

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

Minutes of the Board of Education meeting held on October 5, 2022, at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas (absent)
D. Cruson	2 Public
J. Kuzma	
J. Larkin	
A. Plante	
K. Kunzweiler (absent)	
D. Godino (absent)	

Ms. Zukowski called the meeting to order at 7:04 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mrs. Plante moved that the Board of Education approve the correspondence report and the donations to Sandy Hook School and Newtown High School. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Ms. Zukowski reported that she and Mr. Melillo hosted our community conversation on Thursday with about 15 parents. Some of the topics included the high school cell phone policy, transportation and safety, classroom inclusion, parent communication, student engagement, and teacher diversity. Our teacher's union negotiations finished and she thanked everyone involved. She also mentioned the ad hoc district committees starting soon which include our Strategic Plan and Portrait of a Graduate. Mr. Vouros and Mrs. Kuzma will be on this committee. A committee will be formed as part of the teacher's contract negotiations to review and update processes related to extracurricular activities and she would like two Board members to join this committee. The first meeting of the committee regarding the move back to Hawley will meet October 24 to discuss the move. She asked for one Board member to be on this committee. She enjoyed joining Mr. Geissler at the Middle Gate Mix-it-Up lunch last week which encourages children to sit at tables with students they may not know.

Item 3 – Public Participation (continued)

Two people joined the meeting late but there were no comments.

Superintendent's Report: Mr. Melillo noted that Monday morning he and Mrs. Plante went to the Workspace in Bethel. It was purchased by EdAdvance and CES and he is interested in leveraging this space to assist in providing career pathways for Newtown students. There is also the possibility of having a regional program. The State of Connecticut released the K-3 core reading programs that all schools must implement or apply for an approved waiver. His monthly newsletter came out on September 30. He also spoke about the success of the community meeting and mentioned wanting to revamp our website.

We have been doing instructional rounds and observing and documenting practice and will use these as a means of improving instruction.

Committee Reports:

Mr. Vouros reported on the Curriculum and Instruction meeting. The anticipated curricula for discussion was reviewed and Mrs. Uberti spoke about her student performance overview she would be presenting to the Board.

Mr. Cruson noted that the Policy Committee met yesterday and reviewed the bullying prevention and intervention policy which was being sent to legal for review. We also discussed our smoking, drinking and use of drugs policy which will be coming to the Board for approval. We reviewed the weapons policy and our recruitment and selection policy.

Mrs. Kuzma met with Dr. Correia at Reed. Students in the grade 5 Bridges math program are doing well. The PTA Color Games competition is back from October 31 to November 4.

Mr. Cruson attended the Head O'Meadow PTA meeting. They have a new board this year and they want to bring back cultural arts along with other ideas to give back to the school.

Mrs. Plante commented on her visit to the Workspace with Mr. Melillo. She also met with him at Reed where the students have settled in very nicely.

Ms. Zukowski joined Mr. Geissler at the Middle Gate Mix-it-Up lunch which encourages children to sit at tables with students they may not know and join in conversations.

#### Item 5 – Presentations

Mrs. Uberti presented the student performance overview for the 2021-22 school year which provides a wide overview of how our students are doing. Results must be taken in the context of what teachers and students dealt with due to the pandemic. Learning also continued to be disrupted last year due to illness and quarantining. Despite these issues, she is encouraged by our students' performance and extremely confident they will reach their full potential.

Mr. Cruson verified that the state is no longer using the DRG comparisons.  
Mrs. Uberti said that was correct and they have not been updated.

Mrs. Larkin feels we have to take into consideration when making town comparisons what you find in that comparison. She asked if we contact districts that are doing well to see what programs they are using.

Mrs. Uberti said when we started looking at math programs we reached out to every district on our list doing better than us to see how they were doing and there was no consistency and some were not using a program at all. The superintendents and assistant superintendents meet regularly and share what we are doing but we have to determine what will work best for us here.

Mr. Melillo said there are variables in comparing with other districts. Teacher practice is looked at and many districts use the same us. If we want high achieving students it's all about best practices and how we perform in the classroom and that's where we need to focus. Our students have been away from effective learning and our teachers had to implement a whole different way of teaching. We are now getting back to best practices.

Mrs. Kuzma referred to the comments on focusing on students who need extra support and how to decide if it was due to Covid or if it would have been needed anyway. Also, is there an increase in intervention and are we able to support it with the staff we have?

Mrs. Uberti said if there is a particular weakness across a grade level it is not an intervention but a tier one issue which is about instruction occurring in the classroom. We are using iReady as a universal screener for reading and math and Dibbles as a finer screener for reading in grades K-3. This will help us differentiate between the student needs and how we are going to address them. We are in the process of creating a document that lays out how we identify these students and are looking at what resources we have available. We added math interventionists in the elementary schools and another math interventionist at the middle school. She has been looking at the middle school math performance as there appears to be gaps. We may offer an afterschool program for these students.

Mr. Ramsey inquired if feedback is provided to teachers after instructional rounds.  
Mrs. Uberti said we collect observational evidence from the observation and see if we agree on the seven indicators. We collect data over time and a picture emerges to determine what areas need to improve.

Mr. Ramsey asked that after you collected the data is there a long-term plan for professional development.

Mrs. Uberti said there was and when we collect data we will address it with the teacher.

Mrs. Larkin asked how the elementary grades are defined. The more concerning scores last year are in grades five and six and asked if grade five could be considered elementary so they have the educational support before school.

Mrs. Uberti said there are supports available at Reed because they can provide more intervention during the school day. We have a strong connection between grades four and five because when students change schools there is a step back and they typically catch up the next year. The same is in the middle school.

Mrs. Larkin asked if students are missing building blocks how do we go back and reteach the material and how are you able to finish teaching everything the rest of the year.

Mrs. Uberti said you are doing both at the same time by teaching the regular curriculum and providing supports. We have tools that pinpoint the deficits as well as teacher lessons for the students. They can also get personalized instruction.

Mrs. Larkin asked if it was possible to teach what has to be done by the end of the year. Did we test students on something not taught yet which is why they don't test as well?

Mrs. Uberti said we have to accelerate learning for those students.

Mr. Melillo said our job is to see what we can compact or expand for the needs of the students. We use the data to see what we have to adjust and continue to monitor.

Ms. Zukowski referred to slide #4 which is grade based data and asked if that would provide some light on how well our curriculum is being taught and measured.

Mrs. Uberti it would and has a lot of influencing factors.

Ms. Zukowski noted that slide #5 brings in the concept of a cohort and that slide #6 doesn't look like eighth graders learned much more than seventh graders.

#### Item 6 – Old Business

##### Second Read of Policies:

Mr. Cruson noted the committee did not receive any questions.

MOTION: Mrs. Plante moved that the Board of Education rescind Policy 4-106.1 Athletic Coaches. Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mrs. Plante moved that the Board of Education rescind Policy 4-107 Coaching Students Out of Season. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Plante moved that the Board of Education approve Policy 4-115.3 Evaluation of Coaches. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Plante moved that the Board of Education approve Policy 6142.101 School Wellness. Mr. Cruson seconded. Motion passes unanimously.

Item 7 – New Business

Superintendent's Goals:

Mr. Melillo stated that his goals are around understanding the climate and needs of the district, the strategic plan, and portrait of a graduate. He is also focusing on instructional rounds, the district budgetary process, and project goals.

