

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

Minutes of the Board of Education meeting on May 4, 2016 at 7:00 p.m. in the council chambers at 3 Primrose Street.

K. Alexander, Chair	J. Erardi
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary	R. Bienkowski
K. Hamilton (absent)	15 Staff
J. Vouros (absent)	20 Public
R. Harriman-Stites (8:00 p.m.)	1 Press
A. Clure	

Mr. Alexander called the meeting to order at 7:08 p.m.

MOTION: Mrs. Ku moved that the Board of Education go into executive session to discuss matters concerning security strategy regarding the closure of Chalk Hill Middle School/Sandy Hook Elementary School. Mrs. Leidlein seconded. Motion passes unanimously.

Item 1 – Executive Session

Item 2 – Pledge of Allegiance

Item 3 – Celebration of Excellence

Dr. Erardi introduced high school seniors Allison Morrill and Callen Creeden who won the CABB Student Leadership Award.

Newtown High School Cheerleading Coach Susan Bridges introduced Elizabeth Zambarnardi who was named the Connecticut High School Coaches Association 2016 Cheerleader of the Year.

Dr. Melissa Brymer and members of the SERV staff were recognized for their work after the Sandy Hook tragedy.

Barbara Gasparine introduced Glenn Budzinsky and Lee Saltzman who presented Head O'Meadow School with the trophy for the top K-4 elementary team in the 2016 Connecticut Association of Schools Western Regional Chess Tournament. The children on this team are Andrew Arena, Bill Cartelli, Connor Child and Owen Tait.

Item 4 – no vote

Item 5 – Consent Agenda

MOTION: Mrs. Ku moved that the Board of Education approve the consent agenda which includes the minutes of April 19, 2016, the high school field trips, the donation of a vehicle to the high school automotive repair classes, the resignations for retirement of Kim Wallace, James Roodhuyzen and Peggy Annett, the child rearing leave of absence for Dacia Pace and the correspondence report. Mrs. Leidlein seconded. Motion passes unanimously.

MOTION: Mrs. Leidlein moved that the Board of Education add to the agenda the discussion and possible action on Transportation Advisory Services. Mrs. Ku seconded. Motion passes unanimously.

Item 6 – Public Participation

Skeff Bissett, 11 Miya Lane, spoke about the waiver of fees for the New Arts Foundation using Hawley School this summer. He reminded the Board that they are a non-profit group and they are charging participants at a discounted rate. A number of families are applying for financial aid.

Item 7 – Reports

Chair Report: Mr. Alexander appreciated the efforts of everyone voting in the referendum. He mentioned that Dr. Erardi was honored by the Connecticut PTA Association as Superintendent of the Year.

Superintendent's Report:

Dr. Erardi referred to the Shared Services Committee Value Statement timeline with a report on their findings to be prepared on or before July 1, 2016.

Dr. Erardi asked the Board to review his goals for the 2015-2016 school year.

The end-of-year dates were reviewed. The last day is June 13 which will be a half day for all students. Sandy Hook School will have half days June 9 and June 10 to allow time for staff to prepare for the move.

The summer administrative read is a book entitled "The Fog of Reform: Getting Back to a Place Called School" by George Goens.

Big Bets for 2016-2017 are the most important things the Board members feel should be accomplished during the next school year. Dr. Erardi would like that information by July 1.

Mrs. Ku asked about the position in the athletic department.

Dr. Erardi responded that the position will close the middle of May. Dave Roach will have oversight of the committee as a former athletic director. The committee will send three candidates to Dr. Rogrigue and two will come to him. The candidate will come to the Board at the second meeting in June.

Committee Reports:

Mrs. Leidlein said the CIP committee discussed current and new items and it will come to the Board soon. The assessment of school buildings will be on the next agenda. The Technology committee discussed the students bringing their own device agreement to the high school and found the current agreement was adequate. They also discussed cellular coverage in the buildings and the budget policy which they will forward to the Policy committee. Leasing computers will be discussed at the next meeting.

Mrs. Leidlein and Mrs. Harriman-Stites attended the Newtown Education Foundation event and they are still looking for community members to get involved.

Mrs. Ku said the Policy committee has eight policies to bring to the Board as a group. She requested a representative from CAFE attend a Board meeting to answer any questions. The Curriculum & Instruction committee reviewed the Architecture curriculum.

Item 8 – Old Business

Waiver of Rental Fees:

MOTION: Mrs. Ku moved that the Board of Education charge the New Arts Foundation 25% of the \$38,483.25 in rental costs during the summer of 2016. Mrs. Leidlein seconded.

Mr. Alexander said the original request was for no charge for the entire amount.

Dr. Erardi said this would be precedential because a percentage is being requested rather than the total cost of the fees. This would also include no additional charge for custodial fees since they would not be there beyond the custodial shift. If there is time needed to be at the school later than the shift custodial and security charges would have to be paid.

Mr. Clure asked if the Board needed to vote tonight.

Mr. Bissett said they would because they don't have any other facility to use.

Mr. Clure asked where the fees went.

Mr. Bissett said it went directly to the cost for the plays. They bring in extra people to help, including the director and there are equipment costs. It costs them \$1,000 per child to put on the play. They are charging considerably less for each child.

Mrs. Harriman-Stites said our policy supports exemption to those that don't charge fees. She doesn't want to open the door to other similar organizations. We need to be consistent. If we charge 25% we have to do that across the board.

Mrs. Leidlein appreciates the work this group does and is in favor supporting no fee. This is a worthwhile organization that benefits a number of students.

Mr. Clure asked about insurance.

Mr. Bienkowski said the organization provides a certificate of insurance which covers their activities. They have comprehensive insurance and in the contract there will be clauses regarding damage and repairs.

Mr. Clure wished we had a policy in place to address this. He does not support the 25% reduction but would support a 10% reduced rate.

Mrs. Ku looks at it as how it values a student and if it provides something we don't have in our schools.

Mr. Alexander said their work is to try to do something good for students. The concern is giving something away. In the past it has been completely free but he is in favor of doing what we can for this foundation.

Mrs. Harriman-Stites wants to be fair going forward. We should be consistent with our policy and is not in favor of charging 25% of the fees.

MOTION: Mr. Clure moved to amend the motion to change the discount to 10%.

Mrs. Harriman-Stites seconded.

Mrs. Leidlein would not support that amendment.

Mr. Alexander asked Mr. Bissett how the discount of 10% would work.

Mr. Bissett said that would be difficult.

Vote: 2 ayes, 3 nays (Mr. Alexander, Mrs. Ku, Mrs. Leidlein) Motion fails.

Mrs. Leidlein asked what the charge of 25% would do to the program.

Mr. Bissett said they are working on raising money. That percent would eliminate 10 out of 30 to 40 scholarships.

MOTION: Mrs. Leidlein moved to amend the motion to not charge the New Arts Foundation for this coming year. Mrs. Ku seconded.

Mr. Clure said it was disappointing that two members were not at the meeting.

Mr. Harriman-Stites doesn't like the Board to be put in a position to waive fees or scholarships will be affected. She cannot support that amendment.

Vote: 1 aye, 4 nays (Mr. Alexander, Mrs. Ku, Mr. Clure, Mrs. Harriman-Stites)

Motion fails.

Before the vote on the main motion Mrs. Ku requested to take the dollar amount out of the motion. Mrs. Leidlein seconded.

Vote: 3 ayes, 2 nays (Mr. Clure, Mrs. Harriman-Stites) Motion passes.

Mr. Bissett said they will continue to help students be able to participate.

Food Service Contract:

MOTION: Mrs. Leidlein moved that the Board of Education approve the execution of a one-year agreement between Newtown Public Schools and Whitsons New England, Inc. to operate the district's food service program in accordance with their response to the RFP dated March 30, 2016. This agreement is effective July 1, 2016 through June 30, 2017 and includes an option for four additional one-year renewals. Mrs. Harriman-Stites seconded.

Mrs. Leidlein said three proposals were received and reviewed. Whitsons was not the lowest or highest but is a family owned and run business with a well written proposal.

Mrs. Harriman-Stites said they fit in best along with their pricing.

Mr. Bienkowski said now the RFP had to be approved by the State of Connecticut. Chartwells ran the program for 12 years and they were very responsible in their proposal but there are certain areas we feel Whitsons can benefit the district.

Mrs. Ku asked about price changes.

Mr. Bienkowski said they will be constant for two years.

Those present from Whitsons were Paul Whitcomb, President and CEO, John Gersbeck, Senior Vice President, and Kim Gunn, Director of Business Development.

Motion passes unanimously.

2016-2017 Budget:

Dr. Erardi thanked the voters. The administrative team is reviewing the proposal and will bring the Board choices May 17 on how to reduce the budget. The Governor's proposed budget does not appear that it will pass. We believe our reduction has been adjusted down.

Mr. Alexander said the \$170,000 is what we didn't receive in the excess cost grant because we had other grants that raised the per pupil expenditure.

Mrs. Ku asked for more information on the \$80,000 taken out for health insurance.

Dr. Erardi said he would work with our health insurance consultants and provide information at the net meeting.

Mr. Clure asked the date to finalize the budget.

Dr. Erardi said on or before July 1 so we can finalize our hiring plan.

CIP Projects for 2016-2017:

Mr. Faiella spoke about both projects.

