in Drafting classes. Students are graded according to the Newtown High School Problem Solving Rubric which is a graduation requirement. Students are required to 3-D print their solutions with a large format print of their product, complete with an explanation of the problem solved. 3-D prints take time and our 3-D printer is at capacity.

Expansion:

- Include Graphics classes in 3-D design by producing 3-D engraving messages to individuals and groups via a laser printer. This could also be used to engrave cell phones, iPods, etc.
- Link Graphics classes, Marketing classes, and the School Store to produce products that will be sold through the school store. Proceeds from these sales would be earmarked to provide funding for DECA students to attend the national DECA conference.
- Power Technology classes would produce customized parts for their robotics unit. Students would have the opportunity to customize components using a 3-D and laser printer.
- The 3-D Printer Club is seeking approval from the District to host a regional 3-D printing competition open to all Connecticut schools. Our target date is Spring 2015.

Objectives	Strategies	Outcomes
Align 3-D Design performance standards and competencies with District curriculum	Review state performance standards and competencies to ensure alignment in Drafting, Graphics, and PowerTech. Update curriculum and assessments in Graphics and PowerTech to include 3-D Design standards and competencies.	3-D Design standards and competencies are included in the Drafting, Graphic Arts, and Power Tech curriculum.
3-D Design Curriculum includes a culminating project	Design assessment that allows students to meet f the NHS Problem Solving graduation	Students in Drafting, Graphic Arts, and Power Tech curriculum will be graded on a

	standard	culminating project using the NHS Problem Solving Rubric
Acquisition of equipment appropriate to curriculum	<p><u>Drafting classroom:</u> Purchase two DiVinci printers and spools plus ventilation.</p> <p><u>Graphic Arts classroom:</u> Purchase laser printer, one DiVinci #-D printer and ventilation hardware.</p> <p><u>Power Technology classes:</u> purchase 2 DiVinci 3-D printers, laser printer, ventilation hardware, 6 seats of SolidWorks.</p>	Students have access to 3-D technology to complete design projects. Equipment to be ordered prior to start of 2014-2015 school year.
Development of career pathway including 3-D design that is included in individual Student Success Plan.	Review existing career pathways and research career pathway for 3-D design and modify where appropriate	Updated or new career pathway information available to students and parents prior to second semester.
Professional Development for Technology Education teachers	SolidWorks training in the summer of 2014.	Teachers are trained prior to start of 2014-2015 school year.
Graphics expands school based enterprise develop services/products through the School Store.	Provide funding for Teacher Time to organize new product line.	Engraving services and other products sold through school store starting Spring semester 2015.
Support school clubs as a natural extension of the classroom.	<p>Use sales from Graphics products to offset student cost to attend the national DECA conference.</p> <p>Provide teacher stipend for new 3-D design club and provide instructional supplies to host a multi-school 3-D printing competition in the 2014-2015 school year.</p>	<p>Extend learning experiences outside of the classroom.</p> <p>Exposure of Technology Ed students to Business principles and practice and vice versa.</p>

Innovation Grant Sustainability Plan

Each school district should include approval of local board minutes to apply for the Innovation Grant and commitment to continue the initiatives developed with this grant award.

Please use the space below for your sustainability plan:

The 3D Innovation grant is sustainable because it is shifting the emphasis in existing courses to be more in line with 21st Century skills. The CTE Department Chair, Erik Holst-Grubbe, is one of the District Coaches for the Common Core and will use this opportunity to model mastery based learning and the shift competency standards to both CTE and academic faculty.

District curriculum will be reviewed and revised to include 3-D design performance standards and competencies. Curriculum will be reviewed and approved at the district level.

The Student Success Plan is embedded in the Newtown Public Schools culture. At Newtown High School, every student has a Student Success Plan with an identified career interest and career pathway. Every student participates in multiple Counselor Workshops and attends two hour long advisories every 10 days.

The Assistant Superintendent has approved bringing the 3-D innovation grant to the June 3, 2014 Board of Education meeting and is confident the Board will commit to continuing the initiatives developed through this funding. Local Board of Education minutes will be submitted as soon as they are available.