Mrs. Plante asked if he had what he needed to achieve these goals.

Mr. Melillo stated that the Board is very supportive and he has things in place to keep the lines of communication open to be sure the Board is aware of what is happening.

Minutes of September 20, 2022:

MOTION: Mrs. Plante moved that the Board of Education approve the minutes of September 20, 2022. Mr. Ramsey seconded. Motion passes unanimously.

Item 8 – Public Participation

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

Item 9 – Adjournment

The meeting adjourned at 8:52 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary

September 19, 2022

TO: Chris Melillo

FROM: Kimberly Longobucco

Please accept the donation of a printing press from Tracy Van Buskirk that can be used for relief printmaking or monoprints. This would be a great tool that will be used by the High School Fine Arts Department

Thank you.

12 Dickinson Drive  
Sandy Hook, CT 06482  
(203) 426-7657

**Sandy Hook School**

# Memo

**To:** Mr. Melillo  
**From:** Erin Ardino  
**cc:**  
**Date:** September 22, 2022  
**Re:** Donation from Schweitzer Engineering Laboratories, Inc.

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Sandy Hook School received the attached \$100 donation from the Schweitzer Engineering Laboratories. This donation is to be used towards math and/or science supplies for students.

We are asking for approval of this donation. Once approved, we will deposit the check into the SHS Activity Account to be spent appropriately.

If you have any questions, please contact our office.

Thank you!



SCHWEITZER ENGINEERING LABORATORIES, INC.

2350 NE Hopkins Court • Pullman, WA 99163-5603 USA

Phone: +1.509.332.1890 • Fax: +1.509.332.7990

www.selinc.com • info@selinc.com

September 14, 2022

Sandy Hook Elementary School  
12 Dickinson Dr  
Sandy Hook, CT 06482-1218

Dear Sandy Hook Elementary School,

Each year, employees of Schweitzer Engineering Laboratories select an educational institution to receive a corporate gift. We are delighted to inform you that the following employee(s) chose Sandy Hook Elementary School.

- Domenic Barba

SEL employees support schools and universities around the world with scholarships, donations of SEL products for teaching laboratories, mentoring, and gifts such as this one. Please accept this donation for \$100 to help inspire a lifelong love of learning in math and science in your students. Please note this check is valid for 180 days from the date printed on the check.

SEL is a high-tech manufacturer, headquartered in Pullman, Washington. We invent, design and build products in the USA that protect power grids around the world. We are committed to developing the next generation of innovators and inventors through the support of science, technology, engineering, and math education.

We welcome the opportunity to learn more about your programs, students and successes. If you would like to share how you used this donation, please contact McKenzie Brumet at (509) 334-5076 or [McKenzie\\_Brumet@selinc.com](mailto:McKenzie_Brumet@selinc.com).

Warm regards,

A handwritten signature in cursive script that reads "Edmund O. Schweitzer, III".

Edmund O. Schweitzer, III  
President and Chief Technical Officer

Check num 542610

Vendor num VN-0025745

Invoice number	PO num	SO num	Invoice date	Currency	Gross amount	Cash disc	Payment amount	Invoice remarks
2022SD1216			9/9/2022	USD	\$100.00	\$0.00	\$100.00	School Donation'22

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND • THIS PAPER CONTAINS FLUORESCENT FIBERS AND OTHER SECURITY FEATURES



**SCHWEITZER ENGINEERING LABORATORIES, INC.**

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www.selinc.com • info@selinc.com

US Bank  
19-10  
1250

Check #  
00542610  
September 12, 2022

\$100.00

\*\*\* One Hundred and 00/100 US dollar

Pay to  
the order  
of

Sandy Hook Elementary School  
12 Dickinson Dr  
Sandy Hook, CT 06482-1218  
USA

*Joseph Mustigord*  
Signature Line

360-0035

⑈00542610⑈ ⑆125000105⑆ 153596035060⑈



# **Student Performance Overview 2021-2022**

***Newtown Public Schools  
Board of Education***

***Presented by:  
Anne Uberti  
Assistant Superintendent***

1 | 2 | 3 | 4 | 5

*“Small daily improvements  
over time lead to  
stunning results.”*



*~Robin Sharma*



# The following table illustrates each of the state assessments administered to students in the spring of 2022:

	3	4	5	6	7	8	10	11
CT Smarter Balanced Summative Assessment – English Language Arts/Math	X	X	X	X	X	X		
NGSS Assessment			X			X		X
CT SAT – Reading, Writing and Language, Math								X

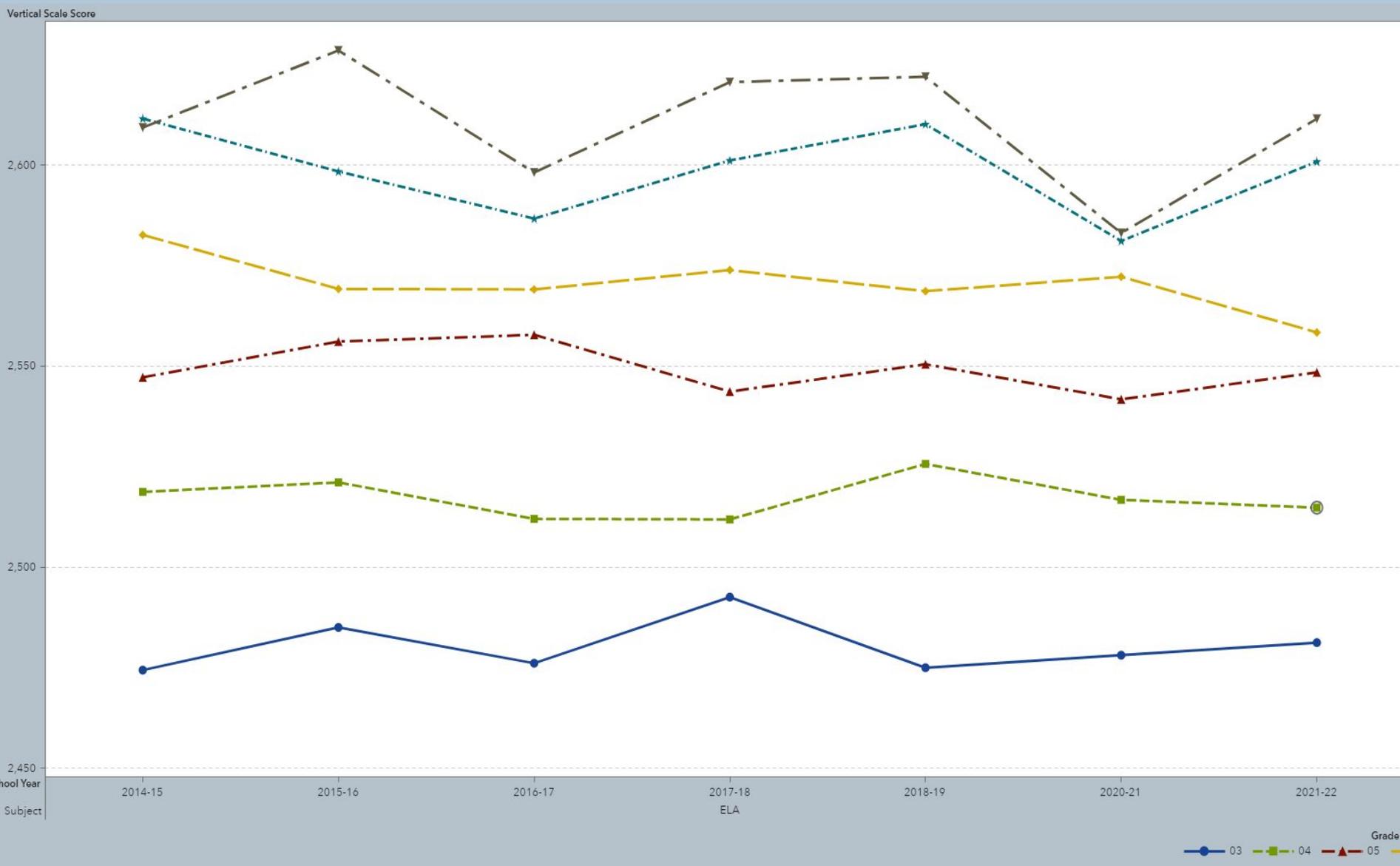
# Smarter Balanced Summative Assessment – ELA