MOTION: Mrs. Ku moved that the Board of Education, in accordance with the town of Newtown's Charter Section (6-30 a)&b), request a special appropriation of \$1,402,500 for the Newtown High School Roofing project. This amount is included in the currently approved CIP for the Board of Education for the 2016-2017 fiscal year. Mrs. Leidlein seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education, in accordance with the town of Newtown's Charter Section (6-30), a)&b), request a special appropriation of \$475,000 for the Middle Gate Boiler Plant Replacement with control upgrades and all lighting upgraded to LED. This amount is included in the currently approved CIP for the Board of Education for the 2016-2017 fiscal year. Mrs. Leidlein seconded. Motion passes unanimously.

Future Forecast Committee:

Mrs. Harriman-Stites said the committee will continue with any additional direction from the Board. We want to make sure they receive useful information. This committee will be carried as an agenda item for Board input.

Mr. Alexander said the Board wants to hear what space can be used for and asked if the committee has been looking at anything cost neutral or cost beneficial.

Mrs. Harriman-Stites said each member spoke about their thoughts on using space. A lot of thought has been given to our special education needs. There could be an upfront cost with long term benefit. Creating an International Baccalaureate program at the high school was discussed but there is a moratorium on magnet schools by the state. We also discussed partnering with town departments and will talk about shared usage.

Item 9 – Old Business

MOTION: Mrs. Leidlein moved that the Board of Education, upon the recommendation of the Finance/CIP Subcommittee, engage Transportation Advisory Services (TAS) to provide consulting services as detailed in their proposal dated March 24, 2016. Mrs. Harriman-Stites seconded.

Mrs. Leidlein said when the finance committee met they reviewed proposals and believe TAS had the most comprehensive proposal which would benefit us greatly.

Mrs. Harriman-Stites said that Mr. Bienkowski looked at other possible providers but TAS was the best fit for our needs based on past experience and recommendations from former clients.

Mr. Clure asked the cost of the routing portion.

Mr. Bienkowski did not get that information.

Mrs. Harriman-Stites said that regarding routing, they don't decide on the routes but will look at our ridership to make suggestions. She feels we will be getting the information we need without spending extra funds.

Mr. Alexander said he was hoping to hear from them for a sense of whether we need to do a re-routing to provide a better cost benefit.

Mrs. Harriman-Stites said they would provide this information in creating the routes. We will have an updated ridership soon.

Mr. Clure said the second company does a little more in the routing area.

Mrs. Harriman-Stites said they found some red flags with the second company so we didn't feel a high level of comfort.

Mrs. Leidlein said we have to look at the number of students and the length of the runs. TAS will understand why the routes are the way they are.

Mr. Clure asked if it was possible to alter what they are spending and use some for routing.

Mr. Bienkowski said our routes work but the consultant will review them. The basic routes are the same but you have to look at the fringe areas.

Mr. Alexander asked if routing was relevant to choosing the company

Dr. Erardi said the design of the company is to look at cost control, prevailing wages and offer advice on the contract with the current carrier. They will also weigh in on safety. They are a user-friendly company. If we share our concern about routing they will get that for us. He encouraged the Board to consider a consultant moving forward.

Motion passes unanimously.

Mr. Clure requested the cost for routing.

Architecture Curriculum:

Mrs. Davila gave the background on this curriculum.

Mr. Alexander asked how long this course was running prior to this curriculum.

Mrs. Davila said there is an architecture course without a formal curriculum. She would provide additional information on the course history.

First read of policy 6172.5 pilot programs and research projects:

Mrs. Ku said we added to the existing policy which was requested by the Board.

First Read of Revisions to Policy 5114 Suspension and Expulsion:

Mrs. Ku noted a few minor revisions including State Statute.

Item 10 – Public Participation

MOTION: Mrs. Leidlein moved to adjourn. Mr. Clure seconded. Motion passes unanimously.

Item 11 - Adjournment

The meeting adjourned at 10:17 p.m.

Respectfully submitted:

Debbie Leidlein
Secretary



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Violette Date: 4/18/16

Other Staff Involved: Janice Gabriel will attend - Violette will not

Date of Proposed Field Trip: June 27-28

Class/Group Involved: Yearbook

Number of Students Scheduled to Make Trip: 4

Other Adults (non-teachers) Chaperoning the Trip (list names): _____

Destination: Bryant University Smithfield RI

Place and Time of Departure: Monday, June 27th (Time TBD)

Estimated Time of Return: Tuesday, June 28th @

Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): Joster's Bus will pick up & drop off. Students at NTS parking lot

Estimated Cost of Transportation: \$35/student, pd by yearbook

Estimated Cost per Student: 0

Other Information: Overnight stay at college

PRINCIPAL APPROVAL BY SIGNATURE: Lorrie Robinson DATE: 4-20-16

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: _____

Bryant University | new england
June 27-28 | SUMMER 2016
YEARBOOK
WORKSHOP

ESSENTIAL INFO

Plan to arrive at the Bryant University campus for registration and room assignments between 8:00 AM and 9:30 AM on Monday, June 27th. Classes start promptly at 10:00 that morning. The workshop will end Tuesday, June 28th by 4:30 PM.

Adviser attendance is strongly encouraged, but not required. Student effort and interest is far greater when advisers attend with students. We especially recommend the attendance of an adviser/chaperone to help guide a larger group.

Be sure to bring extra copies of your 2015 & 2016 yearbooks. We will have our annual **book swap** to help you add to your sample library. Bring a book, take a book home!

HOUSING

Students are housed in double occupancy rooms. Men and women are housed on separate floors. Advisers have single rooms. Advisers and staff will be in the same building interspersed on the halls with students to provide appropriate chaperoning.

University campus security will be on duty in the dormitories during the night hours for protection and to enforce non-visitation rules. Any violation of the rules and regulations of the Summer Yearbook Workshop or Bryant University will result in an immediate dismissal from the workshop. All dorms are air-conditioned and linens are provided. Bring a blanket, your favorite pillow, last year's yearbook.

NEW Location • **NEW** Classes • **NEW** Agenda

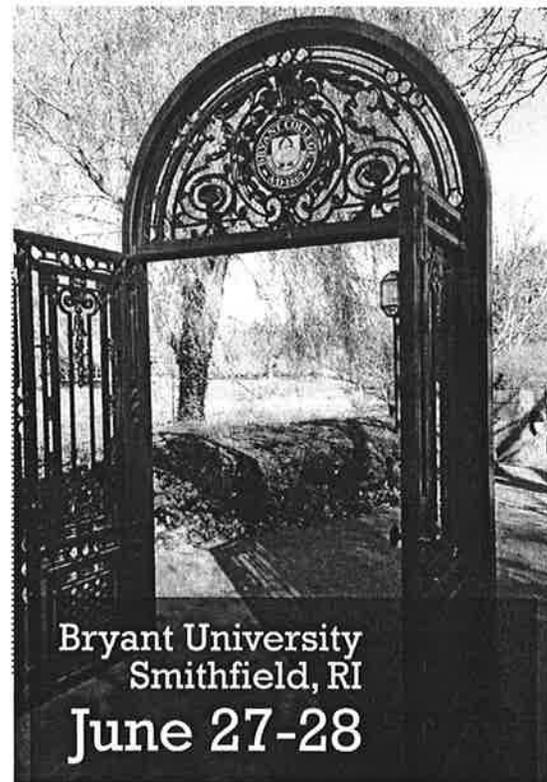
Questions?

Erica Metevier, Workshop Coordinator
ericka.metevier@jostens.com

Jostens

404 Country Club Court
Rocky Hill, CT 06067

new england
SUMMER 2016
YEARBOOK
WORKSHOP
Bryant University
June 27-28



YEARBOOK
WORKSHOP

SUMMER
2016

Jostens



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

BOE Agenda Items for 5/3, 5/17. and 6/7

2 messages

Davila, Jean <davilaj@newtown.k12.ct.us>

Mon, Apr 18, 2016 at 3:25 PM

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

Cc: Bev Schaedler <schaedlerb@newtown.k12.ct.us>, Nathalie Debrantes <debrantesn@newtown.k12.ct.us>, Lorrie Rodrigue <rodrigue@newtown.k12.ct.us>, Joe Erardi <erardij@newtown.k12.ct.us>, Erik Holst-Grubbe <holst-grubbee@newtown.k12.ct.us>, David DeFeo <defeod@newtown.k12.ct.us>, Dana Manning <manningd@newtown.k12.ct.us>, David Roach <roachd@newtown.k12.ct.us>, Jaime Rivera <riveraj@newtown.k12.ct.us>

Hello, Kathy,

Below I have listed curricula that I am planning to bring before the BOE on the dates listed below. Please place these items on the agenda, and I will update you if there are any changes that arise.

Tuesday, May 3

Architecture - 1st read (no teachers required)

Tuesday, May 17

Architecture - 2nd read: (Erik Holst-Grubbe will be ready to appear if requested)

Graphics I & II - 1st read: (no teachers required)

Tuesday, June 7

Graphics I & II - 2nd read: (Dave DeFeo will be ready to appear if requested)

I am including all teachers involved on this email. They have been given greater detail in a separate email. Bev will follow through on coordinating copies of these curricula and the Executive Summary to accompany each curriculum document, and she will ensure that you have received them within 10 days of the first reading for your BOE packet.

Best regards,

Jean

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

Mon, Apr 18, 2016 at 4:10 PM

To: "Davila, Jean" <davilaj@newtown.k12.ct.us>

Thanks Jean. Please note that the May 3 meeting has been moved to May 4.

