

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education special meeting on November 4, 2015 in the Reed Intermediate School library at 7:00 p.m.

| | |
|------------------------|---------------|
| K. Alexander, Chair | J. Erardi |
| L. Roche, Vice Chair | J. Davila |
| K. Hamilton, Secretary | R. Bienkowski |
| D. Leidlein | 50 Public |
| J. Vouros | 4 Staff |
| D. Freedman (absent) | 2 Press |
| M. Ku | |

Mr. Alexander called the meeting to order at 7:02 p.m.

MOTION: Mrs. Roche moved that the Board of Education go into executive session for a K-12 security update and invited Dr. Erardi, Jean Davila, Ron Bienkowski, Mark Pompano, Michael Grieder, and Brendan Cotter. Mrs. Leidlein seconded. Motion passes unanimously.

Item 1 – Executive Session

The Board came out of executive session at 7:40 p.m.

Item 2 – Pledge of Allegiance

Mr. Alexander spoke about Mrs. Roche's qualities as a Board member as this was her last night. She worked to improve the Reed transportation issue with arrival times and has always been there for the students.

Mrs. Ku said Mrs. Roche has been a great example of a person who was all in as a Board member and dedicated to the district.

Mr. Vouros expressed similar attributes for Mrs. Roche and thanked her for her service to the district and community.

Mrs. Leidlein described her as feisty and courageous and appreciates what she has done for the community and students.

Ms. Hamilton wished her luck on her new vacation.

Mrs. Roche was thankful for the opportunity to serve and the work done has been rewarding. She appreciates the work and efforts made by everyone as well as Mr. Alexander's leadership. She thanked Dr. Erardi for all of the hours he has given and can never give enough thanks for his commitment. She thanked Mr. Bienkowski for his much appreciated hard work. She wished good luck to Mrs. Davila in her new position and thanked the students for being part of the Board. She also thanked Kathy June for her work with the Board.

Dr. Erardi thanked Mrs. Roche for her dedication. She also thanked her family for their support.

Item 3 – Celebration of Excellence

Dr. Erardi introduced Guy Bacon who wrote a book regarding his experience with therapy dogs entitled "The Dogs of Newtown" which was recently published. He is a kind, intelligent, humble and courageous young man. Copies of his book were shared with the Board.

Item 4 – Consent Agenda

MOTION: Mrs. Ku moved that the Board of Education approve the consent agenda which includes the minutes of October 20, 2015, the donation to Newtown High School, the

resignation of Maria Cristina Kelderhouse, and the correspondence report. Mr. Vouros seconded. Motion passes unanimously.

Item 5 – Public Participation

Karyn Holden, 68 Berkshire Road, said that Mrs. Roche would be missed and appreciated service. Regarding Chartwells, she encouraged the Board to look more closely at the elementary food to improve the lunches as they are also selling snacks such as Pop Tarts and Doritos. Regarding the email and text on social media, Mr. Freedman admitted leaking information. He did not apologize for his actions. He said he didn't supply it to a town employee so someone else is involved. He did not adhere to the core attributes. This is unethical. This should not be dropped as more are involved. Bring respect and integrity back to Newtown.

Laura Terry, 64 Robin Hill Road, thanked Mrs. Roche for her service. She also spoke about the release of information and the approval for the Board to have an investigation. She requested information under FOIA. How did Carey Shierloh receive this email? Mrs. Shierloh also posted a text message from Ms. Hamilton followed by the private email. Mr. Freedman did not apologize to the Board or Dr. Erardi.

Item 6 – Reports

Chair Report: Mr. Alexander thanked Mrs. Ku for being the CABE representative on the State task force regarding food allergies.

Superintendent's Report: Dr. Erardi attended the Newtown Education Foundation meeting this week where there is wonderful leadership with young and intelligent members eager to assist. This Saturday he will be the Board representative in Hebron for a young student who put together a Sandy Hook memorial garden for his Eagle Scout project. The National Honor Society will have an induction ceremony on November 10. The next community forum is December 16 at 7 PM in the high school lecture hall. The topic will be around alternative programming.

Newtown High School Representatives:

Rilind Abazi reported on Spirit Week which included hall decorating and the pep rally. Monday the homecoming dance was attended by 650 students. He thanked Mrs. Roche for her support and wished her the best.

Kayla Disibio spoke about various sporting events with the Unified Sports soccer team playing New Milford Friday. Our diving team is the SWC diving champs and the field hockey team will be playing in the State tournaments.

Committee Reports:

Mrs. Ku said the Curriculum and Instruction committee met last Friday and discussed the pilot program policy and class size data.

Ms. Hamilton said the finance committee met to discuss the Chartwells amendment.

Mrs. Ku said she attended the School Based Health Center meeting. They would like to give the Board an update after January.

Mr. Alexander mentioned the tabletop exercise held October 29. Mrs. Ku attended also. Our school district and town are very well prepared for emergencies.

Dr. Erardi said this continues to be a work in progress. As a school district he is convinced that we lead the state in preparedness with fire, dispatch and emergency teams.

Item 7 – Old Business

Grade 3 and Grade 4 Social Studies Curricula:

MOTION: John Vouros moved that the Board of Education approve the grade 3 and grade 4 social studies curricula. Mrs. Roche seconded.

Mrs. Davila spoke about the summary of changes in these curricula which Ms. Hamilton said was extremely helpful and appreciated.

Motion passes unanimously.

Chartwells Food Service

MOTION: Ms. Hamilton moved that the Board of Education approve the Chartwells Food Service Amendment One effective October 31, 2015. Mrs. Roche seconded. Motion passes unanimously.

Mr. Bienkowski said this has gone through the State of Connecticut regarding issues in how they have been approving food service contracts across the state. This is the final which the State has approved. The two main changes are that the food company will absorb any losses as a result of decreasing sales this year with a guaranteed profit of \$100 for the 2015-2016 year with any losses covered by their administrative fees. The other provision is on how the equipment investment made over the last two years will be paid for if we terminate the contract or have to go out to bid again. Last year's contract is still valid for five years with a one year amendment each year. Two provisions were stricken which include the scholarship for students going into a food service management career and the other is regarding the nutrition program which they paid for. The federal government didn't want them in a contract. This amendment goes through end of this school year.

Ms. Hamilton asked if the State will have us go out to bid.

Mr. Bienkowski said the first priority is to get the contract to them and then find out if we have to go out to bid. If that's the case, we will use the State bid template.

Mrs. Ku said part of contract is to have parent input in the menu selection.

Mr. Bienkowski said we can schedule a presentation by Chartwells. We have a dietician on staff and parents are welcomed to call her anytime. He will also share Mrs. Holden's comments with them. Parents will be notified when those meetings will be held.

Mr. Vouros asked if parents know what their children buy at the elementary level.

Mr. Bienkowski said they know what they buy but was not sure if it lists what type of snack.

Mr. Vouros said years ago we had home-cooked meals and then changed companies where the concern became how much money was being made so snacks were added.

Motion passes unanimously.

Item 8 – New Business

K-8 Gifted Program:

Mrs. Davila introduced Dr. Sherry Earle and Kate Magnass for a review of the K-8 gifted program. Dr. Earle spoke about staffing the program in the district. The suggestion was made to change the name to Project Challenge which reflects expanded services in the gifted program. There was also a change in the identification and gifted screening timeline this year. Parent education classes have also been added. This year eighth grade students took the PSAT which allows us to get their answers and see where they are. She and Mrs. Magnass also taught creativity lessons in each fourth grade class.

Dr. Erardi said there was a framework at a minimal standard. The teamwork of Dr. Earle and the teachers has been wonderful along with the passion they brought to students.

Ms. Hamilton asked how parents were being informed on identification and if a child has to be recommended to take the test in third grade.

Dr. Earle said we are communicating with parents in a timely manner and all third graders will be tested.

Mrs. Davila thanked them for their dedication.

Newtown Federation of Teachers Contract:

MOTION: Mrs. Leidlein moved that the Board of Education approve the ratified Newtown Federation of Teachers contract for the period July 1, 2016 through June 30, 2020. Mrs. Roche seconded.

Mrs. Leidlein said she was proud to be a member of the negotiating team. It was a very fair contract.

Mrs. Ku said it allowed for very good discussion and feels good about it.

Ms. Hamilton felt the same. Everyone was all in to reach a resolution.

Motion passes unanimously.

Memorandum of Agreement with Newtown Federation of Teachers:

MOTION: Mrs. Roche moved that the Board of Education approve the Memorandum of Agreement with the Newtown Federation of Teachers regarding lesson planning and communication. Mr. Vouros seconded.

Dr. Erardi said this MOA is the opportunity for administrators with the executive board of the NFT to drill down on the lesson planning and communication to students and parents. There needs to be thoughtful and lengthy conversation on these issues. This offers management rights on both issues.

Motion passes unanimously.

Minutes of October 26, 2015:

MOTION: Mrs. Roche moved that the Board of Education approve the minutes of October 26, 2015. Mrs. Leidlein seconded. Vote: 5 ayes, 1 abstained (Ms. Hamilton)

Discussion and possible action on disclosure of Board communications:

Mr. Alexander said we had a Facebook post which included an attorney privileged item.

Someone posted it because they thought it should be public. The release of that document concerned the Board. If Board members have concerns they should come to the Board or to

Dr. Erardi. We discussed the issue at our special meeting where we decided to hire an

investigator to see how this had come about. He asked members to come forward. The next day a Board member took responsibility. That acceptance of responsibility was sufficient

enough to hold off hiring an investigator. He made a request that the member call back any messages that were sent out with this private information. That is being attempted and he

asked they be delivered to him as the chair. He was told there are no documents. This leaves us with what to do next.

Mrs. Roche stated that we did not receive an email from Mr. Freedman saying he did not release it.

Mr. Alexander said one of the FOI requests specified if there was a release of information from that member to Carey Shierloh. The response from him it that it was not released to her.

Mrs. Leidlein feels Mr. Freedman's statement was not taking responsibility but his actions sending it out and not answering the questions being asked of him are wrong. Her biggest concern is that he has led us to believe that there were additional people the document was shared with. We need to ascertain that information. She wondered why other boards were not questioning the members of their groups because the messages were posted in a stream with other board members who were part of this. She encouraged people to hold members of their boards accountable.

Mr. Alexander said the Board of Selectman has made public comment. They held a meeting two nights ago and referred this to the Ethics Commission as she is a town employee.

Mrs. Leidlein was referring to the chairs of the other boards having other meetings.

Mrs. Ku said there was an implication that an FOI complaint had been filed and people would take the findings to heart. Has there been one filed on these which are alleged to be incorrect?

Mr. Alexander said none were filed with the FOI Commission. They only take direct requests but anyone can ask them questions any time.

Mrs. Roche said this Board has worked on trust the past two years. Mr. Freedman's actions have damage the Board even though he said he didn't do it. We had a meeting and two members didn't attend. It's embarrassing to release something about our superintendent's contract. At no time did he complain of wrong doings prior to releasing this information. He never shared his issues. She asked if the text message came from Ms. Hamilton's phone and how Mrs. Shierloh got it.

Mr. Alexander said the text message is available under FOI but it is inappropriate to give out that information. The concern is we have a lack of trust.

Mrs. Roche asked Ms. Hamilton how the text message got from her cell phone to Carey Shierloh.

Mr. Alexander said that he will not conduct this investigation. The Board can decide on an investigator.

Mr. Vouros said if the text came from Ms. Hamilton's phone she should admit it. This is transparency.

Ms. Hamilton said the text message is what Mr. Alexander sent to the Board and she shared it with other people. After Mr. Alexander sent that message and another email about the superintendent's salary negotiations she asked him to refrain as he was starting an online meeting. She would like to move forward and wants the newly seated Board to go through FOI training. If the Board wants to move this forward we should go to the Board of Ethics. Our Board doesn't have a defined process for an investigation.

Mr. Alexander said he prefers to not go over specific items of evidence. He takes responsibility for sending out the original text message which did entice Board members to respond but did not intend for members to respond. He apologized for that mistake. He is concerned it was shared rather than managed through other means.

Mrs. Roche said Ms. Hamilton admitted she shared the text message with other people but would not share with whom. Other boards have tried to micro manage the Board of Education. There are people trying to stop us from being equal at the table.

Mr. Alexander said that Mr. Freedman did not attend tonight's meeting because he was not feeling well. The discussion needs to be what we can do now. We can go through the Board of Ethics or discuss further.

Mrs. Ku said she was not sure the Board of Ethics covers dealing with the release of confidential information. We are called upon to rule on student behavior, grievances, contract negotiations, etc. and wondered why the Board members hadn't followed process to air a grievance.

Mr. Vouros thanked Ms. Hamilton for admitting it was her phone. The next step is to find out whom all of this information went to but more importantly why it was necessary to send to other people.

MOTION: Mr. Vouros moved to continue to hire an investigator as discussed at the previous meeting. Mrs. Leidlein seconded.

Mrs. Roche said the RTC secretary posted it on social media. She can tell us. A Board member can tell us right now. Why hire an investigator when we can solve this now.

Mrs. Ku said the Board of Selectman moved that this be moved to the Board of Ethics. She wondered what we would find from an investigation to add to that.

Mr. Vouros said if the Board of Ethics comes to us who has answers for them. We need to investigate as a Board of Education and provide it to the Board of Ethics.

Mrs. Leidlein asked for guidance from Attorney Mills regarding an investigator who would find out who received the information.

Mrs. Roche said Board members need to save emails for two years.

Mrs. Leidlein said this should be done expeditiously.

Ms. Hamilton said she shared the text message months ago but did not share it with Mrs. Shierloh. She stated that it was debatable that the attorney-client privileged information was really privileged information. We should be focusing on Board procedures and not having meetings with not all Board members in attendance. Going to the Board of Ethics is the right place.

Mrs. Leidlein called the motion.

Vote: 5 ayes, 1 nay (Ms. Hamilton) Motion passes.

Mr. Alexander will get back to the Board with information on an investigator.

MOTION: Mrs. Roche moved to discuss the behavior of Board member Kathy Hamilton in public session. Mrs. Ku seconded.

Mr. Alexander said the Board could vote to have the meeting in public but if the Board tried to have the meeting in private, the Board member would have the option to have it in public.

Ms. Hamilton asked to investigate whether this it is proper for public or executive session.

Vote: 5 ayes, 1 nay (Ms. Hamilton)

MOTION: Mrs. Roche moved to discuss the behavior of Board member David Freedman in public session.

Mrs. Roche said the Board chair would seek guidance from counsel as to how to move forward.

Mr. Vouros seconded.

Mr. Alexander said we can discuss the behavior of a Board member but it will only apply to those who continue being on the Board. He will research this if the discussion leads to a referral to the Board of Ethics.

Vote: 5 ayes 1 nay (Ms. Hamilton)

Mrs. Ku stated that people think we don't do things correctly. She asked what Board members should do if they think something is not being done properly.

Mr. Alexander said anyone can contact the FOI Commission, Dr. Erardi or him to discuss any concerns.

Item 9 – Public Participation

Laura Terry, 64 Robin Hill Road, said we know Ms. Hamilton shared the email. The concern is that she won't share with whom and why. Two board members are reporting to other people. This supports an investigation. How can she find out if it's an attorney-client privileged document? She was looking for information on the NFT contract because someone from the Legislative Council last week spoke in public about the salaries in this contract.

Nancy White, 14 Butternut Ridge, wants the investigation followed through with David Freedman. Some people move from board to board. She wants Mr. Freedman and Ms. Hamilton investigated.

Erin Misota, 10 Grand Place, said disclosure has affected the integrity of the Board. You have to get back to focusing on our children.

Kate Mara, 5 Highview Drive, wanted to confirm the tabletop exercises are not done in the schools. Regarding the sharing of information, we can't move on until this issue is resolved. Hire an investigator and hold the guilty accountable. She is embarrassed and feels sorry for Dr. Erardi.

Karyn Holden, 68 Berkshire Road, confirmed what Laura Terry said that the Legislative Council member last week shared what teachers will receive. We need to focus on this fantastic school system. She appreciates the work of Dr. Erardi and the majority of this Board.

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

Item 10 – Adjournment

The meeting adjourned at 10:20 p.m.

Respectfully submitted:

Kathryn Hamilton
Secretary

October 26, 2015

TO: Dr. Erardi

FROM: Lorrie Rodrigue

Please accept the donation of a 1985 Mercedes Benz 190e, VIN:
WDBDA24C8FF124942 at an estimated value of \$1,000 from Mr. Kordish, 4
Lone Oak Meadows, Sandy Hook, CT 06482

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

Thank you.

Encl.

L. Rodrigue



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

Resignation

Kelderhouse, Maria <kelderhousem@newtown.k12.ct.us>

Tue, Oct 27, 2015 at 8:18 PM

To: Suzanne Deramo <deramos@newtown.k12.ct.us>

Cc: Lorrie Rodrigue <rodriguell@newtown.k12.ct.us>, Jaime Rivera <riveraj@newtown.k12.ct.us>

Dear Dr. Deramo;

After careful consideration I have decided to resign my position as Spanish Teacher at Newtown High School effective November 10, 2015. I really thank you for this opportunity to work in your district.

Sincerely,

Maria Cristina Kelderhouse

BOE Communications Report, 11/04/2015
 Kathy Hamilton, Board of Education Secretary

| From | Date | Description |
|----------------------|------------|---|
| Carla Kron | 10/20/2015 | HS WiFi |
| Jacob Shamsian | 10/20/2015 | Story about Newtown students for Business Insider |
| Kristen Bradley | 10/21/2015 | School Calendar |
| Joe Erardi | 10/22/2015 | Teachers Contract |
| Leigh Anne Coles | 10/22/2015 | You're Invited |
| Jean M. Evans Davila | 10/23/2015 | Social Studies Grades 3/4 Executive Summary |
| Wolfgang Halbig | 10/23/2015 | Conditions of SHS Prior to Tragedy |
| Keith Alexander | 10/23/2015 | BOE Information on Facebook |
| Wolfgang Halbig | 10/25/2015 | Conditions of SHS Prior to Tragedy |
| Susan and John Muir | 10/26/2015 | Posting Homework to Teacher Sites on Myschooldesk.net |
| Keith Alexander | 10/27/2015 | Statement about email release |
| Wolfgang Halbig | 10/29/2015 | SHS Tragedy |
| Robin Fitzgerald | 10/29/2015 | Your Resignation |
| Michele Assante | 10/29/2015 | Remove David Freedman and Investigate Further |
| Laura Terry | 10/29/2015 | FOIA Requests |
| Laura Terry | 11/1/2015 | Request |
| Laura Terry | 11/1/2015 | Request |
| Michele Assante | 11/2/2015 | FOI Request |
| Corinne Grandclement | 11/3/2015 | book little zebra is gifted |
| Joe Erardi | 11/3/2015 | Requested Information |
| Roy Gagne | 11/4/2015 | Registration |

Administrative Report

Wednesday, November 4th

1. **Newtown Education Foundation** (Attachment #1)
2. **Unified Sports – NHS** (Attachment #2)
3. **Eagle Scout Court of Honor** (Attachment #3)
4. **National Honor Society - Tuesday, November 10th**
5. **Community Forum – December 16th - 7:00 p.m.**
 - a. **Alternative Programming**

Joseph C. ...
11/4/15

Newtown Education Foundation

MISSION:

The mission of the Newtown Education Foundation is to enrich the learning experience for our students by promoting innovation and creativity through collaboration with the community.

PURPOSE:

The Newtown Education Foundation is a non-profit, tax-qualified corporation organized to promote and support innovative education programs for the benefit of students in the Newtown Public School system.

VISION:

Innovation within the schools - Recognizing innovation within the schools by honoring in-town grants that serve as a catalyst to inspire critical and creative thinking of Newtown students.

Creative opportunities for both students and teachers - Fostering creativity by financially supporting unique educational projects for students as well as professional development for teachers.

Collaboration with the Community - Increase the awareness of the value of education to the community; while supporting schools through businesses, civic groups and residents of Newtown.

WHAT ARE THE NEF ACTIVITIES PLANNED TO ACHIEVE THE MISSION?

- Create an in-town grant application process in which schools and/or classrooms can apply for funding of unique educational programs and projects
- Equip the Newtown Public School system with the latest in education technology
- Enrich children's lives by offering support of the music and arts programs
- Inspire students through recognition and scholarship opportunities
- Invest in the best training and development programs for our educators
- Recognize teachers for successful and inventive projects in the classroom

HOW WILL NEF SUPPORT THESE ACTIVITIES?

- Execute the foundation efforts and events via volunteerism and partnerships with community organizations
- Complete thorough external research on the latest educational technologies
- Complete thorough external research on available training and developmental programs for educators
- Learn from and partner with neighboring town's existing educational foundations
- Offer and promote new innovative programs to the Newtown Public Schools
- Raise financial support through specific fundraising events and unique programs within the community
- Raise financial support through direct mail and social media communications as well as annual appeals
- Raise financial support through external grant applications



November 1, 2015

Dear Dr. Erardi,

You are cordially invited to the first ever Newtown Unified Soccer Home Tournament. It will be held on Wednesday, November 4th. The Blue Heat have worked long and hard to improve their skills and abilities this season, and are ecstatic to showcase them to the community at the Newtown Youth Academy.

The ceremonies will commence at 3:00 with an estimated end time of about 5:30. There will be a brief halftime show full of dancing and a performance by the Varsity Dance Team. After the games, food and drinks will be served to all the participants, and medals will be awarded to everyone.

We would be honored to have you there as a special guest, as you mean so much to this community and to our Unified Program.

With great regards,

A handwritten signature in cursive script that reads "Allison Morrill".