Grade	Level 1	Level 2	Level 3	Level 4	Levels 3 and 4		
					<i>% Meets or Exceeds Achievement Level</i>		
					2022	2021*	2019
3	10	16	20	54	74	73	70.5
4	13	14	27	46	72	69	75.8
5	11	18	34	37	71	68	75.9
6	12	24	38	26	64	68	68.5
7	11	13	47	30	77	66	78.3
8	12	16	45	28	73	61	76.5
Newtown avg	11	17	35	37	72	67	74.3
CT State avg					55.6	N/A	61.6

# 4-Year SBAC Comparison - ELA

	2022	2021*	2020	2019
Grade 3	74%	73%	----	70%
Grade 4	72%	69%	----	76%
Grade 5	71%	68%	----	76%
Grade 6	64%	68%	----	69%
Grade 7	77%	66%	----	78%
Grade 8	73%	61%	----	77%

# Vertical Scale Score Trends - ELA - 2014 to 2021



# Smarter Balanced Summative - iReady Comparison - ELA

Grade	Spring iReady Results			Smarter Balanced
	Early On Grade Level	On Grade Level	Combined	At or Above Proficient
3	19	68	87	74
4	17	54	71	72
5	27	42	69	71
6	21	45	66	64
7	24	51	75	77
8	24	45	69	73

# Smarter Balanced Summative Assessment – Math

Grade	Level 1	Level 2	Level 3	Level 4	Levels 3 & 4		
					<i>% Meets or Exceeds Achievement Level</i>		
					<b>2022</b>	<b>2021*</b>	<b>2019</b>
<b>3</b>	9	14	36	41	78	73	73.0
<b>4</b>	9	23	32	36	68	69	76.2
<b>5</b>	12	31	24	33	58	68	55.3
<b>6</b>	13	27	27	33	60	68	60.3
<b>7</b>	9	25	25	41	66	66	73.9
<b>8</b>	19	25	20	36	56	61	66.6
<b>Newtown avg</b>	12	24	27	37	<b>64</b>	<b>67</b>	<b>67.4</b>
<b>CT State avg</b>					34.8	N/A	40.6

# 4-Year SBAC Comparison - Math

	2022	2021*	2020	2019
Grade 3	78%	73%	---	73%
Grade 4	68%	69%	---	76%
Grade 5	58%	68%	---	55%
Grade 6	60%	68%	---	60%
Grade 7	66%	66%	---	74%
Grade 8	56%	61%	---	67%

# Smarter Balanced Summative - iReady Comparison - Math

Grade	Spring iReady Results			Smarter Balanced
	Early On Grade Level	On Grade Level	Combined	At or Above Proficient
3	24	59	83	78
4	19	61	80	68
5	28	52	80	58
6	30	44	74	60
7	24	46	70	66
8	25	42	67	56

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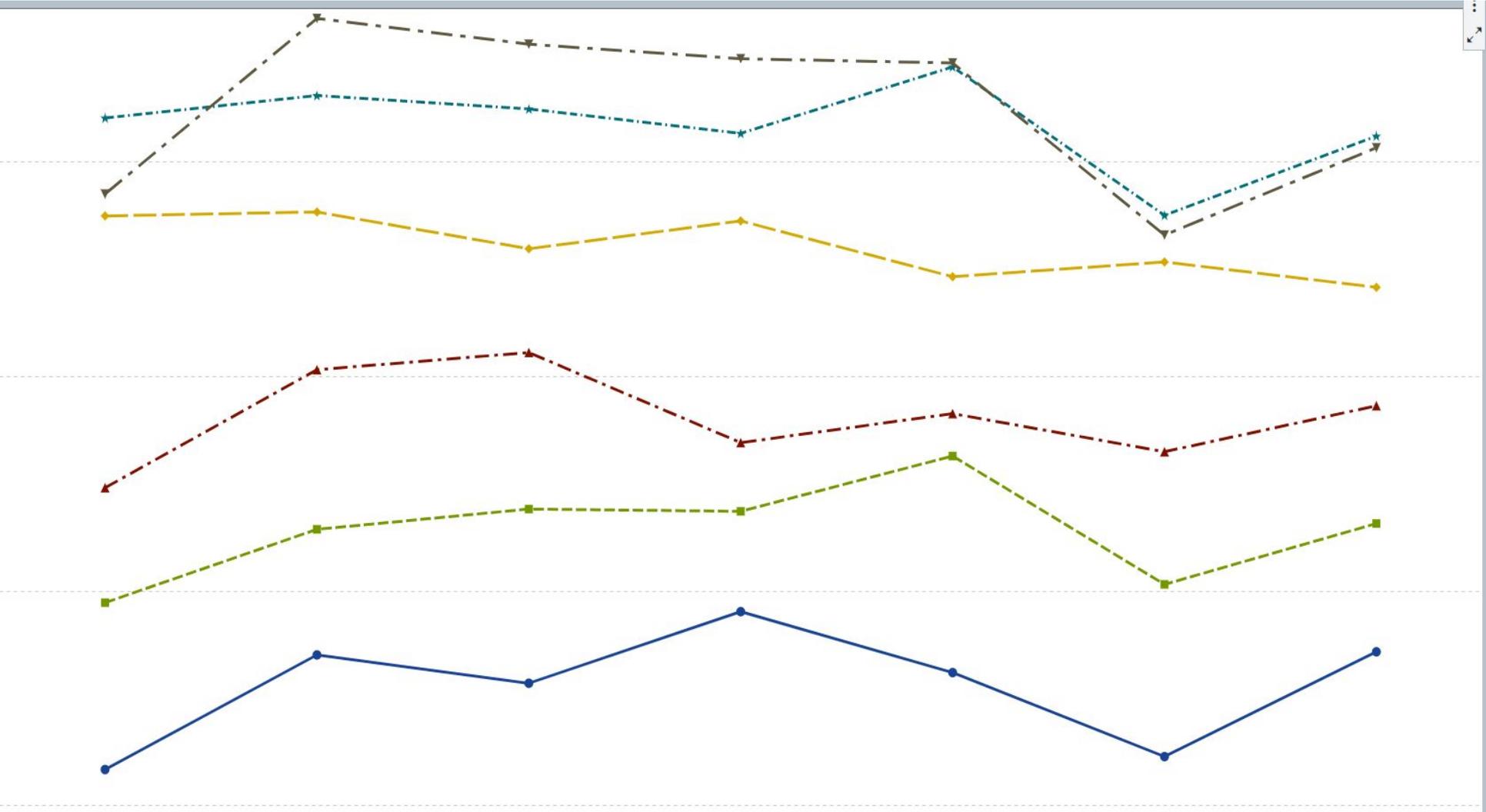
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3