Kathy

[Quoted text hidden]

--

Kathy June

Executive Assistant

Superintendent of Schools

Newtown Public Schools

3 Primrose Street

Newtown, CT 06470



FIELD TRIP BUS REQUEST FORM

Teacher Making Request: Mr. Tom Kuroski Date: April 18, 2016
 Other Staff Involved: Trent Harrison, Tom Pesumawa, Tavia Allegretto, Liz Linfante
 Date of Proposed Field Trip: May 27 & 28, 2016
 Class/Group Involved: Anatomy and Physiology
 Number of Students Scheduled to Make Trip: 47
 Other Adults (non-teachers) Chaperoning the Trip (list names): None

Destination: Philadelphia - See Itinerary
 Place and Time of Departure: NHS - 6:00am - May 27, 2016
 Estimated Time of Return: NHS - 6:00pm - May 28, 2016
 Special Arrangements (i.e. stopping at a restaurant, picnic, etc.): See Itinerary

Estimated Cost of Transportation: \$ 2,965.⁰⁰
 Estimated Cost per Student: \$ 63.⁰⁰/student for Transportation
 Other Information: _____

PRINCIPAL APPROVAL BY SIGNATURE: Lennie Rodriguez DATE: 4-16-16
 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: _____

**9th ANNUAL ANATOMY AND PHYSIOLOGY
OVERNIGHT FIELD TRIP TO PHILADELPHIA
VISITING
THE FRANKLIN MUSEUM OF SCIENCE
THE MUTTER MUSEUM,
& THE PHILADELPHIA ZOO**

MAY 27 & 28, 2016

To: Newtown Board of Education
From: Mr. Tom Kuroski
Date: April, 18, 2016
Re: Anatomy and Physiology Overnight Field Trip to Philadelphia

I have finalized the 9th Annual Anatomy and Physiology Field Trip to visit The Franklin Museum of Science, The College of Physicians of Philadelphia Mutter Museum and the Philadelphia Zoo. I am always excited about this trip, as it will provide students with a unique opportunity to observe exhibits that are incredibly engaging and also linked directly to the curriculum they have learned during the year. This exciting learning experience will be further enhanced because it takes place in one of the most historically significant cities in the country, Philadelphia. I know that the agenda for the seniors during this time of year can be overwhelming, so I have chosen a date that does not interfere with any of their other activities or academic responsibilities. I have also worked very hard to keep the price of the trip reasonable because I know that the cost of everything is increasing. See attached Itinerary of the trip for additional information.

Thank you,



Mr. Tom Kuroski
Anatomy and Physiology
kuroskit@newtown.k12.ct.us

ITINERARY

DAY ONE

FRIDAY MAY 27, 2016

- 6:00-6:15am** Depart Newtown High School via Deluxe Double Decker Bus.
- 10:00am** Arrive at the Philadelphia Zoo at 3400 W. Girard Avenue
Depart between 12:00 - 12:15
- 12:30pm** Arrive at The Redding Terminal Market at the corner of 12th and Arch.
Eat lunch and visit local attractions, landmarks and shops.
- 1:30pm** Tour downtown Philadelphia and visit historical attractions and landmarks. (to be determined based on available time and locations)
- 2:45pm** Depart from visitors center bus pick up area and leave for the Mutter Museum at 19 South 22nd Street.
- 3:00pm** Arrive at the Mutter Museum and Check-in.
 1. 45 min. guided tour of Museum
 2. Presentation on Medicinal Plant Garden located at the Museum
 3. Students can visit exhibits of individual interest
- 5:00pm** Depart Mutter Museum and board bus
- 5:15pm** Visit Historic Philadelphia – Short walking tour of historical sites along the Delaware River. (to be determined based on available time and locations)
- 6:30pm** Depart Historic Philly and go to Hampton Inn, 8600 Bartram Ave.
- 7:00pm** Check in at the Hampton Inn.
- 7:15pm** Pizza Party for dinner in conference room at the Hotel.

ITINERARY

DAY TWO

SATURDAY MAY 28, 2016

- 7:00am** Wake-up Call - Pack-up and bring bags down to lobby
- 8:00am** Deluxe Continental Breakfast served at the Hampton Inn - Load bags onto the Bus. Check-out.
- 9:00am** Depart Hampton Inn
- 9:15am** Visit the Philadelphia Museum of Art at 2600 Ben Franklin Pkwy and run the “Rocky” steps! Walk (weather permitting) to the Franklin Museum of Science
- 9:45am** Arrive at Franklin Museum of Science at 222 North 20th Street. Check in to the Museum. Follow agenda
- 1. Giant Heart Exhibit - 2nd Floor**
 - 2. Brain Exhibit - 2nd Floor**
 - 3. Sports Challenge Exhibit - 3rd Floor**
 - 4. Free Time to visit exhibits of particular interest**
- 12:00pm** Meet at Ben’s Bistro for Lunch - 2nd Floor
- 1:00pm** Visit other exhibits of particular interest, attend films showing at IMAX/Franklin Theaters or participate in Museum Activities.
- 2:00pm** Visit Fountain Park across the street from the main entrance doors of the Franklin Museum.
- 2:15-2:30pm** Arrive at Bus Pick-up area
- 2:30pm** Depart Philadelphia for return trip to Newtown
- 6:00-6:15pm** Arrive back at Newtown High School

**EXPENSES FOR ANATOMY AND PHYSIOLOGY OVERNIGHT
PHILADELPHIA TRIP:**

**ACCOMMODATIONS, TRANSPORTATION AND
DESTINATION FEES**

The total cost per student will be \$150.00. This cost covers the following accommodations.

- a. **Deluxe Coach Round trip transportation from Newtown to Philadelphia and points of interest within the city during both days.**
- b. **Hotel stay at the Hampton Inn, Philadelphia. Accommodations include: (3 or 4 students per room), two queen beds, microwave, fridge, coffee maker, hair dryer, iron, sink, shower, etc. Use of a conference room for pizza party, movies and games Friday night.**
- c. **Deluxe continental breakfast Saturday morning, which includes: Waffles (make your own), eggs, breakfast meats, pastries, muffins, bagels, cereal, milk, juices, and coffee.**
- d. **Admission to the Philadelphia Zoo and all featured attractions.**
- e. **Admission to the College of Physicians of Philadelphia Mutter Museum with guided tour and special presentation of Medicinal Herb Garden.**
- f. **Admission to the Franklin Museum of Science and all special exhibits including the Giant Heart and the Sports Challenge.**

Additional expenses will include:

- a. **The cost of lunch at the Redding Terminal Market (food court) on Friday and the Franklin Museum (Ben's Bistro food court) on Saturday.**
- b. **Pizza Party dinner at the Hampton Inn**
- c. **Individual purchases made at any of the destinations or Philadelphia landmarks.**

***Note: Addresses and Phone Numbers of all destinations and chaperones will be provided with the final field trip package.**

April 25, 2016

TO: Dr. Erardi

FROM: Lorrie Rodrigue

Please accept the donation of a 1997 Nissan Pathfinder, VIN: JN8AR05Y9VW128951 at an estimated value of \$1,500, from Scott Russell, 27 Old Green Road, Sandy Hook, CT 06482

The vehicle will be used by Newtown High School Automotive Repair Classes.

Thank you.

A handwritten signature in cursive script, reading "L. Rodrigue", written in black ink. The signature is slanted upwards from left to right.

139 Sandpiper Crescent

Milford, CT 06460

February 17, 2016

Dear Dr. Erardi,

At the closing of this school year, June 2016, I will be resigning my fifth grade position at Reed Intermediate School in order to pursue my retirement. Please accept this letter as an official notification of my resignation from the Newtown Public Schools.

I would also like to take this opportunity to thank the Newtown District for a long and rewarding career. Also, my thanks for the generous support, understanding and cooperation throughout my 33 years spent here. It has been an amazing journey!

Newtown is a wonderful place to grow and learn!

Sincerely,

Kim Wallace



Deramo, Suzanne <deramos@newtown.k12.ct.us>

Retirement

Roodhuyzen, James <roodhuyzenj@newtown.k12.ct.us>

Mon, Mar 7, 2016 at 12:38 PM

To: Joe Erardi <erardij@newtown.k12.ct.us>, Suzanne Deramo <deramos@newtown.k12.ct.us>, David Abbey <abbeyd@newtown.k12.ct.us>, Anne Uberti <ubertia@newtown.k12.ct.us>

March 7, 2016.

I am planning to retire at the end of the school year, effective last day of the 2015-2016 school year. It has been a pleasure working in this district and I wish you continued success in the future.

James Roodhuyzen



APR 22 2016

18 Cannon Drive
Newtown, CT 06470
April 19, 2016

Dr. Joseph Erardi
Superintendent of Schools
Newtown, CT 06470

Dear Dr. Erardi,

After 35 years as the Hawley School Nurse, I have decided to retire at the end of this school year. My grandchildren and Cape Cod are calling. I am taking on a new position – as a grand-mother (Mimi) who can spend more time with Connor, Madeline, Brendan, August, Brynn and Brogan.

Why have I stayed for 35 years in the same job? Because I loved my job – loved the staff – loved the students. Being the Hawley school nurse has been endlessly interesting, fascinating and challenging.

