

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

Minutes of the Board of Education special meeting on February 19, 2019 at 7:30 p.m. in the council chambers at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila (absent)
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	1 Staff
J. Vouros	1 Public
A. Clure	2 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:30 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Cruson moved to approve the consent agenda which included the minutes of January 30 and February 5, 2019 and the donation to Newtown High School.

Mrs. Harriman-Stites seconded.

Mr. Clure stated that the January 30 minutes that were posted have been corrected to reflect the statement he actually made at that meeting which was noted during public participation.

Motion passes unanimously.

Item 3 – Public Participation (none)

Item 4 – Reports:

Chair Report: Mrs. Ku said she attended the February 7 EdAdvance meeting where the Board of Directors stated that they were increasing our dues by \$2,770 to allow districts to use the services of Hanover Research. They are also looking to expand programs for autism to a facility in Plymouth. Dan Rosenthal was going to be at this meeting regarding a legal issue and called Thursday to say that Shipman and Goodwin was no longer representing the client and he did not need to meet with Board. Mrs. Ku was relieved this issue was resolved but the Board perspective was missing for the public. Shipman and Goodwin largely helps the Board of Education regarding special education, employment issues and contract negotiations as well as advice on our policies.

Mrs. Leidlein stated that as a veteran member of the Board we have gone through different legal counsel and was concerned about losing Shipman and Goodwin. She has been very happy with them and they have been guiding the Board very well. It was a move in the right direction to work with this firm.

Mr. Vouros added that this firm has an attorney who is involved with special education and works well with us and parents.

Mrs. Harriman-Stites questioned the increase in the EdAdvance dues.

Dr. Rodrigue said that many superintendents previewed this last year. Hanover Research gives full access to research and data. Some data is also sent free to pilot.

Superintendent's Report: Dr. Rodrigue said the first school visit was with Mr. Delia at the high school where they visited classes and support centers. Last week we presented our budget to the Board of Finance where class size, special education and the new director position were discussed. We will be adding the special education action steps to an upcoming agenda. She thanked everyone involved in the presentation.

Mr. Delia spoke about his visit to the high school which was impeccably clean and he was impressed with the students who were respectful, kind, engaged, and working. It was a wonderful visit with conversation at the end with Mr. Roach and Dr. Rodrigue.

Mrs. Ku said she hoped for more input from the public as there were only three people who spoke at the Board of Finance public hearing. February 27 they will deliberate on both budgets and vote.

Committee Reports:

Mr. Vouros reported on the January 29 Curriculum and Instruction Committee meeting. Members from the high school business department discussed the Business Foundations course which hasn't been updated in 10 years. Personal Financial Literacy was also discussed as well as the pilot Water Safety Instruction/Lifeguarding Certification course.

Mrs. Harriman-Stites spoke about the Policy Committee and three policies for discussion tonight. They also looked at the foreign exchange policy which will be combined with the current policy.

Mr. Clure shared that last week he attended the Unified Basketball event at NYA which was well attended. It was a great event and he encouraged Board members to attend these activities.

Student Report:

Mr. Morrill reported that that many winter sports have had their championships the past couple of weeks. Girls' basketball continues to win their games and had a win in the SWC semi finals. Unified Basketball hosted their Unified Basketball Home Tournament at NYA where seven other teams competed. Last Thursday senior athletes and unified partners were recognized during half-time at the boys' basketball game. The high school is also having an esports team which is a form of competition using video games with students competing every Tuesday.

Ms. Dubois reported that culinary had a Valentine's Day cupcake sale. Students in all advisories made hundreds of valentines that were sent to our troops. Best Buddies held a Valentine's Day dance and Families United in Newtown also had a Valentine's Day event. The high school hosted the eighth grade orientation on February 6.

Financial Report:

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

Mr. Bienkowski presented the financial report and stated that the excess cost estimate was projecting a much better balance than the prior month.

Mr. Delia asked if salaries end in a projected zero.

Mr. Bienkowski said we usually end the year with a positive balance in that account. We are experiencing good fortune in areas of homebound tutoring which used to be a problem area. The Supervisor and Advisor salaries account increase was mostly from our purchasing director starting in October.

Mr. Clure noted that they did not receive the budget detail and asked if it could be sent in excel. Mr. Bienkowski said there are issues when it is converted to excel. We will be using a new financial package by April 1 which will change some of the set-up of the reports by April 1 so it might be better to wait until then.

Mr. Delia asked if the audit report was public.

Mr. Bienkowski said it was and could be found on the Town website.
Motion passes unanimously.

Item 5 – Old Business

Item 6 – New Business

Award of Ductless Splits for Hawley School and Newtown Middle School:

Rick Spreyer, the Purchasing Agent, spoke about the bid process for this project. There were three submission and Sav-More Cooling and Heating was recommended and also had the lowest bid of \$78,800.

Mr. Vouros was concerned about the bid being so much lower than the others.

Mr. Spreyer said all three companies had the same warrantees. Sav-More has been in business for 36 years and has an A-plus rating. Numerous companies said they would hire them back. They were the only company that followed up with clarifications regarding the walk-throughs which were mandatory by those that bid. All of the work will be done during April vacation. We conducted all of the background checks.

Mr. Vouros asked if there could be any hidden scenarios after they start which would uncover anything which might add more money to the project.

Mr. Spreyer said they asked for clarifications on the roof and were competent and straightforward. Any roof or ceiling damage will be repaired by the company. Mr. Faiella and his staff and our HVAC company will assess the project before being deemed complete.

Mrs. Leidlein clarified with Mr. Bienkowski that this was a Board of Education project and not in the CIP which he confirmed.

Mr. Clure asked if there were any unforeseen issues that might cause spending more money.

Mr. Spreyer said that any unforeseen circumstance would be dealt with through his and Mr. Bienkowski's office. The scope of work in all three proposals was almost identical.

Mr. Bienkowski said we planned on a contingency for 10%. This is well within the budget and funded from non-lapsing account.

Mr. Delia asked how the non-lapsing account worked if we spend less than we ask for from the Board of Finance.

Mr. Bienkowski said that if we spend less it stays in the account. If we go over what we requested we go back to them or cover it from our budget.

MOTION: Mr. Cruson moved that the Board of Education award the ductless air conditioning splits project for the Newtown Middle School cafeteria and the Hawley School multi-purpose room to Sav-Mor Cooling & Heating for the amount of \$78,800 as bid on February 13, 2019. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Systemic Vision for Teaching and Learning:

Dr. Rodrigue presented information regarding the director of teaching and learning and the vision for this in the district. This presentation provides a clear understanding of the new position and what we look at in hiring our personnel and the difference between that position and the assistant superintendent position.

Mrs. Harriman-Stites appreciated this report and felt it was important to share with the community. She also hoped to do a similar presentation to the Legislative Council that was provided to the Board of Finance.

Dr. Rodrigue said it was ready to send to our parents.

Mrs. Leidlein thought since the assistant superintendent has an 092 certification which allows them to do observations in the classrooms that it might be smart for the director to have that certification as well and should be in the job description.

Dr. Rodrigue expected that person would have that certification.

Mrs. Leidlein felt it should be in the job description as a qualification.

Mr. Vouros felt that when the Board of Finance presents to the Legislative Council they need to understand what this position involves.

Dr. Rodrigue said this will be part of our work with the Legislative Council and will also be on our website.

Mrs. Harriman-Stites stated that we don't always present to the Legislative Council but we can ask to do that. The budget presentation to the Board of Finance could be sent to the Legislative Council and suggest they watch the video. It explained our budget in a succinct way.

Mr. Cruson stated that the presentation is part of the Board of Finance minutes.

Mrs. Ku had mixed feelings about presenting tonight's report to the Board of Finance or Legislative Council. We understand what this means to our district. This report is fantastic and agrees it needs to be available.

Mr. Delia researched this position and would stand behind it. It would be good to offer this report to the Board of Finance.

First Read of Policies:

Policy 5142.2 Armed School Security Officers:

Dr. Rodrigue said that our legal team developed this policy.

Mrs. Ku referred to page d, #11, and asked if the Town held the liability insurance associated with firearms.

Mrs. Harriman-Stites said the regulation is more of an addendum between the schools and the police department. Since the police department owns the firearms, she assumed they would hold the liability insurance which was confirmed by Dr. Rodrigue.

Policy 6146 Requirements for Graduation:

Dr. Rodrigue said this begins with the class of 2023 with additional requirements necessary to graduate.

Mr. Vouros asked what our defense would be if the Board of Finance and Legislative Council questioned us on the number of teachers needed.

Dr. Rodrigue said we addressed this at the Board of Finance. It's not a one-to-one comparison between students and teachers. We need to have all of this in place to be able to teach these offerings to reach the 25 credits.

Mrs. Leidlein said the State mandates have been brought forward but are unfunded and cost taxpayers more. She asked if there were other ways students could get these credits while in the middle school or by taking outside classes and not take them in the high school.

Dr. Rodrigue said there are multiple ways students can earn credits toward this.

Policy 9271 Code of Ethics:

Mrs. Harriman-Stites said we adapted this from Hamden's policy. It is clearer and encompassed what we spoke about at our Board retreat.