4

5

# Vertical Scale Score Trends - Math - 2014 to 2021



06 07 08 09 10

# Next Generation Science Standards Assessment

## % At Level 3 and 4

	2022	2021*	2020	2019
Grade 5	67%	67%	----	69%
Grade 8	67%	61%	----	74%
Grade 11	51%	63%	----	60%

1 | 2 | 3 | 4 | 5

## Smarter Balanced English Language Arts All Grades Combined - Percent at Levels 3 and 4

DRG B Districts	% Level 3 & 4/ Met or Exceeded
Monroe	75.8
Greenwich	75.4
Simsbury	75.3
Cheshire	75.2
Guilford	75.0
Farmington	74.5
South Windsor	73.9
Region 5	73.7
Madison	73.4
Trumbull	73.2
Avon	72.6
Glastonbury	72.5
Fairfield	72.4
<b>Newtown</b>	<b>71.7</b>
New Fairfield	67.1
West Hartford	66.7
Granby	63.7
Region 15	58.2
Brookfield	56.6

**Smarter Balanced Mathematics**  
**All Grades Combined - Percent at Levels 3 and 4**

DRG B Districts	% Level 3 & 4/ Met or Exceeded
Cheshire	70.3
Glastonbury	68.8
Greenwich	68.0
Guilford	67.6
South Windsor	67.1
Farmington	66.8
South Windsor School District	67.1
Glastonbury School District	68.8
Trumbull School District	68.3
Simsbury School District	66.7
Newtown School District	64.3
New Fairfield School District	63.5
Avon School District	63.1
Regional School District 05	62.8
Monroe School District	59.8
West Hartford School District	58.1
Regional School District 15	58.0
Granby School District	49.8
Brookfield School District	47.6

# Connecticut SAT School Day

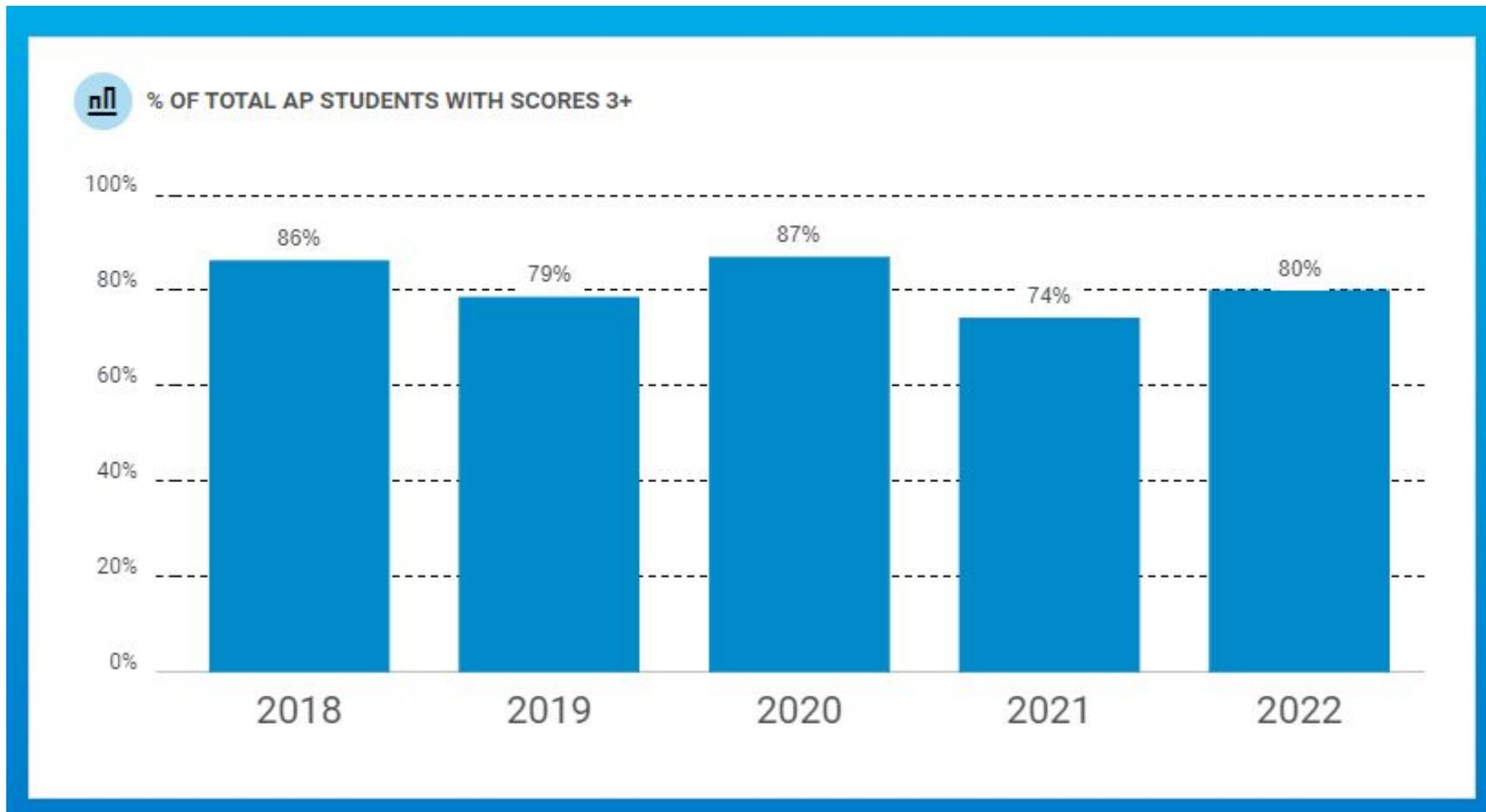
Newtown	18-19 Level 3 and 4 Met or Exceeded		19-20* Level 3 and 4 Met or Exceeded		20-21 Level 3 and 4 Met or Exceeded		21-22 Level 3 and 4 Met or Exceeded	
	Count	%	Count	%	Count	%	Count	%
Newtown ELA	403	86.8	347	85	332	79.8	345	72.4
Newtown Math	403	71.8	347	65	332	60.0	345	57.8
CT State Avg - ELA								55.6
CT State Avg - Math								34.8

# Connecticut School Day SAT - Percent at Levels 3 and 4 DRG B Comparison

Literacy	
DRG B Districts	Percent Level 3 & 4/Met or Exceeded
Region 5	86.6
Simsbury	84.0
Farmington	81.6
Avon	81.1
Fairfield	80.3
Guilford	80.3
Glastonbury	79.1
Region 15	78.8
Cheshire	78.7
Greenwich	77.7
Monroe	77.6
Granby	76.4
Madison	76.3
Trumbull	75.5
West Hartford	74.6
Brookfield	73.3
<b>Newtown</b>	<b>72.5</b>
South Windsor	69.9
New Fairfield	65.0

