

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

Minutes of the Board of Education meeting on November 19, 2019 the Council Chambers at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	12 Staff
J. Vouros	12 Public
A. Clure (absent)	2 Press
D. Delia	
H. Jojo	

Mrs. Ku called the meeting to order at 7:45 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue welcomed the Newtown High School Marching Band and congratulated them on what their Band Director, Kurt Eckhart, called their best performance of the season, which earned them 3rd place finish at the MetLife Nationals with awards going for Best Percussion and Best Color Guard. In attendance are Shilin Ray, Virginia Hepp (Drum Majors), Conor Vignola (Brass Captain), Annie Minor (Woodwind Captain), Ellie Minor, Cooper Agresta (Percussion Captains), and Moira McKinley, Katie Farrington, Grace Bauch (Color Guard Captains).

Michelle Hiscavich, Director of Fine Arts and Music, thanked the Board for having them. Ms. Hiscavich was happy to say that the Newtown Hawk Band was once again State Champions. They competed against 10 different bands from 3 different states with their biggest competitors being from Massachusetts and Pennsylvania.

Item 3 – Consent Agenda

MOTION: Mrs. Harriman-Stites moved that the Board of Education move the minutes of November 6, 2019 from the consent agenda to the end of the meeting.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes Newtown High School Debate field trip, donation to Newtown High School and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Kinga Walsh, 21 Horseshoe Ridge, Sandy Hook, addressed the change to the high school grading system. Overall, her family agrees with the change given the new information she received after meeting with Dr. Longobucco. The implementation of this change, however, left her baffled. On October 30, 2019, Ms. Walsh met with Dr. Longobucco and reviewed her draft presentation. She thanked her for taking ownership of the lack of clarity and communication with the parents. Ms. Walsh requested that Dr. Longobucco's presentation be a stand-alone document and put on the website as a parent resource. She noted that Dr. Longobucco suggested that she would have each Department create a department specific grading change presentation and show to students during their class. Ms. Walsh expressed her concerns regarding communication with this change. There was no communication with parents prior to the school year. She asked for the Board to come up with a plan after tonight's presentation. She suggested that the presentation be added to the district website and send a link of that

presentation to parents. She hopes moving forward, parents, administrators, educators and elected officials can work together but that requires an upfront plan.

Mary Murphy, 32 Churchill Road, Newtown, wanted to introduce herself to the Board of Education as the newly appointed Co-President of the Newtown SpEd PTA. We are a special needs PTA that aims to provide advocacy and support for special needs parents. We are unique in that we exist to help all kids, whether they are homeschooled, outplaced, in the regular school district or not in the school system yet (daycare). The PTA is focused on positive collaboration between the schools, parents and teachers and creating an atmosphere where everyone can get to know each other. The PTA also started a parent support group for parents of kids represented from Pre-K to Super Seniors.

Item 5 – Reports

Chair Report: Mrs. Ku said that she sent Board members an outline of the Organizational Meeting of the Board of Education. It consists of points that she put together two years ago when we elected the Executive Board of the Board of Education. It will be useful to hand off to the Town Clerk for doing the elections in December. Mrs. Ku welcomed any feedback or changes that need to be made.

Mrs. Ku attended the CABE/CAPSS Convention along with Dr. Rodrigue, Mrs. Uberti and our new Board member, Deborra Zukowski. Mrs. Ku attended a workshop on the use of EdSight and a workshop on regionalism of shared services. The keynote speakers were Derrick Gay and George Couros, both of whom were fantastic speakers. Another item that was discussed was the collaboration between the Board of Education and Superintendents and making sure that it is a good relationship and we support each other in terms of what is best for the District. The State Board of Education is supporting that effort and additional statements and information from them will be coming out in the future.

Mrs. Leidlein looked over the Organizational Meeting of the Board of Education and thought it would be good to add that individuals would be able to speak to their nominations between when nominations are made and voting. She noted that it was possible that it was mentioned and she missed it.

Mrs. Harriman-Stites noted that it does say that any member may speak to the nomination but we can make it more specific.

Mrs. Leidlein said in the past, once the nominations were closed, people were able to speak to their nominations. It may be best to put it between #4 and #5.

Mrs. Ku said that she will move that any member can speak to the nominations below #4 and make sure it is clear if there are no objections.

Superintendent's Report: Dr. Rodrigue stated that Frank Purcaro, Director of Teaching and Learning, will be on our next Board of Education agenda for an update on his work thus far in the District. He has been working very closely with Mrs. Uberti and has spent time in all of our buildings in the district, facilitating committee work, working with staff so he has a good handle on the changes that we need to make around students' learning. He also met with PTA Presidents to give them an overview of his role and in return, they shared their perspective about what information might be more useful for parents across the district.

We have begun meeting with school leaders as a part of the budget development process and asked them to look closely to align their requests with district priorities that we discussed at previous meetings and to be mindful of enrollment and professional development needs. We

plan on having a very transparent process and will post the basic budget process and timeline for parents and community members.

Dr. Rodrigue also mentioned her time at the Practices Conference in Cromwell with the emphasis on attendance. It is important to engage parents to ensure students are attending school regularly and consistently. We have regular communication through the buildings and parents but there is always room for improvement.

Committee Reports: Mrs. Harriman-Stites said the Policy Committee met last week and we went finished the review of the 9000 series and will decide which series to look at next. At our next Board of Education meeting, we will have a packet of recommended rescinded policies for review. While looking at the 9000 series there were a lot of duplications.

Curriculum and Instruction: Mr. Vouros said at the last Curriculum and Instruction Committee meeting, Mrs. Uberti presented information regarding tech devices and Chrome Books in particular. Mr. Vouros asked for the Board to look at these because of the budget impact.

Mrs. Ku updated the Board that the CIP has been approved by the Board of Finance and is now with the Legislative Council and should be on their agenda soon.

Student Report: Ms. Jojo stated that Mr. Chand was unable to attend tonight's meeting but wishes he could be here to tell everyone what is happening at the high school. A memorable event was the Veteran's Day Ceremony with veterans attending a breakfast in the gym and a ceremony in the auditorium. The fall drama, A Midsummer Night's Dream, had their opening night on Thursday, November 14th at the high school. Fall sports are coming to an end. Newtown Football had a win against Barlow 44-10. Multiple students have been voicing concern regarding transportation for the gymnastics team. They are provided a bus to practice in Oxford but no way back and they are not allowed to drive themselves. This causes many transportation issues for the team. The gymnastics team is requesting that the Board would consider allowing the seniors drive themselves and others to practice so that they are able to get home without any issues.

Mrs. Harriman-Stites would like to understand the transportation issue and asked Ms. Jojo to elaborate on how the students get home if a bus is not provided.

Ms. Jojo answered that student's parents have to drive to Oxford to pick up their child and can cause issues if they can't make it there.

Mr. Vouros said that he was very proud of our music department and the involvement of the students during the Veteran's Day Celebration. The writing and presentations were wonderful. Mrs. Harriman-Stites asked if any member of the gymnastics team asked Mr. Memoli for transportation back from practice.

Ms. Jojo answered that they have talked to him and he is working on a bus but the team would rather drive themselves.

Mrs. Ku believes that there are policy implications and would need to get administrators involved to speak with the Board.

Mr. Cruson said that he understands requiring the team to take the bus to practice and agrees with Mrs. Ku that there is probably a policy implication there. He didn't understand the reasoning on not providing a bus back.

Mrs. Ku thanked Ms. Jojo for her report and agreed with her comments on the Veteran's Day celebration. These programs are wonderful and provide a very important educational experience.

Mrs. Harriman-Stites stated that she thinks that Ms. Jojo's reports are wonderful and appreciates that she brought an issue to their attention because if the Board isn't told of an issue then they have no way of trying to find a resolution.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the financial report and transfers for the month ending October 31, 2019. Mr. Cruson seconded.

Financial Report: Mr. Bienkowski presented the report. For the first time, the report includes "Anticipated Obligations" in addition to the actual YTD expenditures. The report also includes transfer recommendations for teacher salary accounts and paraeducator salary accounts. The teacher transfers are a result of the most current placement of new personnel, adjustments to positions, extra credits, FMLA's and turnover savings.

Mr. Bienkowski pointed out that an addition was made to transfers recommended. After two days of budget discussions, it was clear that there were inconsistencies in the duties that people were performing that were called Early Interventionists but they were teaching reading so they were moved to that category.

Mr. Delia asked if this is a proper classification. He would agree that they are providing early intervention services.

Dr. Rodrigue stated that this change has a lot to do with certification. It is important to define them in the same way as we report them to the State.

Mr. Cruson asked if this change was anything more than what we call them. Dr. Rodrigue stated that it just puts them in the right category so we are in alignment with what we need to report to the State.

Mrs. Uberti added that because the same people delivering the same service in different schools were in different categories, it provides clarity to have those people in the same categories across all schools.

Mr. Delia asked if there are still teachers classified as interventions.

Mrs. Uberti answered that they are out of that category.

Motion passes unanimously.

Item 6 – Presentations

Mrs. Ku introduced Dr. Longobucco who will be presenting the change to the Newtown High School grading system. She mentioned that Dr. Longobucco already attended a C & I meeting with her presentation and it clarified things for us a great deal.

Mrs. Harriman-Stites wonders what the communication was prior to the school year to the students and parents. It is outlined what the communication was to the staff but would like to hear how bit was communicated to the parents.

Dr. Longobucco decided that it was best for each teacher to explain it to their particular classroom at the beginning of the school year. This was decided because each class and department is different. For the first week of school, Dr. Longobucco went to multiple classrooms and saw teachers explain their exact breakdown of grading. It was also going to be discussed during Open House but it is agreed that some sort of communication should have gone out before the start of school.

Mrs. Leidlein asked if homework was graded for completeness or correctness.

Dr. Longobucco said that in the past it was for completion but now it is for correctness. One of the conversations we had was that if homework was graded just for completion then the student would never know if it was right or wrong.

Mrs. Leidlein also asked if there are a required number of summative assessments in each department.

Dr. Longobucco explained that this is the first step in a multi-step process and the end goal is to get to a point where the teachers are giving the same number of summative and formative assignments. There are some courses and departments that are more in line than others.

Mrs. Leidlein asked if there was a timeframe.

Dr. Longobucco answered that they are planning to look at the number of assignments in the spring so the goal is for the beginning of the school year in September 2020.

Mr. Cruson appreciated the breakdown of the summative and formative definitions because it answered the questions that he had. He stated that this presentation helped explain it better than before and agrees that this should be on the website for parents as soon as possible.

Mr. Vouros asked Dr. Longobucco to help them understand the homework portion of the program because there are students that feel they do not need to do the homework. They may feel it is a waste of their time. What can we do to help those students understand the importance of doing the homework?

Dr. Longobucco explained that because the homework is a portion of their grade and there are so many levels that they will need to do homework. They will need to continue to talk about feedback from homework so the students can understand the meaningful reason for homework.

Mr. Delia asked what the plan was to reflect on this process and improve it. Is there something in place to see how well it is working?

Dr. Longobucco explained that there is something to be said for instruction and something to be said for assessment and grading. What we can look at through grading is making sure students are performing the way they were in the past. We believe this is better preparing them for life after high school.

Mr. Delia is concerned with the guidelines that have departments with different percentages.

Dr. Longobucco believes that different departments need to be able to have different percentages because it bodes to exactly what they do and what their specialty is. We are not only talking about the core classes but speaking to the many electives as well.

Mrs. Leidlein would love this to reflect teaching and learning style. It is important to give the ability to the teacher to decide what is best for their class and how they best access what their students are learning.

Mrs. Harriman-Stites would like to reflect on the process because when thinking about process, implementation comes to mind. She appreciated that Dr. Longobucco owned not fully communicating with parents before the start of school. It is important to come up with core practices on how we communicate change that is best for everyone.

Mrs. Ku remembered last year when parents said there was no consistency in grading and thanked Dr. Longobucco for addressing that. There is a huge amount of appreciation for

Dr. Longobucco's ability to get faculty who have very different philosophies about grading on the same wavelength.

Mr. Delia asked for a follow up at the end of the year.

Mrs. Ku will add to a future agenda.

Mrs. Ku introduced Mrs. Mailloux-Petersen, Director of Special Education, who will provide an update from the Special Education Self-Study.

Mrs. Mailloux-Petersen went through the self-study and picked out highlights that were most important. These points include the number of Wilson Level 1 Certified teachers, Orton-Gillingham Certified teachers and Confidentiality Training. She is very proud of everything accomplished in a short amount of time. The new program Foundations is currently being implemented in grades K-1. Parents are happy and already see improvements with this program.

Mr. Vouros asked if there was an Orton-Gillingham Certified teacher at each school.

Mrs. Mailloux-Petersen said there are three in one building and two in the other elementary schools.

Mr. Vouros asked if the certified teachers travel to a school if there is a need for them.

Mrs. Mailloux-Petersen said that they typically use Wilson 1 certified teachers to provide any specific reading instruction.

Mr. Vouros is concerned because it is his understanding that the Orton-Gillingham program is the better of the two programs and believes that if one child needs that program then it is important that they have access to a teacher that is Orton-Gillingham certified.

Mrs. Hall explained the difference between Orton-Gillingham and Wilson. Orton-Gillingham is an approach that has been around for years but not as structured. Wilson is an Orton-Gillingham approach packaged into a curriculum that is highly structured. If a child is getting the Wilson program then they are essentially getting the Orton-Gillingham approach.

Mrs. Harriman-Stites asked if the general education teachers have been trained.

Mrs. Mailloux-Petersen said that only special education teachers have been trained. Some general education teachers reached out to their administrator, however, training is on the teacher's own time so it is not certain if they followed through.

Mr. Delia asked if there was a Wilson Certified teacher in every school.

Mrs. Mailloux-Petersen said that there is not a certified teacher in each school but there is a certified teacher that travels throughout the district.

Mr. Vouros asked what happens if a parent asked for Orton-Gillingham.

Dr. Rodrigue stated that this started with parent concerns and their concern wasn't so much about the program but more about the training for teachers. The parents want to make sure it is working for their child.

Mrs. Leidlein remembers parents saying that it is important for the program to be available for their child so having more teachers trained are important. Mrs. Leidlein loves the Foundations program and very happy it is a part of our curriculum. Wilson makes more sense in a school setting because it is small group appropriate.

Mrs. Harriman-Stites asked if they were able to collect any data on how many confidentiality breaches there have been.

Mrs. Mailloux-Petersen said there were no breaches since training occurred in the beginning of the school year. The protocol is that they inform the supervisors but there have been no reports. Mrs. Harriman-Stites suggested that we can communicate with parents that they can feel comfortable coming forward if there is a breach with confidentiality.

Mr. Cruson asked if there is one central person that is notified if a breach occurs.

Mrs. Mailloux-Petersen noted that if there was a special education breach then she would absolutely know about the breach.

Mr. Cruson asked if there was a consequence for confidentiality breaches.

Mrs. Mailloux-Petersen said that she speaks with them personally. She cannot share specific details but if there is a chronic situation there is a procedure on how to handle it.

Mr. Vouros asked if there was a procedure on how they handle student records and if they double check before putting it into the envelope.

Mrs. Mailloux-Petersen answered that yes, their new procedure is to initial the paperwork and it has been working to her knowledge.

Mrs. Harriman-Stites was happy to hear that Special Education is collaborating with the PTA and the Parent Mentoring Program which was one of the action items. It is important to put information about the Parent Mentoring Program on the website as a parent resource. Also, parents have brought the small print of the Safe Guard to the attention of the Board. She asked if it was possible to provide the parents with information on where they can find it online along with the packet.

Mrs. Mailloux-Petersen answered that they can provide that for the parents.

Mr. Vouros thanked the Special Education department for their hard work and noted that they have come so far over the past 8 years.

Dr. Rodrigue stated that she has been working closely with Mrs. Mailloux-Petersen about strategies that are meaningful and thanked the whole department for their hard work. It is great to see a year's difference.

Item 7 – Old Business

Action on Policies:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9130 - Committees. Mr. Cruson seconded.

Mrs. Harriman-Stites noted that a Board member asked why "Ad hoc" was crossed off on page 9130(b). Mrs. Harriman-Stites said that it was repetitive because there was a subtitle and it was not needed.

Mrs. Ku stated that "an" needed to be changed to "a" on page 9130(b).

Vote on Bylaw 9130 – Committees as amended: Passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9222 – Resignation/Removal from Office/Censure. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9272 – Code of Conduct on Data Use. Mr. Cruson seconded.

Mrs. Harriman-Stites noted that there is a change to the language in this bylaw.

After discussion, Mrs. Harriman-Stites proposed that the language for #1 will now read "Look to the Superintendent as the point person. The Superintendent will respond to all data requests to the Board as a whole. If the Superintendent finds the data request will take a considerable

amount of staff time, the Superintendent will communicate with the Board Chair. The Board will then direct the Superintendent on how to proceed with the request.”

Vote on Bylaw 9272 – Code of Conduct on Data Use as amended: Passes unanimously.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Bylaw 9311 – Formulation, Adoption, Amendment of Policies, Bylaws and Administrative Regulation. Mr. Cruson seconded. Motion passes unanimously.

Action on 2020 Schedule of Board of Education Meetings:

MOTION: Mrs. Harriman-Stites moved to amend the previous motion to approve the 2020 Board of Education meeting schedule as reflected in the document presented.

Mr. Cruson seconded.

Mrs. Ku stated that there were questions regarding the revised dates on the 2020 schedule of Board of Education meetings. The first question was why the meeting was changed to August 25th from August 18th.

Mr. Cruson said that he was fine with having a meeting the third week of August. His thinking behind changing the dates in the summer was to give a bigger gap between meetings but not necessarily change the September 1st meeting.

Mrs. Ku agreed and would be fine with having the August meeting on August 18th. The second question was why the September 1st meeting was eliminated. Mrs. Ku agreed that the September 1st meeting should be on the calendar because according to the Policy, the Board of Education should have two meetings in September.

The third question referred to the Election Day meeting and if it needed to be changed from Tuesday (Election Day) to Wednesday evening (day after Election Day).

Mr. Vouros is not in favor with changing the August meeting to August 18th.

Mrs. Leidlein noted that if the August 25th meeting date does not change, she is not in favor of adding in the September 1st meeting because it is a week apart.

Mrs. Harriman-Stites believes that the Board of Education does a good job on publicizing their meeting dates so the public has enough time to plan if they would like to attend, even if it isn't their normal schedule.

Mr. Cruson feels that they do not need to take Election Day off but does not feel strongly enough about it to argue that point. Mr. Cruson feels that it is important to have two meetings in September, as it is Policy and we would be in violation of our own Policy if we didn't. Mr. Cruson feels that having meetings on August 18th and September 1st is the better option.

Mr. Cruson moved to amend the calendar and move the August 25th meeting to August 18, 2019 and add September 1, 2019 to the 2020 Board of Education meeting schedule.

Mr. Delia seconds.

Vote: 3 ayes, 3 nays (Mrs. Harriman-Stites, Mr. Vouros, Mrs. Leidlein) Motion fails.

Vote on the 2020 Board of Education meeting schedule as presented: 4 ayes, 2 nays (Mr. Cruson, Mr. Delia) Motion passes.

Item 8 - New Business:

First Read of Project Adventure & Beyond Grade 5 Curriculum and Grade 6 Curriculum:

Mrs. Uberti thanked Sara Strait, teacher at Reed Intermediate for her hard work on this new course. This course is a combination of two courses which are 21st Century Skills and Project

Adventure. Up until this year, students took a half year of both of those classes. Now, Project Adventure & Beyond is a full year course in 5th and 6th grade.

Sara Strait displayed the curriculum for Project Adventure and Beyond for 5th and 6th Grades. They focus on being mindful in the moment, building a community, being safe, being honest and setting goals.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the minutes of November 6, 2019 with proposed changes. Mr. Cruson seconded.

Mr. Cruson noted that there are changes that need to be made to the minutes and he will send the approved changes to Kathy June.

Vote: 4 ayes, 2 abstained (Mrs. Leidlein, Mr. Delia). Motion passes.

Item 9 – Public Participation

Deborra Zukowski, 4 Cornfield Ridge Road, is looking forward to joining the Board at the next meeting. She wondered how the teachers responded to the grading system change at the High School and how it was received once it was implemented. Mrs. Zukowski also had a question for Special Education and if there are programs for non-special education students that have difficulty reading.

Kinga Walsh, 21 Horseshoe Ridge, Sandy Hook, believes that getting consistency in the schools is a wonderful change. It would be helpful for the Board to review the slides and make sure the presentation is clear for parents. It is important to poll the students to find out the social/emotional impact. The District has a responsibility to communicate with parents and everyone should work together to make it as seamless as possible.

MOTION: Mr. Vouros moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 10:45 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

overbook

✓



All-Star Transportation

31 Pecks Lane
Newtown, CT 06470
(203) 304 - 9778
Fax: (203) 304 - 9776

Principal Approval: [Signature]

NO BUS

CHARTER BUS REQUEST

Person requesting: THOMAS School: NHS

Class: Debate Date of trip: 12/6 - 12/8

Pickup time: 10:30 AM PM Destination: Princeton

Address of destination: Princeton Holiday Inn (100 Independence Way) Princeton NJ

Leave time from destination: 1:pm ^{12/8} AM / PM Snow/Rain date: _____

Teacher in charge of trip: Thomas

No. students: 14 No. staff: 1 No. parents (if applicable): 2

Do any students have special needs for transportation? Yes / No

If yes, what is required? (wheel chair, harness, etc): _____

If multiple students have special needs requirements, please list: _____

Party responsible for payment: _____

Contact person: THOMAS Phone No.: 203 551 1752

If additional space required for listing, please include separate page

- A minimum of **two weeks** is needed to place a reservation. Please understand that availability of a date decreases the later you wait.
- Average capacity is 50 students per bus. Capacity decreases for older students and adult-sized passengers.
- Students with special needs requirements (wheel chair, harness) will require a Type II bus as full-size buses cannot accommodate.
- If trip is being paid through a grant, school is still **responsible for payment for service**.
- Please fax this request with all completed information. A confirmation will be faxed back to you with all costs.
- We reserve the right to have buses back in town for school dismissal schedule.
- Cancellation or postponement of a reserved trip requires a minimum of two hours' notice on a school day; one day prior if a weekend trip. Failure to notify may incur a cost for time bus ran.

THE WELLER FOUNDATION, INCORPORATED

P.O. Box 894, Newtown, CT 06470

(203) 304-9233

November 6, 2019

Dr. Kimberly Longobucco
Principal
Newtown High School
12 Berkshire Road
Sandy Hook, CT 06482

Subject: 2019 Donation - Purchase of HP Chromebooks

Dear Dr. Longobucco:

I am pleased to inform you that The Board of Trustees at its October 29, 2019 Meeting approved a \$3,000 donation to purchase 10 HP Chromebooks, a partial amount of the original request as outlined in your August 29, 2019 donation letter.

Enclosed is our Foundation Check #5104 in the amount of \$3,000. The Foundation is proud to support your high school with this donation.

Cordially,



Kimberly Hufschmied
Foundation Administrator

KAH

Enclosure – Check #5104

cc: Kitty Latowicki – Career Center Coordinator/Weller Liaison, Newtown H.S.
Dr. Lorrie Rodrigue – Superintendent of Schools, Newtown

Correspondence Report
11/07/2019 – 11/18/2019

Date	Name	Subject
11/18/2019	Kinga Walsh	Re: NHS Grading Process Change

2019 - 2020
NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
NOVEMBER 19, 2019

11/19/2019

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$12,085	100	ADMINISTRATIVE SALARIES	100	ADMINISTRATIVE SALARIES	TRANSFERS BETWEEN ADMINISTRATIVE SALARIES TO ADJUST BUDGETS TO CURRENT STAFF SALARIES
\$658,542	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TRANSFERS BETWEEN TEACHERS & SPECIALISTS SALARIES AND PROVISION FOR CERTIFIED SALARY ADJUSTMENTS TO ADJUST BUDGETS TO CURRENT STAFF SALARIES
\$104,300	100	EDUCATIONAL ASSISTANTS	100	EDUCATIONAL ASSISTANTS	TRANSFERS BETWEEN EDUCATIONAL ASSISTANTS TO ADJUST BUDGETS TO CURRENT STAFF SALARIES
\$123,590	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TO RECLASSIFY TEACHERS FROM EARLY INTERVENTION TO READING TEACHERS

2019 - 2020
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
NOVEMBER 19, 2019

AMOUNT	FROM				TO			
	CODE	DESCRIPTION		CODE	DESCRIPTION			
ADMINISTRATIVE								
\$12,085	100	ADMINISTRATIVE SALARIES \$12,085 1-001-45-001-1112 PRINCIPALS SALARIES		100	ADMINISTRATIVE SALARIES \$7,491 1-001-82-082-1111 ADMIN. SALARIES - SUPER. \$3,649 1-001-84-086-1111 ADMIN. SALARIES - BUS. SERV. \$945 1-001-45-001-1112 DIRECTORS - CURR.			
\$658,542	100	TEACHERS & SPECIALISTS SALARIES \$100,339 1-001-10-026-1121 TEACHERS - READING \$80,525 1-001-10-038-1121 TEACHERS - CLASSROOM \$2,278 1-001-10-038-1131 SPECIALISTS - CLASSROOM \$43,013 1-001-20-022-1121 TEACHERS - MUSIC \$2,278 1-001-20-038-1131 SPECIALISTS - CLASSROOM \$2,278 1-001-30-038-1131 SPECIALISTS - CLASSROOM \$12,047 1-001-40-034-1131 SPECIALISTS - LIBRARY \$70,757 1-001-40-038-1121 TEACHERS - CLASSROOM \$2,278 1-001-40-038-1131 SPECIALISTS - CLASSROOM \$2,278 1-001-45-014-1131 SPECIALISTS - HEALTH ED \$18,391 1-001-45-034-1131 SPECIALISTS - LIBRARY \$62,167 1-001-45-038-1121 TEACHERS - CLASSROOM \$3,417 1-001-50-014-1131 SPECIALISTS - HEALTH ED \$94,046 1-001-50-022-1121 TEACHERS - MUSIC \$29,470 1-001-60-010-1121 TEACHERS - ENGLISH \$15,829 1-001-60-014-1121 TEACHERS - HEALTH ED \$3,417 1-001-60-014-1131 SPECIALISTS - HEALTH ED \$43,531 1-001-60-028-1121 TEACHERS - SCI \$70,203 1-001-60-040-1131 SPECIALISTS - GUIDANCE		100	TEACHERS & SPECIALISTS SALARIES \$19,760 1-001-10-022-1121 TEACHERS - MUSIC \$100,339 1-001-10-026-1131 SPECIALISTS - READING \$601 1-001-30-038-1121 TEACHERS - CLASSROOM \$37,229 1-001-45-022-1121 TEACHERS - MUSIC \$15,039 1-001-50-010-1121 TEACHERS - ENGLISH \$35,466 1-001-50-020-1121 TEACHERS - MATH \$15,039 1-001-50-028-1121 TEACHERS - SCI \$15,039 1-001-50-030-1121 TEACHERS - SOC. STUDIES \$700 1-001-60-004-1121 TEACHERS - BUS. ED. \$559 1-001-60-012-1121 TEACHERS - WORLD LANG. \$14,456 1-001-60-018-1121 TEACHERS - TECH ED \$24,392 1-001-60-020-1121 TEACHERS - MATH \$34,319 1-001-60-024-1121 TEACHERS - P.E. \$2,221 1-001-60-030-1121 TEACHERS - SOC. STUDIES \$12,031 1-001-60-038-1121 TEACHERS - CLASSROOM \$8,272 1-001-60-039-1121 TEACHERS - T.A.P. \$10,191 1-001-75-079-1121 TEACHERS - SUMMER PROGRAMS \$52,169 1-001-76-056-1138 SPECIALISTS - PSYCH. ELEM. \$260,720 1-001-84-088-1151 CERT. SALARY ADJ.			
\$104,300	100	EDUCATIONAL ASSISTANTS \$3,500 1-001-20-038-1232 ED ASSISTANTS - CLASSROOM \$4,000 1-001-40-038-1232 ED ASSISTANTS - CLASSROOM \$13,300 1-001-45-038-1232 ED ASSISTANTS - CLASSROOM \$5,000 1-001-75-061-1231 ED ASSISTANTS - HAW. SP. ED. \$73,500 1-001-75-061-1235 ED ASSISTANTS - RIS. SP. ED. \$5,000 1-001-75-079-1232 ED ASSISTANTS - SUMMER PROG.		100	EDUCATIONAL ASSISTANTS \$39,000 1-001-75-061-1230 ED ASSISTANTS - PREK. SP. ED. \$29,000 1-001-75-061-1232 ED ASSISTANTS - S.H. SP. ED. \$19,000 1-001-75-061-1236 ED ASSISTANTS - M.S. SP. ED. \$17,300 1-001-75-063-1232 ED ASSISTANTS - H.S. SP. ED.			
\$123,590	100	TEACHERS & SPECIALISTS SALARIES \$73,795 1-001-10-009-1131 SPECIALISTS - EARLY INTERVENTION \$18,445 1-001-30-009-1131 SPECIALISTS - EARLY INTERVENTION \$31,350 1-001-40-009-1131 SPECIALISTS - EARLY INTERVENTION		100	TEACHERS & SPECIALISTS SALARIES \$73,795 1-001-10-026-1121 TEACHERS - READING \$18,445 1-001-30-026-1121 TEACHERS - READING \$31,350 1-001-40-026-1121 TEACHERS - READING			

Special Education Self Study Update
November 19, 2019

1. Foundations is currently being implemented in grades K-1 (aligned with Wilson Reading).
2. Wilson Level 1 Certified- 6 NPS Teachers
3. In the 2020-21 school year, 9 NPS teachers will be Wilson Level 1 certified. Staff in place across the district to service student reading needs.
4. Data collection with all certified level 1 teachers is consistently collected as required with each Wilson lesson taught.
5. Orton-Gillingham- 5 NPS teachers completed 30 hour training in the 2018-19 school year
6. Confidentiality Training- Staff (certified and non-certified-paraprofessionals) in all 7 school buildings have been trained in confidentiality (signature required).
7. Through an internal investigation regarding confidentiality, errors of confidentiality or breaches occurred in isolation by staff NOT multiple errors by the same person. Steps for staff to take if a breach occurs:
 - If Special Education breach- contact SPED administrator immediately.
 - SPED administrator will review with staff member the breach, what it entails and how it occurred.
 - SPED admin will contact both families to inform of the breach
 - If General Education breach, building administrator will be contacted immediately and follow the same procedures.
8. Agenda use at PPT's- The use of agenda's at all PPT's began on April 1, 2019. Sample attached.
9. Newtown Special Education PTA:
 - Met with Co- Presidents on October 3, 2019 to review Special Education Programs in Newtown
 - Send Newtown Special Education PTA email information to all special education parents regarding monthly meetings, community opportunities, etc
 - Presented at the Newtown Special Education PTA November, 14, 2019 meeting.
 - Presentation link on Newtown Special Education website
10. Newtown Special Education PTO (SEPTO):
 - Placed mentorship cards in each school building where PPT's are held
 - Administration and staff have offered to attend SEPTO meetings to present information.
11. Parent resources and flowchart available on district Special Education website
12. Director of Special Education, Special Education Supervisors and building Administrators met with the Director of Human Resources in Spring 2019 to review staffing/related service needs. All recommendations were provided to the Superintendent.

Newtown High School
PPT Meeting Agenda

Annual/Triennial PPT Meeting

1. Introductions
2. Purpose of PPT Meeting
3. Parent and Student Input and Concerns
4. Triennial Re-evaluation Results (if applicable)
5. Present Levels of Performance and Progress on Goals/Objectives, including district assessment data
 - a. General Education Teacher
 - b. Special Education Teacher
 - c. Related Services Staff (if applicable)
6. Determine Continuing Eligibility for Services (if applicable)
7. Proposed Goals/Objectives
8. Transition Planning and Preferences
9. Accommodations and Modifications (including district and standardized testing accommodations)
10. Special Education Services and Related Services
11. Counselor Input: courses, credits, etc.
12. Determination of ESY (only at annual review)
13. Plan Triennial Re-evaluation (if appropriate)
14. Documentation: Procedural Safeguards, Transition Bill of Rights, Electronic Documentation Form
15. Questions
16. Adjourn

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
OCTOBER 31, 2019**

SUMMARY

The fourth report of the 2019-20 school year now provides selected “Anticipated Obligations” in addition to the actual YTD expenditures and active encumbrances.

During the month of October, the Board of Education spent approximately \$8.0M; \$3.8M on salaries; \$2.0M for employee benefits (the second \$2M deposited to the self-insurance fund); and \$2.2M on all other objects.

Beyond salaries, benefits, other purchased services and supplies, the remainder of object categories are mostly listed as anticipated full budget spend in order to determine an estimated position at this time, subject to change as the year progresses.

This report includes transfer recommendations for teacher salary accounts and paraeducator salary accounts. The teacher transfers are a result of the most current placement of new personnel, adjustments to positions, extra credits, FMLA’s and turnover savings.

The paraeducators adjustments recommended, similarly resulted in personnel movement and replacement along with special education is associated due to an additional pre-kindergarten class at Sandy Hook and other special program needs. These transfers will align the current budget in preparation for accurate presentation for the 2020-21 budget requirements.

Currently, the budget has sufficient funds available to cover the major recurring area of insufficiency, Out-of-District Tuition, when taking the Special Education contingency line into account. Excess cost has not been calculated at this time and will likely have further impacts on these estimates. (We believe it will be a positive impact at this time).

The emergency repairs required during this month which exceeded \$5,000 included; repairing the cooling system for the Head O’Meadow main office \$5,298; boiler repair at Head O’Meadow due to rusted components \$6,328; (both actually occurred during September but repair cost wasn’t known until jobs were completed), replace leaking boiler header at Head O’Meadow \$20,520; repairing a fuel tank vacuum leak at Reed \$7,050 (similar occurrence in Sept. as HOM repairs); and a chiller repair at Newtown High School \$19,425.

On the Revenue side, we have received the parking fees, additional tuition and some miscellaneous revenue. The offsetting revenue schedule is the budgeted amount (same as prior months) as the Excess Cost Grant has not been calculated yet. The first estimate will be calculated for December 1st and will be included in the November Financial Report.

The budget will continue to be closely monitored with any further impacts being shared, as appropriate.

Ron Bienkowski
Director of Business
November 14, 2019

TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2018-19 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- Current Transfers – identifies budget transfer recommended for current month action.
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – (Current Formula) this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family Services (DCF) are reimbursed after the school district has met the prior year's per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$37,700 for this year.

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

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- High school fees for parking permits..
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 10/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	CURRENT TRANSFERS						
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 48,042,992	\$ 50,205,315	\$ -	\$ 50,205,315	\$ 11,000,599	\$ 37,316,281	\$ 1,888,435	\$ 1,699,090	\$ 189,345
200	EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ -	\$ 11,093,340	\$ 5,436,829	\$ 4,183,899	\$ 1,472,612	\$ 1,470,613	\$ 1,999
300	PROFESSIONAL SERVICES	\$ 767,554	\$ 797,835	\$ -	\$ 797,835	\$ 192,427	\$ 110,372	\$ 495,036	\$ 495,037	\$ (0)
400	PURCHASED PROPERTY SERV.	\$ 2,243,310	\$ 2,292,742	\$ -	\$ 2,292,742	\$ 820,224	\$ 503,248	\$ 969,270	\$ 969,271	\$ (1)
500	OTHER PURCHASED SERVICES	\$ 8,901,602	\$ 9,111,879	\$ -	\$ 9,111,879	\$ 3,080,559	\$ 6,217,508	\$ (186,187)	\$ (52,915)	\$ (133,272)
600	SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ -	\$ 3,671,332	\$ 1,047,236	\$ 209,322	\$ 2,414,774	\$ 2,385,318	\$ 29,456
700	PROPERTY	\$ 756,806	\$ 757,572	\$ -	\$ 757,572	\$ 250,477	\$ 151,960	\$ 355,136	\$ 355,136	\$ -
800	MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ -	\$ 74,395	\$ 54,071	\$ 3,394	\$ 16,930	\$ 16,930	\$ 0
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
TOTAL GENERAL FUND BUDGET		\$ 75,725,459	\$ 78,104,410	\$ -	\$ 78,104,410	\$ 21,882,421	\$ 48,695,983	\$ 7,526,006	\$ 7,338,479	\$ 187,527
900	TRANSFER NON-LAPSING	\$ 328,772	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL		\$ 76,054,231	\$ 78,104,410	\$ -	\$ 78,104,410	\$ 21,882,421	\$ 48,695,983	\$ 7,526,006	\$ 7,338,479	\$ 187,527

(Unaudited)

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 10/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	CURRENT TRANSFERS						CURRENT BUDGET
100	SALARIES									
	Administrative Salaries	\$ 3,926,453	\$ 4,156,163	\$ -	\$ 4,156,163	\$ 1,272,593	\$ 2,876,686	\$ 6,884	\$ 5,965	\$ 919
	Teachers & Specialists Salaries	\$ 30,602,780	\$ 31,770,823	\$ -	\$ 31,770,823	\$ 6,117,831	\$ 25,402,986	\$ 250,007	\$ 136,183	\$ 113,824
	Early Retirement	\$ 40,000	\$ 32,000		\$ 32,000	\$ 32,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 89,327	\$ 94,514		\$ 94,514	\$ 55,506	\$ 32,272	\$ 6,736	\$ 6,700	\$ 36
	Homebound & Tutors Salaries	\$ 150,895	\$ 162,236		\$ 162,236	\$ 12,146	\$ 50,562	\$ 99,527	\$ 99,527	\$ -
	Certified Substitutes	\$ 629,852	\$ 652,430		\$ 652,430	\$ 191,351	\$ 162,243	\$ 298,836	\$ 298,836	\$ (0)
	Coaching/Activities	\$ 621,521	\$ 652,752		\$ 652,752	\$ 72	\$ 127,903	\$ 524,777	\$ 524,777	\$ -
	Staff & Program Development	\$ 226,225	\$ 213,494		\$ 213,494	\$ 44,218	\$ 34,256	\$ 135,020	\$ 135,020	\$ -
	CERTIFIED SALARIES	\$ 36,287,053	\$ 37,734,412	\$ -	\$ 37,734,412	\$ 7,725,717	\$ 28,686,908	\$ 1,321,787	\$ 1,207,008	\$ 114,779
	Supervisors/Technology Salaries	\$ 879,898	\$ 934,371		\$ 934,371	\$ 311,194	\$ 575,507	\$ 47,670	\$ 33,577	\$ 14,093
	Clerical & Secretarial salaries	\$ 2,261,580	\$ 2,339,317		\$ 2,339,317	\$ 664,761	\$ 1,675,545	\$ (989)	\$ -	\$ (989)
	Educational Assistants	\$ 2,577,377	\$ 2,783,832	\$ -	\$ 2,783,832	\$ 586,516	\$ 2,162,288	\$ 35,028	\$ 35,028	\$ 0
	Nurses & Medical advisors	\$ 734,534	\$ 779,871		\$ 779,871	\$ 146,192	\$ 585,864	\$ 47,815	\$ 47,815	\$ 0
	Custodial & Maint Salaries	\$ 3,116,314	\$ 3,212,091		\$ 3,212,091	\$ 983,310	\$ 2,052,717	\$ 176,064	\$ 114,679	\$ 61,384
	Non Certified Adj & Bus Drivers salaries	\$ 12,745	\$ 25,022		\$ 25,022	\$ 4,748	\$ 20,274	\$ -	\$ -	\$ -
	Career/Job salaries	\$ 48,376	\$ 141,195		\$ 141,195	\$ 1,409	\$ 180,370	\$ (40,583)	\$ (40,583)	\$ (0)
	Special Education Svcs Salaries	\$ 1,172,425	\$ 1,271,345		\$ 1,271,345	\$ 294,534	\$ 929,626	\$ 47,185	\$ 47,108	\$ 77
	Attendance & Security Salaries	\$ 580,533	\$ 605,759		\$ 605,759	\$ 138,648	\$ 447,181	\$ 19,929	\$ 19,929	\$ 0
	Extra Work - Non-Cert	\$ 104,484	\$ 110,362		\$ 110,362	\$ 67,131	\$ -	\$ 43,231	\$ 43,231	\$ -
	Custodial & Maint. Overtime	\$ 228,815	\$ 235,738		\$ 235,738	\$ 72,547	\$ -	\$ 163,191	\$ 163,191	\$ -
	Civic activities/Park & Rec	\$ 38,858	\$ 32,000		\$ 32,000	\$ 3,892	\$ -	\$ 28,108	\$ 28,108	\$ -
	NON-CERTIFIED SALARIES	\$ 11,755,939	\$ 12,470,903	\$ -	\$ 12,470,903	\$ 3,274,882	\$ 8,629,373	\$ 566,649	\$ 492,083	\$ 74,566
	SUBTOTAL SALARIES	\$ 48,042,992	\$ 50,205,315	\$ -	\$ 50,205,315	\$ 11,000,599	\$ 37,316,281	\$ 1,888,435	\$ 1,699,090	\$ 189,345

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 10/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	CURRENT TRANSFERS						CURRENT BUDGET
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,179,822	\$ 8,058,967		\$ 8,058,967	\$ 4,071,428	\$ 3,954,775	\$ 32,764	\$ 32,764	\$ 0
	Life Insurance	\$ 84,680	\$ 87,134		\$ 87,134	\$ 28,390	\$ -	\$ 58,744	\$ 58,744	\$ (0)
	FICA & Medicare	\$ 1,499,915	\$ 1,534,045		\$ 1,534,045	\$ 365,944	\$ -	\$ 1,168,101	\$ 1,168,101	\$ -
	Pensions	\$ 809,692	\$ 864,842		\$ 864,842	\$ 729,011	\$ 10,461	\$ 125,370	\$ 125,370	\$ -
	Unemployment & Employee Assist.	\$ 59,858	\$ 87,000		\$ 87,000	\$ 1,366	\$ -	\$ 85,634	\$ 85,634	\$ -
	Workers Compensation	\$ 531,920	\$ 461,352		\$ 461,352	\$ 240,689	\$ 218,663	\$ 1,999	\$ -	\$ 1,999
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,165,888	\$ 11,093,340	\$ -	\$ 11,093,340	\$ 5,436,829	\$ 4,183,899	\$ 1,472,612	\$ 1,470,613	\$ 1,999
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 574,753	\$ 590,802		\$ 590,802	\$ 148,851	\$ 91,018	\$ 350,933	\$ 350,933	\$ -
	Professional Educational Ser.	\$ 192,800	\$ 207,033		\$ 207,033	\$ 43,575	\$ 19,354	\$ 144,104	\$ 144,104	\$ (0)
	SUBTOTAL PROFESSIONAL SVCS	\$ 767,554	\$ 797,835	\$ -	\$ 797,835	\$ 192,427	\$ 110,372	\$ 495,036	\$ 495,037	\$ (0)
400	PURCHASED PROPERTY SVCS									
	Buildings & Grounds Services	\$ 694,509	\$ 708,805		\$ 708,805	\$ 272,151	\$ 262,974	\$ 173,680	\$ 173,680	\$ (0)
	Utility Services - Water & Sewer	\$ 132,669	\$ 147,645		\$ 147,645	\$ 49,061	\$ -	\$ 98,584	\$ 98,584	\$ -
	Building, Site & Emergency Repairs	\$ 550,790	\$ 460,850		\$ 460,850	\$ 137,121	\$ 61,333	\$ 262,396	\$ 262,396	\$ (0)
	Equipment Repairs	\$ 300,958	\$ 338,819		\$ 338,819	\$ 88,939	\$ 48,038	\$ 201,842	\$ 201,842	\$ 0
	Rentals - Building & Equipment	\$ 271,749	\$ 272,923		\$ 272,923	\$ 103,842	\$ 99,266	\$ 69,815	\$ 69,815	\$ (0)
	Building & Site Improvements	\$ 292,635	\$ 363,700		\$ 363,700	\$ 169,109	\$ 31,638	\$ 162,954	\$ 162,954	\$ (0)
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,243,310	\$ 2,292,742	\$ -	\$ 2,292,742	\$ 820,224	\$ 503,248	\$ 969,270	\$ 969,271	\$ (1)

NEWTOWN BOARD OF EDUCATION

2019-20 BUDGET SUMMARY REPORT

FOR THE MONTH ENDING 10/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20		YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT TRANSFERS					
500	OTHER PURCHASED SERVICES								
	Contracted Services	\$ 619,306	\$ 631,536		\$ 363,479	\$ 76,123	\$ 191,934	\$ 191,934	\$ (0)
	Transportation Services	\$ 4,180,892	\$ 4,323,600		\$ 950,567	\$ 2,658,730	\$ 714,303	\$ 701,883	\$ 12,420
	Insurance - Property & Liability	\$ 400,457	\$ 407,947		\$ 217,349	\$ 159,937	\$ 30,661	\$ 26,000	\$ 4,661
	Communications	\$ 140,237	\$ 160,926		\$ 58,194	\$ 68,098	\$ 34,635	\$ 34,635	\$ (0)
	Printing Services	\$ 32,114	\$ 33,057		\$ 6,817	\$ 10,352	\$ 15,888	\$ 15,888	\$ (0)
	Tuition - Out of District	\$ 3,330,730	\$ 3,328,479		\$ 1,427,593	\$ 3,135,053	\$ (1,234,167)	\$ (1,083,814)	\$ (150,353)
	Student Travel & Staff Mileage	\$ 197,866	\$ 226,334		\$ 56,559	\$ 109,216	\$ 60,559	\$ 60,559	\$ (0)
	SUBTOTAL OTHER PURCHASED SERVICES	\$ 8,901,602	\$ 9,111,879	\$ -	\$ 3,080,559	\$ 6,217,508	\$ (186,187)	\$ (52,915)	\$ (133,272)
600	SUPPLIES								
	Instructional & Library Supplies	\$ 885,366	\$ 819,252		\$ 347,685	\$ 78,993	\$ 392,574	\$ 392,574	\$ (0)
	Software, Medical & Office Sup.	\$ 189,356	\$ 216,843		\$ 88,000	\$ 47,712	\$ 81,132	\$ 81,132	\$ (0)
	Plant Supplies	\$ 366,651	\$ 375,000		\$ 78,025	\$ 51,719	\$ 245,256	\$ 245,256	\$ 0
	Electric	\$ 1,433,462	\$ 1,384,117		\$ 411,202	\$ -	\$ 972,915	\$ 947,000	\$ 25,915
	Propane & Natural Gas	\$ 426,559	\$ 434,914		\$ 51,873	\$ -	\$ 383,041	\$ 383,000	\$ 41
	Fuel Oil	\$ 97,798	\$ 81,000		\$ 2,351	\$ -	\$ 78,649	\$ 78,649	\$ 0
	Fuel For Vehicles & Equip.	\$ 246,113	\$ 203,992		\$ 7,381	\$ -	\$ 196,611	\$ 193,111	\$ 3,500
	Textbooks	\$ 139,133	\$ 156,214		\$ 60,720	\$ 30,899	\$ 64,596	\$ 64,596	\$ (0)
	SUBTOTAL SUPPLIES	\$ 3,784,438	\$ 3,671,332	\$ -	\$ 1,047,236	\$ 209,322	\$ 2,414,774	\$ 2,385,318	\$ 29,456

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 10/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET					
700	PROPERTY									
	Capital Improvements (Sewers)	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 576,182	\$ 550,000		\$ 550,000	\$ 233,394	\$ 41,162	\$ 275,444	\$ 275,444	\$ -
	Other Equipment	\$ 180,624	\$ 207,572		\$ 207,572	\$ 17,083	\$ 110,798	\$ 79,691	\$ 79,691	\$ -
	SUBTOTAL PROPERTY	\$ 756,806	\$ 757,572	\$ -	\$ 757,572	\$ 250,477	\$ 151,960	\$ 355,136	\$ 355,136	\$ -
800	MISCELLANEOUS									
	Memberships	\$ 62,869	\$ 74,395		\$ 74,395	\$ 54,071	\$ 3,394	\$ 16,930	\$ 16,930	\$ 0
	SUBTOTAL MISCELLANEOUS	\$ 62,869	\$ 74,395	\$ -	\$ 74,395	\$ 54,071	\$ 3,394	\$ 16,930	\$ 16,930	\$ 0
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000		\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
TOTAL LOCAL BUDGET		\$ 75,725,459	\$ 78,104,410	\$ -	\$ 78,104,410	\$ 21,882,421	\$ 48,695,983	\$ 7,526,006	\$ 7,338,479	\$ 187,527

(Unaudited)

NEWTOWN BOARD OF EDUCATION
 2019-20 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 10/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019-20 APPROVED BUDGET	CURRENT TRANSFERS	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	<u>2019-20 APPROVED BUDGET</u>	<u>RECEIVED</u>	<u>BALANCE</u>	<u>% RECEIVED</u>
LOCAL TUITION	\$38,950	\$9,310	\$29,640	23.90%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$20,000	\$20,000	\$0	100.00%
MISCELLANEOUS FEES	\$5,000	\$1,501	\$3,499	30.03%
TOTAL SCHOOL GENERATED FEES	\$63,950	\$30,811	\$33,139	48.18%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - OCTOBER 31, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE -	Feb RECEIVED	May ESTIMATED
100	SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,467,089)	\$ -	\$ (1,467,089)	\$ -	\$ -	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (1,521,552)	\$ -	\$ (1,521,552)	\$ -	\$ -	\$ -

100	SALARIES						
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	CERTIFIED SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (5,386)	\$ -	\$ (5,386)	\$ -	\$ -	\$ -
	Nurses & Medical advisors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (49,077)	\$ -	\$ (49,077)	\$ -	\$ -	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NON-CERTIFIED SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
	SUBTOTAL SALARIES	\$ (54,463)	\$ -	\$ (54,463)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS						
	SUBTOTAL EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - OCTOBER 31, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE -	Feb RECEIVED	May ESTIMATED
300	PROFESSIONAL SERVICES						
	Professional Services	\$ -	\$ -				\$ -
	Professional Educational Ser.	\$ -	\$ -		\$ -		
	SUBTOTAL PROFESSIONAL SVCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SVCS						
	SUBTOTAL PUR. PROPERTY SER.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES						
	Contracted Services	\$ -	\$ -		\$ -		
	Transportation Services	\$ (329,230)	\$ (329,230)				\$ -
	Insurance - Property & Liability	\$ -	\$ -		\$ -		
	Communications	\$ -	\$ -		\$ -		
	Printing Services	\$ -	\$ -		\$ -		
	Tuition - Out of District	\$ (1,137,859)	\$ (1,137,859)				\$ -
	Student Travel & Staff Mileage	\$ -	\$ -		\$ -		
	SUBTOTAL OTHER PURCHASED SI	\$ (1,467,089)	\$ (1,467,089)	\$ -	\$ -	\$ -	\$ -
600	SUPPLIES						
	SUBTOTAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY						
	SUBTOTAL PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS						
	Memberships						
	SUBTOTAL MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ (1,521,552)	\$ (1,521,552)	\$ -	\$ -	\$ -	\$ -

Excess Cost and Agency placement Grants are budgeted at 75%. \$ (1,521,552)

2019 - 2020
NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
NOVEMBER 19, 2019

11/14/2019

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$12,085	100	ADMINISTRATIVE SALARIES	100	ADMINISTRATIVE SALARIES	TRANSFERS BETWEEN ADMINISTRATIVE SALARIES TO ADJUST BUDGETS TO CURRENT STAFF SALARIES
\$658,542	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TRANSFERS BETWEEN TEACHERS & SPECIALISTS SALARIES AND PROVISION FOR CERTIFIED SALARY ADJUSTMENTS TO ADJUST BUDGETS TO CURRENT STAFF SALARIES
\$104,300	100	EDUCATIONAL ASSISTANTS	100	EDUCATIONAL ASSISTANTS	TRANSFERS BETWEEN EDUCATIONAL ASSISTANTS TO ADJUST BUDGETS TO CURRENT STAFF SALARIES

2019 - 2020
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
NOVEMBER 19, 2019

AMOUNT	FROM				TO			
	CODE	DESCRIPTION	CODE	DESCRIPTION	CODE	DESCRIPTION	CODE	DESCRIPTION
ADMINISTRATIVE								
\$12,085	100	ADMINISTRATIVE SALARIES \$12,085 1-001-45-001-1112 PRINCIPALS SALARIES	100	ADMINISTRATIVE SALARIES \$7,491 1-001-82-082-1111 ADMIN. SALARIES - SUPER. \$3,649 1-001-84-086-1111 ADMIN. SALARIES - BUS. SERV. \$945 1-001-45-001-1112 DIRECTORS - CURR.				
\$658,542	100	TEACHERS & SPECIALISTS SALARIES \$100,339 1-001-10-026-1121 TEACHERS - READING \$80,525 1-001-10-038-1121 TEACHERS - CLASSROOM \$2,278 1-001-10-038-1131 SPECIALISTS - CLASSROOM \$43,013 1-001-20-022-1121 TEACHERS - MUSIC \$2,278 1-001-20-038-1131 SPECIALISTS - CLASSROOM \$2,278 1-001-30-038-1131 SPECIALISTS - CLASSROOM \$12,047 1-001-40-034-1131 SPECIALISTS - LIBRARY \$70,757 1-001-40-038-1121 TEACHERS - CLASSROOM \$2,278 1-001-40-038-1131 SPECIALISTS - CLASSROOM \$2,278 1-001-45-014-1131 SPECIALISTS - HEALTH ED \$18,391 1-001-45-034-1131 SPECIALISTS - LIBRARY \$62,167 1-001-45-038-1121 TEACHERS - CLASSROOM \$3,417 1-001-50-014-1131 SPECIALISTS - HEALTH ED \$94,046 1-001-50-022-1121 TEACHERS - MUSIC \$29,470 1-001-60-010-1121 TEACHERS - ENGLISH \$15,829 1-001-60-014-1121 TEACHERS - HEALTH ED \$3,417 1-001-60-014-1131 SPECIALISTS - HEALTH ED \$43,531 1-001-60-028-1121 TEACHERS - SCI \$70,203 1-001-60-040-1131 SPECIALISTS - GUIDANCE	100	TEACHERS & SPECIALISTS SALARIES \$19,760 1-001-10-022-1121 TEACHERS - MUSIC \$100,339 1-001-10-026-1131 SPECIALISTS - READING \$601 1-001-30-038-1121 TEACHERS - CLASSROOM \$37,229 1-001-45-022-1121 TEACHERS - MUSIC \$15,039 1-001-50-010-1121 TEACHERS - ENGLISH \$35,466 1-001-50-020-1121 TEACHERS - MATH \$15,039 1-001-50-028-1121 TEACHERS - SCI \$15,039 1-001-50-030-1121 TEACHERS - SOC. STUDIES \$700 1-001-60-004-1121 TEACHERS - BUS. ED. \$559 1-001-60-012-1121 TEACHERS - WORLD LANG. \$14,456 1-001-60-018-1121 TEACHERS - TECH ED \$24,392 1-001-60-020-1121 TEACHERS - MATH \$34,319 1-001-60-024-1121 TEACHERS - P.E. \$2,221 1-001-60-030-1121 TEACHERS - SOC. STUDIES \$12,031 1-001-60-038-1121 TEACHERS - CLASSROOM \$8,272 1-001-60-039-1121 TEACHERS - T.A.P. \$10,191 1-001-75-079-1121 TEACHERS - SUMMER PROGRAMS \$52,169 1-001-76-056-1138 SPECIALISTS - PSYCH. ELEM. \$260,720 1-001-84-088-1151 CERT. SALARY ADJ.				
\$104,300	100	EDUCATIONAL ASSISTANTS \$3,500 1-001-20-038-1232 ED ASSISTANTS - CLASSROOM \$4,000 1-001-40-038-1232 ED ASSISTANTS - CLASSROOM \$13,300 1-001-45-038-1232 ED ASSISTANTS - CLASSROOM \$5,000 1-001-75-061-1231 ED ASSISTANTS - HAW. SP. ED. \$73,500 1-001-75-061-1235 ED ASSISTANTS - RIS. SP. ED. \$5,000 1-001-75-079-1232 ED ASSISTANTS - SUMMER PROG.	100	EDUCATIONAL ASSISTANTS \$39,000 1-001-75-061-1230 ED ASSISTANTS - PREK. SP. ED. \$29,000 1-001-75-061-1232 ED ASSISTANTS - S.H. SP. ED. \$19,000 1-001-75-061-1236 ED ASSISTANTS - M.S. SP. ED. \$17,300 1-001-75-063-1232 ED ASSISTANTS - H.S. SP. ED.				

NHS Grading Guidelines:

A minimum of 60% of assessments in a given course will be summative in nature.

A maximum of 40% of assessments in a given course will be formative in nature.

- Misconception: Homework doesn't count-
Homework does count. Homework is graded and considered a formative task. Formative tasks still make up a percentage of student grade that matters, up to 40% of a student's grade.
- Misconception: Newtown High School is the only school encouraging a grading practice that balances summative and formative assessments-
Most schools in the surrounding area and in our DRG have been using a similar grading process for several years. EX-- Masuk, Trumbull and Fairfield.
- Misconception: Summative assessments are only tests-
Summative assessments do include tests; however, they also include projects, presentations, essays, lab reports and many other assessments that demonstrate student mastery of knowledge.
- Misconception: Percentage of summative assessments is much higher than the past-
Many of our teachers were already in line with these guidelines. For example, last year a gradebook may have been 30% tests, 20% presentations & 20% projects, this totals 70%. All of these tasks are summative and in line with current guidelines.
- Misconception: Student grades & GPA's are negatively impacted-
Previous grading practices had the potential to negatively impact students by creating inconsistent experiences for each learner. We have compared average grades for every course, between current classes and Q1 class averages last year. Average class grades are in line with averages last year and many classes have a higher average this year.
- Misconception: Only some teachers are following this grading practice.
All teachers, in all departments ARE following the NHS Grading Guidelines. We are able to monitor all teachers gradebooks in PowerSchool. All teachers are using percentages within the agreed upon provided guidelines.

NHS Grading Guidelines

— Newtown Board of Education —

Timeline of Events

January 2019- Gradebook access given to all Department Chairs

March 2019- Teachers met in PLC groups to compare gradebooks - Reported back to Department Chairs

April 2019- Department Chairs reported out to Leadership Team

May 2019- Discussion with Department Chairs about all teachers moving to percentage grading

May 2019- Department Chairs present percentage grading to their departments.

Timeline Cont.

June/July- Research into other districts grading practices, consult with BethAnne Krupa (IT) about PowerSchool logistics.

August- Professional development for ALL certified staff, 2 days of support for gradebook set up.

August- Departments meet to decide on percentages.

August- Implementation of grading alignment.

What was happening before?

- Total Points
 - Percentage grading with ANY categories
 - Heavily grading homework
 - Heavily grading participation
 - Weighting quizzes, tests and homework all evenly
 - Using percentages that don't equal 100%
 - Offering very few assignments per quarter
 - Offering many assignments per quarter
-

CP Western Studies

In 18-19 there were 11 sections of CP Western Studies

Teacher 1- 4 sections - Total Points (755 pts)

Teacher 2- 2 sections - Total Points (341 pts)

Teacher 3- 2 sections - Total Points (2200 pts)

Teacher 4- 1 section - Percentage (50/30/20)

Teacher 5- 2 sections - Total Points (268 pts)

Honors English II

In 18-19 there were 9 sections of Honors English II

Teacher 1- 1 section - Total points (242 pts)

Teacher 2- 2 sections - Total points (360 pts - no homework)

Teacher 3- 2 sections - Percentage - (40/40/10/10) (long term, short term, participation, journal)

Teacher 4- 2 sections - Total points (366 pts - no homework)

Teacher 5 - 2 sections - Total points (362 pts)

CPA Geometry

In 18-19 there were 8 sections of CPA Geometry

Teacher 1 - 2 sections - Percentage (90/10)

Teacher 2 - 1 section - Percentage (50/40/10) (Test, quiz, HW)

Teacher 3 - 1 section - Total points (348 pts)

Teacher 4 - 2 sections - Total points (396 pts)

Teacher 5 - 2 sections - Total points (340 pts)

Formative Assessments

Formative Assessment (ie. Practice work and skill development)

Formative assessments are low stakes, which means that they have a low point value. The goal of formative assessment is to monitor student learning and to provide ongoing feedback that can be used to improve teaching and learning.

What are formative assignments?

- Homework
 - Classwork
 - Partner work
 - Quizzes
 - Journals
 - Study guides
 - Other practice tasks
-

Summative Assessments

Summative Assessment (ie. Mastery of skills)

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

What are summative assessments?

- Tests and exams
 - Major projects
 - Research papers
 - Major essays
 - Presentations
 - Performances
 - Anything that a teacher may use to make a judgment of a student's mastery of content
-

NHS Grading Guidelines

A minimum of **60%** of a student's quarter grade will be measured using summative assessments.

A maximum of **40%** of a student's quarter grade will be measured using formative assessments.

Requirements

- Percentages decided by departments.
 - Courses must use the same percentages - regardless of teacher.
 - Departments/Teachers to take into consideration level of course, grade of course, content area.
-

Q1 Comparison Grades

	17-18 Q1	18-19 Q1	19-20 Q1
CP Western Studies	88.88	86.42	86.11
Honors English II	90.17	90.34	90.10
CPA Geometry	***	87.30	87.14

Honor Roll Comparison

18-19 Q1 Honor Roll - 952 Students

Percentage of Total Enrollment- 59.87%

19-20 Q1 Honor Roll - 944 Students

Percentage of Total Enrollment- 61.58%

DRG B Schools

Masuk- Formative & Summative by department

Pomperaug- Formative & Summative by department

Trumbull- Percentage grading by department - Ex- Science (60/30/10), Math (95/5)

Fairfield- 80/20 Formative & Summative - Both High Schools, all courses

Madison- Performance Based Assessments (PBA) in all classes, percentage weight determined by department, no more than 10% homework in any course.

Misconceptions

- Homework doesn't count
 - Newtown High School is the only school encouraging a grading practice that balances summative and formative assessments
 - Summative assessments are only tests
 - Percentage of summative assessments is much higher than the past
 - Student grades & GPA's are negatively impacted
 - Only some teachers are following this grading practice.
-

Bylaws of the Board

Committees

Committees of the Newtown Board of Education shall be established 30 days after the first regularly scheduled meeting in December, or as needed, by a majority vote of the Board.

Committee members shall be appointed by the Chairperson of the Board of Education at a regular meeting at such time as the Board decides to create or recreate the committee. The Chairperson shall be an ex-officio member of each standing committee.

Duties of each committee shall be determined as a committee is formed.

Each committee may make a report through its Chairperson at each regular meeting of the Board of Education. Each committee ~~shall~~ may make its annual report at the meeting **prior to** the first regularly scheduled meeting in December.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board either in regular or special meeting.

~~The Board of Education shall act as a committee of the whole in final consideration of all matters.~~

Committee of the Whole

The Board shall act as a committee of the whole on all matters coming before it except that special committees for the consideration or investigation of certain problems, or for the performance of certain Board functions, may be created by vote of the Board.

Standing Committees

Each standing committee shall be considered to be in session for one year only. The duties of the committee shall be outlined at the time of appointment, and the committee shall regularly report to the Board of Education.

Standing committees are comprised solely of Board members and must be less than a majority of the Board. Although the Superintendent may serve in an ex-officio capacity and standing committees may seek input from administrators, staff and others, only standing committee members may vote or otherwise agree upon recommendations to be made to the full Board.

Special Committees/Temporary Committees/Ad Hoc Committees

The Chairperson of the Board of Education shall appoint temporary and special committees as may be deemed necessary or advisable by the Board of Education, and the Chairperson shall be an ex-officio member of each committee.

The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

~~All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.~~

Ad Hoc Committees

~~Ad Hoc committee members shall be designated in the first instance by the Chairperson. Any Board member interested in serving on an Ad Hoc committee shall notify the Chairperson promptly concerning his/her interest. Any member who is interested in attending Ad Hoc committee meetings may do so. They may not take part in the discussion.~~

In the event of vacancies on Ad Hoc committees, the Chairperson shall have the power to appoint new committee members. All appointments expire when the committee as a whole expires.

Upon completion of the assigned task, the committee will cease to function.

Record Keeping

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members. The minutes shall include the names of the committee members in attendance, listing of topics discussed and committee recommendations.

Resources

Any expenditure of town funds by an advisory committee shall be made only after submission of a budget to and approval of such expenditure by the board. Such expenditures may then be made through the Superintendent.

Legal Reference: Connecticut General Statutes
1-200 through 1-242 of the Freedom of Information Act. 1-200 Definitions.
1-225 Meetings of government agencies to be public.

Adopted: 4/10/12

Bylaws of the Board

Resignation/Removal from Office/Censure

Resignation

If for reasons of health, change in domicile, or any other compelling reason a member does decide to terminate service, the Board requests as early as possible notification of intent to resign so that the Board may plan appropriately.

When a member of a Board of Education shall cease to have their primary residence in the Town, their membership in the Board shall immediately cease.

Removal from Office

Any Board officer may be removed from office by a two thirds majority vote of the membership of the whole Board.

Procedures for Censure or Other Disciplinary Action

The following procedures shall be used in lieu of any procedures set forth in Robert's Rules of Order with respect to any proposed action to censure or take other disciplinary action regarding a Board member for cause:

- 1) The Board shall review the performance and/or conduct of the Board member in open or executive session (as determined by the Board and the Board member in accordance with the Freedom of Information Act) at a regular or special meeting of the Board, prior to initiating any action to censure or take other disciplinary action regarding a Board member for cause.
- 2) If the Board determines as a result of such discussion that censure or other disciplinary action concerning a Board member may be appropriate, the Board shall provide the Board member with:
 - a) reasonable written notice of the Board's intent to consider possible censure or other disciplinary action (such notice to be provided after being authorized by majority vote of those Board members present and voting);
 - b) an informal opportunity to be heard by the Board regarding such possible censure or other disciplinary action. The informal opportunity to be heard shall take place in open or executive session (as determined by the Board and the Board member in accordance with the Freedom of Information Act) at a regular or special meeting of the Board.

9222(b)

- 3) Any action to censure or take other disciplinary action regarding a Board member for cause following such informal hearing shall require an affirmative vote by a two-thirds majority of all members of the Board.

(cf. 9120 Officers and Auxiliary Personnel)

(cf. 9221 Filling Vacancies)

Legal References:

Connecticut General Statutes

10-220 Duties of boards of education.

Adopted: 6/5/12

Bylaws of the Board

Code of Conduct on Data Use

As a guide to the appropriate use of data in the decision-making process, Board members should:

1. Look to the Superintendent as the point person. The Superintendent will respond to all data requests to the Board as a whole.
2. Request information and data gathered by District staff that helps the Board members make better-informed decisions about policies affecting student achievement district-wide.
3. ~~Request data as a Board, not as an individual, unless the information is readily available and will not redirect staff time.~~
4. Use data to represent all of the Board member's constituents honestly and equally and refuse to surrender the Board member's responsibilities to special interest or partisan political groups.
5. Avoid using the Board position, and the information data supplies as a result of Board membership, for personal gain.
6. Recognize that decisions can be made only by a majority vote at a Board meeting after everyone on the Board has had adequate time to review all the data and information.
7. Respect the confidentiality of privileged information.
8. Abide by majority decisions of the Board, while retaining the right to seek changes through ethical and constructive channels.

Adopted: 6/5/12

Bylaws of the Board

Formulation, Adoption, Amendment of Policies, Bylaws and Administrative Regulations

Methods of Operation

The Newtown Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent of Schools to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of problems and jobs. Application of such policies to individual problems and jobs is an administrative function to be performed by the Superintendent.

Formulation, Adoption, Amendment of Policies

The development of sound educational policies is one of the primary duties of the Board of Education. Policies serve to promote democratic and responsive school governance and constitute a major method by which the Board exercises its leadership. Policies are guides for discretionary administrative action by the Superintendent of Schools and his/her staff. Policy development and revision should follow these principles:

1. Policies and regulations shall be given high priorities by the Board and by the Superintendent of Schools;
2. Many people at different levels shall be given opportunities to participate in development and review of policies and regulations;
3. Procedures for development and revision of policies and regulations shall be clear and well understood; participants shall know their roles and authority; lines of communication shall be observed;
4. Use of policies and regulations as guides to action shall be stressed at all organizational levels, and policy or regulatory violations shall not be overlooked or condoned;
5. Policy and regulatory effectiveness shall be monitored regularly by the Board of Education, the Superintendent of Schools, and by other staff members;
6. Board members and administrators shall guard against intrinsic problems of policies and regulations. (*rigidity and inflexibility, bureaucratic or insensitive administration of policy, etc.*)
7. Any policy statement, rule, regulation, or guideline that may conflict with prevailing statute is automatically void.

Anyone may ~~propose~~ suggest a new policy or policy changes — members of the community, the staff, students, Superintendent, or Board members. Proposed new policies and policy changes from staff shall be forwarded to the Superintendent for presentation to the Board. Although the Board encourages and welcomes community, staff and student involvement, only the Board may establish policy.

The Superintendent is encouraged to submit written recommendations for new policies and for revision of existing policies as necessary for the effective operation of the public schools.

Approved policies shall be in writing and coded according to the policy codification system approved by the Board, and made part of the official policy manual maintained by the Superintendent. Policy manuals and copies of new and changed policies shall be distributed to all members of the Board of Education and school administrators, and shall be made available to the staff, students, and general public.

Policy proposals and suggested amendments to, deletions of, or revisions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent or Board members in writing prior to a regularly scheduled Board of Education meeting in which such proposed policies, amendments or revisions thereof shall be read and discussed.

Policies will be adopted or amended after consideration at two regular meetings of the Board of Education by majority vote of all members present. The agenda and minutes shall be marked to indicate policy matters.

The formal adoption of policies shall be by the majority vote of all members present of the Board of Education and the action shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy. Unless otherwise provided by resolution or motion, every policy shall take effect immediately upon its adoption.

Under adoption of a policy change, the underlying regulation, as well as school policies, will subsequently be revised. The Superintendent will report to the board any necessary changes to regulations or school policies.

Formulation, Adoption, Amendment of Bylaws

The Board of Education shall formulate such written rules as it considers necessary. The formal adoption of such rules shall be recorded in the minutes and only such written, adopted, and recorded statements shall be regarded as official rules for the governing of the Board of Education.

Bylaws

Except where otherwise provided by law or regulation of the Commissioner of Education, these bylaws shall cover questions of order, organization, and conduct of business of the Board of Education. Questions not covered by these bylaws shall be governed by Robert's Rules of Order.

The Board of Education acknowledges that partisan principle, group interest, or personal ambition shall not prevail when this action may result in subordinating the Board's educational responsibilities.

Amendments to Bylaws

These bylaws may be amended at any meeting of the Board, provided notice of the introduction of the resolution amending the bylaws and the text thereof has been circulated to each member at

least five days before the meeting at which it is to be introduced and the proposed amendment, after being introduced, receives an affirmative vote of the majority of the full membership of the Board.

Formulation, Adoption, Amendment of Administrative Regulations

The Board of Education does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the Superintendent. Adoption and amendment of such Board of Education adopted regulations shall be by the same procedure as that specified for policies in 9311.

The Superintendent is responsible for the formulation, issuance, amendment and deletion of administrative regulations to implement the policies of the Board. The Superintendent shall determine the need to bring to the attention of the Board any new, revised or deleted administrative regulations.

The Board of Education reserves the right to review and direct revisions of administrative regulations should they, in the Board of Education's judgment, be inconsistent with the policies adopted by the Board of Education. In this case, if the Board directs the Superintendent to issue, amend or delete administrative regulations, it shall do so upon majority vote of all members in attendance at a meeting provided that prior notification of such proposed revision has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

Suspension of Policies, Bylaws and Regulations

Policies, bylaws and Board of Education adopted regulations shall be subject to suspension for a specified purpose and limited time by majority vote of all members of the Board of Education at a meeting in the call for which the proposed suspension has been described in writing, or upon a two thirds vote of all members of the Board of Education when no such written notice has been given.

Reference: Robert's Rules of Order, Newly Revised

Adopted: 6/5/12

Revised:

**NEWTOWN BOARD OF EDUCATION
2020 SCHEDULE OF MEETINGS**

Meetings will be held in the Council Chambers in the Newtown Municipal Center, 3 Primrose Street, at 7:30 p.m. with the exception of the January 21, February 18, and November 4 meetings which will be held in the Reed Intermediate School library.

January 7
January 14 (budget overview)
January 16 (budget)
January 21 – (regular/budget) – *Reed Intermediate School Library*
January 28 (public hearing & discussion)
February 4 (regular/budget adoption)
February 18 – *Reed Intermediate School Library*
March 3
March 17
April 7
April 21
May 5
May 19
June 2
June 16
July 7
August 25
September 15
October 6
October 20
November 4 (Wednesday) – *Reed Intermediate School Library*
November 17
December 1
December 15

January 5, 2021
January 19, 2021 – *Reed Intermediate School*

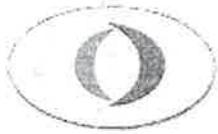
Approved November 19, 2019

PROJECT ADVENTURE & BEYOND:

GRADE 5

Social Emotional Learning
Through Adventure.





2 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31 32	33 34 35 36	37 38
Building a Community <input checked="" type="checkbox"/>	0	█									
Becoming Self-aware and Self-managed <input checked="" type="checkbox"/>	0		█								
Developing Relationship Skills <input checked="" type="checkbox"/>	0						█				



Unit Planner: Building a Community Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 5 > Physical Education > Project Adventure & Beyond > Week 1 - Week 8

Last Updated: Today by Sarah Strait

Building a Community

Faila, Michelle; Strait, Sarah

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Community

Concepts: norms, relationships, trust

Generalizations / Enduring Understandings

1. Trust, respect, and self-care build communities.
2. Actions create trust.
3. Communities thrive when we care for self and others.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. How do we get to know each other? (Factual)
2. What are de-inhibitizers? (Factual)
3. What is the Full Value Contract? (Factual)
4. What is Challenge by Choice? (Factual)
5. What are the comfort, stretch and panic zones? (Factual)
6. What are social emotional skills? (Factual)
7. How do we build trust among each other? (Conceptual)
8. How do we create group norms? (Conceptual)
9. Is it important to learn social emotional skills? (Provocative)
10. How can we measure the success of a community? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

SHAPE: Physical Education 2013

SHAPE: Grade 5

Personal responsibility

S4.E2 Personal responsibility

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)

National Standards for K-12 Physical Education, National Standards for Dance Education and Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America. © AAHPERD 1997, 2013, www.shapeamerica.org. All Rights Reserved.

Grade 5 Unit 1 Standards

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. recognize each person by name.
2. build a sense of community.
3. understand that there are several levels of challenge in the activities
4. participate being in a safe environment.
5. develop a Full Value Contract.
6. understand the Full Value concepts.
7. implement Full Value concepts.

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

- Safe movement ("Bumpers Up")
- Full Value Contract
- Stretch Zone
- Panic Zone
- Comfort Zone
- de-inhibitors
- social-emotional skills
- norms
- Challenge by Choice

Core Learning Activities

1. Co-creation of Full Value Contract
2. Ice breakers and Getting to Know You activities
3. De-inhibitors and Energizing activities

(see attached daily lesson plans)

[Project Adventure & Beyond Grade 5- Unit 1 Lesson Plans \(1\).docx](#)

Assessments

Social Emotional Skills (Pre) Self-Assessment
Formative: Self Assessment

 [Building Community Rubric.pdf](#)

Social Emotional Skills (Pre) Assessment
Formative: Self Assessment

 [Social Emotional Skills Assessment.pdf](#)

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard

	<ul style="list-style-type: none"> • <i>No Props</i> by Mark Collard • <i>Adventure Curriculum for Physical Education, Middle School</i> by Jane Panicucci and Nancy Stratton Constable (ACMS)
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> • Spoken Communication 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Full Value Contract used school-wide for behavioral expectations • Health and Physical Education Curriculum





Unit Planner: Becoming Self-aware and Self-managed Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 5 > Physical Education > Project Adventure & Beyond > Week 9 - Week 21

Last Updated: Today by Sarah Strait

Becoming Self-aware and Self-managed

Failla, Michelle; Strait, Sarah

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Self-Awareness & Self-Management

Concepts: emotions, strengths, limitations, growth mindset, stress, impulse control

Generalizations / Enduring Understandings

1. Emotions influence behavior.
2. Accurately assessing one's strengths and limitations contributes to one's sense of self-awareness, confidence, optimism and a "growth mindset."
3. Regulating one's emotions and behaviors help effectively self-manage one's stress and impulse control.
4. Achievement of goals requires a growth mindset.
5. Positive role models influence your life.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. What is self-management? (Factual)
2. What is self-awareness? (Factual)
3. What is a mission statement? (Factual)
4. What is mindfulness? (Factual)
5. How does having a mindfulness practice help you? (Factual)
6. Why is being able to manage one's emotions and thoughts important? (Conceptual)
7. Why is being aware of one's emotions and thoughts important? (Conceptual)
8. Can a mission statement guide you? (Conceptual)
9. Do we want to live in the stretch zone? (Provocative)
10. Does someone need to have a goal to be successful? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 2 Grade 5 Becoming Self-aware and Self-managed \(1\).docx](#)

Self-Awareness

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. write a personal mission statement, uploading it to the Naviance program.
2. identify and participate in their own "stretch" zone.
3. recognize one's own strengths and limitations.
4. work together toward a common goal.

Critical Content & Skills

What students must KNOW and be able to DO

- use of the Naviance program
- self reflect to identify personal stretch zone
- practice mindfulness strategies

Core Learning Activities

1. Mission Statement creation
2. Introduction to Naviance program
3. Mindfulness practices

(see attached daily lesson plans)

[Project Adventure & Beyond Grade 5- Unit 2 Lesson Plans.docx](#)

Assessments

Self-Management & Awareness Self-Assessment

Formative: Self Assessment

 Self-Management

 Self-Awareness

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)
- Naviance online program

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- self-direction
- communication

Interdisciplinary Connections

- Mission statements shared with classroom teachers
- Health and Physical Education curriculum



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Unit Planner: Developing Relationship Skills Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 5 > Physical Education > Project Adventure & Beyond > Week 22 - Week 37

Last Updated: Today by Sarah Strait

Developing Relationship Skills

Faila, Michelle; Strait, Sarah

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Relationships

Concepts: communication, cooperation, healthy relationships, social/per pressure, negotiations, conflict, help, well being, safety, conflict

Generalizations / Enduring Understandings

1. Healthy relationships develop through listening, cooperating, and building healthy relationships
2. Resisting inappropriate social pressure and negotiating conflict constructively helps maintain healthy relationships.
3. People seek and offer help when needed.
4. Evaluation of consequences of actions promotes well being

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. What does it mean to self-spot? (Factual)
2. How do you spot and support teammates on the rope swing? (Factual)
3. What are the safety rules of the rope swing? (Factual)
4. What are the safety rules of the traversing wall? (Factual)
5. What is a healthy relationship? (Factual)
6. What is peer pressure? (Factual)
7. How do you establish and maintain healthy relationships? (Conceptual)
8. How do you negotiate conflict constructively? (Conceptual)
9. Why is learning how to spot important to the team's success? (Conceptual)
10. Is it necessary to have healthy relationships to be successful? Why or why not? (Provocative)

Standard(s)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. self-spot when necessary.
2. understand and apply safety rules for traversing wall and rope swing
3. work together towards a common goal.
4. ask for and give help help when needed.

Critical Content & Skills

What students must **KNOW and be able to DO**

- self-spot
- proper spotting techniques for rope swing
- understand empathy and compassion

Core Learning Activities

1. Team problem-solving challenges
2. Risk-taking team initiatives
3. Empathy and Compassion lessons

(see attached daily lesson plans)

Project Adventure & Beyond Grade 5- Unit 3 Lesson Plans.docx

Assessments

Relationship Skills Self-Assessment

Summative: Self Assessment

 Relationship Skills

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- collaboration
- communication
- responsibility
- adaptability

Interdisciplinary Connections

- Connected to Health and PE curriculum



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



PROJECT ADVENTURE & BEYOND:

GRADE 6

Social Emotional Learning Through Adventure

*** UNIT TWO:**
Becoming Self-Aware
to Build Relationships

SELF-AWARENESS

Lessons 9-11
Mindfulness & Growth Mindset

Lessons 7 & 8
Self-Awareness & Impulse Control

Lessons 5 & 6

Goal Setting & Action Plan in Naviance

Self-Assessment of Social Emotional Learning Skills

Lessons 12 & 13
Practicing Growth Mindset

Growth Mindset Self-Assessment

Lessons 14 & 15
Real-Life Problem Solving & Restorative Circles

Self-Awareness Self-Assessment

Lessons 19 & 20
Sympathy vs Empathy & Compassion

Lessons 16-18
Responsible Decision-Making

Lessons 21-24
Being Responsible to earn TRUST

Responsible Decision-Making Self-Assessment

Lesson 25
Mission statement Reflection

RESPONSIBLE DECISION-MAKING

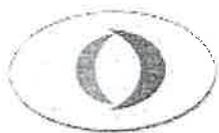
*** UNIT THREE:**
Socially Aware to Make Responsible Decisions

Lessons 27-30
Culminating Team challenge to show Responsible Decision-Making

*** UNIT ONE:**
Creating a Community

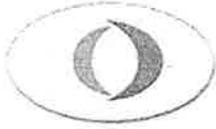
COMMUNITY

Lessons 1-4
Creating Community Expectations



2 Curriculum Developers

Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
	1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31 32	33 34 35 36	37 38	
Unit:											
Building a Community	0										
Caring for One's Self		0									
Socially Aware to Make Responsible Decisions			0								



Unit Planner: Building a Community Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 6 > Physical Education > Project Adventure & Beyond > Week 1 - Week 8

Last Updated: Today by Sarah Strait

Building a Community

Failla, Michelle; Strait, Sarah

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Community

Concepts: trust, respect, relationships, interactions, norms

Generalizations / Enduring Understandings

1. Trust, respect, and self-care build communities.
2. Actions create trust.
3. Our interactions and relationships cultivate respect.
4. Communities thrive when we care for self and others.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. How do we get to know each other? (Factual)
2. What are de-inhibitizers? (Factual)
3. What is the Full Value Contract? (Factual)
4. What is Challenge by Choice? (Factual)
5. What are comfort, stretch and panic zones? (Factual)
6. What are social emotional skills? (Factual)
7. Why is it important to learn social emotional skills? (Conceptual)
8. How do we build trust among each other? (Conceptual)
9. How do we create group norms? (Conceptual)
10. If a person is repeatedly out of alignment with the Full Value Contract, how should the group respond? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 1 Grade 6 Building a Community \(1\).docx](#)

[Social Emotional Skills Assessment.pdf](#)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. recognize each person by name.
2. experience a sense of community.
3. understand that there are several levels of challenge in the activities
4. experience being in a safe environment.
5. develop a Full Value Contract.
6. understand the Full Value concepts.

Critical Content & Skills

What students must **KNOW and be able to DO**

- Safe movement ("Bumpers Up")
- Full Value Contract
- Stretch Zone
- Challenge by Choice

Core Learning Activities

1. Co-creation of Full Value Contract
2. Ice breakers and Getting to Know You activities
3. De-inhibitizers and Energizing activities

(see attached daily lesson plans)

[Project Adventure & Beyond Grade 6- Unit 1 Lesson Plans.docx](#)

Assessments

Building a Community Self-Assessment

Formative: Self Assessment

[Building Community Analytical Rubric.pdf](#)

Social Emotional Skills (Pre) Self-Assessment

Formative: Self Assessment

[Social Emotional Skills Assessment.pdf](#)

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Spoken Communication

Interdisciplinary Connections

- Full Value Contract used school-wide for behavioral expectations
- Health and PE curriculum

- team work
- collaboration
- responsibility



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Unit Planner: Caring for One's Self Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 6 > Physical Education > Project Adventure & Beyond > Week 9 - Week 22

Last Updated: Today by Sarah Strait

Caring for One's Self

Faila, Michelle; Strait, Sarah

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Self-Awareness

Concepts: strengths, limitations, optimism, stress, impulse control, goals

Generalizations / Enduring Understandings

1. Emotions influence behavior.
2. Accurately assessing one's strengths and limitations contributes to one's sense of confidence, optimism and a growth mindset.
3. Regulating one's emotions and behaviors help effectively manage stress and impulse control.
4. Growth mindset is required to achieve goals.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. What is self-awareness? (Factual)
2. What is a growth mindset? (Factual)
3. What is self-management? (Factual)
4. How do you achieve a goal? (Factual)
5. Why is self-awareness important? (Conceptual)
6. Why is being able to manage one's emotions, thoughts and behaviors important? (Conceptual)
7. How can understanding what people are feeling help our group succeed? (Conceptual)
8. Is having a growth mindset important? (C)
9. Can a person change their intelligence or is intelligence fixed?(Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 2 Become Self-Aware to Build Positive Relationships.docx](#)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. learn strategies for personal goal setting.
2. write personal goal using Naviance as part of the Connecticut State Department of Education's Student Success Plan.
3. understand the difference between a fixed and growth mindset.
4. learn strategies to manage stress and impulse control.
5. recognize strengths and limitations in yourself and others.
6. work together toward a common goal.

Critical Content & Skills

*What students must **KNOW and be able to DO***

Use of Naviance program
GPS-E= Goal, Plan, Supports, Evaluate
Growth Mindset Self- Talk
Stress Management Skills

- use breathing techniques
- remove self from situation
- take a walk
- positive self-talk

Core Learning Activities

1. Goal setting
2. Instruction on Naviance program
3. Growth mindset lessons
4. Role playing of real-life problems
5. Mindfulness practices
6. Impulse control lessons

[Project Adventure & Beyond Grade 6- Unit 2 Lesson Plans \(3\).docx](#)

Assessments

Self-Awareness Self-Assessment
Summative: Self Assessment

 Self-Awareness

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)
- Naviance online program

[Student Success Plan FrameWork.pdf](#)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Interdisciplinary Connections

- Connection to Guidance lessons using Naviance and the Student

Spoken Communication

Written Performance

- Spoken Communication

-collaboration
-self-direction
-responsibility

Success Plan

- Goals will be shared with classroom teachers
- Health and PE curriculum



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Unit Planner: Socially Aware to Make Responsible Decisions Project Adventure & Beyond

Reed Intermediate School > 2019-2020 > Grade 6 > Physical Education > Project Adventure & Beyond > Week 23 - Week 38

Last Updated: Today by Sarah Strait

Socially Aware to Make Responsible Decisions

Failla, Michelle; Strait, Sarah

- [Unit Planner](#)
- [Lesson Planner](#)

Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Responsible Decision-Making

Concepts: empathy, perspective, social norms, ethics, compassion

Generalizations / Enduring Understandings

1. Perspective and empathy for others promote positive relationships.
2. Responsible decisions require ethical standards, safety considerations, and considered social norms.
3. Evaluation of consequences of actions accounts for one's well being.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1. What is spotting? (Factual)
2. How do you appropriately spot a person? (Factual)
3. How do you responsibly problem solve? (Factual)
4. What is the ABCDE method of problem solving? (Factual)
5. What are empathy and compassion? (Factual)
6. How do you take perspectives of others? (Conceptual)
7. Why is spotting important? (Conceptual)
8. Is having empathy and and compassion important ? (Provocative)
9. Must decisions always be made responsibly? Why or why not? (Provocative)

Standard(s)

Connecticut Core Standards / Content Standards

[Unit 3 Socially Aware to Make responsible Decisions.docx](#)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

1. apply proper spotting techniques to appropriate situations.
2. appropriately apply their own strengths and recognize their own weaknesses.
3. respect others' different strengths and weaknesses.
4. rely group members to support positive risk taking.
5. evaluate and reflect on problem and/ or goal.

Critical Content & Skills

What students must **KNOW and be able to DO**

- ABCDE Problem Solving= Ask questions, Brainstorm ideas/ strategies, Choose one, Do it, Evaluate
- Spotting Techniques
- Spotting and Falling Language
- Empathy
- Compassion
- Appropriate risk taking

Core Learning Activities

1. Empathy and compassion lessons
2. Problem- solving challenges
3. Risk-taking initiatives

(See attached daily lesson plans)

[Project Adventure & Beyond Grade 6- Unit 3 Lesson Plans.docx](#)

Assessments

Responsible Decision-Making Self-Assessment
Summative: Self Assessment
 Responsible Decision-Making

Resources

Professional & Student

- *The Hundredth Monkey* by Nate Folan (HM)
- *Adventure Curriculum for Physical Education, Elementary School* by Jane Panicucci and Nancy Stratton Constable (ACES)
- *Silver Bullets* by Karl Rohnke (SB)
- *Count Me In* by Mark Collard
- *No Props* by Mark Collard
- *Adventure Curriculum for Physical Education, Middle School* by Jane Panicucci and Nancy Stratton Constable (ACMS)
- Naviance online program

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

- Connection to Guidance lessons using Naviance and the Student Success Plan
- Goals will be shared with classroom teachers

- Critical Thinking

- collaboration
- team work
- creativity
- imagination
- problem solving
- adaptability
- leadership
- responsibility

- Health and PE curriculum



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



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