Mr. Delia said policy 0050 was also a code of ethics policy.

Mrs. Harriman-Stites said this was discussed. Policy 0050 is the Board of Education code of ethics.

Mr. Delia also wanted to discuss the items regarding refusing to play politics.

Mrs. Harriman-Stites said we spoke about this at our retreat saying the best interest of the students would come first and not party politics.

Mr. Delia felt it should be reworded.

Mrs. Harriman-Stites asked him to send this adjustment to her.

Mr. Delia stated that it was hard for him to participate on the committees because of his work hours.

Mrs. Leidlein said it is more difficult for her to be a committee member also. A lot of people are holding the brunt on the Board because others are not available due to the times the committees meet.

Mrs. Harriman-Stites said you can be a participant in committee work and not attend meetings.

Mrs. Ku suggested that the statement regarding the superintendent attending all meetings be changed to "superintendent or designee" in case there is a time needed to meet but the superintendent cannot attend.

Mrs. Harriman-Stite said that could be changed.

Mr. Delia said that many times the superintendent was referred to as "he."

Mrs. Harriman-Stites said that small grammatical changes don't have to come through the Board and can be sent to Sarah to change. They are working on changing that referral to "he or she."

Communications Newsletter:

MOTION: Mr. Cruson moved that the Board of Education authorize the Board of Education Communications Committee to issue information on behalf of the Board of Education. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Letter Regarding Proposed Bill 5988 Addressing High School Graduation Date:

Mrs. Ku said this bill states that once districts set their graduation date it won't change if additional school days are cancelled. This came about due to the numerous weather cancellations late year. She outlined reasons she supported this bill with the letter to be sent to the State Education Committee.

Mr. Cruson said it doesn't change the rules for when we can set the date but speaks to what happens after its set so we will have to wait until April to set the date.

Dr. Rodrigue said the point of this is that so many districts don't have to wait until April. Weather wouldn't matter.

Mr. Cruson said the statute says you need to have 185 school days to be able to set the graduation date before April.

Dr. Rodrigue said very few districts have 185 days and felt that number might be the 180 school days with five built in snow days.

Mrs. Harriman-Stites questioned when this would be heard by the Education Committee.

Mrs. Ku said it was hard to know when this bill would be on the schedule.

Mr. Clure was ready to vote and was in favor of having a hard graduation date to help parents. Mrs. Cruson was concerned about setting the date early and having a larger number of weather days.

Dr. Rodrigue would check on the statute regarding the 185 days.

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the letter addressing proposed Bill 5988 regarding the high school graduation date. Mr. Cruson seconded. Vote: 6 yes, 1 nay (Mr. Cruson) Motion passes.

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of January 15, 2019. Mrs. Harriman-Stites seconded. Vote: 6 ayes, 1 abstained (Mr. Vouros) Motion passes.

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of January 17, 2019. Mrs. Harriman-Stites seconded. Vote: 5 ayes, 2 abstained (Mrs. Leidlein, Mr. Vouros) Motion passes.

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of January 22, 2019. Mrs. Harriman-Stites seconded.

MOTION: Mr. Clure moved to amend the minutes to revise his statement on page one to read "Mr. Clure asked if spending funds from the non-lapsing account needed any approvals such as from the Legislative Council. Mrs. Ku stated that no other was needed." Mrs. Ku seconded. Vote: 6 ayes, 1 abstained (Mr. Vouros) Motion passes.

Vote on amended minutes of January 22, 2019: 6 ayes, 1 abstained (Mr. Vouros) Motion passes.

Mrs. Ku commented that the systemic vision for teaching and learning addresses our strategic plan.

Item 7 – Public Participation (none)

MOTION: Mr. Cruson moved that the Board of Education go into executive session to discuss the proposed agreement concerning a Central Office employee and invite Dr. Rodrigue. Mrs. Leidlein seconded. Motion passes.

Item 8 – Executive Session

Executive session began at 9:39 p.m. and ended at 10:05 p.m.

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

Item 9 – Adjournment

The meeting adjourned at 10:05 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary



February 8, 2019

TO: Dr. Rodrigue

FROM: Kim Longobucco

Please accept the donation of \$7,500 from Ingersoll Auto of Danbury to the Musical. This is a very generous gift to the Newtown High School Drama program. Newtown High School students will certainly benefit from this donation.

Thank you.

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RICK SPREYER

www.newtown-ct.gov

**TOWN OF NEWTOWN
PURCHASING AGENT**

TO: Ron Bienkowski, Director of Business
FROM: Rick Spreyer, Purchasing Agent
SUBJECT: Bid Recommendation
DATE: February 15, 2019

On January 25, 2019 the RFP for the Ductless Air Conditioning Splits project at Newtown Middle School Cafeteria and Hawley School Multi-Purpose Room was published. There was a mandatory site walk through held on February, 5 2019 which was attended by eight vendors. On February 13, 2019, bids for this project were submitted. There were three (3) bids submitted for this project.

Here is the list of each vendor that submitted bids and their bid amount:

Company	Address	Contact	Bid Amount
Sav-Mor Cooling & Heating	231 Captain Lewis Dr., Southington, CT 06489	Troy Karwowski	\$78,800
Stewart Mechanical Services	2495 Thomaston Ave., Waterbury, CT 06704	Ken Stewart	\$198,500
MJ Daly LLC	110 Mattatuck Heights, Waterbury, CT 06705	Scott Dahl	\$118,600

After review of the bids and a check of business references, it is my recommendation that the project be awarded to the low-bidder, Sav-Mor Cooling & Heating, Inc., for the amount of \$78,800. Installation work is scheduled to be done during the school's April recess.

Sincerely,

Rick Spreyer, Purchasing Agent

CC: Gino Faiella, Director of Operations



General Assembly

January Session, 2019

Proposed Bill No. 5988

LCO No. 2212



Referred to Committee on EDUCATION

Introduced by:

REP. DAVIS C., 57th Dist.
REP. ACKERT, 8th Dist.
REP. DUBITSKY, 47th Dist.

REP. WILSON PHEANIOUS, 53rd Dist.
SEN. CHAMPAGNE, 35th Dist.
REP. WINKLER, 56th Dist.

AN ACT CONCERNING THE HIGH SCHOOL GRADUATION DATE.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

- 1 That chapter 170 of the general statutes be amended to allow local
- 2 and regional boards of education to conduct previously scheduled
- 3 graduation ceremonies on the firm graduation date established
- 4 pursuant to section 10-16l of the general statutes even if such
- 5 graduation date is before the one hundred eightieth day of regular
- 6 school sessions as noted in the school calendar originally adopted by
- 7 the board for that school year, and to not require students graduating
- 8 at such ceremonies to attend any regular school sessions scheduled
- 9 after such graduation date.

Statement of Purpose:

To allow high school seniors to graduate before the end of the school year in certain circumstances.



HARVARD EDUCATION LETTER

INSIDE

a closer look

**Better Teaching
with Web Tools** 4

conversation

**Karin Chenoweth on
"It's Being Done" Schools** 8

The Road to School Improvement

It's hard, it's bumpy, and it takes as long as it takes

by Richard F. Elmore and Elizabeth A. City

In our work on instructional improvement with low-performing schools, we are often asked, "How long does it take?" The next most frequently asked question is, "We're stuck. What should we do next?" In our roles as facilitators of communities of practice focused on instructional improvement, in our work on internal accountability (Richard) and using data (Liz), and in our research, we have noticed some distinct patterns in the way schools develop as they become more successful at improving student learning and measured performance. Here are a few of our observations.

There are no "breakthroughs" or dramatic "turnarounds" in the improvement of low-performing schools. There are, however, predictable periods of significant improvement, followed by periods of relative stasis or decline, followed again by periods of improvement. This pattern of "punctuated equilibrium" is common across all types of human development: individual, organizational, economic, and sociopolitical.

A very low-performing school may see significant improvements in students' scores in the early stages of concerted work to improve instruction. These early periods of growth are almost always the result of making more efficient use of *existing resources*—instructional time, teachers' knowledge and skill, and leadership focus. For example, a school might extend time spent on math from 45 minutes a day to 60 minutes, or might make smaller groups for literacy instruction. Not surprisingly, the improvements in performance that occur as a result of improvements in existing resources are relatively short term. They are usually followed by a period of flattened performance.

If a school is on a significant improvement trajectory, this plateau usually represents a process of incorporating new knowledge into the previous base of knowledge and skill. The school that extended time spent on math might now focus on what the math instruction looks like—how to teach mathematics so that students have a conceptual understanding of the math rather than only a procedural understanding. These changes are, by their very nature, extremely challenging. They challenge teachers' and administrators' existing ideas about what it is possible to do. They raise difficult questions about the effectiveness of past practices. They require unprecedented investments of time and energy. And often they do not produce immediate payoffs in measured student performance.

In our experience, most of the learning that schools do occurs during the periods of flat performance, *not* during periods when performance is visibly improving. Periods of visible improvements in performance usually occur as a consequence of earlier investments in knowledge and skill.

**Periods of flat performance in
the improvement cycle raise
some of the most difficult
challenges educators face.**

Surviving the Slumps

Periods of flat performance in the improvement cycle raise some of the most difficult challenges educators face. It feels horrible when you and your colleagues are working harder than you have ever worked, when you have accepted the challenge of incorporating new practices into your work with students, when you are participating in planning and collegial activities that force you to move outside your comfort zone—and you see no visible payoff for these huge



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investments. These are the periods when it is important to develop a supportive work environment and positive leadership.

We've observed several practices in schools that thrive through stages of flat performance: (1) They expect the flat periods and persist through them; (2) they have a theory about how what they're doing will result in improved student performance; (3) they develop finer-grained measures for detecting improvement; and (4) they make adjustments when evidence suggests that their efforts really aren't working.

Expecting the flats and persisting. As schools gain experience with cycles of improvement and stasis (or decline), they recognize that the process of school improvement is the process of uncovering and solving progressively more difficult and challenging problems of student learning, which in turn demand new learning from adults. Once the initial gains have reached a plateau, teachers and administrators may begin to focus on a particular set of problems, often associated with broad categories of students, that require deliberate changes in practice.

For example, schools might determine that students are struggling with high-level thinking. One school might respond to this problem by focusing on the tasks teachers are asking students to do every day in the classroom: Are students being asked to do high-level thinking on a regular basis? What do high-level tasks look like in different subjects and grade levels? Another school might respond to the same problem by focusing on questioning: What kinds of questions are teachers asking in class? How might teachers incorporate more high-level questioning into their instruction? Another school might notice that teachers are framing high-level tasks and questions, but not checking to see whether students understand them. This school might focus on appropriate forms of in-class assessment. It takes time for these new practices to mature and become part of the working repertoire of teachers and administrators. Schools that are improving recognize and allow for this time and don't switch gears if they don't see immediate results on state tests.

Having a theory. It's a lot easier to stay the course if the course is something you anticipated. As educators gain experience, they are more able to explain how what they're doing will lead to the results they want and choose professional development approaches accordingly. We've seen this trajectory in schools' use of the professional development strategy of coaching. At first, schools and districts may adopt coaching because it's a popular strategy and they think that teachers need support around instruction, which coaches can provide. Coaching often doesn't provide the hoped-for outcomes, however, until the school can articulate a theory about *how* the coach-

ing is supposed to help. For example, if the theory is that coaching helps by modeling good instruction and that teachers who see this instruction will adopt that practice, which will then lead to student learning—all that is examinable. Does the teacher's practice change after the modeling? Is there evidence of a difference in student learning? Having a theory also helps identify what improvements to look for in the gap between working hard and seeing state test results, so that you know whether to persist or change course. (For the record, our experience is that modeling alone rarely leads to change in instructional practice, but the point here is to have a theory that both shapes what form your action takes and is testable.)

Developing finer-grained measures for detecting improvement. In our experience, changes in student performance lag behind changes in the quality of instructional practice. Improvements are typically visible in classrooms before they show up on external measures.

Improvement is not always as obvious as we would like, in part because we look in the wrong places (annual state tests rather than the daily work of teachers and students in classrooms); in part because we use tools that are designed to detect big changes, rather than the tiny ones that lead to the big ones (the equivalent of using a clock with no second hand to measure improvement in the

speed at which you can run a mile); and in part because sometimes things get a little worse before they get better. We see this last pattern frequently when teachers go from asking students questions to which there is a correct answer to asking questions for which there are multiple possible answers. At first, teachers aren't very good at asking the questions or setting up a classroom environment in which ambiguity and intellectual risk-taking are valued, and students aren't very good at providing answers that require sentences rather than two-word responses, or at offering rationales for their answers.

Visible measures of progress are critical for motivating and encouraging educators to persist in the challenging work of improvement. Even the most dedicated and optimistic among us will stop if there's no sign that what we're doing is making a difference, or might make a difference eventually.

Making adjustments. In fact, schools that are improving do stop if there's no sign that what they're doing is making a difference. Having a theory and the right tools to test it makes it possible to identify the need for adjustments. Improving schools are willing to make adjustments, including stopping a course of action, if over time the evidence suggests their strategy isn't working.

The Next Level of Work

Sometimes, however, schools aren't sure what adjustments to make. What should schools do when they get

Improvement is not always as obvious as we would like, in part because we look in the wrong places.

stuck? “Stuckness” typically happens when people feel like they are doing their best work and it’s not paying off in visible evidence of improved student performance. Billie Jean King—perennial tennis champion and accomplished coach—describes the transformation that occurred in her own career when she learned to regard errors as “feedback.” This turned her frustration into reflection, and her reflection into increased focus and correction. Evidence that our best efforts are not producing what we want them to produce is feedback. The evidence is trying to tell us something about what we are doing, and if we listen to it, reflect on it, and give it voice, it will help us understand what to do next.

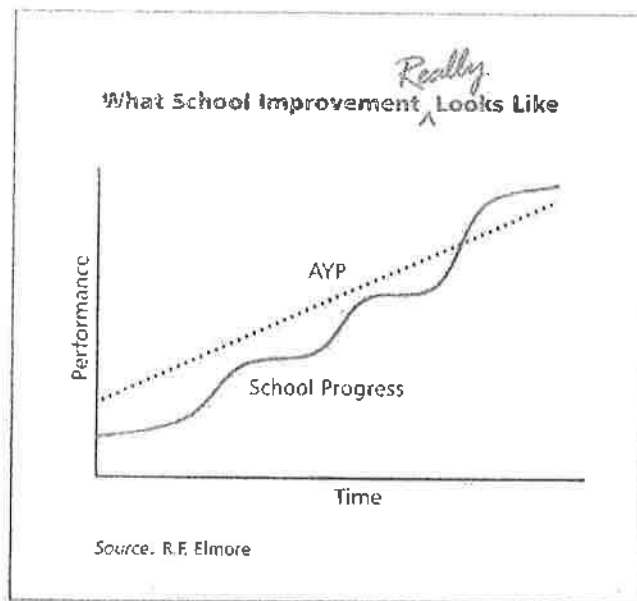
In our work, we help practitioners frame the next level of work by examining what they are currently doing, looking at evidence of student learning for clues about what is strongest in their practice and where they might see opportunities for improvement, strengthening the capacity of colleagues to work collectively on instructional issues, and increasing the specificity, or “grain size,” of the instructional practices they are working on.

It is not unusual for schools to be doing very good work in a given content area—math or literacy—and for that work to be manifested in visible improvements in student performance. As time passes, however, teachers and administrators discover that what they considered to be their “best” work is not reaching certain students, or that performance overall is stuck in the middle range and not moving into the advanced range. These kinds of problems typically require closer examination of what students who are doing their “best” work are actually doing. What teachers typically discover is that the actual tasks that students are being asked to do, while considerably more challenging than those they were previously asked to do, are not at a level that will lead to the kind of student performance that teachers hope for. Or they find that the tasks are challenging, but the work is not scaffolded in a way that allows students to reach higher levels of performance. Or that students in some classrooms are able to do challenging tasks, but comparable students in other classrooms are not. The next level of work in each of these situations is different.

Improvement and Accountability

As schools improve, three different but related processes are occurring. First, the level of knowledge and skill that teachers and administrators bring to the work of instructional practice is increasing. Second, teaching is moving from an individual to a collective activity, and internal accountability—the level of agreement and alignment across classrooms around powerful practices—is increasing. Finally, the school is aligning its organizational resources around support for instructional improvement.

All of these processes take time. And, as noted above, they do not occur in a straightforward, linear way. Just as with individual students, individual schools really do differ



in the challenges they face and in their capacity to incorporate new practices.

Our accountability systems, as they are currently designed and implemented, do not reflect the real demands of school improvement. Well-designed accountability systems would start from an empirical knowledge of what school improvement looks like when it’s happening and establish incentives and supports that accord with that knowledge. At the moment, the process is reversed: Accountability systems establish arbitrary timetables and impose powerful negative incentives on school improvement without any grounding in knowledge of how the process occurs. People in schools are forced to invent the knowledge themselves and must often work against the structures and incentives of the accountability system in order to get the job done.

The discipline of school improvement lies in developing strong internal processes for self-monitoring and reflection—not in meeting an artificially imposed schedule of improvement. That existing accountability systems don’t reflect this reality is one of the great political tragedies of current education policy.

So, how long does it take? Educators know deep down that this is not the right question because it implies a finish line or a summit that we will someday reach. But that’s not how improvement works. Some days we may feel like Sisyphus, forever pushing the boulder up the mountain, never to reach the top. But other days we get to what we thought was the summit and realize that still greater things are possible, things we couldn’t see from below.

This is why we teach and lead. Improvement, after all, is essentially learning. ■

Richard F. Elmore is the Gregory R. Amig Professor of Educational Leadership at the Harvard Graduate School of Education, Elizabeth A. City, a former teacher, principal, and coach, is completing her doctoral studies at the Harvard Graduate School of Education.