Mathematics	
DRG B Districts	Percent Level 3 & 4/Met or Exceeded
Avon	66.5
Region 5	66.4
Simsbury	66.2
Glastonbury	65.1
Madison	64.7
Greenwich	62.5
Trumbull	62.3
Guilford	60.6
Region 15	60.6
Farmington	60.3
Fairfield	59.4
<b>Newtown</b>	<b>57.7</b>
West Hartford	57.2
South Windsor	56.3
Cheshire	53.0
Monroe	51.9
Brookfield	50.0
Granby	45.5
New Fairfield	42.3

# 4-Year AP Growth 2018-2022



# SBA Summary of Findings

- Overall, performance is returning to pre-pandemic levels
- Performance higher in ELA than in math - consistent with past years and state trends
- Performance in ELA is up from 2021, still below pre-pandemic performance overall
- Performance in math is slightly down from both 2021 and pre-pandemic performance, overall
- NPS students' performance far exceeds state performance, and has improved in both reading and math in DRG standing
- Vertical scale scores are trending up in both reading and math, 2014-2021
- Data suggests that continued support for student learning loss must target individual students

# SAT/AP Summary of Findings

- 95.8% of NPS 11<sup>th</sup> graders participated.
- Scores are still significantly lower than pre-pandemic achievement while AP Scores have rebounded
- There are significant differences between the design and delivery of SBA, AP, and SAT, making comparison difficult
- SBA and AP assess curriculum versus critical thinking aspects of SAT

# NGSS Summary of Findings

- Difficult to draw meaningful conclusions about the impact
- Results seem much better than the quality of instruction during the past three years
- Will continue to monitor the impact that shifts in instruction are having on assessment results

# Newtown High School Rankings

2022



## All Rankings

- 🏆 #1,187 in National Rankings
- 🏆 #24 in Connecticut High Schools
- 🏆 #11 in Bridgeport, CT Metro Area High Schools



## Newtown High School Rankings

Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

Best High Schools for Athletes in Connecticut  
#9 of 269

Best Public High Schools in Connecticut  
#29 of 199

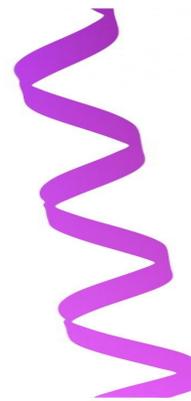
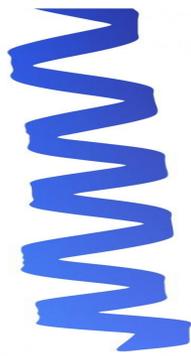
Best College Prep Public High Schools in Connecticut  
#31 of 193

# Next Steps in Curriculum/Instruction

- Continue to revise curriculum that provides high quality instruction and assessment
- Develop rigorous student learning goals that aim to close gaps
- Use data to inform multi-tiered systems of supports (MTSS) for students in need of targeted instruction
- Monitor interventions to ensure fidelity of implementation and adequate progress
- Continue to use iReady to both identify and fill gaps
- Analyze instructional practices for improvement through consistent use of learning walks
- Plan professional development related to student learning trends
- Continue to implement a social and emotional learning curriculum focusing on the whole child

# Data doesn't give all the answers, it helps us asks the questions...

- Are we keeping data in perspective?
- Are we using data to look at the bigger picture?
- Are we using data to guide improvement?
- Do we value qualitative data as much as quantitative?
- If so, what types of qualitative data should we collect to better inform the bigger picture?



*Celebrate what you've  
accomplished but raise the bar  
a little higher each time you  
succeed.*

*-Mia Hamm*

# Superintendent's Goals

2022-2023

Christopher Melillo

Approaching a new superintendent position requires a deliberate and thoughtful plan to:

- (1) establish positive and construction relationships,
- (2) acquire vital information about district and school culture/operations, and
- (3) determine what goals need to be the superintendent's top priorities. It is a wise person who knows that "you only have one chance to create a first impression."

It is critical that I have a clear vision of how I wish to be perceived by all constituents. In my first year as Superintendent of Newtown Public School I plan to create structures and processes that will provide the ability to establish a solid understanding of the traditions, relationships, operations, strengths and challenges that make up the fabric of Newtown Public Schools. The insights I gain will help me make informed decisions that will build on accomplishments of the past and take Newtown Public Schools to new levels of success. More importantly, this plan will chart a path which would allow me to build transparency and trust with community stakeholders, while remaining attentive to the teaching and learning needs of our classrooms.

This work will be anchored by large projects which will position the district to move to a continuous improvement cycle. Continuous improvement is the ongoing improvement of services or processes through incremental and breakthrough improvements. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once. Among the most widely used tools for the continuous improvement model is a four-step quality assurance method:

- **Plan:** Identify an opportunity and plan for change.
- **Do:** Implement the change on a small scale.
- **Check:** Use data to analyze the results of the change and determine whether it made a difference.
- **Act:** If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again. (*PDCA Cycle - What Is the Plan-Do-Check-Act Cycle?*, n.d.)

**Superintendent's Entry Plan:** An entry plan will allow me to develop a vision, values, goals and beliefs. It challenges me to research the prospective school/district and staff. The goal of the research is to put me into a position to understand the district, community, students, and myself.

Project Goals:

1. Ensure focus is on instructional improvements and enhancements with the expectation that EVERY child in our school system can and should reach their highest potential.
2. Develop a strong, collaborative and transparent working relationship with the Board of Education.
3. Build positive, collaborative working relationships with students, administrators, teachers and non-certified staff.
4. Create structures and forums to solicit diverse and comprehensive feedback and build a foundation that will foster trusted partnerships with stakeholders in the Newtown community.
5. Gain a deep understanding of the safety, climate and needs of the district to create systems of support and direction for all schools in the district.
6. Assess operational and financial efficiencies and alignment.

**Strategic Plan/Portrait of the Graduate:** The district will begin the process in creating a strategic plan. In essence, strategic planning is the process of setting goals, deciding on actions to achieve those goals, and mobilizing the resources needed to take those actions. A strategic plan describes how goals will be achieved through the use of available resources. Strategic planning requires community support at the school district level, both functionally and legislatively. Newtown Public Schools will use strategic planning to achieve the broad goals of improving student outcomes and responding to changing demographics while staying within the given funding box.

This work will also include creating the district's Portrait of a Graduate. The Portrait of a Graduate serves as a north star for system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, educators, and community stakeholders.

Project Goals:

1. Ensure focus is on instructional improvements and enhancements with the expectation that EVERY child in our school system can and should reach their highest potential.
2. Ensure the overall process is effective and inclusive of all stakeholders.
3. Develop a plan that provides a framework that helps to guide continuous educational improvements that grow student outcomes.
4. Prioritize strategic efforts across different areas including district leadership; teaching and learning; district culture; and recruiting and operations.
5. Engage a diverse group of stakeholders to help district leaders understand stakeholders' perceptions of district performance and identify the needs of the district.
6. Guide stakeholders through each step of the strategic planning process, from setting achievable goals to developing a fully-formed plan.

**Instructional Rounds:** Instructional rounds is a practice adapted to education from the field of medicine. It offers a structure for educators to work together to identify and solve common problems related to learning and teaching. The model has been used within schools, across schools, and across districts to raise the quality of instruction for all students. The instructional rounds process provides a disciplined, collaborative way for schools and districts.