Allison Morrill, student-coach
& NHS Unified Blue Heat



*You are Cordially Invited to an
Eagle Scout Court of Honor
for
James Joseph Potticary*

Kindly RSVP by November 2, 2015

To: Debby or Richard Potticary

860-530-1110

Saturday

November 7, 2015

3:00PM

*At 2:15 there will be a Dedication
Ceremony for the Sandy Hook
Memorial Garden at Burnt Hill Park
(148 East St. Hebron, CT)*

Reception immediately following ceremony

*Hebron Lion's Fairgrounds- Lions
Banquet Hall*

347 Gilead St. (Rt. 85) Hebron, CT

BOE EXECUTIVE SUMMARY: GRADES 3 AND 4 SOCIAL STUDIES CURRICULUM REVISION

PART I: BASIC ELEMENTS OF COMPARISON

| | EXISTING CURRICULUM | REVISED CURRICULUM |
|----------------------------|--|--|
| PUBLICATION DATE | 15+ years old Grade 3: BOE approved in 2000 Grade 4: BOE approved in 1997 | Request for BOE Approval: November 4, 2015. |
| STANDARDS | Based on outdated Social Studies content standards. | Aligns with newly adopted CT Social Studies Framework (2015); includes Common Core English Language Arts (ELA) Standards for integration with Readers Writers Workshop model in grade 3 where Social Studies is not a stand-alone course. |
| PACING | Not provided. | Curriculum includes Pacing Guides to indicate approximate number of weeks for instruction of each unit. This allows teachers a better environment for co-planning of shared experiences, resources, and development of common assessments for learning. |
| CURRICULUM MODEL | Based on outdated curricular model which is limited to Content Standards, Learning Objectives, Suggested Activities and Assessments. | Structured on Concept-based Curriculum Model. Includes all previous curriculum components of old model, but framed through a Conceptual Lens through which students learn new knowledge in the subject area (ex: Grade 3 Geography Unit Conceptual Lens is "Change and Continuity). Guiding Questions ensure lessons are inquiry-based and Generalized Understandings point students and teachers to essential knowledge to be learned through the unit. |
| LEARNING OBJECTIVES | Numerous objectives identified for a single unit—an outdated curriculum development philosophy of teaching for coverage or breadth versus focused teaching for depth of understanding. | The updated curriculum conforms to current curriculum design practices that focus on fewer objectives and standards to be taught with greater depth. |
| OTHER | Published in hard copy format. Not conducive to accessibility by all community stake-holders. Poses limitations for continuous updating, revision, and development by faculty. | Digitally published through the Atlas Rubicon platform. Accessible via internet for the public viewing, professional collaboration among teachers tasked with editing, revising, and adding supplemental components. Ensures an accurate and easily accessible curriculum archiving system. |

PART II: SPECIFIC COMPARISON OF SOCIAL STUDIES CONTENT AND INSTRUCTIONAL APPROACH

There are many levels of change—some explicit and others implicit—reflected in the various features and the wording of the revised versions of the Grades 3 and 4 Social Studies Curriculum documents. For example, a cursory glance at the Grade 3 Maps Unit might mislead the reviewer to believe that there have been minimal changes in this unit of the course. For instance, students still are required to learn features and information found on various types of maps. However, with the shift to the 2015 CT Social Studies Frameworks, there is recognition that new technology and media exist that are accessible digitally for use in instruction (i.e., satellite images, photographs, and other forms of digital maps). The Skills section of the Maps unit sets the standard that students will demonstrate and communicate their learning using a variety of media. A simple statement such as this carries the implication that students must be taught the features of various media tools, as well as to develop the capacity to determine which technologies and tools are well-matched to their task and purpose to ensure efficiency in meeting their goals. Additionally, the Grade 3 Geography unit contains similar Content/Topics and Objectives that were addressed in the previous version of curriculum. However, the Conceptual Lens of “Change and Continuity,” approaches the content in a manner that requires greater cognitive demands of the student. Students are doing much more than learning or memorizing a discreet set of facts and terms; instead, as evidenced through the Guiding Questions, students are engaged in learning facts, examining facts as they relate to a concept, and applying their understanding of facts to inquiry.

In each unit of study, in both grades 3 and 4 of the revised curriculum, it is important to note that learning is approached as an inquiry process which is supported through use of Essential Questions and Guiding Questions. Rather than simply being presented with sets of itemized knowledge for rote memorization, students are guided through a process of discovery as they encounter the content. They must work toward formulating their ideas during this discovery in a manner which allows them to articulate their own understanding in answering questions that frame each unit. Students are not taught the explicit wording of the Enduring Understanding(s)/Generalization(s) as their answers to the Essential and Guiding Questions, rather their learning process leads them to develop their own answers that the teacher facilitates in aligning with the Enduring Understanding(s) and Generalizations. When reviewing the revised curriculum drafts, it is important to examine how all components of each unit fit together and align with one another for a cohesive teaching and learning experience.

In grade 3 of the revised Social Studies Curriculum, the Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy are integrated within each unit. This is because Social Studies is taught through the ELA block, which reflects our new Readers Writers Workshop model of instruction. These standards bring with them an enhanced rigor for how students are expected to become active and critical readers of literary and informational texts. When reviewing the CCSS identified in each unit, there is clear understanding that students must learn to cite textual evidence and make use of text features to form an understanding of the content as they read, write, speak, and listen. In grade 4, Social Studies is structured as a dedicated class period for instruction, which allows students to delve deeper in the content area. While students integrate Social Studies content with reading, writing, speaking, and listening experiences, the CCSS appear within the ELA instruction block as the focus of instruction and assessment in that particular curriculum. For this reason, there is a higher level of detail and specificity in the sections of the Grade 4 document that pertain to Guiding Questions, Objectives, Core Learning Activities, and Resources. This is a feature that makes sense given the dedicated time period for Social Studies instruction as a content area course at the Grade 4 level.

Social Studies

Grade 3



District Elementary > Grade 3 > Social Studies > Social Studies 3

Last Updated: Today by Bonile Cartoun

Collaboration

Curriculum Document Title:

Grade Three Social Studies

Department/Grade Level:

Grade Three Social Studies

Date of Board of Education Adoption:

Course Description:

The third grade curriculum is designed to build and develop knowledge in the purposes of various map types, build and develop knowledge of landforms and resources in our country and how the use of these landforms and resources have changed over time.

Program/Course Philosophy:

Students should have the opportunity to research using a variety of sources in order to organize, analyze, interpret and synthesize information. Students are offered opportunities to work alone and with others to conduct research. We strive to help students become independent, lifelong learners.

NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Newtown Public Schools a partnership of students, families, educators and community, is to

INSPIRE EACH STUDENT TO EXCEL

in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

- High expectations • Quality instruction
- Continuous improvement • Civic responsibility

Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that **ALL CHILDREN CAN AND WILL LEARN WELL**. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills and persistence of the staff.

In order for our students to reach the goals of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well.

We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.

NEWTOWN HIGH SCHOOL CORE BELIEFS AND VALUES

The Newtown High School community is committed to cultivating the growth of productive and innovative citizens who demonstrate integrity and empathy in our local and global communities.

We believe that a rigorous curriculum, collaborative environment, and supportive community will foster intellectually curious, resilient, and kind individuals who continuously strive to meet their full potential.

21st Century Learning Expectations: Graduates of Newtown High School will:

Academic

Information Literacy:

- Demonstrate strategies to identify, locate, and interpret information
- Relate and apply new knowledge using a variety of resources including technology

Problem Solving:

- Demonstrate use of the scientific method and apply appropriate procedures

to solve and communicate an authentic problem or situation

Spoken Communication:

- Convey information and ideas to others in a presentation using spoken language, non-verbal language and, when appropriate, multi-media

Written Performance:

- Take and Support a position on information and ideas.
- Convey information and ideas in a given format

Civic

- Demonstrate civic responsibility through community service and the understanding of governmental processes.

Social

- Demonstrate social responsibility by respecting yourself and others, working with honesty and integrity, keeping high expectations, and supporting the community.

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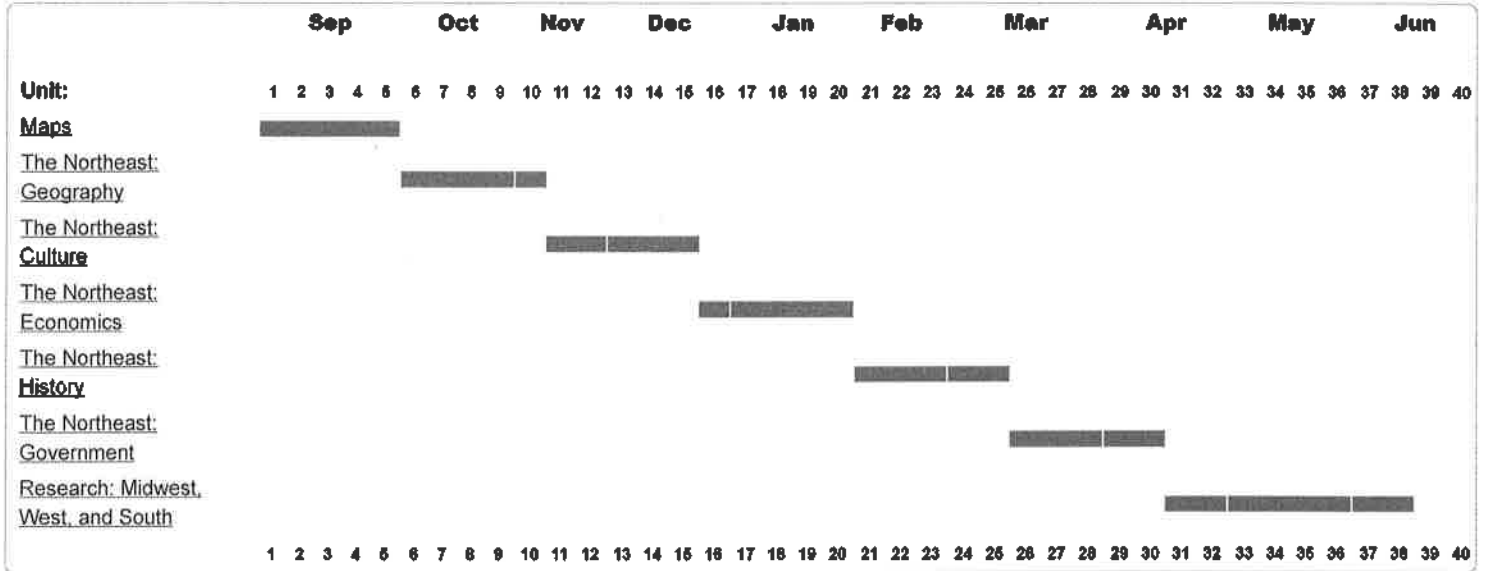
Newtown Public Schools
Social Studies 3



District Elementary > Grade 3 > Social Studies > Social Studies 3

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Collaboration



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Maps

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

- Topographical, political and physical maps provide different types of information.
- Maps change over time.

Essential Question(s)

What important information do maps communicate to the understanding of a geographical region?

Guiding Questions

Factual, Conceptual, Provocative

1. What are different types of maps? F
2. What are the parts of a map? F
3. Why do maps differ? C
4. Which type of map would you use if you wanted to find out the: C
 1. Boundaries of the state
 2. Geography of the land
 3. Population density
1. How and why have maps changed over time? C

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.
- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will:

- Create maps to represent landforms
- Analyze maps and discuss landforms

Content/Topics

Critical content that students must KNOW

- Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies
- Create information from maps, globes and geographic models in graphs, diagrams, and charts
- Identify and give examples of resources; human, natural and capital, and explain how they are used

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- Identify different types of maps
- Identify the parts of maps

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Culminating Map Project
Summative: Personal Project

- Create your own map of an imaginary country using features learned in unit-landmarks, resources, capital, landforms, compass rose, and map key.
- Write two questions that can be answered using map.

 Gr 3 Map Project.docx

Graduation Standards

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

Interdisciplinary Connections

Readers/Writers Workshop Units



The Northeast: Geography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

Climate determines the plants and animals that inhabit a region.

Essential Question(s)

How do living and nonliving elements of a region determine the elements and interactions within an ecosystem?

Guiding Questions

Factual, Conceptual, Provocative

1. What plants and animals are native to the Northeast? F
2. How does climate affect the plants and animals in a region? C
3. Would life change if there were no maple trees in the Northeast? P

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 4

Dimension 2: Geography

United States Geography

Geographic Representations: Spatial Views of the World

- GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics

Objective(s)

[Bloom/ Anderson Taxonomy](#) / [DOK Language](#)

Students will

- Identify animals and plants that inhabit a region
- Describe how climate affects plants and animals
- Describe what animals could survive in a given region
- Locate major physical features on a map

Content/Topics

Critical content that students must KNOW

- Explain how human and natural processes shape places
- Observe and describe how places and regions are identified, defined, and bounded
- Locate major physical and human features in the New England region of the United States
- Define local environmental features

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- Identify the states in the Northeast
- Identify the plants and animals that inhabit the region
- Describe the climate of the Northeast

4

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

This is not where the assessment takes place. See culminating assessment at the end of Unit 2.
Summative: Personal Project

Graduation Standards

Information Literacy
Problem Solving
Spoken Communication
Written Performance

Interdisciplinary Connections

Readers Writers Workshop

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The Northeast: Culture

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The peoples that inhabit a region determine the culture(s).

Essential Question(s)

What impact did immigrant have on the culture of the Northeast?

Guiding Questions

Factual, Conceptual, Provocative

1. What were the cultures, traditions and lifestyles of the Native Americans of the Northeast? F
2. How did immigrants change the culture? C
3. How did the Pilgrims affect the Native American culture in the Northeast? F
4. How do the people that inhabit a region determine the culture? C

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Human-Environment Interaction: Places, Regions, and Culture

- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

Human Population: Spatial Patterns and Movement

- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

Objective(s)

[Bloom/ Anderson Taxonomy](#) / [DOK Language](#)

Students will

- Create a chart showing cultural changes before and after the arrival of a new group of people
- Synthesize information that shows how ethnic groups affect a culture

Content/Topics

Critical content that students must KNOW

- Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries
- Describe and explain some of the reasons people have moved, and

Skills

Transferable skills that students must be able to DO

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

le

- relate these reasons to some historic movements of large groups of people
- Recognize relationships between events and people of the past and present circumstances, concerns and developments

- Describe how the Native Americans lived in and used the land in the Northeast
- Describe how the Pilgrims changed the Native American culture
- Explain how various ethnic groups have changed the culture in the Northeast

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

This is not where the assessment takes place. See the culminating assessment at the end of Unit 2.
Summative: Personal Project

Graduation Standards

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

Interdisciplinary Connections

Readers Writers Workshop



The Northeast: Economics

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The geographical location, landforms, and natural resources contribute to the economy in a region.

Essential Question(s)

What are the major factors that impact the economy of a region?

Guiding Questions

Factual, Conceptual, Provocative

1. What landforms in the Northeast helped develop the early economies? F
2. How do landforms and natural resources contribute to the economy of a region? C
3. How does the location of New York, Boston, and Philadelphia have a direct relationship with their economic success? F

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Analyze landforms and explain their economic benefits
- Locate and label the major cities of the Northeast on a map

Content/Topics

Critical content that students must KNOW

Describe goods, products and ideas which were exchanged as the result of movement

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.
- Describe how people use the land to make money to support themselves
- Identify the location of major cities that developed in the Northeast

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

This is not where the assessment takes place. See the culminating assessment at the end of Unit 2.
Summative: Personal Project

Graduation Standards

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

Interdisciplinary Connections

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The Northeast: History

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The variety of people changing over time can help develop the rich history in a region.

Essential Question(s)

How does the change in human populations living in a given region over a period of time contribute to the region's rich history?

Guiding Questions

Factual, Conceptual, Provocative

1. Who lived in the Northeast before Europeans came? F
2. What landmarks, symbols and events are important to the Northeast? (Plymouth Rock, Statue of Liberty, Liberty Bell, Freedom Trail, Ellis Island, American Flag) F
3. How does the variety of people changing over time develop the rich history in a region? P

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

Connecticut and Local History Change, Continuity, and Context

- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

Causation and Argumentation

- HIST 3.11 Explain probable causes and effects of events and developments.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Gather and synthesize historical data from multiple sources.
- Create timeline which sequences events and peoples.
- Locate and label important landmark, symbols and events in the Northeast.

| | | | |
|--|---|---|--|
| <h3>Content/Topics</h3> <p><i>Critical content that students must KNOW</i></p> <ul style="list-style-type: none"> • Gather historical data from multiple resources • Engage in reading of historical material • Demonstrate familiarity with people, events and places from a broad spectrum of human experience through selected study from historical periods from various regions • Describe historic movements of large groups of people • Recognize relationships between events and people of the past and present circumstances, concerns and developments | | <h3>Skills</h3> <p><i>Transferable skills that students must be able to DO</i></p> <ul style="list-style-type: none"> • 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. • 7. Other. • Identify historical symbols, landmarks, and events and be able to note their significance • Describe lifestyles and cultures of various Northeast tribes and how Europeans changed their cultures • Analyze and discuss the arrival of varied immigrant populations in the Northeast. | |
| <h3>Core Learning Activities</h3> | | <h3>Resources</h3> <p><i>Professional & Student</i></p> <ul style="list-style-type: none"> • The Northeast: Benchmark Education Company • Explore Our Land: Houghton Mifflin | |
| <h3>Assessments (Titles)</h3> <p>This is not where the assessment takes place. See the culminating assessment at the end of Unit 2. Summative: Personal Project</p> | <h3>Graduation Standards</h3> <p>Information Literacy Problem Solving Spoken Communication Written Performance</p> | <h3>Interdisciplinary Connections</h3> <p>Readers Writers Workshop</p> | |



The Northeast: Government

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual lens: Change and Continuity

The beliefs and values of a people can shape the direction/development of a government.

Essential Question(s)

How do the beliefs and values of a people shape government?

Guiding Questions

Factual, Conceptual, Provocative

1. What events that led to the formation of our national government? F
2. Why do people leave their country? F
3. Is there a need for a government? P
4. How do the beliefs and values of a people shape the direction and development of a government? C

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - W.3.2b. Develop the topic with facts, definitions, and details.
 - W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - W.3.2d. Provide a concluding statement or section.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

Connecticut and Local History Change, Continuity, and Context

- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

Causation and Argumentation

Objective(s)

[Bloom](#) / [Anderson Taxonomy](#) / [DDK Language](#)

Students will

- Create a list of reasons people have moved and relate these reasons to some historic movements of large groups of people
- Examine the purposes of laws and the ideas and principles that make just laws
- Examine the important expectations of citizenship in the United States

12

- HIST 3.11 Explain probable causes and effects of events and developments.

Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

- GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.
- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.
- GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movement

- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

Content/Topics

Critical content that students must KNOW

- Explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people
- Explain that individuals have rights and responsibilities to follow the law
- Explain the purposes of laws and the ideas and principles that make just laws
- Recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government
- Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.
- Explain the meaning of government and justify why citizenship is important

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

Culminating Assessment for Northeast Unit

Formative: Personal Project

Students will choose to create a PowerPoint slideshow, brochure or newspaper (academic choice projects) that will include the following information studied in our Northeast Unit:

Geography (landforms, plants and animals)

Culture (Native Americans, Ethnic Groups)

Economics (How the land was used, job in region and major cities)


Graduation Standards

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

Interdisciplinary Connections

Readers Writers Workshop

History (Important symbols of the Northeast, Native Americans)
Government (Why people came to the Northeast and why they may leave)

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Research: Midwest, West, and South

Collaboration

Enduring Understanding(s)/ Generalization(s)

Conceptual Lens: Change and Continuity

- Climate determines the plants and animals that inhabit a region.
- Climate and topography vary within the regions of the United States.

Essential Question(s)

Why would people prefer to live in one region over another?

Guiding Questions

Factual, Conceptual, Provocative

1. What plants and animals are native to the region? F
2. How does climate affect the plants and animals in a region? C
3. What is the climate of the region? F
4. What are the important landforms of the region? F
5. Why would people prefer to live in one region over another? P

Standard(s)

Content and CCSS

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

CCSS: Grade 3

Writing

- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - W.3.2b. Develop the topic with facts, definitions, and details.
 - W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - W.3.2d. Provide a concluding statement or section.

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

Connecticut and Local History Change, Continuity, and Context

- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

Causation and Argumentation

- HIST 3.11 Explain probable causes and effects of events and developments.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will

- Explain animals and plants that inhabit the region
- Analyze how climate affects the plants and animals of the region
- Create a list of animals that could survive in the region and explain why they can survive
- Compare landforms of the specified region to other regions

15

Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

Human-Environment Interaction: Places, Regions, and Culture

- GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.
- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.
- GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movement

- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

Content/Topics

Critical content that students must KNOW

- Explain how human and natural processes shape places
- Observe and describe how places and regions are identified, defined, and bounded
- Locate major physical and human features in a region of the United States
- Define local environmental features

Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 7. Other.
- Identify states in the region
- Describe the plants and animals that inhabit the region
- Describe the climate of the region
- Identify the landforms and geography of the region
- Describe the similarities and differences between those regions and the Northeast

Core Learning Activities

Resources

Professional & Student

- The Northeast: Benchmark Education Company
- Explore Our Land: Houghton Mifflin

Assessments (Titles)

CULMINATING ASSESSMENT FOR MIDWEST, WEST, AND SOUTH UNIT

Summative: Personal Project

Students will choose to create a PowerPoint slideshow, brochure, or newspaper (academic choice projects) that will compare the northeast to the Midwest, West, or South. The following information studied in our units should be included:

- Climate
- Plants
- Animals
- Landforms

Rubric for culminating

Graduation Standards


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

Interdisciplinary

Connections

Readers Writers workshop

assessment activity- see attached

 Generic Rubric for Culminating Assessments
NE, SW, MidWest, S Units.docx

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Social Studies

Grade 4



Newtown Public Schools
Social Studies 4



Middle Gate School > Grade 4 > Social Studies > Social Studies 4

Last Updated: Today by Pat Kurz

Collaboration

Curriculum Document Title: Social Studies

Department/Grade Level: 4

Date of Board of Education Adoption:

Course Description: Grade 4 Social Studies will examine the growth and development of Connecticut through the lenses of Continuity, Development and Systems. This course examines Connecticut past to present.

Program/Course Philosophy: People create environments and systems comprised of unique beliefs, values, traditions, customs, and institutions as a way of meeting basic human needs. Physical environment and contact with other cultures help shape these social environments and systems.

NEWTOWN PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Newtown Public Schools a partnership of students, families, educators and community, is to
INSPIRE EACH STUDENT TO EXCEL
in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

- High expectations • Quality instruction
- Continuous improvement • Civic responsibility

Quality education is possible if we all agree on a common purpose as we work together to continuously improve the teaching and learning process. We believe that **ALL CHILDREN CAN AND WILL LEARN WELL**. The system strives to establish high standards for our students, faculty, and staff through the curriculum documents. Mastery of this curriculum depends on the effort and persistence of the learner, the support of the parents, and the knowledge, skills and persistence of the staff.

In order for our students to reach the goals of cognitive achievement, students must learn how to use the process skills of decision-making, problem solving, and critical thinking. Students need to take responsibility for their learning by becoming self-directed, active participants in the educational process.

We must continuously work to improve the learning environment and the curriculum. To improve, we must analyze what we believe, what we know, and what we want before we take action to reach these goals.

It is the responsibility of the staff of the Newtown Public Schools to provide all children with the opportunity to learn well. We believe that the students and staff will be more productive when basic human needs are met. These needs include: Belonging, the need for positive relationships; Competence, the need to be successful; Freedom, the need to have control over decisions; Fun, the need to enjoy life; and Survival, the need for shelter, food and good health. Living and working with others enriches the experiences of students. Positive self-esteem brings productivity and personal satisfaction to students and to staff. This esteem can be nurtured through opportunities to self-evaluate constructively and see performance improve as a result of work.