For Further Information

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Better Teaching with Web Tools

How blogs, wikis, and podcasts are changing the classroom

by Colleen Gillard

- Eric Langhorst's eighth-grade American History students in Liberty, Mo., listen to his podcasts about the Boston Tea Party while walking their dogs, doing chores, or getting ready for bed.
- Ben Sanoff's World History students in Berkeley, Calif., discuss their essays via instant messages before posting their final drafts to the class blog by midnight deadlines. Later they return to the blog to read and discuss one another's work.
- Fifth graders in College Park, Ga., create a wiki so compelling it receives over 1,000 hits from as far away as Indonesia, Turkey, and Latin America in the first few days after it's posted. The site, centered on a historical novel, includes a slide show, maps, historical background, and interviews.

From blogs to wikis to podcasts, teachers in schools across the country are beginning to use Web tools to enhance student learning. If these tools are transforming how students learn, they're also changing how teachers teach.

Those who have waded into this brave new world say the use of Web tools in the classroom naturally propels teachers from lecturing at the front of the room to coaching from the back, a direction education professionals have been trying to steer teachers in for decades. With their peers—or the world—as their audience, students are eagerly seizing the opportunity to take charge of their learning.

This is what Debbie Herzig of Woodward Academy in College Park, Ga., says happened when she asked her fifth-grade students to build a wiki—a collaboratively written and edited website—around *Turn Homeward, Hannalee*, Patricia Beatty's book about Georgia millworkers during the Civil War. Students started the project with traditional classroom activities, like researching historical facts about the Civil War, creating a dictionary of mill terms, and taking a field trip to the ruins of a period mill. To create their wiki, students brainstormed topics for the website representing the important events and themes in the book, such as "Life of a Millworker" and "Civil War Timeline and Map." The students divided into groups to design and build these sections of the wiki, known as "wiki pages," and then critiqued one another's

pages, editing for content, spelling, and grammar.

Students were motivated by the idea that their wiki could serve as a resource for other students and teachers on the Internet, according to Herzig. They were also enthusiastic about the opportunity to design their own wiki page and to edit one another's work. Herzig recalls that she and her coteacher had to resist the temptation to jump in and edit the students' work and learn to be comfortable with a "chaotic" process. Nonetheless, the teachers found the students patient and helpful with one another. "You always emphasize editing as an important part of the writing process, which can be a real chore for kids. But in this case, they really got its importance," says Herzig.

Getting Started

Using Web tools comes more naturally to students than teachers, and young people will continue to outstrip adults in their use of these tools, says Will Richardson, a former teacher and author of the popular book *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for the Classroom*. "Kids instant message as if they were using a pencil. They use Facebook and MySpace without even thinking of them as blogs," he says.

For teachers, Web tools can seem fairly disruptive, not merely because they raise safety or privacy concerns, or even because of the technological challenges they present, "but more significantly because they demand a whole new pedagogical approach," says Richardson. "Information literacy should not be viewed as a technology curriculum separate from course curriculum, but more as a way to reconceive teaching and learning."

In fact, once teachers get the help they need to get started, many find that Web tools allow them to do the kinds of things they want to do in the classroom, such as promoting project-based learning, collaborative learning, and critical thinking (see "Examples of Classroom Blogs, Wikis, and Podcasts," p. 5).

Fortunately, there are many resources available to help teachers experiment with Web-based projects (see "How to Get Started," p. 6). In planning her fifth graders' wiki, Herzig was assisted by the school's technology director, Shelley Paul, who claimed no real prior expertise other than read-

"You wouldn't believe how often [students] check the [blog] site for responses to their posts."

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

SUMMARY

This seventh report for the 2018-19 school year continues to provide year to date actual expenditures, encumbrances, and anticipated obligations. Account-by-account analysis continues to update these estimates as operating conditions occur. Beyond salaries, benefits, and accounts that have not been thoroughly evaluated, the anticipated obligations continue to be listed approximately as full budget spend (*i.e., supplies, books, repairs, student and staff travel, printing*).

During the month of January, the Board of Education spent approximately \$7.5M; \$3.6M on salaries; \$2.3M on benefits (*the third quarter of our self-insurance deposit of \$2.0M was made this month*); and \$1.6M on all other objects.

The “Anticipated Obligation” column now includes a calculated Excess Cost grant offset estimated at 75.7% based on the initial estimates done by the State. This revised information is reflected in the “Offsetting Revenue” schedule that follows the expenditure report. Overall, this represents \$121,239 more than what was budgeted. (*Keep in mind that this may be adjusted by the State*).

All the main object accounts continue to remain in a positive balance position for this month with the exception of “Other Purchased Services” which contains the line item for Out-of-District Tuition which will remain over budget even after the final receipt of the Excess Cost grant and taking our \$100,000 contingency into account.

The budget, at this time, primarily due to the increased Excess Cost estimate, is projecting a much better balance than the prior month, and is in a positive position. We are optimistic that these balances will hold until the end of the year, and may even improve.

Additional receipts for local tuition and miscellaneous fees were booked.

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

Ron Bienkowski
Director of Business
February 14, 2019



TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2017-18 – audited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action. (None)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.

- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

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

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

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$52,700 for this year.

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

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

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
<u>GENERAL FUND BUDGET</u>										
100	SALARIES	\$ 46,681,657	\$ 48,352,266	\$ (51,880)	\$ 48,300,386	\$ 21,853,292	\$ 25,277,426	\$ 1,169,668	\$ 991,167	\$ 178,501
200	EMPLOYEE BENEFITS	\$ 11,604,603	\$ 11,165,964	\$ -	\$ 11,165,964	\$ 8,134,769	\$ 2,131,588	\$ 899,607	\$ 930,925	\$ (31,318)
300	PROFESSIONAL SERVICES	\$ 860,328	\$ 823,818	\$ 8,670	\$ 832,488	\$ 427,015	\$ 140,621	\$ 264,853	\$ 259,727	\$ 5,126
400	PURCHASED PROPERTY SERV.	\$ 1,876,912	\$ 2,175,147	\$ 5,550	\$ 2,180,697	\$ 1,556,202	\$ 288,763	\$ 335,731	\$ 330,044	\$ 5,687
500	OTHER PURCHASED SERVICES	\$ 8,922,509	\$ 8,939,787	\$ 33,984	\$ 8,973,771	\$ 6,067,391	\$ 3,684,805	\$ (778,425)	\$ (685,705)	\$ (92,721)
600	SUPPLIES	\$ 3,501,034	\$ 3,831,795	\$ 3,676	\$ 3,835,471	\$ 1,989,087	\$ 138,528	\$ 1,707,856	\$ 1,688,706	\$ 19,150
700	PROPERTY	\$ 556,785	\$ 596,247	\$ -	\$ 596,247	\$ 279,194	\$ 4,080	\$ 312,973	\$ 313,403	\$ (430)
800	MISCELLANEOUS	\$ 60,808	\$ 69,207	\$ -	\$ 69,207	\$ 56,851	\$ 1,456	\$ 10,900	\$ 9,197	\$ 1,703
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
TOTAL GENERAL FUND BUDGET		\$ 74,064,636	\$ 76,054,231	\$ -	\$ 76,054,231	\$ 40,363,801	\$ 31,667,267	\$ 4,023,163	\$ 3,837,465	\$ 185,699
900	TRANSFER NON-LAPSING	\$ 276,038	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL		\$ 74,340,674	\$ 76,054,231	\$ -	\$ 76,054,231	\$ 40,363,801	\$ 31,667,267	\$ 4,023,163	\$ 3,837,465	\$ 185,699

(Audited)

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	SALARIES									
	Administrative Salaries	\$ 3,589,381	\$ 3,927,185	\$ -	\$ 3,927,185	\$ 2,152,067	\$ 1,763,960	\$ 11,159	\$ 3,812	\$ 7,347
	Teachers & Specialists Salaries	\$ 30,286,831	\$ 30,663,134	\$ (30,000)	\$ 30,633,134	\$ 12,982,518	\$ 17,577,710	\$ 72,905	\$ 58,405	\$ 14,500
	Early Retirement	\$ 32,000	\$ 40,000	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 88,754	\$ 93,428	\$ -	\$ 93,428	\$ 66,014	\$ 20,423	\$ 6,991	\$ 5,000	\$ 1,991
	Homebound & Tutors Salaries	\$ 133,352	\$ 218,868	\$ -	\$ 218,868	\$ 70,146	\$ 32,200	\$ 116,522	\$ 58,618	\$ 57,904
	Certified Substitutes	\$ 585,384	\$ 665,815	\$ (13,963)	\$ 651,852	\$ 288,845	\$ 136,025	\$ 226,982	\$ 266,582	\$ (39,600)
	Coaching/Activities	\$ 580,835	\$ 618,223	\$ -	\$ 618,223	\$ 188,170	\$ 11,454	\$ 418,599	\$ 418,599	\$ -
	Staff & Program Development	\$ 175,766	\$ 224,173	\$ (10,000)	\$ 214,173	\$ 100,854	\$ 29,684	\$ 83,635	\$ 81,277	\$ 2,358
	CERTIFIED SALARIES	\$ 35,472,303	\$ 36,450,826	\$ (53,963)	\$ 36,396,863	\$ 15,888,615	\$ 19,571,455	\$ 936,792	\$ 892,293	\$ 44,499
	Supervisors/Technology Salaries	\$ 737,247	\$ 920,240	\$ -	\$ 920,240	\$ 486,583	\$ 390,319	\$ 43,338	\$ 3,511	\$ 39,827
	Clerical & Secretarial salaries	\$ 2,175,395	\$ 2,276,982	\$ -	\$ 2,276,982	\$ 1,187,623	\$ 1,078,842	\$ 10,517	\$ 10,500	\$ 17
	Educational Assistants	\$ 2,404,167	\$ 2,538,989	\$ 59,053	\$ 2,598,042	\$ 1,237,290	\$ 1,360,778	\$ (26)	\$ 2,620	\$ (2,646)
	Nurses & Medical advisors	\$ 734,835	\$ 740,251	\$ -	\$ 740,251	\$ 313,834	\$ 403,500	\$ 22,916	\$ 20,868	\$ 2,049
	Custodial & Maint Salaries	\$ 3,034,637	\$ 3,121,867	\$ -	\$ 3,121,867	\$ 1,689,071	\$ 1,416,875	\$ 15,921	\$ 2,662	\$ 13,259
	Non Certified Adj & Bus Drivers salaries	\$ 24,888	\$ 68,670	\$ (56,970)	\$ 11,700	\$ 5,426	\$ 9,954	\$ (3,680)	\$ (2,500)	\$ (1,180)
	Career/Job salaries	\$ 84,244	\$ 74,790	\$ -	\$ 74,790	\$ (19,192)	\$ 131,575	\$ (37,593)	\$ (44,500)	\$ 6,907
	Special Education Svcs Salaries	\$ 1,084,834	\$ 1,228,405	\$ -	\$ 1,228,405	\$ 603,408	\$ 615,141	\$ 9,857	\$ (42,795)	\$ 52,652
	Attendance & Security Salaries	\$ 570,324	\$ 591,639	\$ -	\$ 591,639	\$ 281,371	\$ 293,191	\$ 17,078	\$ 4,033	\$ 13,045
	Extra Work - Non-Cert	\$ 91,741	\$ 107,869	\$ -	\$ 107,869	\$ 54,832	\$ 5,795	\$ 47,242	\$ 32,170	\$ 15,072
	Custodial & Maint. Overtime	\$ 234,510	\$ 199,738	\$ -	\$ 199,738	\$ 108,818	\$ -	\$ 90,920	\$ 95,920	\$ (5,000)
	Civic activities/Park & Rec	\$ 32,532	\$ 32,000	\$ -	\$ 32,000	\$ 15,614	\$ -	\$ 16,386	\$ 16,386	\$ -
	NON-CERTIFIED SALARIES	\$ 11,209,354	\$ 11,901,440	\$ 2,083	\$ 11,903,523	\$ 5,964,677	\$ 5,705,970	\$ 232,876	\$ 98,874	\$ 134,002
	SUBTOTAL SALARIES	\$ 46,681,657	\$ 48,352,266	\$ (51,880)	\$ 48,300,386	\$ 21,853,292	\$ 25,277,426	\$ 1,169,668	\$ 991,167	\$ 178,501

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,829,256	\$ 8,183,967	\$ -	\$ 8,183,967	\$ 6,154,890	\$ 2,008,638	\$ 20,440	\$ 18,816	\$ 1,624
	Life Insurance	\$ 85,000	\$ 87,134	\$ -	\$ 87,134	\$ 49,041	\$ -	\$ 38,093	\$ 35,452	\$ 2,641
	FICA & Medicare	\$ 1,454,800	\$ 1,514,790	\$ -	\$ 1,514,790	\$ 781,185	\$ -	\$ 733,605	\$ 733,605	\$ -
	Pensions	\$ 683,223	\$ 775,643	\$ -	\$ 775,643	\$ 734,307	\$ 2,750	\$ 38,586	\$ 75,586	\$ (37,000)
	Unemployment & Employee Assist.	\$ 53,823	\$ 87,000	\$ -	\$ 87,000	\$ 32,613	\$ -	\$ 54,387	\$ 38,399	\$ 15,988
	Workers Compensation	\$ 498,501	\$ 517,430	\$ -	\$ 517,430	\$ 382,734	\$ 120,201	\$ 14,496	\$ 29,067	\$ (14,571)
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,604,603	\$ 11,165,964	\$ -	\$ 11,165,964	\$ 8,134,769	\$ 2,131,588	\$ 899,607	\$ 930,925	\$ (31,318)
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 665,344	\$ 615,047	\$ -	\$ 615,047	\$ 299,051	\$ 118,695	\$ 197,301	\$ 194,727	\$ 2,574
	Professional Educational Ser.	\$ 194,984	\$ 208,771	\$ 8,670	\$ 217,441	\$ 127,964	\$ 21,925	\$ 67,552	\$ 65,000	\$ 2,552
	SUBTOTAL PROFESSIONAL SVCS	\$ 860,328	\$ 823,818	\$ 8,670	\$ 832,488	\$ 427,015	\$ 140,621	\$ 264,853	\$ 259,727	\$ 5,126
400	PURCHASED PROPERTY SVCS									
	Buildings & Grounds Services	\$ 707,757	\$ 697,600	\$ -	\$ 697,600	\$ 520,598	\$ 153,676	\$ 23,326	\$ 22,300	\$ 1,026
	Utility Services - Water & Sewer	\$ 140,819	\$ 137,650	\$ -	\$ 137,650	\$ 72,183	\$ -	\$ 65,467	\$ 71,467	\$ (6,000)
	Building, Site & Emergency Repairs	\$ 490,220	\$ 460,850	\$ -	\$ 460,850	\$ 338,140	\$ 46,779	\$ 75,931	\$ 75,931	\$ -
	Equipment Repairs	\$ 248,481	\$ 313,324	\$ -	\$ 313,324	\$ 189,929	\$ 9,794	\$ 113,601	\$ 111,000	\$ 2,601
	Rentals - Building & Equipment	\$ 265,862	\$ 272,923	\$ 5,550	\$ 278,473	\$ 185,049	\$ 50,079	\$ 43,345	\$ 42,845	\$ 500
	Building & Site Improvements	\$ 23,773	\$ 292,800	\$ -	\$ 292,800	\$ 250,305	\$ 28,435	\$ 14,060	\$ 6,500	\$ 7,560
	SUBTOTAL PUR. PROPERTY SER.	\$ 1,876,912	\$ 2,175,147	\$ 5,550	\$ 2,180,697	\$ 1,556,202	\$ 288,763	\$ 335,731	\$ 330,044	\$ 5,687

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	OTHER PURCHASED SERVICES									
	Contracted Services	\$ 570,837	\$ 621,207	\$ 9,534	\$ 630,741	\$ 430,113	\$ 73,664	\$ 126,964	\$ 122,964	\$ 4,000
	Transportation Services	\$ 4,091,115	\$ 4,341,927	\$ (100,000)	\$ 4,241,927	\$ 2,222,607	\$ 1,644,733	\$ 374,587	\$ 307,654	\$ 66,933
	Insurance - Property & Liability	\$ 410,691	\$ 409,907	\$ (5,550)	\$ 404,357	\$ 314,930	\$ 85,528	\$ 3,900	\$ 500	\$ 3,400
	Communications	\$ 159,176	\$ 156,649	\$ -	\$ 156,649	\$ 79,080	\$ 61,888	\$ 15,681	\$ 15,200	\$ 481
	Printing Services	\$ 27,387	\$ 33,020	\$ -	\$ 33,020	\$ 9,716	\$ 2,621	\$ 20,683	\$ 20,683	\$ -
	Tuition - Out of District	\$ 3,454,767	\$ 3,164,101	\$ 130,000	\$ 3,294,101	\$ 2,898,089	\$ 1,757,807	\$ (1,361,795)	\$ (1,194,260)	\$ (167,535)
	Student Travel & Staff Mileage	\$ 208,537	\$ 212,976	\$ -	\$ 212,976	\$ 112,858	\$ 58,565	\$ 41,553	\$ 41,553	\$ -
	SUBTOTAL OTHER PURCHASED S	\$ 8,922,509	\$ 8,939,787	\$ 33,984	\$ 8,973,771	\$ 6,067,391	\$ 3,684,805	\$ (778,425)	\$ (685,705)	\$ (92,721)
600	SUPPLIES									
	Instructional & Library Supplies	\$ 767,673	\$ 835,997	\$ 4,486	\$ 840,483	\$ 505,315	\$ 77,601	\$ 257,567	\$ 257,567	\$ -
	Software, Medical & Office Sup.	\$ 140,088	\$ 188,341	\$ -	\$ 188,341	\$ 100,776	\$ 18,447	\$ 69,118	\$ 69,118	\$ -
	Plant Supplies	\$ 404,991	\$ 375,000	\$ -	\$ 375,000	\$ 204,536	\$ 38,031	\$ 132,433	\$ 131,319	\$ 1,114
	Electric	\$ 1,305,141	\$ 1,498,260	\$ -	\$ 1,498,260	\$ 727,369	\$ -	\$ 770,891	\$ 770,891	\$ -
	Propane & Natural Gas	\$ 304,459	\$ 430,300	\$ -	\$ 430,300	\$ 176,581	\$ -	\$ 253,719	\$ 233,758	\$ 19,961
	Fuel Oil	\$ 321,179	\$ 108,860	\$ -	\$ 108,860	\$ 39,306	\$ -	\$ 69,554	\$ 69,554	\$ -
	Fuel For Vehicles & Equip.	\$ 231,624	\$ 254,618	\$ -	\$ 254,618	\$ 120,766	\$ -	\$ 133,852	\$ 135,777	\$ (1,925)
	Textbooks	\$ 25,880	\$ 140,419	\$ (810)	\$ 139,609	\$ 114,439	\$ 4,449	\$ 20,721	\$ 20,721	\$ -
	SUBTOTAL SUPPLIES	\$ 3,501,034	\$ 3,831,795	\$ 3,676	\$ 3,835,471	\$ 1,989,087	\$ 138,528	\$ 1,707,856	\$ 1,688,706	\$ 19,150