Project Goals:

1. Increase the level of engagement within each classroom.
2. Develop a common understanding of high quality teaching and learning.
3. Foster a collaborative culture that supports learning.
4. Improve climate by stimulating excitement and energy among faculty members. Build instructional coherence and consistency across all classrooms in the district.

**District Budgetary Process :** Building a budget is not just another task; rather, it is the task upon which all other district operations depend. I will focus on the importance of budget-building leadership and maintaining financial accountability and budget integrity.

Project Goals:

1. Develop the budget-building process which will encourage access, involvement, known procedures, representation, communication and documentation.
2. Accentuate and clarify the communication and leadership decision-making systems within the district.
3. Review the management organizational structure and recommend potential improvements.
4. Deliver regular administrative training on the District budget, budget operations, and budget development.
5. Oversee and maintain a budget process that is timely and understandable to the public, including regularly published budget document.
6. Bring accurate information and recommendations to the Board of Education.
7. Develop a wide-ranging coalition of budget support which will provide insight into the budget process.

## ATHLETIC COACHES

It is the policy of the Newtown Board of Education (the "Board") that an athletic coach employed by the Board shall:

1. adhere to all Board policies, rules and regulations
2. shall conduct himself or herself in a professional manner; and
3. service as a role model for students;
4. demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term "athletic coach" means any person holding a coaching permit who is hired by a local or regional board of education to act as a coach for a sport season. This term "coach" under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches who serve as coach to a team (e.g., JV), and the term shall not include other assistant coaches and volunteer coaches.

### Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach's immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

### Employment of an Athletic Coach

Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (e.g., basketball, golf) may be non-renewed or terminated at anytime except as follows.

If the athletic coach has served in the same coaching position for three or more consecutive school years, the following procedures shall apply. The Superintendent may non-renew the employment of any such athletic coach by providing written notification of that action within ninety (90) calendar days of the end of the season. The Superintendent may terminate the employment of any such athletic coach at anytime for 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or 2) because the sport has been canceled. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

## Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Public Act 04-243

**Newtown Public Schools  
Evaluation of Athletic Coaching Performance**

\_\_\_\_\_  
\_\_\_\_\_  
**Name** **Sport**

\_\_\_\_\_  
\_\_\_\_\_  
**Administrator** **Date**

**Directions:**

1. Each statement presented in this form has been worded to represent the expected performance of District's Athletic Coaches. Consistently performing as the statement indicates means that District Expectations are being met.

In completing the self-appraisal, staff members should be guided by the following:

- A. If you feel that you are consistently performing as the statement indicates, you should check "Meets District Expectations."
  - B. If you feel that the statement represents a particular strength for you, check "Strong Characteristics" where appropriate.
  - C. If you feel that the statement represents an area in which you plan to work toward improvement and/or more consistent performance, check "Areas for Concentration."
  - D. If you check a statement either "Strong Characteristics" or "Meets District Expectations" but also plan to concentrate on that area for additional improvement during the next school year, place a second check in the "Areas for Concentration" column.
2. In completing the administrative appraisal, the administrator shall appraise each individual in terms of the total staff for whom he/she has supervisory responsibility.
  3. Use of the comments section by both parties is voluntary but encouraged.

## COACHING STUDENTS OUT OF SEASON

It is the policy of the Newtown Board of Education to follow the CIAC regulations, which do not permit a coach to instruct or otherwise coach individuals on their teams during the off season.

It is the policy of the Newtown Board of Education that if a Newtown coach is coaching a team sport for an organization other than the school system, such as American Legion baseball, that team may only have on it three members of that coach's school team.

Adopted 7/7/98

## **Personnel -- Certified**

### **Evaluation**

#### **Coaches**

There shall be an annual evaluation of all coaches, to be conducted by the athletic director or the coach's immediate supervisor. Each coach shall receive a written copy of the evaluation.

The purposes of evaluation are:

1. To provide a systematic process whereby coaches may increase the effectiveness of their services to the athletic program utilizing the available professional resources.
2. To provide an opportunity for coaches to analyze their strengths and weaknesses, and to discuss objectively the contributions they have made to the athletic program.
3. To provide an opportunity for the administrative staff to analyze the strengths and weaknesses of individual coaches, and to utilize this knowledge to develop supervisory service to assist individuals in developing their competence.
4. To provide an effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of increments, and/or other recommendations to the Board of Education.

It is the responsibility of all administrators, coaches and other professional staff members to recognize that the district schools intend to seek and maintain the best qualified staff to provide quality coaching for student athletes. In keeping with this goal, all personnel are expected to participate fully in the appraisal process.

An integral part of this process is self-appraisal. The self and administrative appraisals include: knowledge of sports area, coaching skills and techniques, attitudes, behavior patterns, values and ethics.

Any coach that has held the same coaching position for three or more years, for which the Board terminates or non-renews the contract shall be informed of the Board's decision within ninety (90) days of the completion of the sport season covered by the contract. The coach may request a written statement from the Board specifying the reason(s) for the Board's action. The statement shall be provided within thirty (30) days of the request. The decision to terminate or non-renew the coach's contract may be appealed by the coach in a manner prescribed by the Board.

The Board may terminate the contract of any coach at any time for reasons of moral misconduct, insubordination or a violation of the rules of the Board or because a sport has been cancelled by the Board.

## Personnel – Certified

### Evaluation

#### Coaches (continued)

#### Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and or/termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

**Personnel – Certified**

**Evaluation**

**Coaches** (continued)

(cf. 2137 – Athletic Director)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

## **Instruction**

### **School Wellness**

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

### **Nutrition Guidelines for Foods in Schools**

Students will be offered and schools will promote nutritious food choices consistent with the current dietary guidelines published by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Nutrition Guidelines for Foods in Schools (continued) Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the District's Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. Students will have access to free drinking water in the cafeterias and throughout the school day. The following link is the CSDE list of acceptable foods and beverages: <https://portal.ct.gov/SDE/Nutrition/List-of-Acceptable-Foods-and-Beverages>

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores, before & after school care and fundraisers. The District shall ensure that

## **Instruction**

### **School Wellness**

all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

### **Reimbursable School Meals**

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

### **Non-sold Foods and Beverages**

Non-sold foods and beverages brought into the schools by students and other persons for school sponsored events shall comply with federal nutrition standards.

### **Physical Education Guidelines in Schools**

Schools will support and promote an active lifestyle for students. Physical education is taught in all grades by state certified and endorsed educators and is in alignment with state physical education standards. Physical and Health educators will be given relevant and specific professional development opportunities each year. The curriculum will be standards based, developmentally planned and sequentially delivered. The curriculum will foster the development of movement skills, enhance health related fitness, increase students' knowledge, offer direct opportunities to learn how to work cooperatively in a group setting and encourage healthy habits and attitudes for a healthy lifestyle.

### **Monitoring**

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation.

## **Instruction**

### **School Wellness**

#### **Monitoring (continued)**

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy. The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

#### **Community Input**

The District will establish a Wellness Committee to provide opportunities for suggestions and comments regarding the development, implementation, periodic review and improvement of the School Wellness Policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators and the public. The Wellness Committee will meet two to three times per year, and as needed, to review and discuss health and wellness topics relevant to the school community.