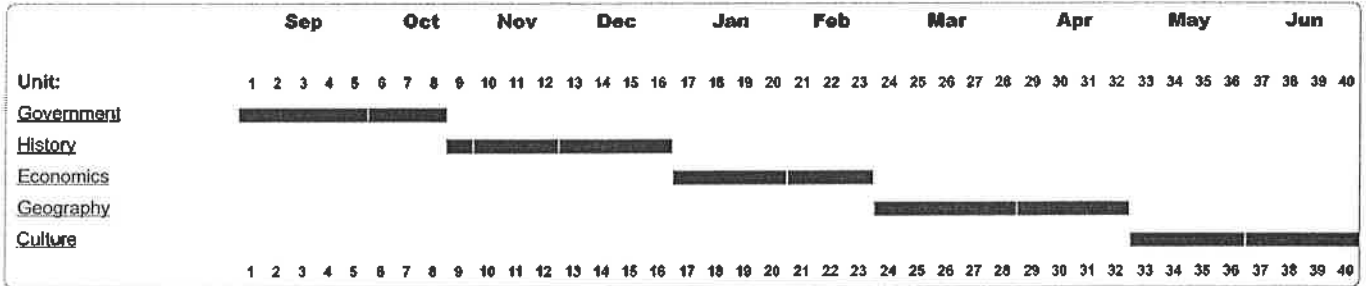
Newtown Public Schools
Social Studies 4



Middle Gate School > Grade 4 > Social Studies > Social Studies 4

Last Updated: Monday, October 5, 2015 by Pat Kurz

Collaboration



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Government

Collaboration

Enduring Understanding(s)/ Generalization(s)

Good citizens support their community by belonging to different groups.
Democratic government distributes power to prevent or avoid abuse.

Essential Question(s)

How can citizens' shape and influence democratic processes in government?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

- What does belonging to a group mean to you as an individual? F
- What does it mean to be a good citizen? C
- What makes you a good citizen? C

Lesson 2

- Why do we have a government? F
- How does our government work? F

Lesson 3

- How do principles (ideas) in the United States Constitution impact individual, local, state and national decisions? F
- How can citizens' shape and influence democratic processes and government? C

Lesson 4

- What events in history helped form our democratic government? F
- What would life look like without government in place? P
- How does a democratic government distribute power to prevent or avoid abuse? C

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

2

CT: Grade 3

Dimension 2: Civics

**Connecticut and Local History
Civic and Political Institutions**

- CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- CIV 3.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

Processes, Rules, and Laws

- CIV 3.6 Explain how rules and laws change society and how people change rules and laws.

- Recognize that the need for belonging to a variety of groups is interrelated to form a community (citizenship)
- Identify the roles and responsibilities belonging requires
- Facilitate discussion to lead students to recognize that belonging to a variety of groups helps to create a community

Lesson 2

- Know the role and responsibilities of Local, State, and Federal Government
- Know the function of the branches of a democratic government
- Know that a good citizen is an active participant within a community
- Facilitate discussion to lead students to know that governments (system) make and protect the rights of citizens
- Know branches, functions, and levels of government
- Know how you are protected from or benefit by our democratic government
- Know key vocabulary

Lesson 3

- Know that the Constitution is the overarching framework for belonging to the community of the United States (balance of power or term limits)
- Know the rights of citizenship in the United States
- Know the importance of the sequence of the following major historical events: Declaration of Independence, Bill of Rights, Constitution, Connecticut Compromise (2 senators per state vs. number of representatives, equitable representation, Connecticut Charter (1662), Connecticut Constitution (1818)
- Know the responsibility of citizens to enable the government to function by: paying taxes, voting, following the rule and laws of the United States/Connecticut
- Know and identify government agencies that may assist you with specific problems/questions
- Know related vocabulary

Lesson 4

- Know the systems (government) provide structure
- Know the historical events that grew from civil disobedience (Boston Tea Party, Mutiny on the Amistad, John Brown (Harpers Ferry), Underground Railroad, Native Americans vs. Immigrants, loss of freedom, Stamp Act)
- Demonstrate the cause and effect of civil disobedience: Cause, Events, Tax, Boston Tea Party, Slavery, Mutiny on the Amistad
- Develop understanding of freedom, trust, security, protest
- Using events from history, compare and contrast life with/without a democratic government
- Identify governmental abuse of power (slavery, taxation, rule, laws, unequal representation, basic freedoms)
- Define related vocabulary

Content/Topics

Critical content that students must KNOW

Skills

Transferable skills that students must be able to DO

- a. Explain the purposes of laws and the ideas and principles that make just laws
- b. Explain that individuals have rights and responsibilities to follow the law.
- c. Recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of government
- d. Apply the process of how leaders are selected and how people monitor and influence decisions of their government (local, state, and federal).
- e. Apply the concepts of liberty, tolerance and majority rule and how they relate to individual rights
- f. Explain the meaning and important characteristics of citizenship in the United States
- g. Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people
- h. Explain the importance of taking an active role in political leadership and public service in their school and community
- i. Exercise political participation by discussing public issues, building consensus and becoming involved in politics

- **2. Work independently and collaboratively to solve problems and accomplish goals.**
- **6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.**

Core Learning Activities

Lesson 1

1. Whole group with individual response: (List, Web, Kidspiration)

- a. Identify membership within groups (i.e. Family, school, sports, girl/boy scouts). In what ways do you belong to a group?
- b. Identify your responsibility within your group(s). How are you important to the group? What are your responsibilities within the group(s)?
- c. Determine your importance in a group(s). What happens if you do not participate or belong to a group?
- d. Evaluate the consequences of leaving (being removed)/joining a group
 - i. Athlete suspended or absent on day of game, teacher absence, member of family away on a trip (business), student absent on meeting day for L.A., student absence from school, (Examples to facilitate class discussion. Concept to get the students to provide these examples.)
 - ii. Move – new job, education, religion, family, divorce

Resources

Professional & Student

Resources: See the Connecticut Adventure (chapter 12 – branches of government) and The World Almanac, Library of States Connecticut (pages 28-31), PowerPoint Presentation - government, Constitution Day September 17, Black line masters, Schoolhouse Rock.

The Connecticut Adventure
 We the People – The Citizen and the Constitution
 The Connecticut Studies Weekly
 United Streaming
 World Almanac – Library of the States – Connecticut
 Schoolhouse Rock

2.Utilizing responses generated from class discussion (sports, family, school, girl/boy scouts)

a.Small group collaboration (groups of 3-5)

i.Develop an integrated web (focus being community) utilizing the information generated during class discussion about membership to groups.

ii.Illustrate strength, diversity and responsibility (recreation, religious, family = sense of belonging) within those groups in the community web

b.Reconvening whole class to debate how the individual small community webs offers more opportunity to the community (i.e. Compare group webs – come join our community. Students will persuade others to join their community – sell the community to other students.)

3.How is being a member of one of these groups lead one to become an active citizen or a member of a system?

4.The Connecticut Adventure (corresponding Black line Masters):

a.Demonstrate what it means to be a good citizen

i."Good Citizens" page 206

ii."I Spy!" page 207

iii. "Get Involved!" page 215

iv."Words to Understand" page 216

5.We the People – The Citizen and the Constitution (Level 1- blue)

a.Unit 5 – *What are the Responsibilities of Citizens?*

Lesson 2

1. Using district resources develop concepts of:

1. Branches of government (judicial, executive, legislature), laws, taxes, checks and balances, constitution, election process, elected officials (mayor, selectman, governor, president etc.), types of government (democracy, monarchy, communism), state symbols, monuments

i. Use text/power point to support/Kidspiration

1. The Connecticut Adventure (corresponding Black line Masters):

a. Summarize the responsibilities of each branch of our state government.

- i. "The Branches of Government" page 203
- ii. "There Ought to be a Law!" page 204
- b. Explain why we have a state government. Explain why levels of government (federal, state, local) are needed.
 - i. "Solving a Problem: A Constitution for Connecticut" page 109
 - ii. "Words to Understand" page 112
 - iii. "Vote for Me!" page 209
 - iv. "A Student Council" page 210
 - v. "At your Service" page 211
- c. Tell why citizens pay taxes.
 - i. "What do Taxes Pay for?" page 205
 - 1. Local – town official (selectman/legislative council) to present overview of job responsibilities (uphold charter etc.)
 - 1. Visit – town, state, federal websites
 - 2. State House visit
 - 2. Monarchy class dramatic simulation – See appendix for King Proclamations and M&M
 - 3. Citizenship project –
 - 1. community service project
 - 4. We the People – The Citizen and the Constitution (level 1 –blue)
 - 1. Unit 3 – *How Does the Constitution Organize Our Government?*

| Assessments (Titles) | Graduation Standards | Interdisciplinary Connections |
|---|---|-------------------------------|
| <p>Performance Task -- Government Summative: Other written assessments letter</p> | <p>Information Literacy Problem Solving Spoken Communication Written Performance</p> | |

**Pre-Assessment - CT
Then and Now
Formative: Group Project
timeline**

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History

Collaboration

Enduring Understanding(s)/ Generalization(s)

- Contributions from immigrating individuals or groups produce social, economic, and political change
- Social, economic, and political change creates the historical path of a people or nation

Essential Question(s)

What impact do historical events and/or figures have on a community?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. In what ways did Native Americans and European settlers influence the development of Connecticut? F
2. How would changing a historical event impact your life today?

Lesson 2

1. How did historical figures/events shape the development of Connecticut? F
2. What impact do historical events/figures have on a community? C
3. How would changing a historical event impact your life today? P

Lesson 3

1. How does political change shape our communities? F
2. What historical event initiated the turning point from a Monarchy to a Democracy? P
3. How would changing a historical event impact your life today? P

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: History

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know how Native Americans used the land we now call Connecticut
- Know why European settlers immigrated to Connecticut

**Connecticut and Local History
Change, Continuity, and Context**

- HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- HIST 3.2 Compare life in specific historical time periods to life today.

Perspectives

- HIST 3.4 Explain connections among historical contexts and people's perspectives at the time.

Historical Sources and Evidence

- HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.
- HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

- Know how European settlers used the land we now call Connecticut
- Know how the change in needs (food, shelter, clothing) influenced the transition (change) of peoples beliefs and desires (wants)
- Know key vocabulary

Lesson 2

- Know how differences in Ideology (viewpoints) of the Connecticut colonists affected daily life, relationships, and future events
- Know how the colonists shaped/adapted to life in the Colony
- Know how the colonists interacted with each other and England
- Know historical figures and events (i.e. Stamp Act, Roger Sherman)
- Know key vocabulary

Lesson 3

- Know how Connecticut Colonist/Statesman aided in the change from Monarchy to Democracy
- Know the events that impacted the ideology of the Connecticut colonists
- Know the Connecticut Compromise and balance of power
- Know why the colonies became the United States
- Know why Connecticut signed/ratified the United States Constitution
- Know why Connecticut changed its constitution in 1818
- Know the key vocabulary

Content/Topics

Critical content that students must KNOW

- Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways.
- Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries.
- Describe ways in which communities and nations influence each other

Skills

Transferable skills that students must be able to DO

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

Core Learning Activities

Lesson 1

1. Read/research about Native American and European Settlers in Early Connecticut

- a) Write a narrative piece from the point of view of a member (European settler, Native American) of one of these groups, demonstrating an event or activity using the land in your daily life
- b) Create a drama (play/newscast) from the point of view of a member (European settler, Native American) of one of

Resources

Professional & Student

Lesson 1

- Legend of the Charter Oak, The Old Leatherman, Lillinonah's Leap
- Connecticut Almanac
- The Connecticut Adventure
Chapter 2 pg 44, 47, 48, 49, 51, 53
Chapter 3 pg 59, 61, 65, 66, 67, 69
Chapter 4 pg 48, 78, 81, 82, 83, 84, 85, 86.

these groups, demonstrating an event or activity of your daily life

- c) Create a PowerPoint demonstrating and understanding of life in early Connecticut

2. Read CT Folktales making connections to real world events

Lesson 2

1. Whole group with individual response: (List, Web, Kidspiration)

- Write a persuasive letter from the viewpoint of a colonist (patriot) or Englishman (loyalist)
- Read CT Folktales making connections to real world events
- Write a script for one of the folktales (legends) reviewed to be role played in the classroom
- Use research notes to develop a cause and effect graphic organizer (Kidspiration)

Lesson 3

1. Whole group with individual response: (List, Web, Kidspiration)

- Review and amend your classroom constitution
- Write a feature article from a historical picture, newspaper headline, or video clip


Lesson 2

- Legend of Nathan Hale, Ethan Allen, Israel Putnam, Sarah Kemble Knight
- The Connecticut Almanac - pages 38-42
- The Connecticut Adventure (corresponding Black Line Masters):
Chapter 5 pages 76-93
Black Line Masters - pages 75, 98, 99, 101, 102

Lesson 3

- Video clips - Continental Congress, Declaration of Independence
- The Connecticut Almanac - pages 38-41
- The Connecticut Adventure (corresponding Black Line Masters):
Chapter 6 pages 94-107
Black Line Masters - BLM page 109, 112

Assessments (Titles)

Performance Task - History
Summative: Personal Project
 storyboard
 Performance Task - hist.docx

Graduation Standards

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

Interdisciplinary Connections



Economics

Collaboration

Enduring Understanding(s)/ Generalization(s)

Economic activity contributes to the development of a community.

Essential Question(s)

What impact do economic events and/or figures have on a community?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. How did early Connecticut settlers make a living? F
2. How has the need to provide for the family changed? F
3. What businesses and industries are important to the economy of Connecticut? F
4. What encourages economic growth? C
5. How does the economy contribute to the development of a community? C

Lesson 2

1. How do global events impact the lives of all people? P

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Economics

Exchange and Markets

- ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.
- ECO 3.3 Explain why individuals and businesses specialize and trade.

National Economy

- ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know how Industrial Revolution impacted the people of Connecticut
- Know businesses and industries that were influential to the Connecticut economy
- Know how the economy helped to shape the communities in Connecticut
- Know key vocabulary

Lesson 2

- Know key vocabulary

Content/Topics

Critical content that students must KNOW

- a. Identify and give examples of resources; human, natural and capital, and explain how they are used
- b. Identify the three basic questions all economic systems must answer: What will be produced? How will it be produced? For whom will it be produced?
- c. Describe how the price of a good or service in a market is related to how much of it there is and how many people want it.
- d. Describe how the exchange of goods and services around the world creates interdependence among people in different places.
- e. Identify the individual achievements of scientists and inventors; and describe the impact of various technological developments on the local community and on the nation
- f. Explain how human and natural processes shape places
- g. Explain ways in which humans use and interact with environments
- h. Identify locations of various economic activities and understand how physical and human factors influence them

Skills

Transferable skills that students must be able to DO

- **1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.**

Core Learning Activities

Lesson 1

1. Research topic

- a) Laying railroads, building a canal, working in a N.E. factory, working on a farm, interchangeable parts, Amistad(slave trade), ferry,
- b) Folk songs etc. Reader's Theater - John Henry

2. Reenactments/Role Play/Dramatize Reader's Theater of a scene from the industrial revolution

3. Diary entry about any job during the Industrial Revolution in CT
4. Write an advertisement to attract immigrants to early Connecticut colony.

Lesson 2

1. Create a Venn Diagram comparing and contrasting Connecticut Industries then and now

2. Create a Brochure advertising/depicting Connecticut industries across history
3. Develop a want ad page for jobs in Connecticut

- a) Write a fictional resume to apply for a job
- b) Write a local feature article for a newspaper, editorial/opinion, editorial cartoon

Resources

Professional & Student

Lesson 1

United Streaming

- Video clips - Industrial Revolution

The Connecticut Almanac - pages 13, 24

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 7; pages 108-129
- Black Line Masters
- BLM pages 124, 125, 126, 127, 128

Lesson 2

Literature Connection

- Landry News - Andrew Clements
- The Lorax - Suess
- The Rat Race

Junior Achievement

Technology

- Microsoft Publisher - Brochure, newspaper

United Streaming

- Video clips

The Connecticut Almanac - pages 25-27

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 9 - pages 153-173
- BLM page 157, 158 161, 162

- Chapter 11
- BLM page 187, 189, 193, 195, 196
- Chapter 13
- BLM 225, 229, 231, 232, 233, 234, 235, 236, 237, 240

| Assessments (Titles) | Graduation Standards | Interdisciplinary Connections |
|---|--|-------------------------------|
| <p>Performance Task - Economics Summative: Visual Arts Project sales pitch  Performance Task-ec.docx</p> | <p>Information Literacy Problem Solving Spoken Communication Written Performance</p> | |



Geography

Collaboration

Enduring Understanding(s)/ Generalization(s)

Geographic features can shape land use.

Essential Question(s)

How do physical and cultural characteristics of places and world regions affect people?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. What are the physical (land) and political features (Town) of the State of Connecticut? F
2. How do physical processes shape the Earth's surface and its ecosystems? F

Lesson 2

1. How did geographic features help shape the communities of Connecticut? F
2. How do physical and cultural characteristics of places and world regions affect people? C
3. How does human and environment interaction change our lives? C
4. How would the overuse of landforms impact the way people use the land? P

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Connecticut and Local History

Geographic Representations: Spatial Views of the World

- GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know key vocabulary
- Know the reasons why and describe how places and regions change and are connected
- Know and describe how places and regions are identified, defined and bounded
- Know the factors that affect the location, distribution and associations of features of the physical environment
- Know local environmental features

Lesson 2

- GEO 3.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.

- Know key vocabulary
- Know how human and natural processes shape places
- Know the major physical and human features in the New England region and the United States
- Know places within their own and nearby communities in Connecticut
- Know the major physical and human features in the New England region and the United States

Content/Topics

Critical content that students must KNOW

- Explain how human and natural processes shape places
- Provide reasons why and describe how places and regions change and are connected
- Observe and describe how places and regions are identified, defined and bounded
- Explain the factors that affect the location, distribution and associations of features of the physical environment
- Define local environmental features
- Locate major physical and human features in Connecticut.

Skills

Transferable skills that students must be able to DO

- **2. Work independently and collaboratively to solve problems and accomplish goals.**

Core Learning Activities

Lesson 1

- Use maps to locate and identify regions in Connecticut (coastal, Eastern Highland, Western Highland, and Central Lowland)
- Locate Connecticut in its country, continent, hemisphere
- Identify the Connecticut waterways (rivers, lakes, ocean)
- Locate major cities and identify their relationship to landforms

Resources

Professional & Student

Lesson 1

Technology

- United Streaming
- Google Earth

United Streaming

- Video clips

The Connecticut Almanac - pages 20-23

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 1 - pages 2-22
- BLM pages 7, 9, 11, 14, 15, 16, 17-18, 19, 20, 21, 22, 23, 24, 29, 30, 31

Lesson 2

Technology

- PC

United Streaming

- Video Clips

The Connecticut Almanac - pages 22-27

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 1 - pages 2-22
- Chapter 13 - pages 234-235
- BLM - pages 25, 26, 29
- BLM (to be used either in land or economic unit) - pages 231, 236

| Assessments (Titles) | Graduation Standards | Interdisciplinary Connections |
|---|--|-------------------------------|
| <p>Performance Task - Geography Summative: Written Test map identification  Performance Task - geo.docx</p> | <p>Information Literacy Problem Solving Spoken Communication Written Performance</p> | |

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Culture

Collaboration

Enduring Understanding(s)/ Generalization(s)

A diverse population leads to a broader perspective
 Population patterns, distributions and relocations of people shape a community

Essential Question(s)

How does population diversity affect a community?

Guiding Questions

Factual, Conceptual, Provocative

Lesson 1

1. What are the defining attributes (characteristics) of a culture? F
2. What different countries did early colonial settlers come from? F
3. Do immigrants that come to Connecticut today all come from the same country? F
4. What motivates a person or group of people to relocate? F

Lesson 2

1. What influences a community to transform? F
2. Can the perspectives of immigrants create cultural change?
C
3. Is change driven by diversity? C

Standard(s)

Content and CCSS

CT: Social Studies Frameworks (2015)

CT: Grade 3

Dimension 2: Geography

Human-Environment Interaction: Places, Regions, and Culture

- GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.
- GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Lesson 1

- Know key vocabulary
- Know places of origin for early settlers and immigrants
- Know the factors related to the development of early communities
- Know population shift from farming to industrialization
- Know the reasons for immigration/migration

Lesson 2

- Know key vocabulary
- Know the reasons why people immigrated to Connecticut

- GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movement

- GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

- Know reasons why people relocate within Connecticut
- Know how culture influences peoples decisions to relocate

Content/Topics

Critical content that students must KNOW

- Explain the patterns, distributions and relocations of people.
- Identify the political, social and economic systems of an area.
- Understand the elements of culture and how they change.
- Explain locations and characteristics of human settlements and how they have changed over time.
- Describe the characteristics of a physical and a human system.

Skills

Transferable skills that students must be able to DO

- **4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.**
- **6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.**

Core Learning Activities

Lesson 1

Research to understand the motivation for immigration/migration

- Use maps to locate and identify patterns
- Use maps to locate and identify population settlements in Connecticut

Create maps to illustrate the patterns of immigration/migration over time related to Connecticut

Lesson 2

- Brainstorm reasons why people relocate, immigrate or migrate to Connecticut
- Predict changes that could take place within Newtown or your own family that would cause people to relocate away from Newtown
- Evaluate, through compare and contrast, the change in reasons for relocation to Connecticut from the 1600's to now
- Interview a family member and neighbor(s) to discover why they live in Newtown

Resources

Professional & Student

Lesson 1

Technology

- Kidspiration

United Streaming

- Video clips

The Connecticut Almanac - pages 16-17

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 7- pages 110-111, 116-125
- Chapter 8 - pages 132-133, 140-141
- Chapter 9 - pages 154-172
- BLM page 124, 146, 157, 158, 159, 160, 161

Lesson 2

Technology

- Kidspiration

The Connecticut Almanac - pages 16-17

The Connecticut Adventure (corresponding Black Line Masters):

- Chapter 11 - pages 196-205
- Chapter 12 - pages 226-229
- BLM - pages 187, 188, 189, 190

Assessments (Titles)

Performance Task
Summative: Other Visual
Assessments

cause/effect graphic
organizer

 Performance Task -
Cult.docx

End of the Year
Culminating Task - CT -
Then and Now
Summative:
Dramatization
living biography

Graduation Standards

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

Interdisciplinary Connections

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AMENDMENT NUMBER ONE

THIS AMENDMENT NUMBER ONE, effective October 31, 2015, is between the **Newtown Public Schools** ("SFA") and **Compass Group USA, Inc. by and through its Chartwells Division** ("FSMC").

WHEREAS, the SFA and Chartwells are parties to a certain agreement, dated July 1, 2014 ("Agreement"), whereby Chartwells manages the SFA's food service operation and facilities; and

WHEREAS, the parties now desire to amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

Page 1 of original contract

1. Amendment of Article I, Section 1.3. Section 1.3 of the Agreement is amended by inserting the following: "The parties agree to exercise their right to renew the Agreement beginning October 31, 2015 and ending June 30, 2016."

Page 11 of original contract

2. Amendment of Article VI, Section 6.1 (C). Section 6.1 (C) of the Agreement is amended by deleting this section and replacing it with the following: "Chartwells Management Fee shall be a flat rate of Two Thousand Eight Hundred and Twenty Seven (\$2,827) per month for 8 months (November through June)."

Page 11 of original contract

3. Amendment of Article VI, Section 6.1 (D). Section 6.1 (D) of the Agreement is amended by deleting the first sentence and replacing it with the following: "Chartwells Administrative Fee shall be a flat rate of Eighteen Thousand Four hundred and twenty six dollars (\$18,426) per month for 8 months (November through June)."

Page 12 of original contract

4. Amendment of Article VI, Section 6.3. Section 6.3 of the Agreement is amended by deleting the section in its entirety and replacing it with the following:

Chartwells guarantees the bottom line on the operating statement for the 2015-2016 academic year will be \$100. If the annual operating statement shows a profit less than \$100, Chartwells will reduce its Management and Administrative fees by the difference between the actual and guaranteed amount, up to the extent of the Management and Administrative fees. In no event shall the reimbursement obligation exceed the amount of the fees, as set forth above. This amount is based on the following assumptions remaining in effect for the entire school year.

Page 12 & 13 of
original contract

- (i) Reimbursement rates for The National School Lunch and Breakfast program meals will not be less than the rates in effect for the prior school year;
- (ii) the value of government donated commodities and/or cash in lieu thereof will not be less than \$79,015 as the stated planned assistance level;
- (iii) the number of full service lunch days during the school year will not be less than 183 for elementary/intermediate, 179 for middle, and 158 for high school;
- (iv) the number of serving periods, locations, serving times and types of service will not change materially;
- (v) student enrollment for the term of the contract period will be not less than 4,450 students;
- (vi) the selling prices of menu pattern meals will not be lower than \$2.85 for elementary schools, \$3.10 for middle/intermediate school and \$3.35 for high school as approved by the Board of Education meeting of August 18, 2015
- (vii) A la carte selections will be increased by 3%
- (viii) Service will not be interrupted as a result of fire, work stoppage, strike or school closing;
- (ix) FSMC shall not be responsible for lost revenue related to charged or humanitarian meals allowed by the SFA.

Page 13 of
original contract

5. Amendment of Article VI, Section 6.6. Section 6.6 of the Agreement is amended by deleting this section in its entirety and replacing it with the following:

Pursuant to the terms of the Agreement, Chartwells was to fund improvements to the SFA's premises to facilitate the performance of the food service program in an amount not to exceed Ninety Thousand Dollars (\$90,000). Sixty Thousand Dollars (\$60,000) was to be amortized over a period of five (5) years calculated on a straight-line depreciation basis beginning August 1, 2014 and ending July 31, 2019 and was to be invoiced monthly to the SFA for the depreciation as an allowable cost of the operation. Thirty Thousand Dollars (\$30,000) of the Investment was to be amortized below the line at Chartwells' expense over a period of five (5) years calculated on a straight-line depreciation basis beginning August 1, 2014 and ending July 31, 2019. As of the date of this Amendment Number One, Chartwells has invested a total of Eighty-Seven Thousand and Ninety-Five Dollars (\$87,095) (the "Investment"). Fifty-Seven Thousand One Hundred and Nine Dollars (\$57,109) of the Investment shall continue to be amortized on a straight-line depreciation through July 31, 2019 and shall be invoiced monthly to the SFA for the depreciation as an allowable cost of the operation. Twenty-Nine Thousand Nine Hundred and Eighty-Six Dollars (\$29,986) of the Investment

shall continue to be amortized below the line at Chartwells' expense through July 31, 2019. No additional investments shall be made. An itemized list of equipment purchased with Investment monies is set forth below.

Page 14 of original contract

The SFA shall hold title to items funded by the Investment at the time they are purchased and/or installed at the SFA's facility. If the Agreement is terminated prior to full amortization of the Investment, regardless whether a permitted termination by either party, then SFA shall be liable to FSMC for repayment of the remaining, unamortized balance of the full Investment. SFA shall choose one of the following repayment options: i) pay to FSMC within thirty (30) days of the termination notice date the unamortized portion of the Investment; ii) continue to make payments to FSMC in accordance with the amortization schedule until the Investment amount is repaid in full; iii) require the successor foodservice management company to repay FSMC the full, unamortized amount; or iv) return the Investment to the FSMC in full release of the unamortized portion of the Investment. In this instance SFA shall cover all costs and expenses related to such return, including but not limited to removal and repair. *CSDE Control. No. J, 4.*

New provision

| Dollar Amount | Purpose |
|---------------|---|
| \$5,372 | New overhead and counter top signage at NHS |
| \$29,986 | Remodel service line at Middle Gate Elementary |
| \$5,516 | Digital Information Casting System at NHS |
| \$3,960 | Remove old range and install convection steamer at Middle Gate Elementary |
| \$3,024 | Electrical and Installation of Char-Broiler at NMS |
| \$1,330 | Installation of Char-Broiler at Reed Intermediate |
| \$29,986 | Remodel service line at Head O 'Meadow Elementary (at Chartwells' expense) |
| \$7,921 | Electrical and custom stainless steel work in NHS for new hot well station, frozen yogurt machine and Turbo Chef oven |

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6. Amendment of Article VI. Section 6:11 Section 6:11 of the Agreement is amended by deleting this section in its entirety
7. Amendment of Article VI Section 6:12 Section 6:12 of the Agreement is amended by deleting this section in its entirety.

Page 13 no change

8. In the event the foregoing conditions are not met during the school year, Chartwells' guarantee obligation shall be reduced by an amount equivalent to

any increased cost or loss of revenue attributable to the changes in such conditions.

New provision

9. This Amendment is effective October 31, 2015. All other terms and conditions contained in the original Agreement shall remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be signed by their duly authorized officers, all done the day and year first above written.

Newtown Public Schools

COMPASS GROUP USA, INC. by and through its Chartwells Division

By: _____

By: _____

Name: Keith Alexander

Name: Rhonna Cass

Title: Chairman

Title: President Schools

Date: _____

Date: _____

Newtown Public Schools

Gifted Program Review

November 4, 2015

During the 2014 – 2015 school-year, gifted education was reviewed by a committee of teachers and administrators. Changes to the existing program were proposed and some changes were piloted during the year. The outcome of that work, summer curriculum work and initiatives instituted this fall are reviewed below.

Staff – A full-time Teacher of the Gifted was added for the 2015 – 2016 school year. Currently, there are four Teachers of the Gifted – one full time teacher for Hawley and Head O’Meadow, one full-time teacher for Middle Gate and Sandy Hook, one 0.4 FTE teacher for Reed and one 0.4 FTE teacher for Newtown Middle School.

Name Change – With the additional staff and, therefore, additional services, a name change was proposed to reflect expanded services in the gifted program, particularly an increase in enrichment opportunities. Enrichment services are not exclusively for students identified as gifted learners, so the name change from G.A.T.E.S to ***Project Challenge*** is a more accurate representation of the broader array of services that include expanded enrichment, parent education classes, Personalized Exploration/Genius Hour, WordMasters Challenge, PSATs and increased availability of staff for SRBI, PPTs, and consultation.

Identification/Gifted Screening – All students in the third grade are given the Otis-Lennon School Abilities Test (OLSAT). Students may also be referred for identification for the gifted program by their parents, by their teachers and can self-refer. Identification is multi-criteria including input from teachers, input from parents, classroom lessons/observation of critical and creative thinking, and the administration of tests of intellectual ability. Students in subsequent grades may take a different edition of the OLSAT. Based on student need, students may have additional testing or be referred to the standard PPT process if it is suspected that the students is twice exceptional.

A change in the screening timeline has been made this year. The screening committee PPT will meet when there is adequate information collected. Instead of meeting only in December and in May, screening committee PPTs will be convened multiple times throughout the year.

Parent Education – Parent education sessions have been offered sporadically over the past 10 years. This year, the gifted education staff will offer a more formalized six week parent education class based on the How to Parent So Children Will Learn by Sylvia Rimm. The program will be designed for parents of identified gifted children, but will also be open to parents who feel that may benefit from the content.

Enrichment – Additional staff has allowed for an increase in enrichment opportunities in math in the elementary schools in third and fourth grades. Students work in small enrichment groups, focusing on curriculum aligned activities. Student groups are determined based on Stepping Stones pre-assessment scores and teacher recommendation. Groups are kept flexible based on instruction and student need. Activities include multi- step problem solving, small group discussion and reasoning, creative and critical thinking skills, as well as, higher order thinking activities. Students are encouraged to work collaboratively while solving problems that extend their thinking.

Personalized Exploration/Genius Hour – Offered to all students in the fourth grade, selected students meet one time per week for six weeks, to participate in an hour long personalized exploration period. Students identify an area of interest, select an essential question, and participate in instruction in research methods. During this time, students are introduced to the use of technology in the classroom and are guided to fine tune their research and presentation skills. The use of specific apps is taught during this time, including applications such as Key Note, Pages, i-Movie, Infographics, and more. Students will share their final products with their homeroom.

Philosophy – Through the introduction of different philosophers, fifth grade students explore leadership and logic topics. Within structured discussions, debates, readings and small group activities, contrasting philosophical viewpoints are considered. As active participants, students are expected to listen carefully and communicate their own ideas. Through the use of leadership activities, the students will engage in one mini-research component on three major leaders and what qualities and attributes made them leaders. The unit culminates with a research project titled “Do the Times Make the Leader, or Does the Leader Make the Times?”

Deductive and Inductive Reasoning – Sixth grade students learn deductive and inductive reasoning, and divergent thinking. They then apply these skills to the Future Problem Solving Model. In the spring semester students take what they have learned from the FPS model for the unit **2075**. **2075** is a semester long problem solving simulation that is based on the Isaac Asimov short story "Good-bye to Earth" and incorporates research conducted by NASA and the National Space Society. As the unit begins, students are introduced to the world of 2075 where scientific advances have led to the establishment of space colonies that orbit Earth. Each sixth grade class represents a separate space colony and working as a team they must collaborate to successfully address presented challenges. Each class will end the semester with a fully established new civilization, starting with a new name and ending with a newly formed government.

WordMasters Challenge – Students in grades 4 – 8 will compete in the gifted education Gold Division of the WordMasters Challenge, an international competition that requires extensive vocabulary, verbal reasoning and critical thinking to complete 20 analogies.

PSAT – Students in grade seven and eight are eligible for a number of national talent searches such as those conducted by Johns Hopkins and Duke Universities. To qualify for these programs, students must take the SAT. To prepare students to take the SAT for these programs and to prepare them for other high-ceiling tests, middle school students took the PSAT at Newtown High School this October. The PSAT test booklet and student results are returned to the school so the students and the Teacher of the Gifted can review test taking strategies and avoid common errors in high stakes test taking.

Sample Enrichment Activities – 4th grade math

Deductive Reasoning Activity - Students will practice making deductions by the process of elimination in order to reinforce the concept of place value. The activity is introduced to a small group of students by discussing the ideas of deductive reasoning and process of elimination. How can we take a general idea, and using information provided to us, break our idea down into something more specific? Students are told they are going to need to use deductive reasoning to determine a “magic” 3-digit number hidden on a number card. By following specific rules and guidelines, students are able to eventually determine the number on the card in fewer than 10 guesses. This activity is used to teach students how deductive reasoning can be helpful in all areas of academics.

Prove It Statements - Students will determine whether a mathematical statement is true or false, using evidence to back up their reasoning. The activity is introduced with the question: How many times does one have to do something to prove whether their answer is true or false? For example, if you drop a basketball and a golf ball at the same time, which object will hit the ground first? Students will come to a consensus that one or two trials is not sufficient in proving something true or false. Next students will be introduced to a number of mathematical statements, and will be asked to prove them true or false using mathematical reasoning and examples. An example of a statement that students would need to prove true or false is: Three odd numbers multiplied together always give you an odd product. Once the students have proven each statement true or false, they will be guided to create their own statements that can be proven.

Numbers Puzzles – Students are exposed to a variety of different types of numbers including, prime, square, triangular, multiples and factors. Students are then asked to work together to rearrange 25 different numbers into an array so that the number chosen satisfies both the condition given by the heading for that row and the heading for that column. Students are required to work together to determine how they can arrange all 25 numbers into the array, so that every heading is satisfied in both directions. Students are then guided to discuss what strategies they implemented in order to create their outcome.

Place Value Rounding – Students will understand the place value system by rounding decimals to any place. Students are taught about decimal numbers and how they represent an amount that is less than one whole. This is compared to their understanding of fractions. Students will then play a game in a small group, requiring them to round decimal numbers provided, to the nearest whole number in the thousands or ten thousands place, or to the nearest tenth, hundredth, or thousandth. Students will be asked to discuss the rounding strategy that they use and how far away from a whole number their decimal number is.

NEWTOWN FEDERATION OF TEACHERS

AND

NEWTOWN BOARD OF EDUCATION

2016-2020

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AGREEMENT

THIS AGREEMENT is made and entered into by and between the NEWTOWN BOARD OF EDUCATION (hereinafter referred to as the "Board") and the NEWTOWN FEDERATION OF TEACHERS, LOCAL 1727, AFT, CONNECTICUT FEDERATION OF TEACHERS, AFL-CIO (hereinafter referred to as the "Federation").

1. RECOGNITION

The Board recognizes the Newtown Federation of Teachers as the exclusive bargaining representative for all its certified professional employees occupying positions requiring a teaching or special service certificate, including employees working under durational shortage area permits (DSAP), other than temporary substitutes and excluding the Superintendent, Assistant Superintendent, Business Manager, Director of Pupil Services and all personnel covered by the Newtown Association of School Administrators' contract.

2. DEFINITIONS

2.1 Unless otherwise indicated, the term "teacher", when used in this Agreement, shall refer to all employees in the unit described in Section 1.1 above. Use of the masculine, "he" or "his," herein shall also connote the feminine and use of the feminine, "she" or "her," shall also connote the masculine.

2.2 Interim Teachers. Positions which are expected to be vacant for at least forty (40) school days shall be filled by substitute teaching personnel who have met the State Certification requirements of the vacant positions. After a forty (40) school day trial period, such certificated substitute teachers shall be given the status of an interim teacher and shall thereafter be paid at the appropriate rate on the teachers' salary schedule. If a certificated teacher is unavailable, the Board shall attempt to fill such vacancy by a qualified noncertificated person.

2.3 "Days," as used in this Agreement, shall mean days when school is in session. During the summer months when school is not in session, "days" shall mean calendar days other than Saturdays, Sundays, and holidays.

3. BOARD RIGHTS

3.1 The Board reserves and retains, solely and exclusively, all its rights, express or implied, to manage the school system and its employees. The Federation agrees that the functions and rights of management belong solely to the Board and that the Association will not interfere with the Board's exercise of these rights and functions.

3.1.1 Enumerated Rights. The exclusive functions and rights of the Board include, but are not restricted to, the right to: direct the operation of the public schools in the system in all aspects; select and employ new personnel; manage the school system and the direction of its work force; determine methods and levels of financing and budget allocation; provide, when necessary, for the transportation of students; designate the schools to be attended by the children in the system; establish the number of schools to be utilized by the system; maintain good public elementary and secondary schools and provide such other educational

activities as in its judgment will best serve the interests of the system to give the children of the system as nearly equal advantages as may be practicable; maintain and operate buildings, lands, apparatus and other property used for school purposes; decide the textbooks to be used; make rules for the arrangement, use and safekeeping of the school libraries and to approve the books selected therefor; prepare and submit budgets and, in its sole discretion, expend monies appropriated to the Board for the maintenance and operation of the schools, and to make such transfers of funds within the appropriated budget as it shall deem desirable; determine, and from time to time redetermine, the number of Board personnel and the methods and materials to be employed; select and determine the qualifications of teachers required to promote the efficient operation of the school system; distribute work to teachers in accordance with the job content and job requirements determined, and from time to time redetermined, by the Board; determine the procedures for promotion of teachers; create, enforce and, from time to time, change rules and regulations concerning discipline of teachers; discipline, suspend or discharge teachers; and, otherwise take such measures as the Board may determine to be necessary to promote the orderly, efficient and safe operation of the school system.

3.1.2 Unenumerated Rights. The listing of specific rights in subsection (1) of this section is not intended to be all inclusive, restrictive or a waiver of any rights of the Board not listed which have not been expressly and specifically surrendered herein, whether or not such rights have been exercised by the Board in the past.

4. SAVING CLAUSE

If any provision of this Agreement is, or shall at any time be, found contrary to law by a final decision of a court of competent jurisdiction, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, and any substitute action shall be subject to appropriate consultation and negotiation between the parties. In the event that any provision of this Agreement is, or shall at any time be, contrary to law, all other provisions of this Agreement shall continue in effect.

5. DISCUSSION OF NEW MATTERS DURING TERM OF AGREEMENT

5.1 In order to promote better communication between the administration and the teachers, the parties hereto agree to the following:

5.1.1 Consultation by the Superintendent and/or his representatives with representatives of the Federation at least once a month during the school year on matters of educational policy and development, or any matters which are not covered by the Agreement and on administration of the Agreement. The parties shall exchange agenda indicating the matter they wish to discuss no later than seven (7) days prior to the scheduled meeting date, except for matters of urgency.

5.1.2 Consultation by the Principal or other head of each school and his representatives with the building representative(s) from the school at least once a month during the school year on matters of school policy and on implementation of the Agreement.

5.2 Other than in connection with negotiations for a successor agreement, the Board and the Federation expressly waive and relinquish the right and each agrees that the other shall not be obligated, for the duration of this Agreement, to bargain collectively with respect to any subject or matter whether or not referred to or covered in this Agreement, except as noted in Sections 5.2.1 or 5.2.2 below.

5.2.1 In the event that the Board establishes new or revised positions within the bargaining unit, the parties will negotiate the salaries and/or differentials for such positions.

5.2.2 In the event the Federation and the Board voluntarily and mutually agree to bargain over wages, hours or working conditions during the term of this Agreement, such negotiations will be in accordance with Connecticut General Statutes.

6. PROFESSIONAL NEGOTIATION

6.1 Whenever members of the bargaining unit are scheduled by the parties to participate during school hours in bargaining meetings, including mediation and negotiation sessions, they shall suffer no loss of pay.

7. STRIKES

The Federation agrees that it shall not call, authorize, instigate, sanction or condone any strike, slowdown, work stoppage or other concerted refusal to perform any assignment on the part of any employees during the period of this Agreement or any extension thereof.

8. GRIEVANCE PROCEDURE

8.1 Definitions

8.1.1 A “grievance” is a claim based upon the interpretation, meaning or application of any of the provisions of this Agreement.

8.1.2 A “grievant” is the person or persons making the claim. If a grievance affects a group or class of members of the bargaining unit, the Federation may submit such grievance, in writing, to the Superintendent directly and the processing of such grievance will commence at Level 2, provided that, the written grievance is submitted to the Superintendent within fifteen (15) days following the event or condition on which the grievance is based. Such grievance shall not be processed to a higher level unless at least one aggrieved teacher submits the grievance, in writing, in accordance with Sections 8.3.3 or 8.3.5. The fact that a grievance is not processed to a higher level because of the preceding sentence shall not bar another teacher from making a timely claim based on the same or a similar condition or event.

8.1.3 “Superintendent” for the purpose of this Section shall mean and include

the Superintendent and/or his designee.

8.2 Purpose

8.2.1 The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the grievances which may from time to time arise. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

8.2.2 Nothing herein contained shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any appropriate member of the administration.

8.3 Procedure

8.3.1 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

8.3.2 Prior to filing a formal grievance, the aggrieved party may first attempt to resolve his/her issue(s) with his/her principal, or appropriate other administrative official on an informal basis. If the aggrieved party pursuing the issue is the Federation, the affected teacher or teachers shall be identified and included in the discussion.

8.3.3 No reprisals of any kind shall be taken by either party or by any member of the administration against any participant in the grievance procedure by reason of such participation.

8.3.4 Any grievant may be represented at any level of the formal grievance procedure by a Federation representative. When a teacher is not represented by the Federation, the Federation shall have the right to have representatives present to state their views at all stages of the procedure.

8.3.5 Subject to the provision of Section 8.3.4, the Federation may call upon the professional services of its parent organization for consultation and assistance at any stage of the procedure.

8.3.6 If the grievant does not file a grievance within the time limit set forth herein, such grievance shall be considered waived.

8.3.7 If the grievant fails at any level to appeal a grievance to the next level within the specified time limits, the grievance shall be deemed waived. Failure of the Board at any level to comply with time limits regarding responding to a grievance shall permit the grievant to appeal the grievance to the next level.

8.3.8 If any arbitration proceeding is held during school hours, the grievant, witnesses who actually testify, and one Federation representative (if the grievant is being

represented by the Federation) will be excused for the hearing without loss of pay. If any meetings under the grievance procedure are held during school hours, the grievant and a Federation representative shall be excused to attend the meeting without loss of pay.

8.3.9 If the grievance arises out of the action of some official other than the Principal or immediate supervisor, then the grievance shall be initiated with that person as a substitute for Level One.

8.3.10 The parties shall maintain the confidentiality of all grievance meetings or hearings and Board hearing discussions and all information presented during such meetings or hearings, to the extent allowed by law. However, nothing contained herein shall be construed as to preclude intra-union communications.

8.3.11 All documents, communications and records dealing with the filing of a grievance shall be filed separately from the personnel files of the participants. Such maintenance of grievance files shall not in any way whatsoever prohibit use of the documents contained therein in any other subsequent proceeding.

8.3.12 Level One - Principal or Immediate Supervisor

A grievant shall, within fifteen (15) days following the event or condition on which the grievance is based, present a written grievance to his Principal or immediate supervisor (and a representative of the Federation if the grievant so desires). The Principal or immediate supervisor shall give the grievant a written response within ten (10) days.

8.3.13 Level Two - Superintendent of Schools

8.3.13.1 In the event that the grievant is not satisfied with the disposition of the grievance at Level One, he may file a written grievance with the Superintendent of Schools within five (5) days after the written response at Level One.

8.3.13.2 Within ten (10) days after receipt of the written grievance, the Superintendent shall meet with the grievant (and a representative of the Federation if the grievant so desires) in an effort to resolve it. The grievant shall be given a written response to his grievance within ten (10) days after such meeting, such response to be signed by the Superintendent and to constitute the Superintendent's decision on the grievance.

8.3.14 Level Three - Board of Education

In the event that the grievant is not satisfied with the disposition of the grievance at Level Two, he may submit such written grievance to the Board within fifteen (15) days after the meeting at Level Two. Within ten (10) days after receiving the written grievance, the Board shall meet with the grievant (and a representative of the Federation if the grievant so desires) for the purpose of resolving the grievance. The decision on the grievance at Level Three shall be rendered by the Board within fifteen (15) days after such meeting.