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
700	PROPERTY									
	Capital Improvements (Sewers)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 547,585	\$ 550,000	\$ -	\$ 550,000	\$ 248,249	\$ 3,602	\$ 298,149	\$ 298,149	\$ -
	Other Equipment	\$ 9,200	\$ 46,247	\$ -	\$ 46,247	\$ 30,945	\$ 478	\$ 14,824	\$ 15,254	\$ (430)
	SUBTOTAL PROPERTY	\$ 556,785	\$ 596,247	\$ -	\$ 596,247	\$ 279,194	\$ 4,080	\$ 312,973	\$ 313,403	\$ (430)
800	MISCELLANEOUS									
	Memberships	\$ 60,808	\$ 69,207	\$ -	\$ 69,207	\$ 56,851	\$ 1,456	\$ 10,900	\$ 9,197	\$ 1,703
	SUBTOTAL MISCELLANEOUS	\$ 60,808	\$ 69,207	\$ -	\$ 69,207	\$ 56,851	\$ 1,456	\$ 10,900	\$ 9,197	\$ 1,703
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000
	TOTAL LOCAL BUDGET	\$ 74,064,636	\$ 76,054,231	\$ -	\$ 76,054,231	\$ 40,363,801	\$ 31,667,267	\$ 4,023,163	\$ 3,837,465	\$ 185,699

(Audited)

NEWTOWN BOARD OF EDUCATION
2018-19 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING 01/31/2019

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2017 - 2018	2018-19 APPROVED BUDGET	YTD TRANSFERS 2018 - 2019	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
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<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	<u>2018-19 APPROVED BUDGET</u>	<u>RECEIVED</u>	<u>BALANCE</u>	<u>% RECEIVED</u>
LOCAL TUITION	\$31,675	\$26,499	\$5,176	83.66%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$20,000	\$20,000	\$0	100.00%
MISCELLANEOUS FEES	\$5,000	\$4,897	\$103	97.95%
TOTAL SCHOOL GENERATED FEES	\$56,675	\$51,397	\$5,278	90.69%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

"FOR THE MONTH ENDING - JANUARY 31, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1st ESTIMATE	2nd ESTIMATE	Feb RECEIVED	May RECEIVED	Total RECEIVED
100	SALARIES	\$ (49,618)	\$ -	\$ (49,618)	\$ (65,366)	\$ (65,974)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (56,105)	\$ -	\$ (56,105)	\$ (13,141)	\$ (13,264)	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (1,407,585)	\$ -	\$ (1,407,585)	\$ (1,399,682)	\$ (1,555,309)	\$ -	\$ -	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (1,513,308)	\$ -	\$ (1,513,308)	\$ (1,478,189)	\$ (1,634,547)	\$ -	\$ -	\$ -

100	SALARIES								
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	CERTIFIED SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (5,326)	\$ -	\$ (5,326)	\$ (8,814)	\$ (8,894)	\$ -	\$ -	\$ -
	Nurses & Medical advisors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (44,292)	\$ -	\$ (44,292)	\$ (56,552)	\$ (57,080)	\$ -	\$ -	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NON-CERTIFIED SALARIES	\$ (49,618)	\$ -	\$ (49,618)	\$ (65,366)	\$ (65,974)	\$ -	\$ -	\$ -
	SUBTOTAL SALARIES	\$ (49,618)	\$ -	\$ (49,618)	\$ (65,366)	\$ (65,974)	\$ -	\$ -	\$ -
200	EMPLOYEE BENEFITS								
	SUBTOTAL EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

"FOR THE MONTH ENDING - JANUARY 31, 2019"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1st ESTIMATE	2nd ESTIMATE	Feb RECEIVED	May RECEIVED	Total RECEIVED
300	PROFESSIONAL SERVICES								
	Professional Services	\$ (56,105)		\$ (56,105)	\$ (13,141)	\$ (13,264)	\$ -	\$ -	\$ -
	Professional Educational Ser.	\$ -		\$ -		\$ -	\$ -		\$ -
	SUBTOTAL PROFESSIONAL SVCS	\$ (56,105)	\$ -	\$ (56,105)	\$ (13,141)	\$ (13,264)	\$ -	\$ -	\$ -
400	PURCHASED PROPERTY SVCS								
	SUBTOTAL PUR. PROPERTY SER.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES								
	Contracted Services	\$ -		\$ -		\$ -	\$ -		\$ -
	Transportation Services	\$ (348,975)		\$ (348,975)	\$ (305,446)	\$ (322,416)	\$ -	\$ -	\$ -
	Insurance - Property & Liability	\$ -		\$ -		\$ -	\$ -		\$ -
	Communications	\$ -		\$ -		\$ -	\$ -		\$ -
	Printing Services	\$ -		\$ -		\$ -	\$ -		\$ -
	Tuition - Out of District	\$ (1,058,610)		\$ (1,058,610)	\$ (1,094,236)	\$ (1,232,893)	\$ -	\$ -	\$ -
	Student Travel & Staff Mileage	\$ -		\$ -		\$ -	\$ -		\$ -
	SUBTOTAL OTHER PURCHASED SI	\$ (1,407,585)	\$ -	\$ (1,407,585)	\$ (1,399,682)	\$ (1,555,309)	\$ -	\$ -	\$ -
600	SUPPLIES								
	SUBTOTAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY								
	SUBTOTAL PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS								
	Memberships								
	SUBTOTAL MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ (1,513,308)	\$ -	\$ (1,513,308)	\$ (1,478,189)	\$ (1,634,547)	\$ -	\$ -	\$ -

Excess Cost and Agency placement Grants are budgeted at 75%. \$ (1,513,308)

The February State estimate is at 75.71% on eligible expenditures for this year. \$ (1,634,547)

Additional beyond budgeted \$ 121,239

MEMORANDUM OF UNDERSTANDING
REGARDING SCHOOL SAFETY AND SECURITY INITIATIVES
JOINTLY ENACTED BY THE NEWTOWN BOARD OF EDUCATION
AND THE NEWTOWN POLICE DEPARTMENT

This Memorandum of Understanding ("MOU") is made and entered into as of July 1, 2018, by and between the Newtown Board of Education ("BOE"), a local board of education responsible for the educational programs of the Newtown Public Schools ("NPS") for resident public school students in the Town of Newtown ("Town"), with offices located at 3 Primrose Street, Newtown, Connecticut; and the Town of Newtown, acting through the Newtown Police Department ("NPD"), a municipal police department responsible for the public safety of the residents of Newtown and all individuals passing through the incorporated limits of the Town of Newtown CT, located in the Town of Newtown, County of Fairfield, State of Connecticut with offices located at 3 Main Street, Newtown, Connecticut.

This MOU is entered into as one initiative in the BOE's and NPD's comprehensive program to improve school security and safety. The BOE and NPD wish to jointly enhance security measures at all BOE facilities and programs. The BOE and NPD agree as follows:

**A. BOE DIRECTOR OF SECURITY – LIAISON TO NPD
 NPD TECHNICAL SERVICES BUREAU COMMANDER – LIAISON TO BOE**

In furtherance of the provisions of this Agreement, the BOE Director of Security shall be the liaison to the Newtown Police Department. In turn, the NPD Technical Services Bureau Commander shall be the liaison to the BOE. The BOE Director of Security or his/her designee will work with the Technical Services Bureau Commander or his/her designee to review and implement strategies to enhance the safety and security at all NPS schools and for its students, faculty and employees, specifically through the deployment of Armed School Security Officers.

B. ARMED SCHOOL SECURITY OFFICERS ("ASSOs")

1. Effective July 1, 2018, ASSOs who satisfy the requirements of Conn. Gen. Stat. § 10-244a and who currently work in a school building operated by the BOE are considered employees of the BOE. All ASSOs hired hereafter to work in a school building operated by the BOE shall be employees of the BOE, provided that they satisfy the requirements of Conn. Gen. Stat. § 10-244a and subject to their satisfactory completion of all legally required and BOE required background checks and other pre-employment requirements.

2. As employees of the BOE, ASSOs will serve under the direction of the Superintendent of Schools ("Superintendent") or his/her designee. The NPD Chief of Police or his/her designee shall provide consultation and assistance to the BOE regarding oversight of the technical functions of the ASSOs.

3. Hiring decisions for the position of ASSO shall be made by the Superintendent or his/her designee in consultation with the Selection Committee.

- A. In selecting the ASSOs, the Selection Committee shall recruit, interview, and select individuals who are retired Connecticut law enforcement officers or are otherwise qualified to serve in the position of ASSO in accordance with all applicable Connecticut and federal laws, including but not limited to the requirements of Conn. Gen. Stat. § 10-244a.
 - B. The ASSO Selection Committee shall consist of four members: (1) BOE Director of Security, (2) BOE Director of Human Resources or his/her designee, (3) NPD Chief of Police Captain, or Lieutenant, and, (4) NPD detective or other sworn police officer.
 - C. Recommendation of any candidate for service as an ASSO shall require the unanimous approval of the Selection Committee.
4. The BOE shall be responsible for conducting or coordinating any background checks required of ASSOs by virtue of their status as school employees. The NPD shall be responsible for conducting or coordinating any background checks required of ASSOs related to their status as armed school security officers and/or related to their possession of firearms.
5. The BOE and NPD recognize that school principals have responsibility for the administration of their assigned buildings and campuses. Should a school principal, assistant principal, and/or lead teacher have a concern regarding the performance, conduct, or assigned duties of any ASSO, such concerns shall immediately be conveyed to the Superintendent and BOE Director of Security. Should a member of the NPD have a concern regarding the performance, conduct, or assigned duties of any ASSO, such concerns shall immediately be conveyed to the NPD Technical Services Bureau Commander, who shall immediately notify the Superintendent and the BOE Director of Security. The NPD will assist the BOE as needed by the BOE in addressing any personnel issues involving an ASSO.
6. A. Notwithstanding the fact that the BOE shall be the employer of the ASSOs, the BOE will delegate to the NPD, and the NPD will assume, full responsibility for providing all statutorily required firearms training and retraining to the ASSOs. The NPD shall be responsible for ensuring that all such training meets or exceeds all requirements under any applicable federal and/or Connecticut law with respect to the duties and responsibilities of ASSOs under the terms of this MOU. The NPD shall also be solely responsible for providing any applicable training mandated by the Connecticut Police Officer Standards and Training Council ("POSTC"), including firearms qualification, as well as any other certifications required for the position of ASSO. Any and all training provided to ASSOs shall be in accordance with POSTC standards and shall be conducted by POSTC-certified training instructors. Upon successful completion of the annual firearms training by an ASSO, the NPD shall issue the ASSO a certification that complies with the requirements of 18 U.S.C. § 926C(d)(2)(B).
- B. The BOE shall be responsible for providing training to ASSOs related to their role as BOE employees. This training may include, but is not limited to, an orientation and training on BOE personnel policies, student confidentiality issues, and any applicable mandated reporter obligations.

- C. The BOE and the NPD shall share responsibility for site specific security training which may include, but not be limited to, training on security protocols, surveillance equipment, tactical communications, and proper interactions with students, staff, and parents
- D. ASSOs shall fully comply with any firearms/use of force policy adopted by the Board of Education.

7. The NPD shall be solely responsible for providing firearms and ammunition to ASSOs and for the inspection and repair of all firearms issued to ASSOs. The firearms and ammunition will remain the property and responsibility of the NPD. Firearms will be issued by the NPD to individual ASSOs. Firearms and ammunition shall not be stored in any school building or other location operated or controlled by the BOE.

8. The NPD shall be solely responsible for ensuring that at all times during the term of this MOU, the ASSOs hold any and all permits, licenses, and/or certifications required under applicable federal and/or Connecticut law related to the duties and responsibilities of ASSOs under the terms of this MOU.

Prior to the assignment of any ASSO to a NPS school, the NPD shall obtain a written determination from POSTC with respect to whether the proposed employment of ASSOs by the BOE, as set forth in this MOU and in the attached job description, renders the ASSOs subject to any additional certification and/or training requirements or restrictions other than those addressed in this MOU.

Newtown Public Schools and Newtown Police Department will comply with Connecticut Law when hiring and deploying ASSOs within the schools.

9. The following provisions shall apply to the position of ASSOs in the NPS:
- a) ASSOs shall conduct no search or seizure of the person or property of any student or any other individual, except as directed by a school principal or other administrator.
 - b) The BOE and NPD acknowledge and agree that the BOE is solely responsible for taking any school based disciplinary action with respect to students and that ASSOs shall have no role with respect to such disciplinary action other than, upon the request of the Superintendent or his/her designee, acting as a witness in student disciplinary procedures.
 - c) ASSOs shall have no access to any student record information, as defined in the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, except as authorized by said Act.
 - d) Subject to all of the conditions set forth in this MOU and the requirements and restrictions imposed by state and federal law, the BOE and NPD authorize ASSOs to carry firearms on school premises, specifically and solely for the purpose of carrying out their duties and responsibilities under this MOU.

- e) ASSOs shall not store or leave a firearm or ammunition unattended on the premises at any NPS school or BOE facility at any time. A violation of this provision shall subject the ASSO to immediate termination.
- f) ASSOs may use force, including deadly force, only to the extent authorized by applicable federal and/or Connecticut laws.

10. The Town shall be solely responsible for funding the costs for the hiring, training, equipping, and supervision, of the ASSOs in the Newtown Public Schools. The Newtown Public Schools shall be responsible for funding the employment of the ASSOs.

11. The Town shall indemnify and hold harmless the BOE and all of its members, agents, employees and/or representatives for any claims, lawsuits, losses, injuries, damages or other liability (including reasonable attorneys' fees) arising out of or in any way connected to any and all acts or omissions of the Town and its members, agents, employees and/or representatives with respect to the use of ASSOs in the Newtown Public Schools, and/or arising out of or in any way connected to any and all acts or omissions of any ASSO assigned to the Newtown Public Schools.

12. This MOU shall be subject to all applicable federal and/or Connecticut laws, as may be amended from time to time. Should any portion of this MOU be determined to be contrary to the provisions of any federal and/or Connecticut law at any time during the term of this MOU, only the portion of the MOU found to be contrary shall be suspended, and the remainder of the MOU shall remain in effect. The BOE and NPD shall promptly review, and if necessary promptly revise, this MOU as necessary to comply with such federal and/or Connecticut laws.

C. BUILDING SECURITY

The BOE Director of Security and the NPD Technical Services Bureau Commander, with input from the Newtown Public Schools District Security and Safety Committee ("DSSC"), will work to develop and implement a variety of strategies to enhance the safety and security of school facilities, including enhancing communication in emergency situations.

1. These strategies may be developed by the DSSC in coordination with the Superintendent and BOE Director of Security, with the input of such safety and security consultants as they may deem necessary.
2. Any proposed modifications to the premises of any school shall be approved in advance by the Superintendent.

D. SAFETY PROTOCOLS AND EMERGENCY OPERATIONS PROCEDURES

Under the direction of the Superintendent, the BOE Director of Security will review and revise as necessary the emergency operations plans and all operating procedures related to safety and security in the schools. The BOE Director of Security shall enlist the advice and assistance of the DSSC, BOE, Superintendent, NPD, the Newtown Fire Marshal's Office, the Office of Emergency Management, Federal Emergency Management Agency (FEMA),

and/or safety and security consultants and contractors, as appropriate, subject to the provisions of Section C above.

In the event that the Superintendent, BOE Director of Security, Chief of Police, Police Captain, or Technical Services Bureau Commander determines that there has been a failure to comply with the operating procedures related to school safety and security as referenced above, such individual(s) shall be authorized to take immediate corrective action in order to ensure compliance said operating procedures, subject to all applicable limitations set forth in this MOU, and/or any applicable federal and/or Connecticut law. The Superintendent, BOE Director of Security, Chief of Police, Police Captain, or NPD Technical Services Bureau Commander shall promptly report such corrective action to the respective school principal. If the issue involves actions or a failure to take action by an employee of the BOE, the Superintendent or his/her designee will be responsible for any necessary corrective action. Nothing in this provision is intended to limit the right of the Superintendent or a building principal to discipline BOE employees, including but not limited to ASSOs. Nothing in this provision is intended to authorize the Town or the NPD to discipline any BOE employee, including but not limited to ASSOs.

If such operating procedures are modified, the BOE Director of Security will be responsible for:

1. Providing training to appropriate BOE personnel regarding such operating procedures;
2. Monitoring the implementation of such operating procedures;
3. Effectuating or recommending any necessary revisions to applicable Town or BOE policies and/or administrative regulations.

E. MISCELLANEOUS

1. The NPS DSSC shall continue to meet at least quarterly to review and update school safety and security, including implementation of this MOU, and the use of ASSOs. Any significant concerns and/or disagreements within the DSSC regarding such matters shall be referred to the BOE for further action.
2. The ASSO assigned to St. Rose of Lima School shall remain an employee of the Newtown Police Department and is not covered under this MOU.

F. TERMS OF AGREEMENT

1. This MOU shall become effective upon signing by both parties and shall remain in effect through June 30, 2021, unless modified in writing by mutual agreement of the BOE and NPD.

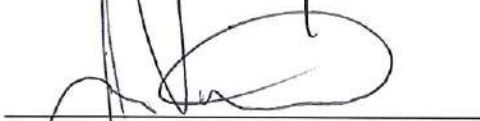
DATED:



By: Town of Newtown
Dan Rosenthal
First Selectman



By: Newtown Board of Education
Dr. Lorrie Rodrigue
Superintendent of Schools



By: Newtown Police Department
James Viadero
Chief of Police

Instruction

Requirements for Graduation

Beginning with the Class of 2021, in order to graduate from the Newtown Public Schools, students must earn a minimum of twenty-four (24) credits in (9) areas of the curriculum and demonstrate competency in spoken communication, written communication, critical thinking, and information literacy.

Beginning with the classes graduating in 2023, in order to graduate from Newtown Public Schools, students must earn a minimum of twenty-five (25) credits in seven (7) areas of the curriculum including a one credit mastery-based assessment, Capstone Project.

The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean Hostilities, or a Vietnam-era veteran requesting such diploma who left high school for military service as defined in the statutes.

All courses to satisfy local and statutory requirements in Areas I-VI must be earned between the beginning of grade 9 and end of grade 12.

Students classified as ninth, tenth, and eleventh grade must enroll in a minimum of six courses each semester. Twelfth-grade students must enroll in a minimum of five courses each semester. Only students with a minimum of 15 credits will be designated as a Senior.

Students who earn high school credits in the middle school cannot apply them to required units in Areas I-VI.

Students must attend a minimum of six (6) semesters of high school (grades 9-12) to qualify for graduation.

Exception for Transfer Students

If a student transfers into the Newtown Public Schools after completing at least three years in a high school out of state, he/she may be exempted from Newtown's twenty-four (24) credit requirement for graduation.

Legal Reference: Connecticut General Statutes
 10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)
 10-14n State-wide mastery examination. Conditions for reexamination.
 Limitation on use of test results. (as amended by Section 115 of PA 14-217)
 10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates
 10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School

Instruction

Requirements for Graduation (continued)

Legal Reference: Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Bilingualism
10-233(a) Promotion and graduation policies. (as amended by P.A. 01-166)
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.
P.A. 13-247 An Act Implementing Provisions of the State Budget.
P.A. 15-237 An Act Concerning High School Graduation.
P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Policy adopted: March 18, 2014
Policy revised: July 18, 2017 and June 20, 2018

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Instruction

Requirements for Graduation

Credit Distribution Requirements

Beginning with the Class of 2021, in order to graduate from the Newtown Public Schools, the following credits must be earned:

Area I	English – 4 credits including English I, English II, and a course that includes American literature
Area II	Social Studies – 3 credits including 1 in American Studies or American History, ½ in American Government, ½ in Economics, ½ in Western Studies and ½ in an Area Studies course
Area III	Math – 3 credits
Area IV	Science – 3 credits
Area V	Physical Education – 1 ½ credits
Area VI	Fine and Applied Arts – 1 ½ credits, including ½ credit in Personal Financial Literacy
Area VII	Electives – 6 credits
Area VIII	World Language – 1 credit
Area IX	Senior Year Experience ²¹ – 1 credit

Beginning with the classes graduating in 2023, the following credits must be earned:

<u>Area I</u>	<u>Humanities- 9 credits including civics and the arts</u>
<u>Area II</u>	<u>STEM- 9 credits in Science, Technology, Engineering and Mathematics</u>
<u>Area III</u>	<u>Physical Education and Wellness- 1 credit</u>
<u>Area IV</u>	<u>Health and Safety Education- 1 credit</u>
<u>Area V</u>	<u>World Language- 1 credit</u>
<u>Area VI</u>	<u>Senior Capstone Project – 1 credit</u>
<u>Area VII</u>	<u>Electives – 3 credits</u>

Bylaws of the Board

Code of Ethics

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent of Schools. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations.

- Board members and Superintendents ensure the opportunity for high quality education for every student and make the well being of students the **fundamental goal** of all decision-making and actions.
- Board members and Superintendents are **staunch advocates** of high quality free public education for **all** Connecticut children.
- Board members and Superintendents **honor all** national, state and local laws and regulations pertaining to education and public agencies.
- Board members and Superintendents recognize that **clear** and **appropriate communications** are key to the successful operation of the school district.
- Board members and Superintendents will always carry out their respective roles with the highest levels of **professionalism, honesty** and **integrity**.
- Board members recognize that they represent the **entire** community and that they must ensure that **the** community remains fully informed on school-related matters.
- Superintendents and Board members recognize that the Superintendent serves as the Board of Education's **agent** and will, in that role, **faithfully apply** the policies and contracts adopted by the Board.
- Board members adhere to the principle that they shall confine the Board's role to **policy-making, planning** and **appraisal** while the Superintendent shall **implement** the Board's policies.
- Board members and Superintendents both recognize that they serve as a part of an educational team with **mutual respect, trust, civility** and **regard** for each other's respective roles and responsibilities.
- Board members are committed to the concept that the strength of the Superintendent is in being the **educational leader** of the school district.
- Board members and Superintendents practice and promote **ethical behavior** in the **Boardroom** as described in Newtown's Code of Ethics.
- Board members and Superintendents consider and decide all issues **fairly** and **without bias**.

(cf. 2000.1 - Board-Superintendent Relationship)

(cf. 2300 - Statement of Ethics for Administrators)

Legal Reference: Chapter 36, Newtown Codebook

Adopted: 6/5/12

Bylaws of the Board

Code of Ethics

The following statements reflect the Newtown Board of Education's commitments as Board members, both individually and collectively, as they strive to render effective and efficient service to Newtown's children, their parents, the community at large and the Newtown school and administration.

A Board of Education member should honor the high responsibility which his/her membership demands:

- By thinking always in terms of "students first".
- By understanding that the basic function of the Board members is policy-making not administration, and by accepting the responsibility of learning to discriminate intelligently between these two functions.
- By accepting the responsibility along with fellow Board members to see that the best possible facilities and resources are provided for the proper functioning of these schools.
- By refusing to "play politics".
- By representing at all times the entire school community.
- By accepting the responsibility to become well-informed concerning the duties of Board members and the proper functions of public schools.
- By recognizing a responsibility as an agent of the State to seek the improvement of education throughout the State.

A Board of Education member should respect his/her relationships with other members of the Board:

- By recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal power to bind the Board outside such meetings.
- By recognizing the integrity of predecessors and associates and the merit of their work.
- By refusing to make statements or promises as to how he/she will vote on any matter which should come exclusively before the Board as a whole.

Bylaws of the Board

Code of Ethics (continued)

- By participating in committee work.
- By making decisions only after all facts bearing on a question have been presented and discussed.
- By respecting the opinion of others and by graciously conforming to the principle of majority rule.

A Board of Education member should seek to maintain desirable relations with the Superintendent of Schools and his/her staff:

- By striving to procure, when a vacancy exists in the position, the best professional leader available for the chief administrative post.
- By giving the Superintendent full administrative authority for properly discharging his/her professional duties, and by also holding him/her responsible for acceptable results.
- By having the Superintendent present at all meetings of the Board except when his/her contract or salary is under consideration.
- By referring all complaints to the proper administrative office and by discussing them at a regular meeting of the Board only after failure of administrative solution.
- By striving to provide adequate safeguards around the Superintendent and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis.
- By presenting personal criticisms of any employee directly to the Superintendent.

Bylaws of the Board

Code of Ethics (continued)

A Board of Education Member should meet his/her responsibilities to the community:

- By attempting to appraise fairly both the present and future educational needs of the community.
- By regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools to the community.
- By insisting that all school business transactions be on an open, ethical and above-Board basis.
- By vigorously seeking adequate financial support for the schools.
- By refusing to use a position on the Board of Education in any way whatever for personal gain.
- By refraining from discussion of confidential matters outside of Board meetings.
- By justifying the community's confidence in the intention of the Board to act in the best interests of school children.

Meeting Protocol

1. To ensure that the Board's meetings are conducted with maximum effectiveness and efficiency, members will:
 - a. come to meetings adequately prepared;
 - b. identify issues of concern before the meeting, whenever possible;
 - c. speak only when recognized;
 - d. not interrupt each other during debate;
 - e. not engage in disruptive and disrespectful side conversations;
 - f. minimize unnecessary repetition;
 - g. not monopolize the discussion;
 - h. address the merits of the issue being discussed without appealing to the biases, prejudices and emotions of the audience;
 - i. support the chair of the meeting's efforts to facilitate an orderly meeting;
 - j. communicate openly and actively in discussion and dialog to avoid surprises;
 - k. value equal participation of all members;
 - l. practice respectful body language;
 - m. listen actively when other members speak; and
 - n. not surprise or embarrass each other or members of the staff.

Bylaw adopted by the Board:

