

THESE MINUTES ARE SUBJECT TO APPROVAL BY BOARD OF FINANCE

The **Board of Finance** held a regular meeting on the 2013-2014 budget on Monday, March 11, 2013 in Council Chamber of the Newtown Municipal Center, 3 Primrose Street, Newtown, CT. John Kortze called the meeting to order at 6:33 pm.

**PRESENT:** John Kortze, Joseph Kearney, James Gaston, Jr., Richard Oparowski, Harry Waterbury and Carol Walsh.

**EXECUTIVE SESSION:** Mr. Kearney moved to enter executive session to discuss security matters. Mr. Waterbury seconded. All in favor. Executive session was entered into at 6:35pm with the following people invited to attend: the entire Board of Finance, First Selectman Llodra, Selectman James Gaston, Sr., Capt. Joe Rios, Newtown High School Assistant Principal Jaime Rivera, Director of Security Mark Pompano, Board of Education members Debbie Leidlein, Laura Roche, John Vouros, Richard Gaines, Cody McCubbin, Legislative Council members Maryann Jacob, Kathy Fetchick, Phil Carroll, Bob Merola, Dan Wiedemann, Paul Lundquist and George Ferguson. Executive session returned to regular session at 7:30pm with a motion on security matters later in the meeting.

**ALSO PRESENT:** First Selectman E. Patricia Llodra, Finance Director Robert Tait, Tax Assessor Chris Kelsey, various Legislative Council members, Capt. Rios, various members of the Police Commission, Newtown High School Asst. Principal Jaime Rivera, Board of Education Chairman Debbie Leidlein, Superintendent Dr. Janet Robinson, Assistant Superintendent Dr. Linda Gejda, Business Manager Ron Bienkowski, various members of the Board of Education, forty (+/-) members of the public and five members of the press.

**VOTER COMMENTS:** **Eve Ackert, 6 Cider Mill Road** believes non-public schools should have protection; they are non-profit and there would be a financial impact. **Nadia (didn't get the last name), 6 Timber Lane** said her husband is a teacher at Frasier Woods; she wants security at Frasier Woods. **Robert Melchionno, 4 Charter Ridge Road** asked what can be expected as a baseline for security. What can be expected from the grant and how long do the funds last. What is the option if going from last year to something new and upgraded; security is something everyone is concerned with. **Karen Holden, 68 Berkshire Road** believes security at school is the only way to keep the children safe. She prefers the security be provided by highly trained officers or retired officers. She supports the Board of Education maintenance projects, technology and full day kindergarten. **Janet Zipperstein, Charter Ridge Drive** fully supports security in the schools; she needs to feel safe and her children need to feel safe. **Dan Amaral, Elm Drive** asked how many times the police had been assigned to a grade school prior to 12/14/12. **Amber Mason, 29 Taunton Ridge Road** supports security in the schools such as SRO's and full day kindergarten. **John Neuhoff, 63 Lakeview Terrace** believes the town should handle the security at private schools because security is a town issue. **Michele Assante, 16 Wendover Road** believes funding should be added to the municipal budget for all schools including private and does not believe a one-time grant of \$20,000 will be enough. She is more comfortable with Newtown police for security (Att. A). **Erin Masotta, 10 Grand Place** supports the first four options if security in schools is deemed necessary. She does not support option #5, a private security company. The option of armed security guards is non-negotiable. An armed presence needs to be certified CT police officers who have had proper training and are overseen by the Newtown Police Department. **Carla Barzetti, 16 Beaver Dam Road** said that if they are not armed they are not providing security. She said the lawsuit filed against the State of CT is to bring attention to the fact that we are not adequately protecting the kids.

**OLD BUSINESS:**

**Discussion and possible action:**

1. **2012-2013 Town of Newtown Budget:** Mr. Oparowski moved to add \$400,000 to Contingency on the town side which will provide for 3.2 armed security and vehicles (\$26,700) at all schools in Newtown per option #3 presented by the First Selectman. Mr. Waterbury seconded. All in favor. First Selectman Llodra said that the Selectmen recommendation was to add \$400,000 to Contingency to provide for a police officer presence at the four public elementary schools. The Reed position will be addressed as a partial support. Monroe filed a grant application to cover the position at Chalk Hill. There is a gap in the service at Reed because that youth officer position is sometimes called away; a .2 or .3 position needs to be funded to cover the cost of an officer presence at Reed. Mr. Waterbury stated that 3.2 positions will cover us for now but will need to be addressed again once Sandy Hook School is no longer at Chalk Hill. Mr. Kortze amended the motion for a total of \$420,000. Mr. Waterbury seconded. This would allow for 4.3 SRO's and cars. He believes this is a better starting point and would allow for some version of an armed police officer/SRO in each school without the issue of time. The additional money would allow the conversation to continue at the Legislative Council level for the additional SRO based on the recommendations of the security committee. First Selectman Llodra agreed and added that if the town is successful in acquiring the grant the amount can be reduced. The amended motion passed unanimously by a roll call vote.

Mr. Kortze moved that the three private schools in Newtown be able to apply for and receive an annual grant from the Town for the cost of one armed security officer of their choosing so long as that cost does not exceed the amount expended to the public schools for one armed security officer and this grant will end when the armed security officers are no longer present at the public schools in Town. Further, the grant can be applied to the cost of the security measures such as technology based systems, special glass, reinforced doors or other acceptable means of safety to be determined by the Town at its sole discretion if it chooses to pursue the means of security of the students. Ms. Walsh seconded. Mr. Waterbury asked if the security would be a full time employee of the town or of the school. Mr. Kearney believes that if the town provides security for the public schools it should extend to the private schools as well in the amount of the equivalent of one armed guard. First Selectman Llodra confirmed that would add an additional \$300,000 to the Board of Selectmen budget. Mr. Oparowski suggested the private schools apply for some of the fund money for their victims. He would like to see this annual grant be subject to each private school applying for fund relief. Ms. Walsh suggested there will be a potential tax rise if the private school students go to the public schools where security is provided. First Selectman Llodra said there has to be clarification as to what is being provided and if staff will be under the jurisdiction of the police department and what will be done with them when school is not in session. Mr. Waterbury is not against this but feels there is not enough detail to hire three more people out of the blue. First Selectman Llodra noted the issue is that the public sector does not have the right to tell non-public schools what measures they need to put in place. The problem arises when it is personnel hired by the Town of Newtown that are placed in non-public schools; it is the public sector providing personnel directly in the non-public sector. Peter Rockland of Frasier Woods agrees the burden does not have to be put on the police department. It is the level of investment that is important, the use to be determined by the non-public schools. Mr. Kearney said the motion was designed as a cap, the cap being \$91,000 per school. The motion failed unanimously with each member voting nay in a roll call vote.

Mr. Kortze moved to add of \$150,000 to the Selectmen budget in the area for grants to outside agencies titled Grants for Non-Public Schools for Security Purposes, for the purpose of supplying a grant in the amount of \$50,000 each to the various Newtown private schools to use as they see fit for the purpose of security and that the application will have an annual sunset. Mr. Waterbury seconded. Mr. Kortze seconded. Mr. Oparowski moved to amend the motion to make it subject to application of private funds by the non-public schools. First Selectman Llodra said she has to be able to ensure the monies will be spent on the intended purposes related

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to security and the burden to implement a policy and process will lie with the Office of the First Selectman. The interpretation of the motion is that if the non-public schools obtained grant money from outside funds they would not get the Town grant, or the Town would make up the difference if they received less than \$50,000 from outside funds. The amended motion failed by a roll call vote: (AYE: Oparowski) (NAY: Gaston, Waterbury, Kortze) (OBSTENTION: Kearney, Walsh).

The original motion of \$150,000, \$50,000 for each non-public school failed by a roll call vote after discussion on whether three votes passes on a board of six: (AYE: Gaston, Waterbury, Kortze) (NAY: Oparowski) (OBSENTION: Walsh, Kearney).

Mr. Gaston moved to add to the Selectman budget a one-time grant in the amount of \$60,000 for each of the three Newtown private schools to use as they see fit for the purpose of security. Mr. Waterbury seconded. Motion passed by a roll call vote: (AYE: Gaston, Waterbury, Walsh, Kearney, Kortze) (NAY: Oparowski).

Dr. Gejda presented a power point on the NEASC visit of 2015 (Att. B) and included a document on the Core Values, Beliefs, and Learning Experience (Att. C). Mr. Oparowski asked how much of the requested BOE increase is attributed to NEASC. Dr. Gejda referred him to page 22 (Att. D) for the major drivers of the budget. She will get an answer as to what is attributable to common core and NEASC. Enrollment was discussed based on Dr. Chung's numbers and a five year central office persistent levels (Att. E). Mr. Bienkowski is comfortable with the numbers from grade 2 and up. First grade is questionable with students coming in from private schools and full day kindergarten. Ms. Leidlein said other than the security guard there is nothing added into the budget related to 12/14 that might be reimbursable by a grant. Ms. Leidlein referred the board to pages 244-246 of the budget book on Building & Site Maintenance Projects (Att. F). Mr. Faiella spoke about the Building & Site Maintenance Projects by priority (Att. G) saying the building & site projects have diminished over the last couple of years (Att. H). Dr. Robinson said the additional assistant principal (Att. I) is being added primarily because of teacher evaluations and NEASC. She confirmed department heads can do the evaluations. Mr. Waterbury said that NEASC is short term and hopefully the reactions to 12/14 are somewhat short term but the assistant principal will be long term. Dr. Robinson said the student population is the highest it's ever been; if it starts to drop the assistant principal position will be phased out. Dr. Robinson explained out placement/special needs (Att. J). There is an increase in out placement tuition related to the student, their specialized needs, transportation and an annual increase in tuition. The savings for BOE gas/fuel amounts to \$171,400 and can be deducted from the BOE request.

Also attached are (Att. K) answers to emailed questions on the BOE budget and emails from residents on budget/security (Att. L).

**ANNOUNCEMENTS:** none.

**ADJOURNMENT:** Having no further business the regular Board of Finance meeting was adjourned at 10:30pm. The budget deliberations will continue on March 13, 2013.

  
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Susan Marcinek, Clerk

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- Att. A: M. Assante email, 3/11/13
- Att. B: BOE NEASC presentation, 3/11/13
- Att. C: Core Values, Beliefs, and Learning Expectations
- Att. D: BOE Major Drivers of the Budget
- Att. E: Elementary Schools Enrollments and Staffing
- Att. F: Building & Site Maintenance Projects – 5 Year Plan
- Att. G: Building & Site Maintenance Projects – by Priority
- Att. H: Building & Site Maintenance Projects year over year
- Att. I: Newtown High School Assistant Principals
- Att. J: Special Needs Services
- Att. K: Emailed questions – Partial, 3/4/13
- Att. L: emails re: budget/security

**From:** Michele

**Date:** March 11, 2013, 10:36:10 AM EDT

**To:** [jkearney19@aol.com](mailto:jkearney19@aol.com), [swimjim11@gmail.com](mailto:swimjim11@gmail.com), [jkortze@mac.com](mailto:jkortze@mac.com), [roparowski@aol.com](mailto:roparowski@aol.com), james walsh <[james2785@sbcglobal.net](mailto:james2785@sbcglobal.net)>, [harrison.waterbury@sbcglobal.net](mailto:harrison.waterbury@sbcglobal.net)

**Subject:** School Security

Members of Newtown's Board of Finance:

I am writing to ask that you add funding to the municipal budget to include protection for all Newtown Students and School Staff and not make this Protection Exclusive to Only the Public Schools as the First Selectman has currently proposed. The current offer to the private schools - St. Rose and Fraser Woods Montessori- of a one-time grant of \$20K is not enough. You need to look no further than the amount (nearly \$1M) being added across the budget for the 7 public Schools to see this.

I understand that the private schools might have some legacy security systems in place and that some of the software and other monitoring tools being discussed for the public schools may overlap - but the Armed Officers, which so many feel are needed both as a deterrent to future threat and as a psychological aid to the healing of so many Staff, Children and Parents who were traumatized that awful day are obviously not duplicative. If armed officers are part of the solution All Schools should be provided armed officers - not just Public Schools.

-Our Private Schools are not entitled to the Grants for which the Town and the Board of Education have applied - which may largely off-set the costs of these added measures.

- Our Private Schools house Human Beings that were every bit as affected as their public school counterparts and are deserving of Equal Treatment

- Many of the families in these Private Schools are also Newtown Residents and Taxpayers - (they will be burdened with higher taxes like all of us ,but they will have to pay again to protect their children?)

- If the Tax Burden seems greater than the Public will support, Re-examine Priorities, Reduce Spending Elsewhere or Draw from the \$9M Rainy Day Fund (a fund which was increased by \$1M last year while we reduced Education by \$1M) this money might be replaced when the grants are awarded.

At this critical time, we do not need the politics that divide us. Even if this town were financially strapped, the available resources -whatever they are- should be shared equally. We should not have groups of parents competing

for resources to protect their children. We should not have various members of the community competing for resources to help them feel safe or to help them get back on their feet emotionally.

These are our children and their teachers, mentors, and coaches we seek to protect and provide comfort. Perhaps in the future the need will subside, but right now there are a lot of walking wounded among us and we need to do what we can to allow our neighbors to have peace and feel safe so that they can recover and join those less affected as we rebuild a stronger Newtown.

Whether you believe armed officers are the answer or not, I think we can all agree that our community, Our Children, need to be treated equally. Equality is essential if we are going to come together. We cannot come together when our leadership is dividing us, forcing us to compete rather than to share. I hope you will do the right thing here. Otherwise I fear the new bumper stickers:

**WE ARE NEWTOWN, WE CHOOSE WHO WE WILL PROTECT.**

I will not support a budget that does not protect every School equally.

Thank you for your attention and consideration.

Michele Assante



## Board of Education Budget 2013-14

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- › New England Association of Schools and Colleges (NEASC): NHS NEASC Accreditation
- › Common Core State Standards (CCSS) and Smarter Balanced Assessment (SBAC)
- › Educator Evaluation

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## **NEWTOWN HIGH SCHOOL ACCREDITATION: NEASC VISIT 2015**

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## **What is NEASC Accreditation?**

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Accreditation requires

- Self-evaluation of All Programs
- Met Stated Educational Goals
- Evaluated Seven Standards for Accreditation of the Commission on Public Secondary Schools

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## **Why is Accreditation Important?**

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Goal of Accreditation:

- Quality education for all students
- Third-party examination and evaluation by peers
- Public process

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## Why is Accreditation Important?

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- Best Practice
- Mutual standards of excellence
- Benefits
  - Students
  - Teachers, Building and District Administrators
  - School Board Members
  - Local Citizens and Taxpayers

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## The Process of Accreditation

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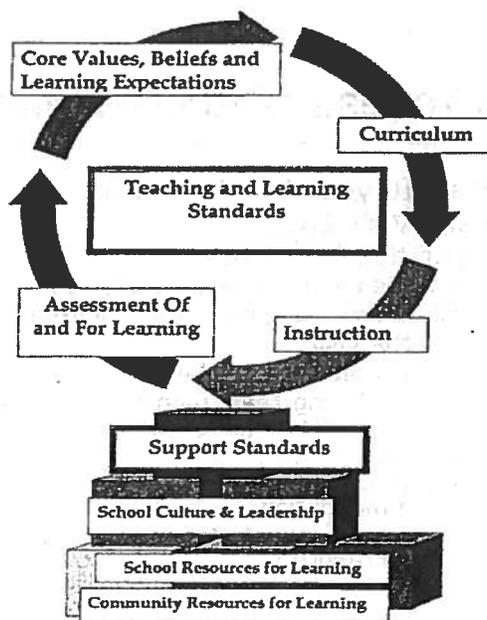
- Cyclical (10 years)= "decennial"
- NHS Site Visit: 2015
  - Preparation for the visit
    - 3 years before: Pre-self study (✓)
    - 12-18 months prior to visit: Self-study
  - During the visit
    - Sunday afternoon – Wednesday afternoon
    - 15-18 Visiting Team members from other NE member schools (interviews, review of evidence)
  - After a visit
    - Report including commendations and recommendations
    - District response to Commission (2-year, 5-year, special reports)

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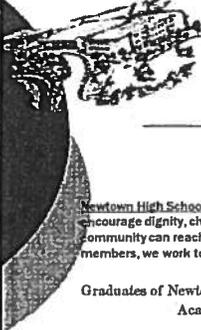
## Standards of Accreditation (2011)

1. Core Values, Beliefs and Learning Expectations
2. Curriculum
3. Instruction
4. Assessment Of and For Learning
5. School Culture and Leadership
6. School Resources for Learning
7. Community Resources for Learning

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## NHS Academic, Social and Civic Expectations

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**NEWTOWN HIGH SCHOOL  
MISSION AND LEARNING EXPECTATIONS**

Newtown High School is committed to building a community that pursues rigorous academic goals and personal responsibility. We also encourage dignity, civility, and tolerance. At Newtown High School, students and teachers work together so that all members of the school community can reach the highest possible level of individual potential. In our partnership of students, teachers, parents, and community members, we work to promote success in a challenging environment and to cultivate competent, contributing, and productive citizens.

Graduates of Newtown High School will:

- Academic Expectations
  - Demonstrate strategies to identify, locate, and interpret information
  - Relate and apply new knowledge using a variety of resources including technology
  - Take and support a position on information and ideas
  - Convey information and ideas in a given written format
  - Use inquiry strategies and apply appropriate procedures to solve and communicate an authentic problem or situation
  - Convey information and ideas to others in a presentation using spoken language, non-verbal language and multi-media
- Civic Expectations
  - Develop opinions on a variety of issues
  - Exhibit involvement in the classroom, school, and larger community through speech and action
- Social Expectations
  - Value personal integrity, respect for others, and appreciation for diversity
  - Share responsibility with others to address and resolve issues

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## Key Points for Consideration

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- New Standards (2011)
- Pervasive 21<sup>st</sup> Century Learning Expectations
- Standards-based Assessment
- Reporting of Student Progress in Meeting Schoolwide Standards
- School-wide Support and Practice

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## 2013-14 Budget Considerations: NEASC

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- NEASC Steering Committee Work  
NEASC Newtown High School Website
- NEASC Self Study and Preparation  
for Site Visit
- Connection to Standards (examples)
  - STD #2, 4: Curriculum, Assessment
  - STD #5: School Culture & Leadership

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## Key Resources

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NEASC Website

<http://cpss.neasc.org/>

Newtown High School Blog

<http://newtown.nhs.schooldesk.net>

Newtown School District Website

<http://www.newtown.k12.ct.us/>

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## COMMON CORE STATE STANDARDS = CT STANDARDS

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## CT State Department of Education Timeline

### 2012 -2013

- o Continue to implement a CCSS-based curriculum at the grade or course level
- o Professional development for teachers and administrators continues

### 2013 -2014

- o K-12 CCSS-based district curriculum fully implemented
- o Professional development for teachers and administrators continues

### 2014-2015

- o "Smarter balanced assessment" replaces CMT/CAPT
- o CCSS- based assessments administered in grades 3-8 and 11

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## Smarter Balanced Assessment

- o Computer Adaptive Model
- o Testing "window" (up to 3 months)
- o Grades 3-8 and 11
- o Selected Response, Constructed Response, Technology-enhanced, Performance Assessments
- o Accommodations provided

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## NPS Timeline for Common Core Implementation

	Summ 2010	SY 10-11	Summ 2011	SY 11-12	SY 12-13
Curriculum	K-12 ELA	ELA Math (SDE Crosswalk)	Math Curriculum Grades 7-10 Review	ELA Unit Development ELA & Math Resources Math 5-10 Kindergarten Curriculum	Teachers College Readers Workshop Pilot of Revised Units Kindergarten Math Pilot
Communication	K-12 Curriculum Committees	Curriculum Committees	ELA Coordinators/ Dept Chairs Curriculum Committees	Leadership, K-12 Comm, Grade level, Dept level, BOE	Curriculum Committees; Curriculum Mapping
Professional Development		SDE, RESC Professional Organizations, Writing Rounds	NGTM	Workshops (SDE, RESC, Prof. Org.)	In-district Experts Workshops (incl. Webinars) Book Study
Assessment		K-12 Writing Prompts	Revision of K-8 District Assess	Revision of District and Course Assessments	Cont'd revision DPLC: Develop Performance Assessments

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## SBAC Examples

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- o Literacy (Grade 7)
  - Literacy Example
  
- o Mathematics (Grade 7)
  - Math Example

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**Percent of Students by Performance Levels**

		Mathematics							
Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
			Below Basic	Basic	Proficient	Goal	Advanced		
3	2012	368	0.0	1.9	8.4	32.1	57.6	98.1	89.7
4	2012	394	1.0	0.5	8.1	34.0	56.3	98.5	90.4
5	2012	407	0.5	2.0	8.4	39.8	49.4	97.5	89.2
6	2012	443	0.5	0.5	6.1	28.9	64.1	99.1	93.0
7	2012	428	0.0	0.5	4.0	31.5	64.0	99.5	95.6
8	2012	416	0.2	0.7	4.6	30.3	64.2	99.0	94.5

		Reading							
Grade	Year	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
			Below Basic	Basic	Proficient	Goal	Advanced		
3	2012	364	4.1	4.7	10.4	36.5	44.2	91.2	80.8
4	2012	393	2.0	3.1	10.4	49.6	34.9	94.9	84.5
5	2012	402	2.5	3.0	8.0	50.5	36.1	94.5	86.6
6	2012	441	1.4	1.4	5.0	50.1	42.2	97.3	92.3
7	2012	424	1.2	1.2	1.4	40.3	55.9	97.6	96.2
8	2012	424	0.0	1.2	3.3	41.0	54.5	98.8	95.5

Percent of Students by Performance Levels									
Writing									
Grade	Year	Number Tested	Percent by Level					% All/Above Proficiency	% All/Above Goal
			Below Basic	Basic	Proficient	Goal	Advanced		
3	2012	371	1.3	1.9	12.7	42.6	41.5	96.8	84.1
4	2012	399	2.3	2.0	8.3	38.1	49.4	95.7	87.5
5	2012	410	1.2	0.7	6.1	40.2	51.7	98.0	92.0
6	2012	448	0.4	2.5	6.3	35.7	55.1	97.1	90.8
7	2012	439	2.1	1.4	8.0	32.3	56.3	96.6	88.6
8	2012	429	0.5	1.6	4.9	38.0	55.0	97.9	93.0

Science									
Grade	Year	Number Tested	Percent by Level					% All/Above Proficiency	% All/Above Goal
			Below Basic	Basic	Proficient	Goal	Advanced		
3	2012	NA	NA	NA	NA	NA	NA	NA	NA
4	2012	NA	NA	NA	NA	NA	NA	NA	NA
5	2012	410	1.2	3.2	13.4	52.7	29.5	95.6	82.2
6	2012	NA	NA	NA	NA	NA	NA	NA	NA
7	2012	NA	NA	NA	NA	NA	NA	NA	NA
8	2012	428	1.6	2.8	7.2	55.4	32.9	95.6	88.3 <sub>19</sub>

## 2013-14 Budget Considerations: CCSS and SBAC

- Professional development in programs and instructional strategies
- Curriculum revision
- Resources to support CCSS-embedded curriculum, instruction and assessment (SBAC)

## Additional Resources

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- Common Core State Standards
  - <http://www.corestandards.org/>
- Smarter Balanced Assessment
  - <http://www.smarterbalanced.org/>
- CMT/CAPT Assessment Results
  - <http://ctreports.com/>

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## EDUCATOR EVALUATION

**JULY 1, 2013**

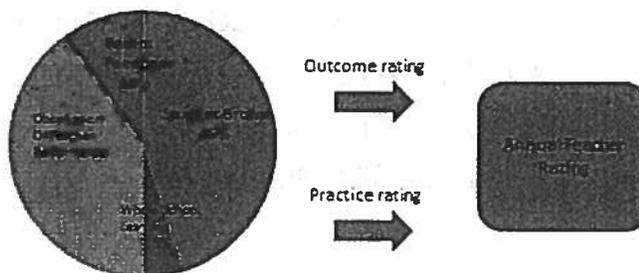
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## P.L. 12-116: Educator Evaluation

Newtown Public Schools

### Newtown Public Schools Responds to Educator Evaluation Legislations

#### Teacher Evaluation Components



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## NPS Teacher Professional Growth Plan Pilot: 2012-13

- Must be submitted to CSDE for approval
- Approximately 450 teachers/15 Administrators
- Goal-setting, mid-year and end-of-year conferences
- Total: 5-8 informal/formal observations per teacher per year

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## 2013-14 Budget Considerations: Educator Evaluation

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- Professional Development and Resources for Teachers and Administrators
- Data collection programs for:
  - Goals
  - Professional development
  - Staff calibration
  - Monitoring student performance

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## Resources

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- CT Educator Evaluation
  - <http://www.connecticutseed.org/>

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## Summary: 2013-14 Budget Implications

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- Curriculum: CCSS, Assessment, NEASC
- Professional Development
  - CCSS: Instruction and Assessment
  - NEASC Accreditation
  - Teacher/Administrator Evaluation
- Resources
  - CCSS Curriculum and Assessment
  - Educator Evaluation
  - Classroom resources

## Teaching and Learning Standard

**1****Core Values, Beliefs, and Learning Expectations**

*Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21<sup>st</sup> century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.*

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21<sup>st</sup> century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
3. The school's core values, beliefs, and 21<sup>st</sup> century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21<sup>st</sup> century learning expectations based on research, multiple data sources, as well as district and school community priorities.

**2**

**Curriculum**

*The written and taught curriculum is designed to result in all students achieving the school's 21<sup>st</sup> century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21<sup>st</sup> century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.*

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21<sup>st</sup> century learning expectations.
2. The curriculum is written in a common format that includes:
  - units of study with essential questions, concepts, content, and skills
  - the school's 21<sup>st</sup> century learning expectations
  - instructional strategies
  - assessment practices that include the use of school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
  - inquiry and problem-solving
  - higher order thinking
  - cross-disciplinary learning
  - authentic learning opportunities both in and out of school
  - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

# 3

## Instruction

*The quality of instruction is the single most important factor in students' achievement of the school's 21<sup>st</sup> century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.*

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21<sup>st</sup> century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21<sup>st</sup> century learning expectations by:
  - personalizing instruction
  - engaging students in cross-disciplinary learning
  - engaging students as active and self-directed learners
  - emphasizing inquiry, problem-solving, and higher order thinking
  - applying knowledge and skills to authentic tasks
  - engaging students in self-assessment and reflection
  - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
  - using formative assessment, especially during instructional time
  - strategically differentiating
  - purposefully organizing group learning activities
  - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
  - using student achievement data from a variety of formative and summative assessments
  - examining student work
  - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
  - examining current research
  - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

## Teaching and Learning Standard

### 4

## Assessment of and for Student Learning

*Assessment informs students and stakeholders of progress and growth toward meeting the school's 21<sup>st</sup> century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.*

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations.
2. The school's professional staff communicates:
  - individual student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families
  - the school's progress in achieving the school's 21<sup>st</sup> century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
  - student work
  - common course and common grade-level assessments
  - individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations
  - standardized assessments
  - data from sending schools, receiving schools, and post-secondary institutions
  - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

5

## School Culture and Leadership

*The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.*

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21<sup>st</sup> century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
  - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - use resources outside of the school to maintain currency with best practices
  - dedicate formal time to implement professional development
  - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21<sup>st</sup> century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.



## School Resources for Learning

*Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21<sup>st</sup> century learning expectations.*

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21<sup>st</sup> century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
  - deliver a written, developmental program
  - meet regularly with students to provide personal, academic, career, and college counseling
  - engage in individual and group meetings with all students
  - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
  - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
  - provide preventative health services and direct intervention services
  - use an appropriate referral process
  - conduct ongoing student health assessments
  - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
  - are actively engaged in the implementation of the school's curriculum
  - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
  - ensure that the facility is available and staffed for students and teachers before, during, and after school
  - are responsive to students' interests and needs in order to support independent learning
  - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21<sup>st</sup> century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations.



## Community Resources for Learning

*The achievement of the school's 21<sup>st</sup> century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.*

1. The community and the district's governing body provide dependable funding for:
  - a wide range of school programs and services
  - sufficient professional and support staff
  - ongoing professional development and curriculum revision
  - a full range of technology support
  - sufficient equipment
  - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
  - to ensure the maintenance and repair of the building and school plant
  - to properly maintain, catalogue, and replace equipment
  - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
  - programs and services
  - enrollment changes and staffing needs
  - facility needs
  - technology
  - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

**FISCAL POLICY AND TRENDS**

**MAJOR DRIVERS OF THE BUDGET**

- **Salaries**
  - o Salaries comprise 63% of the total budget. Salaries and benefits combined equal 78% of the total budget.
  - o Salary increases range from 0% to 2.5%.
  - o Teachers received a salary step mid-way thru 2012-13; that has an effect on this budget which amounts to \$448,368.
  - o The teachers' salary increase of 1% for next year equals \$305,093.
  - o Twelve additional security personnel have been included at a cost of \$247,800
  - o Other union contracts will require an adjustment amounting to \$216,641
  - o High school staffing improvements, Guidance, AP, Math, NEASC & Coaching \$349,164
  
- **The addition of full day kindergarten**
  - o A Board goal and initiative for the last two budget years is integrated into this budget at a staffing cost of \$523,940, technology equipment of \$11,924 and classroom fixtures of \$6,027 offset by mid-day transportation reduction of \$164,364, combined with fuel for vehicles savings of \$32,738 for a net cost of \$344,789.
  
- **Building & grounds maintenance**
  - o A significant increase in building and site maintenance projects which have been deferred for many years and completely eliminated from the 2012-13 budget year. The amount included here is to make up for this year and get us back on track for the 2013-14 budget year, this has been an emphasized need by the Board. This amount after the Board of Education's reduction of \$250,000 on February 5, 2013 is \$824,000.
  
- **Special education**
  - o Additional funding is required for 11 additional out placements over the current year's budget amount for a net increase of \$342,801
  
- **Pupil Personnel**
  - o Includes an additional guidance counselor at the High School at a cost of \$63,290 and another \$29,913 to make the guidance director position 52 weeks.
  
- **Technology equipment**
  - o The increased funding included here within is \$496,957. This increase is above the \$51,602 current budget. \$103,500 has been set aside in the town capital and non-recurring fund for technology in the current fiscal year.



BOARD OF EDUCATION'S REQUESTED BUDGET FOR 2013-2014

BUILDING & SITE MAINTENANCE PROJECTS - 5 YEAR PLAN

BEFORE BOARD OF EDUCATION'S REDUCTION OF \$250,000 ON FEB. 5, 2013

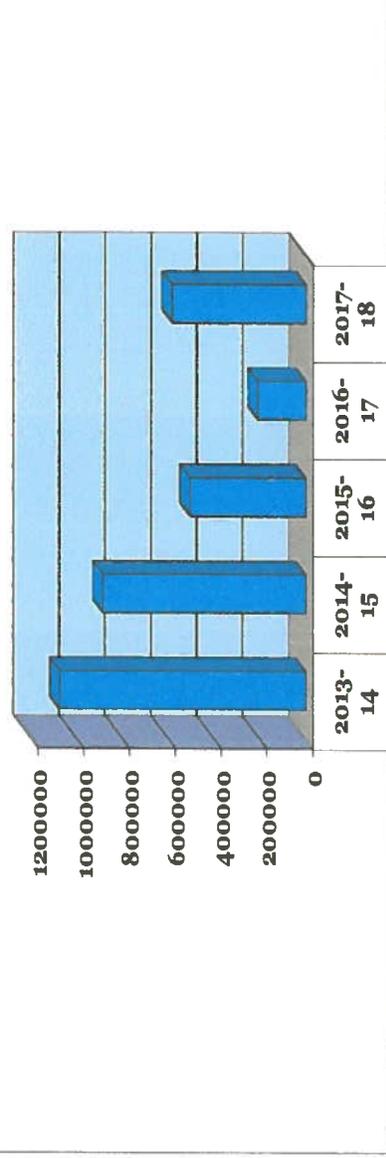
PROJECT DESCRIPTION	JUSTIFICATION	PRIORITY	COST	YEAR 1 2013-14	YEAR 2 2014-15	YEAR 3 2015-16	YEAR 4 2016-17	YEAR 5 2017-18	
<b>HAWLEY SCHOOL</b>									
INSTALL COVERS AT FIRE PULL STATIONS	SECURITY/SAFETY	H	\$ 2,500	\$ 2,500					
CONTINUE DOOR REPLACEMENT-PHASE III	SECURITY/SAFETY	H	\$ 20,000	\$ 20,000					
REPAINT GYM & ADJOINING MUSIC ROOM	BADLY DETERIORATED	H	\$ 15,000	\$ 15,000					
INSTALL NON-SKID FLOORING AT RAMPS (97 AND 48)	SAFETY	M	\$ 10,000	\$ 10,000					
UPS BACK-UP FOR VOICE AND DATA	SAFETY	H	\$ 10,000	\$ 10,000					
REPLACE BOLLARDS AT FRONT OF SCHOOL	SAFETY	H	\$ 5,500	\$ 5,500					
REPAINT MULTI PURPOSE ROOM	BADLY DETERIORATED	M	\$ 15,000	\$ 15,000					
INSTALL GENERATOR & TRANSFER SWITCH	SECURITY/SAFETY	H	\$ 150,000	\$ 75,000	\$ 75,000				
CLEAN DUCTWORK	HEALTH	H	\$ 15,000				\$ 15,000		\$ 180,000
REPLACE BOILER IN 1948 BUILDING	PAST LIFE EXPECTANCY	H	\$ 180,000						
HAWLEY - PROGRAM TOTAL			\$ 423,000	\$ 57,500	\$ 95,500	\$ 75,000	\$ 15,000	\$ 180,000	
<b>SANDY HOOK SCHOOL</b>									
REPLACE CABINETS & COUNTERS IN CLASSROOMS (PHASED)	SAFETY	H	\$ 20,000	\$ 10,000					
REPAINT ALL INTERNAL STEEL DOORS & FRAMES	SAFETY	H	\$ 28,000						
CARPET/FLOORING REPLACEMENT PROGRAM	TRIP HAZARD	H	\$ 60,000			\$ 20,000		\$ 20,000	
ELECTRICAL UPGRADE AND UPS BACK-UP PHONE SUPPORT	DISTRICT/TOWN INITIATIVE	H	\$ 22,000						
PAINT GYM AND CAFÉ WALLS	UPGRADE	H	\$ 15,000						
PAVE AROUND PORTABLES AT EXITS/WALK PATH/DUMPSTERS	SAFETY	H	\$ 8,000	\$ 8,000					
REPLACE SKYLIGHT SHADES-RM 50,52,54,56	NOT FUNCTIONAL/BROKEN	H	\$ 7,500	\$ 7,500					
SAND AND RECOAT STAGE FLOOR	SAFETY	M	\$ 7,500						
EXTERIOR DOOR REPLACEMENT	SECURITY/DETERIORATED	M/H	\$ 40,000	\$ 20,000			\$ 20,000		
REPLACE WOOD SOFFETS/VINYL	WOOD DAMAGED	H	\$ 18,000	\$ 18,000					
FACILITY ROOM/CABINET REPLACEMENT AND INSTALL DISHWASHER	POOR CONDITION	M	\$ 5,000			\$ 5,000			
REPLACE BOOK SHELVES IN LIBRARY	SHELVING UNITS WORN	M	\$ 30,000					\$ 30,000	
REPLACE CEILING AT REAR CORRIDOR	SAFETY	M	\$ 20,000					\$ 20,000	
REPLACE CAFETORIUM ROOF	PAST LIFE EXPECTANCY	H	\$ 100,000					\$ 100,000	
SANDY HOOK - PROGRAM TOTAL			\$ 381,000	\$ 95,000	\$ 71,000	\$ 25,000	\$ 70,000	\$ 120,000	
<b>MIDDLE GATE SCHOOL</b>									
CARPET/FLOORING REPLACEMENT PROGRAM	SAFETY	H	\$ 60,000	\$ 20,000		\$ 20,000		\$ 20,000	
REPLACE CEILING AT MAIN OFFICE, LIBRARY AND REAR HALL	SAFETY	M	\$ 45,000	\$ 15,000		\$ 15,000		\$ 15,000	
HALLWAY BATHROOMS-PHASE I (2)	DAMAGED/ADA	M	\$ 60,000	\$ 60,000					
REPAINT '92 WING	UPGRADE	H	\$ 25,000	\$ 25,000					
REPLACE WALL SCONCES/LIGHTING	INEFFICIENT	M	\$ 10,000						
PAINT GYM AND REFINISH FLOOR	UPGRADE	H	\$ 25,000	\$ 25,000					
UPGRADE ELECTRICAL/GEN BACK-UP FOR PHONE SYS	SAFETY	H	\$ 18,000	\$ 18,000					
*REPLACE BOILERS-CAN BE PART OF FUTURE CIP PROJECT	PAST LIFE EXPECTANCY	H	\$ 350,000	\$ 180,000	\$ 180,000				
REPLACE STAGE LIGHTING	INEFFICIENT/POOR CONDITION	H	\$ 6,000	\$ 6,000					
INFILL OLD WELL PIT	NOT USED/IN PLAY AREA	M	\$ 20,000				\$ 10,000	\$ 10,000	
MIDDLE GATE - PROGRAM TOTAL			\$ 629,000	\$ 173,000	\$ 180,000	\$ 221,000	\$ 25,000	\$ 30,000	

**BOARD OF EDUCATION'S REQUESTED BUDGET FOR 2013-2014**

**BUILDING & SITE MAINTENANCE PROJECTS - 5 YEAR PLAN**

PROJECT DESCRIPTION	JUSTIFICATION	PRIORITY	COST	YEAR 1 2013-14	YEAR 2 2014-15	YEAR 3 2015-16	YEAR 4 2016-17	YEAR 5 2017-18
<b>HIGH SCHOOL</b>								
VISITOR BLEACHERS-FINAL PHASE	INADEQUATE SEATING	H	\$ 45,000	\$ 45,000				
INSTALL GATES AT TWO STAIRWELLS	SAFETY/SECURITY	H	\$ -					
UPGRADE SOUND SYSTEM FOR AUDITORIUM-PHASED PROJECT	SYSTEM FAILING/UNSUPPORT	H	\$ 90,000	\$ 45,000				
CONNECT CULINARY REFRIGERATION TO GENERATOR	HEALTH/FOOD LOSS	H	\$ 30,000	\$ 15,000				
REPLACE FLOORING AT LOBBY	HEALTH SAFETY	M	\$ 35,000	\$ 35,000				
PAVE PARKING LOT	SAFETY/POOR CONDITION	H	\$ 380,000	\$ 190,000				
EXPAND SERVICE FROM GENERATOR TO F WING CRITICAL	SAFETY	H	\$ 30,000	\$ 30,000				
CLEAN DUCTWORK	HEALTH	M	\$ 50,000	\$ 50,000				
REPAINT LOCKERS	SCRATCHED/RUSTING	M	\$ 60,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
INSTALL SINK FOR DEMO IN A216 AND A220 LABS	EDUCATIONAL DISPLAYS	M	\$ 15,000		\$ 15,000			
TURF REPLACEMENT REAR FIELDS	PERIODIC REQUIREMENT	M	\$ 20,000					\$ 20,000
HIGH SCHOOL - PROGRAM TOTAL			\$ 755,000	\$ 410,000	\$ 265,000	\$ 30,000	\$ 15,000	\$ 35,000
<b>BUILDINGS &amp; GROUNDS DEPT - SYSTEM WIDE</b>								
MAINTENANCE SHOP TANK REMOVAL, DRAINAGE & PAVING	EXCEEDED USEFUL LIFE	H	\$ 35,000	\$ 35,000				
WAREHOUSE LOADING DOCK REPAIRS, DRAINAGE & PAVING	DETERIORATING	M	\$ 20,000	\$ 20,000				
MAINTENANCE SHOP ELECTRICAL GENERATOR	BLDG SAFETY	H	\$ 30,000					\$ 30,000
SYSTEM WIDE - PROGRAM TOTAL			\$ 85,000	\$ 55,000	\$ -	\$ -	\$ -	\$ 30,000
<b>GRAND TOTAL - ALL LOCATIONS</b>			\$ 3,261,000	\$ 1,074,000	\$ 886,000	\$ 506,000	\$ 210,000	\$ 585,000

**BUILDING & SITE MAINTENANCE PROJECTS**



## BUILDING &amp; SITE MAINTENANCE PROJECTS - BY PRIORITY

PRIORITY	LOCATION	PROJECT DESCRIPTION	JUSTIFICATION	COST
1	HAWLEY SCHOOL	CONTINUE DOOR REPLACEMENT-PHASE III	SECURITY/SAFETY	\$ 20,000
1	HAWLEY SCHOOL	UPS BACK-UP FORT VOICE AND DATA	SAFETY	\$ 10,000
1	MIDDLE GATE SCHOOL	UPGRADE ELECTRICAL/GEN BACK-UP FOR PHONE SYS	SAFETY	\$ 18,000
1	HEAD O'MEADOW SCHOOL	UPGRADE ELECTRICAL/GEN BACK-UP FOR PHONE SYS	SAFETY	\$ 20,000
1	MIDDLE SCHOOL	ELECTRICAL UPGRADE AND UPS BACK-UP PHONE SUPPORT	DISTRICT/TOWN INITIATIVE	\$ 20,000
1	MIDDLE SCHOOL	INSTALL ADA LOCKSETS-KEY TO MASTER	SAFETY	\$ 30,000
1	HIGH SCHOOL	CONNECT CULINARY REFRIGERATION TO GENERATOR	HEALTH/FOOD LOSS	\$ 30,000
1	HIGH SCHOOL	EXPAND SERVICE FROM GENERATOR TO F WING CRITICAL	SAFETY	\$ 15,000
				\$ 163,000
2	MIDDLE SCHOOL	INSTALL ADDITIONAL EXTERIOR LIGHTING	SAFETY	\$ 20,000
3	MIDDLE GATE SCHOOL	CARPET/FLOORING REPLACEMENT PROGRAM	SAFETY	\$ 20,000
3	MIDDLE GATE SCHOOL	PAINT GYM AND REFINISH FLOOR	UPGRADE	\$ 25,000
3	HEAD O'MEADOW SCHOOL	CARPET/FLOORING REPLACEMENT PROGRAM	SAFETY	\$ 20,000
3	MIDDLE SCHOOL	CARPET/FLOORING REPLACEMENT PROGRAM	SAFETY	\$ 30,000
				\$ 95,000
4	MIDDLE SCHOOL	PAVE REAR ACCESS ROAD	SAFETY/DETERIORATED	\$ 13,500
5	HEAD O'MEADOW SCHOOL	REPAINT EXTERIOR DOORS,FRAMES,WINDOW FRAMES	RUSTING AND WORN	\$ 20,000
6	HEAD O'MEADOW SCHOOL	INSTALL ACCESS TO REAR OF BUILDING//STONE DRIVE	SAFETY	\$ 15,000
7	REED SCHOOL	INSTALL FLASHING AT ROOF PENETRATIONS	NOT COMPLETE FROM CONST	\$ 15,000
8	MAINTENANCE SHOP	TANK REMOVAL, DRAINAGE & PAVING	EXCEEDED USEFUL LIFE	\$ 35,000
9	WAREHOUSE	LOADING DOCK REPAIRS, DRAINAGE & PAVING	DETERIORATING	\$ 20,000
10	HIGH SCHOOL	PAVE PARKING LOT	SAFETY/POOR CONDITION	\$ 190,000
11	MIDDLE SCHOOL	UPGRADE BATHROOMS IN A WING 2ND FLOOR	SAFETY/HEALTH	\$ 25,000
12	HAWLEY SCHOOL	REPAINT GYM & ADJOINING MUSIC ROOM	BADLY DETERIORATED	\$ 15,000
13	MIDDLE GATE SCHOOL	REPLACE CEILING AT MAIN OFFICE, LIBRARY AND REAR HALL	SAFETY	\$ 15,000
14	MIDDLE GATE SCHOOL	REPAINT '92 WING	UPGRADE	\$ 25,000
14	HEAD O'MEADOW SCHOOL	PAINT CLASSROOMS & HALLWAYS	COVER VINYL	\$ 20,000
				\$ 45,000
15	HEAD O'MEADOW SCHOOL	INSTALL CONCRETE STAIRS TO ADJACENT PROPERTY	SECURITY/SAFETY	\$ 10,000
16	MIDDLE SCHOOL	INSTALL SOUND SYSTEM AUDITORIUM	NON-FUNCTIONAL	\$ 10,000
17	HIGH SCHOOL	CLEAN DUCTWORK	HEALTH	\$ 50,000
18	HIGH SCHOOL	UPGRADE SOUND SYSTEM FOR AUDITORIUM-PHASED PROJECT	SYSTEM FAILING/UNSUPPORTED	\$ 45,000
19	HIGH SCHOOL	VISITOR BLEACHERS-FINAL PHASE	INADEQUATE SEATING	\$ 45,000
20	HAWLEY SCHOOL	INSTALL COVERS AT FIRE PULL STATIONS	SECURITY/SAFETY	\$ 2,500
21	MIDDLE GATE SCHOOL	HALLWAY BATHROOMS-PHASE I (2)	DAMAGED/ADA	\$ 60,000
22	HIGH SCHOOL	REPLACE FLOORING AT LOBBY	HEALTH SAFETY	\$ 35,000
23	MIDDLE GATE SCHOOL	REPLACE WALL SCONCES/LIGHTING	INEFFICIENT	\$ 10,000
24	HAWLEY SCHOOL	INSTALL NON-SKID FLOORING AT RAMPS (97 AND 78)	SAFETY	\$ 10,000
25	REED SCHOOL	INSTALL GRAVEL PATH AROUND SOGGER FIELD	LAWN DAMAGE	\$ 15,000
26	SANDY HOOK/CHALK HILL	RESERVE FOR POTENTIAL CHALK HILL NEEDS	POTENTIAL NEEDS	\$ 95,000
GRAND TOTAL - ALL LOCATIONS				\$ 1,074,000

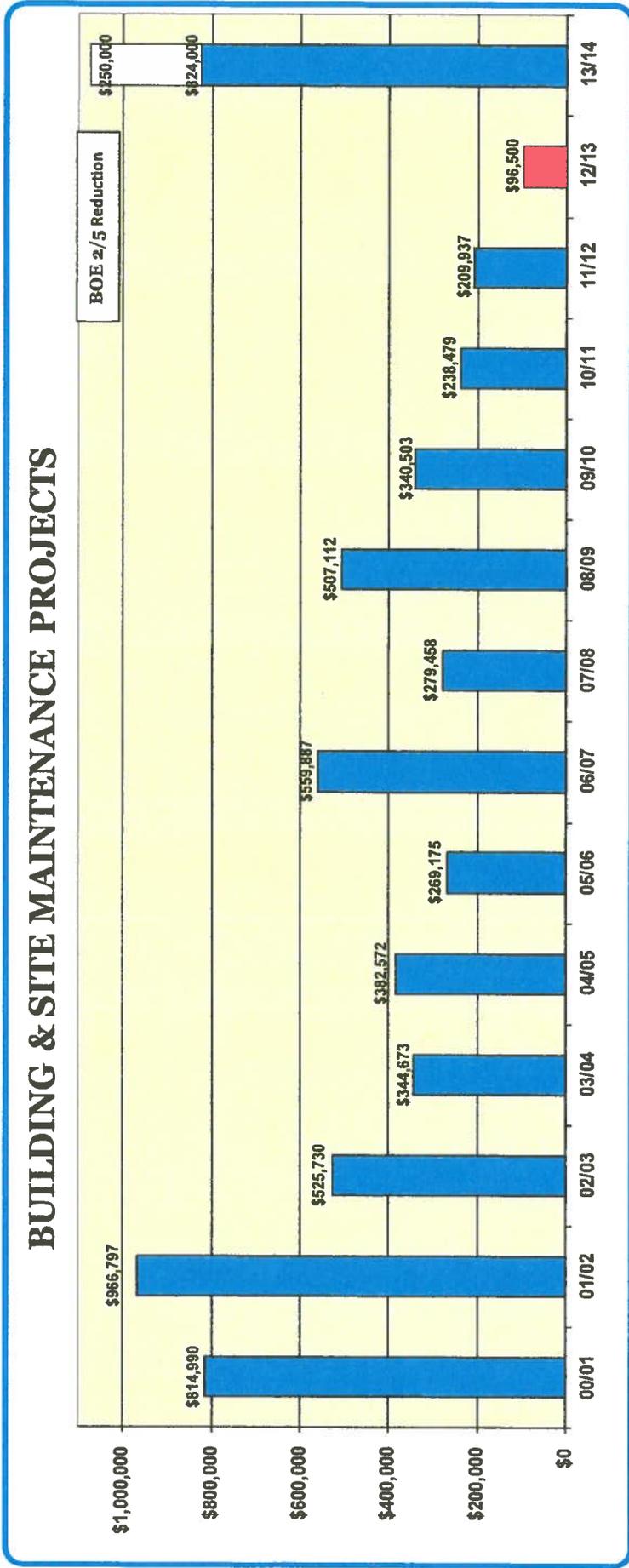
BOARD OF EDUCATION'S REQUESTED BUDGET FOR 2013-2014

PLANT OPERATIONS & MAINTENANCE

BUILDING AND SITE MAINTENANCE PROJECTS

**Building and Site Maintenance Projects** are projects which need to be planned in advance, are not considered routine, are costly and below the \$265,367 threshold to be considered in the Towns' Capital Improvement Plan (CIP). We have developed a 5 year prioritized plan for budgeting purposes.

In recent years due to difficult economic times, building and site maintenance projects have been drastically underfunded. This practice of deferring much needed maintenance has had a serious effect on the future budget and as new projects/issues are being added to the appendix a very daunting amount of work faces the School District. For more detail regarding building and site maintenance projects please refer to the proposed list of projects for this year and the five year plan on the pages that follow.



*Note: 2012-13 amount from Town capital and non-recurring fund - Not included in other BOE budget totals in this functional category.*

NEWTOWN HIGH SCHOOL

THEORY OF ACTION (CONTINUED)

- b. Evidence:
  - i. Populated databases (INFORM, RtI, 504, etc.) are accessible to teachers
  - ii. Student and staff feedback and personal growth/success plans based upon reflection
  - iii. Multiple measures of assessment demonstrate growth
  - iv. Rubrics are regularly used and known to students
  - v. Assessments are an integral element of work completed by PLC
  
- 4. If we support the effective and appropriate use of social media as an instructional tool, student digital citizenship and teacher professional networks will be enhanced.
  - a. Action Plan:
    - i. Teachers and administrators will establish technology goals that are intended to extend their current understanding and use of technology resources and/or social media
    - ii. Social media filters at high school will be opened
    - iii. Teachers will experiment with the use of social media for communication and instructional purposes
    - iv. The administration will work with the PTSA to increase parent awareness of the advantages of incorporating social media into instruction
  
  - b. Evidence
    - i. Lesson observations
    - ii. Student, faculty, staff, and administration use of Twitter and other social media

NEWTOWN HIGH SCHOOL ASSISTANT PRINCIPALS

Newtown High School Assistant Principals implement organizational structures, practices and policies that complement and enhance each of these domains. They support the goals of Newtown High School and district for student achievement and personal success as graduates are prepared to be contributing members of a dynamic global community.

With a student population of 1759 and an adult staff of 204, the Assistant Principals manage a quality education that enhances opportunities for individuals that are vital to the success of the entire community. Under the new district professional growth plan (guided by new State requirements), the administrators participate in approximately 190 scheduled formal observations that include 190 post observation conferences and approximately 100 classroom check-ins. The time spent on teacher growth through formal visits to classrooms amounts to more than 400 hours for each administrator over the year. Each Assistant Principal has a caseload of nearly 600 students and is responsible for managing student academics, well-being, behavior, and discipline. Administrative responsibilities include, but are not limited to, the oversight of specific grade-related functions; oversight of departments and non-certified staff; academic interventions (IEP, 504); graduation requirements; school climate; non-instructional duty assignments; standardized testing and international assessments; master scheduling; international relations and student programming; student life and events; alternative education programs; academic support centers; accreditation; coverage of public and after-school student events.

The primary goals of the Assistant Principals at the high school are to improve effectiveness in the classroom, provide resources and professional guidance to improve instruction, and regularly monitor student and teacher progress. To promote the inclusion of all stakeholders, the Assistant Principals work in collaboration with the district administration to promote high expectations, quality instruction, continuous improvement, and civic responsibility.

**BOARD OF EDUCATION'S REQUESTED BUDGET FOR 2013-2014**

**SPECIAL EDUCATION SERVICES**

Special Education Programs summarized here include the following services:

- Director of Pupil Services Office
- Professional Education Services – OT, PT, Blind
- Out-of-District Special Ed. Tuition – Public & Private
- Home & School Tutors
- Gifted & talented Services (GATES)
- Special Education Services (Includes STARR Program)
- Extended School Year Services

**SPECIAL EDUCATION BUDGET DEVELOPMENT**

The largest impact on the Special Education budget is not necessarily the total number of students but rather the service needs of each individual student. Services range in cost from a few hundred dollars to as much as \$300,000 for one student per school year. Special Ed represents 11% of the total 2013-14 budgets and accounts for 400+ students. Not all costs, however, are tracked under the “Special Ed” budget category.

By law, the total Special Ed budget cannot be reduced without fulfilling a detailed and specific set of criteria (referred to as the Maintenance of Effort or MOE). In simple terms, it means that the district is required to maintain its current level of special funding in order to be eligible for Federal dollars under IDEA/Individuals with Disabilities Education Act.

Within the Newtown Special Education budget are gifted programs, e.g., GATES/Gifted and Talented Students. “Gifted” programs are specifically exempted from the related services guidelines and are, therefore, not mandated and can be removed to accommodate budget reductions. Changes, or reductions, to the budget can be made if, for example, there is a significant change to the enrollment number and related services’ cost.

**SUMMARY BY OBJECT**

Object	2010 - 11 Expended	2011 - 12 Expended	2012 - 13 Budgeted	2012 - 13 Current	2013 - 14 Requested	\$ Change	Notation
111 Certified Salaries	3,385,044	3,326,615	3,406,115	3,322,107	3,444,379	122,272	3.68%
112 Non-Certified Salaries	1,782,812	2,030,991	2,190,069	2,194,003	2,272,007	78,004	3.56%
300 Professional Services	280,125	254,402	168,428	273,566	266,272	(7,294)	-2.67%
322 Staff Training	7,004	8,539	6,100	6,100	8,600	2,500	40.98%
430 Equipment Rental	553	22,347	36,244	36,244	37,331	1,087	3.00%
500 Contracted Services	41,756	14,048	15,360	15,360	12,860	(2,500)	-16.28%
560 Tuition - Out Of District	1,008,678	1,221,374	1,225,326	1,415,326	1,958,127	542,801	38.35%
580 Student Travel & Staff Mileage	8,854	9,663	7,500	7,500	7,500	0	0.00%
611 Supplies	60,662	82,460	62,268	62,268	62,268	0	0.00%
641 Textbooks	31,572	0	0	0	0	0	- %
734 Equipment	0	7,786	4,600	4,600	9,200	4,600	100.00%
810 Memberships	0	0	1,000	1,000	1,000	0	0.00%
Total	6,607,060	6,978,222	7,123,010	7,338,074	8,079,544	741,470	10.10%

### March 4, 2013 Emailed questions – Partial

1. Can you provide the box diagram relating to enrollment with actuals?

*Principals enrollment recommendation; 10/1/2012 actual using principals estimate for next year along with their staffing recommendations. This recommendation changes the distribution of staff slightly with 1 additional non-budgeted teacher at Middle Gate.*

*Both Hawley and Head O'Meadow put a watch on Kindergarten which they feel could add another teacher each. Schedule attached.*

2. Can you update fuel and gas with the recently awarded bid numbers?

*Fuel Oil and Diesel – attached*

7. Help us understand if there is a standard formula or practice for custodians and whether or not the district employees a standard practice. I'm specifically interested in staffing levels in the schools and the justifications...especially the high school.

*Custodial staffing – attached*

8. Please explain the change to your policy regarding hires and helped us understand what hires have taken place since adoption of the last budget.

*New hires listing – attached*

9. Help us understand the plan for hiring of new administration and its allowance in the budget presented.

*New administrators are budgeted at the stipulated contract rate in their agreement. Based on prior experiences or lack of they may be hired at 6% or less of the stated contract note. -1% off rate for all would equal \$4,557, -3% would equal \$13,669 and -6% would equal \$27,340.*

10. Please provide an understanding of your most recent financial report and the two major object codes that are not compliant with your policy?

*On the latest financial, January, all 'Balances' are positive. We don't understand the statement that two major objects are not compliant. However the issue we have in that the Transfer policy does not take into account offsetting revenues such as the Excess Cost and Agency Placement grants, as well as Magnet transportation. There is no account from which to draw upon in the case when these accounts appear to be in the red.*

**Some More:**

1. I would like to see a reconciliation of the enrollment to Dr Chung's numbers since I cannot find the figure 5024 anywhere on his projections.. It looks to me as though the projected enrollment next year will be well under 5000 based upon current years enrollments rolled forward to next year, especially at Reed and the Middle school. On the other hand the high school rolled forward is higher than projected. What are the reasons for this?

*Answered with March 5<sup>th</sup> request – Page 1*

2. I would also like to see what the total cost of personnel would be of all school personnel if we kept the numbers the same from 2012 giving effect for the union negotiations for each bargaining unit. That way, we can see the total cost of the effect of the increases on current personnel vs. the additional costs associated with any new hires.

*Union and contractual raises – answered with March 5<sup>th</sup> request – Sheet 8*

3. Can we get a side by side comparison of each out of district special ed student (not names) for the last 3 years along with the cost of each and the school attended? There appears to be 14 additional students from last years budget, although some may have been added after the adoption of last years budget. Also, were any of the out of district placements the result of 12-14? The increase from last years net request to this years is almost 100%.

*Answered with March 5<sup>th</sup> request – Table 15.*



NEWTOWN PUBLIC SCHOOLS

Heating Oil - Contracted Rates

	2012-13 Budget	Request 2013-14	New Bid 2/28/2013	<u>BOE Savings</u>
Oil Quantities for Bidding Purposes 2/15/13	182,900	182,900	182,000	
Cost Per Gallon	\$3.3746	\$3.6500	\$3.1619	
Obligated Gallons	182,900	182,900	182,000	
<b>Total Costs</b>	<b>\$617,214</b>	<b>\$667,585</b>	<b>\$575,466</b>	<b>(\$92,119)</b>

Diesel Fuel - Contracted Rates

	2012-13 Budget	Request 2013-14	New Bid 2/28/2013	<u>BOE Savings</u>
Gallons	132,147	121,840	121,840	
Cost Per Gallon	\$3.5000	\$3.8000	\$3.1493	
<b>Total Costs</b>	<b>\$462,515</b>	<b>\$462,992</b>	<b>\$383,711</b>	<b>(\$79,281)</b>

Total BOE Savings **(\$171,400)**

NEWTOWN PUBLIC SCHOOLS

Chalk Hill Expenses for 2013-14

	<u>Quantity</u>	<u>Unit Price</u>	<u>Cost</u>
Heating Oil	40,000 gl.	\$3.1619	\$126,476
Diesel Fuel for Buses	12,810 gl.	\$3.1493	\$40,343
Electricity - Supply	638,984	0.08610	\$55,017
(1) Electricity - Delivery	638,984	0.07943	\$50,754
<b><u>Additional Expense for Chalk Hill</u></b>			<b>\$272,590</b>

(1) delivery rate based on average cost of comparable usage  
at HOM school

**NEWTOWN CUSTODIAL /MAINTENANCE STAFF**

<b>CUSTODIAL</b>				
Facility	Sq. Ft.	# FTE Cust	Average Sq. Ft. per FTE	
HAW	60460	4	15,115	
SH	69023	4	17,256	
MG	57100	4	14,275	
HOM	65000	4	16,250	
REED	165600	8	20,700	
<b>TOTAL ELEMENTARY</b>	<b>417,183</b>	<b>24</b>	<b>17,383</b>	
MIDDLE	175000	9	19,444	
HIGH	362131	17	21,302	
<b>TOTAL SECONDARY</b>	<b>537,131</b>	<b>26</b>	<b>20,659</b>	
<b>TOTALS</b>	<b>954,314</b>	<b>50,0</b>	<b>19,086</b>	

District also employs 2 Custodial floaters to cover sick, vacation, injuries, etc..

**NOTES:** The following are justifications for the 18,000 sq ft standard for the district

- 1) Age of facilities
- 2) Extensive community usage
- 3) Pool
- 4) Stadium
- 5) Multiple gymnasiums
- 6) Lack of adequate café facilities
- 7) Custodians perform minor repairs

<b>MAINTENANCE</b>				
Facility	Sq. Ft.	# FTE Maint	Sq.Ft. per FTE	
HAW	60460			
SH	69023			
MG	57100			
HOM	65000			
REED	165600			
MIDDLE	175000			
HIGH	362131			
MAINT SHOP	3244			
WAREHOUSE	9400			
<b>TOTALS</b>	<b>966,958</b>	<b>5</b>	<b>193,391,60</b>	

**NOTES:** Standard practice for maint staffing is approx. 80,000 to 100,000 Sq. Ft. per FTE. In this area the district is under staffed by approx. 5 FTE's

**ADDITIONAL STAFFING POST 12/14/12**

<u>NEW POSITIONS</u>		<u>DOH</u>	2012-13 <u>SALARY</u>
<b>SANDY HOOK</b>			
ASSISTANT PRINCIPAL	1	CATHY MAZZARIELLO	12/17/2012 ESTIMATED 140 DAYS
EDUCATIONAL ASSISTANT	1	OPEN	20 HR/WK @\$13.09/HR ESTIMATED 64 DAYS
	1	OPEN	20 HR/WK @\$13.09/HR ESTIMATED 64 DAYS
	1	OPEN	20 HR/WK @\$13.09/HR ESTIMATED 64 DAYS
	1	OPEN	20 HR/WK @\$13.09/HR ESTIMATED 64 DAYS
	<u>4</u>		<u>\$3,351.04</u>
			\$13,404.16
<b>BUILDING SUBSTITUTES</b>			
	1	ANDREI, CELESTE M.	\$75/DAY 2/25/2013 \$5,925.00
	1	FRAZZETTA, DIANE M.	\$75/DAY 2/11/2013 \$6,375.00
	1	FUCHS, CHRISTINE C.	\$75/DAY 2/11/2013 \$6,375.00
	1	GREEN, ERIN D.	\$75/DAY 2/5/2013 \$6,675.00
	1	LUONGO, KIRSTEN A.	\$75/DAY 1/25/2013 \$7,125.00
	1	O'DELL, HEATHER E.	\$75/DAY 1/28/2013 \$7,050.00
	1	SENTEMENTES, DENISE R.	\$75/DAY 1/28/2013 \$7,050.00
	1	SEXTON, COLLEEN W.	\$75/DAY 1/28/2013 \$7,050.00
	<u>8</u>		<u>\$53,625.00</u>
			\$129,063.16
<b>HAWLEY</b>			
SECURITY GUARD	1	CARLINO, JOSEPH A. 35 HR/WK @\$16.12/HR	2/20/2013 ESTIMATED 82 DAYS \$9,252.88
<b>MIDDLE GATE</b>			
SECURITY GUARD	1	WANNAGOT, DAVID B. 35 HR/WK @\$16.12/HR	2/12/2013 ESTIMATED 86 DAYS \$9,704.24
<b>HEAD O'MEADOW</b>			
SECURITY GUARD	1	KAYLOR, MICHAEL E. 35 HR/WK @\$16.12/HR	2/12/2013 ESTIMATED 86 DAYS \$9,704.24
<b>REED INTERMEDIATE</b>			
SECURITY GUARD	1	DIMAURO, JOEY A. 35 HR/WK @\$16.12/HR	2/4/2013 ESTIMATED 89 DAYS \$10,042.76
	1	VITARBO, ERNEST M. 35 HR/WK @\$16.12/HR	3/4/2013 ESTIMATED 74 DAYS \$8,350.16
	<u>2</u>		<u>\$18,392.92</u>
<b>MIDDLE SCHOOL</b>			
SECURITY GUARD	1	HARRISON JR., ROBER' 35 HR/WK @\$16.12/HR	2/20/2013 ESTIMATED 82 DAYS \$9,252.88
	1	ROSARIO, MIGUEL A. 35 HR/WK @\$16.12/HR	2/20/2013 ESTIMATED 82 DAYS \$9,252.88
	<u>2</u>		<u>\$18,505.76</u>
<b>HIGH SCHOOL</b>			
GUIDANCE COUNSELOR	1	POMERANTZ, SARA L. MASTERS 1 1.0 FTE	2/12/2013 ESTIMATED 91 DAYS \$23,532.50
SECURITY GUARD	1	CONWAY JR., THOMAS 35 HR/WK @\$16.12/HR	2/4/2013 ESTIMATED 90 DAYS \$10,155.60
		CACACE, DANIEL J.	2/4 - 2/25/13 ESTIMATED 12 DAYS \$1,354.08
	1	OPEN 35 HR/WK @\$16.12/HR	? ESTIMATED 74 DAYS \$8,350.16
	<u>2</u>		<u>\$19,859.84</u>
	4		\$43,392.34
<b>CENTRAL OFFICE</b>			
SECURITY GUARD	1	JOHNSON, CARL D. 35 HR/WK @\$16.12/HR	2/25/2013 ESTIMATED 79 DAYS \$8,914.36
		(REPLACED WILLIAM GERARD AT HIGH SCHOOL, WHO WENT TO CENTRAL OFFICE)	
			<u>\$246,929.90</u>
<b>EXTRA/INCREASE FTE/HOURS</b>			
<b>SANDY HOOK</b>			
		.75 TO 1.0 FTE	NANCY ROGERS-DUFFY \$474.96 YTD
			KRISTEN MATTERA \$450.00 FORMER SHS TEACHER
			KRISTINA PIERCE \$1,504.70 SHS TEACHER ON LOA
			<u>\$2,429.66</u>
<b>ADDITIONAL STAFFING RELATED TO 12/14/12</b>			
			<u>\$249,359.56</u>
<b>OTHER STAFFING CHANGES</b>			
<b>DISTRICT</b>			
TESOL TEACHER		NANCY CONRON	4 TO 1.0 FTE \$16,993.62
<b>MIDDLE GATE</b>			
EDUCATIONAL ASSISTANT		CULLINAN, JOANNE	22.5 HR/WK @\$13.09/HR 1/15/2013 ESTIMATED 96.5 DAYS \$5,684.33
<b>HEAD O'MEADOW</b>			
EDUCATIONAL ASSISTANT		DEPINTO, MICHELLE	13 HR/WK @\$13.09/HR 2/4/2013 ESTIMATED 90 DAYS \$3,063.06
<b>HIGH SCHOOL</b>			
EDUCATIONAL ASSISTANT		KUSICK, TRACI D.	13 HR/WK @\$13.09/HR 1/29/2013 ESTIMATED 93 DAYS \$3,165.16
EDUCATIONAL ASSISTANT		MARIANNE NADRICZN	13HR/WK TO 26HR/WK 1/17/2013 ESTIMATED 100 DAYS \$3,403.40
			<u>\$32,309.57</u>



## BOF QUESTIONS of March 5th

1. I believe there are approximately 12k taxpayers in Newtown, and I would estimate about 4k of those have school age children. How do you crisply explain in a “big picture” kind of way to the 8k taxpayers who probably have not attended the BOE budget meetings, and are weathering the economic effects of the Great Recession, the need for a 5.67% increase or \$4.9million, given excellent student achievement and a declining student population?

*The average of the last 4 year budget increases have been less than 1% (in fact .85% well below the inflation rate)—the current request will mean the average for the last 5 years will be 1.99% again--less than Inflation (Page 238).*

2. Of the \$4.9million dollar increase, how much is related to the events of 12/14? Please itemize.

*12 Security Staff is \$247,800.*

3. Of the \$4.9million dollar increase, how much is related to government “mandates”? Please itemize. Do you have any data on how the private schools (e.g. St. Rose) are managing against these headwinds?

*All the mandates are now on our web site under Board of Education Budgets.*

*To do such an analysis is quite a time consuming process. Some new mandates are: Graduation Requirements, NEASC, Evaluations. Private schools are not required to meet all the mandates. We have no information on them, but know they have the opportunity to raise tuition.*

4. How do the enrollment pages 15-18 box to page 20?

*Dr. Chung projected 4,938 plus 82 Pre-K students and 4 projected STARR students = 5,024*

5. Footnote on page 20 (\*) states 2013/14 based on Dr. Chung’s projection. I can’t find 5024 anywhere on pages 15-18. Please clarify.

*Dr. Chung projected 4,938 plus 82 Pre-K students and 4 projected STARR students = 5,024*

6. I understand fixed costs, variable costs and step functions and that FTE will not drop with 1 less student. However, I’m seeing no management of FTE for the 427 drop in FTE over the past few years. It is important to compare staffing trends beyond one year, as the cumulative impact of change over the years gets lost if one does not analyze trends. Help me understand what specific actions have been taken to try and capture the \$3,442k savings that your budget should have shown if you operated 2013/14 at the same efficiency levels as 2010/11. Note that I stripped out FDK and incremental security guards. Staffing per page 37.

				#staff	#students	#staff/100 students
2010 staffing levels				730	5451	13.39
2013/14 staffing levels			743			
	less FDK		-13			
	less Security		-12	718	5024	14.29
Staffing levels @ 2010/2011 efficiency			(50.24*13.39)			673
Savings (718-673)						45
Estimated Salary and benefits per fte (56,626,435/743.32)						76,180
Savings to proposed budget						3,442,117

*We included numerous enrollment charts for each location for 8 years to detail class sizes within the guidelines. In these areas where it was warranted enrollment was reduced. The analysis needs to be individual by location to be valid. In the year compared there are 12 less positions, Page 279 graphically displays the decline in staffing as correlated to enrollment. This question erroneously suggests significant reductions based on a total staffing ratio to number of students. It further assumes that the total of salaries and benefits are equated to FTE counts. This is not the case, as these accounts include substitutes, tutors, overtime, curriculum work, coaches, advisors, retirement payments, program development, civic activities, park & rec and snowplowing. To throw a large number, such as \$3.4M with the statement that we should have captured these savings is irresponsible. This self-created efficiency ratio is not a measure that is or should be used as it can only provide a hypothetical number.*

7. Page 22 talks to Major Drivers of the Budget. Utilizing this page I can only sum to \$2,970 leaving \$1,520 or 33.9% of the increase unaccounted for. Please review my summary of your page 22 and provide explanations for the two "all other lines" listed below:

	\$K	% of incr.
<b>Salaries and Benefits</b>		
run rate impact of 2012/13 salary	448	10.0%
salary increases for teachers	305	6.8%
12 security	248	5.5%
other union contracts	217	4.8%
high school staffing improvements	-349	-7.8%
FDK	525	11.7%
high school guidance counselor and adj.	93	2.1%
<b>All other to box (What is this for??)</b>	<b>829</b>	<b>18.5%</b>
<b>Total salary and benefits</b>	<b>2316</b>	<b>51.6%</b>
other FDK offsets (525-345)	-180	-4.0%
Building and Grounds	824	18.4%
Special Ed additional outplacements	342	7.6%
Technology	497	11.1%
<b>Sub total before All Other</b>	<b>3799</b>	<b>84.6%</b>
<b>All other (what is this??)</b>	<b>691</b>	<b>15.4%</b>
<b>Total increase</b>	<b>4490</b>	<b>100.0%</b>

*This is not an additive sheet in that the Guidance is in HS staffing and also mentioned in Pupil Personnel. The total without this comes to \$3,575,613.*

*The summary table above is incorrect. The HS staffing improvements should not be -349, it should be plus (+). The HS guidance counselor is included in the 349 number and should not be added a second time in the table. The 365 for benefits is not included in the chart. Including this means that salaries and benefits becomes -141 in place of the 829 listed. The 342 for Special Ed additional should be 542 (our error, notation was not updated). All other therefore becomes 490. The best place to get an idea of what this is is on page 40 the object detail. These additional items include NEASC and evaluation expenses, repairs and maintenance, contracted services, plant supplies, energy, textbooks, etc.;*

- Page 23 components of salary increase add to \$1447. They should total \$1951. \$504 then must be the salary increases mentioned with no amounts. Please itemize the \$504 by component.

*The first three bullets on Page 23 add to 1,000,013. The same total on Pages 269 - total net staffing. The last bullet states the half year salary impact for teachers. This was not an additive sheet. (See sheet 8).*

- What components on page 34 are included on page 43.

4 - Elementary, Reed, MS and HS, this combination constitutes the regular instructional program function.

10. Page 23 1.10 certified fte at \$210k. What's this?

*See sheet 10.*

11. Page 37 high school increases 3.4 fte. Page 22 states 5 fte improvements. This implies an addition of 8.4 new positions. Please explain the new positions.

*Incorrect implication. Titles of positions do not equate to FTE's. Coaches are not FTE's (See Page 269). Guidance is in Pupil Personnel, see Page 193. (In any event the 3.4 would be part of the 5 not in addition to).*

12. Please discuss your priorities opposite the \$824k worth of Building and Maintenance. Prioritize them with respect to each expenditures direct impact on students' education. For example, paving the parking lot I would suspect has very little direct impact on our students test scores or achievement.

*Page 237 does indicate priority following the amount (label got lost). These requests are imminent for health and safety of students, staff and the public. How would you evaluate the effect of a freshly painted, carpeted classroom on kid's performance? Clearly well maintained facilities have been shown to have a positive impact in this regard.*

13. What specific actions are being taken to manage the dramatic rise in Special Education Programs?

*Diligent administration of the IEP process. Legal requirements drive a great majority of these costs.*

14. What is driving the costs of the increase in Special Education? Page 172 lists an increase for Special education of \$741. Page 22 states the increase of additional students at only \$342. If the "volume variance" is only #342 than the "rate variance" is the difference? Please explain.

*\$741,000 is the total increase in Special Ed programming including salaries certified, non-certified. See Page 172, the "\$ change column". The numbers on page 22 should have been \$542,801. In addition the BOE was advised that \$250K should be set up in some sort of contingency for additional needs that are very likely.*

15. Can we see page 175 for last year, this year and the difference on one page?

*See Table 15.*

16. Please help me understand the \$697k increase in technology. I cannot follow pages 199+ and how they box back to page 195.

*Curriculum and Technology budgets are combined on page 196. The increase in curriculum is \$168,132. Technology is separate on page 211. It has an increase of \$529,737.*

17. I am personally disappointed that the BOE continues to produce page 267 highlighting wealth and expenditure rankings for Newtown. It appears its only purpose is to suggest that we are a wealthy community yet we do not support education. Expenditure/student and wealth graphed on the same page are absurd metrics to benchmark our schools, and only self-serving to support increasing school budgets. The only metric that is relevant to both our students and our taxpayers working together as a community is academic achieve per dollar spent. Newtown scores very high on achievement, we spend relatively less per student. ***Net, net we are doing a great job!!*** On a final note, I apologize in advance if page 267 has any other meaning or intention to what I stated above. If it does, I would like it to understand it.

*Actually, I agree that your interpretation is correct in that Newtown does much more with less than our surrounding towns, and continues to provide an excellent education for all of our students. There is a real concern however; that we are not investing in some areas of the budget so we defer maintenance and technology, etc. until future years...this has been possible in the past, but becomes less possible with each year.*

*The State calculates and provides districts with these rankings for public comparisons.*

### 2013-14 SALARY BUDGET CHANGES

<u>SALARIES</u>	<u>BUDGET CHANGE</u>	<u>ALL DAY K</u>	<u>STAFFING CHANGES</u>	<u>OTHER CHANGES</u>
ADMINISTRATORS	\$183,354		\$133,049	\$50,305
TEACHERS	\$1,243,170	\$420,540	\$69,169	\$753,461
SEC./CLERICAL/TECH. ED ASSISTANTS	\$88,463		\$38,892	\$49,571
NURSES	\$119,870	\$103,400	(\$22,158)	\$38,628
CUSTODIAL SALARIES	\$2,101			\$2,101
	\$76,036			\$76,036
	<hr/>			
	\$1,712,994	\$523,940	\$218,952	\$970,102
SUMMER SCHOOL TEACHERS	\$9,316			\$9,316
CERTIFIED SALARY ADJ.	(\$153,138)			(\$153,138)
OTHER SALARIES	\$308,571		\$247,800	\$60,771
NON-CERT SALARY ADJ.	\$2,829			\$2,829
TUTORS	\$35,712			\$35,712
CERT. SUBS.	\$29,010			\$29,010
ACTIVITIES SALARIES	\$9,321		\$9,321	\$0
EXTRA WORK	(\$3,552)			(\$3,552)
	<hr/>			
	\$238,069	\$0	\$257,121	(\$19,052)
<hr/>	<hr/>			
TOTAL SALARIES	\$1,951,063	\$523,940	\$476,073	\$951,050

# 2013-14 CERTIFIED STAFFING CHANGES

	<u>F.T.E.</u>	<u>POSITIONS</u>	<u>CURRENT</u>	<u>NEW</u>	<u>NET</u>
<u>DISTRICT/PROGRAM NEEDS</u>					
HAWLEY					
SANDY HOOK	-0.50	TEACHER - CLASSROOM (KINDERGARTEN)	(30,039)		(30,039)
	-1.00	TEACHER - CLASSROOM (2ND GRADE)	(30,039)		(30,039)
	-1.00	TEACHER - CLASSROOM (3RD GRADE)	(60,077)		(60,077)
	0.20	TEACHER - CLASSROOM (MATH)		12,015	12,015
MIDDLE GATE					
HEAD O'MEADOW	-0.50	TEACHER - CLASSROOM (KINDERGARTEN)	(30,039)		(30,039)
	-0.50	TEACHER - CLASSROOM (KINDERGARTEN)	(30,039)		(30,039)
	-1.00	TEACHER - CLASSROOM (1ST/4TH GRADE)	(60,077)		(60,077)
REED					
MIDDLE SCHOOL	1.00	TEACHER - PHYSICAL EDUCATION (PROJECT ADVENTURE)		60,077	60,077
HIGH SCHOOL					
	1.00	TEACHER - WORLD LANGUAGE (SPANISH)		60,077	60,077
	1.00	ASSISTANT PRINCIPAL		133,049	133,049
	1.00	TEACHER - MATH		60,077	60,077
	0.40	TEACHER - CLASSROOM (NEASC-STEERING COMMITTEE RELEASE TIME)		24,030	24,030
		INDOOR TRACK HEAD COACH		4,917	4,917
		GYMNASTICS HEAD COACH		4,404	4,404
PUPIL PERSONNEL SERVICES					
	1.00	SPECIALIST - HIGH SCHOOL GUIDANCE COUNSELOR		63,290	63,290
		SPECIALIST - HIGH SCHOOL GUIDANCE DIRECTOR (INCREASE TO 52 WEEKS)		29,913	29,913
SUBTOTAL	1.10		(240,310)	451,849	211,539

SPECIAL EDUCATION OUT OF DISTRICT TUITION HISTORY

Table 15

PLACEMENT	2011-12 ACTUAL		2012-13 BUDGETED		2012-13 ESTIMATED		2013-14 BUDGETED	
	STUDENTS	COST	STUDENTS	COST	STUDENTS	COST	STUDENTS	COST
ACES	1	\$119,773.00	3	\$315,730	3	\$303,260.14	3	\$341,809
CES	4	\$262,168.00	4	\$273,168	4	\$274,300.00	4	\$273,168
CONN CENTER FOR CHILD DEVELOP.	2	\$210,811.00	2	\$190,000	1	\$80,051.79	1	\$95,500
CONN JUNIOR PUBLIC	5 *	\$229,756.69	5	\$249,650	6	\$277,223.22	8	\$398,702
DANBURY PUBLIC SCHOOLS - WEST CONN	2	\$60,000.00						
EDUCATION CONNECTION - ACCESS	3	\$53,915.96	1	\$36,244	0 *	\$2,826.30		
EDUCATION CONNECTION - PROJECT SUCCEED								
LORRAINE FOSTER DAY SCHOOL	2	\$63,250.00	2	\$94,000	2	\$93,999.80	2	\$94,000
FOUNDATION SCHOOL	5 *	\$317,426.91	4	\$282,500	5	\$332,400.00	5	\$343,800
INTENSIVE EDUCATION ACADEMY								
LEARNING INCENTIVE INC								
LIGHTHOUSE VOC-ED CENTER	1	\$149,998.36						
NEW ENGLAND CTR FOR CHILDREN	1	\$143,795.51	1	\$145,940	1	\$145,432.20	1	\$145,940
SETON ACADEMY								
WELLSPRING FOUNDATION	1	\$40,862.65	1	\$44,841				
WOODHOUSE ACADEMY	1	\$65,714.65	1	\$61,200				
CHILDREN'S CENTER, THE	1	\$6,398.28						
MEDIATION	1	\$32,500.00						
MELJORA ACADEMY	1	\$63,000.00	1	\$173,250	4	\$164,500.00	3	\$216,390
THE SPEECH ACADEMY	2	\$92,197.00			1	\$142,025.00	1	\$173,250
ADELBROOK - CHILDRENS HOME					2	\$124,629.00	3	\$198,750
KLINGBERG FAMILY CENTERS					2	\$104,897.04	2	\$136,110
MAPLEBROOK SCHOOL INC.					1	\$50,705.73	1	\$67,870
PERKINS SCHOOL FOR THE BLIND					1	\$64,000.00	1	\$67,000
					1	\$196,656.85	1	\$217,917
OTHER OUT OF DISTRICT COST		\$1,505.59						
TOTAL OUT OF DISTRICT TUITION	33	\$1,913,073.60	25	\$1,866,523	34	\$2,356,907.07	36	\$2,770,206
TRANSFER				\$190,000				
EXCESS COST & AGENCY PLACEMENT				\$641,197		\$731,061.00		\$812,079
PROJECT SUCCEED RENTAL OFFSET								
PAID BY ARRA FUNDS								
NET COST	33	\$1,218,807.60	25	\$1,415,326	34	\$1,625,846.07	36	\$1,958,127

NOTE: ABOVE COSTS INCLUDE RELATED EXPENSES FOR STUDENTS SUCH AS TESTING, TUTORING AND SPECIAL SUPPLIES.  
 STUDENT COUNTS HERE WILL NOT AGREE WITH THE OCTOBER FIRST ENROLLMENT NUMBERS REPORTED IN THE BUDGET DUE TO SUBSEQUENT PLACEMENTS.

\* COST INCLUDES THE PARTIAL YEAR PLACEMENT OF A STUDENT NOT INCLUDED IN STUDENT COUNT BECAUSE THEY WERE INCLUDED UNDER ANOTHER FACILITY.



February 1, 2013

2013-R-0047

**EDUCATION MANDATES ON LOCAL SCHOOL DISTRICTS**

By: Marybeth Sullivan, Legislative Analyst II

You asked for a list of statutory mandates imposed on Connecticut public school districts over the past few years.

**SUMMARY**

This report updates and revises our 2011 report ([2011-R-0457](#)) to include mandates adopted, eliminated, or modified in the 2009, 2010, 2011, and 2012 legislative sessions.

Table 1 lists the mandates that apply to all local and regional school districts. It does not include obsolete and expired mandates and those that apply:

1. only to certain types of school districts, such as priority or low-achieving school districts;
2. as a condition of receiving a state grant other than an Education Cost Sharing (ECS) grant; or
3. to all public agencies, such as the Freedom of Information Act requirements.

**Table 1: Statutory Mandates on Local and Regional School Districts**

STATUTE (CGS §) / PUBLIC ACT (PA)	MANDATES
<i>Local and Regional Board Compliance with State Education Interests</i>	

<p><u>10-4a</u></p>	<ul style="list-style-type: none"> <li>● Finance educational program at least at minimum requirement.</li> <li>● In order to reduce racial, ethnic, and economic isolation, provide educational opportunities for students to interact with students and teachers from other racial, ethnic, and economic backgrounds.</li> </ul>
<p><u>10-4b</u></p>	<p>Comply with order of State Board of Education (SBE) to remedy any failure or inability of a school district to implement the educational interest of the state.</p>
<p><b><i>Public School Information Systems</i></b></p>	
<p><u>10-10a</u></p>	<p>Participate in State Department of Education's (SDE) statewide public school information system and report required information on students and teachers.</p>
<p><u>10-10b, as amended by PA 11-70</u></p>	<p>Include unique identifiers or state-assigned student identifiers on student transcripts.</p>
<p><u>10-10c, as amended by PA 12-116</u></p>	<p>Implement new SDE system of accounting ("Chart of Accounts") for school revenues by filing annual financial reports beginning in FY 15.</p>
<p><b><i>State-wide Mastery Examination</i></b></p>	
<p><u>10-14n</u></p>	<ul style="list-style-type: none"> <li>● Administer state mastery tests to students in grades 3-8 and 10.</li> <li>● Certify on student's permanent record and transcript if a student exceeds the mastery goal level on each component of the 10th grade exam.</li> </ul>
<p><b><i>Reading Assessments for Kindergarten to Grade 3</i></b></p>	
<p><u>10-14t, as amended by PA 12-116</u></p>	<p>Use new SDE reading assessments to identify K-3 students who are reading at a level below proficient, beginning with the school year starting July 1, 2013.</p>
<p><b><i>Length of School Year</i></b></p>	
<p><u>10-15 &amp; 10-16</u></p>	<p>Provide 180 days and 900 hours of school sessions per year. No rescheduled sessions on Saturday or Sunday.</p>
<p><b><i>Access to Student Records</i></b></p>	

<u>10-15b</u>	<ul style="list-style-type: none"> <li>● Provide parents or the courts access to students' records.</li> <li>● Mail school notices to parent or guardian with whom the student does not primarily reside when they mail them to the other parent or guardian.</li> </ul>
<b><i>Prohibition of Discrimination</i></b>	
<u>10-15c, as amended by PA 11-55</u>	<ul style="list-style-type: none"> <li>● Open schools to all five-year-olds, without discrimination.</li> <li>● Open schools to all children and give them an equal opportunity to participate in school activities, programs, and courses of study without discrimination on account of gender identity or expression.</li> </ul>
<b><i>Educational Opportunity for Military Children</i></b>	
<u>10-15f</u>	<p>Follow uniform standards to facilitate placement, enrollment, graduation, data collection, and other decisions involving children in grades K-12 when they move to other states because their parents are deployed on active duty in the U.S. Armed Services.</p>
<b><i>Silent Meditation</i></b>	
<u>10-16a</u>	<p>Provide an opportunity for silent meditation at the beginning of each day for students and teachers who want it.</p>
<b><i>Prescribed Courses of Study</i></b>	
<u>10-16b, as amended by PA 11-136</u>	<ul style="list-style-type: none"> <li>● Provide the prescribed courses of study.</li> <li>● Attest that the instruction is planned, ongoing, and systematic. (The courses of study include arts, career education, consumer education, health and safety, language arts, mathematics, physical education, science, social studies, and, in secondary school, world language and vocational education.)</li> <li>● Exempt deaf or hearing impaired student from any world language requirement if the student's parent requests it in writing.</li> <li>● Include American Sign Language as a world language when offering instructional programs.</li> </ul>
<u>10-16e</u>	<p>Exempt students from participation in family life education on written notice from parents.</p>
<b><i>Establishment of Graduation Date</i></b>	

<u>10-16f</u>	Hold graduation ceremonies no earlier than 185th day of originally adopted school calendar (with exceptions).
<b><i>English Language as Medium of Instruction</i></b>	
<u>10-17</u>	Hold all classes in English, except for bilingual and English for Speakers of Other Languages (ESOL) programs.
<b><i>Bilingual Education Programs</i></b>	
<u>10-17e, f</u>	<ul style="list-style-type: none"> <li>● Annually ascertain the dominant language of district children and provide bilingual education if there are 20 or more children with a single dominant language other than English.</li> <li>● Discontinue bilingual education for students who fail to meet the state's English mastery standard after 30 months in a bilingual education program.</li> <li>● Provide a program on democracy that allows students to learn about the branches of government in a participatory manner as part of their third, fourth, or fifth grade curriculum.</li> </ul>
<b><i>Curriculum and Instruction Materials and Exemptions</i></b>	
<u>10-18</u>	Provide a program of U.S. history and the duties of citizenship.
<u>10-18a</u>	Select textbooks that reflect the achievements of individuals of both sexes, all ethnic backgrounds, and all races.
<u>10-18c</u>	Exempt students from any firearm safety program the district offers, upon a parent's request, and provide them with an opportunity for study.
<u>10-19</u>	<ul style="list-style-type: none"> <li>● Provide alcohol, nicotine, and drug education.</li> <li>● Annually attest to the SBE that all students receive the education.</li> <li>● Provide AIDS education.</li> <li>● Adopt a policy to exempt students from AIDS education upon parental request.</li> </ul>
<b><i>Days Proclaimed by the Governor</i></b>	
<u>10-29a</u>	

	Observe Martin Luther King Day, Pan American Day, and other special days on the day designated or on the last school day before the holiday.
<b>Towns with No High School</b>	
<u>10-33</u>	Designate a high school in another district if the district does not have its own high school, and pay tuition for students to attend that high school.
<u>10-35</u>	Give at least one year's notice of discontinuance of high school service to nonresidents.
<b>Regional Agricultural Science and Technology Education Centers</b>	
<u>10-64</u>	if school does not offer vocational-agriculture (vo-ag) training, designate a school that students may attend. Pay tuition and reasonable and necessary costs of transportation to the vo-ag training.
<u>10-65</u>	<ul style="list-style-type: none"> <li>● If a school district does not maintain a vo-ag center, allow its students to enroll in one or more other districts' center in numbers that are at least equal to (1) the number specified in any written agreement it has with a vo-ag center or (2) if there is no written agreement, the average number of its students enrolled in the center during the three previous school years.</li> <li>● If a district does not maintain a center, also provide enrollment opportunities for 9th graders in each center it designates that are at least equal to (1) the number of 9th graders specified in its written agreement with each center or (2) the average number of 9th graders that enrolled in each designated center or centers over the preceding three years.</li> <li>● If a district provided opportunities for its students to enroll in more than one center in the school year starting July 1, 2007, continue to do so in the numbers required by law.</li> </ul>
<b>Charter Schools</b>	
<u>10-66ee</u>	<ul style="list-style-type: none"> <li>● Pay agreed-upon amount, including extra for special education, to any local charter school in the district that a student from the district attends.</li> <li>● Provide transportation for district students to any charter school located in district.</li> <li>● Hold planning and placement team (PPT) meeting for charter school student who lives in district and requires special education, and pay the extra cost for special education services to charter school.</li> </ul>
<b>Adult Education</b>	
<u>10-69</u>	<ul style="list-style-type: none"> <li>● Provide adult education including U.S. citizenship instruction, English for limited English-speaking adults, and elementary and secondary completion programs.</li> </ul>

	<ul style="list-style-type: none"> <li>● Only provide an adult education diploma upon completion of 20 credits in specified subjects.</li> <li>● Award specified adult education credits for experiential learning, successfully completed courses at state-accredited schools or colleges, successfully passing tests, and independent study.</li> </ul>
<u>10-70</u>	Provide rooms and other facilities for adult education classes.
<u>10-73a</u>	Charge no fees for adult education courses the law requires.
<b><i>Special Education Programs and Services</i></b>	
<u>10-76b, 10-76d, &amp; 46a-150-153</u>	<ul style="list-style-type: none"> <li>● Follow SDE regulations on the use of physical restraints and seclusion on students receiving or awaiting eligibility determinations for special education services in public schools.</li> <li>● Tell pupils, parents, guardians, and others standing in the place of parents about (1) the laws and regulations governing the use of physical restraints and seclusion and (2) related student and parental rights at the first PPT meeting involving the student's individualized educational program (IEP).</li> <li>● Report to SDE on use of restraint and seclusion.</li> </ul>
<u>10-76d</u>	<ul style="list-style-type: none"> <li>● Identify children who require special education, provide special education, notify parents when children may require special education, maintain records, report annually on the progress of special education children in private institutions, and submit the report to the SBE upon request.</li> <li>● Provide transportation to special education students to and from the child's residence, unless the district makes another arrangement with the student's parents.</li> <li>● Be financially responsible for resident students receiving special education outside the district.</li> <li>● Be financially responsible for cost of special education for one calendar year for any child placed in the district by a state agency whose home district cannot be identified.</li> <li>● Not require a student to get a prescription drug before he may go to school, be evaluated to determine special education eligibility, or receive special education.</li> <li>● If providing special education, offer to meet with student's parents, upon their request, after student has been assessed for possible placement in special education but before the planning and placement team (PPT) meeting.</li> <li>● Provide parents with copies of the assessment and evaluation results used to determine special education eligibility at least 3 school days before the referral PPT meeting.</li> <li>● Provide parents with any SDE information and resources relating to IEP as soon as a student is identified as eligible for special ed.</li> </ul>

<u>10-76h</u>	Comply with special education hearing procedures.
<u>10-76m</u>	Comply with special education audit requirements.
<u>10-76dd</u>	Employ the requisite number of certified and licensed staff to implement each child's IEP.
<u>10-76ee</u>	Include an administrator, not necessarily the principal, in each PPT meeting.
<u>10-76ff</u>	Follow statutory procedures in identifying whether children require special education.
<u>10-76gg</u>	Provide SDE with information on race, ethnicity, and disability category of children requiring special education.
<u>10-76ii</u>	Starting July 1, 2012, provide applied behavioral services by properly licensed personnel to children with autism spectrum disorder whose IEP or Section 504 plan requires it.
<u>10-76jj, as amended by PA 12-173</u>	If an IEP is for a child identified as deaf or hearing impaired, include a language and communication plan developed by the child's PPT.
<u>10-92a</u>	Give teachers access to resources within the district to assist any student not eligible for special education but who has a communicative, motor skills, or physical problem.
<b>Transportation to Vocational Schools</b>	
<u>10-97</u>	Pay tuition and transportation costs for students to attend a school board-designated vo-ag school and transportation costs for students attending a vocational-technical (VT) school.
<b>Teacher Certification</b>	
<u>10-145, as amended by PA 11-27</u>	<ul style="list-style-type: none"> <li>● Employ state-certified teachers, supervisors, administrators, special service staff members, and school superintendents.</li> <li>● Employ substitutes only if they have bachelor's degrees, unless SDE waives the requirement.</li> </ul>
<u>10-145b</u>	<ul style="list-style-type: none"> <li>● Superintendent or designee must observe, guide, and evaluate the performance of teachers with Initial educator certificates.</li> </ul>

	<ul style="list-style-type: none"> <li>● Make 18 hours of continuing education available to certified employees and attest to SDE that these professional development activities meet statutory standard.</li> <li>● Fully consider priorities relating to student outcomes as determined by SBE when establishing professional development activities for certified employees.</li> <li>● Report to the education commissioner when it dismisses an employee who holds an SBE credential for moral misconduct under the teacher employment law.</li> </ul>
<p><b>10-145f</b></p>	<p>Upon receiving notice from the SDE, notify in writing teachers whose provisional certificates will expire in next 12 months.</p>
<p><b><i>Teacher Mentoring</i></b></p>	
<p><b>10-145o</b></p>	<ul style="list-style-type: none"> <li>● Develop a three-year plan for its participation in the Teacher Evaluation and Mentoring (TEAM) program that meets statutory requirements.</li> <li>● Form, with teachers' union representatives, a local or regional coordinating committee or committees to guide its activities under the plan.</li> <li>● Develop an annual budget based on its plan and submit it to SDE to receive state assistance for TEAM Program activities.</li> <li>● Recruit mentors from within and outside the district and assign them to work with the district's beginning teachers.</li> <li>● Ensure coverage by substitute teachers to allow mentors and beginning teachers to participate in the TEAM Program.</li> <li>● Communicate regularly with beginning teachers about training opportunities, workshops, and support groups.</li> <li>● Coordinate the TEAM Program with the district's teacher evaluation and supervision program, but keep the two separate.</li> <li>● Through the coordinating committee, verify that beginning teachers have completed the TEAM Program requirements for a provisional certificate and attest to that fact and that the teacher is eligible for the provisional certificate.</li> <li>● Ensure that schools (1) administer the state's online needs assessment to establish beginning teachers' goals and priorities for their individualized mentoring plans; (2) review and approve teachers' plans; (3) organize mentoring opportunities by grade, department, or specialty; (4) make time available for teachers to achieve their mentoring plan goals; (5) coordinate mentors' and teachers' activities and schedules to ensure proper implementation of the district plan; and (6) submit an annual report on mentor and teacher activities to the district's coordinating committee for review and approval.</li> <li>● Develop three-year plans that incorporate SDE's goals and instructional priorities along with local community and student needs.</li> <li>● Once a teacher completes the learning modules and successfully passes the district coordinating committee's final review, submit to SBE the names of the teachers eligible for provisional certificates.</li> </ul>

	<ul style="list-style-type: none"> <li>● Not consider a teacher's completion of the TEAM Program as a factor in any decision to continue the teacher's employment.</li> </ul>
<b>Early Childhood Teacher Examination</b>	
<b>10-145r, as amended by PA 12-116</b>	Require K-3 teachers to take the practice version of the SBE- approved reading instruction exam, beginning July 1, 2014; each board must annually report the practice exam results to the SDE.
<b>Professional Development</b>	
<b>10-148a, as amended by PA 12-116</b>	Make available, at no cost, at least 18 hours of individual and small group professional development each school year for certified employees.
<b>Teacher Employment</b>	
<b>10-151, as amended by PA 11-136</b>	<ul style="list-style-type: none"> <li>● Follow specified criteria and procedures for employing and terminating teachers.</li> <li>● Notify nontenured teachers by May 1 if their contracts will not be renewed for the following year.</li> </ul>
<b>10-151a</b>	Provide copies of personnel records to certified employees upon request.
<b>Teacher Evaluation</b>	
<b>10-151b, as amended by PA 12-116</b>	Evaluate teachers annually, rather than continuously, consistent with new SBE guidelines; include support as well as evaluation.
<b>Disclosure of Teacher Records</b>	
<b>10-151c</b>	Obtain consent before releasing teachers' performance records.
<b>10-151e, as amended by PA 11-93</b>	Provide the DCF commissioner, upon her request and for the purpose of investigating suspected child abuse or neglect by a teacher the board employs, any records the board maintains or keeps on file, regardless of another law (CGS § 10-151c) that provides that records kept by school boards generally are not subject to disclosure under the Freedom of Information Act.
<b>Training for Teacher Evaluation</b>	

<p><u>10-151h, as amended by PA 12-116</u></p>	<p>Provide training for all evaluators and orientation to all teachers regarding the evaluation and support program before the program is implemented (but no later than July 1, 2014).</p>
<p><b><i>Teacher Employment Discrimination</i></b></p>	
<p><u>10-153, as amended by PA 11-55</u></p>	<p>Not discriminate on the basis of sex, marital status, or on account of gender identify and expression in the employment or compensation of teachers.</p>
<p><b><i>Labor Practices and Dispute Resolution</i></b></p>	
<p><u>10-153d</u></p>	<ul style="list-style-type: none"> <li>● Negotiate with the teachers' union and meet with the town fiscal authority within 30 days of starting negotiations.</li> <li>● Permit finance board or board of selectmen member to be present during negotiations.</li> </ul>
<p><u>10-153e</u></p>	<p>Not engage in prohibited labor practices regarding collective bargaining.</p>
<p><u>10-153f</u></p>	<p>Participate in mediation and, if negotiations end in impasse, binding arbitration.</p>
<p><u>10-155f</u></p>	<p>Not require that teachers live in the district.</p>
<p><u>10-156</u></p>	<p>Allow certified employees at least 15 sick days each year and allow them to accumulate at least 150 days.</p>
<p><u>10-156a</u></p>	<p>Guarantee teachers a duty-free lunch, scheduled for a single period of consecutive minutes.</p>
<p><u>10-156c</u></p>	<p>Impose no penalty on military reservists for a military leave.</p>
<p><u>10-156d</u></p>	<p>Reemploy professional employees after military service.</p>
<p><b><i>Superintendents</i></b></p>	
<p><u>10-157</u></p>	<p>Appoint a superintendent to supervise the schools and serve as school board CEO.</p>
<p><b><i>Retirement</i></b></p>	

<p><u>10-183n</u></p>	<ul style="list-style-type: none"> <li>● Notify teachers about to be employed of teacher retirement provisions affecting them, and make proper deductions and forward them to state treasurer.</li> <li>● Transmit reports and other supporting information that the Teachers' Retirement Board (TRB) requires when transmitting monthly teacher retirement contributions.</li> </ul>
<p><u>10-183t</u></p>	<p>Allow retired teachers from the district who are not participating in Medicare Part A and B to continue participation in any group health insurance plan the district maintains for active teachers and charge retirees a premium no greater than that charged to active teachers for the same coverage.</p>
<p><u>10-183v</u></p>	<ul style="list-style-type: none"> <li>● Before reemploying a retired teacher, certify to TRB that no other qualified candidate is available.</li> <li>● Make temporarily reemployed retirees eligible for active teachers' health plan.</li> <li>● Send notice of rehired retirees to TRB at the beginning and end of assignment.</li> </ul>
<p><b><i>Refusal of Special Education Services</i></b></p>	
<p><u>10-184a, as amended by PA 12-173</u></p>	<p>If providing special ed services to a student whose parents choose to send him/her to private school, the services must comply with the federal Individuals with Disabilities Education Act (IDEA).</p>
<p><b><i>School Attendance</i></b></p>	
<p><u>10-186, as amended by PA 11-115</u></p>	<ul style="list-style-type: none"> <li>● Provide school accommodations, including transportation, for all district students; notify the alleged responsible school board of any child to whom it denies accommodations; and follow hearing procedures for denial.</li> <li>● Provide school accommodations to students seeking readmission after dropping out of school no later than three days after they ask for it, as long as they seek readmission no later than 10 days after terminating enrollment.</li> <li>● Immediately enroll or re-enroll a student transferring from either of the unified school districts (USDs) run by the departments of Correction and Children and Families (USD #1 and USD #2, respectively).</li> <li>● Re-enroll such a student in his or her former school, if the student went to school in the district before attending school in a USD and the former school has appropriate grades for the student.</li> </ul>
<p><b><i>Certificate of Age</i></b></p>	
<p><u>10-193</u></p>	<p>Furnish employers with certificates of age for minors in certain occupations.</p>

<b>Truancy</b>	
<b><u>10-198a, as amended by PA 11-136</u></b>	<ul style="list-style-type: none"> <li>● Adopt and implement specific truancy policies for children in grades K-8 and report the number of habitual truants to SDE annually.</li> <li>● Notify the parent of a child's absence by mail as well as by phone.</li> <li>● In the mailed notice, warn that two unexcused absences in a month or five in a year could lead the school superintendent to file a family with service needs (FWSN) complaint.</li> <li>● File a FWSN complaint within 15 days after a parent fails to attend the meeting with school officials or otherwise fails to cooperate in addressing his or her child's school absences.</li> </ul>
<b>School Health and Sanitation</b>	
<b><u>10-203</u></b>	Keep schools in a clean and sanitary condition.
<b><u>10-204a</u></b>	Require students to be protected by certain immunizations.
<b><u>10-205</u></b>	Appoint a school medical advisor if the town's population is 10,000 or more and prescribe the functions and duties to carry out statutory requirements.
<b><u>10-206</u></b>	<ul style="list-style-type: none"> <li>● Require students to have health assessments before school enrollment, in grade six or seven, and in grade nine or 10.</li> <li>● Report each asthma diagnosis to the local health department and the Department of Public Health regardless of whether it is recorded on student health assessment forms.</li> </ul>
<b><u>10-206a</u></b>	Provide free health assessments for low-income students.
<b><u>10-206c</u></b>	<ul style="list-style-type: none"> <li>● Require all students in jurisdiction to report whether they have health insurance.</li> <li>● Provide information on state-sponsored health insurance programs for children, and application assistance, to each uninsured student's parent or guardian.</li> </ul>
<b><u>10-208a</u></b>	Honor written notice from health practitioners about students' physical restrictions.
<b><u>10-209</u></b>	<ul style="list-style-type: none"> <li>● Keep student medical records confidential.</li> <li>● Designate a representative to receive reports on health assessments and immunizations from medical providers.</li> </ul>

<u>10-212</u>	Appoint one or more school nurses.
<u>10-212a</u>	<ul style="list-style-type: none"> <li>● Adopt written policies and procedures, approved by the school medical officer, if school board allows a school nurse or other authorized personnel to give students medicine or allows a student to self-administer medicine.</li> <li>● Keep records of, and store, controlled substances as required by the public health commissioner.</li> <li>● School nurse or principal must select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him or her from serious harm or death.</li> <li>● Provide general supervision to the qualified employee through the school nurse.</li> </ul>
<u>10-212b</u>	Adopt policies prohibiting school personnel, with certain exceptions, from recommending psychotropic drugs for any child.
<u>10-212c</u>	<ul style="list-style-type: none"> <li>● Implement a plan, based on state guidelines, for managing students with life-threatening allergies enrolled in their schools.</li> <li>● Make plans for managing students with life-threatening food allergies publicly available on the Internet or otherwise.</li> <li>● Implement SDE and DPH plan for managing students with glycogen storage disease enrolled in schools in their jurisdictions by Aug. 15, 2012.</li> <li>● Make these plans available on the board's or each school's website, or by some other means if no website exists.</li> <li>● Provide notice about the plan to parents/guardians, along with the written statements about pesticide applications that must be provided by law.</li> <li>● Have superintendents attest annually to SDE that their districts are implementing the plans.</li> </ul>
<u>10-212d</u>	<ul style="list-style-type: none"> <li>● If funding is available, have at each school, (1) an automatic external defibrillator (AED) and (2) school staff trained in its use and in cardiopulmonary resuscitation (CPR).</li> <li>● Develop emergency action response plans for the appropriate use of school personnel to respond to individuals experiencing sudden cardiac arrest or similar life-threatening emergencies.</li> </ul>
<u>10-214</u>	Provide annual vision screenings to pupils in grades one through six and nine; audiometric screenings in grades K through three, five, and eight; and postural screenings in grades five and eight.
<u>10-217a</u>	Provide the same health services for private school students as for public school students.

<p><u>10-217e</u></p>	<p>Not purchase art materials unless they have requisite warning labels.</p>
<p><b><i>Duties of Local and Regional Boards of Education</i></b></p>	
<p><u>10-218</u></p>	<p>Hold board meetings at least once every six months, elect officers, and record minutes for public inspection.</p>
<p><u>10-220, as amended by PA 11-85, PA 11-93, &amp; PA 11-136</u></p>	<ul style="list-style-type: none"> <li>● Maintain good public schools.</li> <li>● Implement the educational interests of the state.</li> <li>● Give all children in the district as nearly equal advantages as practical.</li> <li>● Provide adequate instructional materials, equipment, staffing, facilities, and technology.</li> <li>● Allocate resources equitably among schools.</li> <li>● Maintain facilities properly.</li> <li>● Provide a safe school setting.</li> <li>● Make a continuing study of need for school facilities and of a long-term school building program and make recommendations to the town based on the study.</li> <li>● Adopt and implement an indoor air quality program that provides for ongoing maintenance and facility reviews as necessary.</li> <li>● Annually report to the education commissioner on the condition of facilities and actions taken to implement the long-term facility plan and indoor air quality program.</li> <li>● Advise the commissioner on the relationship between individual school building projects for which the town is seeking state assistance and the long-term school building program.</li> <li>● Care for and maintain school facilities and property.</li> <li>● Insure school buildings and property and carry minimum insurance equal to 80% of their replacement cost.</li> <li>● Determine the number, age, and qualifications of the pupils admitted to each school.</li> <li>● Develop and implement a written minority staff recruitment policy.</li> <li>● Employ and dismiss teachers.</li> <li>● Designate the schools each child in the district attends.</li> <li>● Provide the opportunity for children between the ages of five and 18, who have not graduated from high school to attend school and provide reasonable and desirable school transportation for such students.</li> <li>● Limit student transportation contracts to no more than five years.</li> </ul>

- Prepare a statement of district educational goals consistent with statewide goals.
- Develop student objectives that relate to the goals and identify specific expectations for student knowledge, skills, and competence.
- Annually attest to the commissioner that instruction is based on the district's educational goals.
- Submit an annual strategic school profile report to the commissioner that includes information on parental involvement.
- Every five years, provide a uniform inspection and evaluation program of the indoor air quality within schools and make the results public.
- Establish a school district curriculum committee to recommend, develop, review, and approve all curricula in the district.
- Include in the district's strategic school profile the number of students enrolled in board of education or regional educational service center (RES-C)- operated adult high school credit programs.
- Include truancy measures in the strategic school profile reports.
- Include, in the narrative part of the strategic school profile, a description of board's actions to reduce truancy.
- Include implementation of the green cleaning program (see below) in each school in biennial report of SDE on condition of school facilities.
- Annually establish student objectives for each school year that identify specific expectations for students' skills, knowledge, and competence.
- Maintain in a central location records of investigations of allegations of child abuse or neglect against a school employee.

***In-service Training***

**10-220a**

- Provide in-service training program for teachers and other professional staff.
- Develop and implement a professional development plan directly related to the district's goals and that provides for ongoing and systematic assessment and improvement of teacher evaluation and professional development.
- Establish a professional development committee to, among other things, develop, evaluate, and annually update the district's professional development plan.
- In-service training for certified employees must include information on preventing teen dating violence and domestic violence.
- Include requirements for mandated child abuse and neglect reporters in in-service training.
- Provide information on teacher evaluation and support program as part of regular in-service training for certified teachers, administrators, and pupil personnel.

	<ul style="list-style-type: none"> <li>● Offer information on implementing student IEPs as part of in-service training for certified personnel.</li> </ul>
<b>Student Recruitment</b>	
<u>10-220d</u>	<ul style="list-style-type: none"> <li>● Provide full access for recruiting by regional V-T, vo-ag, charter, and interdistrict magnet schools and interdistrict student attendance programs.</li> <li>● Inform middle and high school parents that tech and vo-ag programs are available; post info about options on board website.</li> </ul>
<b>Weighted Grading</b>	
<u>10-220g</u>	Establish a written policy on weighted grading for honors and advanced placement classes.
<b>Transfer of Student Records</b>	
<u>10-220h, as amended by PA 11-115</u>	<ul style="list-style-type: none"> <li>● When a student moves into a district, notify the student's old district in writing, within two business days. Old district must send student records to new district within 10 business days. If student's parents have not authorized the records transfer, old district must send them a written notice when it transfers the records.</li> <li>● Credit students for all instruction received from USD #1 (Dept. of Corrections) or # 2 (Department of Children and Families) within 30 days of receiving records from USD #1 or #2.</li> </ul>
<b>Student Health Equipment</b>	
<u>10-220i</u>	Not deny a student access to school transportation service solely because the student must carry a cartridge injector while traveling in a school transportation vehicle.
<u>10-220j</u>	Not prohibit blood glucose self-testing by children who have a written medical order to do so.
<b>Records for Students in Detention Facilities</b>	
<u>10-220k, as amended by PA 12-116</u>	<ul style="list-style-type: none"> <li>● If a student being held at the Connecticut Juvenile Training School or in a community detention facility is enrolled in the school district, provide the student's educational records to the facility on request and without the parent's written permission.</li> <li>● If the records are supplied without parental permission, notify the parent or guardian at the time of releasing the records.</li> </ul>

<b>Board of Education Rulemaking</b>	
<b>10-221</b>	<ul style="list-style-type: none"> <li>● Make rules for the public schools and for the control of school library media centers and approve selection of books and other media for them.</li> <li>● Approve plans for public school buildings.</li> <li>● Develop and implement policies about homework, attendance, promotion, retention, drug use or possession, youth suicide prevention and attempts, and encouraging parental involvement.</li> <li>● Policies to encourage parent-teacher cooperation must require school districts to hold two flexible parent-teacher conferences per year.</li> </ul>
<b>High School Graduation Requirements</b>	
<b>10-221a, as amended by PA 11-135</b>	<ul style="list-style-type: none"> <li>● Require students to complete the state graduation requirements before graduating from high school.</li> <li>● Starting with 7<sup>th</sup> graders in the 2015-16 school year, provide adequate support and remedial service to enable them to meet higher high school graduation requirements taking effect for the classes of 2020 and after.</li> <li>● For students unable to meet the requirements in the regular way, provide an alternative way to meet them.</li> <li>● Create an annual student success plan for each student, starting in grade six. The plans must include the student's career and academic choices in 6<sup>th</sup> through 12<sup>th</sup> grades.</li> </ul>
<b>Military Recruiters</b>	
<b>10-221b</b>	Provide the same directory information to military as to other recruiters and establish a written, uniform policy for the treatment of all recruiters.
<b>Transportation Safety</b>	
<b>10-221c</b>	Record and annually report school transportation complaints to the motor vehicles commissioner and report accidents to the commissioner within 10 days.
<b>Criminal Records Checks of Personnel</b>	
<b>10-221d, as amended by PA 11-93</b>	<ul style="list-style-type: none"> <li>● Require job applicants, including student teachers, to undergo a criminal record check, arrange for fingerprinting, and forward prints to the State Police.</li> </ul>

	<ul style="list-style-type: none"> <li>• Notify SBE if it receives notice that a student teacher has been convicted of a crime.</li> <li>• Require applicants for jobs in public schools that require state certificate or other state credential to undergo a check against the Department of Children and Families (DCF) child abuse registry.</li> </ul>
<b><i>Instructional Time and Facility Usage Assessment</i></b>	
<u>10-221g</u>	Conduct an instructional time and facility usage assessment to maximize student learning and community use of facilities.
<b><i>Lunch and Recess</i></b>	
<u>10-221o</u>	<ul style="list-style-type: none"> <li>• Offer full-day students a daily lunch period lasting at least 20 minutes.</li> <li>• Include a total of 20 minutes of physical exercise in each regular school day for K-5 students (except special education students or students on Individualized Education Programs with a different exercise schedule).</li> </ul>
<u>10-221p</u>	Make nutritious low-fat food available in schools at all times when food is available for students to buy.
<u>10-221q</u>	Sell only certain healthy beverages to students in schools.
<b><i>Advanced Placement Courses</i></b>	
<u>10-221r, as amended by PA 11-136</u>	Provide high-school-level courses, including those for which advance placement exams are available, that (1) offer college- or university-level instruction for which students may earn college credit and (2) are approved by SBE.
<b><i>Child Abuse and Neglect</i></b>	
<u>10-221s, as amended by PA 11-93</u>	<ul style="list-style-type: none"> <li>• Permit and give priority to any child abuse or neglect investigation that DCF or local law enforcement is conducting.</li> <li>• Conduct its own investigation and take disciplinary action in accordance with the law when it receives notice from the DCF commissioner or the law enforcement agency that the investigation will not interfere with either of the other investigations.</li> </ul>
<b><i>Common Core Standards</i></b>	

<p><b>10-221t, as amended by PA 12-1 June Special Session, § 224</b></p>	<ul style="list-style-type: none"> <li>Local and regional boards of education must develop a plan with the Board of Regents and the UConn Board of Trustees to align Connecticut's common core state standards with college-level programs at Connecticut public higher education institutions.</li> <li>Alignment must occur within one year of Connecticut's implementation of the common core.</li> </ul>
<p><b>Appropriations and Budget</b></p>	
<p><b>10-222</b></p>	<ul style="list-style-type: none"> <li>Estimate education costs for the ensuing year and forward to district's board of finance.</li> <li>Announce all fund transfers between line items in the education budget at the board's next regularly scheduled meeting.</li> <li>Not overspend total budget without town's approval of request for additional funds.</li> </ul>
<p><b>Hiring Policy</b></p>	
<p><b>10-222c</b></p>	<p>Before hiring any new employee, make a documented good-faith effort to contact previous employers concerning the person's fitness for the job.</p>
<p><b>Bullying</b></p>	
<p><b>10-222d, as amended by PA 11-232</b></p>	<ul style="list-style-type: none"> <li>Prohibit bullying and cyberbullying both in and outside of school and develop plans to address bullying and cyberbullying in and outside of school.</li> <li>Plans must (1) prohibit retaliation or discrimination against those who report or help investigate bullying, (2) address what the school will do to protect the targeted student from further bullying, and (3) require a school principal or his or her designee to notify the police when they suspect that an act of bullying constitutes a crime.</li> <li>Approve school climate plans by January 1, 2012 and submit them to SDE.</li> <li>Within 30 calendar days after adopting their plans, to post them on the board's and each school's website.</li> <li>Provide all school employees with a written or electronic copy of the plan at the start of each school year.</li> <li>Enable students to report bullying to any school employee and notify students' parents and guardians, as well as the students themselves, every year of the process by which students may make such reports.</li> <li>Investigate reports of bullying within statutory deadlines.</li> <li>Establish procedures for schools to document and maintain records of bullying investigations.</li> </ul>

	<ul style="list-style-type: none"> <li>● Offer in-service training to certified employees and training to all other employees on identifying and responding to bullying and preventing and responding to youth suicide.</li> <li>● Every two years, require each school to assess its school climate using assessment instruments, including surveys, approved and disseminated by SDE in collaboration with the Connecticut Association of Schools.</li> <li>● Collect and report the school assessments to SDE.</li> <li>● Appoint, from existing staff, a safe school climate coordinator for the district to carry out duties specified in statute.</li> <li>● Appoint the principal of each school district to be the safe school climate specialist to investigate reports of bullying, among other things.</li> <li>● Establish or designate at least one new or existing committee to be responsible for fostering a safe school climate and addressing school bullying.</li> </ul>
<b><i>Athletic Coaches</i></b>	
<u>10-222e</u>	<ul style="list-style-type: none"> <li>● If employing athletic coaches, require the coach's immediate supervisor to evaluate coaches annually and provide copies to the coaches.</li> <li>● If the board decides to terminate the contract of a coach who has served in the same position for three or more athletic seasons, inform the coach of the reasons within 90 days after the end of the sport season covered by the contract.</li> </ul>
<b><i>Promotion and Graduation Policies</i></b>	
<u>10-223a</u>	<ul style="list-style-type: none"> <li>● Review and revise promotion and graduation policies to ensure they foster achievement and reduce social promotion.</li> <li>● Specify basic skills needed for graduation, including a process for assessing competency.</li> <li>● Develop a course of study for those who have not passed the assessments.</li> </ul>
<b><i>Online Learning</i></b>	
<u>10-223g</u>	<ul style="list-style-type: none"> <li>● If school district had a dropout rate of 8% or greater in the previous school year, establish an online credit recovery program for students identified as being in danger of failing to graduate.</li> <li>● Designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.</li> </ul>
<b><i>Duties of Board of Education Secretary</i></b>	

<p><u>10-224</u></p>	<ul style="list-style-type: none"> <li>● Keep a record of all board proceedings and submit an annual report of its activities to the town.</li> <li>● Report returns and statistics of schools, as the education commissioner requests.</li> </ul>
<p><b>Salaries</b></p>	
<p><u>10-225</u></p>	<p>Fix salaries and compensation for school attendance officers if the town does not do so.</p>
<p><b>Reports to Commissioner of Education</b></p>	
<p><u>10-226</u></p>	<ul style="list-style-type: none"> <li>● Annually report the name, place of employment, and salary of the district's certified staff to the education commissioner.</li> <li>● Report the name and address of a new superintendent within seven days of the position being accepted.</li> </ul>
<p><u>10-226a</u></p>	<p>Annually submit data to the SBE to determine the total number of minority students and teachers, and students eligible for free and reduced-price lunches in the district, in each school, and in each grade.</p>
<p><u>10-226c</u></p>	<p>Prepare and submit a racial imbalance plan to the SBE, if notified of racial imbalance.</p>
<p><u>10-226h, as amended by PA 11-179</u></p>	<p>Report biennially to education commissioner on programs and activities undertaken to reduce racial, ethnic, and economic isolation in schools.</p>
<p><u>10-227</u></p>	<p>Annually report on receipts, expenditures, and statistics to the education commissioner.</p>
<p><b>Supplies and Materials</b></p>	
<p><u>10-228</u></p>	<p>Provide free texts, supplies, and equipment to students. If loaning assistive devices to public school students, loans must be free.</p>
<p><u>10-229</u></p>	<p>Change textbooks only after a two-thirds vote of all members of the board.</p>
<p><b>American Flags</b></p>	
<p><u>10-230</u></p>	

	Provide a flag for each classroom and the grounds of each school and see that it is properly displayed. Develop a policy to ensure that time is available each day in all schools to recite the Pledge of Allegiance.
<b>Fire and Crisis Response Drills</b>	
<b>10-231</b>	<ul style="list-style-type: none"> <li>• Hold a fire drill in the schools at least once a month.</li> <li>• Substitute crisis response drills for fire drills once every three months.</li> <li>• Conduct one of the fire drills no later than 30 days after the first day of each school year.</li> <li>• Develop the crisis response drill format in consultation with the appropriate local law enforcement agency.</li> </ul>
<b>Pesticides</b>	
<b>10-231b</b>	<ul style="list-style-type: none"> <li>• Employ only certified pesticide applicators for nonemergency pesticide applications in school or on school grounds. Most schools are barred from using pesticides during school hours or planned activities at the school.</li> <li>• Not apply the pesticides at all starting July 1, 2010, except in emergencies, at preschools and elementary schools with students through grade eight.</li> </ul>
<b>10-231c</b>	If schools have no integrated pest management (IPM) plan, (1) provide parents and school staff with written statement of pest management policy at beginning of school year, (2) establish registry of those desiring 24 hours advance notice of pesticide use, (3) provide the notice by mail, and (4) keep pesticide application records for five years.
<b>10-231d</b>	If schools have IPM plans, (1) provide staff written guidelines on how plan is to be implemented and (2) provide parents with written plan summary. Allow parents and staff to register for advance notice of application. Maintain application records for five years.
<b>Building Maintenance and Cleaning</b>	
<b>10-231e</b>	Ensure heating, ventilation, and air conditioning (HVAC) systems are (1) maintained in accordance with national standards and (2) except for scheduled maintenance or emergency repairs, operated continuously while the school is occupied unless there is demonstrated adequate air exchange without operation. Keep HVAC maintenance records for at least five years.
<b>10-231g</b>	<ul style="list-style-type: none"> <li>• Implement a green cleaning program to clean and maintain schools.</li> <li>• Provide for procurement and proper use of environmentally preferable cleaning products in schools.</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide an annual written statement notifying staff and, if they request it, parents or guardians of enrolled students of the green cleaning program.</li> <li>● Publish notice of the program on the board of education's and each school's website or, if there is no website, publicize it in another way.</li> <li>● Notify parents or guardians of transfer students and newly hired staff of the program.</li> </ul>
<p><b><i>Employment Restrictions</i></b></p>	
<p><u>10-232</u></p>	<p>Not employ board members in the school system.</p>
<p><b><i>Suspension of Pupils</i></b></p>	
<p><u>10-233a &amp;</u> <u>10-233c</u></p>	<ul style="list-style-type: none"> <li>● Suspend students from school only after an Informal hearing.</li> <li>● Give suspended student an opportunity to make up schoolwork and exams.</li> <li>● Include information about the suspension on the student's permanent record.</li> <li>● Erase the suspension from the record if student graduates from high school.</li> <li>● Make student suspensions in-school suspensions unless the school administration determines, at the required informal suspension hearing, that the student (1) poses a danger to persons or property or (2) is so disruptive of the educational process that an out-of-school suspension is warranted.</li> <li>● Before determining that an out-of-school suspension is appropriate, try to address the problem through means other than an out-of-school suspension or expulsion, including through "positive behavioral support" strategies.</li> </ul>
<p><b><i>Expulsion of Pupils</i></b></p>	
<p><u>10-233d</u></p>	<ul style="list-style-type: none"> <li>● Expel a student only after a hearing, and provide an alternative educational opportunity, except in specified cases.</li> <li>● Include expulsion on student's educational record.</li> <li>● Erase the expulsion from the record if the student graduates, unless it was for possession of a firearm or deadly weapon.</li> <li>● Complete any expulsion hearing even if student withdraws from school during it and include information on the student's record.</li> <li>● Before conducting an expulsion hearing for a special education student, convene a PPT meeting to determine if the misconduct was caused by the student's disability. If so, PPT must reevaluate student's placement and IEP to address the misconduct and ensure safety of other children and school staff.</li> </ul>

	<ul style="list-style-type: none"> <li>● Submit information to the education commissioner on weapons-related expulsions as required by federal law.</li> <li>● Not prevent the return of, or expel for additional time for the same offense, a student who committed an expellable offense and who seeks to return to a district after having been in a residential placement. If the district did not expel the student for the offense, it must allow him or her to re-enroll in school after the detention period ends and cannot expel him or her for any additional time for that offense.</li> <li>● Not require an expelled student to withdraw from school in order to attend adult education classes as an alternative education opportunity.</li> </ul>
<p><b><i>Notice of Disciplinary Policies</i></b></p>	
<p><u>10-233e</u></p>	<p>Notify students, parents, and guardians annually of student conduct policies. Adopt effective method of notifying parents and guardians of students who are suspended or expelled within 24 hours of the time the student is excluded from school.</p>
<p><b><i>In-school Suspension</i></b></p>	
<p><u>10-233f</u></p>	<p>Place a student on in-school suspension only after an informal hearing. Not place a student on in-school suspension more than 15 times or a total of 50 days during one school year.</p>
<p><b><i>Assault and Arrest Reports</i></b></p>	
<p><u>10-233g</u></p>	<p>Report student assault of teachers or other school employee to police. Not interfere with teacher's or other employee's right to file a report with police when a student threatens or commits physical violence against an employee.</p>
<p><u>10-233h</u></p>	<p>Maintain reports of arrested students in a secure place.</p>
<p><b><i>Students Placed on Probation by the Courts</i></b></p>	
<p><u>10-233i</u></p>	<ul style="list-style-type: none"> <li>● Allow a student placed on probation by a court to return to school on conditions specified by the court.</li> <li>● Provide timely information at a court's request on (1) a student's school attendance, adjustment, and behavior and (2) any recommendations for disposition and sentencing.</li> </ul>
<p><b><i>Student Possession of Telecommunication Devices</i></b></p>	

<u>10-233j</u>	Allow students to possess or use remote activated paging devices in school only with written permission from school principal.
<b><i>Indemnification</i></b>	
<u>10-235</u>	Indemnify teachers, board members, employees, and certain volunteers.
<u>10-236a</u>	Indemnify board members and staff from expenses caused by an assault on them while on duty.
<b><i>Petition for Hearing by Board of Education</i></b>	
<u>10-238</u>	Hold a public hearing on any question specified in a petition that is signed by 1% or 50 electors, whichever is greater, within three weeks of the board's receiving the petition.
<b><i>National Assessment of Educational Progress</i></b>	
<u>10-239i</u>	Participate in the National Assessment of Educational Progress or any other national or international measure of student progress, if designated by the education commissioner.
<b><i>Accreditation Reports</i></b>	
<u>10-239j</u>	Publicly disclose the results of accreditation reports within 45 days, and make them available for inspection upon request.
<b><i>Enumeration of School Age Children</i></b>	
<u>10-249</u>	Annually determine the age and number of children of compulsory school age. If any child of school age is not in school, make a reasonable effort to find out why. If the child is working, make a reasonable effort to find out the name and address of the employer.
<u>10-250</u>	File an annual report with commissioner on the number of school-age children.
<b><i>School Privileges for Children in Certain Placements</i></b>	
<u>10-253, as amended by PA 11-51</u>	<ul style="list-style-type: none"> <li>● Be financially responsible for the education costs of district children placed in other districts by state agencies, up to 100% of its average per pupil cost.</li> <li>● Provide free schooling to children living in temporary shelters.</li> </ul>

	<ul style="list-style-type: none"> <li>● If a juvenile detention facility operated by, or under contract with, the Judicial Department is located in the school district, be responsible for providing, and paying part of the cost of, regular and special education and related services for students held in the facility.</li> </ul>
<b>Data to be Transmitted</b>	
<u>10-257h</u>	Report staff data to Teachers' Retirement Board.
<b>Minimum Budget Requirement</b>	
<u>10-262i, as amended by PA 11-48 and PA 11-234</u>	With exceptions, to receive an Education Cost Sharing (ECS) grant for FY 12 and FY 13, appropriate the same amount for education as in the prior year.
<b>Interdistrict Magnet Schools</b>	
<u>10-264i</u>	<ul style="list-style-type: none"> <li>● If not participating in an interdistrict magnet school, for any of its students who enrolls directly in an interdistrict magnet school, pay the per-student tuition, if any, that the magnet school charges to participating districts.</li> <li>● If participating, provide annual opportunities for students to attend the school in a number at least equal to (1) the number specified in any written agreement with the school's operator or (2) the average number of students that the participating district enrolled in the magnet school during the previous three school years.</li> </ul>
<b>Transportation for Pupils in Nonprofit Private Schools</b>	
<u>10-281</u>	Provide the same transportation services for students enrolled in nonpublic schools in the district as for public school students, if a majority of the nonpublic school's students are Connecticut residents.
<b>Protection of Children from Abuse</b>	
<u>17a-101</u>	<ul style="list-style-type: none"> <li>● School superintendents are mandated child abuse and neglect reporters.</li> <li>● Require applicants for positions in public schools to be checked against the DCF child abuse and neglect register.</li> </ul>
<u>17a-101j, as amended by PA 11-93</u>	<ul style="list-style-type: none"> <li>● Require new and existing school employees who are mandated reporters to receive mandated reporter training and periodic refresher courses.</li> </ul>

	<ul style="list-style-type: none"> <li>● Distribute written mandated reporter policy to school employees annually.</li> <li>● Document that all employees have received the policy and completed the required training.</li> </ul>
<p><b><i>Fire Safety Code</i></b></p>	
<p><b><u>29-292, as amended by PA 11-248</u></b></p>	<p>Install carbon monoxide detection and warning equipment complying with the Fire Safety Code in public schools issued a building permit for new occupancy on or after January 1, 2012.</p>
<p><b><i>Family and Medical Leave Benefits</i></b></p>	
<p><b><u>31-51rr</u></b></p>	<p>Provide employees who (1) are parties to a civil union and (2) have worked for the political subdivision for at least 12 months and 1,250 hours during the past 12 months, with the same Family and Medical Leave Act benefits that federal law provides to parties to a marriage.</p>

MS:mp

**March 6, 2013 Additional questions from Jimmy Gaston**

1. You are requesting 12 new Security Guards. Can you outline specifically where each of these new Security Guards will be? Also, how many SROs/Police Officers do you hope to have at each school in addition to the Security Guards?

*Security guards – answered at 3/7/13 BOF meeting.*

*One SRO at each of our seven schools. Currently have one at HS and MS and a Youth Officer at RIS.*

2. What percentage of your budget increase is due to fixed cost contractual obligations?

*Work in progress.*

3. Do you currently use the services of a Technology consultant, and if so, is there a long term plan to periodically purchase needs over an extended period of time. Would this help to reduce the peaks and valleys in your technology equipment expenditures?

*We only use one consultant. The consultant is used for network configurations. We do most of this internally but bring them in for major implementations such as deploying a new voice over IP install, replacing/upgrading of the firewall, changing to the way network data is routed or replacing a large number of network devices (switches).*

*All other work is done by the Technology Department staff. We maintain our equipment for an extended period. Our desktops and laptops are not considered obsolete until they are 7 years old and even at that if the unit is serving a low level function such as only browsing the LMC card catalog, it will be kept in use longer.*

You are currently asking for 269 computers for \$216,545.00. Is this entire expenditure necessary for this year? Is it possible to spread out your technology equipment purchases to meet a more constant budget?

*All of the 269 computers are 7 years old. They were all manufactured in 2006. The equipment refresh is based on replacing equipment at 7 years. Our budget has not always afforded us that ability. If you look at that table you will see that the number to be replaced in the following budget would only be 22 but then the next year it is up to 442. The 442 resulted when the equipment line was cut and the replacements did not take place in that year.*

*The variation you see is due to the inconsistency in technology funding. It is highly desirable that some baseline of funding for equipment be established so that the replacement of equipment can be better planned for.*

4. For the High School, is the hiring of an additional Assistant Principal absolutely necessary for the coming year considering the priority for security guards and SROs/Police Officers?

*Yes, Narrative of need is on Page 170 of the budget book.  
AP comparable is listed on pages 277 and 278 of the budget book.*

## 2013-14 MAJOR EXPENDITURE INCREASES

	<u>INCREASE</u>	<u>%</u>	
CURRENT BUDGET	68,555,794		
TOTAL REQUESTED BUDGET	72,845,304	4,289,510	6.26%
ALL DAY KINDERGARTEN	344,789	0.50%	TOTAL FDK COST PAGE 50
NEW STAFFING (EXCLUDING ALL DAY KINDERGARTEN)	738,541	1.08%	PAGE 269 NEW \$1,262,481 LESS FDK PAGE 23 \$523,940
EMPLOYEE BENEFITS INCREASE	364,527	0.53%	PAGE 40
MAINTENANCE PROJECTS INCREASE	824,000	1.20%	PAGE 40 AND PAGE 238
TECHNOLOGY EQUIPMENT INCREASE	496,957	0.72%	PAGE 211
CONTRACTED SALARY INCREASES (ADMINISTRATORS, TEACHER, SEC/CLERICAL/TECH, ED. ASSISTANTS, NURSES, MAINT./CUSTODIAL)	970,102	1.42%	SHEET 8
OUT OF DISTRICT TUITION INCREASE	535,794	0.78%	PAGE 40
TEXTBOOKS INCREASE - CURRICULUM	84,170	0.12%	PAGE 199
CONTRACTED SERVICES INCREASE - CURRICULUM	83,900	0.12%	PAGE 199
TRANSPORTATION INCREASE (BEFORE ALL DAY KINDERGARTEN DECREASE)	85,480	0.12%	PAGE 40 (\$78,884) PLUS FDK REDUCTION \$164,364

**From:** diane lavin >

**Date:** March 11, 2013 3:54:57 PM EDT

**To:** [jkearney19@aol.com](mailto:jkearney19@aol.com), [swimjim11@gmail.com](mailto:swimjim11@gmail.com), [jkortze@mac.com](mailto:jkortze@mac.com), [roparowski@aol.com](mailto:roparowski@aol.com), [james2785@sbcglobal.net](mailto:james2785@sbcglobal.net), [harrison.waterbury@sbcglobal.net](mailto:harrison.waterbury@sbcglobal.net)

**Subject:** Security Request

Dear Members of the Board of Finance:

I am writing to ask that you amend and approve the Board of Selectmen's request for a contingency fund to provide an armed policeman/woman in **all** of Newtown's schools following the December 14, 2012 massacre.

As you are acutely aware, the tragedy in our town affected children, parents, teachers and residents across the board - not simply those attending the public schools in town. As Ms. Llodra points out (article link provided below), "based on her conversations with townspeople, her sense is that the focus is more on safety than instruction, and so she prefers hiring regular police officers whose assignment is safety". I don't understand how the Board of Selectmen can move from this salient point to providing a \$20,000 one time grant to the three private schools in town, and I trust that the Board of Finance will address this seemingly unequal treatment. As a resident and taxpayer, I support my tax dollars being spent to support our community as a whole, especially as we unite to heal and I hope that our leadership will consider the community *as a whole*.

I have lived in Sandy Hook for over eleven years and my five year old daughter currently attends the Fraser Woods Montessori School. I can assure you that she has been impacted by the loss of a friend and recognizes that the police officer presently at her school is there to "keep her safe". It is a sad fact that our Newtown children have come to expect police presence at our schools, but that is our reality. To deny this sense of safety to our children, parents and teachers because they attend one school in town rather than another is simply wrong in this climate.

Please support **all** of the children in town, their parents who worry for their safety and the educators who are committed to teaching and guiding them in the safest environment possible. I thank you for your very careful consideration.

Respectfully,

Diane M. Lavin  
7 Buck Trail  
Sandy Hook, CT 06482

**From:** Laura Terry

**Date:** March 11, 2013 3:31:34 PM EDT

**To:** JOHN KORTZE <[jkortze@mac.com](mailto:jkortze@mac.com)>, Debbie Leidlein <[boedebbie@gmail.com](mailto:boedebbie@gmail.com)>, Jeff Capeci <[Jeff@theCapecis.com](mailto:Jeff@theCapecis.com)>, Pat Llodra <[pat.llodra@newtown-ct.gov](mailto:pat.llodra@newtown-ct.gov)>, Janet Robinson <[robinsonj@newtown.k12.ct.us](mailto:robinsonj@newtown.k12.ct.us)>, Jaime Rivera <[riveraj@newtown.k12.ct.us](mailto:riveraj@newtown.k12.ct.us)>, Michael Kehoe <[michael.kehoe@newtown-ct.gov](mailto:michael.kehoe@newtown-ct.gov)>

**Subject:** Security Concerns

Hi all,

I wanted to thank everyone for their time and dedication to addressing our security needs. I understand that you will be discussing this topic in Executive Session tonight and I had some questions that I hope you can clarify tonight during the public meeting.

- SHS/Chalk Hill Security – there was mention of 2 armed officers at Chalk Hill for 2013-2014 yet the budget does not include this.
- Reed SRO – there has been some confusion on the current SRO at Reed and that the position is not full time at Reed.
- Contingency Fund – please explain the details of how this works in regards to grants potentially offsetting some of the costs and how excess funds would be accounted for.

I understand that there is much concern regarding costs in hiring a police officer versus a security firm. As a parent, I have more trust with a police officer than I do with a security firm. I also teach my children to respect our police officers and to understand that they help protect us. As I stated last week, I have not met a child or parent that is scared of the police officers at any of our schools. My children are in Kindergarten, 5th grade and 7th grade.

I respect that some out of the box ideas were discussed in regards to security. I wish there was more time to evaluate the School Safety Officer since I agree that classroom time is not needed at the K-4 level. I imagine that a part time position (183 days) as an SRO or School Safety Officer would be very attractive to newly retired police officers. Maybe, this is something that can be looked into for future years.

The police report has not been released but from what I understand the police were not in SHS when Adam Lanza shot himself. If this is the case and we were lucky he stopped when he did, then I feel even more strongly that a police presence is needed in our schools. I do realize that we cannot be guaranteed this will prevent another tragedy like 12/14, but we can better prepare ALL of our schools. Having an armed police officer in the school can deter an intruder, improve response time for the police to handle an intruder, or even stop the intruder themselves.

Again, thank you for your time and see you tonight,  
Laura Terry

**From:** DBP & Associates

**Date:** March 11, 2013, 7:30:59 PM EDT

**To:** [swimjimm11@gmail.com](mailto:swimjimm11@gmail.com), [jkearney19@aol.com](mailto:jkearney19@aol.com), [jkortze@mac.com](mailto:jkortze@mac.com), [roparowski@aol.com](mailto:roparowski@aol.com), [James2785@sbcglobal.net](mailto:James2785@sbcglobal.net), [harrison.waterbury@sbcglobal.net](mailto:harrison.waterbury@sbcglobal.net)

**Subject:** budget meeting tonight

Like many parents who work and have multiple children I can not make the meeting tonight.

I do request however, that you pass the budget that the BOE has put in front of all of you as well as look at all that needs to be addressed since the tragedy of 12/14.

We in Sandy Hook School are overwhelmed with all that we have to for our children right now.

If there is a way to have the budget meetings placed in a webinar so that people can hear them and perhaps type questions in (even if to have to be answered later on ) it would be extremely helpful.

It is extremely difficult to get to meetings with spouses out of town, children, businesses and whatever.

We are trying our best to keep up - but it isn't easy.

Thanks

Denise

**Denise Buzy-Pucheu**

President

DBP & Associates Inc.

**From:** Valerie Fallon

**Date:** March 11, 2013, 8:35:50 PM EDT

**To:** "jkearney19@aol.com" <jkearney19@aol.com>, "swimjim11@gmail.com" <swimjim11@gmail.com>, "jkortze@mac.com" <jkortze@mac.com>, "roparowski@aol.com" <roparowski@aol.com>, "james2785@sbcglobal.net" <james2785@sbcglobal.net>, "harrison.waterbury@sbcglobal.net" <harrison.waterbury@sbcglobal.net>

**Subject:** Funding all Newtown-based schools with increased Security

Dear BOF Members,

I want to add my support and ask that you add funding to the municipal budget to include protection for ALL Newtown Students and School Staff and not make this Protection Exclusive to Only the Public Schools.

I've been a resident of Newtown since 1997 and my youngest child currently attends St Rose (my older two attend/attended Newtown Public schools). The idea that students at St. Rose and the Fraser Woods Montessori School not be covered under this security program is contradictory to all the statements made by the First Selectman and many other members of the municipal government to the press and to our community. **It's also contradictory to the proud sense of 'unity' that this town has strongly upheld since 12/14.**

By not funding the armed officers for all Newtown-based schools you are making a distinction between "our" students and "their" students. I believe this is not your intention, but never the less it will have the same effect and be seen that way by many both inside and outside this community. The students and faculty of St. Rose and the Fraser Woods Montessori School have been just as affected and traumatized by the events of December 14th as the public school students. I am willing as a taxpayer to cover the cost for all schools. I only ask that you consider the impact of your decision on the community as a whole. From my perspective the exclusion of some students/schools would result in a schism within the community which would be truly detrimental to all. We have the funds and should use them as necessary to cover the cost. I respectfully ask you to please make this very critical decision in favor of ALL of those affected.

In summary I believe it is in ALL of our interests as a community to give all the parents, faculty and especially the students a sense of security that these guards will have as they patrol each day. Again, I strongly urge you to vote for the additional funding and give us the same peace of mind that will come to the rest of our community.

Thank you in advance,

**Valerie Fallon**

6 hall Lane  
Newtown

**From:** Greg Stevenson

**Date:** March 12, 2013, 9:27:17 AM EDT

**To:** [swimjim11@gmail.com](mailto:swimjim11@gmail.com), [jkearney19@aol.com](mailto:jkearney19@aol.com), [roparowski@aol.com](mailto:roparowski@aol.com), [james2785@sbcglobal.net](mailto:james2785@sbcglobal.net), [harrison.waterbury@sbcglobal.net](mailto:harrison.waterbury@sbcglobal.net), [jkortze@mac.com](mailto:jkortze@mac.com), [george-ferguson@earthlink.net](mailto:george-ferguson@earthlink.net), [jgnewtownct@yahoo.com](mailto:jgnewtownct@yahoo.com), [lundquist.paul@gmail.com](mailto:lundquist.paul@gmail.com), [merola1lc@sbcglobal.net](mailto:merola1lc@sbcglobal.net), [kfetchick@charter.net](mailto:kfetchick@charter.net), [danielthonan@gmail.com](mailto:danielthonan@gmail.com), [mjacob4404@charter.net](mailto:mjacob4404@charter.net), [dgw0315@yahoo.com](mailto:dgw0315@yahoo.com), [amaralpoggy@aol.com](mailto:amaralpoggy@aol.com), [Jeff@theCapecis.com](mailto:Jeff@theCapecis.com), [ppcarroll@charter.net](mailto:ppcarroll@charter.net), [nkc@thechaudharyfamily.com](mailto:nkc@thechaudharyfamily.com), [jfaxon@strattonfaxon.com](mailto:jfaxon@strattonfaxon.com), [pjm215@aol.com](mailto:pjm215@aol.com), [andy.sachs@cbmoves.com](mailto:andy.sachs@cbmoves.com), [jimvee1@aol.com](mailto:jimvee1@aol.com), [pat.llodra@newtown-ct.gov](mailto:pat.llodra@newtown-ct.gov), [sugrBrk@aol.com](mailto:sugrBrk@aol.com), [okjt@aol.com](mailto:okjt@aol.com), [boedebbie@gmail.com](mailto:boedebbie@gmail.com), [lrocheboe@gmail.com](mailto:lrocheboe@gmail.com), [codym.boe@gmail.com](mailto:codym.boe@gmail.com), [whartboe@gmail.com](mailto:whartboe@gmail.com), [r.gaines.boe@charter.net](mailto:r.gaines.boe@charter.net), [kalexander.boe@gmail.com](mailto:kalexander.boe@gmail.com), [jnvboe@gmail.com](mailto:jnvboe@gmail.com), Janet Robinson <[robinsonj@newtown.k12.ct.us](mailto:robinsonj@newtown.k12.ct.us)>, [riveraj@newtown.k12.ct.us](mailto:riveraj@newtown.k12.ct.us), [pompanom@newtown.k12.ct.us](mailto:pompanom@newtown.k12.ct.us), [michael.kehoe@newtown-ct.gov](mailto:michael.kehoe@newtown-ct.gov), [joe.rios@newtown-ct.gov](mailto:joe.rios@newtown-ct.gov), [dumaisc@newtown.k12.ct.us](mailto:dumaisc@newtown.k12.ct.us), [gejdal@newtown.k12.ct.us](mailto:gejdal@newtown.k12.ct.us), [mcguires@newtown.k12.ct.us](mailto:mcguires@newtown.k12.ct.us), [amodeoc@newtown.k12.ct.us](mailto:amodeoc@newtown.k12.ct.us), [hiruoj@newtown.k12.ct.us](mailto:hiruoj@newtown.k12.ct.us), [geisslerc@newtown.k12.ct.us](mailto:geisslerc@newtown.k12.ct.us), [faiellag@newtown.k12.ct.us](mailto:faiellag@newtown.k12.ct.us)

**Subject:** SROs in Newtown Elementary Schools

Dear Members of Board of Finance, Legislative Council, Board of Police Commissioners, Board of Selectmen, Board of Education, Superintendent Robinson, and Newtown Security Commission:

As a resident of Newtown and as a father of two students at Head O'Meadow School, I fully support the deployment of armed school resource officers (SROs) at all elementary school in Newtown and I support any tax increase necessary to make it happen.

SROs should only be armed uniformed police officers (town, county, state), NOT "security guards" contracted through outside firms. Even though security guards sometimes might be former or current police officers, they do not generally get from people the same respect or confidence of uniformed police officers.

The continued presence of armed uniformed police officers in ALL of Newtown's public schools will serve to ease the minds of teachers, staff, students, and parents. Please add them to the 2012-2013 town and school budgets and do all that you can to make their permanent presence in Newtown schools a reality. Thank you.

Sincerely,  
Greg Stevenson  
32 Whitewood Rd.  
Newtown, CT

**From:** [Susan Stevenson](mailto:Susan_Stevenson)

**Date:** March 12, 2013, 9:50:01 AM EDT

**To:** [swimjim11@gmail.com](mailto:swimjim11@gmail.com), [jkearney19@aol.com](mailto:jkearney19@aol.com), [roparowski@aol.com](mailto:roparowski@aol.com), [james2785@sbcglobal.net](mailto:james2785@sbcglobal.net), [harrison.waterbury@sbcglobal.net](mailto:harrison.waterbury@sbcglobal.net), [jkortze@mac.com](mailto:jkortze@mac.com), [george-ferguson@earthlink.net](mailto:george-ferguson@earthlink.net), [jnewtownct@yahoo.com](mailto:jnewtownct@yahoo.com), [lundquist.paul@gmail.com](mailto:lundquist.paul@gmail.com), [merola11c@sbcglobal.net](mailto:merola11c@sbcglobal.net), [kfetchick@charter.net](mailto:kfetchick@charter.net), [danielthonan@gmail.com](mailto:danielthonan@gmail.com), [mjacob4404@charter.net](mailto:mjacob4404@charter.net), [dgw0315@yahoo.com](mailto:dgw0315@yahoo.com), [amaralpoggy@aol.com](mailto:amaralpoggy@aol.com), [Jeff@theCapecis.com](mailto:Jeff@theCapecis.com), [ppcarroll@charter.net](mailto:ppcarroll@charter.net), [nkc@thechaudharyfamily.com](mailto:nkc@thechaudharyfamily.com), [jfaxon@strattonfaxon.com](mailto:jfaxon@strattonfaxon.com), [pjm215@aol.com](mailto:pjm215@aol.com), [andy.sachs@cbmoves.com](mailto:andy.sachs@cbmoves.com), [jimveel@aol.com](mailto:jimveel@aol.com), [pat.llodra@newtown-ct.gov](mailto:pat.llodra@newtown-ct.gov), [sugrBrk@aol.com](mailto:sugrBrk@aol.com), [okjt@aol.com](mailto:okjt@aol.com), [boedebbie@gmail.com](mailto:boedebbie@gmail.com), [lrocheboe@gmail.com](mailto:lrocheboe@gmail.com), [codym.boe@gmail.com](mailto:codym.boe@gmail.com), [whartboe@gmail.com](mailto:whartboe@gmail.com), [r.gaines.boe@charter.net](mailto:r.gaines.boe@charter.net), [kalexander.boe@gmail.com](mailto:kalexander.boe@gmail.com), [jnvboe@gmail.com](mailto:jnvboe@gmail.com), Janet Robinson <[robinsonj@newtown.k12.ct.us](mailto:robinsonj@newtown.k12.ct.us)>, [riveraj@newtown.k12.ct.us](mailto:riveraj@newtown.k12.ct.us), [pompanom@newtown.k12.ct.us](mailto:pompanom@newtown.k12.ct.us), [michael.kehoe@newtown-ct.gov](mailto:michael.kehoe@newtown-ct.gov), [joe.rios@newtown-ct.gov](mailto:joe.rios@newtown-ct.gov), [dumaisc@newtown.k12.ct.us](mailto:dumaisc@newtown.k12.ct.us), [gejidal@newtown.k12.ct.us](mailto:gejidal@newtown.k12.ct.us), [mcguiret@newtown.k12.ct.us](mailto:mcguiret@newtown.k12.ct.us), [amodeoc@newtown.k12.ct.us](mailto:amodeoc@newtown.k12.ct.us), [hiruoj@newtown.k12.ct.us](mailto:hiruoj@newtown.k12.ct.us), [geisslerc@newtown.k12.ct.us](mailto:geisslerc@newtown.k12.ct.us), [faiellag@newtown.k12.ct.us](mailto:faiellag@newtown.k12.ct.us)

**Subject:** SROs in Newtown Elementary Schools

Dear Members of Board of Finance, Legislative Council, Board of Police Commissioners, Board of Selectmen, Board of Education, Superintendent Robinson, and Newtown Security Commission:

As a resident of Newtown and as a mother of two students at Head O'Meadow School, I fully support the deployment of armed school resource officers (SROs) at all elementary school in Newtown and I support any tax increase necessary to make it happen.

SROs should only be armed uniformed police officers (town, county, state), NOT "security guards" contracted through outside firms. Even though security guards sometimes might be former or current police officers, they do not generally get from people the same respect or confidence of uniformed police officers.

The continued presence of armed uniformed police officers in ALL of Newtown's public schools will serve to ease the minds of teachers, staff, students, and parents. Please add them to the 2012-2013 town and school budgets and do all that you can to make their permanent presence in Newtown schools a reality. Thank you.

Sincerely,  
Susan Stevenson  
32 Whitewood Rd.  
Newtown, CT

**From:** Xenia Greene

**Date:** March 11, 2013 8:00:18 PM EDT

**To:** [jkortze@mac.com](mailto:jkortze@mac.com)

**Subject:** St Rose of Lima Security

I was in the middle of assisting a surgeon closed the bone over the heart of a 1 month old who had a congenital heart defect that required him to have open heart surgery at 2 weeks of age. The secretary came to the door, and the look on her face gave me the most ominous feeling I had ever felt.

This person has not once, come to my patients room with a phone call message. She mouthed, your husband is on the phone, he says its urgent, Sean is ok but St Rose is on lock down. Their has been a shooting a mile and a half away, we don't know if their are any other gun men, someone was spotted in the woods. I work 2 hrs away from St Rose specifically because the Bronx is an underserved area. Yes, I could work closer to home, Danbury Hospital is in walking distance. But I feel that their are much better services for the children in Connecticut than in the Bronx so I choose to give my expertise to those that would not otherwise get it.

Now, I have just been made aware, that although their are funds being given to Newtown, that these funds won't be made available to the kids that choose to go to parochial schools. This is terrible, unfair and unconscionable. Why would any school need less than the security being offered to others. How could this even allow you to sleep at night. I hope you see the errors in this decision before this goes to ballot.

Xenia Greene,

parent of Kindergartener at St Rose School

March 11, 2013

To Newtown's Board of Finance:

Mr. Gaston, Mr. Kearney, Mr. Kortze, Mr. Oparowski, Ms. Walsh, and Mr. Waterbury,

I apologize that this is sent so close to your meeting time; I just heard about the meeting for tonight and will not be able to attend. I am Sandy Hook parent of 3 (2 at SHS, 1 at NMS) and would like to urge you to support in full the budget requested by the Board of Education. Newtown has one of the lower per-student budgets in the State of CT. Over the past several years, our schools have been under-funded and necessary technology upgrades and building maintenance have been postponed. Newtown needs to fund our schools adequately; please support the budget requested by the BOE.

Respectfully,

Lynn Edwards  
3 Sand Hill Road  
Sandy Hook, CT 06482

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We have read and completely agree with the letter being presented to you tonight by the PTAs. Our education budget has been cut for too many years, and we can see the effects in the schools.

Sarah and Alex Hoffert  
Sandy Hook

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I find it hard to believe I need to write this note. I would have thought security would be offered to all of our Schools. To find out otherwise is a shock and I am hoping this is an oversight. Please know that I will not support a budget that will not provide for the private and public schools in the same manner.

Thank you,  
Kerriann Cartelli  
14 Juniper Road

I want to add my support and ask that you add funding to the municipal budget to include protection for **ALL Newtown Students and School Staff and not make this Protection Exclusive to Only the Public Schools.**

I am a resident of Newtown since 2002, my child currently attends Hawley School. The idea that students at St. Rose and the Fraser Woods Montessori School should not be covered under this security program is contradictory to all the statements made by the First Selectman and many other members of the municipal government to the press and to our community.

By not funding the armed officers at the school you are making a distinction between "our students and their students". I believe this is not your intention but never the less it will have the same effect and be see that way by many both inside and outside this community. The students and faculty of St. Rose and the Fraser Woods Montessori School have been just as effected and just as traumatized by the events of December 14th. I am willing as a taxpayer to cover the cost for all schools. I only ask that you consider the impact of your decision on the community as a whole. We have the funds or can reprioritize them as necessary to cover the cost. Both schools are an integral part of our town and it is in your power to help the healing for this ENTIRE community. I respectfully ask you to please make this very critical decision in favor of ALL of those affected.

I think it is in ALL our interest as a community to give all the parents, faculty and especially the students a sense of security that these guards will have as they patrol each day. Again, I strongly urge you to vote for the additional funding and give us the same peace of mind that will come to the rest of our community.

Thank you in advance,  
Anna Bova  
98 Hanover Road  
Newtown, CT

I want to add my support and ask that you add funding to the municipal budget to include protection for ALL Newtown Students and School Staff and not make this Protection Exclusive to Only the Public Schools.

I am a resident of Newtown since 1997 and my youngest child currently attends St Rose. The idea that students at St. Rose and the Fraser Woods Montessori School should not be covered under this security program is contradictory to all the statements made by the First Selectman and many other members of the municipal government to the press and to our community.

By not funding the armed officers for all Newtown-based schools you are making a distinction between "our students and their students". I believe this is not your intention but never the less it will have the same effect and be seen that way by many both inside and outside this community. The students and faculty of St. Rose and the Fraser Woods Montessori School have been just as effected and just as traumatized by the events of December 14th. I am willing as a taxpayer to cover the cost for all schools. I only ask that you consider the impact of your decision on the community as a whole. We have the funds and should use them as necessary to cover the cost. Both schools are an integral part of our town and it is in your power to help the healing for this ENTIRE community. I respectfully ask you to please make this very critical decision in favor of ALL of those affected.

I think it is in ALL of our interests as a community to give all the parents, faculty and especially the students a sense of security that these guards will have as they patrol each day. Again, I strongly urge you to vote for the additional funding and give us the same peace of mind that will come to the rest of our community.

Thank you in advance,

Christopher Fallon  
6 hall Lane

**To whom it may concern:**

**The tragedy in Newtown was all too close and tragic beyond what can be expressed in our words or hearts. Losing children is out of order, losing them by such horrific acts of violence is not only overwhelming but more painful than can be understood.**

**We all lost children that day, we all lost the hope and energy they possessed. We all lost a sense of who we are and what we have become. But we also gained something very important, a stronger sense of community, a vision for change and determination to make sure that nothing like this ever happens again.**

**I understand that the BOE and the BOS have applied for Grant money that may sum to hundred of thousands of dollars to secure safety in our Newtown schools going forward. I am appalled to learn that request did not include our school of St. Rose and the other private school Fraser Woods Montessori. How can voting take place to ensure safety for SOME Newtown students and faculty but NOT All?!**

**Not only did St. Rose take on the burden of losing many of these children and teachers that once attended here at St. Rose, held most of the funerals here, and are home to many public schools children for their religious education programs. How can we be left out or merely suggested that a one time offering of a \$20K grant would be considered fair? Our community needs to come together to protect ALL of our children regardless of where they go to school or where the teachers happen to work.**

**The argument here I fear is that parochial and or private schools don't get federal aide, well no bias intended, but if our private sectors population were OF a minority base, you can be certain this would be called DISCRIMINATION.**

**The subject here is not whether or not parochial or private schools are entitled to federal money for speech therapy or psychologists on staff, etc.,, we are talking about a basic and common need for All students during a time none of them should have in their school book memories.**

**Please consider ALL of Newtown's children and families when casting your vote.**

**Sincerely,**

*Diane C. Heineken  
St. Rose Parent*

**Date:** March 13, 2013, 7:35:20 AM EDT

**Subject: Level of Security Fraser Woods Montessori School**

I am a Fraser Woods Montessori School parent. I support and request that all schools, public and private have the same level of security presence for the upcoming school year in 2014 and beyond.

**John A. Cartolano, WCP**

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**Date:** March 13, 2013, 7:28:12 AM EDT

**Subject: Fraser Woods Montessori Level of Security**

I am a parent at Fraser Woods Montessori. I support and request that all schools, public or private have the same level of security presence for the upcoming 2014 school year. I appreciate the support to date.

Sincerely,

Lisa

**LISA DELVENTHAL**

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**Date:** March 11, 2013, 12:41:59 PM EDT

**To:** [swimjim11@gmail.com](mailto:swimjim11@gmail.com), [jkearney19@aol.com](mailto:jkearney19@aol.com), [roparowski@aol.com](mailto:roparowski@aol.com),  
[james2785@sbcglobal.net](mailto:james2785@sbcglobal.net), [harrison.waterbury@sbcglobal.net](mailto:harrison.waterbury@sbcglobal.net), [jkortze@mac.com](mailto:jkortze@mac.com)

**Subject: budget and school security**

Dear Finance Board Members:

I fully support the budget that has been passed by the BOE this year.

With regard to school security, I fully support SRO's or trained police officers in the schools. I am opposed to anyone other than a trained police officer being armed and in the schools. I will oppose any budget that includes an armed security guard that is not a police officer or trained SRO.

Thank you for your consideration.

Sincerely,

Christine Stowe