There is so much I have encountered from the most serious to the sublimely silly. It is an amazing experience to be a school nurse and an AMUSING one as well. I never knew what story or ailment I might hear. I could not have made it up if I had tried. It has certainly been a journey to see and experience the changes in school nursing and education since I started.

I have felt blessed that I have had a job I loved – in a town where I lived – with a Hawley staff and nursing colleagues whom I felt were amazing.

I am retiring from Hawley, but not from life. It will be a time to experience so much that life has to offer, to revitalize dreams and embark on a new way of life.

I wish you the best as you continue to help our school system and community.

Sincerely,



Peggy Annett, R.N.
Hawley School Nurse

APR 18 2016

April 18, 2016

Dacia Pace
13A Pine Street
Sandy Hook, CT 06482

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

Dear. Dr. Erardi,

This letter is to notify you that I am pregnant and my due date is on August 30, 2016. I wish to take maternity leave during the 2016-2017 school year and am requesting a leave of six (6) weeks; beginning August 30, 2016 with an anticipated return date of October 10, 2016. If necessary, I will submit proper documentation from my physician which will allow the district to establish dates and provide for appropriate coverage of my position while on leave.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dacia Pace".

Dacia Pace
Newtown High School
Special Education Teacher (0.6)

Correspondence Report
4/20/16 - 5/4/16

Date	Name	Topic
4/21/16	Wolfgang Halbig	SHS
4/23/16	Scott Russell	Vehicle donation
4/25/16	Laura Roche	School Start Times
4/25/16	Mary Anders	Glenna Orr
4/29/16	Karen Holden	SHS
5/3/16	Wolfgang Halbig	SHS

Administrative Report

Wednesday, May 4, 2016

1. **Shared Services Committee Update** (Attach #1)

2. **Superintendent's Goals** (Attach #2)

3. **End-of-the-Year Dates**
 - a. **Sandy Hook – ½ Days: Thursday, June 9; Friday, June 10; Monday, June 13**
 - b. **Final Day of School: ½ Day Monday, June 13**

4. **Summer Administrative Read:**
"The Fog of Reform: Getting Back to a Place Called School" – George Goens

5. **Big Bets: 2016-2017**

6. **Annual Reports**

Joseph E. ...
5/4/16

Shared Services Committee Values Statement

The members of the Shared Services Committee of the Newtown Legislative Council have assembled to continue the process of identifying efficiencies that could provide a benefit to town employees and Newtown residents through utilizing available resources between the Newtown Board of Education and Town Departments.

The Shared Services Committee intends to use the following values to guide this process:

- Newtown's employees are vital resources to the Town. The experience they bring to their positions is vital to continued successful operations. As such, the Shared Services Committee will seek recommendations that find efficiencies through attrition whenever possible.
- Newtown's taxpayers, parents, and students deserve value for their contributions to our town in tax dollars. The Shared Services Committee seeks to bring the greatest possible value to Newtown residents, while maintaining a better or equal level of services that are currently in place.
- The implementation of shared services in any municipality requires trust and cooperation by all involved parties. The Shared Services Committee will attempt to bring open and honest communication to the process of consolidation of services, both in and out of committee meetings.
- Shared services best practices can never be implemented without the cooperation of those responsible for implementation. To ensure support of those affected, efforts will be made to include affected parties in the development of a plan for implementation of shared services in the Town.

Superintendent's Goals for the 2015-2016 School Year – August 2015

The 2015-2016 district goals are, once again, intended to represent the combined focus areas of the Newtown Board of Education and the Superintendent of Schools. The Superintendent of Schools work will also represent the district's cabinet, administrative team, and staff.

At the close of the 2014-2015 school year the superintendent and the Newtown Board of Education agreed that ongoing, measurable, and additional work should continue in the following areas:

January 2016 – Midyear Update:

This midyear reflection represents the collective work of my office, the Newtown Board of Education, the district's leadership team, and helping hands throughout the organization. This update comes to you with great pride and a continued commitment to provide optimal opportunities for all students all of the time.

May 2016 - Final Update

Instructional -

- A midyear review of the Grade K Spanish pilot program;

Completed:

Assistant Superintendent Jean Evans Davila, Head O' Meadow Principal Barbara Gasparine, and Grade K Spanish Teacher Marianne Grenier collaborated to review the pilot in terms of curriculum implementation, data gathering, and student progress. On November 17, 2015, the BOE was provided with a presentation to update the public on success of the Grade K Spanish program. A video clip was presented to demonstrate how the children learn in a total immersion environment and how the classroom teacher supports the learner between the weekly Spanish lessons offered to all kindergarten students.

The pilot program will expand from grade k to grade K and 1 for the 2016-2017 school year.

- Grade 8/9 student transition for an in-depth examination of rigor and readiness for middle school youngsters moving forward to Newtown High School which will include research on a grade nine honors academy;

Ongoing:

NHS' Academic Officers and NHS guidance will meet their February 1, 2016, target date for the anticipated completion of the design of the model. The model, using existing resources to enhance opportunity, will be shared with the C and I Committee and with the Board of Education for understanding and endorsement. Upon approval, a letter will be drafted to explain the concept to all parents of incoming freshmen in February 2016. A Parent Forum will take place in late February 2016, with Academic Officers in lead roles presenting the model that will be available for the Class of 2020.

Completed:

The brochure was finalized, distributed, and launched to the incoming 2016-2017 grade nine class. The February forum was well received by both students and parents.

- Full day kindergarten and its effect on instructional change for primary grades due to an enhanced student readiness;

Ongoing:

Elementary school administration has assembled a team that represents K-4 teachers in all elementary buildings and they are engaged in conducting the review. C & I has reserved January 7, 2016, for a presentation to their subcommittee. This will be followed by a BOE presentation on January 19, 2016.

Completed

The January 19, 2016 presentation was an informative and well-received update to the Board of Education. The data and anecdotal information clearly illustrated the success of the full day kindergarten program.

- A continued examination and review of alternative programming at Newtown High School;

Ongoing:

Multiple meetings have taken place with NHS administration, alternative school leaders, and central office to review the present practice and to conceptually design a regional model which will be introduced to the Board of Education in March 2016. The first semester investigation has included offsite visits to districts that have successfully designed a regional regular education program.

Ongoing / Conceptually Completed

Due to the resignation of the former Director of Pupil Services it was important to temporarily hold on the March 2016 presentation in order to appropriately bring the new director to a point of comfort and understanding. In April 2016 it was determined that the district's transitional program is poised to expand to a regional opportunity as a tuition based \$25,000 annual charge to sending districts. The work to move from local to regional has been completed by high school staff and central office administrators.

- Virtual Learning Academy (online student opportunity) as a continued resource and option for high performing students and for students in need of credit recovery and/or homebound instruction;

Ongoing:

Multiple meetings have taken place with the leadership of the NHS guidance department, NHS administration, and central office to enhance the present practice which only includes limited credit recovery opportunities for a handful of students. Findings will be shared with the Board of Education (C and I) in April 2016 for an intended student launch in the summer of 2016.

Ongoing

The school board presentation has been moved to summer 2016 as continued work with program developers will be brought to close in June 2016. The investigation will be vetted through the BOE's Curriculum and Instruction Committee before being presented to the BOE.

- A K-12 chronology review of science;

Ongoing:

The assistant superintendent has met with math and science school leaders to outline the parameters for the review to the C & I Committee and the BOE. This comprehensive review will be shared with C & I and with the entire Board of Education in April/May of 2016.

Completed

A year-long study and an in-depth review were brought to the Board of Education in April 2016.

- Supporting and embracing the October 2015 decennial accreditation self-study of Newtown High School;

Completed:

NHS successfully hosted its decennial visit in October 2015. Prior to the NEASC visit the NBOE was briefed on the two year self-study at their September 2015 public meeting

- A K-8 program review centered on gifted and talented students will be brought to the Board of Education on or before December 2015

Completed:

Gifted and talented educators presented an update of the program on November 4, 2015. This expanded 2015-2016 program which is designed for highly capable K-8 students now includes evening informational programming for parents, student opportunities within an entire classroom setting, and an emerging online presence within the Newtown Board of Education website.

Facility –

- To work in partnership with the Public Building and Site Commission with the 2016-2017 Sandy Hook School opening ;

Ongoing:

A strong and collaborative partnership with the Public Building and Site Commission (Gino Faiella) has resulted in a school project that remains within budget, on time, and with an anticipated June 2016 certificate of BOE occupancy.

Completed

Sandy Hook Elementary School will open on time in August 2016 with an expected certificate of occupancy in June 2016.

- To work in partnership with the Public Building and Site Commission with the Newtown High School renovate-to-new auditorium project.

Ongoing:

A strong and collaborative partnership with the Public Building and Site Commission (Michelle Hiscavich, Gino Faiella, and Ron Bienkowski) has launched a successful beginning to this renovate-to-new project scheduled for March 2016.

Ongoing

The project has been a team approach to manage as hurdles have been many; however, the project in now appropriate scope is underway with demolition scheduled for June 2016.

- To bring successfully to close the summer of 2015 facility work with the Newtown High School world language lab and the enhancements to the Newtown High School Blue and Gold stadium (additional seating – bleachers – away side)

Completed:

All work was completed for the return of students in August 2015.

- To continue the work of the 2014-2015 Facility Committee pertaining to enrollment and potentially a school closing;

Commencing

The formal launch to this work will take place at the Saturday, January 9 Board of Education retreat.

