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

Minutes of the Board of Education meeting on March 5, 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 (absent)	R. Bienkowski
D. Leidlein	8 Staff
J. Vouros	14 Public
A. Clure	1 Press
D. Delia	

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

<u>Item 1 – Pledge of Allegiance</u>

<u>Item 2 – Celebration of Excellence</u>
Dr. Rodrigue was proud to honor students who received awards and honorable mentions in the Connecticut Regional Scholastic Art Show and the Teen Visions Art Show. There were more than 1,200 entries from around the state. Michelle Hiscavich gave a presentation on the student artwork. The student winners at the meeting included Audrey Benson Alyssa Bailey, Hanna Ruhs and Katarina Rosen. Those unable to attend were Katie Sailer, Anna LaBanca, Moira McKinley, Madeline Mixon and Danielle Wassmer. Art teacher, Carol Pelligra, also attended.
All were congratulated by the Board and given certificates of achievement.

<u>Item 3 – Consent Agenda</u>
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which included the minutes of February 19, 2019, the resignation of Steven Malary, and the correspondence report. Mrs. Leidlein seconded. Motion passes unanimously.

<u>Item 4 – Public Participation</u> (none)

<u>Item 5 – Reports</u>
Chair Report: Mrs. Ku referred to the Shipman and Goodwin report she asked them to prepare when there was a possibility that we would be reviewing our counsel services. They provide services in the categories of labor and employment, general school law, special education, and other legal areas. They also provide in-service training for the district and board members.
The Legislative Council will hear about the Board of Education budget tomorrow night which will be presented by the Board of Finance. The Legislative Council will schedule their subcommittee meetings for budget discussions.
Mr. Vouros and Mr. Clure volunteered to be on the search committee for the Assistant Superintendent position and Mrs. Ku thanked the Communication Committee for their budget newsletter.

Superintendent's Report: Dr. Rodrigue sent a communication to all parents and staff regarding the Momo Challenge and how we are handling it. Mrs. Amodeo is looking at making sure that we have appropriately blocked the WhatsApp. Teachers are mindful in watching what students are viewing on line. The Next Generation Accountability report released by the State captures data in areas such as academic growth, absenteeism and graduation rates. We had two schools in the category Schools of Distinction. They are Sandy Hook School for High Performance and Head O'Meadow School for High Performance and High Growth for all students in math.

We are continuing classroom walk-throughs with Board members and enjoyed today's visit to Sandy Hook School with Mrs. Ku.
Dr. Rodrigue recognized the BOE members as March is Board Member Appreciation Month.
Mrs. Ku commented on her visit to Sandy Hook School and appreciated seeing teaching and learning in action.

Mr. Vouros visited the SAIL Program class at the high school and spoke to a number of students. One student had left to attend a private school but returned and was back as a sophomore. The student had asked to come back because he knew he was ready to enter the public school system again. He was happy and doing well.

Mrs. Leidlein appreciated the letter from Shipman and Goodwin as it was important that we understand the work they do. She asked if this could be shared with the public and possibly put on our website.
Dr. Rodrigue thought that was a great idea and would have it posted.

Committee Reports:
Mr. Vouros stated that at the last Curriculum and Instruction meeting, Abbey Marks, Chris Siano and Kim Longobucco spoke about the revised public speaking curriculum which is a senior elective now. Mrs. Ku spoke about the units on the college essay and its importance and in providing help for students in writing them.

Mrs. Harriman-Stites stated that the Policy Committee met and was going through the 5000 series, finishing the new policy on concussion and head injuries, and discussing another policy on dealing with the effect of a death.

Mr. Clure spoke about his visit to Hawley School and thanked Mr. Moretti and Dr. Rodrigue. It was great to see the teachers engaged. The students were very respectful and he was very impressed.

Mrs. Harriman-Stites went to Middle Gate where her son attended. There was a warm and positive school culture everywhere and it was a very nice visit.
Mr. Vouros added that he also visited the high school art classes and chorus room.

Mrs. Leidlein reported on the Communications Committee. Mr. Cruson did a lot of the work on the newsletter. It is important to keep parents in the loop through the budget process and to always encourage parent communication.

Student Reports:
Ms. Dubois reported that winter sports teams are competing across the state. Hockey won in the first round of states against Wilton. The dance team took first place in regionals this weekend.

Mr. Morrill reported that tomorrow night the Athletic Department was sponsoring an opioid awareness presentation at 6:00 p.m. Families United in Newtown will mark their meeting by celebrating St. Patrick's Day. The counseling office is sponsoring a college funding night.

Mr. Vouros asked the students if they could design a different way to help students with their college essay.
Ms. Dubois said she spent time in English class where the essay was an assignment and also went to the Reading Center to meet with the teacher which was very helpful.

Mr. Morrill said his concern was he didn't know what the essay was supposed to look like so it would be helpful to have examples. He liked that part of it was done in class which helped to plan it out.

Item 6 – Old Business
Second Read of Policies:
MOTION: Mrs. Harriman-Stites moved that the Board of Education approve Policy 5142.4 Armed School Security Officers, Policy 6146 Requirements for Graduation, and Policy 9271 Code of Ethics. Mr. Vouros seconded. Motion passes unanimously.

Item 7 – New Business
Dr. Rodrigue spoke about the curriculum brought forward from the Curriculum and Instruction Committee and introduced Principal Dr. Kim Longobucco, Erik Holst-Grubbe, Department Chair, and teachers Chelsea Crooke, Jolene Swann and Mark Gerace.

Business Foundations Curriculum:
Mr. Holst-Grubbe introduced Chelsea Crooke who developed a course that is individualized, personalized, and exciting. Her class is 100% involvement and is a portfolio approach.

Mr. Delia asked how she would get students involved and what the enrollment was.
Mrs. Crooke said she started with 17 students and now has 22. Students become interested by speaking to other students.

Mr. Delia thanked her for doing this and asked if she needed further support from the Board.
Mrs. Crooke said that everything was going well and appreciated him asking.

Mrs. Harriman-Stites said teaching about the global business environment is important and she appreciated Mrs. Crooke's hard work.
Mr. Vouros said the personalization of this course is phenomenal. He visited her class where the student that spoke was organized and passionate. They know she is passionate about what she is teaching them.

Mrs. Leidlein said that having this helps guide students at an earlier age to determine what they are interested in before they start college. Giving them these tools at a young age is wonderful.

Personal Financial Literacy Curriculum: Mr. Holst-Grubbe said several years ago this was a graduation requirement. The three teachers made their curriculum project-based and personalized. They talk about the true cost of college and do a lot of virtual activities with students. Most research shows people wish they had taken this class. It's important to have it as a requirement.

Water Safety Instruction/Lifeguarding Certification Course Proposal:
Mark Gerace, Physical Education Department Chair, stated that this course provides knowledge and skills to be lifeguards and dealing with water injuries. Timing is key as it will give students a better chance to seek lifeguard jobs. This will be introduced as an elective in September. PE requirements are increasing so it will be offered as a PE course.

Mr. Clure said timing is even better with the opening of the community center needing lifeguards. For the community center you must be 16 years of age for this position.
Mr. Gerace said you have to be 15 to take the course but you do need to be 16 to take a job.

Mr. Delia asked if there were any fees for the students to get certified.

Mr. Gerace said the fee is to the Red Cross for the license.
Mr. Delia asked to get the cost of the license. If it is a $20 cost he would support taking care of that.

Special Education Self-study Action Steps:
Dr. Rodrigue presented the final version of the action steps. There were multiple stakeholders in putting this together including parents, PTA Presidents, the Board of SEPTO, teachers on the Teacher Forum and Climate and Culture Committee, and all of the administrators. The areas of concern are specialized reading programs and certified staff, student confidentiality, professional development and training, staffing, and the Planning and Placement Team (PPT) and Individualized Education Program (IEP). Action steps were discussed as well as the timeline involved for each of them. The first year review of the progress of all action steps will be held June 30.

Mrs. Leidlein liked the idea of a parent mentor program. She asked how parents learn about this as an option and how they can access it without giving up confidentiality or divulging too much about their situation that might be uncomfortable for them.
Dr. Rodrigue said we would communicate to every parent in the district.

Mr. Vouros said that since the Assistant Superintendent will be a key position we may have to hire this person so he or she could be part of the June 30 collaboration and review of the action steps.
These concerns need to be presented to the candidate.
Dr. Rodrigue said that could be worked into the interview questions.

Mrs. Harriman-Stites liked that SEPTO will play a role in executing some of these. One progress piece is we are supposed to get an update at the next meeting and whether appropriate services are being provided. She is interested in seeing the progress of all of these.

Mr. Clure referred to the confidentiality issue and proofreading emails by two people before things are sent out.
Dr. Rodrigue said that certified and non-certified staff sends emails and that training would be involved for everyone in the district.

Mr. Delia asked if it was possible for each recommendation to come back to the Board. A big goal is community communication. He asked if any survey was planned to make sure they are receiving information.
Dr. Rodrigue stated we could do that.

Mid-year Goals:
Dr. Rodrigue provided an update on her 2018-2019 goals. Some were ongoing and some have been completed.

Mrs. Leidlein talked about working closely with the new Assistant Superintendent and Director of Teaching and Learning and how Dr. Rodrigue could use her hiring background and have a strong voice in the process. She has to work closely with these individuals and she feels her strong guidance is critical.

Dr. Rodrigue said some superintendents are fully part of the process. She is going to be part of the process from the beginning including being part of screening. We need a strong team which is critically important.

Mrs. Ku said the self-study has been a large part of Dr. Rodrigue's work this year and should be part of her goals.
Dr. Rodrigue would add that to her document.

<u>Item 8 – Public Participation</u> (none)

MOTION: Mrs. Harriman-Stites moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

<u>Item 9 – Adjournment</u>
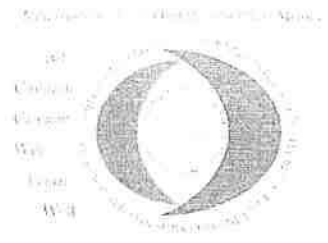The meeting adjourned at 9:12 p.m.