#### **Evaluation of Wellness Policy**

In an effort to measure the implementation of this policy, the Board of Education designates the Superintendent or his/her designee as the person who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years. The District will make available to the public, the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

**Instruction**

**School Wellness**

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes  
10-16b Prescribed courses of study.  
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.  
  
10-221 Boards of education to prescribe rules, policies and procedures.  
10-215a Non-public school participation in feeding program.  
10-215b Duties of state board of education re: feeding programs.  
10-216 Payment of expenses.  
10-215e Nutrition standards for food that is not part of lunch or breakfast program.  
10-215f Certification that food meets nutrition standards.  
10-221o Lunch periods. Recess.  
10-221p Boards to make available for purchase nutritious, low-fat foods.  
10-221q Sale of beverages.  
Regulations of Connecticut State Agencies  
10-215b-1 Competitive foods.  
10-215b-23 Income from the sale of food items.

**Instruction**

**School Wellness**

National School Lunch Program and School Breakfast Program;  
Competitive Food Services. (7 CFR Parts 210.11 and 220.12,)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law  
108-265

Nutrition Standards in the National School Lunch and School Breakfast  
Programs, 7 CFR Parts 210 & 220

Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751

Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)

School Breakfast Program, 7 C.F.R. Part 220 (2006)

National School Lunch Program or School Breakfast Program: Nutrition  
Standards for All Foods Sold in School (Federal Register, Vol. 78, No.  
125, June 28, 2013)

Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted:

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

## Instruction

### School Wellness

#### Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- ~~Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and~~ Nutrition Education Curriculum will be comprehensive and sequential and will be integrated into other classroom content areas, as appropriate, including education on agriculture and the food system. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks

#### Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education is taught in all grades by state certified and endorsed educators and is in alignment with state physical education standards. Physical and Health educators will be given relevant and specific professional development opportunities each year. The curriculum will be standards based, developmentally planned and sequentially delivered. The curriculum will foster the development of movement skills, enhance health related fitness, increase students' knowledge, offer direct opportunities to learn how to work cooperatively in a group setting and encourage healthy habits and attitudes for a healthy lifestyle.
- All students will be required to engage in the District's physical education program unless formally exempt.
- All students in grades K-6 will have at least 20 minutes of recess daily in addition to physical education.
- Staff will not use activity or withhold activity as a punishment or a classroom management tool (i.e. assigning laps or pushups or withholding recess)
- Physical activity breaks in addition to opportunities for students and families to participate in before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.

## Instruction

### School Wellness

#### Goals for Physical Activity (continued)

- The district will maintain agreements with Newtown Parks and Recreation and with other community organizations to allow use of school facilities and grounds when school is not in session.
- Schools will work toward promoting sixty minutes of physical activity daily for students.
- ~~Schools will work toward promoting the benefits of wellness opportunities for all staff.~~
- Schools will promote wellness opportunities for staff. In cooperation with local organizations, reduced rates for fitness classes and technology assisted programs will be offered. School fitness equipment will be available to staff before or after school.

#### Goals for Social-Emotional Wellness

- A comprehensive, school-wide system of social-emotional learning and behavioral supports will be offered K-12.
- Research based programs that support social-emotional development will be implemented and provided K-12

### Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day, including marketing on school equipment, in educational materials, on vending machines and near food purchasing areas, will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

### Communication of Wellness

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board’s website. This availability shall include the policy, including any updates to and about the wellness policy and

**Instruction**

**School Wellness**

**Communication of Wellness (continued)**

the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

Regulation adopted:

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

## **Suggestions for Creative & Fun Fundraising**

- Gift wrapping
- Fun runs
- Walk a thons
- Bike a thons
- Jump rope a thons
- Rent a teenager (rake leaves, water gardens, mow lawns, walk a dog)
- Car wash
- Singing telegrams
- Talent show
- Read a thons
- Spelling bees
- Science fairs
- Carnivals
- Recycling cans/bottles
- Garage sales
- Sell items with school logo
- Bowl-a-thon
- Skate night
- Auction
- Treasure hunt
- Penny wars

### **Resource Ideas**

[www.creativelearning.cc](http://www.creativelearning.cc)

[www.123fundraising.com](http://www.123fundraising.com)

[www.fundraisingdepot.com](http://www.fundraisingdepot.com)

[www.partnerforkids.com](http://www.partnerforkids.com)

[www.giftfriends.com](http://www.giftfriends.com)

[www.ptoideas.com](http://www.ptoideas.com)

[www.actionforhealthkids/resources/files/healthyfundraisers-for-schools.pdf](http://www.actionforhealthkids/resources/files/healthyfundraisers-for-schools.pdf)

[www.fundraisingfruit.com](http://www.fundraisingfruit.com)

[www.citrusfruit.com](http://www.citrusfruit.com)

## **Food Free Birthday Celebrations**

- Birthday child selects book to donate to the library. Their name and picture goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom “leader” for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads “book” to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child brings in special gifts to share with classmates (e.g. pencils, stickers, notepads, erasers etc.)
- Birthday child’s name is announced over the school PA system or at “All School Meeting.”
- Birthday child’s name is announced at lunch in cafeteria and everyone sings “Happy Birthday To You.”
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time.

## Ideas for Alternatives to Using Food as a Reward

### Elementary Schools

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with Teacher or Principal
- Eat lunch outdoors with class
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, or bookmarks
- Certificates
- Fun Video
- Extra recess
- Walk with Teacher or Principal
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, or desktop tents)
- Dance to favorite music in class
- Paperback book
- Show and Tell
- Bank system – Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Read outdoors or enjoy class outdoors
- Extra Art time
- Have “Free Choice” time at the end of the day or end of class period
- Listen to headset to a book on tape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

### **Middle School Students**

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- ~~Reduced homework or “no homework” pass~~
- ~~Extra credit~~
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Eat lunch outside or have class outside

### **High School Students**

- ~~Extra homework or bonus points~~
- Fun video
- ~~Reduced homework~~
- Late homework pass
- Donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards

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

Minutes of the Board of Education meeting held on September 20, 2022, at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	6 Staff
J. Kuzma	25 Public
J. Larkin	
A. Plante	
K. Kunzweiler	
D. Godino	

Ms. Zukowski called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance.

Mr. Cruson noted that there should be a second read on Policy 4118.237/4218.237/5141.8 for face masks.

MOTION: Mr. Cruson moved to add to old business a second read and possible action on the face mask policy to be rescinded. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Public Participation

Pete Sandler, 4 Far Horizon, the chief shop steward for the bus driver's union, presented a thank you card to the Board from the drivers who were touched by the Board's effort to retain drivers in Newtown. He also shared that All-Star gave all drivers a pay raise.

Item 3 – Consent Agenda

MOTION: Mrs. Larkin moved that the Board of Education approve the consent agenda which includes the correspondence report. Mr. Ramsey seconded. Motion passes unanimously.

Item 2 – Celebration of Excellence

Dr. Longobucco spoke about two of her staff members receiving awards. Judy Watts was named Paraprofessional of the Year. She began as a substitute for two years, became a para in 2006, and has worked at Newtown High School the last eight years. Judy is hardworking and dedicated to her students and provides a safe and nurturing environment. Amy Deeb was named Teacher of the Year. She is a dedicated, caring, passionate teacher and an expert in her area. She was hired in 2004 as a social studies teacher at Newtown High School and currently leads the social studies department. Amy is a brilliant teacher who challenges her students and pushes them to open their minds and see all viewpoints. She has shaped thousands of Newtown graduates.

Item 5 – Reports

Chair Report: Ms. Zukowski thanked the Board for their dedication to students and staff. The Newtown Historical Society is hosting an open house at the Little Red Schoolhouse at Middle Gate School and are dedicating a tree they planted in honor of former Town Historian Dan Cruson. She and Mr. Melillo are hosting a community discussion called "Let's Talk" to engage parents in a conversation about the start of school.

Superintendent's Report: Mr. Melillo noted that today was IT Professionals Day. Hispanic Heritage Month started September 15. He attended the Middle Gate Ice Cream Social last week as well as the middle school PTA meeting last Wednesday with Mrs. Kuzma and Mr. Ramsey. The Western Connecticut Superintendent's Association met on Friday to discuss school safety. Mark Pompano also attended and we shared some of the best practices in Newtown. The State of Connecticut released an HVAC grant this week and we plan to apply. We have begun to remind families that the free and reduced lunch applications need to be submitted by October 12.

#### Committee Reports:

Mr. Cruson noted that the Policy Committee met last Wednesday and discussed tonight's policies and are continuing to work on our personnel policies.

Mrs. Larkin reported on the CFF meeting last week with an update on the Hawley HVAC project which is on time and on budget. There was also an update on the status of the Town building and inventory work group being set up. The high school roof top units were discussed as well as the new field.

Mrs. Plante said the DEI Sub-committee met twice and discussed the coordinator job description. This completes the charge we were given September 6.

Mr. Ramsey reported on the Communications Subcommittee and spoke about the future District Highlights which will be about maintenance and facilities.

#### Student Reports:

Ms. Kunzweiler reported that rehearsals are being held for the high school fall drama "Almost Maine." The back field renovations have been completed. College rep visits are beginning as seniors plan for the application season.

Mr. Godino spoke about open house night and the high school band and color guard performance September 10 placing first in the US Band's Class 2 Open division. He also noted that many students took part in the Town arts festival.

#### Financial Report:

Mrs. Vadas presented the financial report.

MOTION: Mrs. Larkin moved that the Board of Education approve the financial report for the month ending August 31, 2022. Mrs. Plante seconded. Motion passes unanimously.

#### Item 6 – Presentations

##### Chartwells Food Service:

Jamie Davies, District Manager, and John Morris, Director of Dining Services, spoke about their food service program.

Mrs. Kuzma asked if there was a way they communicated information to parents.

Mr. Davies said they do a monthly newsletter and also include information in the principals' newsletters as well as on social media.

Mr. Vouros suggested that they be in touch with the principals on a weekly basis to work on students having enough time to eat. He also suggested walking down with A-wing students in the middle school to see how long it takes to get to the cafeteria, get served, and be able to eat.

Mr. Davies said the cafeterias are very crowded. We are short staffed right now but there are improvements coming.

Ms. Zukowski asked if there is a student with allergies could parents speak with them.

Mr. Davies said usually a parent reaches out to the school nurse and sets a meeting with him or Mr. Morris. We take precautions by putting student information with the cashier. The USDA has a protocol in place that this information goes to the nurse. We also notify our staff.

Mr. Vouros said the middle school has a kitchen science course which would be a good place to present to a class or work with the teacher once a month. He asked if the other high school cafeteria next to the culinary department could be an alternate place to buy lunch.

Dr. Longobucco said it was.

Mr. Morris said that right now staff is a challenge but he hopes to have the same food there as in the downstairs cafeteria.

### Item 7 – Old Business

DEI Coordinator:

Mrs. Plante said the top section of the statement reflects the current policy and the bottom lists Mr. Melillo's tenets. The DEI Committee kept it brief and straightforward.

Mr. Ramsey felt that as the new coordinator starts we should identify what we need to do, how we are going to do it, and how we will be able to determine if it's been done.

Mr. Vouros assured him that it will all pass through the Curriculum and Instruction Committee.

Ms. Zukowski said the list of groups is based on state and federal regulations which tend to change. If there is a concern she wants it to go back to the committee and reference our Policy 0523. She noted a couple of typos and slight editing in terms of law changes.

Mr. Cruson said it's a guidance document so there is no reason to hold up the process. This language doesn't need to be prepared like our policies do and he trusts Mr. Melillo and Mrs. Uberti will make sure whoever takes the role will be familiar with this.

Ms. Zukowski asked that it be posted on the website after being edited.

Mrs. Plante agreed. They wanted a common vision statement and agrees with Mr. Cruson so we can move forward to fill the position.

Policies for Second Read:

MOTION: Mrs. Larkin moved that the Board of Education approve Policy 5141.22 Communicable/Infectious Diseases. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Larkin moved that the Board of Education approve Policy 4118.13/4218.13 Conflict of Interest. Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mrs. Larkin moved that the Board of Education approve Policy 4118.211 Retaliation and Whistleblowing. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mrs. Larkin moved that the Board of Education approve Policy 4118./237/4218.237/5141.8 Face Masks. Mr. Cruson seconded. Motion passes unanimously.

### Item 8 – New Business

First Read of Policies:

Mr. Cruson explained that Policies 4-106.1 Athletic Coaches and 4-107 Coaching Students Out of Season are to be rescinded. Policy 4-115.3 Evaluation of Coaches takes their place. Policy 6142.101 School Wellness was worked on with Anne Dalton and the Health and Wellness Subcommittee.

2023-2024 Budget Calendar:

MOTION: Mrs. Larkin moved that the Board of Education approve the 2023-2024 Budget Calendar. Mr. Cruson seconded.

Mrs. Vadas noted the meeting with the public hearing is short and suggested moving it to the same night as the budget adoption.

MOTION: Mr. Cruson moved to amend the draft calendar to put the elementary, Reed and middle school discussions on January 19 and move each subsequent meeting to the next day and combine the public hearing with adoption of the budget on January 31. Mr. Ramsey seconded. Motion passes unanimously.

Mrs. Zukowski said we have the opportunity of stretching this out depending on the Charter revision in December. If it passes that the Board of Finance will not play a role, we have until February 21 which gives us an extra week. She request indicating on the calendar that this was subject to change depending on results of the referendum.

Main motion as amended passes unanimously.

Budget Assumptions and Priorities 2023-2024:

MOTION: Mrs. Larkin moved that the Board of Education approve the 2023-2024 Budget Assumptions and Priorities. Mrs. Plante seconded. Motion passes unanimously.

Minutes of September 6, 2022:

MOTION: Mrs. Larkin moved that the Board of Education approve the minutes of September 6, 2022. Mr. Cruson seconded. Motion passes unanimously.

#### Item 9 – Public Participation

Alison Scaglione, 8 Hickory Lane, has a child in the pre-school program at Head O'Meadow School and spoke about the flood in the child's classroom over Labor Day weekend and that parents were not informed. She is worried about the room because of mold and peeling paint. She wants the Board to create a safe space for these children.

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

#### Item 10 – Adjournment

The meeting adjourned at 8:48 p.m.

Respectfully submitted:

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Donald Ramsey  
Secretary