Ongoing / Completed June 2016

A weekly meeting has been underway for months with committee work on schedule for a June 2016 BOE presentation.

Partnerships –

- To remain active in:
 - Engaging and informing parents (*PTA Presidents' monthly meeting, attend PTO meetings, 6:30 a.m. open hour, community forums*);

Ongoing:

Newtown Public Schools continues to offer a communication model to be replicated by schools across the country as the parent and community voice is held in high regard in multiple mediums.

Complete

The continued work with partnerships culminated with a first referendum pass of an operational plan that was embraced by school stakeholders.

- The collaboration with safety officials (police / fire) and continue to facilitate the district's safety committee;

Ongoing

Newtown Public Schools has developed a safety protocol which could be replicated by districts across the country as detailed attention to security remains ongoing every day of the school year.

Ongoing / Complete

An essential component to the plan has been added as a strong partnership is soundly in place with the new Chief of Police.

- The Central Connecticut State University administrative certification program (aspiring administrators);

Completed:

The NPS / CCSU partnership was successfully launched in September 2015.

- The ongoing climate and culture work with certified staff.

Ongoing

Reoccurring monthly meetings take place with both certified and non-certified staff resulting in enhanced communication, proactive problem solving, and a better understanding of how all decisions are consistently made centered on best for children.

Complete

The 2015-2016 climate and culture work should serve as a model across the country as best practice.

- To create parent advisory opportunities for shared understanding of present practice:
 - A parent advisory will be established at Newtown High School allowing parents to better understand co-curricular activities (athletics) and the governance of interscholastic programs.

Emerging

Organizational meetings have been held, a leadership executive board has been established, and the advisory committee has begun to define the scope of their work for this and subsequent school years.

Reconstituting

The advisory was launched in September and met regularly through the end of March. With the resignation of the current athletic director there is a temporary moratorium on the group with the expected re-start taking place shortly after the new hire.

In addition, new challenges because of local, regional, and federal circumstances, creates additional focus areas for the upcoming school year:

Board of Education – Long Term Strategic Planning: PK-12 Teaching and Learning

The Newtown Board of Education has gone through significant change since the completion of the present long term plan which was in place for the 2011-2012 school year. The plan will be reviewed, modified, and updated for board action on or before May, 2016.

Update: Long term planning will be launched at the January 9, 2016 retreat.

Ongoing / Complete

Under the direction of the assistant superintendent the committee findings will be brought to the Board of Education in June 2016.

Board of Education / Town – Long Term Capital Planning / Facility Planning

School and town officials continue to meet to better understand long term infrastructure needs for all town owned buildings. School administrators will work in partnership with town leaders to reach a sound understanding and agreement of next steps regarding renovation, rebuild, and consolidation. The work from this committee will be brought to the board at appropriate times throughout the new school year.

Update: The continued enrollment/facility study will be launched at the January 9, 2016 retreat.

Ongoing / Complete

Committee work will culminate with a June 2016 Board of Education presentation.

Board of Education / Town Consolidation of Services

Careful planning and definable steps must be developed and endorsed by staff and elected officials as we examine how the board of education staff will work most efficiently with the town and with the community. An update on this initiative will be brought to the school board in January, 2016.

Update: The superintendent has a scheduled meeting with the First Selectman in early January and will then update the Board of Education on definable next steps.

Ongoing / Complete

Joint committee work will be brought to respective boards in June 2016.

Pupil Services: Program Review

Challenges that all public schools face and unique challenges that are found within our district will prompt a program review focused on best practice pertaining to identification, programming, and staffing. The program review will be brought to the board of education on or before December 2015.

Completed:

Numerous special education reviews have been brought to the Board of Education as outplaced special education fiscal turbulence has resulted in a controlled spending plan for the remainder of this school year.

Fiscal Planning – 2016-2017

The 2016-2017 budget process looms to be very difficult work. The federal funding stream which was used to offset 1214 needs will create a funding cliff for budget planners. In addition, the *Affordable Care Act* will be problematic (although much more difficult to fund in 2018) as the federal legislation begins to impact local funding.

Ongoing:

The Superintendent's proposed plan for 2016-2017 was driven by 1214 continued needs, health insurance, special needs, and contractual obligations to all bargaining units. These four focus areas represent nearly the entire increase within the proposed operational plan.

Completed

Tuesday, April 26th – First referendum pass by +400 votes

Technology – Maintaining / Funding / Managing

Technology demands continue to grow throughout the district. A thorough examination of lease vs. purchase, technology support staff vs. volume of work, and reoccurring funds needed to maintain our present K-12 platform will be presented to the board of education on or before November 1, 2015.

Ongoing:

The Director of Technology will be sharing multiple updates on this issue within her January 2016 Board of Education proposed operational plan update.

Completed

Numerous reports by the district's Director of Technology have been shared in committee and with the board at large.

I anticipate the upcoming school year to be filled with great challenge and even greater success. Collectively, our 900 employees will stay focused on making a difference.....one youngster at a time.

Respectfully,
JE

**NEWTOWN PUBLIC SCHOOLS
3 PRIMROSE STREET
NEWTOWN, CT 06470-2394**

OFFICE OF THE SUPERINTENDENT
(203) 426-7620
FAX (203) 270-6199

BUSINESS OFFICE
(203) 426-7618
FAX (203) 426-2368

April 18, 2016

Skeff Bisset
c/o New Arts Foundation
sbisset@1214foundation.org

Dear Mr. Bisset:

Listed below are charges for use of the Hawley School facilities from 9:00am – 8:00pm:

PLACE OF USE: HAWLEY SCHOOL (VARIOUS ROOMS)

DATE(S) OF USE: JUNE 20-JULY 17, 2016 (19 DAYS)
(GYM ONLY AVAILABLE 14 DAYS)

CUSTODIAL OVERTIME FEE: TO BE DETERMINED
SECURITY OVERTIME FEE: TO BE DETERMINED

SCHOOL FACILITIES USAGE FEES:

GYM – 14 DAYS @ 11 HRS	\$343.75 / DAY X 14 = \$4,392.50
LIBRARY – 19 DAYS @ 11 HRS	\$343.75 / DAY X 19 = \$6,531.25
CLASSROOM 1 – 19 DAYS @ 11 HRS	\$259.50 / DAY X 19 = \$4,930.50
CLASSROOM 2 – 19 DAYS @ 11 HRS	\$259.50 / DAY X 19 = \$4,930.50
CLASSROOM 3 – 19 DAYS @ 11 HRS	\$259.50 / DAY X 19 = \$4,930.50
CLASSROOM 4 – 19 DAYS @ 11 HRS	\$259.50 / DAY X 19 = \$4,930.50
ART ROOM – 19 DAYS @ 11 HRS	\$412.50 / DAY X 19 = \$7,837.50

TOTAL FACILITY RENTAL FEES: \$38,483.25

Please make checks payable to:

NEWTOWN BOARD OF EDUCATION
3 PRIMROSE STREET
NEWTOWN, CT. 06470
ATTN: KAREN DUGAN

BOE EXECUTIVE SUMMARY: ARCHITECTURE 1, GRADES 9-12 CURRICULUM REVISION

PART I: BASIC ELEMENTS OF COMPARISON

	EXISTING CURRICULUM	REVISED CURRICULUM
PUBLICATION DATE	No existing curriculum.	Request for Curriculum Council Approval: 04/19/2016 Request for BOE C&I Committee Approval: 04/26/2015 Request for BOE 1 st Read: May 3, 2016 Request for BOE 2 nd Read: May 17, 2016
STANDARDS	No standards addressed.	Aligns with newly adopted CT Technology Education Framework (2014)
PACING	Not provided.	Curriculum includes Pacing Guide to indicate approximate number of weeks for instruction of each unit.
CURRICULUM MODEL	None existing.	Structured on Concept-based Curriculum Model. Framed through a Conceptual Lens through which students learn new knowledge in the subject area. Guiding Questions ensure lessons are inquiry-based and Generalized Understandings point students and teachers to essential knowledge to be learned through the unit.
LEARNING OBJECTIVES	None existing.	The updated curriculum conforms to current curriculum design practices that focus on fewer objectives and standards to be taught with greater depth.
OTHER	Not published.	Digitally published through the Atlas Rubicon platform. Accessible via internet for the public viewing, professional collaboration among teachers tasked with editing, revising, and adding supplemental components. Ensures an accurate and easily accessible curriculum archiving system.

PART II: SPECIFIC COMPARISON OF TECHNOLOGY EDUCATION CONTENT AND INSTRUCTIONAL APPROACH

The content of this course concentrates on a broad overview of what architecture is, how it shapes society, and how it is influenced by art and function. Architecture has really two main areas of focus, the artistic aspect, and the engineering aspect. It is critical for our high school students to know how buildings have evolved, and under what influences. It is equally important to know why buildings stand up, and why they fall down.

As the viewer reads this curriculum, they will notice that it is project based. Students spend very little time in a lecture format, with most of their time spent performing learning activities. This is in keeping with the technology education philosophy of learning by doing. It is also proven in educational research, that the most effective way to learn is through experience.

Erik Holst-Grubbe
04-17-2016

Each activity and learning experience has a culminating product. Skills important to being an architect are taught, and these skills translate to other fields as well. The curriculum centers around two themes, problem solving and communication. Students are required to present solutions to problems orally or in large format printouts. Emphasis is given to not only for students to form a solid solution to a given problem, but to be able to communicate that solution to a given audience.