8.3.15 Level Four - Arbitration

8.3.15.1 If a grievance is not settled at Levels One, Two or Three only, the Federation may submit, if the grievant so directs in writing and the Executive Council approves, the grievance to final and binding arbitration before an arbitrator selected in accordance with the Voluntary Rules of Labor Arbitration of the American Arbitration Association, provided that, such submission is made within ten (10) days after the decision was rendered or should have been rendered at Level Three and, provided further, such grievance may be arbitrated under the American Arbitration Association's expedited rules if the parties mutually agree to do so, such agreement not to be unreasonably withheld by either party.

8.3.15.2 The arbitrator shall hear only one grievance at a time. The arbitrator shall have no authority to add to, subtract from or modify the terms of this Agreement. The fees and expenses of arbitration shall be borne equally by the parties.

8.3.15.3 The Federation agrees that the decision of the arbitrator shall be final and binding, and that this grievance procedure shall be the sole and exclusive means of resolving claims which are encompassed within the definition set forth in Section 8.1.1.

9. CLASS SIZE

9.1 Subject to the availability of funds and facilities, class sizes for the duration of this contract will be planned in accordance with this Article 9. For the purposes of this Article, "regularly scheduled class" means a class assigned to a teacher to teach on a continuing basis.

9.2 Except for the subject area referred to in Section 9.3, or for the purpose referred to in Section 9.4, regularly scheduled classes shall be planned for an average of twenty-five (25) pupils and a maximum of thirty (30) pupils.

9.3 The standards set forth in Section 9.2 shall not apply to secondary level classes in music or physical education.

9.4 The standards set forth in Section 9.2 may be modified for the following bona fide educational purposes:

9.4.1 Large group instruction.

9.4.2 Team teaching.

9.4.3 Experimental programs.

9.4.4 To take into account special needs or factors, such as safety, space and equipment, assignment of paraeducators, student capability, amount of teacher clerical work, student age, degree of individual attention required by subject matter, or State requirements.

10. TEACHING ASSIGNMENTS

10.1 Teachers initially employed by the Board shall receive their building assignments from the Superintendent's office. Grade and/or subject assignments shall be given to the new teacher by August 1 (if practicable) or at the time of hiring, whichever is later.

10.2 Teachers already in the system shall receive notification of their grade levels, programs, subjects, and room assignments for the ensuing school year no later than fifteen (15) days prior to the end of the school year. All such assignments, programs and schedules shall be tentative until such time as the Board's budget is approved by the Town. Thereafter, teachers shall be notified promptly, in writing, of any changes in their program and schedules for the ensuing school year, including the schools to which they will be assigned, the grades and/or subjects that they will teach, and any special or unusual classes or assignments they will have. Wherever possible, materials for programs shall be made available to each teacher prior to the teacher assuming responsibility for the program.

10.3 In the determination of assignments, the convenience and wishes of the teacher shall be honored to the extent that these considerations do not conflict with the instructional requirements and best interest of the school system and the pupils as determined by the Principal and/or Superintendent, as may be appropriate. Any teacher may enlist the assistance of a Federation representative in expressing the teacher's wishes as set forth in this section.

10.3.1 On or before May 1 of each school year, time shall be devoted at a faculty meeting in each elementary school for the principal to share with the faculty his/her plans for the procedures to be followed in scheduling and the making of assignments for the coming year. At that meeting, the principal shall invite the faculty's feedback and ideas. Promptly after the meeting, elementary teachers shall be given an opportunity to fill out a preference sheet regarding grade level assignments.

10.3.2 All teachers shall be given an opportunity to complete an assignment preference sheet and an opportunity to discuss their assignment preferences with their principal. In the determination of assignments, the convenience and wishes of the teacher shall be honored to the extent that these considerations do not conflict with the instructional requirements and best interest of the school system and the pupils as determined by the Principal and/or Superintendent, as may be appropriate.

10.3.3 A copy of teaching schedules, including non-teaching assignments, shall be available at each school.

10.3.4 All cafeteria duties shall be rotated on an equitable basis as determined by the principal and/or Superintendent, as may be appropriate.

10.3.5 Bus duties shall be rotated on an equitable basis in each school.

10.3.6 There shall be equity in teachers' assignments pertaining to class size for the same subject, e.g. College Prep.

10.4 In arranging schedules for teachers who are assigned to more than one school, every reasonable effort shall be made to limit the amount of inter-school travel.

10.5 The Board shall make every reasonable effort to assure that pupils are taught by teachers working within their areas of competence. Teachers will not be assigned, without their consent, to subjects or grade levels outside the scope of their teaching certificates.

10.6 Teacher assignments shall be made without regard to age, race, creed, color, religion, sex, nationality, marital status, disability, ancestry, genetic information, sexual orientation or gender identity or expression.

10.7 No teacher will be regularly assigned more than five (5) instructional periods per day, on a weekly average, without his/her consent. Each building will post opportunities for teaching additional classes in accordance with Section 11.1. A teacher who consents to regularly teaching more than five (5) instructional periods per day, on a weekly average, shall be compensated at the rate of 1-7th of his/her daily rate per period. This Section shall be applicable only to the intermediate, middle and high schools.

10.8 In lieu of a duty a teacher may be assigned to the learning and/or tutorial center to work with students within the area of their certification.

11. VACANCIES AND NEW POSITIONS

11.1 When the Board decides to fill a vacancy or new position within the teachers' bargaining unit, it shall post notice of the vacancy or new position on the district's website for a period of five (5) days. Such notification shall indicate that interested candidates shall apply for the position using the district's electronic process. The proper notice of such a vacancy or new position shall clearly set forth the responsibilities, qualifications, and salary. The Board shall also notify the President of the Federation or designee regarding such postings by email at the time of such postings. Qualified bargaining unit applicants shall be granted an interview. Where there are two or more applicants for any such vacancy or new position, the Superintendent will make his decision based on qualifications and seniority. Qualifications means certification, educational background, previous experience, evaluations, bona fide occupational qualifications and recommendations.

11.2 The Board shall inform teachers of all vacancies and new positions in the administrators' bargaining unit by posting a notice of that vacancy or new position on the district's website for a period of five days. The Board shall also notify the President of the Federation or designee regarding such postings by email at the time of such postings.

11.3 Vacancies and new positions which occur in both the teachers' and the administrators' bargaining units during the summer vacation shall be posted in accordance with Section 11.1.

11.4 At any time during the calendar year, a teacher who desires to apply for any vacancy or new position (in either the teachers' or the administrators' bargaining unit) shall file his application, online, with the Superintendent within the time limit specified in the notice.

12. RESIGNATION

Any teacher intending to resign or retire shall give written notice to the Superintendent as soon as the teacher has a firm intention to resign/retire, but in no event later than forty-five (45) days prior to the effective date of the resignation/retirement. When it is determined by the Superintendent that it is in the best interests of the individual resigning/retiring and the school system, the Superintendent may waive all or part of the forty-five day notice requirement.

13. HEALTH EXAMINATIONS

When the Board believes that a teacher's professional competence has been so impaired by a physical or psychiatric condition that it is questionable whether the teacher's employment should be continued, the Board may, at its discretion and at its expense, require the teacher to submit to a medical or psychiatric examination, or both, advising the teacher of its reasons (in writing, if so requested in writing by the teacher) for requiring such examination. The teacher shall have the right to advise the Federation of the Board's action and shall further have the right to select the professional person or persons to perform such examination from a list of three (3) professional persons empaneled by the Board. In connection with such examination, the teacher shall have the right to require the examining physician to consult with the teacher's own physician, or his choice of psychiatrists. Such examination shall be kept as confidential as the law allows.

14. EVALUATIONS AND PERSONNEL FILES

14.1 Teachers shall have the right to inspect their personnel files, to receive photocopies of any materials therein within two working days, and to attach a written comment to any evaluation or report in such file.

14.2 Administrators will be encouraged to place information of a positive nature indicating special competencies, achievements, performances or contributions of an academic, professional or civic nature in teachers' personnel files.

14.3 ADVANCED NOTICE OF NEGATIVE MATERIALS. No critical or negative material shall be placed in a teacher's personnel file unless the teacher has had an opportunity to read the material and affix his/her signature on the actual copy to be filed. The teacher shall so affix his/her signature when requested to do so with the understanding that such signature merely signifies that he/she has read the material to be filed reserving the right to respond by addenda affixed to such material. If the employee does not sign the material within three working days, the administrator will forward the material for placement in the personnel file with notation that the teacher has failed to sign. The Office of the Superintendent shall be the sole custodian of all personnel files. No critical or negative material may be used in a disciplinary proceeding against a teacher unless it has been placed in the teacher's personnel file in accordance with the procedure specified herein.

14.4 All items placed in a teacher's personnel file shall be date stamped on the day of submission.

15. PROTECTION OF TEACHERS

15.1 In the event of any dispute between a teacher and a student, the teacher involved shall be consulted with respect to the incident. The teacher may be accompanied by a Federation representative.

15.2 Teachers shall report immediately, in writing, to their Principal and to the central office all cases of assault suffered by them in connection with their employment.

15.3 Such report shall be forwarded through the Superintendent to the Board which shall comply with any reasonable requests from the teacher for information in its possession not privileged under law or covered by the Federal Educational Rights and Privacy Act which relates to the incident or the persons involved.

15.4 The Board agrees to provide indemnification and legal counsel to defend any teacher in accordance with Section 10-235 of the Connecticut General Statutes.

15.5 Whenever a teacher is absent from school as a result of personal injury compensable under Connecticut Workers' Compensation law, and caused by an assault arising out of and in the course of his employment, he shall be paid his full salary for the period of such absence for up to one calendar year without having such absence charged to the annual sick leave or accumulated sick leave. Any amount of salary payable pursuant to this Section shall be reduced by the amount of any Workers' Compensation award for temporary disability due to the said assault injury for the period for which such salary is paid. The Board shall have the right to have the teacher examined by a physician designated by the Board for the purpose of establishing the length of time during which the teacher is temporarily disabled from performing his duties; and, in the event that there is no adjudication in the appropriate Workers' Compensation proceeding for the period of temporary disability, the opinion of the said physician as to the said period shall control.

15.6 No teacher shall be disciplined except for just cause. Termination or non-renewal of a teacher's contract of employment shall not be subject to this Article but, rather, shall be in accordance with state law and shall not be subject to the grievance and arbitration procedure set forth in Article 8 of the Agreement.

15.7 All notifications of suspensions must be in writing to the teacher with the reason. Simultaneous notification shall be given to the Federation.

16. TEACHER FACILITIES

The Board and the Federation agree that each school should have the following facilities and further agree that the educational specifications for any new school buildings will contain plans for the following facilities:

16.1 Space in each classroom in which teachers may safely store instructional

materials and supplies (unless other convenient storage space is provided).

16.2 A teacher work area containing adequate equipment and supplies to aid in the preparation of instructional materials.

16.3 An appropriately furnished room, which shall include a telephone, to be used as a faculty lounge, said room to be in addition to the aforementioned teacher work area.

16.4 Well-lighted and clean teacher rest rooms, with separate facilities for men and women.

16.5 Adequate parking space conveniently located at each school.

17. USE OF SCHOOL FACILITIES

17.1 The Federation will have the right to use school buildings, without cost, at reasonable times for meetings, provided, however, that the Federation will be required to pay any additional custodial cost involved by reason of said meeting. The Principal of the building in question will be requested for permission in advance of the time and place of all such meetings in order to provide the Principal with sufficient time to schedule such facilities.

Use of school office equipment for Federation needs shall be freely granted when such equipment is not in use. The costs of any materials used will be borne by the Federation.

17.2 The Federation shall have the right to put up and maintain one (1) bulletin board in each school building, which will be placed in the faculty lounge, for the exclusive purpose of displaying notices, circulars and other Federation material. Copies of all such material will be given to the building Principal in advance of posting, but his advance approval will not be required. The Federation agrees that it will not post any material which is derogatory to the administration, the Board of Education or any member thereof, or the school system.

17.3 Teachers may not use school facilities or property for purposes of private gain without the permission of the Board of Education. The Board shall not permit the use of teachers' mailboxes for personal gain or political propoganda.

17.4 The Federation President shall be released from one non-teaching duty for one period during each school day in order to attend to the processing of grievances, or to meet with the Superintendent or other Administrators.

18. SCHOOL CALENDAR

18.1 If the Board decides to lengthen the student school year beyond 183 days, the Board agrees to compensate teachers for each student school day above 183 days at the rate of fifty-three one-hundredths of one percent (.53%) of the applicable step on the salary schedule.

Compensation for teachers shall be based on a 187-day work year. If the Board decides to change the length of the teachers' work year, the Board agrees to proportionately adjust the applicable teachers' salary schedule for each day added or subtracted from 187 days. The Board further agrees to provide the Federation with a minimum of thirty (30) days' notice prior to the date of actual change in the teacher's work year. For 2016-17, 2017-18, 2018-19 and 2019-20 the work year will not be reduced below 187 days.

18.2 There shall be no more than six (6) non-student days during the employment year.

18.3 After the adoption of the district calendar, the Superintendent shall consult with the President of the NFT and the school principals and then notify the staff prior to June 15 which day in the next school year will be a professional day in which there will be no required district or building meetings to which individual teachers will be directed to attend by their supervisors.

19. SCHOOL DAY

19.1 Teachers shall arrive prior to the opening of the school day in sufficient time to prepare for a professional undertaking of the day's involvements. Typical schedules will begin not more than one-half hour before the start of class or homeroom period and end not more than one hour per day after the close of classes, not to exceed one hour per day.

Teachers may be required to remain before/after school for up to one hour to attend the staff meetings, which will be held on Tuesdays:

- One day each month - building meeting called by the principal
- One day each month - subject field groups, grade level groups, special groups or individual meetings authorized by the Superintendent, or other meetings called by the Superintendent
- One hour meeting per month for professional development work authorized by the Superintendent

If a meeting scheduled for a Tuesday is canceled due to a school closing or early dismissal the Administration will reschedule the meeting, with notice of at least one week for teachers.

19.2 The Superintendent or his/her designee may establish working schedules for certified staff that are not identical to the standard school day. Full-time teaching staff assigned to such schedules shall not be required to work more hours in a typical week than the total

number of weekly hours worked by the average full-time teacher. Nothing herein, however, changes the normal practice that teachers fulfill job responsibilities outside of the regular school day.

19.3 Classroom teachers may leave the building soon after the student dismissal on days when they are not required to assist students in need of special help, supervise students who arrive or depart outside the normal working schedule, take part in parent--teacher conferences, assist in the supervision of student activities which occur out of regular school hours or to engage in any other duty, assignment, meeting or activity. Attendance shall not be required, however, at more than six (6) evening meetings per school year.

20. ATTENDANCE

20.1 Compliance with school hours and regular attendance at staff, workshop, professional learning community workshops or in-service training meetings, as well as all regularly scheduled classes, shall be expected of all teachers.

20.2 If the teacher is going to be absent for any reason, he shall notify the Principal or his designee of his absence and the reason therefor as soon as possible prior to the absence but in no event later than ninety (90) minutes prior to the time when the teacher is scheduled to report to school, unless he is prevented from doing so because of an illness or accident or similar reason beyond his control, in which case he, or someone for him, shall notify the Principal or his designee as soon as possible of the reason for his absence and the reason for his failure to notify the Principal within the time limits set forth above. Failure on the part of the teacher to give the ninety (90) minute notice of absence may result in progressive discipline. The teacher's notice to the Principal or his designee shall include his estimate of the duration of the absence.

Thereafter, the teacher shall be required to notify the Principal or his designee of any changes in said estimate as soon as they occur, but in no event shall a teacher allow five (5) working days to pass without recontacting the Principal or his designee unless a specific date beyond five (5) working days is established in advance by the Principal or his designee for such contact. For each day of unexcused absence or failure to comply with the requirements of this Section, teachers will be subject to loss of pay in an amount equal to the product of: (1) the number of such days, (2) the teacher's salary, and (3) a fraction, the numerator of which shall be the numeral one and the denominator of which shall be the number of teacher work days in the applicable employment year. The Board may also take other appropriate action, such as letter of reprimand, withholding of increment, or dismissal, as the Board shall determine after a hearing. The Board's determination and the reasons therefore shall be given to the teacher in writing.

21. DUTY-FREE LUNCH

All teachers shall have an uninterrupted duty-free lunch period daily of at least thirty (30) minutes, except in cases of emergency.

22. PREPARATION PERIOD

For the purposes of this Article, a preparation period is defined as a period during which a teacher is engaged in professional activities. Subject to temporary schedule changes resulting from teacher or paraeducator absence:

22.1 Classroom teachers for grades K-12 shall have, in addition to their lunch period, an average of one preparation period per day over a five day period. This will not result in any teacher having two consecutive days without a preparation period.

22.2 Elementary classroom teachers may utilize as preparation periods the time when special teachers (music, art, library, physical education) are in their classrooms, except when specially requested to remain in the classroom by the Principal.

22.3 On any day when a special teacher is not scheduled for an elementary classroom, or when a Principal has requested an elementary classroom teacher to remain in the classroom while the special teacher was present, alternative preparation time, of thirty (30) minutes duration, shall be provided by assignment of a paraeducator.

22.4 The Board agrees to continue its practices regarding the compensation of teachers or the provision of alternative preparation time to teachers in cases when a Planning and Placement Team meeting conflicts with scheduled preparation time as provided for in Sections 22.1 or 22.2 on any given day.

22.5 Teachers required to teach an additional class or additional students as the result of the unavailability of a substitute shall be paid \$42.50 per period in the intermediate, middle and high schools and \$32.50 per hour for elementary schools.

22.6 Special teachers shall have an average of five (5) preparation periods per week.

23. PAYROLL DEDUCTIONS

23.1 In addition to those payroll deductions required by law, the following agencies are eligible for payroll deductions. All requests for deductions must be in writing on approved authorization forms.

23.2 A list of approved deductions is as follows:

Newtown Federation of Teachers
Waterbury Teachers Federal Credit Union
Tax Sheltered Annuity Plans
Supplemental Life and Disability Insurance

Medical and Dental Insurance
Direct Deposit
Flexible Benefit Plan
Western Connecticut Federal Credit Union
AFLAC

23.2.1 Deductions for Tax Sheltered Annuity Plans and Waterbury Teachers Credit Union shall be as indicated by each individual contract. The Board shall not be required to honor for any month's deduction any authorizations that are delivered to it later than two (2) weeks prior to the distribution of the payroll from which the deductions are to be made.

23.2.2 All teachers shall as a condition of continued employment join the Federation or pay to the Federation a service representation fee not to exceed the proportional cost of collective bargaining, grievance adjustment, and contract administration paid as dues by other teachers who are members of the Newtown Federation of Teachers. The Board of Education agrees to deduct from teachers' salaries said dues or service representation fee when said teachers individually and in writing authorize the Board to do so, and to transmit to the Newtown Federation of Teachers all monies so deducted accompanied by a list of the teachers' names from whom such deductions have been made and the amount of the deduction.

23.2.3 The Federation shall, at the beginning of each school year, give written notification to the Business Office of the amount of its dues and representation fee.

23.2.4 If, during the term of this Agreement, the Federation establishes plans providing welfare benefits for teachers in the unit, the Board shall honor teachers' written requests to deduct and pay portions of their salary into such plans, provided that, such deductions are lawful and do not, when combined with other deductions authorized herein, exceed the total number of deductions available under the Board's data processing facilities.

23.2.5 The Federation shall indemnify and save the Board and/or Town harmless against all claims, demands, suits, or other forms of liability or expense, including attorneys' fees, which may arise by reason of any action taken in making deductions and remitting the same to the Federation pursuant to this Article.

24. ISSUANCE OF SALARY CHECKS

24.1 Teachers shall be paid salaries, via direct deposit, in accordance with the salary schedule attached hereto as Appendix C. Confirmation of payment shall be sent by e-mail.

24.2 Each teacher shall elect, in writing, whether he/she wishes to be paid on a twenty-six (26) equal payment schedule throughout the year, or a twenty-six (26) equal payment schedule with twenty-two of the payments throughout the school year and the last four (4) payments (balance of the year's salary) paid in a lump sum by the last payday in June. Salary deposits will be made bi-weekly, on alternate Fridays. When a payday falls on a bank or school holiday, the deposits will be made on the working day prior to the holiday.

25. DEPARTMENT HEADS, DIRECTOR OF GUIDANCE, DIRECTOR OF MUSIC, MIDDLE SCHOOL AND REED INTERMEDIATE SCHOOL CURRICULUM

COORDINATORS

25.1 An appointment as a Department Head or to the positions of Director of Guidance, Middle School and Reed Intermediate School Curriculum Coordinator and Director of Music shall be made for no more than one (1) year but may be renewed, if so recommended by the Building Principal, by the Board for additional one-year periods. Notification of status for the following year shall be provided in writing, no later than April 15 of each year. In the event that the Principal decides not to recommend the appointment of an incumbent to his or her position, he or she shall provide the individual with a written statement of the reasons for his or her decision.

25.2 Department Heads will be excused from assignment to regular supervisory duties of classroom teachers, such as bus duty, study hall, detention hall, homeroom, etc.

25.3 A Department Head may also be assigned by the Superintendent of Schools to carry out those activities which relate to the articulation and coordination of his subject matter area with that of the elementary and middle schools and with other Department Heads.

25.4 Department Heads, the Director of Guidance, Middle School and Reed Intermediate School Curriculum Coordinators shall be directly responsible to their Principal or such other administrator as may be designated by the Superintendent and under the supervision of such administrator for the improvement of instruction in the particular subject area assigned in his school.

25.5 A Department Head shall be responsible for three (3) or four (4) periods of teaching per day, the number of such teaching periods for each Department Head to be determined on an annual basis by the Superintendent after consultations with the principal. The remainder of the day shall be available for supervision and department coordination.

25.6 The Board of Education may, at its discretion, appoint or employ Department Heads in specific subject matter areas.

26. DEGREE DEFINITIONS

The salary schedules listed in the appendices of this Agreement shall be interpreted and applied in accordance with the following definitions:

26.1 Bachelor - A baccalaureate degree earned from a college or university accredited by a regional accrediting association or National Council of Accreditation of Teacher Education.

26.2 Master

26.2.1 Master's degree program - A master's degree earned from a college or university accredited by a regional accrediting association or National Council of Accreditation of Teacher Education.

26.2.2 University approved graduate program - The completion of thirty (30) credits beyond the baccalaureate degree in a planned program approved, in writing, in advance, by the Superintendent and by a college or university accredited by a regional accrediting association or National Council of Accreditation of Teacher Education.

26.2.3 Master's equivalency program - Thirty (30) credits in graduate study in a program approved by the Superintendent, in writing, in advance, as being equivalent to a master's degree program.

26.3 Six-year - A second master's degree from a college or university accredited by a regional accrediting association or National Council of Accreditation of Teacher Education; or thirty (30) credits in graduate study in a program approved by the Superintendent, in writing, in advance, as being equivalent to a master's degree program; or a "sixth-year certificate" from a college or university accredited by a regional accrediting association or National Council of Accreditation of Teacher Education. Second master's degree programs must be approved in writing in advance by the Superintendent of Schools if they are not directly related to the individual's current teaching position.

26.4 Doctorate - An earned Doctor of Philosophy (Ph.D.) or Doctor of Education (Ed.D.) from a college or university accredited in the field in which the degree was earned by a regional accrediting association of colleges and secondary schools or by the National Council of Accreditation of Teacher Education.

26.5 Approval by the Superintendent of a program of graduate study, under Sections 26.2 or 26.3 shall not be revocable.

27. PLACEMENT ON THE SALARY SCHEDULE

All teachers shall be placed on the appropriate step in the salary schedule, taking into consideration the following:

27.1 Degree status as defined under the Section of this Agreement entitled "Degree Definitions," provided that eligibility for placement on the appropriate step shall be determined not later than October 1st and March 1st of each year of this contract, after which no change will be made for that school year.

27.2 For teachers entering or returning to the Newtown school system, credit will be given, according to the schedule below, for previous satisfactory paid teaching experience as determined by the Superintendent in public, private and military dependency schools, provided that such experience shall have been continuous service of at least one-half of any school year. Intermittent or short-term substitute's service will not be credited as previous teaching

experience.

| <u>YEARS OF CREDITED EXPERIENCE</u> | <u>ENTERING OR RETURNING STEP ON SALARY SCHEDULE</u> |
|---|--|
| 2 | 3 |
| 3 | 4 |
| 4 | 5 |
| 5 | 6 |
| Over 5 | At Superintendent's Discretion |

For the duration of this contract the Superintendent may give full or partial credit for previous experience if he in his unlimited discretion, determines that it is in the best interest of the school system. Notwithstanding the foregoing, no newly hired teacher will be placed at a step level higher than a teacher already in the school system with the same amount of experience except in extraordinary circumstances deemed by the Superintendent to be in the best interest of the school system, provided that in any such case, the Superintendent will consult with the President of the Federation or designee prior to placing the incoming teacher on a higher step.

(a) Teacher experience interrupted by a period of five or more years may be considered for credit on the salary guide. The Superintendent will determine when it is in the best interest of the district to grant usual or partial credit.

(b) The Board of Education may give district administrators, who request reassignment to the position of teacher, credit on the salary schedule for service as an administrator provided such a reassignment does not result in a Newtown teacher losing their position as a teacher.

(c) The Superintendent may give partial credit on the salary schedule for experience in careers other than teaching if that experience is deemed by the Superintendent to entail skills and knowledge necessary to fulfill the teaching assignment.

27.3 For any year in which the parties agree in writing there shall be step advancement, each teacher presently employed in the Newtown school system will be advanced one step above his step on the salary schedule for each year provided the Board shall not have voted to withhold increment in his case, in which event the teacher must have been informed, in writing, of the specific reasons for such withholding of increments. Teachers who have reached the top step of a salary schedule and who are reemployed for the following school year shall receive the increase to which they are entitled under the provisions of Appendix C, provided the Board shall not have voted to withhold any or all of such increase, for the

following school year, in the case of a particular teacher, in which event such teacher must have been informed, in writing, of the specific reason or reasons for withholding such increase.

27.4 Any teacher entering the Newtown school system who has satisfactorily completed active service in the Armed Forces of the United States of at least six (6) months' duration shall be credited with one step on the salary schedule.

27.5 Each teacher presently employed in the Newtown school system whose service is interrupted by active service in the Armed Forces of the United States shall be credited with one step on the salary schedule for each year of such service to a maximum of two steps.

27.6 Both parties recognize that compensation for academic course credits beyond a Bachelor's degree shall only be required for courses taken after the teacher has been certified to teach. Compensation is not required for courses taken after initial certification but needed to qualify for certification in the State of Connecticut.

27.7 A teacher who reaches the maximum on the Bachelor's Degree Schedule will move directly across to the Master's Degree schedule if a Master's Degree is granted mid-year, and up one step at the beginning of the school year.

28. INSURANCE

28.1 (a) For employees hired prior to July 1, 2013 only, the Board shall maintain in effect for the 2016-17 contract year a preferred provider organization (PPO) plan with the medical benefits and coverages described in Appendix D hereof. Effective July 1, 2017, the PPO plan will be eliminated.

(b) The Board shall offer a High Deductible Health Plan/HSA plan (the "HSA Plan") with deductibles of \$2000 for single coverage, and \$4000 for dependent coverage, with post-deductible drug copay equal to \$10/\$30/\$50. The HSA plan shall include a health savings account feature ("HSA"), which deductibles shall be funded 50% by the Board at the beginning of each contract year and which plan is summarized in Appendix E. Effective July 1, 2017, the HSA plan will be the only medical insurance plan available to employees.

Wellness Incentive: The HSA plan set forth in this Article shall include a wellness incentive program, designed to provide early diagnosis and appropriate information to patients so that they and their health care professionals can determine appropriate, timely courses of treatment as needed. The wellness program will include preventive physical examinations. If the teacher and the teacher's spouse (if applicable) complete one preventive physical examination during the term of the contract, the Board will make a one-time contribution into the teacher's HSA, in the amount of five percent (5%) of the applicable deductible under the HSA plan. For the purposes of this paragraph, the measurement period for completing the

physical examination will be the calendar year. The Board will make its additional five percent (5%) HSA contributions on or about the July 1st following completion of the calendar year during which the physical exams are completed.

A Health Reimbursement Account (“HRA”) shall be made available for any teacher who is precluded from participating in a Health Savings Account (“HSA”) because the teacher receives Medicare and/or veterans’ benefits. The annual maximum reimbursement by the Board for teachers participating in the HRA shall not exceed the dollar amount of the Board’s annual HSA contribution for teachers enrolled in the HSA.

28.1.1 The Board reserves the right to study alternative health insurance plans with different carriers and to change insurance carriers on health insurance provided the following steps occur:

1. The plan suggested as an alternative must contain coverage and benefits and administration comparable to the plans presently in place at no additional cost to the employee, and such alternate plan must be subject to the rules and regulations of the State Insurance Commissioner’s Office.

2. The Union shall have an opportunity to study the proposed plan for a period of thirty (30) calendar days.

3. If at the end of the aforementioned thirty (30) calendar days there is a disagreement between the parties on whether or not the plan offers the requisite coverage, benefits, portability, and administration, then the issue will be sent to a mutually selected arbitrator. If the parties are unable to agree on an arbitrator, the American Arbitration Association shall be required to appoint an arbitrator with expertise in the health insurance field in accordance with its rules and regulations. The decision of the arbitrator shall be binding on the parties. If the arbitrator rules that the Board’s proposed alternate carrier meets the criteria outlined in Section 28.1.1.1 and the Board changes carriers, the standards outlined in 28.1.1.1 must be maintained during the life of the contract. The Union shall retain the right to ask the arbitrator to reinstate the original carrier if the standards outlined in 28.1.1.1 are not maintained.

28.1.2 (a) The teachers shall pay the following percentages of the expenses for group health and dental insurance coverage for each full time teacher, spouse and child:

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|----------------|----------------|----------------|----------------|
| PPO Plan (Employees Hired Prior to 7/1/13) | 25% | N/A | N/A | N/A |
| HSA Plan | 19% | 20% | 21% | 22% |
| Dental Plan | 23% | 23% | 23% | 23% |

(b) Premium contributions will be deducted in equal payments as a regular part of the bi-weekly payroll program.

28.2 Life Insurance - The Board shall pay the complete expense of group life insurance coverage for each full-time teacher in the amount of \$100,000 per teacher. Teachers may purchase at their own expense additional insurance in increments of \$10,000 provided the Board's life insurance carrier permits employees to do so.

28.3 Annually, each teacher shall fill out a form, provided by the Board, which shall provide the Board with information concerning any other health, hospitalization, or major medical insurances that provide coverage for the teacher, his or her spouse, and/or his or her dependents.

28.4 All full-time teachers must complete six (6) full months of employment before they shall be eligible for dental insurance coverage.

28.5 Any teacher wishing to purchase "stand alone" dental insurance will be able to do so by contributing the applicable percentages for dental insurance as set forth in Section

28.6 For all purposes under this Article dependent children shall be defined as:

- (a) set forth in Connecticut General Statute 38a-554 as amended; and
- (b) the employee's dependent unmarried children who are incapable of self-sustaining employment by reason of mental or physical disability.

In the event of a question about a dependent receiving insurance coverage, the Board may require the employee to provide a copy of that portion of the employee's Federal Income Tax Return which lists dependents, or other legal documents showing the employee's legal responsibility to provide health insurance.

28.7 If the Board determines that the total cost of a group health plan offered under this contract may trigger an excise tax under Internal Revenue Code Section 4980I, or any other local, state or federal statute or regulation, during the term of this contract, the Board and the Federation will, upon the request of the Board, engage in mid-term negotiations regarding the impact of such excise tax, in accordance with the Teacher Negotiation Act (TNA). Such midterm negotiations may include proposals designed to address the increased costs of insurance coverage including but not limited to, proposals designed to: modify the plan so as to reduce the cost of the plan below the excise tax thresholds and/or reduce the amount of any applicable excise tax, revise employee contributions to the costs of health insurance coverage, and/or allocate the responsibility for increased costs associated with the imposition of the excise tax.

29. COURSE WORK REQUESTED BY SUPERINTENDENT

Upon the request of the Superintendent, or upon the request of a teacher and the approval of the Superintendent, the Board shall reimburse teachers who undertake and satisfactorily complete selected studies for the benefit of the Newtown public schools for tuition and books in one lump sum. These expenses shall be considered as reimbursement of out-of-pocket disbursements and shall not be considered part of the teacher's scheduled annual salary.

30. TRAVEL EXPENSES

Teachers required to travel by the Board on educational trips shall be reimbursed at the IRS allowable rate. No teacher will be eligible for any reimbursement for travel expenses unless he actually used his/her own automobile.

31. SICK LEAVE AND OTHER DISABILITY LEAVES

31.1 All teachers shall be granted annually fifteen (15) days of sick leave with full pay. Unused sick leave will be accumulated up to but not in excess of the number of days in the work year.

31.2 For absence for sickness beyond accumulated sick leave, teachers may, at the discretion of the Board, receive the difference between their regular pay and the substitute's pay.

31.3 Whenever a teacher is absent from school as a result of personal injury caused by an accident arising out of, and in the course of his employment, he shall be paid his full salary (less the amount of any Workers' Compensation award made for temporary disability due to said injury) for the period of such absence up to six (6) months from the date of the injury without having such absence charged to his annual or accumulated sick leave.

31.4 Whenever a teacher remains eligible to receive benefits under the Workers' Compensation laws after the provisions of Section 31.3 above have been exhausted, the teacher may use his unused sick leave to make up the difference between the daily Workers' Compensation benefits and his regular daily rate of pay, in which event his accumulated sick leave account shall be charged on a non-prorated basis.

31.5 Maternity Leave

32.5.1 Maternity Leave shall be treated as a temporary disability and shall be provided in accordance with state and federal laws.

32. CONFERENCE LEAVE

The Superintendent, upon request from a teacher, may grant convention or conference leaves, or permission to observe an activity in another school building or school system, to teachers without loss of pay; and the Superintendent may also, on behalf of the Board, agree to the payment of all or part of the expenses of attendance.

33. EXCHANGE TEACHERS LEAVE

At the discretion of the Board, in any year teachers may be exchanged for teachers from some other school administration district in the United States or in a foreign country with the teacher's consent. All rights and privileges of the exchanged Newtown teacher shall continue in full force and effect during the exchanged period.

34. GENERAL LEAVE

34.1 Because the Board and the Federation firmly believe that they should work together to promote an ever greater degree of professional proficiency, upon recommendation of the Federation and/or Superintendent, a teacher may be granted leave by the Board, with loss of the amount of salary which is paid to such teacher's substitute, to attend programs of study which result from foundation or scholarship grants and which necessitate personal presence in advance of the close of the school year.

34.2 Military leave shall be granted in accordance with state and federal laws. Childrearing leave for a period of a full school year shall be granted to teachers, provided a request is submitted at least six (6) months prior to the start of the school year, and the leave begins not more than six months before and not more than 12 months after the birth or adoption of a child. Other requests for childrearing leave shall be subject to the approval of the Superintendent.

34.3 Leaves of absence will, under normal circumstances, be granted by the Board for compelling personal reasons, such leaves to be without pay and without experience credit on the salary schedule and for a duration to be agreed to by the Board.

34.4 A teacher who returns to work upon termination of any leave of absence shall be reinstated in his previous position, if available, or to an equivalent position for which he is qualified, provided that such reinstatement does not require the Board to violate any other teacher's rights under law.

34.5 At the discretion of the Board, other extended leaves not covered by this Agreement, with or without salary, may be granted upon recommendation of the Federation and/or the Superintendent. No experience credit on the salary schedule shall be granted for the period of such leave.

34.6 A teacher on an extended leave of absence under the provisions of this Article or Article 31 shall give the Board reasonable advance notice, in writing, of intent to return, indicating the anticipated date when the leave will terminate. A teacher whose leave is scheduled to terminate at or after the beginning of the subsequent school year shall give such notice not later than February 15th of the preceding school year. The Board shall send the teacher a written reminder, addressed to his or her last address of record, notifying the teacher that such a notice is due, not later than ten (10) calendar days in advance of such February 15th date. In the case of all other extended leaves of absence, at least sixty (60) days' notice shall be given. Failure to give notice as required herein shall, at the Board's option, be treated as a voluntary resignation of employment.

35. PERSONAL DAYS

35.1 All teachers shall be entitled to five (5) days leave of absence with pay each school year for legal, religious, business or family matters, i.e., birth of child, marriage, serious illness in the teacher's household or immediate family, which requires absence during school hours. Leaves of absence for these purposes shall be in addition to any sick leave accumulated. Except as provided in Section 35.4 below, it is expressly agreed that such leaves are not to be used for extension of vacation periods, or holidays.

35.2 Teachers shall be granted leave with full pay for a period of five (5) days following a death in the household or immediate family defined as spouse, children, siblings, stepchildren, grandchildren, parents, stepparents, foster parents, guardians, mother-in-law and father-in-law and grandparents.

35.3 Notification of such leave shall be made, in writing, to the immediate supervisor at least twenty-four (24) hours before taking such leave (except in the case of emergency) and the teacher shall state the reason for taking such leave as set forth in Section 35.1. Such leave shall be granted except in cases of extreme hardship or disability to the school system.

35.4 An absence immediately before or after a vacation shall not be compensated unless specific approval for such compensation is given before an absence by the Superintendent or Assistant Superintendent, after written application has been made by the teacher with a copy to the Principal. In no case shall a teacher request to use more than two (2) days in any school year under this paragraph.

35.5 For leaves of absence other than those covered by any portion of this Agreement, the rate of deduction from the teacher's salary shall be determined by subtracting from the teacher's salary for each day of absence the amount derived by multiplying the teacher's salary by a fraction, the numerator of which shall be the numeral one and the denominator of which shall be the number of teacher work days in the applicable employment year.

36. SABBATICAL LEAVE

36.1 Sabbatical leaves may be granted only at the discretion of the Board. For the duration of this contract, not more than three (3) teachers may be on sabbatical leave. In the event that a larger number of teachers apply for leave, the Board may ask the Superintendent to establish an order of priority and grant leave to those teachers presenting the best programs of use for their sabbaticals.

36.2 Applicants for a sabbatical leave must have taught successfully for not less than six (6) consecutive years in Newtown public schools.

36.3 No application for a sabbatical leave shall be granted unless the applicant first agrees, in writing, that he will return to the Newtown public schools for at least three (3) years after the end of the sabbatical leave, or else reimburse the Board in the full amount of any sabbatical leave pay which he may have received, provided, however, that if he shall have completed at least two (2) full years after the end of such sabbatical leave, the amount of such reimbursement to the Board shall be reduced by two-thirds, and if he has completed at least one (1) year after such sabbatical leave, the amount of such reimbursement to the Board shall be reduced by one-third.

36.4 The Board will pay teachers three-fourths of their scheduled salaries during the sabbatical leaves, which must be for the full year, and the full voluntary insurance program payment which would have been carried by the Board if the teacher were actually teaching. In no event shall the salary paid by the Board to a teacher on sabbatical leave exceed the difference between the teacher's scheduled salary and the amount of other compensation received by the teacher for the sabbatical year.

36.5 Because of budgeting and hiring patterns, it is required that applications for sabbatical leave for the ensuing school year (which must be in writing) be filed with the Superintendent by January 1st. All applications so filed shall be transmitted, with the Superintendent's recommendation, to the Board.

36.6 Each application for a sabbatical leave shall set forth in detail the following information with respect to the applicant's plans for the use of sabbatical leave, if granted:

36.6.1 Nature and extent of research proposed to be undertaken, if any.

36.6.2 Locality and duration of travel to be undertaken, if any.

36.6.3 Nature and location of course work or further studies to be undertaken, if any.

36.6.4 Nature of any contract or understanding the applicant has with third parties (book publishers, foundations, government grant programs, etc.) as to use of the sabbatical leave and compensation therefor.

36.6.5 Nature of overall benefits applicant believes will inure to the Newtown school system.

36.7 Each successful applicant for sabbatical leave shall, prior to October 1st following the leave, provide the Board of Education a detailed report of the leave, including the following information:

36.7.1 Extent to which original plan was fulfilled and identification of variations therefrom.

36.7.2 Nature and extent of compensation received during sabbatical year.

36.8 Each successful applicant shall, at the request of the Board, conduct a seminar for interested teachers so as to permit such teachers to share some of the educational benefits gained by the teacher completing sabbatical leave.

36.9 Each successful applicant shall be considered to be a member of the active teaching staff and, therefore, entitled to notification by mail of vacancies and new positions and all other notices which may apply, provided, he has given the Superintendent's office a current address at which he may receive such mail.

37. GENERAL

37.1 As early in the school year as possible, the Board will place a list of the names, addresses and phone numbers of all members of the staff in the staff room in each school.

37.2 In October, each teacher will be provided with a statement of his accumulated sick leave.

37.3 The Board agrees to continue its practice of paying teachers for selected committee work which requires teacher involvement on weekends or in the evening or over school vacation periods, such as the summer break. When such work is done at the request of the Board, teachers shall be compensated at the rate of \$42.50 per hour. Group leaders will receive an hourly rate 20% higher than other teachers.

37.4 When teachers are formally requested by either the Superintendent, the Assistant Superintendent or the building principal to attend a workshop during the summer which is considered to be an integral part of the district's goals, they will receive \$150 per day, pro-rated for less than six (6) hours for their attendance. The school system may offer teachers the opportunity to attend another category of workshops entitled "Voluntary Attendance Workshops" for which there may be no remuneration other than the school system providing for the cost of the consultant.

38. TEACHER RESPONSIBILITIES

38.1 Individual parent-teacher conferences, instituted by either the parents or the teachers, are an integral part of a good educational system. The current practice of encouraging and holding such conferences between individual members of the staff and parents shall continue. Unless otherwise determined by the Board in accordance with Section 10-153d(b) of the Connecticut General Statutes, elementary schools will have early dismissals on four (4) consecutive days in the Fall and Spring to provide time for parent-teacher conferences in conjunction with submission of pupils' report cards. The four (4) days will be scheduled during a two-week period by the Principal after consultation with the teachers and the Federation representative in the school building. In addition, teachers will make reasonable efforts to accommodate those parents unable to visit the schools during the day. If experience demonstrates that as much as four (4) days is not essential to accomplish these goals then, the number of days may be lessened by the Superintendent.

39. STAFF REDUCTION

In the event of layoff, the Parties agrees to following staff reduction procedure:

1. General Statement

Under the provisions of Section 10-220 and 10-4a of the General Statutes, the Board has the responsibility to maintain good public elementary and secondary schools and to implement the educational interest of the State. However, recognizing also that it may become necessary to eliminate certified staff positions in certain circumstances, this policy seeks to provide a fair and orderly process should such reductions in staff become necessary.

2. Reasons for Elimination of Certified Staff Positions

It is recognized that the Board has the sole and exclusive prerogative to eliminate certified staff positions consistent with the provisions of State statutes, providing such elimination does not result in a failure in its duty as a State agency to implement the educational interests of the State to provide a good public education in Newtown.

Elimination of certified staff positions may result from decreases in student enrollment, changes in curriculum, severe financial conditions, or other circumstances as determined by the Board.

3. Definitions

A. As used herein the term days shall mean calendar days.

B. As used herein the term teacher shall be any employee of the Board who holds a certificate issued by the State Board of Education and is employed in a teaching or administrative position below the rank of Superintendent.

4. Procedure

A. Prior to commencing action to terminate teacher contracts under this procedure, the Board will give due consideration to its ability to effectuate position elimination and/or reduction in staff by:

1. Voluntary retirements
2. Voluntary resignation
3. Transfer of existing staff members
4. Voluntary leaves of absence

B. If a teacher has attained tenure status, his or her contract of employment may be terminated if his or her position is eliminated, but only if there is no other position for which that teacher is certified and qualified available in the Newtown Public Schools. This shall include first preference with

regard to positions that are held by non-tenured teachers, in addition to positions that are open and available. When selecting teachers for termination under this procedure, the primary criterion to be applied will be successful teaching in the Newtown school system. Determination of those to be released within a certificate category shall be in the following order:

1. Non-tenured teacher
2. Tenured teachers holding provisional certificate
3. Tenured teachers holding professional certificate

C. The primary criterion to be used in selecting those employees who are to be considered for termination with the broad tenure categories established in Section 4.B above shall be the employee's qualifications and ability as a teacher as evidenced by teacher evaluations conducted in accordance with the district's teacher evaluation plan and other documentation regarding the teacher's conduct and performance contained in the teacher's personnel file. In addition, the following criteria will be considered in making a decision about termination of services:

1. Areas of certification
2. Teaching experience in other positions that may be available in the Newtown Public Schools
3. Degree status
4. Total years of teaching experience
5. Total years of teaching experience in the Newtown Public Schools

For the purposes of carrying out the reduction in force determination set forth above, in the event that the Superintendent determines that the qualifications and abilities of two teachers within a certification area are substantially equal, then the more senior teacher within the certification area (based on the total years of teaching experience in the Newtown Public Schools) shall be retained.

D. If the Board considers termination of the contract of a tenured teacher, it shall authorize the Superintendent to notify the teacher in writing that termination of his or her contract is under consideration. Such initial notice shall state "This is to notify you that termination of your contract of employment is under consideration."

5. Policy Provisions Not Applicable to Promotions

Nothing herein shall require the promotion of a teacher to a position of higher rank, authority, or compensation, although the teacher whose contract is to be terminated or nonrenewed because of elimination of position is qualified and/or certified for the promotional position.

6. Reappointment Procedure

If the contract of employment of a tenured teacher is terminated because of position elimination, the name of that teacher shall be placed on a reappointment list and remain on such list for a period of two years. If a position within the area of that teacher's certification becomes open during such period and that person is considered most qualified to fill the vacancy, then that teacher will be notified by certified mail, sent to the last known address of the teacher, at least thirty (30) days prior to the anticipated date of reemployment where possible.

In determining whether a teacher is qualified for reappointment, the criteria set forth in Section 4 above shall be considered.

The teacher shall accept or reject the appointment in writing within five (5) days after receipt of notification. If the appointment is accepted, the teacher shall receive a written contract within ten (10) days of the teacher's acceptance of the offer. If the teacher rejects the appointment offer or does not respond within five (5) days after receipt of such notification, the name of the teacher shall be removed from the reappointment list.

40. DURATION

The duration of this contract shall be four (4) years beginning with the 2016-17 school year, and shall continue and remain in full force and effect to the end of the 2019-20 school year.

41. TUITION REIMBURSEMENT

The Board agrees to budget \$40,000 per year for tuition reimbursement. Teachers shall be reimbursed as follows:

- Each teacher shall be eligible for reimbursement of up to six credits per year.
- Per credit cost shall not exceed that charged by Western Connecticut State University during the applicable semester (Fall/Spring/Summer).
- The employee must receive and produce evidence of having received a grade of "B" or better in the course within one month after the conclusion of the course.
- Course work must satisfy the provisions of Article 26 of this Agreement.
- The \$40,000 shall be divided into halves - one for the period July 1 to December 31, and the other for January 1 to June 30.
- If requests for reimbursement exceed the amount allocated, the funds shall be divided on a pro-rata basis.
- Teachers must notify the Superintendent of enrollment in the course by August 31 for the Fall semester, January 15 for the Spring semester, and May 15 for the Summer semester, in order to be eligible for reimbursement.

IN WITNESS WHEREOF, the parties hereof have caused these presents to be executed by their proper officers, hereunto duly authorized.

NEWTOWN BOARD OF EDUCATION

NEWTOWN FEDERATION OF TEACHERS
LOCAL 1727, CONNECTICUT FEDERATION
OF TEACHERS, AFL-CIO

By _____ By _____

APPENDIX A
SALARY SCHEDULE FOR COACHES

1. For purposes of establishing appropriate remunerative levels within the date of sports coaching the following categories have been defined:

| | |
|--------------|---|
| Category I | Football Assistant Athletic Director |
| Category II | Basketball High School Ice Hockey |
| Category III | Baseball High School Wrestling Softball High School Basketball Middle School Soccer Track Cross Country Swimming Lacrosse Field Hockey Volleyball |
| Category IV | Golf Tennis Weight Training Baseball Middle School Softball Middle School Cheerleading Dance Team |

2. Experience may be credited for coaching the same sport in any public or private school.
3. Whenever there is a vacancy or when a new position is created which will be paid under this schedule, the Board shall post notice of such position for ten (10) days in each of the schools before filling the position.
4. In the event that the Board decides not to reappoint a coach to his or her coaching position, the Board will give said coach a written statement of the reason(s) for its decision.

Coaches Salary Schedule

| | 2016-17 | | | |
|---|----------------|----------------|-----------------|----------------|
| | Category I | Category II | Category III | Category IV |
| <u>Head Coaches</u> | | | | |
| Step 1 | 5,784 | 5,572 | 5,065 | 4,536 |
| Step 2 | 6,122 | 5,875 | 5,380 | 4,874 |
| Step 3 | 6,460 | 6,224 | 5,706 | 5,200 |
| <u>Assistant and J.V. Coaches, Assistant Athletic Director</u> | | | | |
| Step 1 | 3,826 | 3,680 | 3,308 | 2,983 |
| Step 2 | 4,041 | 3,894 | 3,523 | 3,186 |
| Step 3 | 4,266 | 4,086 | 3,748 | 3,388 |
| <u>MS Basketball, Baseball, and Softball & Freshman Coaches</u> | | | | |
| Step 1 | 2,972 | 2,848 | 2,566 | 2,274 |
| Step 2 | 3,140 | 3,016 | 2,735 | 2,432 |
| Step 3 | 3,298 | 3,186 | 2,882 | 2,600 |

| | 2017-18 | | | |
|---|----------------|----------------|-----------------|----------------|
| | Category I | Category II | Category III | Category IV |
| <u>Head Coaches</u> | | | | |
| Step 1 | 5,958 | 5,739 | 5,217 | 4,672 |
| Step 2 | 6,306 | 6,051 | 5,541 | 5,020 |
| Step 3 | 6,654 | 6,411 | 5,877 | 5,356 |
| <u>Assistant and J.V. Coaches, Assistant Athletic Director</u> | | | | |
| Step 1 | 3,941 | 3,790 | 3,407 | 3,072 |
| Step 2 | 4,162 | 4,011 | 3,629 | 3,282 |
| Step 3 | 4,394 | 4,209 | 3,860 | 3,490 |
| <u>MS Basketball, Baseball, and Softball & Freshman Coaches</u> | | | | |
| Step 1 | 3,061 | 2,933 | 2,643 | 2,342 |
| Step 2 | 3,234 | 3,106 | 2,817 | 2,505 |
| Step 3 | 3,397 | 3,282 | 2,968 | 2,678 |

| | 2018-19 | | | |
|---------------------|----------------|-------------|--------------|-------------|
| | Category I | Category II | Category III | Category IV |
| <u>Head Coaches</u> | | | | |
| Step 1 | 6,137 | 5,911 | 5,374 | 4,812 |
| Step 2 | 6,495 | 6,233 | 5,707 | 5,171 |
| Step 3 | 6,854 | 6,603 | 6,053 | 5,517 |

| | <u>Assistant and J.V. Coaches, Assistant Athletic Director</u> | | | |
|--------|--|-------|-------|-------|
| Step 1 | 4,059 | 3,904 | 3,509 | 3,164 |
| Step 2 | 4,287 | 4,131 | 3,738 | 3,380 |
| Step 3 | 4,526 | 4,335 | 3,976 | 3,595 |

| | <u>MS Basketball, Baseball, and Softball & Freshman Coaches</u> | | | |
|--------|---|-------|-------|-------|
| Step 1 | 3,153 | 3,021 | 2,722 | 2,412 |
| Step 2 | 3,331 | 3,199 | 2,902 | 2,580 |
| Step 3 | 3,499 | 3,380 | 3,057 | 2,758 |

| | 2019-20 | | | |
|---------------------|----------------|-------------|--------------|-------------|
| | Category I | Category II | Category III | Category IV |
| <u>Head Coaches</u> | | | | |
| Step 1 | 6,321 | 6,088 | 5,535 | 4,956 |
| Step 2 | 6,690 | 6,420 | 5,878 | 5,326 |
| Step 3 | 7,060 | 6,801 | 6,235 | 5,683 |

| | <u>Assistant and J.V. Coaches, Assistant Athletic Director</u> | | | |
|--------|--|-------|-------|-------|
| Step 1 | 4,181 | 4,021 | 3,614 | 3,259 |
| Step 2 | 4,416 | 4,255 | 3,850 | 3,481 |
| Step 3 | 4,662 | 4,465 | 4,095 | 3,703 |

| | <u>MS Basketball, Baseball, and Softball & Freshman Coaches</u> | | | |
|--------|---|-------|-------|-------|
| Step 1 | 3,248 | 3,112 | 2,804 | 2,484 |
| Step 2 | 3,431 | 3,295 | 2,989 | 2,657 |
| Step 3 | 3,604 | 3,481 | 3,149 | 2,841 |

APPENDIX B
SALARY SCHEDULE FOR ACTIVITY POSITIONS

1. For purposes of establishing appropriate remunerative levels within the area of student activities, the following categories have been defined:

| | | |
|-------------------|---------------|---|
| <u>Category A</u> | | Marching Band Director |
| <u>Category B</u> | High School | Drama Ensemble (Jazz) Student Government Singers String Ensemble Student Activities Marching Band Assistant Color Guard Director Advisor Senior Class National Honor Society Best Buddies |
| <u>Category C</u> | High School | Advisor Junior Class Key Club Musical Director Intramurals Peer Leadership Drama Production Manager Drama Set Designer Technology Club Chinese Initiative/Asian Culture Club |
| | Middle School | Drama Intramurals Student Council Yearbook Literary Magazine Jazz Band Director Dance Team |
| <u>Category D</u> | High School | A.F.S. Advisor Freshman Class Advisor Sophomore Class Math Team Science Club F.B.L.A. Quiz Bowl Orchestra Pit Director |

Guidance Honors Associates
 Peer Counseling
 Yearbook
 Newspaper
 Literary Magazine
 Art Club
 SADD Director
 Interact Club Advisor
 Debate Team
 Junior Statesman
 Future Teachers of America
 Chess Club

Middle School

Concert Choir
 Math Team
 Tech Club
 Interact
 Photography Club
 Piñata Club

Elementary

Boys and Girls Athletic/Club
 Activities

2. Experience is credited for the sponsorship of the same activity in Newtown.
3. Teachers shall be released from performance of supervisory duties, such as bus duties, study hall, detention hall and corridor supervision, when such duties conflict with a specific performance of the activity for which they have responsibility.
4. In the event that the Board decides not to reappoint a teacher having the responsibility for the above activities, the Board will give said teacher a written statement of the reason(s) for its decision.
5. Whenever there is a vacancy or when a new position is created which will be paid under this schedule, the building principal will post notice of such position in the school for ten (10) days before a teacher is appointed to the position.
6. Should either the Board or the Federation of Teachers wish to reexamine the placement of a position in a specific category, a meeting will be held to re-evaluate the position.

*Each elementary school will have included in its budget provision for five (5) activity positions. These positions will be filled upon the recommendation of the building principal after consulting with the teaching staff.

Activities Salary Schedule

| 2016-17 | | | | |
|---------|----------|----------|----------|----------|
| | Category | Category | Category | Category |
| | A | B | C | D |
| Step 1 | 4,786 | 3,027 | 2,054 | 1,683 |
| Step 2 | | 3,421 | 2,262 | 1,847 |
| Step 3 | | 3,715 | 2,459 | 1,989 |

| 2017-18 | | | | |
|---------|----------|----------|----------|----------|
| | Category | Category | Category | Category |
| | A | B | C | D |
| Step 1 | 4,930 | 3,118 | 2,116 | 1,733 |
| Step 2 | | 3,524 | 2,330 | 1,902 |
| Step 3 | | 3,826 | 2,533 | 2,049 |

| 2018-19 | | | | |
|---------|----------|----------|----------|----------|
| | Category | Category | Category | Category |
| | A | B | C | D |
| Step 1 | 5,078 | 3,212 | 2,179 | 1,785 |
| Step 2 | | 3,630 | 2,400 | 1,959 |
| Step 3 | | 3,941 | 2,609 | 2,110 |

| 2019-20 | | | | |
|---------|----------|----------|----------|----------|
| | Category | Category | Category | Category |
| | A | B | C | D |
| Step 1 | 5,230 | 3,308 | 2,244 | 1,839 |
| Step 2 | | 3,739 | 2,472 | 2,018 |
| Step 3 | | 4,059 | 2,687 | 2,173 |

**APPENDIX C
SALARY SCHEDULES**

Salary Schedule 2016-2017

For 2016-2017, the structure of the salary schedule shall be modified as agreed to by the parties during the negotiations for the 2016-20 contract. Using the modified salary schedule structure, there shall be a 1.79% general wage increase. There shall be step movement for 2016-2017.

| STEP | BA | MA | 6th Yr |
|-------------|-----------|-----------|---------------|
| 1 | 46,343 | 50,461 | 53,788 |
| 2 | 48,066 | 51,958 | 55,331 |
| 3 | 50,827 | 54,493 | 57,913 |
| 4 | 52,904 | 56,569 | 59,991 |
| 5 | 55,730 | 58,677 | 62,098 |
| 6 | 58,555 | 60,908 | 64,328 |
| 7 | | 63,291 | 66,711 |
| 8 | | 65,795 | 69,215 |
| 9 | | 68,604 | 72,026 |
| 10 | | 71,965 | 75,386 |
| 11 | | 75,508 | 78,929 |
| 12 | | 78,602 | 82,023 |
| 13 | | 81,391 | 84,811 |
| 14 | | 85,385 | 88,880 |
| 15 | | 89,377 | 92,949 |

Longevity Payments

Beginning of 20th Year \$1,962

Beginning of 25th Year \$3,036

Completion of 30th Year* \$4,219

*Note 30 years in Newtown

Only those teachers hired prior to July 1, 2016 shall be eligible for longevity payments.

**APPENDIX C
SALARY SCHEDULES**

Salary Schedule 2017-2018

For 2017-2018, there shall be a 0.75% general wage increase. There shall be step movement for 2017-2018.

| STEP | BA | MA | 6th Yr |
|-------------|-----------|-----------|---------------|
| 1 | 46,691 | 50,839 | 54,191 |
| 2 | 48,426 | 52,348 | 55,746 |
| 3 | 51,208 | 54,902 | 58,347 |
| 4 | 53,301 | 56,993 | 60,441 |
| 5 | 56,148 | 59,117 | 62,564 |
| 6 | 58,994 | 61,365 | 64,810 |
| 7 | | 63,766 | 67,211 |
| 8 | | 66,288 | 69,734 |
| 9 | | 69,119 | 72,566 |
| 10 | | 72,505 | 75,951 |
| 11 | | 76,074 | 79,521 |
| 12 | | 79,192 | 82,638 |
| 13 | | 82,001 | 85,447 |
| 14 | | 86,025 | 89,547 |
| 15 | | 90,047 | 93,646 |

Longevity Payments

| | |
|--------------------------------------|---------|
| Beginning of 20th Year | \$1,962 |
| Beginning of 25th Year | \$3,036 |
| Completion of 30 th Year* | \$4,219 |

Only those teachers hired prior to July 1, 2016 shall be eligible for longevity payments.

*Note 30 years in Newtown

**APPENDIX C
SALARY SCHEDULES**

Salary Schedule 2018-2019

For 2018-2019, there shall be a 0.50% general wage increase to steps 1-14 (Steps 1-5 on the BA column) and a 1.0% general wage increase to the maximum steps. There shall be step movement for 2018-2019.

| STEP | BA | MA | 6th Yr |
|-------------|-----------|-----------|---------------|
| 1 | 46,924 | 51,093 | 54,462 |
| 2 | 48,668 | 52,610 | 56,025 |
| 3 | 51,464 | 55,177 | 58,639 |
| 4 | 53,568 | 57,278 | 60,743 |
| 5 | 56,429 | 59,413 | 62,877 |
| 6 | 59,584 | 61,672 | 65,134 |
| 7 | | 64,085 | 67,547 |
| 8 | | 66,619 | 70,083 |
| 9 | | 69,465 | 72,929 |
| 10 | | 72,868 | 76,331 |
| 11 | | 76,454 | 79,919 |
| 12 | | 79,588 | 83,051 |
| 13 | | 82,411 | 85,874 |
| 14 | | 86,455 | 89,995 |
| 15 | | 90,947 | 94,582 |

Longevity Payments

| | |
|--------------------------------------|---------|
| Beginning of 20th Year | \$1,962 |
| Beginning of 25th Year | \$3,036 |
| Completion of 30 th Year* | \$4,219 |

*Note 30 years in Newtown

Only those teachers hired prior to July 1, 2016 shall be eligible for longevity payments.

**APPENDIX C
SALARY SCHEDULES**

Salary Schedule 2019-2020

For 2019-2020, there shall be a 1.25% general wage increase. There shall be step movement for 2019-2020.

| STEP | BA | MA | 6th Yr |
|-------------|-----------|-----------|---------------|
| 1 | 47,511 | 51,732 | 55,143 |
| 2 | 49,276 | 53,268 | 56,725 |
| 3 | 52,107 | 55,867 | 59,372 |
| 4 | 54,238 | 57,994 | 61,502 |
| 5 | 57,134 | 60,156 | 63,663 |
| 6 | 60,329 | 62,443 | 65,948 |
| 7 | | 64,886 | 68,391 |
| 8 | | 67,452 | 70,959 |
| 9 | | 70,333 | 73,841 |
| 10 | | 73,779 | 77,285 |
| 11 | | 77,410 | 80,918 |
| 12 | | 80,583 | 84,089 |
| 13 | | 83,441 | 86,947 |
| 14 | | 87,536 | 91,120 |
| 15 | | 92,084 | 95,764 |

Longevity Payments

| | |
|--------------------------------------|---------|
| Beginning of 20th Year | \$1,962 |
| Beginning of 25th Year | \$3,036 |
| Completion of 30 th Year* | \$4,219 |

*Note 30 years in Newtown

Only those teachers hired prior to July 1, 2016 shall be eligible for longevity payments.

APPENDIX C

(continued)

2016 - 2020

Bachelors + 15 Credits: All teachers on the Bachelor's schedule who have acquired 15 credits beyond the Bachelor's degree (as defined in Section 26.1) in one of the programs described in Section 26.2 shall receive an additional \$700 in basic salary.

Masters + 15 Credits: All teachers on the Master's schedule who have acquired an additional 15 credits beyond the Master's degree (as defined in Section 26.2.1) in one of the programs described in Section 26.3 shall receive an additional \$700 in basic salary

Doctorate: All teachers teaching in Newtown holding either a Ph.D. or Ed.D. shall be placed at the appropriate step on the 6th year schedule and shall receive an additional \$3,000 in basic salary. Those who wish consideration for the \$3,000 stipend in the future must apply in advance of completing their degree for the approval of the Superintendent of Schools to be eligible to receive the \$3,000 increase upon the completion of the Ph.D. or Ed.D.

School Psychologist: Teachers appointed to and performing the duties of a psychological examiner shall receive an additional five percent (5%) of their basic salary for extra hours required by their job description.

Curriculum Coordinator: Teachers appointed to and performing the duties of a curriculum coordinator in the middle school shall receive an additional eight percent (8%) of their basic salary.

Athletic Director: The teacher appointed to and performing the duties of Athletic Director shall receive an additional ten percent (10%) of their basic salary for extra hours required by their job description.

Social Worker: Teachers appointed to and performing the duties of a social worker shall receive an additional five percent (5%) of their basic salary for extra hours required by their job description.

Homebound Instruction: Teachers appointed to and performing the duties of a homebound instructor shall receive \$47.50 per hour for each hour of instruction. This provision shall not be construed as extending the recognition clause contained in this Agreement to any person who is not regularly employed by the Board.

Department Chairs, Director of Guidance, Director of Music: Each Department Head, as compensation for his or her duties, which shall include evaluation of teachers, except in the case of a problematic teacher evaluation, in which case an administrator and the Department Head will sign the evaluation, during the school year and for two (2) weeks' work following the school year, shall be compensated as follows:

- (i) by receiving additional ten percent (10%) of his or her basic salary; and

- (ii) by the additional annual payment in the amount of \$100 per teaching position within the department, excluding the chairperson of the department in the case of those departments with less than ten (10) positions; or by an additional annual payment in the amount of \$110 per teaching position within the department, excluding the department chair in the case of those departments with ten (10) or more positions.
- (iii) in the case of the Department Head for music, the specific stipend shall be determined by the number for whom he/she has the responsibility annually to actually perform evaluations.

Professional Development Facilitators: Teachers appointed to and performing the duties of professional development coordinators shall receive, in addition to their basic salary, compensation of 8% of their base salary.

National Board for Professional Teaching Standards Certification: Teachers who attain National Board for Professional Teaching Standards Certification shall receive compensation of \$700.00 annually.

National Certification for School Psychologists: Psychologists who attain National Board Certification for Psychologists shall receive compensation of \$700.00 annually.

**APPENDIX D
HEALTH PLAN SUMMARIES – PPO**

Century Preferred \$30/\$300/\$125/\$300 Newtown PS Teachers FD 208
Century Preferred is a preferred provider organization (PPO) plan.



| COST SHARE PROVISIONS | In-Network Member pays: | Out-of-Network Member pays: |
|---|------------------------------------|--|
| Office Visit (OV) Copayment | \$30 per visit | Deductible & Coinsurance |
| Specialist Visit (SV) Copayment | \$40 per visit | Deductible & Coinsurance |
| Hospital (HSP) Copayment | \$300 per day up to \$900 per year | Deductible & Coinsurance |
| Urgent Care (UR) Copayment | \$75 | Not Covered |
| Emergency Room (ER) Copayment – <i>waived if admitted</i> | \$125 | \$125 |
| Outpatient Surgery (OS) Copayment | \$300 | Deductible & Coinsurance |
| Ambulatory Surgery (ASC) Copayment | \$300 | Deductible & Coinsurance |
| Calendar Year Deductible (<i>individual/2-member family/3+ member family</i>) | Not Applicable | \$600/\$900/\$1200 |
| Coinsurance | | 20% after deductible up to |
| Coinsurance Maximum (<i>individual/2-member family/3+ member family</i>) | | \$1400/\$3100/\$4800 |
| Cost Share Maximum (<i>individual/2-member family/3+ member family</i>) | | \$2000/\$4000/\$6000 |
| Lifetime Maximum | Unlimited | Unlimited |

PREVENTIVE CARE - Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits

| | | |
|---------------------------------------|-----------|--------------------------|
| Well child care | No Charge | Deductible & Coinsurance |
| Periodic, routine health examinations | No Charge | |
| Routine OB/GYN visits | No Charge | |
| Mammography | No Charge | |
| Hearing screening | OV Charge | |
| Routine Eye Exam | OV Charge | |

MEDICAL CARE

| | | |
|---|--|--------------------------|
| Office visits <i>Primary Care</i> <i>Specialist</i> | OV Copayment SV Copayment | Deductible & Coinsurance |
| Outpatient mental health & substance abuse - <i>prior authorization required</i> | OV Copayment | |
| OB/GYN care | SV Copayment | |
| Surgical fees of a Physician or Surgeon | OV/SV Copayment* | |
| Maternity care – <i>initial visit subject to copayment, no charge thereafter</i> | SV Copayment | |
| Diagnostic lab and x-ray | No Charge | |
| High-cost outpatient diagnostic – <i>prior authorization required</i> <i>The following are subject to copay: MRI, MRA, CAT, CTA, PET, SPECT scans</i> Note: \$250 Copayment Maximum per Member per Calendar Year | \$50 Copayment per service (See note) | |
| Allergy services <i>Office visits/testing</i> <i>Injections—80 visits in 3 years</i> | SV Copayment \$10 Copayment | |

HOSPITAL CARE – Prior authorization required

| | | |
|---|---------------|--------------------------|
| Semi-private room (<i>General/Medical/Surgical/Maternity</i>) | HSP Copayment | Deductible & Coinsurance |
| Inpatient mental health & substance abuse | HSP Copayment | |
| Skilled nursing facility – <i>up to 120 days per calendar year</i> | HSP Copayment | |
| Rehabilitative services – <i>up to 60 days per person per calendar year</i> | No Charge | |
| Outpatient surgery – <i>in a hospital</i> | OS Copayment | |
| Ambulatory surgery – <i>in other than a hospital setting</i> | ASC Copayment | |

EMERGENCY CARE

| | | |
|--|--------------|--------------------------|
| Walk-in centers | OV Copayment | Deductible & Coinsurance |
| Urgent care – <i>at participating centers only</i> | UR Copayment | Not Covered |
| Emergency care – <i>copayment waived if admitted</i> | ER Copayment | ER Copayment |
| Ambulance | No Charge | No Charge |

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| OTHER HEALTH CARE | In-Network Member pays: | Out-of-Network Member pays: |
|--|------------------------------------|--|
| Outpatient rehabilitative services – 50 combined visits for PT,OT,ST and Chiropractic- Excess 80/20 after deductible and coinsurance | OV Copayment | Deductible & Coinsurance |
| Durable medical equipment / Prosthetic devices <i>Unlimited maximum per calendar year</i> | Covered | Deductible & Coinsurance |
| Diabetic supplies, drugs & equipment <i>Diabetic drugs are covered at in-network benefit level</i> | Covered under Rx Rider | |
| Infertility – Covered | Applicable Copayment | Deductible & Coinsurance |
| Home health care <i>200 visits per member per calendar year</i> | No Charge | \$50 Deductible & 20 % Coinsurance |

PREVENTIVE CARE SCHEDULES

Well Child Care (including immunizations)

- ◆ 7 exams, birth up to age 1
- ◆ 7 exams, ages 1 up to 5
- ◆ 1 exam every year, ages 5 up to 22

Adult Exams

- ◆ 1 exam every year, ages 22+

Vision Exams: 1 exam every calendar year
Hearing Exams: 1 exam per calendar year
OB/GYN Exams: 1 exam per calendar year

Notes To Benefit Descriptions

- ◆ In situations where the member is responsible for obtaining the necessary prior authorization and fails to do so, benefits may be reduced or denied.
- ◆ Inpatient Hospital Per Admission Copay is waived if readmitted within 30 days for same diagnosis.
- ◆ Members must utilize participating Blue Quality Centers for Transplant hospitals to receive benefits for Human Organ & Tissue Transplant services. This network of the finest medical transplant programs in the nation is available to members who are candidates for an organ or bone marrow transplant. A nurse consultant trained in case management is dedicated to managing members who require organ and/or tissue transplants.
- ◆ Members are responsible for the balance of charges billed by out-of-network providers after payment for covered services has been made by Anthem Blue Cross and Blue Shield according to the Comprehensive Schedule of Professional Services.

Please refer to the *SpecialOffers@Anthem* brochure in your enrollment kit for information on the discounts we offer on health-related products and services.

This does not constitute your health plan or insurance policy. It is only a general description of the plan. The following are examples of services NOT covered by your Century Preferred Plan. Please refer to your Subscriber Agreement/Certificate of Coverage/Summary Booklet for more details: Cosmetic surgeries and services; custodial care; genetic testing; hearing aids; refractive eye surgery; services and supplies related to, as well as the performance of, sex change operations; surgical and non-surgical services related to TMJ syndrome; travel expenses; vision therapy; services rendered prior to your contract effective date or rendered after your contract termination date; and workers' compensation.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

A product of Anthem Blue Cross and Blue Shield serving residents and businesses in the State of Connecticut.

NGF
 Effective 07/01/2013



CENTURY PREFERRED 3-TIER MANAGED PRESCRIPTION DRUG PROGRAM

\$10 Copayment Generic Drugs

\$30 Copayment Listed Brand-Name Drugs

\$50 Copayment Non-Listed Brand-Name Drugs

\$4,000 Annual Maximum

Description of Benefits

You Pay:

| | | |
|--|---|------|
| Tier 1: Generic Drugs | The term “generic” refers to a prescription drug that is considered non-proprietary and is not protected by a trademark. It is required to meet the same bioequivalency test as the original brand-name drug. Tier 1 copayment applies. | \$10 |
| Tier 2: Listed Brand-Name Drugs | The term “listed brand-name” refers to a brand-name prescription drug identified on the formulary by Anthem Blue Cross and Blue Shield. Tier 2 copayment applies. | \$30 |
| Tier 3: Non-Listed Brand-Name Drugs | The term “non-listed brand-name” refers to a brand-name prescription drug not identified on the formulary by Anthem Blue Cross and Blue Shield. Tier 3 copayment applies. | \$50 |

Plan Pays:

| | | |
|-----------------------|------------------------------|---------|
| Annual Maximum | Per member per calendar year | \$4,000 |
|-----------------------|------------------------------|---------|

How To Use The 3-Tier Managed Prescription Drug Program

The 3-Tier Managed Prescription Drug Program incorporates different levels of copayments for three types of prescription drugs: generic, listed brand-name and non-listed brand-name, as defined in the chart above. The formulary lists generics and brand-name drugs that have been selected for their quality, safety and cost-effectiveness. These listed drugs have lower member copayments than non-listed drugs (but may not have a lower overall cost in all instances.) You minimize your copayments when you use generic prescriptions and listed brand-name prescriptions. You’ll still have coverage for non-listed brand-name drugs, but at a higher cost share. **Talk to your provider** about using generic drugs or listed brand-name drugs included on the formulary. You’ll have lower copayments when you use these drugs.

- You will be responsible for **one** copayment when purchasing a **30-day supply** of prescription drugs from a participating retail pharmacy.
- You’ll be responsible for **two** copayments when purchasing a **30-day to 90-day supply** of maintenance drugs through the mail-order program.

Generic Substitution: Prescriptions may be filled with the generic equivalent when available.

- When you purchase a generic drug at a participating pharmacy, you’ll only be responsible for a Tier 1 copayment.
- When a generic equivalent is available and you obtain a listed or non-listed brand-name drug, you will be responsible for the applicable Tier copayment *plus* the difference in cost between the generic and listed or non-listed brand-name drug. This provision applies unless your provider obtains Prior Authorization. When Prior Authorization is obtained (at the discretion of Anthem Blue Cross and Blue Shield), you will be responsible only for the applicable Tier copayment.

Connection (Concurrent Drug Utilization Review)

Connection works with the retail pharmacy’s standard guidelines to provide a **second level of quality and safety checks**. The process, which is provided on-line as part of the electronic claims filing process, helps promote access to safe, appropriate, cost-effective medications for members. Connection involves a series of rules or guidelines, which identify potential medication therapy issues and deliver a message to the pharmacy by computer before the medication is dispensed. The process alerts the pharmacist of potential issues such as drug-to-drug interactions, refills requested too close together, incorrect dosing or drug duplications.

Pharmacy Programs

Voluntary Mail-service Program

Members have access to Anthem Rx, the voluntary mail-service drug program for members who regularly take one or more types of maintenance drugs. Members can order up to a **90-day supply** of these medications and have them delivered directly to their home.

The \$10 generic/\$30 listed brand-name/\$50 non-listed brand-name copayment and \$4,000 annual maximum apply. When ordering a **31-day to 90-day supply, two copayments** will apply, as follows: \$20 generic/\$60 listed brand-name/\$100 non-listed brand.

National Pharmacy Network

Members also have access to a network of more than 65,000 retail pharmacies throughout the country. Members may call 1-866-281-2966, or go to www.anthem.com/pharmacyinformation to locate a participating pharmacy when traveling outside the state.

Non-participating Pharmacies

Members who fill prescriptions at a non-participating pharmacy are responsible for payment at the time the prescription is filled. Members must submit claims to Anthem Blue Cross and Blue Shield for reimbursement, and payment will be sent to the member. Members who use non-participating pharmacies will pay 20% of the in-network allowance, plus the difference between Anthem Blue Cross and Blue Shield's payment and the pharmacist's actual charge.

Points to Remember

- Anthem Blue Cross and Blue Shield will provide coverage for prescription drugs dispensed by a participating pharmacy when prescription drugs are deemed medically necessary based on specific criteria and dispensed pursuant to a prescription issued by a participating physician or by a non-participating physician, subject to copayment.
- Anthem Blue Cross and Blue Shield will not be liable for any injury, claim or judgment resulting from the dispensing of any drug covered by this plan. Anthem Blue Cross and Blue Shield will not provide benefits for any drug prescribed or dispensed in a manner contrary to normal medical practice.
- Anthem Blue Cross and Blue Shield reserves the right to apply quantity limits to specified drugs as listed on the formulary. If a member requires a greater supply, the member's provider can follow the prior authorization process.

Prescription Drug Eligibility

Eligible prescription drug benefits are limited to injectable insulin and those drugs, biologicals, and compounded prescriptions that are required to be dispensed only according to a written prescription, and included in the United States Pharmacopoeia, National Formulary, or Accepted Dental Remedies and New Drugs, and which, by law, are required to bear the legend: "Caution—Federal Law prohibits dispensing without a prescription" or which are specifically approved by the Plan.

Limits and Exclusions

*Benefits are limited to no more than a **30-day supply** for covered drugs purchased at a retail pharmacy, and no more than a **90-day supply** for covered drugs purchased by mail order. All prescriptions are subject to the quantity limitations imposed by state and federal statutes.*

This drug rider does not provide drugs dispensed by other than a licensed, retail pharmacy or our mail-order service; any drug not required for the treatment or prevention of illness or injury; vaccines or allergenic extracts; devices and appliances; needles and syringes that are not prescribed by a provider for the administration of a covered drug; prescriptions dispensed in a hospital or skilled nursing facility; over-the-counter or non-legend drugs; antibacterial soaps/detergents, shampoos, toothpastes/gels and mouthwashes/rinse.

Benefits for prescription birth control are covered for most groups. However, such coverage is optional if your group is self-insured or a bona fide religious organization. Check with your benefits administrator.

This is not a legal contract. It is only a general description of the \$10 generic/\$30 listed brand-name/\$50 non-listed brand-name 3-Tier Managed Prescription Drug Program with a \$4,000 annual maximum. Please consult the Evidence of Coverage or prescription drug rider for a complete description of benefits and exclusions applicable to your coverage.

APPENDIX E HEALTH PLAN SUMMARIES – HSA



Lumenos HSA Plan Summary

The Lumenos® HSA plan is designed to empower you to take control of your health, as well as the dollars you spend on your health care. This plan gives you the benefits you would receive from a typical health plan, plus health care dollars to spend your way. And you'll have access to personalized services and online tools to help you reach your health potential.

Your Lumenos HSA Plan

First – Use your HSA to pay for covered services:

Health Savings Account

With the Lumenos Health Savings Account (HSA), you can contribute pre-tax dollars to your HSA account. Others may also contribute dollars to your account. You can use these dollars to help meet your annual deductible responsibility. Unused dollars can be saved or invested and accumulate through retirement.

Contributions to Your HSA

For 2015, contributions can be made to your HSA up to the following:
\$3,350 individual coverage
\$6,650 family coverage

Note: These limits apply to all combined contributions from any source including HSA dollars from incentives.

Earn More Money for Your Account

What's special about your Lumenos HSA plan is that you may earn additional funds for your health account through the Healthy Rewards incentive program.

Healthy Rewards

| | |
|---|---------------------------------------|
| If you do this: | You can earn this in your HSA: |
| Complete the Health Assessment online | \$50 |
| Enroll in the Personal Health Coach Program | \$100 |
| Graduate from the Personal Health Coach Program | \$200 |
| Complete our Smoking Cessation Program | \$50 |
| Complete our Weight Management Program | \$50 |

Some eligibility requirements apply. See page 2 for program descriptions.

To receive funds earned through the Healthy Rewards program, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Plus – To help you stay healthy, use:

Preventive Care

100% coverage for nationally recommended services. Included are the preventive care services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits.

Preventive Care

No deductions from the HSA or out-of-pocket costs for you as long as you receive your preventive care from an in-network provider. If you choose to go to an out-of-network provider, your deductible or Traditional Health Coverage benefits will apply.

Then –

Your Bridge Responsibility

The Bridge is an amount you pay out of your pocket until you meet your annual deductible responsibility. Your bridge amount will vary depending on how many of your HSA dollars, if any, you choose to spend to help you meet your annual deductible responsibility. If you contribute HSA dollars up to the amount of your deductible and use them, your Bridge will equal \$0.

HSA dollars spent on covered services plus your Bridge responsibility add up to your annual deductible responsibility.

Health Account + Bridge = Deductible

Bridge

Your Bridge responsibility will vary.

Annual Deductible Responsibility

\$2,000 individual coverage
\$4,000 family coverage

If Needed –

Traditional Health Coverage

Your Traditional Health Coverage begins after you have met your Bridge responsibility.

Traditional Health Coverage

After your bridge, the plan pays:
100% for in-network providers **80%** for out-of-network providers

Additional Protection

For your protection, the total amount you spend out of your pocket is limited. Once you spend that amount, the plan pays 100% of the cost for covered services for the remainder of the plan year.

Annual Out-of-Pocket Maximum

In-Network and Out-of-Network Providers

\$ 5,000 individual coverage
\$10,000 family coverage

Your annual out-of-pocket maximum consists of funds you spend from your HSA, your Bridge responsibility and your cost share amounts.

If you have questions, please call toll-free 1-888-224-4896.



Lumenos HSA Plan Summary

Healthy Rewards Program

Your employer will provide you with additional health care dollars in your HSA for the following:

- **Health Assessment:** You and your family members can complete the Health Assessment, our online tool designed to help measure your overall health. One adult family member is eligible to earn \$50 in your HSA per plan year. The health information you provide is strictly confidential.
- **Personal Health Coach:** If you qualify for the Personal Health Coach Program, you'll receive one-on-one assistance from a specially trained registered nurse to help you manage a health condition. Health conditions may include but are not limited to diabetes, asthma, depression, high blood pressure, heart disease and pregnancy. You'll receive \$100 in your account for enrolling in the Personal Health Coach Program (one reward per covered person per year). You'll receive \$200 for achieving your health goals and graduating from the Personal Health Coach Program (one reward per covered person per year).
- **Smoking Cessation Program:** This program helps you manage withdrawal symptoms, identify triggers and learn new behaviors and skills to remain tobacco-free. Participation is open to you and your covered family members age 18 or older, and includes counseling support and tools, including nicotine-replacement therapy coverage. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per lifetime) for completing this program.
- **Weight Management Program:** Our Weight Management Program is a personalized phone course designed to help you adopt lifestyle changes necessary to lose weight and maintain weight loss. A team of counselors (a registered dietitian and health educator) with expertise in weight management will help you address healthy eating, physical activity and exercise, stress management, and more. You and your covered family members age 18 and older who have a Body Mass Index (BMI) of 25 or higher are eligible for this program. You and your spouse are eligible to receive \$50 in your HSA (one reward per person per lifetime) for completing the program.

To receive funds earned through Healthy Rewards, you must have an open HSA with Mellon Bank or with another bank through which your employer is sponsoring your HSA.

Summary of Covered Services

Preventive Care

Anthem's Lumenos HSA plan covers preventive services recommended by the U.S. Preventive Services Task Force, the American Cancer Society, the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatrics. The Preventive Care benefit includes screening tests, immunizations and counseling services designed to detect and treat medical conditions to prevent avoidable premature injury, illness and death.

All preventive services received from an in-network provider are covered at 100%, are not deducted from your HSA and do not apply to your deductible. If you see an out-of-network provider, then your deductible or out-of-network coinsurance responsibility will apply.

The following is a list of covered preventive care services:

Well Baby and Well Child Preventive Care

Office Visits through age 18; including preventive vision exams.

Screening Tests for vision, hearing, and lead exposure. Also includes pelvic exam, Pap test and contraceptive management for females who are age 18, or have been sexually active.

Immunizations:

Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer
H. Influenza type b
Polio
Measles, Mumps, Rubella (MMR)

Adult Preventive Care

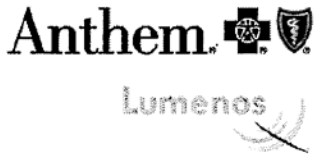
Office Visits after age 18; including preventive vision exams.

Screening Tests for vision and hearing, coronary artery disease, colorectal cancer, prostate cancer, diabetes, and osteoporosis. Also includes mammograms, as well as pelvic exams, Pap test and contraceptive management.

Immunizations:

Hepatitis A
Hepatitis B
Diphtheria, Tetanus, Pertussis (DtaP)
Varicella (chicken pox)
Influenza – flu shot
Pneumococcal Conjugate (pneumonia)
Human Papilloma Virus (HPV) – cervical cancer

If you have questions, please call toll-free 1-888-224-4896.



Lumenos HSA Plan Summary

Summary of Covered Services (Continued)

Medical Care

Anthem's Lumenos HSA plan covers a wide range of medical services to treat an illness or injury. You can use your available HSA funds to pay for these covered services. Once you spend up to your deductible amount for covered services, you will have Traditional Health Coverage available to help pay for additional covered services.

The following is a summary of covered medical services under Anthem's Lumenos HSA plan:

- Physician Office Visits
- Inpatient Hospital Services
- Outpatient Surgery Services
- Diagnostic X-rays/Lab Tests
- Emergency Hospital Services
- Inpatient and Outpatient Mental Health and Substance Abuse Services
- Maternity Care
- Chiropractic Care
- Prescription Drugs
- Home health care and hospice care
- Physical, Speech and Occupational Therapy Services
- Durable Medical Equipment

Some covered services may have limitations or other restrictions.* With Anthem's Lumenos HSA plan, the following services are limited:

- Skilled nursing facility services limited to 120 days per calendar year.
- Home health care services are limited to 200 visits per calendar year.
- Inpatient rehabilitative services limited to 100 days per member per calendar year.
- PT, OT, ST, and chiropractic services limited to 50 combined visits per member per calendar year.
- Inpatient hospitalizations require authorizations.
- Your Lumenos HSA plan includes an unlimited lifetime maximum per member for in- and out-of-network services.

* For a complete list of exclusions and limitations, please reference your Certificate of Coverage.

Prescription Drugs – copay after deductible (when purchased from a network pharmacy*)

| Retail (30 day supply) | Mail Order (90 day supply) |
|------------------------|----------------------------|
| \$10 Tier 1 copayment | \$ 10 Tier 1 copayment |
| \$30 Tier 2 copayment | \$ 60 Tier 2 copayment |
| \$50 Tier 3 copayment | \$100 Tier 3 copayment |

* For the out-of-network benefit, refer to the Traditional Health Coverage section.

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

If you have questions, please call toll-free 1-888-224-4896.



Lumenos HSA Plan Summary

This summary is a brief outline of the benefits and coverage provided under the Lumenos plan. It is not intended to be a complete list of the benefits of the plan. This summary is for a full year in the Lumenos plan. If you join the plan mid-year or have a qualified change of status, your actual benefit levels may vary.

Additional limitations and exclusions may apply.



In Connecticut, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans, Inc. In New Hampshire Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of New Hampshire, Inc. In Maine, Anthem Blue Cross and Blue Shield is the trade name of Anthem Health Plans of Maine, Inc., Independent licensees of the Blue Cross and Blue Shield Association. ® Registered marks Blue Cross and Blue Shield Association. ® LUMENOS is a registered trademark.

If you have questions, please call toll-free 1-888-224-4896.

MEMORANDUM OF AGREEMENT

The Newtown Board of Education (the “Board”) and the Newtown Federation of Teachers (the “Federation”) agree as follows:

1. The Board and the Federation agree that effective lesson planning is a necessary and important part of the educational process. Lesson planning will be carried out in accordance with guidelines to be established by the Administration, with input from teachers.

2. The Board and the Federation recognize the importance of timely and effective communication with students and parents regarding the academic progress of students, the curriculum, assignments, homework, assessments, grading and other aspects of the educational program. The Board and the Federation also recognize that such communication will occur by various means, including phone calls, emails, use of the school district’s website and other elements of the district’s technology program. Such communication will be carried out in accordance with guidelines to be established by the Administration, with input from teachers.

NEWTOWN BOARD
OF EDUCATION

By: _____

Date: _____

NEWTOWN FEDERATION
OF TEACHERS

By: _____

Date: _____

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

Minutes of the Board of Education special meeting on October 26, 2015 at 7:00 p.m. in the Board of Education conference room, 3 Primrose Street, Newtown, CT.

| | |
|---------------------------------|-----------|
| K. Alexander, Chair | J. Erardi |
| L. Roche, Vice Chair | R. Mills |
| K. Hamilton, Secretary (absent) | 4 Public |
| D. Leidlein | 1 Press |
| J. Vouros | |
| D. Freedman (absent) | |
| M. Ku | |

Item 1 – Call to Order

Mr. Alexander called the meeting to order at 7:07 p.m.

MOTION: Mr. Vouros moved that the Board of Education go into executive session to discuss an attorney-client privileged communication regarding disclosure of Board communications and invited Dr. Erardi and Attorney Richard Mills. Mrs. Roche seconded. Motion passes unanimously.

Item 2 – Executive Session

The Board came out of executive session at 9:00 p.m.

Item 3- Public Session

Mr. Alexander said their concern is about a Board communication released to the public and how that happened. If someone intentionally sends something out we have to be concerned about our own privacy.

Mrs. Leidlein asked if anyone has come forward with any information.

Mr. Alexander stated that no one has come forward.

Mrs. Roche said we have to understand how this breach occurred.

Mrs. Leidlein said to work together there has to be a level of trust which now has been broken.

Mrs. Ku feels the unauthorized release of information undermines the work of this Board and prevents us from doing our work. Those who received the confidential information could also come forward.

Mr. Vouros said this issue is about the trust factor in other Board members.

MOTION: Mrs. Leidlein moved that the Board of Education authorize the Board Chairperson, acting on behalf of the Board and in coordination with the Board's legal counsel, Shipman and Goodwin, to initiate the retention of an independent investigator for the purpose of conducting an investigation regarding the unauthorized disclosure of an attorney-client privileged communication. Mr. Vouros seconded.

Mr. Alexander said the Superintendent, Attorney and he would find an investigator which needs to take place soon. He prefers to spend this money on students; however, this concern compromises trust with the Board.

Mrs. Leidlein agrees that the Board of Education has to have a consistent way of dealing with confidential information because there could be dangerous legal ramifications.

Motion passes unanimously.

MOTION: Mrs. Leidlein moved to adjourn the meeting. Mrs. Roche seconded. Motion passes unanimously.

Item 3 – Adjournment

The meeting adjourned at 9:10 p.m.

Respectfully submitted:

Keith Alexander
Chair