                                                          Respectfully submitted:

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                                                             Michelle Ku
                                                                Chair

February 21, 2019

Dr. Lorrie Rodrigue
Superintendent of Schools
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470

Re: Letter of Resignation

Dear Dr. Rodrigue:

I am writing to inform you I will be resigning my position as a science teacher at Newtown High School, effective the end of the current school year, so that I can enter retirement from teaching in Connecticut public schools. I appreciate everyone in the district who has supported me in my efforts on behalf of our students. In particular, I want to single out the teachers I have had the great honor to work with in the Science Department. In my more than thirty five years as an educator, I have never worked with a better group of people who so genuinely desire to promote the success of others around them. I will leave feeling both grateful and blessed for my time in Newtown.

Sincerely,

Steven F. Malary
Physics Teacher

Correspondence Report
01/22/2018 – 03/04/2019

Date	Name	Subject
1/27/19	Mrs. Roci	Incident in school
1/28/19	Alissa Mendoza	Structured Literacy
2/2/19	Barbara Wojcik	Director of Teaching and Learning
2/4/19	Brenda McRae	No Progress for Special Ed
2/5/19	Julia Conlin	Budget
2/6/19	Madeline Bunt	Support our town
2/7/19	Erica Canfield	All Star
2/9/19	Catherine Sullivan	Meetings
2/10/19	Lenny Brown	Linda Marshall
2/14/19	Allyson Story	NEF Evening of Comedy

SHIPMAN & GOODWIN LLP

COUNSELORS AT LAW

MEMORANDUM

TO: Michelle Ku, Chairperson, Newtown Board of Education

FROM: Rich Mills and Julie Fay

DATE: February 25, 2019

RE: Legal Services Provided to the Newtown Board of Education

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You have requested that we provide a summary of the legal services we have provided to the Newtown Board of Education since becoming counsel to the Board in 2015. (We were retained by the Board as legal counsel in 2015 for matters excluding special education; our representation expanded to special education matters starting in 2016). We are happy to provide the summary set forth below.

Labor and Employment

- Represent the Board in negotiations with both certified and non-certified bargaining units. (To date, we have represented the Board in negotiations with the teachers, administrators, nurses and paraeducators. The contracts with the custodians and secretaries are up for negotiations in 2019).
- Advise the district on matters related to employment searches.
- Provide advice regarding statutory provisions concerning pre-employment background checks.
- Review/revise/draft employment contracts for Central Office personnel.
- Advise the district in connection with the investigation of claims asserted by employees.
- Provide advice and assistance with matters related to investigations of employee conduct.
- Advise the Administration on matters concerning employee discipline, including reviewing/revising/drafting disciplinary documents.
- Address issues related to teacher tenure.
- Advise the district regarding issues related to employee performance and steps for addressing the same.

- Provide advice concerning the separation of employees, including the drafting of separation agreements.
- Advise and assist the district on teacher certification issues.
- Address issues related to ADA, including reasonable accommodation issues.
- Provide advice on FMLA and related issues.
- Advise the district on matters related to unemployment compensation, including representation of district in unemployment compensation proceedings as requested.
- Provide advice regarding the impact of the U.S. Supreme Court's *Janus* decision on matters related to agency fees and deductions for union dues.
- Advise the Administration regarding union grievances and the resolution of the same.
- Provide advice on reduction in force issues.

General School Law

- Provide written legal opinions on a variety of issues as requested by the Board.
- Provide advice on Board governance issues.
- Advise the district on matters related to the Freedom of Information Act, including procedures for Board meetings and responses to FOI requests.
- Assist the Board on ethics issues (including the 2015-2016 matters that were referred to the Board of Ethics for the Town of Newtown and a range of related issues, including indemnification matters).
- Advise the Board on legal issues related to school security, including representing the Board in connection with the agreement between the Board and the Town of Newtown concerning armed school security officers.
- Provide advice on Board of Education policies and administrative regulations, and draft/revise policies and regulations.
- Representing the district in matters related to the Office of Civil Rights.
- Advise the district on matters related to FERPA.
- Provide advice on data privacy issues, including reviewing and revising vendor contracts as needed.
- Address issues related to mandated reporting.
- Provide advice and assistance in student discipline matters.
- Assist the district in responding to subpoenas.
- Advise the district on issues related to statutory provisions concerning school year and establishment of graduation dates.
- Address issues related to policies concerning service animals.
- Advise the district on matters related to student transportation.
- Provide advice concerning excess cost funding for special education.
- Address issues related to authority to close school and steps concerning same.

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Special Education

- Handle all aspects of litigation and dispute resolution related to due process, including attending PPTs, mediations and due process proceedings.
- Provide proactive legal counsel and training to minimize legal disputes and ensure compliance with state and federal law.
- Provide trainings for teachers/staff on topics such as Section 504, special education and confidentiality.
- Advise on coordination with outside agencies such as DCF, police, court system.
- Track relevant legislative and regulatory changes; provide updates and advise.
- Review, revise and advise on policies and procedures related to all aspects of special education, including such things as homeschooling, homebound instruction, student discipline.
- Advise regarding student discipline matters.
- Advise regarding engagement of 3rd party contractors and consultants.
- Risk Management, including such things as risk protocols and reporting on at risk students.

Other Legal Areas

- Address issues related to contracts for transportation, food service and other services provided to district.
- Advise the district on matters related to purchasing and bidding.
- Provide advice on issues related to building code compliance.
- Provide advice on tax-related issues.
- Advise the Administration regarding air quality survey results and communications concerning the same.

In-service Training

- Provide in-service training to the district on a variety of legal topics. (We have attached a listing of in-service programs provided to the district based on the commitment in our 2015 proposal to the Board to provide ten hours of in-service training at no expense to the Board).
- We have also attached a listing of the public sector seminars, webinars and breakfast series programs that have been attended by the district. We provide these programs as a courtesy, as a component of our commitment to education, training and preventive counseling.

SHIPMAN & GOODWIN LLP

COUNSELORS AT LAW

**In-service Programs Presented to the Newtown Public Schools
(Based on 2015 Proposal to the Newtown Board of Education)**

**Note: Presentations were provided at no charge, except as noted
concerning the August 23, 2017 presentation.**

DATE	ATTY	HOURS	PRESENTATION
9/4/15	Jessica Ritter	2.0	Administrators' 2015 Legislative Update
8/4/16	Jessica Ritter	2.0	Administrators' Legal Update
8/24/16	Richard Mills & Peter Maher	2.0	Paraprofessionals' In-Service Program (Student Records/Confidentiality; Mandated Reporting; Special Education and the PPT Process; Restraint & Seclusion)
9/6/16	Richard Mills	1.0	Board Member FOI and Confidentiality Presentation
8/9/17	Peter Maher	1.5	Administrators' 2017 Legislative Update
8/22/17	Peter Maher	1.5	Presentation on Legal Issues for Athletic Coaches
8/23/17	Peter Maher	1.0	Legal Update re FERPA, Recent Legislation & Sexual Harassment to Paraprofessionals (2 hour presentation, charged for 1 hour only)
TOTAL HOURS		**11.0**	

Public Sector Seminars, Webinars and School Law Breakfast Series Programs Attended by the District:

Attendance	Seminar	Date	Last Name	First Name	Title
Attended	2018 Spring Labor & Employment	5/4/2018	Deramo	Suzanne	Director of HR
Attended	Webinar - Board Member Boot Camp - Board Member Conduct: Empowering Good Behavior/ Dealing with Bad Behavior	9/22/2017	Embree Ku	Michelle	Vice Chair
Attended	Teacher Evaluations in Connecticut: Where Are We Now? - Stamford	2/15/2017	D'Eramo	Suzanne	Human Resources Coordinator
Attended	Teacher Evaluations in Connecticut: Where Are We Now? - Hartford	2/7/2017	Evans Davila	Jean	Assistant Superintendent

Students

Safety

Armed School Security Officers

The Newtown Board of Education (the "Board") authorizes the placement of armed school security officers in its school buildings during times that the Superintendent or his/her designee deems necessary in order to provide for the safety and security of students and school personnel. The armed school security officers shall support the school administration and staff in maintaining a safe and positive school environment.

At the discretion of the Board, the armed school security officers shall be authorized to carry firearms on school grounds in the performance of their duties, consistent with state and federal law, Board policy and administrative regulations, and any applicable memorandum of understanding or agreement with the Town of Newtown.

An armed school security officer will not draw, point, or discharge his/her firearm on school grounds unless it is necessary to protect a person, including himself or herself, from what the armed school security officer reasonably believes to be the imminent use of deadly physical force. Any use of a firearm will be preceded by a verbal warning, if possible. Any use of firearms must be consistent with state and federal law, Board policy and administrative regulations, and any applicable memorandum of understanding or agreement with the Town of Newtown.

The Superintendent will adopt and maintain administrative regulations to implement this Policy.

Legal References: Conn. Gen. Stat. § 10-244a
                      Conn. Gen. Stat. § 53a-217b

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: (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.
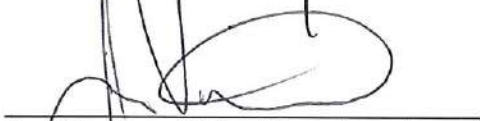
DATED:

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 Biliteracy)

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   NEWTOWN PUBLIC SCHOOLS
Policy revised: July 18, 2017 and June 20, 2018   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 Experience21 – 1 credit

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

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

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:

Newtown Public Schools
Business Foundations

Collaboration

Unit:		Sep				Oct					Nov			Dec			Jan					Feb				Mar				Apr			May					Jun	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Economic Decisions and Systems	⊘																																						
Information Technology	⊘																																						
Foundations of Accounting	⊘																																						
Global Business	⊘																																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38

Unit Title: Economic Decisions and Systems

Conceptual Lens: System   **Grade: 9-12**

Strand 1

Economic Principles

Needs vs. Wants

Goods vs. Services

Factors of Production

3 Big Economic Questions

Tradeoffs/Opportunity Costs

Scarcity

Economic Systems

Strand 2

Supply and Demand

Law of Supply

Law of Demand

Shifts in Demand/Supply Graph

Price/Quantity Relationship

Unit Title

Economic Decisions and Systems

Strand 3

Stock Market

Common and Preferred Stocks

Dividends

Bonds

Market Trading

Market Trends

Strand 4

Business as a result of Economics

Business Cycle

Inflation/Deflation

Federal Reserve

*Add strands as needed

Unit Planner: Economic Decisions and Systems
Business Foundations
Tuesday, January 22, 2019, 1:43PM

Newtown High School > 2018-2019 > High School > F&AA: Business >
Business Foundations > Week 1 - Week 4

Last Updated: Thursday, June 28, 2018
by Crooke Chelsea

Economic Decisions and Systems

Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Systems
Unit 1 Business Foundations Web.docx

Generalizations / Enduring Understandings	Guiding Questions
1. The needs and wants of a consumer balance the production of goods and services. 2. The price and quantity set up by the supply and demand graph is assisted by the factors of production and overall market trends. 3. Stocks, bonds, and dividends devise market trading. 4. The business cycle analyzes a business's operations while relating inflation and deflation. 5. Overall scarcity drives the Law of Supply and Law of Demand.	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]* 1. a. What is the difference between a need and a want? (F) b. Can a good also be a service? (P) c. How can one decide whether they are desiring a need or a want? (C) d. What about consumers needs versus wants influences producers? (C) 2. a. How is supply and demand graphically represented? (F) b. What would an increase in demand do to the equilibrium of quantity and price? (F) c. Why are market trends so important to consider when making business decisions? (C) d. In what ways are the factors of production linked to a business's decision of what quantity to produce and at what price to sell the good or service for? (C) 3. a. What are stocks? (F) b. What is the difference between bonds and stocks? (F) c. What is the better tool, stocks or bonds, for a company to issue? (P) d. How are stocks traded on the stock market? (F) 4. a. What is inflation and deflation? (F) b. Do businesses always have to have a trough in order to experience an expansion? (P) c. What are some things a business can do to recover from a trough? (C) d. Why does the business cycle occur? (C) 5. a. What is scarcity? (F) b. How has scarcity played a role in what quantity of a good or service a business decides to produce? (C)

	c. How are the Law of Supply and Law of Demand similar? Different? (C)
	d. What doe the Law of Demand state? (F)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2011)

Grades 9-12

Business Management

B. Economics: Assess opportunity costs and trade-offs involved in making choices about how to use scarce and economic resources.

24. Define and give examples of economic wants and how they are satisfied.

25. Define scarcity and why it requires individuals, governments and societies to make choices.

28. Identify questions that might be answered by an economic system (e.g., what is to be produced, how it is to be produced, and for whom it is to be produced).

36. Explain the law of demand, law of supply, and equilibrium price.

Personal Finance

D. Saving and Investing: Evaluate savings and investment options to meet short- and long-term goals.

15. Describe how the stock market functions.

Objective(s)

<u>Bloom/ Anderson Taxonomy / DOK Language</u>

Students will be able to differentiate between a need and want and determine it's influence on a company's decision to produce a certain amount of goods and services.

Students will be able to graph a company's supply and demand to represent the price and quantity at which they should produce.

Students will be able to relate factors of production to the supply and demand of goods and services produced by a business.

Students will be able to simulate stock market trading using appropriate terminology in the class.

Students will be able to interpret a business cycle and label the different parts of the cycle accurately.

Students will be able to determine the outcome of inflation and deflation.

Students will be able to relate scarcity as reasoning for the Law of Supply and Law of Demand.

Critical Content & Skills

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

The difference between needs and wants as well as the difference between goods and services.

The graphical depiction and relationship between supply and demand.

The factors of production and how they can be applied in a business setting.

The trading skills and language used in the stock market.

The reason businesses issue stocks and bonds, and the differences in the two investment tools.

The characteristics, names, and patterns in a business cycle.

The outcome of inflation and deflation on a business.

The meaning of scarcity and how it relates to the definition of Law of Supply and Law of Demand.

Core Learning Activities

Things to Consider when Running a Business

Economic Systems Info-graphic Activity

Understanding the Stock Market Simulation

Classroom Supply and Demand Graph of Room Cleaning Service

Supply and Demand with Dog Food

Imagine This - Can you Survive?

Economics in Monopoly

Entrepreneurial Factors of Production in an L.A. Business

BizCafe Simulation

Assessments

Business Portfolio: Economic Decisions and Systems

Formative: Student Portfolio

Economics Decisions and Systems Quiz

Resources

Professional & Student

Book-

Intro to Business 6e by Dlabay, Burrow, and Eggland

Chapters One to Four

Summative: Standardized Test
BizCafe Simulation
Formative: Recital
Students will gather in a round-circle meeting format to discuss updates/progress with their created BizCafe highlighting the areas of the current unit.
Economics Decisions Case Study
Formative: Other oral assessments
Students will read, talk in groups and respond to the case study presented to them. They will highlight the problems currently existing inside the business as well as formulate potential suggestions for the business. They will be required to share at least twice in a class wide discussion.

Case Study Unit One Business Foundations

ISBN: 0-538-44075-9

Investopedia-
Supply
Demand
Law of Supply, Law of Demand
Stocks
Bonds
Dividends
https://www.investopedia.com/

Economic Systems Infographic-
https://www.intelligenteconomist.com/types-of-economies/

Video on Inflation and Deflation-
https://www.youtube.com/watch?v=T5seDnLO6M4

Federal Reserve Background-
https://www.federalreserve.gov/faqs/about_12594.htm

Teachers Pay Teachers-
https://www.teacherspayteachers.com/
Understanding the Stock Market (Pawprintables)
Supply & Demand (Sasha Anderson)

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Presentation Skills

Interdisciplinary Connections
Social Studies

Unit Title: Information Technology

Conceptual Lens: Interactions   **Grade: 9-12**

Strand 1

Computer Systems

Mapping a Computer System (Input, Output, Processing, Storage)

Management Information Systems (MIS)

Software vs. Hardware

Workplace Technology

Careers in IT

Dangers of Technology

Strand 2

Databases

Microsoft Access

Data Table (Field, Key, Attribute, Record)

E-R Modeling

Unit Title

Information Technology

Strand 3

Networks

Network Security

Types of Network

Data Transfer Rates

IP Addresses

Strand 4

Social Media

Platforms

E-Business Models

Functions and Goals

*Add strands as needed
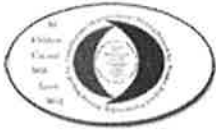
Information Technology

Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Interactions
Unit 2 Business Foudnations Web.docx

Generalizations / Enduring Understandings	Guiding Questions
1. In Management Information Systems constructs of mapping a computer system leads to more effective workplace technology. 2. A data table has many parts that are developed by E-R modeling and transfer to Microsoft Access. 3. Various social media platforms assist a business's functions and goals. 4. In order to perform modern day business operations, different network types bring about the proper security and data transfer rates required to perform business operations.	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]* 1. a. How can constructing a map of a computer system help a business be more efficient? (C) b. What are examples of workplace technology? (F) c. What are the four categories of a computer system? (F) 2. a. What are the various parts that come together to form a data table in a database? (F) b. Can the same two entities within the same business be related in different ways? (P) c. How does E-R modeling help to define the relation of tables within a database? (C) d. What is Microsoft Access? (F) 3. a. What are some social media platforms in which you have seen companies a member of? (F) b. How can social media be a powerful tool in reaching a company's goals? (C) c. Would it be a good idea for businesses to rely on social media to meet all their advertising and marketing goals? (P) 4. a. What are some of the various network types and their purposes? (F) b. How are different network security options more useful in different situations? (F) c. How does the operations and size of a business influence the data transfer rate of their network? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2014)

  Grades 9-12

    Business Management (2014)

      Content Standard 8 – Technology and Information Management

Utilize information and technology tools to conduct business effectively and efficiently.
The student will be able to:
Strand 1 Technology Tools

Intermediate: Describe how organizations access, share and protect information.

Strand 2: Information Management

Beginning: Define information management.

Strand 3 E-Business

Beginning: Define e-commerce and Internet-based business operations.

CT: CTE: Business and Finance Technology (2011)
Grades 9-12

Computer Information Systems

A. Impact on Society: Assess the impact of information technology in a global society.

1. Describe the impact of technology on the knowledge and skills needed for success in the workplace.

D. Input Technologies: Use various input technologies to enter and manipulate information appropriately.

6. Develop proper input techniques (e.g., 10-key touch pad, scanning ,digital cameras, and recognition of developing technologies, the use of a touch screen mouse or stylus, speech recognition, student response systems, digital inking, and any new emerging technology)

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to map a computer system in a sample business to analyze why this would be beneficial to a business.
Students will be able to list the different workplace technologies and decide what part of the computer system they fit into.
Students will be able to develop an E-R model of the relationship between tables and input a table in Microsoft Access.
Students will be able to relate business goals and purpose to an appropriate social media platform that will help the business reach their goals.
Students will be able to define the different types of a network and match the size and type of a business to the most efficient type of network.
Students will be able to discern the language of data transfer rates and based on their needs decide what rate is most appropriate for them.

Critical Content & Skills

What students must KNOW and be able to DO
Perform the tasks to set up a computer system.
Compare the different technologies in computer systems.
Design an E-R model of relationships that they then input in a table.
Decide what social media platform is best for a particular business model.
Contrast different network types,
Determine the required data transfer rates for various business operations.

Core Learning Activities

Internet of Things Project
A Day at the Races Microsoft Access
Application Software
Match the Business Goal/Objective to the Social Media Platform
Prepare a Social Media Platform for DR Sweets and Treats
IT Career Project
Data Transfer Rates Activity
Map a Computer System
Find the IP Address
Network Security Presentation
BizCafe Simulation

Assessments

Business Portfolio: Information Technology
Formative: Student Portfolio
Students will add to their self-created business by highlighting their planned business's information technology.

Resources

Professional & Student
Applications of Technology-
https://www.forbes.com/sites/robertadams/2017/01/10/10-powerful-examples-of-artificial-intelligence-in-use-today/#37689c3a420d
Current Events Equifax Data Breach-

Business Foundations Portfolio Directions

Information Technology Quiz
Summative: Standardized Test
Students will respond to 30 questions from throughout the unit.
BizCafe Simulation
Formative: Recital
Students will meet and conduct a discussion of progress they have made in their created Cafe in the area of IT.
DR Sweets and Treats Social Media Platform Proposal
Formative: Group Project
Students will relate the business operations and functions of a fictional business, DR Sweets and Treats, and propose a social media platform that might boost sales and continue the company's growth.

DR Sweets and Treats Assignment and Differentiation Further Assistance

https://www.usatoday.com/story/money/2017/09/09/equifax-data-breach-could-create-life-long-identity-theft-threat/646765001/
Video Writing Software-
https://www.youtube.com/watch?v=QdVFvsCWXrA
Software vs. Hardware Info-graphic-
http://www.computercareers.org/
Microsoft Access Tutorial-
https://www.gcflearnfree.org/access2016/getting-started-in-access/1/
E-Business Models-
https://www.youtube.com/watch?v=PdKas3UAc5o
Network Standards-
http://standards.ieee.org/
Book-
Fundamentals of Database Management Systems
by: Mark L. Gillenson
ISBN: 978-0-471-26297-8
Book-
Foundations of Business 4e
by: Pride, Huges, and Kapoor
ISBN: 978-1-285-19394-6
Teachers Pay Teachers-
Application Software- ORB Education
A Day at the Races- ORB Education

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections

Computer Science

Unit Title: Foundations of Accounting

Conceptual Lens: Balance

Strand 1

Documents

Income Statement

Balance Sheet

Trial Balance

Statement of Cash Flows

Strand 2

Record Keeping

Double Entry Accounting

Debit vs. Credit

Asset, Liability, and Owner's Equity

Depreciation

Accounting Equation

Transactions

Unit Title

Foundations of Accounting
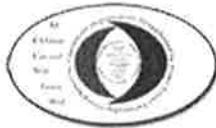
Strand 3

Management

Managerial Accounting

Decision Making

Cost Analysis

Breakeven Point

Budgeting

Strand 4

*Add strands as needed

Unit Planner: Foundations of Accounting
Business Foundations
Tuesday, January 22, 2019, 1:49PM

Newtown High School > 2018-2019 > High School > F&AA: Business >
Business Foundations > Week 10 - Week 13

Last Updated: Thursday, June 28, 2018
by Crooke Chelsea

Foundations of Accounting

Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Concept-Based Unit Development Graphic Organizer (Download)
<u>Unit Web Template (Optional)</u>

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Balance
<u>Unit 3 Business Foundations Web.docx</u>

Generalizations / Enduring Understandings

1. A company's Income Statement, Balance Sheet, and Statement of Cash Flows is related to the debit or credit recording keeping completed in a given period of time.
2. All accounts can be assigned to an asset, liability, or owner's equity.
3. Double entry accounting is explained by the accounting equation.
4. Managerial accounting clarifies decision making by performing cost analysis.

Guiding Questions

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

1.
a. How does the format of accounting documents help to relay information to managers and the general public? (C)
b. What important accounts are on each of the major accounting documents? (F)
c. Which document is most important for the general pubic when deciding whether the business is successful and shows growth? (P)

2.
a. What different accounts fall under assets, liabilities, and owner's equity? (F)
b. How are liabilities and owner's equity accounts related? (F)
c. What could be a possible process to determine whether a specific account falls under an asset, liability, or owner's equity? (C)

3.
a. Why do all the accounts need to balance in the accounting equation? (C)
b. Describe the process of recording an entry in a a general journal? (C)
c. What is the accounting equation that must always have balance? (F)

4.
a. What is cost analysis and what are some examples of specific functions performed to analyze costs? (F)
b. Why is cost analysis important to a company? (C)
c. What is the most effective cost analysis method? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2014)

Grades 9-12

Accounting

B. Accounting Principles: Identify and describe generally accepted accounting principles (GAAP/IFRS) and explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements.

3. Define assets, liabilities, equity, revenue, expenses, gains, and losses.

5. Record transactions affecting accounts receivable, including uncollectible accounts, write-offs, and recoveries.

C. Accounting Process: Complete the various steps of the accounting cycle in order to prepare financial statements.

15. Analyze and describe how basic business transactions impact the accounting equation.

D. Financial Reports: Develop an understanding and working knowledge of financial statements.

18. Describe the users and uses of financial information.

19. Describe the information provided in each financial statement and how the statements relate.

E. Financial Analysis: Access the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

21. Discuss the information that can be obtained from analyzing financial statements.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to compare and contrast, as well as interpret, major accounting documents when looking at examples to then make business suggestions.
Students will be able to determine whether an account falls under an asset, liability or owner's equity.
Students will be able to record a double entry accounting transaction to create a Trial Balance for a potential business.
Students will be able to perform a cost analysis activity in which they calculate a method of cost analysis.
Students will be able to formulate a decision for a business based on the figures found in the major accounting documents of a business.

Critical Content & Skills

What students must KNOW and be able to DO
Knowledge of the format and accounts presented on the major accounting documents (Income Statement, Balance Sheet, and Statement of Cash Flows).
Recording transactions under assets, liabilities or owner's equity of a business while maintaining the balance in the accounting equation.
Understanding of what makes an account either an asset, liability, or owner's equity.
Calculate and analyze methods of cost analysis.
Prepare decisions, changes, or suggestions for a business based o the information conveyed in the major accounting documents.

Core Learning Activities

Coffee Shop Simulation of Recording Transactions
Accounting Group Project
Accounting Scenarios (You ain't seen Muffin yet, Back in Business, and Watt's Up)
Interpretations of Audiology Associates Accounting Documents and Proposal
Managerial Accounting for Geno's Furniture Store
BizCafe Simulation

Assessments

Business Portfolio: Foundations of Accounting
Formative: Personal Project
This project will be a semester long project students will continue to add to. They will perform operations that will lead to each student creating major financial documents for their self-made business.

Foundations of Accounting Portfolio
Foundations of Accounting Quiz
Summative: Standardized Test
A 20 question quiz in which students will be assessed on their foundation of knowledge in the basic principles

Resources

Professional & Student
Book-
Foundations of Business 4e
by: Pride, Huges, and Kapoor
ISBN: 978-1-285-19394-6
Teachers Pay Teachers-
Accounting Scenarios (Colin Dodds)
Investopedia-
Owner's Equity
http://www.investopedia.com/terms/e/equity.asp
Balance Sheet
https://www.investopedia.com/video/play/5-tips-reading-

of accounting.
Mini Accounting Project
Formative: Group Project
In pairs students will report for a fictional business the account transactions in order to generate a Trial Balance, Balance Sheet, and Income Statement. They will be provided with the properly formatted paperwork.

W Business Foundations Accounting Project.docx
Financial Document Generation
Formative: Self Assessment
Students will complete three mini financial documents based off of business operations and transactions that have occurred.

PDF 0158_001.pdf

PDF 0159_001.pdf

PDF 0160_001.pdf

balance-sheet/
Video-
Double Entry Accounting
https://www.youtube.com/watch?v=-7XeZLQ2hYQ
Trial Balance
https://www.youtube.com/watch?v=fSDDxBRdEq4
https://www.youtube.com/watch?v=ApJlchkkfps

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

Interdisciplinary Connections
Math

Unit Title: Global Business

Conceptual Lens: Interdependence   **Grade: 9-12**

Strand 1

Social Interactions

Social Responsibility

Ethics

Dress/Greetings

Strand 2

Trading

Deficit vs. Surplus

Trade Restrictions

WTO (World Trade Organization)

Unit Title

Global Business

Strand 3

Operations

Methods of Entering International Business

Advantages

Exports vs. Imports

Multinational Firms

Strand 4

*Add strands as needed
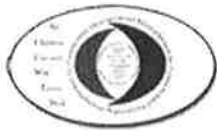
Global Business

Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Interdependence
Unit 4 Business Foundations Web.docx

Generalizations / Enduring Understandings	Guiding Questions
1. Global ethics is important to cultivate social responsibility in the eyes of consumers across the globe. 2. The World Trade Organization (WTO) enacts trade restrictions between nations. 3. There are many methods of entering international business to ensure success of a multinational firm. 4. Global advantages devise what a nation decides to import or export.	*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]* 1. a. What are the different social responsibility issues that consumers across the globe look at? (F) b. Is it ethical for a business to only focus on some social responsibility issues or should they focus on them all? (P) c. Why is i so important for businesses to consider ethics and social responsibility when conducting business across nation borders? (C) 2. a. What functions does the WTO play in international trade? (F) b. What are some ways in which an import quota could be regulated? (C) c. Why might it be important that an organization like the WTO exists?)C) 3. a. What are some of the methods of entering international business? (F) b. How would a joint venture work in two different countries? (C) c. What is the best method for entering international business for a company looking to become a multinational firm? (P) 4. a. What is the difference between an import and export? (F) b. What are two global advantages a business may have? (F) c. Why might a company with a comparative advantage be successful conducting international business? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2014)
Grades 9-12

Business Management (2014)
Content Standard 5 – Ethics and Social Responsibility
Examine the role of ethics and social responsibility in decision making.
The student will be able to:
Strand 1: Examine the role of ethics and social responsibility in decision making.

Beginning: *Define business ethics and social responsibility.

Strand 4: Analyze quality standards.

Advanced: Explain why high quality and efficiency standards are necessary to compete in the global marketplace.

Content Standard 12 – Global Perspective
Examine the issues of corporate culture and managing in the global environment.
The student will be able to:
Strand 1: Analyze legal issues.

Advanced: Examine the impact of laws and regulations governing global business within various countries and regions of the world.

Strand 2: Analyze economic considerations.

Beginning: Identify global economic factors.

Strand 4: Understand global partnering.

Intermediate: Define forms of global partnering (e.g., licensing, joint ventures, exporting, importing and franchising).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Students will be able to apply social responsibility methods to a potential business.
Students will be able to define ethics and provide researched reasoning for why ethics is critical to a business's success.
Students will be able to report on the WTO and present restrictions that exist between nations.
Students will be able to select a method of entering international business by weighing pros and cons for a potential business looking to expand.
Students will be able to differentiate between an import and export by looking at example scenarios.
Students will be able to discern types of advantages companies have on the global market place by providing reasoning.

Critical Content & Skills	Core Learning Activities
What students must KNOW and be able to DO	Current Event in the WTO
Knowledge of types of social responsibilities an organization can have.	International Shark Tank
Ethics and how it plays a role in business success.	Business Ethics Debate
Describe and relate to restrictions set and monitored by the WTO.	Is it an import or export?
Compare and contrast the various methods of entering international business.	Global Business Partner Project
Evaluate whether an international business operation is an export or an import.	Global Business Final Case Study
Separate types of advantages.	BizCafe Simulation

Assessments	Resources
Business Portfolio	*Professional & Student*
Formative: Personal Project	WTO Organization-
Students will add to their already created portfolio with potential plans for their self-created business to expand outside of national borders.	https://www.wto.org/english/news_e/news_e.htm https://www.wto.org/
Global Business Quiz	Book-

Summative: Standardized Test
This 20 question quiz will question students on the process of conducting a business internationally as well as some of the restrictions of conducting international business.
Ethical or Not Debate
Formative: Other oral assessments
Students will have to formulate a decision based on the information they have researched and using the definition of ethics to defend their decision in a debate where each student will have to participate at least twice in debate formatted classroom.

Copy of PROJECT: Ethical or Not? (#2)
Global Business Project
Formative: Group Project
This project will highlight trade laws, information about exports and imports, and typical business practices in countries from around the world.

Global Business Project

Foundations of Business 4e
by: Pride, Huges, and Kapoor
ISBN: 978-1-285-19394-6
Book-
Intro to Business 6e by Dlabay, Burrow, and Eggland
ISBN: 0-538-44075-9

Next Gen Personal Finance
Ethical or Not? Debate
https://www.ngpf.org/curriculum/bonus/projects/

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Information Literacy
- Critical Thinking
- Spoken Communication
- Written Performance

## Interdisciplinary Connections
Social Studies

Collaboration

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31	32 33 34 35 36	37 38

Unit	
Planning For Your Future	❤
Establishing Your Financial Footprint	❤
Balancing Credit to Minimize Debt	❤
Recognizing Investment Strategies for Life Stages	❤
Develop a Budget for Living Independently	❤

1 2 3 4	5 6 7 8 9	10 11 12	13 14 15	16 17 18 19 20	21 22 23 24	25 26 27 28	29 30 31	32 33 34 35 36	37 38
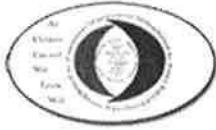
Unit Planner: Planning For Your Future
Personal Financial Literacy
Tuesday, January 22, 2019, 2:03PM

Newtown High School > 2018-2019 > High School > F&AA: Business >
Personal Financial Literacy > Week 1 - Week 3

Last Updated: Wednesday, June 27, 2018 by Jolene Swann

Planning For Your Future
Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens- Critical Analysis

Unit Strands:

- Strand 1- Career Exploration
  - Careers
  - Industries
  - Compensation
  - Applications
- Strand 2- Budget Basics
  - Needs and Wants
  - Values
  - Money Management
  - Income
- Strand 3- Establishing Values and Goals
  - Interests
  - Personal Background
  - SMART Goals
- Strand 4- Living Independently
  - Housing Costs
  - Transportation Costs
  - Financial Decisions
  - Financial Goals
  - Educational Systems

Generalizations / Enduring Understandings

1. Researching types of industries can lead to a fulfilling career that offers adequate compensation.
2. Establishing personal values correlates to regulating needs and wants.
3. An individuals budget is achieved through money management and their income.
4. Personal backgrounds shape ones interest which are used to formulate SMART goals.
5. In order to live independently, housing and transportation costs must be identified to meet

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

1.
a. Does researching careers in high school lead to a higher compensation post graduation? (P)
b. What can be done to identify possible career paths? (F)
c. How does education impact earnings? (C)

2.
a. Are wants and needs the same for everyone? (P)
b. Do your values impact where you spend your money?

financial goals.	(F) c. Does proper money management improve your overall well being? (C) 3. a. Is a large income necessary to have positive money management practices? (P) b. What are the categories used in a personal budget? (F) c. How does an individual obtain a budget surplus? (F) 4. a. Do we all share the same fundamental values? (P) b. How are our values influenced? (F) c. Why do our values change? (C) 5. a. Which categories of a budget should have the largest allocation of funds? (F) b. What are the costs and responsibilities of living independently? (F) c. How do people obtain financial goals? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2011)

Grades 9-12

Personal Finance

A. Personal Decision Making: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

1. Define and give examples of economic wants and needs.

2. Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual.

3. Analyze the effects of ethics on business and financial management decisions.

B. Earning and Reporting Income: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

4. Calculate net pay.

C. Managing Finances and Budgeting: Develop and evaluate a budget plan.

7. Define fixed and variable expenses.

8. Categorize and classify expenses as fixed or variable.

9. Determine discretionary income in a budget plan.

D. Saving and Investing: Evaluate savings and investment options to meet short- and long-term goals.

10. Describe why and how people save.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to research job industries and compare compensation.
Students will be able to identify values that influence their financial goals.
Students will be able to create SMART goals based on their financial goals.
Students will research transportation options that meet their financial situation.
Students will research housing options that meet their financial situation.

Students will create budgets based on different income levels.

Critical Content & Skills

What students must KNOW and be able to DO

Each industry has certain income potential.
Financial goals are influenced and created using values.
SMART goals are linked to financial goals.
Financial situations affect transportation and housing options.
Budgets are created for all income levels.

Core Learning Activities

- Student activity guide
- Goal Setting with Values activity
- How Should Ethan Spend his Money activity
- Roll Out My Future Activity

Assessments

Money Interview
Formative: Personal Project
Students interview an adult about the influence of money in their lives. Students then write a reflection about what they learned.
Collage Budget Project
Formative: Visual Arts Project
Students research a career, living expenses, personal spending categories and financial goals. They then create a digital collage that represents their future spending.

Resources

Professional & Student

- Next Gen Personal Finance (www.ngpf.org)
  - How Should Ethan Spend his Money?
  - Roll Out My Future
- State of New Jersey Department of Education
  - Values, Goals ad Financial Decisions Lesson

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Career Center
School Counseling Department
Math Department

Unit Planner: Establishing Your Financial Footprint
Personal Financial Literacy
Tuesday, January 22, 2019, 2:05PM

Newtown High School > 2018-2019 > High School > F&AA: Business >
Personal Financial Literacy > Week 4 - Week 7

Last Updated: Wednesday, June 27,
2018 by Jolene Swann

Establishing Your Financial Footprint
Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens- Systems

Unit Strands:

Strand 1- Taxes

- Tax documents
- Types of taxes
- Filing taxes

Strand 2- Checking Accounts

- Financial institutions
- Using a checking account
- Account safety

Strand 3- Savings Accounts

- Financial institutions
- Savings account options
- Earning interest

Generalizations / Enduring Understandings

1. Completing legally required tax documents establishes proper systems of compensation.
2. Differentiating between types of taxes creates educated tax payers.
3. Establishing the use of checking and savings accounts allows for optimal management of finances.
4. Understanding how interest is earned demonstrates how to achieve financial goals.
5. Creating safeguards for financial accounts decreases risk when using financial institutions.

Guiding Questions

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

1.
a. What are the required tax documents that income earners must file? (F)
b. Why do governments tax citizens? (C)
c. Does not completing tax documents increase earnings? (P)

2.
a. What are the different types of taxes? (F)
b. Why are taxes paid? (C)
c. Does not paying taxes benefit in the long term? (P)

3.
a. Why are financial institutions used? (C)
b. What is required to open a checking or savings account? (F)
c. Does having a checking and/or savings account allow for better management of finances? (P)

4.
a. Why is interest earned? (C)
b. What types of interest do financial institutions implement? (F)
c. Are interest earning financial accounts better? (P)

5.
a. Why are safeguards necessary? (C)
b. What are the ways in which accounts can be compromised? (F)
c. Financial institutions provide the necessary safeguards for financial accounts? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2014)

Grades 9-12

Accounting

B. Accounting Principles: Identify and describe generally accepted accounting principles (GAAP/IFRS) and explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements.

4. Describe methods for controlling and safeguarding cash.

Personal Finance

B. Earning and Reporting Income: Identify various forms of income and analyze factors that affect income as part of the career decision-making process.

6. Identify benefits as a component of total income.

F. Banking and Financial Institutions: Evaluate services provided by financial deposit institutions to transfer funds.

17. Identify the rights and responsibilities associated with using a checking account.

18. Differentiate among types of electronic monetary transactions offered by various financial institutions.

19. Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs.

20. Describe and demonstrate the steps involved in the bank reconciliation process.

CT: CTE: Business and Finance Technology (2011)

Grades 9-12

Business Management

B. Economics: Assess opportunity costs and trade-offs involved in making choices about how to use scarce and economic resources.

43. Differentiate between local, state, and federal tax receipts and expenditures.

Objective(s)

<u>Bloom/ Anderson Taxonomy / DOK Language</u>
Students will be able to correctly complete the necessary tax forms that are required for employment.
Students will identify the different types of taxes.
Students will understand the tax cycle.
Students will complete the tax forms required to file end of year taxes.
Students will be able to identify financial institutions.
Students will understand how to use a checking account and all its functions.
Students will be able to identify the different types of savings tools.
Students will understand how interest is applied to their financial accounts.
Students will understand how to safeguard their financial accounts.

Critical Content & Skills

What students must KNOW and be able to DO
Tax forms are legally required for employment.
There are many types of taxes that are paid and collected.
The tax cycle is used by all income earners.
Tax forms are filed at the end of the tax cycle each year.
Financial institutions are used continuously throughout life.
Checking accounts have many different functions and uses.
There are many savings tools that can be used to meet financial goals.
Financial accounts can earn interest.
Safeguarding financial accounts is essential for financial management.

Core Learning Activities

- Student Activity Packet
- Understanding Your Paycheck Activity
- Research the Tax Cycle
- Tax Forms and Their Purpose
- Complete a 1040EZ
- Complete a W-4 Form
- Reconcile Your Checkbook
- Completing and Recording Checking Account Transactions
- Online and Mobile Banking Activity
- Compare: Types of Savings Accounts
- Analyze: Saving for Retirement
- Calculate: How to Save

Assessments

Work and Taxes Project
Summative: Other written assessments
Students complete a timeline that walks a person through the application process for a job, a full yer of employment and filing taxes at the end of the year.
Checking and Savings Test
Summative: Written Test
Written test

Resources

Professional & Student

- Next Gen Personal Finance (www.ngpf.org)
  - Understanding Your Paycheck Activity
  - Research the Tax Cycle
  - Tax Forms and Their Purpose
  - Reconcile Your Checkbook
  - Completing and Recording Checking Account Transactions
  - Compare: Types of Savings Accounts
  - Analyze: Saving for Retirement
  - Calculate: How to Save

Student Learning Expectation & 21st Century Skills

<u>Information Literacy</u>
<u>Critical Thinking</u>
<u>Spoken Communication</u>
<u>Written Performance</u>

Interdisciplinary Connections

Career Center
Local bank (Newtown Savings Bank)
Math Department

Balancing Credit to Minimize Debt

Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens: Perspective

Unit Strands:

- Strand 1- Types of Credit
  - Advantages of credit
  - Disadvantages of credit
  - Credit usage
  - Sources of credit
- Strand 2- Paying for College
  - Educational funding methods
  - College expenses
  - Choosing a school
  - Loan repayment
- Strand 3- Managing Credit
  - The cost of credit
  - Applying for credit
  - Safeguarding accounts
  - Managing debt

Generalizations / Enduring Understandings

1. Using credit wisely creates balance and financial well being.
2. Understanding sources of credit and situations in which credit should be used is essential to drive financial decisions.
3. Individual situations drive educational funding decisions.
4. Developing criteria for choosing colleges is essential to plan for expenses that will be obtained.
5. Credit is used to pay for essential life needs.
6. Calculating the cost of credit regulates debt to fit financial needs.
7. Creating safeguards for financial accounts decreases risk when using credit.

Guiding Questions

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

1.
a. Why is credit used? (C)
b. Can credit enhance financial well being? (P)
c. What are the steps to use credit wisely? (F)

2.
a. When can credit be used to make purchases? (F)
b. Why is credit offered by many sources? (C)
c. Should credit be avoided? (P)

3.
a. What are sources that can be used to pay for college? (F)
b. Why do funding sources give money to people? (C)
c. Is college a necessary step in life? (P)

4.
a. What are criteria used in choosing a college? (F)
b. What are the typical expenses associated with paying for college? (F)
c. Why is education expensive? (C)
d. Is planning financially for college necessary? (P)

5.
a. What can be purchased using credit? (F)
b. Why is using credit a better option than using cash? (P)
c. Why is credit used? (C)

6.
a. How can the cost of credit be calculated? (F)
b. Why does credit allow for financial needs to be met? (C)
c. Can using credit create a higher level of financial well being? (P)

7.
a. Why are safeguards necessary? (C)
b. What are the ways in which credit accounts can be compromised? (F)
c. Do credit sources provide the necessary safeguards for accounts? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2014)

Grades 9-12

Personal Finance

G. Using credit: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

21. Describe the risks and responsibilities associated with using credit.

22. Identify and explain methods of establishing and maintaining a good credit rating.

23. Explain credit ratings and credit reports and describe why they are important to consumers.

24. Identify specific steps that consumers can take to minimize their exposure to identity theft.

CT: CTE: Business and Finance Technology (2011)

Grades 9-12

Personal Finance

G. Using credit: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

41. Describe the process of borrowing to purchase of goods and services.

42. Describe the risks and responsibilities associated with using credit.

43. Identify the opportunity cost of credit decisions.

44. Identify methods of establishing and maintaining a good credit rating.

45. Determine the advantages and disadvantages of using credit.

46. Describe the various methods of financing a purchase.

47. Describe interest as a cost of credit and explain why it is charged.

48. Describe the importance of a sound credit rating.

49. Analyze credit card features and their impact on personal financial planning.

50. Explain why an interest rate varies with the amount assumed risk.

51. Explain credit ratings and reports and describe why they are important to consumers.

52. Describe examples of the benefits of financial responsibility and the costs of financial irresponsibility.

53. Identify strategies for effective debt management.

54. Describe the process of borrowing to purchase of goods and services.

55. Identify the components listed on a credit report and explain how that information is used and is received by and reported from the credit reporting agencies.

56. Identify specific steps that consumers can take to minimize their exposure to identity theft.

60. Explain the implications of bankruptcy.

61. Compare and contrast the various aspects of credit cards (e.g., APR, grace period, incentive buying, methods of calculating interest, and fees).

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will understand how to apply for and use sources of credit.
Students will identify the advantages and disadvantages of using credit.
Students will know when it is appropriate to use credit in order to make financial decisions that enhances financial well being.
Students will identify sources of funding that can be used to pay for college expenses.
Students will understand what expenses are associated with college.
Students will research colleges that fit their educational and financial goals.
Students will understand how to apply for and re-pay college loans.
Students will identify the overall cost of using credit.
Students will understand the steps needed to apply for credit.
Students will identify common risks associated with using credit.
Students will understand how to effectively manage debt to meet their financial goals.

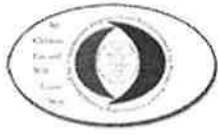## Critical Content & Skills

What students must KNOW and be able to DO

Credit must be applied for in order to use it to make purchases.
There are many sources of credit.
Each type of credit has advantages and disadvantages.
Credit can be used to make financial decisions and enhance financial well being.
College expenses can be paid for through many sources.
There are many expenses associated with paying for college.
Researching colleges is an essential step in preparing for post secondary education.
Applying for college loans is a process and repayment must be taken into consideration when selecting an option.
There are costs and risks to using each type of credit.
Before using and managing debt, each type of credit mus be applied for and approved.

Core Learning Activities

- Student Activity Packet
- Analyze: Student Loan Decision Making
- Interactive: Questions to Ask Before Picking a College
- Research Scholarships Activity
- Shopping with Interest Activity
- Understanding Credit Agreements Activity
- Research and Select a Credit Card Activity

Assessments

Paying for College Parent Discussion
Formative: Narrative Writing Assignment
Students prepare to discuss college expenses with their parents/ guardian and them have that discussion and reflect on the discussion as a step toward preparing for college expenses.
Guide to Credit Project
Summative: Other Visual Assessments
Students will research Mortgages and car loans and create guide that presents their research.
Guide to Credit Assessment
Summative: Written Test
This assessment covers the topics assigned for the guide to credit project.

Resources
Professional & Student

- Next Gen Personal Finance (www.ngpf.org)
    - Analyze: Student Loan Decision Making
    - Interactive: Questions to Ask Before Picking a College
    - Research Scholarships Activity
    - Shopping with Interest Activity
    - Understanding Credit Agreements Activity
    - Research and Select a Credit Card Activity

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

- Local Bank (Newtown Savings Bank)

Unit Planner: Recognizing Investment Strategies for Life Stages
Personal Financial Literacy
Tuesday, January 22, 2019, 2:07PM

Last Updated: Thursday, June 28, 2018
by Brendan Burgess

Recognizing Investment Strategies for Life Stages
Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Systems

Unit Strands:

- Strand 1: Implementing Investment Strategies
  - Types of investments
  - Diversification
  - Components of risk
  - Resources for investing
- Strand 2: Long and Short Term Goals
  - Short term investments
  - Long term investments
  - Interest rate
  - Rate of return
- Strand 3: Financial Planning for Retirement
  - Identifying retirement needs
  - Retirement income
  - Types of retirement investments
  - Retirement costs

Generalizations / Enduring Understandings

1. Understanding the types of investments encourages sound investment and informed financial decisions.
2. Diversifying investment options creates balance, promotes asset growth, and reduces risk.
3. Using investment resources guides income to maximize earning power to meet financial goals.
4. Differentiating between long and short term goals drive investment decisions.
5. Interpreting the relationship between interest rates and the rate of return increases earning potential.
6. Analyzing retirement investment options facilitates accumulation of adequate funds for retirement goals.
7. Estimating the costs of retirement allows achievement of necessary funds to retire comfortably.

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

1.
a. What types of investments are available? (F)
b. Why do people invest? (C)
c. Which type of investment is the most successful? (P)

2.
a. How can an investment portfolio be diversified? (F)
b. Why do people diversify? (C)
c. Can risk be eliminated when investing? (P)

3.
a. What are investing resources? (F)
b. Why do investment resources help with investing? (C)
c. Which investment resource achieves the highest rate of return? (P)

	4.
	a. What are the differences between short and long term investing? (F)
	b. How do goals change throughout life? (C)
	c. How are the advantages of long term investing better than short term investing? (P)
	5.
	a. How does the interest rate affect the rate of return? (F)
	b. Why are interest rates used? (C)
	c. How is the interest rate the most important factor of some investments? (P)
	6.
	a. What types of financial tools can employed to meet retirement goals? (F)
	b. How do people retire? (C)
	c. How much money is needed for retirement? (P)
	7.
	a. What are the costs of retirement? (F)
	b. Why do people save for retirement? (C)
	c. What strategy allows people to retire comfortably financially? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2014)

Grades 9-12

Personal Finance

D. Saving and Investing: Evaluate savings and investment options to meet short- and long-term goals.

9. Explain how and why the stock market works.

10. Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.

11. Describe the advantages and disadvantages of various savings and investing plans.

12. Explain the role of savings and investing in creating a financial plan.

CT: CTE: Business and Finance Technology (2011)

Grades 9-12

Personal Finance

D. Saving and Investing: Evaluate savings and investment options to meet short- and long-term goals.

12. Differentiate between saving and investing.

14. Explain reasons for changes in a savings and investing plan as one proceeds through the life cycle.

16. Identify the risk/return trade-offs for saving and investing.

18. Examine the fundamental workings of the Social Security System and the system's effects on retirement planning.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will identify the types of investments and how they work through research.
Students will be able to diversify a portfolio to create a balanced investment strategy and reduce risk.
Students will research investment resources that can be used to invest future income.

Students will compare and contrast the benefits of long and short term investing.
Students will understand the relationship between interest rates and the rate of return on investments through investing simulation.
Students will analyze investment options for retirement that meet financial goals through research.
Students will estimate how much money is required to retire comfortably.

Critical Content & Skills

What students must KNOW and be able to DO

There are several types of investments and they all work differently.
Diversification creates balance and reduces risk.
Investment resources are options that allow for income growth.
Both long and short term investing are useful strategies throughout life.
Interest rates can have an impact on the rate of return on investments.
Investing for retirement is essential and different when compared to other investing.
Adequate funds must be saved in order to retire comfortably.

Core Learning Activities

- Student Activity Guide
- Compare: Types of retirement Accounts
- Analyze: What's the S&P 500?

Assessments

Investment Strategies Survey
Formative: Personal Project
Survey adults about investment strategies at different stages of life and create a creative presentation of those results.

Resources

Professional & Student

- Next Gen Personal Finance (www.ngpf.org)
  - Compare: Types of retirement Accounts
  - Analyze: What's the S&P 500?

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Career Center
Math Department

Unit Planner: Develop a Budget for Living Independently
Personal Financial Literacy
Tuesday, January 22, 2019, 2:08PM

Newtown High School > 2018-2019 > High School > F&AA: Business >
Personal Financial Literacy > Week 16 - Week 20

Last Updated: <u>Thursday, June 28, 2018</u>
by Crooke Chelsea

Develop a Budget for Living Independently
Burgess, Brendan; Chelsea, Crooke; Holst-Grubbe, Erik; Swann, Jolene

- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Concept-Based Unit Development Graphic Organizer (Download)
<u>Unit Web Template (Optional)</u>

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Resources

Unit Strands:

- Strand 1- Insurance and Risk Management
  - Types of insurance
  - Risk management
  - Paying for insurance
  - Using insurance
- Strand 2- Identifying Major Expenditures
  - Housing costs
  - Transportation costs
  - Utilities
  - Personal needs
  - Insurance
  - Debt
- Strand 3- Developing a Personalized Budget
  - 50-30-20 rule of thumb
  - Categories of a budget
  - Budget template
- Strand 4- Effectively Managing Discretionary Spending
  - Values
  - Needs and wants
  - Opportunity costs

Generalizations / Enduring Understandings

1. The types of insurance correlates to proper and effective risk management.
2. Paying for insurance equips the use of insurance.
3. Personal needs and wants determine the allocation of housing and transportation costs, utilities, personal needs, insurance, and debt.
4. The 50-30-20 rule is designed to categorize a balanced budget.
5. Opportunity costs are generated through personal values.

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

1.
a. What are insurable risks? (F)
b. Why is insurance used? (C)
c. What type of insurance is most necessary? (P)

2.
a. What are the costs of insurance? (F)
b. How do companies pay for insurance claims? (C)
c. Do insurance companies charge too much? (P)

3.

a. What are major expenditures? (F)
b. Why are major expenditures paid for separately? (C)
c. Which major expenditure has the widest range of costs? (P)

4.
a. What is the 50-30-20 rule of thumb? (F)
b. Why are general rules of thumb used? (C)
c. Which category of a budget can be manipulated most easily? (P)

5.
a. What are opportunity costs? (F)
b. How are values used to create budget? (C)
c. Should someone in the same age group have drastically different values? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CT: CTE: Business and Finance Technology (2014)

Grades 9-12

Personal Finance

C. Managing Finances and Budgeting: Develop and evaluate a budget plan.

7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals.

8. Categorize and classify expenses as fixed or variable.

H. Protecting Against Risk: Analyze choices available to consumers for protection against risk and financial loss.

26. Identify the type of insurance associated with different types of risk such as automobile, personal and professional liability, home and apartment, health, life, long-term care, and disability.

CT: CTE: Business and Finance Technology (2011)

Grades 9-12

Personal Finance

C. Managing Finances and Budgeting: Develop and evaluate a budget plan.

6. Construct and use a personal budget plan and evaluate it according to short- and long-term goals.

7. Define fixed and variable expenses.

8. Categorize and classify expenses as fixed or variable.

9. Determine discretionary income in a budget plan.

H. Protecting Against Risk: Analyze choices available to consumers for protection against risk and financial loss.

63. Evaluate insurance as a risk management strategy.

64. Identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional liability, home and apartment, health, life, long term care, and disability).

65. Explain the role of insurance in financial planning.

66. Determine recommendations for insurance coverage for individuals/families at different income levels and varying risks.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will identify the types of insurance to minimize risks through research.
Students will understand how paying for insurance enables the use of insurance benefits through case studies.

Students will be able to categorize major expenditures by creating a budget.
Students will manipulate budgets based on the 50-30-20 rule.
Students will understand the relationship between values and opportunity costs.

Critical Content & Skills	Core Learning Activities
What students must KNOW and be able to DO Identification and differentiation of types of insurance. Analysis of risk management and its correlation to the types of insurance. The parts of an insurance payment. Claims and the process to receive money from an insurance company. Identification of an individuals needs and wants. Defining what specific costs fall under housing and transportation costs, utilities, personal needs, insurance, and debt. The 50-20-30 rule of thumb categories. Establishing the factors that influence a balanced budget. Deriving the opportunity cost of a decision. Interpreting an individuals personal values and how they relate to spending and budget allocation.	• Student Activity Packet • Compare: Types of Car Insurance • Insurance Needs Through Life Activity • Compare: Needs vs Wants • The Bean Game • Play Insure Game

Assessments	Resources

A Salary Based Budget
Summative: Personal Project
Students research a salary for a possible career for the future, determine all expected costs associated with living on their own and develop a realistic budget based on their salary.
	Professional & Student
	
	• Next Gen Personal Finance (www.ngpf.org)
	  o Compare: Types of Car Insurance
	  o Compare: Needs vs Wants
	  o The Bean Game
	• Finance in the Classroom (http://financeintheclassroom.org/)
	  o Insurance Needs Through Life Activity
	• Playinsure.com

Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections
Information Literacy Critical Thinking Spoken Communication Written Performance	

Recommendation:

Specialized Reading Programs and Certified Staff: Specialized reading programs were an area that precipitated the special education review of the District. Since issues were first identified the District has taken significant action in ensuring sufficient trained and/or certified personnel in one or more specialized reading programs. In addition to current efforts, the District should review the IEP of all students identified as SLD/dyslexia to ensure that an appropriate reading program is in place for the student. Such a review should also take place for each newly identified student with SLD/dyslexia within this school year to ensure a system is in place to appropriately identify students and ensure an appropriate and timely implementation of a specialized reading program by appropriately trained and/or certified staff. The District appears to be engaged in ensuring training, professional development and certification opportunities for staff for the implementation of specialized reading programs such that programmatic concerns with regard to this issue are being addressed. The District should continue the focus on ensuring a sufficient number of trained and/or certified personnel. Monitoring and supervision of staff in delivering a specialized reading program with fidelity should occur by the District special education administration. Attention to staff concerns regarding time for collaboration and professional development should be addressed.

Action Steps:

- Under the supervision of the Assistant Superintendent, a review of the IEPs of students identified with SLD/dyslexia to ensure the appropriate and consistent implementation of reading support programs in place and delivered by trained/qualified NPS.
- Review early screening for children of dyslexia or other language related deficiencies.
- Continue to offer comprehensive professional development in phonemic and phonological awareness to support instruction of identified dyslexic students (e.g., Wilson, Orton, Lindamood Bell).
- Facilitate collaborative conversations between SPED teachers and Language Arts Consultants to determine appropriate programming for students and professional development needs for both general and special education teachers.
- Ensure consistent and ongoing communication of students' language needs and instructional strategies with appropriate regular education teachers and staff.

- Monitor programs in place and district assessments, as well as student progress monitoring systems, to determine success of students.
- Continue to ensure appropriate programs are in place, as needed, including learning opportunities for those students transitioning to the secondary level.
- Report to C & I regarding programming and services, as well as future needs, including the restructuring of support services.

Timeline:

The Assistant Superintendent will work with the Special Education Department to conduct an in-depth analysis of the IEPs to determine appropriate services are being provided by March 1st. A report to the Superintendent and Board of Education will take place at the 2nd BOE meeting in March.

Professional development for staff is ongoing and will continue to be provided.

Recommendation:

Confidentiality: There is a perception by parents that breaches of student confidentiality are somewhat frequent and happening throughout the district. The district should review their current practices and the system in place for the distribution of information to parents about their child. A review of the District policies and procedures, analysis of the system currently in place that utilizes the school psychologist, and the administrative monitoring by administration might identify targeted areas for improvement. Targeted training/professional development for all school staff, including paraprofessionals, on confidentiality and the protection of student information should be considered and incorporated into the trainings/professional development opportunities offered to staff, particularly those working with students receiving special education or by experts in the area of reading.

Under the direction of the Director of Pupil Services, the following practices will be implemented:

- Review expectations and mandates regarding confidential information and records.
- Mandate annual training by all certified and non-certified staff and supervisors regarding handling of confidential student information (beginning of the year faculty meetings and central office), including identifying and handling breaches of confidential information and reporting such breaches of special education records to supervisors in a timely manner.

- Require staff signatures to confirm their attendance at training.
- Continue a "checks and balances" system for FERPA requests so these are checked and reviewed by two or more staff members as outlined in the communication to all SPED parents on October 2017.

Timeline

Beginning February 1st, all special education staff will be receiving their yearly refresher training in confidentiality and handling information related to FERPA.

Beginning in the 2019-20 school year, all staff including non-certified and certified employees will receive training in confidentiality and handling information related to FERPA. This will become a mandated training that requires a sign-off.

Recommendation:

Professional Development/Training: The District should review the needs of general and special education staff, to include but not be limited to academic content and the behavior/social emotional needs of students. The District should: (a) ensure that training and professional development needs are identified annually for general and special education staff; (b) continue to redefine and align paraprofessional hours with the school day and to incorporate and/or compensate, to the extent appropriate, paraprofessionals for participation in training; and (c) work with the newly formed SEPTO to identify needs and resources to provide training to families. Providing information, training and support to parents on federal and state special education requirements including identification, evaluation (including IEEs), eligibility, development and implementation of an IEP, and dispute resolution would be helpful in fostering communication and collaboration between parents and District staff and administration.

Under the supervision of the Superintendent's Office, the following actions will be put into place:

- Work with the District Safe School Climate Committee to organize and oversee training and professional workshops in social/emotional/behavioral needs for all staff.
- In alignment with the CASEL model, ensure consistent social/emotional practices are implemented in all classrooms K-12.
- Offer paraprofessionals training in working with students with special needs and require training for paras who are dealing with students with highly specialized needs.
- Evaluate and expand informational opportunities for parents through evening events and forums. Work with existing PTA and SEPTO organizations to solicit needs and feedback.

- In collaboration with SEPTO, develop a parent mentor program that helps support parents of special education students (e.g., information, resources, tips, process) at elementary, intermediate, middle and secondary levels.
- Utilize the new district webpage to highlight family and parent resources (e.g., articles of interests, webinars, workshops, etc.) in special education topics.

Timeline

Training and professional development for staff and paraprofessionals is ongoing and will be evaluated each year in alignment with District SEL and educational goals, State mandates, and initiatives.

A yearly report regarding progress of SEL training, consistent practices, and parent informational opportunities will be provided to C & I beginning June of 2019 (first year only summary and baseline information).

Enhanced parent resources will be made available beginning January 22, 2019 and will continue with the new District website.

Recommendation:

Staffing: As previously stated, the crucial issue in a review of special education staffing is whether students' IEPs are being implemented with fidelity. Newtown clearly has a dedicated staff that works to ensure that all IEPs are implemented with fidelity although there is a perception that this may not *always* be the case, or, that appropriate implementation requires staff to give up essential planning and collaboration time and work longer hours than they should. The District should undertake a review of staffing patterns in the District to determine: (a) whether the District employs the appropriate number of staff including instructional, related service and non-certified personnel; (b) whether staff is being appropriately utilized and deployed throughout the district to ensure that IEPs are being implemented with fidelity; and (c) whether job responsibilities are appropriate to staff skills and time (including, for example, a review of caseloads and how school psychologists are utilized in the PPT process).

Under the supervision of the Director of Human Resources in collaboration with staff and administration, a qualitative and quantitative comprehensive review of the following will occur:

- o Special education staffing needs across the district
- o School psychologists' responsibilities and their roles
- o Schedules and opportunities to maximize service delivery
- o Use paraprofessionals and other support personnel to ensure efficiency and appropriateness in supporting students, including a thoughtful review of district plans to support staff absences.

Timeline

The Special Education Supervisors, Director and Building Administrators will work with the Director of Human Resources to assess certified and non-certified special education staffing needs and responsibilities across the district by May/June to determine appropriate changes.

Prior to the scheduling of student classroom placement for the 2019-20 school year, which takes place in May/June, the Director of Human Resources will collaborate with building administrators and special education supervisors to review schedules, evaluate placement of students within the general and special education classrooms, and in alignment with IEP services.

Recommendation:

The Planning and Placement Team (PPT) and Individualized Education Program (IEP): The district should consider providing parent information, resources and educational opportunities to families regarding PPT meetings and the development of IEPs. In addition, the development of district-wide policies, procedures and practices around planning, leading and participating in PPT meetings, to be implemented consistently throughout the district, will be helpful to both staff and parents. These could include how and when school staff and parents will be informed when a special education administrator will be at a PPT and the role and responsibility of that person in the PPT. Policies and practices to be considered could also include the use of meeting agendas that provide time for parents to have their concerns addressed and considered. It is also important to address mechanisms for communication to ensure all staff has the ability to participate and provide information and their professional opinion to the team through various means.

Under the collective supervision of district and school leaders, consistent practices in the planning and scheduling of PPTs will include the following actions:

- Develop a practice for using a PPT agenda, including timeline and meeting norms or expectations.
- Better orient parents in the PPT process (timelines, information that will be shared, opportunities to voice concerns, etc.) and their role and responsibilities as a member.
- Provide information on the SPED website for parents regarding the PPT process and resources.
- At the building level, ensure that all participants understand their role and responsibility as a member of the team.
- Present information and pertinent data at PPTs, including SRBI (Strategic Research-Based Interventions) and progress monitoring, in order to support the referral process.

Timeline

By April 1st, the practice for using an agenda at PPTs will be established and reviewed with PPS staff and administrators. Implementation of this practice will begin by May 1st.

Parent resources, including a flow chart of the PPT process will be uploaded to the District's SPED website by January 31st. The presentation of pertinent data is an ongoing part of the PPT process

Leadership and Accountability

Under the collective oversight of district administrators, the following practices and accountability measures will be implemented:

- Offer relevant and deliberate professional development for SPED and Regular Education staff related to students with disabilities (e.g. Orton training for both SPED and regular education, social/emotional, QPR training for all staff).
- Include SPED supervisors in relevant administrative team meetings and professional learning community time to stay connected to building and district goals, as well as to share pertinent updates.
- When unique and sensitive situations arise involving students with an IEP and/or their families, every effort will be made by building-level administration to solicit, as appropriate, the input, collaboration, and relevant guidance from the SPED department.
- Self-Study action team, composed of the Superintendent, Assistant Superintendent, Director of Pupil Services, Director of Human Resources, and Principal representative(s) will convene by June 30th to review the collective status and progress toward identified action steps in the Self-Study.

Timeline

June 30th – first year review of the progress of all action steps and determine revisions and future timelines as necessary.

Rodrigue, L. Superintendent Goals

Mid-year Assessment

2018-19

➢ Articulate a clear district vision that embraces a safe, personalized, and student-centered learning environment.
      (Strategy I & II, Strategic Plan)

- Ensure district practices in teaching and learning continue to shift from a teacher-driven to student-centered learning environment.
- Collaborate with the District Security Director, administrators, and members of the Executive Safety and Security Committee to maintain safety measures and ensure staff and students understand emergency protocols.
- Work closely with the Assistant Superintendent to ensure staff and administrators are provided professional development opportunities to implement evidence-based practices (e.g., concept-based curriculum) with a high level of integrity.
- Hold all leaders accountable for the ongoing and consistent review of data to inform decision making and support improvements in teaching and learning.

Actions:

- Working with administrators to continue to encourage inquiry-based and hands-on instructional activities to engage learners and deepen their understandings of content. This is being monitored through classroom walkthroughs, ongoing teacher discussions in PLCs, and teacher goal-setting and evaluation. Ongoing
- Developed a new Director of Teaching and Learning position (including new roles and responsibilities) for inclusion in the 2019-20 budget to support consistency and alignment of instructional practices. Completion (pending budget approval)
- Worked with the Director of Security to implement a calendar for all emergency and evaluation drills for all schools. Completion
- Working with the Director of Security, continue to oversee "mock" emergency scenarios at the building level and through administrative team meetings as training tools for safety and security. Ongoing (however, 2 trainings completed)
- *In partnership with the Director of Human Resources and members of the district search committee, will play a key role in the process to hire the new Assistant Superintendent – ensuring there is clarity around the district vision, nature of the role, and expectations as a member of the Central Office team. Ongoing*

- Providing leadership, direction, and support of Assistant Superintendent and school leaders regarding opportunities for staff in concept-based curriculum, STEM, literacy, and social/emotional learning (ex. WIN conference, Math Pathways, Safe School Climate Committee). Ongoing
- Reviewed data with school leaders, staff, and community regarding SBAC, SAT, AP, and other information related to student performance through communication and development of Vision of Teaching and Learning website. Completion
- In collaboration with building principals, directed the implementation of interim assessments, strategic instructional changes, and progress monitoring so staff could identify gaps and areas for improvement in preparing students for upcoming SBAC testing. Completion

➢ Develop and communicate an operational plan that balances the educational needs of the district with the fiscal conditions of the community.

- Work with Central Office leaders and school administrators to review resources necessary to meet the future educational needs of our students.
- Closely monitor State budget outcomes with respect to Newtown's Operational Plan and continue to explore solutions to help mitigate the negative fiscal impact.
- Monitor and make budgetary decisions based on enrollment, class size, and other factors that continue to impact the district.
- Communicate the district's operational plan to all stakeholders (e.g., video, open forum, senior citizen talks, PTA) to increase public engagement and support.

Actions:

- Developed a reasonable and fiscally responsible budget for the 2019-20 school year, including resources that sustains and enhances teaching and learning. Completed
- Advocated for a new class size policy; maintained smaller Kindergarten class sizes based on research. Completion
- Continue to advocate for and present information regarding the 2019-20 operational plan with parents, community, and Town boards. Ongoing
- Reviewed the Governor's budget, State aid, and new proposals (e.g., Teacher pensions); communicated key points to parents and staff. Completed

➢ Develop a systemic approach to social-emotional learning and practices.

(Strategy III, Strategic Plan)

- Explore new in-house and inter-district programming to support the social/emotional/behavioral needs of students, including the repurposing of space to accommodate such programs.
- Work with Director of Special Education and Director of Counseling, as well as school leaders and staff, to identify social/emotional needs that warrant specialized programming.
- Review in-house space at the school level that would accommodate identified programs and support services.
- Continue to support the district Safe School Climate Committee and its efforts to refine the SRBI (Scientific Research-based Interventions) process for struggling learners and at-risk students.

Actions:

- *Advocated for the hiring of consultants to support the district in collecting and reviewing data and developing recommendations to improve areas related to Special Education services and practices.* *Completed*
- *Collaborated with a variety of stakeholder groups, including parents, PTA, SEPTO, paras, teachers, and school leaders to create, revise, and finalize actions steps and timelines associated with SPED Self-Study prescribed recommendations.* *Completed*
- Working with Director of Pupil Services, area Superintendents, and EdAdvance partnership, continue to explore plans for inter-district therapeutic services and alternative programming that will provide a quality, innovative, and cost-effective environment for at-risk and struggling learners. Ongoing
- Provided direction and support for new Safe School Climate committee (district) to integrate newly-strengthened SRBI support system, mandate collection of appropriate data, and initiate progress monitoring of students using new Alpine system. Completion.
- Directing bi-monthly updates and assessments of SRBI system and student outcomes from school leaders. Ongoing

➢ Work collaboratively with community partners and neighboring districts to design and share programs and services for at-risk students and students with behavioral needs.

- Invite neighboring districts to identify students who may benefit from NHS alternative program (TAP) and determine tuition rate.
- Implement an in-house pilot program for early elementary students with social/emotional and behavioral needs that will be housed in Newtown but shared with other districts.
- Engage in discussions with outside agencies and organizations that can help in the development and support of specialized social/emotional/behavioral services and programming.

Actions:

- Presented our TAP program to WCSA superintendents to determine eligibility of identified students who might benefit from our services for the 2019-20 school year (tuition based). Completion (pending eligible students)
- Met with area superintendents to review potential programs and current space for the development of specialized/behavioral programming, including a review of NHS, NMS, and Fairfield Hills buildings. Will also be evaluating space at Chalk Hill in Monroe with area superintendents. Ongoing

➢ As a new Superintendent, work closely with appointed mentor and invest in opportunities for professional growth.

- Work with CAPSS-appointed mentor to gain further experience as a district leader.
- Attend conferences and workshops that focus on district leadership and communication.
- Continue to network with Superintendent colleagues in the Western Connecticut Superintendent network to exchange ideas, insights, and practices.
- Participate in the *First Year Superintendent* cohort through CAPSS/UCONN.

Actions:

- Continue to meet with mentor, Dr. Bryan Luizzi, Superintendent of New Canaan, as mentor. Ongoing
- Attending monthly meetings in Danbury with the WCSA (Western CT Superintendents Association) superintendents to discuss timely issues, educational trends, and practices that impact our districts. Ongoing
- Attending local workshops that provide new ideas for district administration and innovative leadership practices that will benefit students, staff, and families. Ongoing
- Participating in the *First Year Superintendent* cohort (6 meetings thus far) through UCONN/CAPSS that continues to offer collegial discussions and problems of practice, resources, and timely topics for professional development in order to support newer superintendents. Ongoing