Technology plays a key role in the delivery of the content. Students are introduced to three dimensional and simulation software to complete activities that teach both engineering and artistic aspects of the subject. Students are also given an opportunity to construct models using wooden components. Six working architects were interviewed prior to the writing of this curriculum and have all pointed out that the experience of modeling is extremely important.

Architecture 1 is used to provide an overall understanding of architecture, which can be applied to Architecture 2, in which the student can decide which aspect within the subject they would like to pursue. Architecture 2 students delve into subcategories such as interior design, tall buildings, landscape, etc..



Newtown Public Schools
Architectural Design 1



Newtown High School > High School > F&AA: Technology > Architectural Design 1

Holst-Grubbe, Erik

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun							
Introduction to Architecture	1-2																
Sketching/Introduction to American Styles	3-5																
Local Architecture		6-8															
Interior Design		9-10															
Framing		11-12															
Bridge Design			13-16														
Domes				17-18													
	1-2	3-5	6-8	9-10	11-12	13-16	17-18	19-20	21-23	24-26	27-28	29-30	31-32	33-34	35-36	37-38	39-40

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Introduction to Architecture

Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Careful design and systematic coordination of form and function are instrumental in the creation of architectural structures.

Climate, geography, and societal beliefs greatly influence the design of structures.

A combination of math and communication skills, as well as an appreciation for beauty and detail, are essential requirements for successful architects in the field.

Essential Question(s)

What is architecture?

What man made structures have you seen that spark your imagination?

Guiding Questions

Factual, Conceptual, Provocative

What is architecture influenced by?(F)

Define the various styles of architecture?(F)

Why is Roman architecture so important?(C)

What skills and attitudes are essential in architects?(C)

How does religion and society influence architecture?(C)

In what ways does architecture provide safety for humans?(C)

Is good design centered around practical issues like movement, climate, day to day living?(P)

Is designing a computer program architecture?(P)

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Speaking & Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- 1) Define what architecture is by drawing conclusions from past experiences.
- 2) Examine specific structures they have seen as examples of beauty.
- 3) Analyze what attributes are necessary to be an architect.
- 4) Examine structures for engineered strength.

CT: Technology Education

CT: Grades 9-12

Communications Systems

CONTENT STANDARD 7: Communications Systems

- export and import images in a variety of file forms.

Production Systems

CONTENT STANDARD 8: Production Systems

- trace the historical development of the construction industry;

CT: CTE: Technology Education (PS 2011)

Grades 9-12

PS: Pre-Engineering Technology

A. Career Awareness: Identify and describe various careers in the engineering field including educational requirements and ethical expectations.

- 1. Describe major engineering fields.

B. Design Process: Describe the design process including identify the problem, determining constraints and limitations, analyzing potential solutions as well as the creation of a prototype for testing.

- 5. Identify principles of a problem.
- 7. Analyze and research between alternate solutions.

D. Materials: Describe the various materials used in engineering including the process for selecting the appropriate materials based on usage.

- 19. Test materials for specific characteristics.

E. Teamwork: Explain the characteristics of an effective design team and the process.

- 20. Contribute to a team project.
- 21. Identify characteristics of an effective design team (e.g., leadership, responsibility, respect, rapport and time management).

Content/Topics

Critical content that students must KNOW

- The architecture that a student sees around them gets many of its proportions from ancient Rome.
- Many of the buildings surrounding student lives were built smaller, and in a different ways due to the technology available at the time.
- Religion, and societal structure steers public building construction.
- Architecture is both engineering and art, form and function.
- Architects are team players who must work with owners, towns, and construction teams to have a successful outcome.
- Planning for construction is close and careful work.

Core Learning Activities

- Engage in class discussion defining what architecture is.
- Compile architectural images provided by students in the form of a slide presentation. Each student will explain what the architectural slide is about, and why the student chose that image as an inspiration.
- Compete in groups to suspend a marshmallow as high as they can given a certain number of spaghetti pieces, and tape. of the process and analysis of the winning structure.
- Evaluate the construction process of the spaghetti structure.

Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Resources

Professional & Student

What Style is it? A Guide to American Architecture; Allen Chambers Jr., Nancy B. Schwartz

A Pictorial History of Architecture in America; G.E. Kidder Smith

Building Wonders; PBS

<http://marshmallowchallenge.com/Welcome.html>

Assessments (Titles)

Marshmallow Tower Rubric

Graduation Standards

[Information Literacy](#)
[Problem Solving](#)

Interdisciplinary Connections

Summative: Lab Assignment

This is an analysis of building a structure designed to support a marshmallow using spaghetti and tape.

 Marshmallow Tower
Rubric.docx

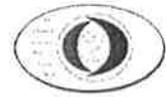
Spoken Communication
Written Performance

Social Studies - Historical context drawn from ancient Rome, European influences, local history.

Science - Drawing previous knowledge from middle school bridge building competitions.

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Sketching/Introduction to American Styles

Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)
 Conceptual Lens: Visual Communication

Most architecture we know and love started with a sketch.
 Sketching is a powerful and creative means of conveying ideas to yourself and others.
 Various American Architectural Styles differ in major and subtle ways.

Essential Question(s)

What makes an effective sketch?
 How do American styles of architecture differ?

Guiding Questions

Factual, Conceptual, Provocative
 What is perspective?(F)
 What specific sketching techniques are used by architects (F)
 What American architectural style are you drawing, and what types of attributes define it as this style?(F)
 When would sketching techniques be used in the life of an architect? (F)
 What are the advantages of sketching, vs. drawing on a computer? (C)
 How does sketching allow the brain to interpret information? (C)
 How much detail does a given sketch require?(C)
 What makes a quality line?(C)
 What is proportion?(C)
 Would you hire an architect that could not sketch? (P)

Standard(s)

Content and CCSS

CT: Arts

CT: Grades 9-12

Visual Arts

CONTENT STANDARD 2: Elements and Principles

- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.

NCCAS: Visual Arts

NCCAS: HS Proficient

Creating

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Demonstrate proper technique to produce even and consistent lines.
- 2) Draw, in correct proportion, details and overall shape of architectural elements such as columns, styled trim pieces, moldings, roof styles, and hearths.
- 3) Complete a sketch of a front view of a given home with all elements in proportion.

Anchor Standard 1: Generate and conceptualize artistic Ideas and work.
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.

Content/Topics

Critical content that students must KNOW
 The student must know how to sketch in proportion using lines of high quality and consistency.
 The student must be able to identify styles such as, Early Colonial, Georgian, Federal, Jeffersonian, Greek Revival, Gothic Revival, Victorian, Colonial, Tudor, Classical Revival, Queen Anne, and Richardsonian Revival.
 The student must be able to identify elements of design that are unique to a given style.

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

- Students will create sketches ranging from simple to complex of different architectural details and overall buildings.
- Students will begin sketches/renderings from which to copy, with styles given, and have to describe in their own words what attributes the example has that makes it the given style.
- Students will be given examples with no style labeled, and have to sketch and categorize the style with an explanation.

 <https://drive.google.com/drive/u/1/folders/0B9K8520nreZhNGFRSDg0QWRHNUU>

Resources

Professional & Student
 Google Images
 What Style is it? A Guide to American Architecture; Allen Chambers Jr., Nancy B. Schwartz
 A Pictorial History of Architecture in America; G.E. Kidder Smith

Assessments (Titles)

Sketching Rubric
Summative: Lab Assignment
 This rubric is designed to evaluate quality of lines, the ability to produce proportioned sketches, and communicate and identify different styles in architecture.
 Arch. sketching rubric.docx

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

History - American architectural styles are based on human needs, available building tools and materials, and lifestyles.
 Many of the building styles are designed to mimic European style, and some were a direct attempt not to mimic these styles.



Local Architecture

Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Architecture tells the story of how people used to live and continue to live.

Geography and technology influence the changes in structures.

Essential Question(s)

Looking at prominent buildings in Newtown, why were they built, and how do they reflect the town's history?

How has Newtown changed?

How has Newtown remained the same?

Guiding Questions

Factual, Conceptual, Provocative

Who were the initial settlers of Newtown CT? (F)

Which buildings were erected early in Newtown's history? (F)

What other buildings are considered prominent in town, and how has did their construction change over time?(F)

What do you know about the people for whom their names are on buildings and streets? (F)

How did building construction reflect how society worked, and what values Newtown held? (C)

How has Newtown changed? (C)

How has Newtown remained the same? (C)

Why did their construction change?(C)

Should Newtown provide section 8 housing? (P)

Standard(s)

Content and CCSS

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 9-10

Writing

2. Write Informative/explanatory texts to examine and convey complex Ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CT: Social Studies Frameworks (2015)

CT: HS: United States History

Dimension 2: History

Change, Continuity and Context

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Identify the style, time period, and contributing factors to design of a given building.
- 2) Represent the structure using 3D printing techniques, 3D software, and large format printing.
- 3) Explain what can be learned about Newtown by knowing and examining the buildings within the town.

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.

Perspectives

- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

CT: CTE: Technology Education (PS 2011)

Grades 9-12

PS: Computer Aided Drafting and Design

A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and design.

- 4. Evaluate and select appropriate method of communication for a given problem.
- 6. Express a design of an object as a 3D model.

Content/Topics

Critical content that students must KNOW

- Main Street Newtown consists of several different style buildings such as Early Colonial, Colonial, Victorian, and Georgian.
- Parts of town with their own names such as Sandy Hook, flourished for a number of practical reasons.
- Churches and meeting houses were critical to life in the 18th and 19th centuries.
- Google Sketchup has many capabilities, and many limitations.
- Large format printing requires graphic principles to be followed for the most effective message to be delivered.

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

- Student powerpoint presentations on specific information/ buildings and time periods as a baseline of study.
- Field trip with the town historian to examine prominent structures on Main St.
- Taking photographs of town buildings to be later rendered into 3D printouts.
- Producing a large format poster of the photograph, the 3D rendering of the photograph, with a descriptive paragraph.

Resources

Professional & Student

Touring Newtown's Past; the settlement and architecture of an old Connecticut town.

Newtown Historical Society

Daniel Cruson

Town Historian

203-426-6021

3D Printer

Large Format Printer

Assessments (Titles)

**Local History Rubric
Summative: Exhibition**

This rubric is designed to measure the effectiveness of communication techniques in the form of 3D printouts, and large format printing.

 Local Architecture Rubric.docx

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

History - Showing various styles of buildings, and matching them with dates, show how Newtown was influenced from the 1700s to the present by events and outside influences.

English - Clear, informative writing on a given subject.



Interior Design

Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Functionality and style play an important role in the design process.

All designs should be evaluated with respect to the needs of today as well as the needs of the future.

Essential Question(s)

If you were designing your dream kitchen, what would it look like, and what would you consider during the design process?

Guiding Questions

Factual, Conceptual, Provocative

What should you consider when choosing a style?(F)

What is a work triangle, and why is it important?(F)

In choosing materials, how do you weigh the importance of certain costs? (F)

What are the major types of kitchen layouts? (F)

What are the major types of kitchen styles? (F)

What are the major costs when designing a kitchen?(F)

Do you need to copy a given style, or can you take elements from several styles? (C)

Is there a difference between what you need and what you want, when designing a kitchen? (C)

What are the determining factors in choosing materials, layout, and style?(C)

What if you sell your home? Would this design add value to your home? (P)

Standard(s)

Content and CCSS

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CT: CTE: Technology Education (PS 2011)

Grades 9-12

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Illustrate different styles of kitchens through the use of photographs.
- 2) Calculate 3 different budget options for a given kitchen using different materials.
- 3) Provide a comprehensive large format printout of the design explaining their choices of materials, style, and layout.

PS: Computer Aided Drafting and Design

A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and design.

- 1. Describe physical objects as geometric entities.
- 2. Describe and demonstrate the process of using mechanical and electronic measuring devices accurately as required by the design intent.
- 8. Evaluate choice and placement of dimensions, notes and annotations to clearly communicate design intent.
- 9. Revise a design and update finished drawings appropriately.

Content/Topics

Critical content that students must KNOW

- 1) There are stylistic considerations/themes one should consider when laying out kitchens.
- 2) Different layouts have different advantages/disadvantages. (L shape, U shape, etc.)
- 3) The four major costs of kitchens are countertops, cabinets, flooring, and appliances.
- 4) Major costs have many options with a wide range of costs.

Core Learning Activities

- 1) Completion of the Kitchen Primer activity.
 - 2) Using Google Sketchup, design a kitchen.
 - 3) Calculations of budget using 3 different cost options.
 - 4) Production of a comprehensive layout using large format printing.
-  https://docs.google.com/document/d/1XsT-0i9SOrsZ_oZZBh9s4uiWbldjQg0So-dHEBbXYms/edit

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Resources

Professional & Student
<http://help.sketchup.com/en/article/95597>
 (Google Sketchup, Self-Paced Tutorials)

Assessments (Titles)

Budget Estimation
Summative: Lab Asslgnment
 This worksheet categorizes the four major costs of a kitchen, and has places for 3 different cost ranges for each category.

Kitchen Design Rubric
Summative: Exhbltton
 This is a rubric which includes a comprehensive representation of their kitchen design.
 Kitchen Design Rubric.docx

 https://docs.google.com/spreadsheets/d/12i3BeNZZoQ2Hli5SiHrZzPyWwg5d9NX56mpyS0N_Fck/edit#gid=0

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

- Problem Solving
- The problem is in making choices based on use and economics, and then explaining those choices.

Interdisciplinary Connections

Math - Estimation is used to calculate kitchen costs using varied materials.

English - Informative writing to explain choices in the large format print with efficiently chosen details and technical language.



Framing

Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Codes and laws are developed over time to protect the general public.

All stages in the construction process are related to and dependent on one another.

Essential Question(s)

Why do buildings stand up for a longer period of time while others fall down?

Guiding Questions

Factual, Conceptual, Provocative

What building materials exist, and what are their purposes, and attributes? (F)

What are different framing members called, and what are their function? (F)

Who inspects/ensures proper construction of building frames?(F)

What is scaling? (F)

How do you use a scale? (F)

What happens when builders skimp on construction or materials? (C)

What does on-center mean, and why do we need this term? (C)

Building materials come in standard sizes regardless of manufacturer. Why?

How are building trades interdependent? (C)

Do you think we need to have building codes? (P)

Standard(s)

Content and CCSS

CCSS: Mathematics

CCSS: HS: Geometry

Mathematical Practice

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.8. Look for and express regularity in repeated reasoning.

CT: Technology Education

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Read and use an architectural scale to produce layouts of walls.
- 2) Construct a scaled model of a truss, wall with a window, and a wall with a door using standard framing conventions and adhering to all building codes.
- 3) Identify and describe different framing components.
- 4) Recognize and apply repeating patterns to various situations (16"on-center principle).

CT: Grades 9-12

Materials & Processes

CONTENT STANDARD 6: Materials and Processes

- describe the physical structures and properties of materials used in technological systems;

Production Systems

CONTENT STANDARD 8: Production Systems

- describe the significance of architectural drawings, specifications and contracts in the construction industry;
- demonstrate an ability to read and interpret architectural renderings;
- demonstrate the safe and accurate use of layout, forming, separating, combining, treating, and finishing tools and procedures in building a shelter or structure;
- identify, describe and apply the structural elements used in commercial floor, wall and roofing systems;

Content/Topics

Critical content that students must KNOW
How to use an architectural scale.

How to lay out a wall with studs 16" on center.

Why structural members that span larger distances, or are under greater stress, are built larger than standard framing.

There are building codes designed to keep inhabitants safe.

A whole litany of vocabulary exists that form the basis for builders and architects.

Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

Creation of scaled drawings of wall sections using an architect's scale.

Construction of scaled walls, and trusses.

Resources

Professional & Student
Modern School Supply -

Wall construction kits.

Truss construction kits.

Architectural Scales

Building Code Manual

 <https://archive.org/details/gov.ct.building>

Assessments (Titles)

Framing Rubric

Summative: Lab Assignment

Students will be using scales to produce wall section drawings, and then construct balsa models of those drawings.

The rubric is to make sure the students have done so accurately.

 Framing rubric.docx

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

Geometry - Rise and run of a roof. How do you calculate angles based on a given pitch? (6 pitch, 4 pitch, etc.)

Repeated reasoning applied to different situations (16" on-center principle).

CONTENT STANDARD 6: Materials and Processes

- describe the physical structures and properties of materials used in technological systems;
- experiment with the alteration of material characteristics;

Content/Topics

Critical content that students must KNOW

- Forces vary from location to location. Forces may come from wind, traffic loads, and earthquakes. Other factors are also saltwater, soil types, and temperature.
- Cost is the determining factor in bridge design after safety.
- Triangles, arcs, and symmetry are keys to effective and efficient bridge design.
- Compression is the force that pushes things together; tension pulls them apart.
- Different materials have different strengths.
- Overbuilding, while very safe, can put you over budget.

Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Core Learning Activities

Class discussion based on the film - PBS Building Big series, "Bridges"

Construction of a suspension, stayed cable, and truss bridge using Kinex kits.

Virtual construction of three different bridges with three different spans, and criteria.

Resources

Professional & Student

<https://bridgecontest.org/resources/download/>

PBS Building Big series, "Bridges"

Assessments (Titles)

Virtual Bridge Design Rubric Summative: Lab Assignment

This virtual bridge design allows students to consider engineering choices, and building material choices. The rubric judges how extensively they considered all of the choices, and measures how well they can explain their thinking.

 Virtual Bridge Design Rubric.docx

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

- Problem Solving

This activity will take students through the problem solving process, and will qualify for the grad standard if done correctly.

Interdisciplinary Connections

Social Studies - Bridges have provided a pathway across natural boundaries which allowed the expansion of cultures and empires.

Geometry - Copying angles and line segments to make a construction.



Unit Planner: Domes
Architectural Design 1

Monday, April 25, 2016, 2:32PM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Architectural Design 1 > Week 17 - Week 18

Last Updated: Friday, April 22, 2016 by Erik Holst-Grubbe

Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Domes provide an essential structure used by civilizations throughout the world.

Essential Question(s)

- What are the great domes of the world?
- Why have domes been used by societies?
- What makes these domes significant?

Guiding Questions

Factual, Conceptual, Provocative

- What are the advantages of the geodesic dome over other designs? (F)
- What are some other applications other than religious structures for domes? (F)
- What is a geodesic dome? (F)
- In what way has religion used domes to inspire their congregations? (C)
- Why are domes important in architecture? (C)
- What are the unique design challenges of domes, and how were they overcome? (C)
- Do you believe we should use more domes in modern building? (P)

Standard(s)

Content and CCSS

CT: Technology Education

CT: Grades 9-12

Production Systems

CONTENT STANDARD 8: Production Systems

demonstrate an ability to read and interpret architectural renderings;

Engineering Design

CONTENT STANDARD 11: Engineering Design

demonstrate an ability to complete a detail design for any given embodiment design;

CT: CTE: Technology Education (PS 2011)

Grades 9-12

PS: Computer Aided Drafting and Design

A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Construct a geodesic dome.
- 2) Explain the significance of domes within architecture.
- 3) Identify major domes of the world and their uses.

<p>design.</p> <p>10. Identify basic geometric elements (e.g., line, circle, rectangle, sphere, cube)</p> <p>11. Describe and apply the basic geometric concepts to building 3D models (e.g., tangent, parallel concentric, etc.).</p> <p>Copyright © 2002-2014 State of Connecticut.</p>		
<p>Content/Topics</p> <p><i>Critical content that students must KNOW</i></p> <p>Geodesic domes have a repeating pattern which allows the design to work. Domes push out on the lower walls and there are several options to counteract them. The religious value of domes comes in their ability to instill a sense of awe in reaching great height with nothing in the way of the eye. The advantages in using domes for sporting events is having an open space and having players and spectators not exposed to the elements.</p>		<p>Skills</p> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
<p>Core Learning Activities</p> <p>Class discussion on the film, "Domes" by PBS Building model domes.</p>		<p>Resources</p> <p><i>Professional & Student</i></p> <p>Modern School Supply - Geodesic Dome Kits.</p> <p>PBS Building Big Video Series, "Domes"</p>
<p>Assessments (Titles)</p> <p> Domes Assessment.docx</p>	<p>Graduation Standards</p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> Written Performance <p>This is a short essay assignment (attached).</p>	<p>Interdisciplinary Connections</p> <p>Geometry - Due to parallel orientation of pentagons in three dimensions, geodesic domes are able to exist as a self supporting structure.</p>

Another version of this policy, developed by Wilton to consider.

Instruction

Pilot Programs and Research Projects

Recognizing that research projects often furnish a sound basis for substantiating and /or improving the instructional program, it is the policy of the Board of Education to encourage the development and operation of soundly designed research projects and pilot programs by its professional staff and other professionals outside of the school district. Such projects and programs may be financed by the school district, state and federal agencies, private foundations and other groups, or a combination of sources. Before the implementation of any research project or pilot program within the ~~Wilton~~ **Newtown** schools, the approval of the Board of Education **Curriculum and Instruction Subcommittee** shall be required. **Research projects and pilot programs are defined as those which do not affect**

- Total educational program;
- Program of the total grade level;
- Total grade level of any one school; or
- Program of the total department of any one school.

~~The Board of Education delegates authority for approval of minor research projects and pilot programs, those which do not affect the total educational program, the program of the total grade level of anyone school, or the program of the total department of anyone school, to the Superintendent of Schools.~~

The Curriculum and Instruction Subcommittee's approval shall be based upon

- Documented need;
- Available research on program effectiveness;
- Alignment with the core beliefs and mission of the Newtown Public Schools;
- Collaboration with building-based leadership and the Curriculum and Instruction Subcommittee during the proposal development stage;
- Staffing and student selection implications;
- Projected costs for planning and future implementation; and
- Program evaluation criteria.

The foregoing shall be outlined in writing and presented to the Board of Education Curriculum and Instruction Subcommittee, which shall provide notice to the Board of Education.

~~Approval by the Board of Education and/or the Superintendent shall be based on the purpose of the study, outlined objectives, soundness of the research design, the cost to the school system, its impact on other courses and programs, methods of evaluation to be used, and educational benefits which may accrue to the school system as a result of the study. The foregoing shall be outlined, in writing, for the Superintendent of Schools and the Board of Education, according to the guidelines established in Regulation 6141.~~

A report of all research projects and pilot programs being carried on within the school system shall be provided to the Board of Education and Curriculum and Instruction Subcommittee for review of progress, with a final determination of next steps after one year of implementation. ~~at least twice each year.~~

Policy adopted:

Students

Suspension and Expulsion/Due Process

It is the goal of the Newtown Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student.
4. **“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. Suspensions shall be in-school suspensions unless the administration determines that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.
5. **“Expulsion”** shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular

Students

Suspension and Expulsion/Due Process (continued)

classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.

6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **“Days”** is defined as days when school is in session.
8. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, metal or brass knuckles, any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches or over in length, any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument.
11. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” shall include, but is not limited to, any explosive, incendiary, or poison gas device, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.
12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.

Students

Suspension and Expulsion/Due Process (continued)

14. ~~“Dangerous Drugs and Narcotics”~~ **“Controlled Substances and/or Restricted Drugs”** is ~~is~~ **are** defined as any controlled drug in accordance with Connecticut General Statutes §~~219-240~~ **21a-240**.
15. **“Destructive Device”** shall include but is not limited to any explosive, incendiaries, or poison gas device, including a bomb, a grenade, a rocket having an explosive or incendiary charge of more than one quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than $\frac{1}{2}$ inch in diameter. The term "destructive device" does not include, however, an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
16. **“Dangerous Instrument”** is any instrument, article or substance that, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".

B. Removal From Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in GS 10-233b.

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

Students

Suspension and Expulsion/Due Process (continued)

D. Suspension and Expulsion

1. A student may be suspended or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, is a violation of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
 - a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
 - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
 - c. Intentionally causing or attempting to cause damage to school property or material belonging to staff (private property);
 - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
 - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
 - f. Deliberate refusal to obey the directions or orders of a member of the school staff;
 - g. Harassment and/or hazing/bullying on the basis of that person's race, religion, disability, ethnic background, gender or sexual orientation;
 - h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
 - i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
 - j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
 - k. Possession of a firearm, deadly weapon, weapon facsimile, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
 - l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns BB gun and/or air soft pistols;
 - m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
 - n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;

Students

Suspension and Expulsion/Due Process (continued)

- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law that would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Violation of smoking policy;
- z. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire;
- aa. Making false or actual "bomb threats" or similar threats;
- ab. Trespassing on school grounds while on out-of-school suspension or expulsion;
- ac. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.

E. Suspension for Conduct Off School Grounds

- 1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:

Students

Suspension and Expulsion/Due Process (continued)

- a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is “seriously disruptive of the educational process,” the Administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in General Statute 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.

Students

Suspension and Expulsion/Due Process (continued)

4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action, the frame or receiver of any such weapon, a muffler or silencer, or any destructive device.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph D, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents/guardians and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations that such student missed during the period of his/her suspension.

Students

Suspension and Expulsion/Due Process (continued)

3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The Administration shall then determine whether or not suspension or in-school suspension is warranted. The Administration cannot look to a past disciplinary problem in rendering a decision as to whether the student is guilty of the alleged violation. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems that have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Multiple Suspensions Procedures

The Board is concerned when students are suspended on multiple occasions. To encourage proper conduct and to facilitate an atmosphere of good order and discipline the following additional procedures must be undertaken:

1. When a student has been suspended for the fifth (5th) time in one school year, the administrator will make a planning and placement team ("PPT") referral. The PPT will follow the appropriate special education laws, including but not limited to, determining whether the student is eligible for special education services and to develop an appropriate program if determined eligible.
2. When a student had been suspended for the eighth (8th) time, the student's parent(s) or guardian(s), along with the student, or the adult student, must appear before the Superintendent for a formal hearing. The building principal, and/or designee(s), and the Director of Pupil Services should be present at this hearing.

Students

Suspension and Expulsion/Due Process (continued)

A positive attempt will be made at the hearing to help the student, to review alternatives, and to convey to the student that possible expulsion from school could result.

3. After a student has been suspended for the tenth (10th) time, the student will be provided the opportunity for a formal hearing, under the expulsion procedures set forth below, which may result in continued suspension or recommendation for expulsion from school.

I. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast. Alternatively, the Board may appoint an impartial hearing officer to hear and decide the expulsion matter provided that three members of the Board are not available to serve on the panel.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violate Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

Students

Suspension and Expulsion/Due Process (continued)

5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes;
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

6. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.

Students

Suspension and Expulsion/Due Process (continued)

7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education, but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered.
 - b. The Board of Education shall give effect to the rules of privilege by law.
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby.
 - d. Documentary evidence may be received in the form of copies or excerpts.
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts.
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed.
 - g. A stenographic record or audio-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
 - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

Students

Suspension and Expulsion/Due Process (continued)

J. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services.

K. Students with Disabilities

A special education student and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based on possession of a firearm or deadly weapon as described in subsection (a) of this section, shall be expunged from the record by the Board if the student graduates from high school.

Students

Suspension and Expulsion/Due Process (continued)

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a “student with disabilities”):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.
2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.

Students

Suspension and Expulsion/Due Process (continued)

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon"

means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence, that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

L. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

Students

Suspension and Expulsion/Due Process (continued)

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined in C.G.S. 53a-3 or (b) offering for sale or

distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Board expels a student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

M. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

Students

Suspension and Expulsion/Due Process (continued)

3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom a expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
8. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Students

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

(cf. 7-701 – Substance Abuse)

(cf. 7-701.1 – Substance Abuse – Administrative Procedures)

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

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 Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

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**NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut**