

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

Minutes of the Board of Education meeting on December 19, 2017 at 7:30 p.m. in the council chambers at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
R. Harriman-Stites, Vice Chair	J. Evans Davila
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	9 Staff
J. Vouros	4 Public
A. Clure	1 Press
D. Delia	

Mrs. Ku called the meeting to order at 7:32 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue spoke about high school senior Elle Sauli who developed a fund raising program called Lunch Love which provides lunch for students who are unable to pay. Students were asked to decorate hearts with a \$2 donation to an account with Whitsons. This program collected over \$2,000 from all schools and some parents have also asked to donate monthly. We appreciate what Elle has done for the students and community.

Mr. Roach said the high school collected donations from staff members. He recognized Elle for her thoughtfulness and consideration of others.

Ms. Sauli spoke about how this program developed and was proud of the help from the PTAs, students, principals and parents.

Mrs. Ku shared the Board's pride and appreciation for her work on this program.

Item 3 – Consent Agenda

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes the minutes of December 5, 2017, the resignation for retirement of Barbara Gasparine and the correspondence report. Mr. Cruson seconded.

Mr. Clure asked to remove the minutes of December 5, 2017 which needed to be corrected. Vote on the resignation of Barbara Gasparine and the correspondence report: Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report:

Mrs. Ku said there will be an FOIA training class on January 24 at 7:00 p.m. in the council chambers. There is a tentative date for the Legislative Breakfast of January 16 in Ridgefield or Newtown which will provide a chance to discuss priorities for this legislative session. The CAFE Day on the Hill is March 7. The Connecticut School Finance Project document was provided which aims to ensure that Connecticut has a fair and equitable school finance system. Mrs. Ku will send an invitation to the Board of Finance and Legislative Council to attend our budget meetings. She attended the Public Building and Site Commission meeting tonight regarding the high school auditorium project which addressed punch list items.

Superintendent Report:

The Transportation Task Force reconvened December 11. Much has changed since the beginning of the year and we will continue to review data. Dr. Rodrigue met with district leaders and created surveys for students and parents regarding the impact to date. The next meeting will be following the break.

Elementary principals will interview paras to support teachers during recess. These positions are being supported by the Novo Grant. She met with the Teacher Climate and Culture committee and discussed the lack of subs in the district.

Mr. Clure asked about the high school auditorium punch list and if we were still holding back payments.

Ms. Hiscavich said January 5 is still the target date. The punch list is in the hands of Public Building and Site. There are some payments being made but she didn't have any other information.

Dr. Rodrigue said she would get that information.

Committee Reports:

Mr. Vouros reported on the Curriculum and Instruction Committee. Mrs. Uberti will bring the Integrated STEM pilot to the Board tonight. All fifth and sixth graders will participate in this course which will require a full time teacher. The revised English II curriculum will also be discussed tonight.

Mrs. Ku said the Policy Committee met and will discuss two policies tonight.

Student Representatives:

Talia Hankin: January 3 junior and senior projects will be presented.

Rory Edwards: Student Government held a political forum.

Talia: Tuesdays and Thursdays the Greenery sells plants in the lobby.

Rory: Winter sports teams are competing.

Talia: National Honor Society events are being held.

Financial Report Month Ending November 30, 2017:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the financial report and transfers for the month ending November 30, 2017. Mr. Cruson seconded.

Mr. Bienkowsk spoke about the financial report. In December the estimate for the Excess Cost Grant has been calculated and submitted to the State. At a 75% reimbursement rate, this grant is expected to produce \$200,959 more than we budgeted.

Last night the Board of Selectman voted to transfer the \$313,000 to us from the Town for the SSOs.

Mr. Clure asked why we were short \$23,000 for transportation.

Mr. Bienkowski said this is the transportation item in other purchased services. Last month it was a negative number. We needed another special education vehicle.

Mr. Cruson asked when the Excess Cost Grant became a solid number.

Mr. Bienkowski said we usually receive the first half in February but it is subject to change in May for the second half.

Mrs. Ku asked if we still had a freeze on spending.

Mr. Bienkowski said it was and we still have limited spending.

Mr. Clure asked if it was possible to find out if this increase is due to changing the bus system over the summer.

Mr. Bienkowski said the transportation increase is about the needs for the special education children. Daily rates are different for two tiers but we added three buses. It is still in alignment with what we budgeted.

Motion passes unanimously.

Item 6 – Old Business

Policy 3541 Transportation – Student Walkers

MOTION: Mr. Cruson moved that the Board of Education approve Policy 3541 Transportation – Student Walkers. Mrs. Harriman-Stites seconded.

Mr. Clure spoke to the walking distance information he provided from other school districts. Mrs. Harriman-Stites reminded the Board that we are approving the policy and not the regulation. The regulation can be changed by administration. She asked if we were having students walk a mile to a bus stop.

Dr. Rodrigue spoke to All-Star today regarding this and we will look at the information Mr. Clure provided along with our guidelines including safety for walkers.

Mr. Clure would appreciate that we list the walking distance in the policy for kindergarten and grades two and three students. He wants information in the policy that addresses various issues so that parents don't have to make requests for their child's transportation.

Mrs. Ku said we are speaking about the regulation. It's up to the administration to decide what to do in the regulation. We can ask the administration to look into the walking distance before making a change.

Dr. Rodrigue said it wasn't originally part of the Task Force work but they will look at this along with bus routes.

The Board agreed to have Dr. Rodrigue look at the implications of changing the walking distance.

Vote: 6 ayes, 1 nay (Mr. Clure) Motion passes.

Item 7 – New Business

English II Curriculum:

Mrs. Evans Davila introduced Abi Marks, English Department Chair, and Dave Roach, high school interim principal, who spoke about the revisions to the curriculum.

Mr. Delia asked if assessments were common among all classes and measured equally.

Mrs. Marks said they were.

Mrs. Leidlein asked that in looking at assessments if analyticals were done on fiction or non-fiction pieces.

Mrs. Marks said that depended on the units.

Mrs. Leidlein would like to see the crossover to non-fiction in the junior year.

Integrated STEM Pilot for Grades 5 and 6:

Mrs. Evans Davila introduced Anne Uberti, Jill Beaudry and Jess Fonovic who spoke about this pilot.

Mrs. Uberti said that Mrs. Fonovic brought this to us last year asking for some type of science special. We have staff members who would be interested and hope to write this curriculum next summer and have it in place for 2018-2019. We are looking at utilizing a full cluster. One side will be a computer lab and the other half will be tables for projects with a 3D printer.

Mrs. Uberti said that part of our goal is to increase opportunities for the students to make curricular connections. Studies show that students interested in science decreases by middle school. We are hopeful this will be a great way to get girls and boys interested.

Mrs. Harriman-Stites was impressed that they are creative in their approach of a STEM special and asked how it would work.

Mrs. Uberti said that students will meet once in a six-day cycle.

Mr. Delia said he would like to see project-based assessments. This is a wonderful opportunity for mentorship.

First Read Policy 5125 Student Records: Confidentiality:

Mrs. Ku said that Carmella Amodeo spent a considerable amount of time working on this policy.

2018 BOE Committees:

MOTION: Mr. Cruson moved that the Board of Education approve the 2018 Board of Education Committees. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Mr. Delia asked if we were appointing an individual to be responsible for records.

Mrs. Harriman-Stites said the person responsible is the Director of Pupil Services.

Superintendent Leadership Profile Report:

MOTION: Mr. Cruson moved that the Board of Education approve the Superintendent Leadership Profile Report. Mrs. Leidlein seconded.

Mrs. Harriman-Stites said this document is a summary of information gathered from the district survey by the superintendent search consultant. This report will be uploaded on our website and given to candidates for this position. There were 299 who took the survey which consisted of parents, staff members, students and Town officials. We did a similar survey three years ago. One of the strengths of the district is safe schools as we have made strides in that area. Challenges were financial and transportation. Leadership qualities include honesty, being a visionary, communicator, and strong business acumen.
Motion passes unanimously.

Item 8 – Public Participation

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

Item 9 – Adjournment

The meeting adjourned at 9:13 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary



DEC 11 2017

Head O' Meadow Elementary School

94 Boggs Hill Road
Newtown, CT 06470

Barbara Gasparine
Principal

Tel: 203-426-7670
Fax: 203-270-4559

December 11, 2017

Dear Dr. Rodrigue,

I am writing to inform you of my intent to retire with my last day of work being June 30, 2018. I have sincerely appreciated the opportunity to serve as an administrator in Newtown for the past eleven years. I am thankful for your support and that of my colleagues during my time here. Head O' Meadow and Sandy Hook are truly remarkable schools, and I was lucky to have been chosen to lead staff with unmatched dedication and talent at every level.

While I am looking forward to retirement, I will miss the relationships that have developed over the past several years. It has been deeply gratifying to work with others for the benefit of the students in Newtown, and I am thankful to have been a small part of this outstanding school community.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Gasparine".

Barbara Gasparine

Correspondence Report
9/20/2017 – 12/16/2017

Date	Name	Topic
9/20/2017	Susan Steffey Eggers	Town Planner Calendar
9/22/2017	Rick Child	Reed Bus #15
9/22/2017	Laura Terry	Reed Bus #15
9/25/2017	Laura Terry	Reed Bus #15
9/26/2017	Laura Terry	Reed Bus #15
9/26/2017	Laura Terry	Reed Bus #15
9/27/2017	Whitney Pustola	Questions about District
9/29/2017	Kinga Walsh	Transportation
10/2/2017	Kinga Walsh	STV/DPM & Auditorium Project
10/2/2017	Kinga Walsh	STV/DPM & Auditorium Project
10/2/2017	Kinga Walsh	STV/DPM & Auditorium Project
10/2/2017	Kinga Walsh	STV/DPM Contract
10/3/2017	Pat Llodra	STV/DPM Contract
10/3/2017	Kinga Walsh	STV/DPM Contract
10/3/2017	Amy Mangold	STV/DPM Contact
10/4/2017	Lucia Kortze	Transportation Task Force
10/12/2017	Kinga Walsh	Private and Preschool Email List
10/17/2017	Laura Brennan	Transportation Task Force
10/17/2017	Sherye Jones	Transportation
10/18/2017	Melissa Beylouni	Special Education Remarks
10/19/2017	Lucia Kortze	Bus Contract
10/20/2017	Shari Wright	Reed Early Dismissal
10/20/2017	Heather Symes	Reed Early Dismissal
10/20/2017	Lucia Kortze	Reed Early Dismissal
10/20/2017	Lucia Kortze	Reed Early Dismissal
10/21/2017	Whitney Pustola	Questions about District
10/23/2017	Lucia Kortze	Communication on Bus Changes
10/25/2017	Nancy Gavrielle White	Hawley Music Teacher
10/24/2017	Theresa Diaspro	Hawley Music Teacher
10/30/2017	Kinga Walsh	Reed Dismissal Changes
10/30/2017	Judy Dubois	Superintendent Search
11/2/2017	Lucia Kortze	Ski Club
11/2/2017	Lucia Kortze	Ski Club
11/5/2017	Katirina Herbs	RIT Photography Project
11/7/2017	Sheri LeRow	Hawley Music Teacher
11/7/2017	Sheri LeRow	Hawley Music Teacher
11/7/2017	Sheri LeRow	Hawley Music Teacher
11/7/2017	Heather Symes	Transportation Consultant
12/11/2017	Todd Browne	ECA Inquiry
12/12/2017	Sophie Nance	Sandy Hook Tree
12/14/2017	Molly Osberg	Inquiry on President Letter
12/16/2017	Jennifer Leavitt	Out of District Tuition

**Newtown BOE
Chair Report
December 19, 2017**

1. FOIA training - Jan 24, 7:00pm in the Council Chambers at the Municipal Center
2. Tentative Date for CAFE Area 5 Legislative Breakfast: Jan 16, in Ridgefield or Newtown
3. CAFE – “CAFE Day on the Hill - March 7”
CAFE Government Relations Committee met to set the legislative priorities last week
4. School Finance Project – see attached document
5. Invitation to the BOF and LC to attend the budget meetings of the BOE

CONNECTICUT SCHOOL FINANCE PROJECT

WHAT WE DO & WHAT WE DON'T DO

The Connecticut School Finance Project is a nonpartisan, nonprofit organization that aims to ensure Connecticut has a fair and equitable school finance system. Our organization strives to serve as a trusted, independent source of accurate school finance data and information, and is focused on:

- Building knowledge about how the current school funding system works,
- Bringing impacted stakeholders together, and
- Identifying solutions to Connecticut's school funding challenges that are fair to students and taxpayers, and strengthen schools and communities.

In order to achieve these goals and remain a nonpartisan and independent policy organization, we have outlined below the activities and work we do and don't do.

What We DO

• **Focus on Statewide Policies in School Finance**

Our work focuses solely on statewide issues and policies related to school finance in CT. This work includes calling for a transparent, equitable, and consistent school finance system, which funds all public schools based on the needs of the students they serve.

• **Community & Stakeholder Education**

We meet with communities and impacted stakeholders across CT and provide information about how CT's school finance system impacts their public schools and students.

• **Custom Presentations**

We create and deliver custom presentations about CT's school funding system and its impacts on students, schools, and communities. These presentations are tailored to the needs of each town or school district.

• **Accurate, Independent Data and Analysis**

Accurate data and analysis is the backbone of our organization. We provide up-to-date data with easy-to-understand analysis that shows how CT is funding its public schools, and how district demographics are changing.

• **Legislation Reports and Bill Summaries**

We offer independent analysis on bills before the CT General Assembly related to school finance. These brief summaries detail the particular budget impact(s) on public schools and offer key points and takeaways.

• **Reports and Policy Briefings**

We consistently produce in-depth reports and policy briefings about the numerous facets that make up, and impact, school finance in CT.

• **Handouts, Education Materials, and Policy Toolkits**

We create customized, approachable handouts and materials that help communities and stakeholders better understand why the current school funding system is in need of a fix, and then effectively share that information with their neighbors, policymakers, and personal networks.

• **Support ALL Students and Public Schools**

CT's school finance system has failed to fund all students—no matter what type of public school they attend—equitably. As a result, we focus on finding a solution that funds ALL students fairly based on their learning needs and the needs of the districts and schools that serve them.

What We DON'T Do

• **Weigh In on Local School Finance Issues & Policies**

While we believe municipalities play an important role in the school finance system and have an obligation to appropriately (while considering the town's wealth and needs) contribute funds to the education of their school-age children, we do not work on local school finance issues or policies, including, but not limited to:

- How much an individual municipality contributes to its local public school district
- Property tax rates for individual municipalities
- How districts distribute funds among their schools
- How districts spend their funds (including district contracts and administrator, teacher, and staff pay)

• **Support and/or Endorse Local Initiatives**

As an organization focused solely on statewide school finance issues and policies, we do not support and/or endorse any local initiatives.

• **Endorse Elected Office Candidates & Referendums**

As a nonprofit, nonpartisan organization, we do not endorse elected officials, candidates for elected office, and/or referendums/ballot measures. Furthermore, we do not engage in and/or interfere in any election in any way.

• **Work on Issues Not Related to School Finance**

The Connecticut School Finance Project is devoted entirely to issues related to school finance in CT. We do not work on any issue (education or otherwise) not related to school finance in CT, nor does the organization have any policy positions on issues outside of CT school finance.

• **Manipulate Data or Present Inaccurate Data Findings**

We never manipulate data, present inaccurate findings, or provide information without proper context. As an independent organization, we also do not change data to show a particular finding or support a policy position. We use official state and federal data as much as possible and all data used is for the most recent year available.

Newtown Policy 3541

The maximum walking distance from a student's property entrance way to the bus pick-up point or to school is as follows:

Grades K-8: 1 mile

Grades 9-12: 1 1/2 miles

Danbury Reg. 7-760

ELIGIBILITY FOR SCHOOL TRANSPORTATION TO PUBLIC SCHOOLS Regard for the safety of students is a basic element of this policy. Consistent with the foregoing, all students all walk to school with the following exceptions:

GRADE DISTANCE FROM SCHOOL

Kindergarten more than ½ mile

1-5 more than ¾ miles

6-8 more than 1 ½ miles

9-12 more than 2 miles

Students shall walk to the nearest bus stop up to the above maximum distances.

New Milford Policy 3541

Provision of Transportation Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. The Board of Education will furnish transportation to resident public students living outside of the following limits, based on the most direct route from the students' home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup area:

Grades Distance

K-2 students 0.5 mile

3-8 students 1 mile

9-12 students 1.5 miles

Students living within these limits will receive transportation when, in the opinion of the Board, a hazard is present.

Ridgefield Policy 3541

1. Whenever possible, students shall not be required to walk more than the following distances to a designated school or bus stop:

Grades K-5	1 mile
Grades 6-8	1 ½ miles
Grades 9-12	2 miles

New Fairfield Policy 3541.3

(a) The maximum walking distances from home to school or to a prescribed point of embarkation are the following:

- (1) Students enrolled in grades K through 3, one mile;
- (2) Students enrolled in the grades 4 through 8, at Middle School or Junior High School, one and one-half miles; and
- (3) Students enrolled in grades 9 through 12, two miles;

Brookfield 3541

Students shall be required to walk no more than the following distances along public roadways or authorized pedestrian routes to a designated school or bus stop:

1/2 mile Center, Huckleberry & Whisconier
1-1/2 miles Brookfield High School

WALKING DISTANCE TO BUS

TOWN	GRADE LEVELS												
	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
NEWTOWN	1	1	1	1	1	1	1	1	1	1.5	1.5	1.5	1.5
DANBURY	0.5	0.75	0.75	0.75	0.75	1.5	1.5	1.5	1.5	2	2	2	2
NEW MILFORD	0.5	0.5	0.5	1	1	1	1	1	1	1.5	1.5	1.5	1.5
WILTON	0.5	0.5	0.5	0.5	0.5	1	1	1	1	1	1	1	1
RIDGEFIELD	1	1	1	1	1	1.5	1.5	1.5	1.5	2	2	2	2
BROOKFIELD	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	1.5	1.5	1.5	1.5
NEW FAIRFIELD	1	1	1	1	1.5	1.5	1.5	1.5	1.5	2	2	2	2
DARIEN	0.5	0.5	0.5	0.5	0.5	1	1	1	1	2	2	2	2
BETHEL	1	1	1	1	1.5	1.5	1.5	1.5	1.5	2	2	2	2
TRUMBULL	0	0	0	0	0	1.25	1.25	1.25	1.25	1.5	1.5	1.5	1.5
MONROE	1	1	1	1	1	1.5	1.5	1.5	1.5	2	2	2	2
NEW CANAAN	0.5	0.5	0.5	0.5	0.67	0.67	1	1	1	1	1	1	1
POMPERAUG	0.5	1	1	1	1	1	1	1	1	1.5	1.5	1.5	1.5

*DISTANCE IS IN MILES

BOE Committee Assignments, 2018

STANDING COMMITTEES

CIP/Facilities/Finance Committee

Debbie Leidlein – Chair
Dan Delia
Dan Cruson

Communication Committee

Dan Cruson - Chair
Debbie Leidlein

Contract Negotiation Committee

Michelle Embree Ku
Debbie Leidlein
Andy Clure

Curriculum and Instruction Committee

John Vouros – Chair
Michelle Embree Ku

Policy Committee

Rebekah Harriman- Stites – Chair
Dan Cruson

Technology Committee

Andy Clure - Chair
Dan Delia

LIAISONS

Schools

NHS - John Vouros

NMS – Michelle Embree Ku

RIS – Dan Delia

HAW – Rebekah Harriman-Stites

HOM – Dan Cruson

MG – Andy Clure

SHS – Debbie Leidlein

Boards and Committees

NFT Culture and Climate Committee – Rebekah Harriman-Stites

Para Culture and Climate Committee – John Vouros

School-Based Health Center – Andy Clure

District Safety and Security Team – Rebekah Harriman-Stites

EdAdvance – Michelle Embree Ku

Magnet School - Dan Delia

Superintendent’s Transportation Task Force – Michelle Embree Ku

Standing Committees of the Newtown Board of Education

2018

The following are standing committees of the BOE, expected to make regular reports to the BOE as a whole. Meetings will be posted and will be open to the public. Each committee may elect a secretary. The chairperson will serve as secretary if none is elected. The committee chairperson will be responsible for calling meetings, setting agendas, and moving committee work forward. The committee secretary will write up brief minutes and post in a timely manner consistent with FOI requirements. The Board Chair, with the approval of the Board, may also appoint additional standing committees as may be needed.

CIP/FACILITIES/FINANCE COMMITTEE

1. Financial Responsibilities
 - a) Review monthly line item expenditure report from the BOE Business Director;
 - b) Review all budget transfers between line items and, when required, make recommendations for such transfers;
 - c) Review financial reporting mechanisms and yearly budget documentation for clarity and content and present any recommendations;
 - d) Review contracts prior to recommendation to the Board;
 - e) Review reports from contracted services (e.g., transportation ridership records) as needed.
2. CIP/Facilities Responsibilities
 - a) Review capital expenditures and proposals for the Town's five year capital improvement plan (CIP) in accordance with the CIP regulation timeline;
 - b) Review quarterly, building and maintenance needs with the Building and Grounds Facility Director.

COMMUNICATIONS COMMITTEE

1. Work with the Superintendent and the Board to communicate effectively with the education community and the community as a whole about school matters;
2. Produce fact-based newsletters and documents as directed by the Board

CONTRACT NEGOTIATION COMMITTEE

1. Develop a consistent body of expertise regarding union contract negotiations at the Board level;
2. Committee members will split specific union negotiations among themselves, and members should reflect a variety of skills and length of service on the Board. **Additional Board members may be assigned by the Board Chair to fill out representation for specific negotiations.**

CURRICULUM AND INSTRUCTION COMMITTEE

1. Ensure that the direction of the curriculum reflects the Board of Education mission, beliefs and objectives at both the course-specific and K-12 vertical alignment level;
2. Meet with administration and staff to review goals, curriculum updates, new textbooks, proposed or changed courses and programs and make recommendations regarding these items.

POLICY COMMITTEE

1. Review and propose revisions to Board policies as needed to ensure consistency with the District mission statement, best practices and for compliance with state and federal laws;
2. Develop new Board policies as appropriate.

TECHNOLOGY COMMITTEE

1. Meet with district technology representatives to review technology needs and status of inventory;
2. Review availability of technology for standardized testing and educational needs;
3. **Review practices used to ensure the safety and security of the district's digital information.**

LIAISONS

School. Connect with school administration and PTA to offer attendance at meetings or events when possible.

Boards and Committees. Attend meetings when possible to help keep the Board of Education informed of the activities of outside agencies.



Collaboration

	Sep				Oct				Nov				Dec			Jan				Feb				Mar			Apr				May				Jun			
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Conventions & the Unconventional in Storytelling	█																																					
Why We Tell Stories									█																													
Beyond Winning the Argument									█																													
Agency in Writing and in Life									█																													



Conventions & the Unconventional in Storytelling

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Structure and Form

Additional Theory of Process Concepts: selecting text evidence, close reading, making inferences, questioning, predicting, imagining, reflecting, planning, drafting, revising

Additional English Microconcepts: plot, pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, types of conflict (human vs. human, human vs. society, human vs. nature, human vs. self, internal, external), allusion, theme, claim

Additional Theory of Knowledge Concepts: power, justice, poetic justice, morality, empathy, humanity

Generalizations / Enduring Understandings

1. Stories take many forms.
2. Stories typically have a beginning, middle, and end.
3. Compelling stories capitalize on universal elements.
4. Characters' motivation drives plot and influences theme and message.
5. Resolutions to conflict in stories reinforce theme and message and often reveal poetic justice.
6. Storytellers choose a structure to elicit emotional and critical reactions and manipulate that form to impact the audience's experience.
7. While power can be misused or abused, it can also be leveraged to protect justice and humanity.

Guiding Questions

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

- 1a. What qualifies as a story? (P)
- 2a. What are the core elements to a story? (F)
- 2b. What is narrative structure and how does it form a story? (F/C)
- 3a. What universal elements do storytellers use to craft compelling stories? (F)
- 3b. What are the techniques writers use to enhance a story? (F)
- 3c. What makes a story worthwhile for the audience? (C)
- 4a. How does character motivation shape a story? (C)
- 4b. How does character motivation reveal theme and message? (C)
- 5a. Why do stories need resolution? (C)
- 5b. What makes a story's resolution satisfying and/or effective? (C)
- 5c. What can an audience learn from different types of resolutions to stories? (C)
- 6a. What structures and forms are available to storytellers? (F)
- 6b. What are the limitations and strengths of different structures and forms of stories? (C)
- 6c. How do writers manipulate structure and form to evoke a response and impact the audience's experience? (C)
- 6d. Can the same message/story be effectively conveyed across different structures and forms? (P)
- 7a. What types of power are there? (C)

- 7b. How does power impact people as individuals and societies? (C)
7c. Why are so many stories about power and/or justice? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

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

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will analyze how structure and form contribute to storytelling.
- Students will analyze character motivation, characterization, and conflict.
- Students will write or create their own narratives using techniques and elements studied throughout the unit.
- Students will reflect on how their application of learned techniques and elements contributed to their message.

Critical Content & Skills

What students must KNOW and be able to DO

selecting and integrating text evidence, close reading, making inferences, questioning, predicting, imagining, reflecting, planning, drafting, revising (including precision of language), developing a claim or theme

plot (narrative structure), pace, characterization, character motivation, direct/indirect/interior dialogue, diction, connotation, tone, mood, allusion, theme, imagery

types of conflict (human vs. human, human vs. society, human vs. nature, human vs. self, internal, external)

Core Learning Activities

To be designed/agreed upon by PLC in the 2017-2018 school year.

Assessments

Narrative

Summative: Narrative Writing Assignment

Students will compose a narrative to develop a theme or message in which they:

- purposefully select and manipulate form/structure
- use techniques and elements taught in the unit

Resources

Professional & Student

All resources are suggestions; bolded texts are "core"

Short Stories:

- "Lamb to the Slaughter" by Roald Dahl
- "Genesis and Catastrophe" by Roald Dahl
- "Monkey's Paw" by W. W. Jacobs
- "The Storm" by McKnight Malmar


Teachers will have discretion to provide choice in genre, length, etc..so long as it is a process writing piece and is assessed on the common rubric. Teachers will also integrate a reflection component in which students explain how they accomplished the objectives listed above.

 Sophomore Narrative Writing Rubric.docx

Analytical Writing

Formative: Other written assessments

All students will complete two short analytical pieces. Teachers will have discretion to choose which texts students are writing about and to determine the prompt (For example, "Identify a place in the text where the author made a compelling choice in the use of direct and indirect dialogue; analyze the impact that this choice had on you as a reader and on the text as a whole."). All teachers will use the focus and analysis strands as written on the attached

 Conventional and Unconventional Stories Formative Assessment.docx

Flash Fiction: "The Last Stop"
Six-word stories (assorted)

"Clues to a Great Story" TED Talk by Andrew Stanton

Non-fiction excerpt
"The Storytelling Animal" by J. Gottschall

Art:
"Ordeal by Cheque" Wuther Crue
Heider-Simmel Experiment (short video, <https://youtu.be/76p64j3H1Ng>)

Poetry:
"Baby Shoes" (six-word story) by Ernest Hemingway
"Abandoned Farmhouse" by Ted Kooser
"Kansas" by Naomi Shihab Nye
"Swan and Shadow" by John Hollander

Dance:
Excerpts from *So You Think You Can Dance* such as "Fix You" choreographed by Travis Wall (<https://www.youtube.com/watch?v=9iurjDa1hpQ>) and "I'm Going Down" choreographed by Tabitha and Napoleon D'Umo (<https://www.youtube.com/watch?v=BLFMtS1qCUM>)

Novels:
House on Mango Street by Sandra Cisneros
Of Mice and Men by John Steinbeck
Zenzele by J. Nozipo Maraire

The Odyssey by Homer

 "The Storytelling Animal" Excerpt


 "Lamb to the Slaughter" Roald Dahl

 Kansas-NaomiShihabNye.pdf

 Ordeal by Cheque.pdf

 Abandoned Farmhouse (Kooser)

 The Storm mcknight malmar.pdf

 The Storm (Malmar) (seeded with comprehension questions)

 SwanandShadow-JohnHollander.pdf

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

Interdisciplinary Connections

Art and music



Why We Tell Stories

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Voice and Identity

Additional Theory of Process Concepts: selecting text evidence, close reading, making inferences, questioning, predicting, imagining, reflecting, planning, drafting, revising

Additional English Microconcepts: pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, allusion, theme, claim, audience

Additional Theory of Knowledge Concepts: voice, identity, culture, empathy, humanity

Generalizations / Enduring Understandings

1. Humans have an innate need to construct narratives because stories help others to understand us and us to understand ourselves.
2. Stories can inform, entertain, connect, inspire, empower, provide catharsis, and provoke reflection.
3. Stories reveal the humanity that exists in experiences (historical, cultural, geographical, etc.) beyond the audience's and evoke empathy.
4. Stories both preserve and facilitate change in cultures.
5. Storytelling empowers the creator to develop and express their voice.
6. The voice in which a story is told impacts the audience's understanding and experience.

Guiding Questions

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

- 1a. Why do people tell stories? (C)
- 1b. Why is storytelling often the preferred mode of communication? (C)
- 1c. How do stories shape and express identity? (C)
- 2a. Why do people read, watch, and listen to stories? (C)
- 2b. How can stories change the audience? (C)
- 3a. What is the value of stories (for their creators and their audiences)? (C)
- 3b. How do stories help an audience access or empathize with experiences beyond their own? (C)
- 4a. What is culture? (F/C)
- 4b. How do stories reflect and influence culture? (C)
- 5a. How does storytelling impact one's voice? (C)
- 6a. How does voice impact storytelling? (C)

Standard(s)

Connecticut Core Standards / Content Standards

Reading: Literature**Key Ideas and Details**

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

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Objective(s)

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

Students will explore humanity and culture through stories.

Students will compare how voice impacts storytelling across texts.

Students will analyze what a given text reveals about humanity.

Students will write analytically (short and long pieces).

Students will tell stories and reflect on how those stories reveal or shape identity, voice, and culture (as formative activity/assessment).

Critical Content & Skills

What students must KNOW and be able to DO

selecting text evidence, close reading, making inferences, questioning, predicting, imagining, reflecting, planning, drafting, revising pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, allusion, theme, claim, audience piece, identity, culture, empathy, humanity

Core Learning Activities

To be designed/agreed upon by PLC in the 2017-2018 school year.

Suggested activities include:

"This I Believe"

Catcher in the Rye creative piece


Narrative 4-ish activity

Assessments

Analytical Essay

Summative: Extended Essay


Students will write an analytical essay that addresses one (or more) of the unit guiding questions (to be determined by teacher discretion). Teachers will assess on the attached rubric.


 Why We Tell Stories Analytical Rubric.docx


Midterm

Written Test

The midterm examination will be a close reading analysis, in line with the attached.

 [Sophomore Final Exam Cover Sheets 2017](#)

 [Sophomore Final Exam Rubric 2017](#)

 [Sophomore Final Exam Graphic Organizer 2017](#)

Resources

Professional & Student

The House on Mango Street by Sandra Cisneros

Fahrenheit 451 by Bradbury

The Catcher in the Rye by JD Salinger

The Odyssey as told by Homer

The Tempest by William Shakespeare

Of Mice and Men by Steinbeck

Oedipus the King by Sophocles translated by Bernard Knox

My Name is Asher Lev by Chaim Potok

Zenzele by J.Nozipo Maraire

Things Fall Apart by Chinua Achebe

"The Danger of a Single Story" (TedTalk by Chimamanda Ngozi Adichie)
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Teachers may use supplemental texts to compare voice, such as: "Slight Rebellion Off Madison" (Salinger), different translations of *Oedipus the King*, excerpts from *The Penelopiad* by Margaret Atwood, poetry by Louise Gluck

Non-fiction

"In Search of Our Mothers' Gardens" by Alice Walker

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections



Beyond Winning the Argument

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Purpose and Perspective

Additional Theory of Process Concepts: close reading, rhetorical analysis, visual analysis, selecting evidence, considering alternative perspectives, developing arguments

Additional English Microconcepts: claim, counterclaim, argument, evidence, rhetorical appeals, rhetorical context, credibility, bias, intention, audience, voice, efficacy (of argument), exchange of ideas, medium/genre

Additional Theory of Knowledge Concepts: Perspective, Purpose, Responsibility, Accountability, Ethics, Collaboration, Truth

Generalizations / Enduring Understandings

1. Argumentation requires selecting a medium and presenting claims, counterclaims, and evidence to convey purpose.
2. Readers engage in close reading and rhetorical analysis in order to understand and evaluate an author's purpose and bias.
3. An effective argument considers a wide range of perspectives to broaden its appeal and relevance.
4. Writers select relevant and varied evidence to substantiate their claims.
5. Respectful and appropriate discourse enables participants to deepen and revise original understanding.

Guiding Questions

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

- 1a. What are claims and counterclaims? (F)
- 1b. What are the types of evidence? (F)
- 1c. What media can be used to convey arguments? (F)
- 1d. How and why does an author make choices (claim, counterclaim, evidence, media, rhetorical strategies) based on their audience? (C)
- 1e. What makes claims, counterclaims, and evidence effective and relevant? (C)
- 1f. Why is it important to acknowledge and address counterclaims? (C)
- 1g. Is the purpose of argument always to win? (P)

- 2a. What is rhetoric? (F)
- 2b. What is rhetorical analysis? (C)
- 2c. How does one use close reading to conduct rhetorical analysis? (C)
- 2d. What is bias? (F)
- 2e. Why is it valuable to discern bias as a reader and as an author? (C)
- 2f. Does a writer's purpose necessarily impact how the audience understands the argument? (P)

- 3a. What is perspective? (F)
- 3b. How can a writer take their perspective and the perspective of their audience into consideration while writing? (C)
- 3c. Why does a writer's understanding of perspective strengthen their argument? (C)

- 4a. What makes evidence relevant? (C)
- 4b. How do writers choose relevant evidence to substantiate their arguments? (C)
- 4c. Why is a variety of evidence (types, sources, etc.) effective in argumentation? (C)

- 5a. How should individuals engage in discourse? (C)
5b. What qualifies as discourse? (P)
5c. Is there value in revising one's initial understanding? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

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

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details

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

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will conduct close reading and rhetorical analysis.

Students will gather information from sources to develop and support argumentation (via debate or presentation).

Students will engage in collaborative, respectful discourse.

Students will reflect on how they have deepened and revised their thinking over time.

Critical Content & Skills

What students must KNOW and be able to DO

Parts of argument (claim, arguments, counterclaim, evidence, conclusion)

Rhetorical Appeals (Ethos, Pathos, and Logos)

Rhetorical Triangle (Aristotle) (Speaker, Audience, Purpose & Occasion)

Types of Evidence (anecdote, statistic, facts, testimony, experts and authorities, allusions, illustration, scenario, etc.)

Discourse (place/venue, medium, tone, evidence-based, content, emotion and logic, purpose)

Core Learning Activities

To be agreed upon and developed by the PLC in 2017-2018

Rhetorical analysis of texts (may include visuals, ads, etc.)

Assessments

Prepared Debate

Summative: Other oral assessments

In groups or partners, students will:

- choose, with teacher direction, a debatable topic (may be related to class texts, text sets, or other issue)
- research, gathering strong and thorough evidence to support both sides of the topic
- delegate and assign roles throughout the research process
- prepare a presentation in debate format (including claim, arguments, evidence, counterclaim/rebuttal, and closing statement for each side)

On the day of the presentation, students in the group will randomly choose or be assigned to a side of their team's selected topic; as a team, the debate will be presented and scored on the attached rubric.

Following the presentation debate, students will reflect on the process.

Rhetorical Analysis

Formative: Other written assessments

Students will identify rhetorical context, occasion, claim, and appeals used in a text.

Teachers can adapt the attached sample assessment to fit a text(s) they are using.

 Rhetorical Analysis Formative Assessment Sample.docx

Resources

Professional & Student

Oedipus the King by Sophocles

Of Mice and Men by John Steinbeck

Julius Caesar by Shakespeare

The Catcher in the Rye by J.D. Salinger

Twelve Angry Men by Reginald Rose

Fahrenheit 451 by Ray Bradbury

1984 by George Orwell

Text sets to be built from *Everything's An Argument with readings Fifth Edition*

Chapter 21: How Does Popular Culture Stereotype You?

Chapter 22: How Many Friends Have You Made Today?

Chapter 27: What Are You Working For?

Text sets to be built from *Everything's an Argument with readings Seventh Edition*

Chapter 24: What's Globalization Doing to Language?

Chapter 27: How Has the Internet changed the Meaning of Privacy?

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Critical Thinking

Interdisciplinary Connections



Agency in Writing and in Life

Collaboration

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lens: Agency

Additional Theory of Process Concepts: close reading, selecting evidence, synthesizing, planning, revising, strategies for timed writing, participating in a text-based seminar

Additional English Microconcepts: symbolism, motif, metaphor, plot structure, allusion, characterization, character motivation, diction, connotation, tone, mood, imagery, evidence, argument, claim, synthesis, archetype

Additional Theory of Knowledge Concepts: blindness, leadership, power, justice, morality, fate, free will, identity, hubris, prophecy

Generalizations / Enduring Understandings

1. Agency means to act with a purpose; a sense of agency enables a person to make decisions and take actions to impact themselves and their world.
2. Interpretation of a text requires consideration of cultural context (text's, author's, reader's).
3. Culture, experience, and personal interest impact an individual's sense of morality, which complicates justice.
4. While the idea of fate can be comforting because it seems to remove responsibility from the individual, it also provides a sense of destiny and purpose.
5. It is human nature to desire free will as an expression of identity and agency.
6. Blindness manifests in many ways - literal and figurative, willful and involuntary.
7. Leadership is imperiled by ignorance and hubris.
8. Synthesizing a variety of texts leads to a deeper understanding of complex ideas and issues.
9. Writers cultivate and exercise agency through the powerful communication of their ideas.

Guiding Questions

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

- 1a. What is agency? (F)
- 1b. What is a sense of agency? (F)
- 2a. What factors contribute to cultural context? (F)
- 2b. How can an understanding of cultural context shape interpretation? (C)
- 3a. How does personal interest and experience shape decision making? (C)
- 3b. How does a person know the difference between right and wrong? (C/P)
- 3c. How does culture influence a person's understanding of justice or of morality? (C)
- 3d. What is the relationship between justice, morality, and culture? (C)
- 3e. What is justice? (P)
- 4a. What is fate? (F)
- 4b. How is fate constructed/defined in ancient and modern texts or societies? (F)
- 4c. How does one's understanding of fate shape their identity and action? (C)
- 4d. Does fate absolve an individual of responsibility? (P)
- 5a. What is free will? (F)
- 5b. When and why do individuals value free will? (C)
- 5c. How does an individual develop or exercise (a sense of) agency? (C)
- 5d. Can an individual exercise free will without a sense of agency, and vice versa? (P)
- 6a. What is blindness? (C)
- 6b. How do different types of blindness impact individuals? (C)
- 7a. What is hubris? (F)

7b. What is effective leadership? (P)

8a. What is synthesis? (F)

8b. How does one synthesize? (C)

8c. What is the value of synthesis? (C)

9. What is the relationship between agency and writing? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

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

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details

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

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will explore similar concepts across multiple texts.

Students will engage in purposeful discourse about unit concepts and texts.

Students will synthesize various texts in order to construct meaning and to support their ideas.

Students will apply their understanding of unit concepts to their lives and world.

Students will reflect on the development of their own sense of agency (as writers).

Critical Content & Skills

What students must KNOW and be able to DO

Core Learning Activities

To be agreed upon and developed by the PLC in 2017-2018

Agency (see attachment)
Cultural Context (when, where, by whom, biographical information, understanding necessary allusions)
Close reading, selecting evidence, synthesizing, planning, revising, strategies for timed writing, participating in a text-based seminar
Symbolism, motif, metaphor, plot structure, allusion, characterization, character motivation, diction, connotation, tone, mood, imagery, evidence, argument, claim, synthesis, archetype
Blindness, leadership, power, justice, morality, fate, free will, identity, hubris, prophecy

Text-based seminar

Assessments

Synthesis Essay

Summative: Extended Essay

Students will answer a provocative essential question from the unit guiding questions in a synthesis essay. All teachers will score the processed writing piece on the provided rubric but have discretion in selecting which essential question(s) to provide and in text set.

 Agency in Writing and in Life Synthesis Rubric.docx

Resources

Professional & Student

Oedipus the King by Sophocles translated by Bernard Knox
Medea by Euripides
Macbeth by Shakespeare
Things Fall Apart by Chinua Achebe
Of Mice and Men by Steinbeck
The Catcher in the Rye by JD Salinger
Twelve Angry Men by Reginald Rose
The Odyssey as told by Homer

Resources for synthesis work (teachers may supplement):

"The Appointment in Samarra" retold by W. Somerset Maugham
"Scars" by Peter Meinke
"The Real Oedipal Complex" by Jeffrey Rubin
"Oedipus Rex as the Ideal Tragic Hero" by Marjorie Barstow
"To a Mouse" by Robert Burns
"Steinbeck's Letter to Claire Luce"
"What Work Is" by Phillip Levine
"Holden Caulfield's Goddam War" by Kenneth Slawenski
"The Boy That Had Created the Disturbance: Reflections on Minor Characters in Life and *The Catcher in the Rye*" by John MacNally
"Slight Rebellion off Madison" by Salinger

Films for synthesizing with texts:

Minority Report directed by Spielberg
Million Dollar Baby directed by Eastwood

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Written Performance

Interdisciplinary Connections

History

Art and Film

Science

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
NOVEMBER 30, 2017**

SUMMARY

This fifth report for the 2017-18 school year continues to provide year to date actual expenditures, encumbrances, and anticipated obligations. Account-by-account analysis continues to update these estimates as operating conditions change. Beyond salaries, benefits, and energy, many of the anticipated obligations are listed as approximate full budget spend.

During the month of November, the Board of Education spent approximately \$5.4M; \$3.8M on salaries and \$1.6M on all other objects.

The December estimate for the Excess Cost Grant has been calculated and submitted to the State based on the services currently provided to address the needs of this increased population. Overall, at a 75% reimbursement rate (provided it is not adjusted downward due to the State's fiscal concerns), this grant is expected to produce \$200,959 more than what was budgeted. This estimate is presented in the "Offsetting Revenue Schedule" following the expenditure detail. The total grant of \$1,574,986 will provide offsets to the eligible expenses reported, one-half of which should be received in February, subject to change.

The 'additional' grant revenue of \$200K will further reduce the following lines: Special Education Services salaries \$27,000; Professional Services \$46,000, Transportation \$23,000 and Out of District Tuition \$112,000 (all numbers approximate). There will be a loss of \$8,000 to the Paraeducators line because none of these expenses met the eligibility threshold.

This report includes transfer recommendations to adjust some salary accounts resulting from teacher program reassignment during the current budget development process, along with further balance transfers to assist with the needs for the Paraeducator account. Further needs for additional driving time for the Transitional (Community Partnership) Program are also recommended due to the growth of this program, and an additional transfer is recommended due to the loss of transition revenue tied to this program (a non-resident student withdrew). Balances have developed in the Special Education Services Salaries account due to an increase in the estimated excess cost grant receipts related to the additional costs associated with additional students, along with savings from position vacancies.

Overall, our financial position has improved since last month, and now appears to be more manageable.

On the revenue side we are showing receipts for local tuition and some additional miscellaneous fees.

The budget will be closely monitored with any important issues identified as soon as we become aware of them.

Ron Bienkowski
Director of Business
December 13, 2017

TERMS AND DEFINITIONS

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

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2016-17 – unaudited expenditures from the prior fiscal year (for comparison purposes)
- Approved Budget – indicates a town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers – identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date. (None at this time)
- Current Transfers – identifies the recommended cross object codes for current month action. (None proposed at this time)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances subtracting expenditures and encumbrances from the current budget amount indicating accounts with unobligated balances or shortages.
- Anticipated Obligation - is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are included in this column which has the effect of netting the expected expenditure.
- Projected Balance - calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

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

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

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$62,400 for this year.

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

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.
- High school fees for three identified programs 1) high school sports participation fees, 2) parking permit fees and 3) child development fees.
- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION
2017-18 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	YTD			CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2017 - 2018	CURRENT TRANSFERS						
<u>GENERAL FUND BUDGET</u>											
100	SALARIES	\$ 45,552,910	\$ 46,819,455	\$ (10,000)	\$ -	\$ 46,809,455	\$ 14,085,773	\$ 31,590,969	\$ 1,132,713	\$ 1,347,647	\$ (214,934)
200	EMPLOYEE BENEFITS	\$ 11,471,657	\$ 11,630,322	\$ (13,000)	\$ -	\$ 11,617,322	\$ 5,865,682	\$ 4,588,066	\$ 1,163,574	\$ 1,194,477	\$ (30,903)
300	PROFESSIONAL SERVICES	\$ 768,820	\$ 863,121	\$ -	\$ -	\$ 863,121	\$ 304,644	\$ 228,676	\$ 329,801	\$ 268,676	\$ 61,125
400	PURCHASED PROPERTY SERV.	\$ 2,349,864	\$ 1,877,822	\$ -	\$ -	\$ 1,877,822	\$ 932,642	\$ 446,546	\$ 498,634	\$ 499,330	\$ (697)
500	OTHER PURCHASED SERVICES	\$ 8,656,242	\$ 7,606,000	\$ 23,000	\$ -	\$ 8,660,481	\$ 4,130,426	\$ 4,973,612	\$ (443,556)	\$ (152,831)	\$ (290,725)
600	SUPPLIES	\$ 3,832,662	\$ 3,573,732	\$ -	\$ -	\$ 3,573,732	\$ 1,257,169	\$ 117,416	\$ 2,199,147	\$ 2,205,466	\$ (6,319)
700	PROPERTY	\$ 874,846	\$ 556,850	\$ -	\$ -	\$ 556,850	\$ 359,751	\$ 3,099	\$ 194,000	\$ 191,354	\$ 2,646
800	MISCELLANEOUS	\$ 60,122	\$ 68,655	\$ -	\$ -	\$ 68,655	\$ 49,673	\$ 1,668	\$ 17,314	\$ 15,900	\$ 1,414
TOTAL GENERAL FUND BUDGET		\$ 73,567,123	\$ 72,995,957	\$ -	\$ -	\$ 74,027,438	\$ 26,985,761	\$ 41,950,052	\$ 5,091,626	\$ 5,570,019	\$ (478,393)
TRANSFER NON-LAPSING		\$ 97,942									
GRAND TOTAL		\$ 73,665,065	\$ 72,995,957	\$ -	\$ -	\$ 74,027,438	\$ 26,985,761	\$ 41,950,052	\$ 5,091,626	\$ 5,570,019	\$ (478,393)

(Unaudited)

Additional 'DUE' to Current Budget:											
School Security Officer program - Transfer from Town			\$ 313,236								\$ 313,236
Revised Total General Fund Budget			\$ 73,309,193	\$ -	\$ -	\$ 74,027,438	\$ 26,985,761	\$ 41,950,052	\$ 5,091,626	\$ 5,570,019	\$ (165,157)
Additional Appropriation to Operating Budget 11/15/17						\$ 1,031,481				Balance After Adjustment	\$ (165,157)

NEWTOWN BOARD OF EDUCATION
2017-18 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	YTD			YTD			ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER		
100	SALARIES									
	Administrative Salaries	\$ 3,433,535	\$ 3,506,802	\$ 56,863	\$ 3,563,665	\$ 1,400,283	\$ 2,160,081	\$ 3,301	\$ 3,300	\$ 1
	Teachers & Specialists Salaries	\$ 29,759,570	\$ 30,400,715	\$ (75,566)	\$ 30,325,149	\$ 8,222,434	\$ 22,021,162	\$ 81,553	\$ 80,447	\$ 1,106
	Early Retirement	\$ 84,500	\$ 32,000	\$ -	\$ 32,000	\$ 32,000	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ 81,761	\$ 94,578	\$ (4,746)	\$ 89,832	\$ 59,095	\$ 27,236	\$ 3,501	\$ 3,500	\$ 1
	Homebound & Tutors Salaries	\$ 192,562	\$ 256,604	\$ -	\$ 256,604	\$ 25,950	\$ 65,935	\$ 164,719	\$ 152,719	\$ 12,000
	Certified Substitutes	\$ 625,894	\$ 669,520	\$ (20,000)	\$ 649,520	\$ 170,976	\$ 187,035	\$ 291,509	\$ 286,296	\$ 5,213
	Coaching/Activities	\$ 552,865	\$ 579,338	\$ -	\$ 579,338	\$ 153,672	\$ 8,269	\$ 417,397	\$ 417,397	\$ -
	Staff & Program Development	\$ 125,840	\$ 178,469	\$ -	\$ 178,469	\$ 89,537	\$ 43,487	\$ 45,445	\$ 44,945	\$ 500
	CERTIFIED SALARIES	\$ 34,856,526	\$ 35,718,026	\$ (43,449)	\$ 35,674,577	\$ 10,153,946	\$ 24,513,206	\$ 1,007,425	\$ 988,604	\$ 18,821
	Supervisors/Technology Salaries	\$ 777,355	\$ 791,595	\$ (13,329)	\$ 778,266	\$ 298,699	\$ 438,055	\$ 41,513	\$ 37,013	\$ 4,500
	Clerical & Secretarial salaries	\$ 2,127,342	\$ 2,193,704	\$ (14,618)	\$ 2,179,086	\$ 795,023	\$ 1,371,387	\$ 12,676	\$ 10,676	\$ 2,000
	Educational Assistants	\$ 2,223,841	\$ 2,327,687	\$ 104,990	\$ 13,000	\$ 2,445,677	\$ 755,390	\$ 1,670,813	\$ 19,474	\$ 19,804
	Nurses & Medical advisors	\$ 725,625	\$ 737,830	\$ 2,767	\$ 740,597	\$ 201,710	\$ 516,088	\$ 22,799	\$ 21,999	\$ 800
	Custodial & Maint Salaries	\$ 2,914,019	\$ 3,029,989	\$ 964	\$ 3,030,953	\$ 1,177,531	\$ 1,839,840	\$ 13,582	\$ 10,200	\$ 3,382
	Non Certified Adj & Bus Drivers salaries	\$ -	\$ 71,792	\$ (60,092)	\$ 15,000	\$ 26,700	\$ 8,185	\$ -	\$ 18,515	\$ 18,389
	Career/Job salaries	\$ 159,845	\$ 204,168	\$ (28,079)	\$ 25,685	\$ 201,774	\$ (8,713)	\$ 167,271	\$ 43,216	\$ 40,149
	Special Education Svcs Salaries	\$ 1,073,371	\$ 1,119,853	\$ 44,581	\$ (53,685)	\$ 1,110,749	\$ 382,245	\$ 697,510	\$ 30,994	\$ 17,475
	Attendance & Security Salaries	\$ 320,558	\$ 317,169	\$ (14,672)	\$ 302,497	\$ 189,420	\$ 374,372	\$ (261,295)	\$ 4,732	\$ (266,027)
	Extra Work - Non-Cert	\$ 122,759	\$ 80,352	\$ 14,937	\$ 95,289	\$ 48,850	\$ 2,429	\$ 44,010	\$ 40,824	\$ 3,186
	Custodial & Maint. Overtime	\$ 225,822	\$ 191,290	\$ -	\$ 191,290	\$ 76,270	\$ -	\$ 115,020	\$ 113,000	\$ 2,020
	Civic activities/Park & Rec	\$ 25,847	\$ 36,000	\$ (4,000)	\$ 32,000	\$ 7,217	\$ -	\$ 24,783	\$ 24,783	\$ (0)
	NON-CERTIFIED SALARIES	\$ 10,696,384	\$ 11,101,429	\$ 33,449	\$ -	\$ 11,134,878	\$ 3,931,827	\$ 7,077,763	\$ 125,289	\$ 359,044
	SUBTOTAL SALARIES	\$ 45,552,910	\$ 46,819,455	\$ (10,000)	\$ -	\$ 46,809,455	\$ 14,085,773	\$ 31,590,969	\$ 1,132,713	\$ 1,347,647

NEWTOWN BOARD OF EDUCATION
2017-18 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	YTD			YTD			ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET	EXPENDITURE	ENCUMBER		
200	EMPLOYEE BENEFITS									
	Medical & Dental Expenses	\$ 8,829,669	\$ 8,835,482	\$ -	\$ 8,835,482	\$ 4,462,128	\$ 4,343,204	\$ 30,150	\$ 29,208	\$ 942
	Life Insurance	\$ 83,841	\$ 86,329	\$ -	\$ 86,329	\$ 35,191	\$ -	\$ 51,138	\$ 50,845	\$ 293
	FICA & Medicare	\$ 1,391,811	\$ 1,441,193	\$ -	\$ 1,441,193	\$ 474,970	\$ -	\$ 966,223	\$ 981,223	\$ (15,000)
	Pensions	\$ 611,619	\$ 662,888	\$ -	\$ 662,888	\$ 619,761	\$ 4,461	\$ 38,666	\$ 59,052	\$ (20,386)
	Unemployment & Employee Assist.	\$ 51,832	\$ 87,000	\$ -	\$ 87,000	\$ 11,032	\$ -	\$ 75,968	\$ 74,148	\$ 1,820
	Workers Compensation	\$ 502,885	\$ 517,430	\$ (13,000)	\$ 504,430	\$ 262,600	\$ 240,401	\$ 1,428	\$ -	\$ 1,428
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,471,657	\$ 11,630,322	\$ (13,000)	\$ 11,617,322	\$ 5,865,682	\$ 4,588,066	\$ 1,163,574	\$ 1,194,477	\$ (30,903)
300	PROFESSIONAL SERVICES									
	Professional Services	\$ 575,862	\$ 614,472	\$ -	\$ 614,472	\$ 205,952	\$ 215,213	\$ 193,307	\$ 167,522	\$ 25,785
	Professional Educational Ser.	\$ 192,957	\$ 248,649	\$ -	\$ 248,649	\$ 98,692	\$ 13,463	\$ 136,494	\$ 101,154	\$ 35,340
	SUBTOTAL PROFESSIONAL SVCS	\$ 768,820	\$ 863,121	\$ -	\$ 863,121	\$ 304,644	\$ 228,676	\$ 329,801	\$ 268,676	\$ 61,125
400	PURCHASED PROPERTY SVCS									
	Buildings & Grounds Services	\$ 706,299	\$ 713,100	\$ -	\$ 713,100	\$ 420,943	\$ 213,168	\$ 78,988	\$ 75,823	\$ 3,165
	Utility Services - Water & Sewer	\$ 124,917	\$ 127,464	\$ -	\$ 127,464	\$ 58,402	\$ -	\$ 69,062	\$ 75,862	\$ (6,800)
	Building, Site & Emergency Repairs	\$ 517,986	\$ 460,850	\$ -	\$ 460,850	\$ 187,309	\$ 107,399	\$ 166,143	\$ 166,143	\$ (0)
	Equipment Repairs	\$ 297,102	\$ 279,712	\$ -	\$ 279,712	\$ 122,393	\$ 21,031	\$ 136,288	\$ 134,002	\$ 2,286
	Rentals - Building & Equipment	\$ 263,619	\$ 272,923	\$ -	\$ 272,923	\$ 119,821	\$ 104,949	\$ 48,153	\$ 47,500	\$ 653
	Building & Site Improvements	\$ 439,942	\$ 23,773	\$ -	\$ 23,773	\$ 23,773	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL PUR. PROPERTY SER.	\$ 2,349,864	\$ 1,877,822	\$ -	\$ 1,877,822	\$ 932,642	\$ 446,546	\$ 498,634	\$ 499,330	\$ (697)

NEWTOWN BOARD OF EDUCATION
2017-18 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	YTD			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2017 - 2018	CURRENT TRANSFERS						CURRENT BUDGET
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 468,842	\$ 575,152	\$ 10,000	\$ 585,152	\$ 356,299	\$ 71,316	\$ 157,537	\$ 154,837	\$ 2,700	
	Transportation Services	\$ 4,196,264	\$ 4,212,681	\$ -	\$ 4,212,681	\$ 1,258,247	\$ 2,247,835	\$ 706,599	\$ 695,207	\$ 11,392	
	Insurance - Property & Liability	\$ 381,160	\$ 399,012	\$ 13,000	\$ 412,012	\$ 233,500	\$ 175,156	\$ 3,355	\$ 2,148	\$ 1,207	
	Communications	\$ 143,318	\$ 155,694	\$ -	\$ 155,694	\$ 69,517	\$ 75,536	\$ 10,640	\$ 9,685	\$ 955	
	Printing Services	\$ 32,951	\$ 35,293	\$ -	\$ 35,293	\$ 6,063	\$ 6,977	\$ 22,254	\$ 21,669	\$ 585	
	Tuition - Out of District	\$ 3,202,382	\$ 2,014,771	\$ -	\$ 3,046,252	\$ 2,135,146	\$ 2,298,757	\$ (1,387,651)	\$ (1,079,776)	\$ (307,875)	
	Student Travel & Staff Mileage	\$ 231,325	\$ 213,397	\$ -	\$ 213,397	\$ 71,654	\$ 98,034	\$ 43,709	\$ 43,399	\$ 310	
	SUBTOTAL OTHER PURCHASED S	\$ 8,656,242	\$ 7,606,000	\$ 23,000	\$ -	\$ 8,660,481	\$ 4,130,426	\$ 4,973,612	\$ (443,556)	\$ (152,831)	\$ (290,725)
600	SUPPLIES										
	Instructional & Library Supplies	\$ 834,174	\$ 777,524	\$ -	\$ 777,524	\$ 436,885	\$ 44,168	\$ 296,472	\$ 292,172	\$ 4,300	
	Software, Medical & Office Sup.	\$ 222,049	\$ 156,753	\$ -	\$ 156,753	\$ 41,534	\$ 26,425	\$ 88,794	\$ 86,394	\$ 2,400	
	Plant Supplies	\$ 393,852	\$ 411,000	\$ -	\$ 411,000	\$ 136,605	\$ 45,071	\$ 229,324	\$ 225,824	\$ 3,500	
	Electric	\$ 1,282,498	\$ 1,318,911	\$ -	\$ 1,318,911	\$ 461,332	\$ -	\$ 857,579	\$ 885,708	\$ (28,129)	
	Propane & Natural Gas	\$ 357,111	\$ 390,800	\$ -	\$ 390,800	\$ 64,357	\$ -	\$ 326,443	\$ 303,698	\$ 22,745	
	Fuel Oil	\$ 202,843	\$ 278,980	\$ -	\$ 278,980	\$ 67,107	\$ -	\$ 211,873	\$ 211,873	\$ -	
	Fuel For Vehicles & Equip.	\$ 198,134	\$ 213,742	\$ -	\$ 213,742	\$ 42,425	\$ -	\$ 171,317	\$ 182,452	\$ (11,135)	
	Textbooks	\$ 342,002	\$ 26,022	\$ -	\$ 26,022	\$ 6,924	\$ 1,753	\$ 17,345	\$ 17,345	\$ (0)	
	SUBTOTAL SUPPLIES	\$ 3,832,662	\$ 3,573,732	\$ -	\$ -	\$ 3,573,732	\$ 1,257,169	\$ 117,416	\$ 2,199,147	\$ 2,205,466	\$ (6,319)

NEWTOWN BOARD OF EDUCATION
2017-18 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	YTD				YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2017 - 2018	CURRENT TRANSFERS	CURRENT BUDGET					
700	PROPERTY										
	Capital Improvements (Sewers)	\$ 218,541	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Technology Equipment	\$ 528,360	\$ 547,650	\$ -	\$ 547,650	\$ 355,230	\$ 1,774	\$ 190,646	\$ 188,000	\$ 2,646	
	Other Equipment	\$ 127,945	\$ 9,200	\$ -	\$ 9,200	\$ 4,521	\$ 1,325	\$ 3,354	\$ 3,354	\$ 0	
	SUBTOTAL PROPERTY	\$ 874,846	\$ 556,850	\$ -	\$ -	\$ 556,850	\$ 3,099	\$ 194,000	\$ 191,354	\$ 2,646	
800	MISCELLANEOUS										
	Memberships	\$ 60,122	\$ 68,655	\$ -	\$ 68,655	\$ 49,673	\$ 1,668	\$ 17,314	\$ 15,900	\$ 1,414	
	SUBTOTAL MISCELLANEOUS	\$ 60,122	\$ 68,655	\$ -	\$ -	\$ 68,655	\$ 1,668	\$ 17,314	\$ 15,900	\$ 1,414	
	TOTAL LOCAL BUDGET	\$ 73,567,123	\$ 72,995,957	\$ -	\$ -	\$ 74,027,438	\$ 26,985,761	\$ 41,950,052	\$ 5,091,626	\$ 5,570,019	\$ (478,393)

(Unaudited)

Addition "DUE" to Current:	\$ 313,236
Balance After Adjustment	\$ (165,157)

NEWTOWN BOARD OF EDUCATION
 2017-18 BUDGET SUMMARY REPORT
 FOR THE MONTH ENDING - NOVEMBER 30, 2017

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2016 - 2017	YTD			YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2017 - 2018	CURRENT TRANSFERS					

<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>	2017-18			% RECEIVED
	<u>BUDGET</u>	<u>RECEIVED</u>	<u>BALANCE</u>	
LOCAL TUITION	\$30,800	\$12,674	\$18,126	41.15%
<u>HIGH SCHOOL FEES</u>				
PAY FOR PARTICIPATION IN SPORTS	\$7,370	\$7,370	\$0	100.00%
PARKING PERMITS	\$20,000	\$20,000	\$0	100.00%
CHILD DEVELOPMENT	\$8,000	\$8,000	\$0	100.00%
	<u>\$35,370</u>	<u>\$35,370</u>	<u>\$0</u>	<u>100.00%</u>
MISCELLANEOUS FEES	\$4,000	\$3,997	\$3	99.92%
<u>TOTAL SCHOOL GENERATED FEES</u>	<u>\$70,170</u>	<u>\$52,041</u>	<u>\$18,129</u>	<u>74.16%</u>

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - NOVEMBER 30, 2017

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1ST ESTIMATED	FEB RECEIVED	MAY RECEIVED
100	SALARIES	\$ (29,301)	\$ -	\$ (29,301)	\$ (48,814)	\$ -	\$ -
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	PROFESSIONAL SERVICES	\$ (10,490)	\$ -	\$ (10,490)	\$ (56,686)	\$ -	\$ -
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES	\$ (2,365,717)	\$ 1,031,481	\$ (1,334,236)	\$ (1,469,486)	\$ -	\$ -
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND BUDGET		\$ (2,405,508)	\$ 1,031,481	\$ (1,374,027)	\$ (1,574,986)	\$ -	\$ -
100	SALARIES						
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	CERTIFIED SALARIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Educational Assistants	\$ (12,715)	\$ -	\$ (12,715)	\$ (4,732)	\$ -	\$ -
	Nurses & Medical advisors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Special Education Svcs Salaries	\$ (16,586)	\$ -	\$ (16,586)	\$ (44,082)	\$ -	\$ -
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	NON-CERTIFIED SALARIES	\$ (29,301)	\$ -	\$ (29,301)	\$ (48,814)	\$ -	\$ -
	SUBTOTAL SALARIES	\$ (29,301)	\$ -	\$ (29,301)	\$ (48,814)	\$ -	\$ -
200	EMPLOYEE BENEFITS						
	SUBTOTAL EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

FOR THE MONTH ENDING - NOVEMBER 30, 2017

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	REVISION	REVISED BUDGET	1ST ESTIMATED	FEB RECEIVED	MAY RECEIVED
300	PROFESSIONAL SERVICES						
	Professional Services	\$ (10,490)	\$ -	\$ (10,490)	\$ (56,686)	\$ -	\$ -
	Professional Educational Ser.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL PROFESSIONAL SVCS	\$ (10,490)	\$ -	\$ (10,490)	\$ (56,686)	\$ -	\$ -
400	PURCHASED PROPERTY SVCS						
	SUBTOTAL PUR. PROPERTY SER.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	OTHER PURCHASED SERVICES						
	Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Transportation Services	\$ (311,657)	\$ -	\$ (311,657)	\$ (334,335)	\$ -	\$ -
	Insurance - Property & Liability	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Communications	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Printing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Tuition - Out of District	\$ (2,054,060)	\$ 1,031,481	\$ (1,022,579)	\$ (1,135,151)	\$ -	\$ -
	Student Travel & Staff Mileage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL OTHER PURCHASED SER.	\$ (2,365,717)	\$ 1,031,481	\$ (1,334,236)	\$ (1,469,486)	\$ -	\$ -
600	SUPPLIES						
	SUBTOTAL SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	PROPERTY						
	SUBTOTAL PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	MISCELLANEOUS						
	Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	SUBTOTAL MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL LOCAL BUDGET	\$ (2,405,508)	\$ 1,031,481	\$ (1,374,027)	\$ (1,574,986)	\$ -	\$ -

Difference LC Reappropriation 11/15/17 \$ (1,031,481)

Difference, Reappropriation to First Estimate \$ (200,959)

Excess Cost and Agency placement Grants are budgeted at 75%.

The 1st Anticipated is at 75% on eligible expenditures for this year.

The Final Received is at XX% which equals (\$0) less in anticipated grant revenue than was previously estimated.

2017 - 2018

12/14/2017

**NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
DECEMBER 19, 2017**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$168,083	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TRANSFERS TO ADJUST FOR CHANGES IN TEACHING ASSIGNMENTS
\$3,000	100	CAREER/JOB SALARIES	100	CAREER/JOB SALARIES	TO COVER TUITION LOSS FOR THE TRANSITIONAL PROGRAM
\$22,685	100	SPECIAL EDUCATION SERVICES SALARIES			
\$15,000	100	SPECIAL EDUCATION SERVICES SALARIES	100	VAN DRIVERS SALARIES	TO PROVIDE AN ADDITIONAL VAN DRIVER FOR THE TRANSITIONAL PROGRAM
\$13,000	100	SPECIAL EDUCATION SERVICES SALARIES	100	EDUCATIONAL ASSISTANTS	TO FUND REQUIRED EDUCATIONAL ASSISTANTS FOR SPECIAL EDUCATION

NEW PROGRAM/PILOT and RESEARCH PROJECT APPLICATION

Newtown Public Schools

ALL new programs/pilots and research projects MUST be approved by the Newtown BOE.

What will the program/pilot or research project be called?

Integrated STEM 5, Integrated STEM 6

Give a brief description of the program/pilot or research project:

Vision:

- Deliver hands-on, project-based curriculum with instructional outcomes that are aligned with the existing science, math and technology curricula
- Integration of STEM-based activities into classroom-based science, math and technology
- Extension of existing science, math and technology that allows for the creative application of skills and concepts taught in the existing curriculum

Goals:

- Provide additional hands-on experiences with STEM
- Further opportunities to develop creative problem-solving skills
- Develop students' passion for STEM to increase interest in pursuing STEM-related careers
- Provide increased opportunities for students to make curricular connections as well as connections to global issues
- Bridge potential gender gaps that create barriers to girls pursuing STEM opportunities

PLANNING

Please answer the following questions:

1. What is the documented need for the program/pilot or research project?

According to the U.S. Department of Education, all STEM jobs in the U.S. will increase 14 percent from 2010-2020, accounting for millions of positions. Yet, data shows that 3 million of those jobs will go unfilled by 2018. One reason for that is not enough students seriously consider a career in STEM.

There is research that suggests that by the time students reach fourth grade, a third of boys and girls have lost an interest in science and that by eighth grade, almost 50 percent have lost interest or deemed it irrelevant to their future education or plans.

2. What research is available about the effectiveness of this program/pilot or research project?

It is our belief that providing high-quality instruction along with hands-on experiences which integrate STEM skills and knowledge will increase students interest in future study and potential careers. However, research regarding the effectiveness of such instruction remains spotty and, at best, anecdotal.

3. How does the program/pilot or research project align with the core beliefs of the Newtown Public Schools?

The proposed Integrated STEM class directly correlates with many of NPS core values, in particular, "Quality education expands the opportunities for individuals and is vital to the success of the entire community" and "High expectations inspire higher level of performance". The Integrated STEM class will offer education programming that enriches students current learning experience and develops skills and interests necessary to fulfill the growing number of STEM related careers in today's global society.

4. Who have you communicated with about the program/pilot or research project and what are the responses? (ex. Building leadership team, department chair).

The pilot course has been discussed by Reed administration with key members of faculty, including our two trained STEM coaches, the Reed Math/Science Specialist, the RIS School Leadership Team, the NGSS Leadership Team and Assistant Superintendent Jean Davila.

5. Was the program/pilot or research project critiqued by a curriculum committee? What were their comments?

This pilot application was shared and discussed at a recent NGSS Leadership Team meeting. While the group asked several clarifying questions, they were highly supportive of the proposed course and were encouraged at RIS' effort to provide more STEM opportunities to students.

6. Which staff and students will participate in the first year of the program/pilot or research project? How will they be selected?

All fifth and sixth graders will participate in the course one instructional period in a six day cycle throughout the entire school year. (30 periods of instruction)

7. What are the staffing implications?

The course will require the addition of 1.0 FTE certified teacher.

8. Do you anticipate that this will become a mandated program/pilot or research project?

While there has been an increase in STEM offerings in neighboring districts, there is no indication at this time that such instruction will be mandated by the state of Connecticut. It will, however, serve as a complement to instructional shifts resulting from the adoption of NGSS.

9. When and how will the initial, start-up curriculum be written prior to initiation of the program/pilot or research project?

It is anticipated that 40 hours of summer curriculum writing (2018) will be required to complete both the 5th and 6th grade curriculum. This will be done by the person hired to teach the course with direction from Jess Fonovic, Math/Science Specialist.

10. What is the plan for pre-implementation training and follow-up training?

There is no plan for pre-implementation training. It is expected that qualified internal candidates in district will apply. Supplemental training will be provided by building professional development budget, if needed.

11. What are the projected costs for planning and future implementation? (i.e. curriculum development, instruction resources, staff training).

- Curriculum writing costs are estimated at \$3400 (40 hours X \$42.50 X 2)
- Material start-up costs are estimated \$5000.

MEASURING EFFECTS

12. How will you measure the program/pilot or research project effectiveness?

Program effectiveness will be measured by performance on standardized science and math assessments, curriculum-based measures, as well as a pre- and post-interest and knowledge survey of first year participants.

13. Who will use the information to decide if the program/pilot or research project will be continued?

Building administration in conjunction with key members of faculty, including our two trained STEM coaches, Reed Math Specialist and RIS School Leadership Team will evaluate the impact of the course throughout the 18-19 school year.

14. When and how will the results be communicated to the Board?

Reed administration and related staff will provide a mid-year review and end of year evaluation to the Board.

Business/Non-Instructional Operations

Transportation

The Board of Education will provide transportation, under provisions of state law and regulation, under contract, for all students who qualify for such service.

The Board of Education is responsible for the efficiency of the school bus system as determined by the selection of bus routes, the scheduling of bus trips, the authorization of bus trips, and the authorization of bus stops.

The Superintendent of Schools is responsible for the execution of the transportation policy and regulations. Subject to Board approval, he/she may delegate this duty to the Director of Business, or another member of his staff.

The Superintendent of Schools, or his/her designee, is responsible for establishing proper standards of safety for the operation of school buses based on those developed by the Commercial Vehicle Safety Division, Department of Motor Vehicles, State of Connecticut, and shall ensure enforcement by the operator.

Parents and/or guardians who opt not to have their children participate in district-provided transportation are responsible for ensuring the safety of their children until their children arrive on school grounds for school each day and upon their departure from school grounds at the end of each school day. This responsibility includes the selection of methods of transportation, walking routes and the provision of supervision that is appropriate to the student's age and maturity at all times.

Students in Grades K-8

The following provisions shall apply to students in Grades K-8. Students who are eligible for district-provided transportation in accordance with Board Policy 3541 and Administrative Regulation 3541 are encouraged to ride buses to and from school. However, parents/guardians may choose to waive the right to such transportation and give permission for their child or children to walk home from school on a daily basis.

Each parent/guardian who wishes to waive district-provided transportation and permit a his/her child to walk home from school on a daily basis must complete, sign and submit a waiver and permission form, using the form provided by the Administration. Such forms shall only be valid for the school year in which they are submitted. In the event that a parent/guardian wishes to revoke such permission at any point during the school year, the parent/guardian must notify the Administration in writing of such decision. Parents wishing to give permission for their student(s) to walk on an occasional basis, must submit a note specifying the date(s) the student(s) will be permitted to walk.

The following provisions shall apply only to students riding the shuttle from Reed Intermediate School (Grades 5-6): 5th and 6th graders may be allowed to walk home on a daily basis after taking the shuttle bus from Reed Intermediate School to the designated elementary school only if their parents/guardians have completed, signed and submitted a waiver and permission form in accordance with the provisions of this policy.

Business/Non-Instructional Operations

Transportation

Legal Reference: Connecticut General Statutes
10-186 Duties of local and regional boards of education
10-220 Duties of boards of education
14-275 Equipment and color of school buses
14-275a Use of standard school bus required, when.
14-275b Transportation of handicapped students.
14-275c Regulations re school buses and motor vehicles used to transport special education students.
14-276a (c) Town/school district may require its school bus operators to have completed a safety training course.
14-280 Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.
20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116
McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435

Policy adopted: April 4, 2017
Policy revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Business/Non-Instructional Operations

Transportation

Bus Routes

A. Bus Routes

On behalf of the Board of Education, the Superintendent of Schools, or his/her designee, will establish bus routes and assign buses to such routes.

B. Bus Stops

It shall be understood that it is not the intent of the Board of Education to transport every child from his door to school. Bus stops shall be established by the Superintendent, or his/her designee, on the various routes at appropriate points. Bus stops will be reviewed annually and changes made as required by changes in conditions.

C. Limits of Transportation

The maximum walking distance from a student's property entrance way to the bus pick-up point or to school is as follows:

Grades K-8: 1 mile

Grades 9-12: 1 1/2 miles

Exceptions to the walking distance limits to a school or a designated school bus pick-up point will be considered under the following conditions:

1. Physical disability limitations
2. Unusual conditions or hazards along walking location to a designated bus stop

Bus Safety

A. Safety Rules for Drivers

1. When a bus is on school property and children are present, the driver will not back up a bus until the children are supervised by an adult.
2. The driver shall not permit any unauthorized person to occupy the driver's seat, drive the bus, operate the controls, or tamper with the motor while the bus is in service.
3. The driver shall never move the bus when children are embarking and disembarking or when they are not seated, and he must see that all doors are closed while the bus is in motion.

Business/Non-Instructional Operations

Transportation

Bus Safety (continued)

4. The driver shall signal the children when it is safe to walk in front of a bus or cross the street.
5. When possible, and in the safest manner, the driver shall pick up and discharge students only on that side of the State road or highway on which they live. This specifically applies to Routes 6, 25, 34 and 302 only. Exceptions must be authorized by the Superintendent or designee.
6. The driver will not allow any unauthorized persons to board the bus.

B. Student Behavior

When a bus driver believes the conduct and behavior of a student may endanger the safety of the bus or its passengers, he has the authority to return the student to school on an afternoon run. If a disturbance occurs on a morning bus run, all passengers will be brought to school. On both runs, the driver must immediately report the incident to the Bus Supervisor or school Principal. The Principal will determine appropriate disciplinary action, including curtailment of bus privileges.

C. Student Safety Rules

1. All students waiting for buses are to wait quietly, without running and/or playing in the designated area.
2. Students must form an orderly line prior to entering the assigned bus.
3. Before leaving the area to re-enter the school, to go to other parts of the school property, or to leave the school property and then return for transportation, students must have permission from staff who are supervising the loading area.
4. Students will enter/leave the bus without hurrying or pushing.
5. Every student must be seated immediately upon entering the bus and remain seated until the bus comes to a full stop at the point where the student disembarks.
6. Students will not block or obstruct an entrance or exit with books, instruments, or other equipment.
7. Feet must be kept on the floor and out of the aisle.

Business/Non-Instructional Operations

Transportation

Student Safety Rules (continued)

8. Students will at no time or in any manner cause any disturbance that will distract the bus driver's attention and/or endanger the occupants of the bus.
9. Students will refrain from loud talking and shouting while on the bus.
10. Students must not throw or shoot objects in the bus.
11. No student shall mark or damage a school bus or leave waste material on the bus.
12. There shall be no eating on school buses.
13. The use of obscene or profane language is strictly forbidden.
14. Students disembarking buses on the opposite side of the road from their homes should cross in front of the bus and walk at least ten feet away from the bus bumper. When they reach the roadside they must stop, look up and down the road for cars approaching from either direction, and proceed only on a signal from the bus driver. Exceptions for safety reasons may be allowed.
15. Students shall not bring any items on the school bus that can endanger others, or that could disrupt the environment necessary for proper bus safety.
16. Violation of any of these regulations will be reported by the appropriate school administrator to parents or guardians. If bus safety violations continue, parents or guardians will be advised that a loss of bus transportation or suspension from school may be a consequence under student disciplinary.

D. Loading and Unloading

First consideration shall be given to the safety of the students when establishing bus stops, loading and unloading buses, and in all other phases of school bus transportation.

Supervision for loading and unloading buses will be provided under the direction of the building principals at the elementary schools, the 5/6 school, and the middle school. The high school will only provide supervision for loading buses.

E. Picking Up and Discharging Passengers

Bus routes will be designed to pick up and discharge children in a safe and appropriate manner.

Business/Non-Instructional Operations

Transportation

Student Safety Rules (continued)

F. Eligible Riders

Only students and individuals designated by the administration may ride on school buses.

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education

10-220 Duties of boards of education.

14-275 Equipment and color of school buses

14-275a Use of standard school bus required, when.

14-275b Transportation of handicapped students.

14-275c Regulations re school buses and motor vehicles used to transport special education students.

14-276a (c) Town/school district may require its school bus operators to have completed a safety training course.

14-280 Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.

20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116

McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435

Regulation approved: April 4, 2017
Regulation revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Newtown Public Schools

**WAIVER OF DISTRICT-PROVIDED TRANSPORTATION AND
PERMISSION FOR CHILD TO WALK HOME FROM SCHOOL**

School Year: 2017-18

I acknowledge that my child is eligible for district-provided transportation in accordance with Board Policy 3541 and Administrative Regulation 3541. I hereby voluntarily waive the right to such transportation and give permission for my child to walk home from school on a daily basis, as indicated below. I understand that if I wish to revoke such permission at any point during the school year, I must notify the Administration in writing of that decision.

I understand that because I am waiving district-provided transportation authorizing my child to walk home on a daily basis, I am responsible for ensuring the safety of my child once my child leaves school grounds. I understand that this responsibility includes the selection of walking routes from school and the provision of supervision that is appropriate to my child's age and maturity and conditions along the walking route at all times.

This waiver and permission form must be returned to the Main Office of your child's school.

Student's Name: _____ Grade: _____

School: _____

Please initial the box below that applies to your child.

My child has permission to walk home from school on a daily basis.

Reed Intermediate School: My child has permission to walk home on a daily basis after taking the shuttle bus from Reed Intermediate School to the designated elementary school.

Name of Parent/Guardian (Please Print)

Signature of Parent/Guardian

Date

CABE's revised mandated policy to consider.

Students

Student Records; Confidentiality

Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

For the purposes of this policy:

“Parent” means a natural parent, an adopted, or a legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student, **unless parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1956.**

A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

“Student” means an individual who is or has been “in attendance” in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students “attend” classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

“Eligible Student” is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.

Students

Student Records; Confidentiality (continued)

“Student record” means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained.

~~Student records include~~ Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual’s previous attendance as a student are “education records” under FERPA regardless of when they were created or received within the school system. Student records shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute **for the maker of the record**.

Employment records used only in relation to a student’s employment by the district are not considered student records. In addition student records do not include alumni records that contain information about the student after the student is no longer in attendance, records maintained by a law enforcement unit of an educational agency or institution that were created by that unit for the purpose of law enforcement or records of an eligible student that are maintained by a physician, psychologist, professional or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment. Records of the law enforcement unit of the District or school are not considered student records.

“Law Enforcement Unit” means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.

“Substitute” means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

“School Official” means a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

“Authorized Representative” means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

Students

Student Records; Confidentiality (continued)

“Education Program” means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

“Early Childhood Education Program” means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children’s cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

“Personally Identifiable Information” includes, but is not limited to, the student’s name, the name of the student’s parent or other family members; the address of the student or his/her family; a personal identifier, such as the student’s social security number, student number or biometric record (a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, including fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics and handwriting); a list of personal characteristics or indirect identifiers, such as the student’s date of birth, and mother’s maiden name; or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

“Legitimate Educational Interest” means the need for a school official to review an education record in order to fulfill his or her professional responsibilities.

“Directory Information” means information contained in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent’s name and/or e-mail address, student’s name, address, telephone number, date of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, ~~electronic mail address~~, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student’s social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student’s ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the

Students

Student Records; Confidentiality (continued)

user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/She will develop procedures (administrative regulations) providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.
4. **Appointing an individual to be responsible for the care and upkeep of all education records.**
5. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
6. Providing a parent/guardian with an opportunity to seek the correction of the student's education records through a request to amend the records. If the District decides that an amendment of the records as requested is not warranted, to inform the parent/guardian or eligible student and advise him/her of the right to a hearing and permitting the parent/guardian or an eligible student to place a statement in the education records of the student.
7. Guaranteeing access to student records to authorized persons within five days following the date of request.
8. Assuring security of student records- **(e.g. achievement, attendance, immunization, HIV, transgender).**

Students

Student Records; Confidentiality

9. Enumerating and describing the student records maintained by the school system.
10. Annually informing parents under what conditions that their prior consent is not required to disclose information.
11. Ensuring the orderly retention and disposition, per applicable state statutes, of the district's student records.
12. Notifying parents of secondary school students that it is required to release the student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.
13. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records. (as amended by PA 17-68, Section 4)

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

10-221b Boards of education to establish written uniform policy re: treatment of recruiters.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Legal Reference: Connecticut General Statutes (continued)

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011)

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)

P.L. 112-278 “The Uninterrupted Scholars Act”

Public Act 16-189 – an Act Concerning Student Data Privacy

Policy adopted: November 1, 2016
Policy revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

CABE's updated sample regulation to consider.

Students

Student Records; Confidentiality

Definitions

As used in this regulation:

1. **“Student”** means an individual who is or has been “in attendance” in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students “attend” classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

2. **“Student Record”** means any item of information directly related to an identifiable student, other than directory information, which is maintained by the school district or required to be maintained by an employee in the performance of his/her duties whether recorded by handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school district, regardless of the physical form in which it is maintained. Any information which is maintained for the purpose of review by a second party is considered a student record.

“Student Record” shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute for the maker of the record. Employment records used only in relation to a student’s employment by the district are not considered student records. In addition student records do not include alumni records that contain information about the student after the student is no longer in attendance, records maintained by a law enforcement unit of an educational agency or institution that were created by that unit for the purpose of law enforcement or records of an eligible student that are maintained by a physician, psychologist, professional or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment.

3. **“Substitute”** means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of notes in his or her position. ~~Medical records are not open to public inspection.~~

~~**“Post-enrollment Records”** means that records that pertain to an individual’s previous attendance as a student are “education records” under FERPA regardless of when they were created or received by the institution.~~

4. **“Directory Information”** means information contained in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items:

Students

Student Records; Confidentiality

Definitions (continued)

4. “Directory Information” (continued)

parent’s name and/or e-mail address, student’s name, address, telephone number, date ~~and~~ ~~place~~ of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, ~~electronic mail address~~, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student’s Social Security Number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student’s ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

5. “Parent” means a natural parent, an adopted parent, or legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated, both the parent granted custody and the parent not granted custody have the legal right of access to the academic, medical, hospital or other health records of the child, unless a court order prohibits access.

Whenever a student has attained eighteen (18) years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student, unless parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1956.

A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in C.G.S. 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or (3) such incarcerated parent is prohibited pursuant to a court order.

6. “School Official” means a person employed by the district as an administrator, supervisor, instructor or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

Students

Student Records; Confidentiality

Definitions (continued)

7. **“Disclosure”** means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written, or electronic means. It is also permitted to return an educational record to the provider or creator of the record, including the return of a questionable document to the purported sender for verification of information in the document.
8. **“Personally Identifiable Information”** includes but is not limited to the student’s name, the name of the student’s parent or other family member, the address of the student or student’s family, a personal identifier such as the student’s Social Security Number or student number, or “biometric records” (a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, including fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics and handwriting), a list of personal characteristics or indirect identifiers, such as ~~the name of the student’s parent or other family members and the~~ **student’s** date and place of birth and mother’s maiden name, or other information that would allow a reasonable person in the school or community who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
8. ~~“Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.~~
9. **“Access”** means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record and a request to release a copy of any record.
10. ~~“Student” means a person who is or was enrolled in a school.~~
11. ~~“Adult student” means a person who is or was enrolled in school and who is at least eighteen (18) years of age.~~
10. **“Eligible Student”** means a student or former student who has reached eighteen years (18) of age or who is attending an institution of post-secondary education or is an emancipated minor.
11. **“Law Enforcement Unit”** means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to (1) enforce laws or refer matters of law enforcement to appropriate authorities, or (2) maintain the physical security and safety of the agency or institution.
12. **“Legitimate Education Interest”** means the need for a school official to review an educational record in order to fulfill his/her professional responsibilities.

Students

Student Records; Confidentiality

Definitions (continued)

13. **“Signed and Dated Waiver Consent”** means signed and dated written consent to disclose personally identifiable student information from a student’s records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of consent.
14. **“Authorized Representative”** means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in **34 C.F.R. §99.31(a)(3)** to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.
15. **“Education Program”** means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.
16. **“Early Childhood Education Program”** means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children’s cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

Types of Records

The school district shall maintain only the following three categories of records:

1. **“Mandatory Permanent Student Records”** are those records which are maintained in perpetuity (at least 50 years) and which schools have been directed to compile by statute, regulation, or authorized administrative directive. Such records shall include the following:
 - A. Legal name of student, address, gender of student
 - B. Date of birth, place of birth
 - C. Method of verification of birth date

Students

Student Records; Confidentiality

Types of Records (continued)

- D. Name and address of parent of minor student
 - (1) Address of minor student if different than the above
 - (2) An annual verification of the name and address of the parent and the residence of the student
 - E. Entering and leaving date of each school year and for any summer session or other extra session **and attendance.**
 - ~~F. Subjects taken during each year, half year, summer session, or quarter~~
 - F.** Academic achievement (grades, transcripts)
 - G.** Level of academic achievement (class standing/academic level)
 - ~~I. If marks or credit are given, the mark or number of credits toward graduation allowed for work taken~~
 - H.** Verification or exemption from required immunizations
 - I.** Date of high school graduation or equivalent
 - J.** Student activities and significant awards
 - K.** **Notice of expulsion for firearm or deadly weapon (C.G.S. 10.233c(e),10-233d(f))**
2. **“Mandatory Interim Student Records”** are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per statute, regulations (6 years following the student’s graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students via media and an opportunity provided to copy said records), or authorized administrative directive. Such records include the following:
- A. A log or record shall be maintained for each student's record which lists all persons, agencies or organizations requesting or receiving information from the record, and the legitimate interests therefor. (Exception from listing, see **Access Log, #2.**)
 - B. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver. (Comprehensive Health Record)
 - C. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
 - D. Pupil Personnel Services Records**

Students

Student Records; Confidentiality

Types of Records (continued)

- E. Language training records.
- F. Progress slips and/or notices.
- G. Parental restrictions regarding access to directory information or related stipulations.
- H. Parent or adult student rejoinders to challenged records and to disciplinary action.
- I. Parental authorizations or prohibitions of student participation in specific programs.
- J. Results of standardized tests administered within the preceding three years.
- K. **Student activities and significant awards.**

Note: Disciplinary records of suspension and expulsion are subject to being expunged according to state and federal statutes.

3. **“Permitted Records”** are those records having clear importance only to the current educational process of the student. Such records may be destroyed after 6 years following the student’s graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students via media and an opportunity provided to copy said records. Such records may include the following:
 - A. Objective counselor and/or teacher ratings
 - B. Standardized test results older than three years
 - C. Routine discipline data
 - D. Verified reports of relevant behavioral patterns
 - E. All disciplinary notices

Maintenance and Security of Student Records

1. Custodian of Records

- A. **The Director of Pupil Personnel** is hereby designated as custodian of student records. The address of the custodian is:
The Director of Pupil Personnel, Newtown Public Schools, 3 Primrose Street, Newtown, CT 06470
 - (1) The custodian is charged with district-wide responsibility for implementing Board of Education policies and administrative regulations relating to student records.

Students

Student Records; Confidentiality

Maintenance and Security of Student Records (continued)

1. Custodian of Records (continued)

- (2) The custodian shall be responsible for security of student records and shall devise procedures for assuring that access to such records is limited to authorized persons.
 - (3) The custodian of records or a designated certified employee shall be responsible during the inspection for interpretation of the records where necessary and for prevention of their alteration, damage or loss.
- B. In each school, the principal, or a certified employee designated by the principal, is responsible for implementation of Board of Education policies and administrative regulations relating to student records maintained in that school.
- C. With respect to confidential HIV-related information, if the principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the guardian of the record.
- D. With respect to child abuse and neglect investigation material, the Superintendent of Schools or designee shall be guardian.

2. Files

- A. A record for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations, a notation shall be placed in the central file indicating where such records may be found.
- B. Student records shall be stored in locked containers (files) or rooms.
- C. Records containing information to child abuse/neglect referrals or reports; or containing confidential HIV-related information should be kept separate from the student's cumulative folder, in confidential files.
- D. If the Administration changes the name and/or gender in a transgender or gender non-conforming student's education record, all education records containing the student's birth name and gender shall be maintained, if so required under federal and/or state law and regulations, separately from other education records and in a strictly confidential location and manner.

Students

Student Records; Confidentiality

Maintenance and Security of Student Records (continued)

3. Information

- A. All anecdotal information and assessment reports maintained as student records must be dated and signed by the individual who originated the record. Each school principal shall keep on file a record of enrollment and scholarship for each student currently enrolled in that school.

Access to Student Records

1. School Officials

- A. School officials, as defined, have access to students' educational records without consent, if the official has been determined to have a legitimate educational interest in the records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
- B. Contractors, consultants, volunteers, and other parties to whom a school has outsourced services or functions are considered "school officials" who may have access to student records, without parental consent, if the following conditions are met:
- The party is under the direct control of the school.
 - The party is subject to the same conditions governing the use and redisclosure of education records applicable to other school officials.
 - The contractor must ensure that only individuals with legitimate educational interests, as determined by the district or school, obtain access to the education records. The contractor may not redisclose personally identifiable information without consent unless the district or school has authorized the redisclosure under a FERPA exception and the district or school records the subsequent disclosure.
- C. The district or school may not disclose education records to an outside service provider unless it has specified in its annual FERPA notification to parents/students that it uses contractors, consultants, volunteers, as "school officials" to provide certain institutional services and functions.
- D. In controlling access to education records by school officials and outside service providers, schools must:

Students

Student Records; Confidentiality

Access to Student Records (continued)

1. School Officials (continued)

- (1) Use “reasonable methods” to ensure an official is given access to only those education records, paper or electronic, in which the official has a legitimate educational interest.
- (2) Schools may use such methods as:
 - Physical controls such as locked filing cabinets;
 - Technological controls such as role-based access controls for electronic records;
 - Administrative policies, in lieu of physical or technological controls. Such policies must be effective in controlling access.

(It is recommended that access to education records by school officials be tracked.)

2. Parents

- A. Parents of currently enrolled or former students shall have an absolute right during regular business hours to access to any and all student records related to their children which are maintained by the district. Neither the student record, nor any part thereof, shall be withheld or edited. If the student records contain information on more than one student, the parent may inspect and review or be informed of only the specific information which pertains to that student.
- B. A parent or guardian’s request for access to student records shall be made in writing to the custodian of student records. Access shall be granted no later than forty-five (45) days following the date of the request.
 - (1) For the records of **regular education students**, the Board will make education records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.
 - (2) For **students requiring special education**, the Board will comply with a request to review and inspect the child’s education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing or resolution session held in accordance with the IDEA; otherwise the Board will comply with such request not later than ten (10) school days of such request.

Students

Student Records; Confidentiality

Access to Student Records (continued)

2. Parents (continued)

- C. A requesting parent shall be notified of the location of all student records, if not centrally located.
- D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.
- E. When a parent's dominant language is not English, the district shall make an effort to
 - (1) provide interpretation of the student record in the dominant language of the parent, or
 - (2) assist the parent in securing an interpreter.

3. Parental Consent

- A. The custodian of student records may permit access to student records during regular school hours (a) to any person for whom a student's parent has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released; or (b) to the student if he/she is an eligible student, or has entered a post-secondary educational institution.
- B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.
- C. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited.
- D. The consent notices shall be kept permanently with the student record.
- E. Upon request, the district shall provide the parent/eligible student with a copy of the record which is disclosed. (34 CFR 9910, Rights of Inspection and Review)

4. Without Parental Consent

- A. No person or agent shall be permitted access to student records without written parental consent or under judicial order, except that access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

Students

Student Records; Confidentiality

Access to Student Records (continued)

4. Without Parental Consent (continued)

- (1) Officials and employees of other public schools or school districts, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, where the student intends to or is directed to enroll. The authority of the district or school to transfer education records to a student's new school continues after actual enrollment so long as the disclosure is in connection with the student's enrollment. This ensures that a school may supplement, update, or correct records sent during the student's application or transfer period. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Note: Section 504 and Title II of the ADFFA generally prohibits post-secondary institutions from making pre-admission inquiries about an applicant's disability status. However, after admission, such institutions may request such information concerning a current student.

- (2) Authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, State Education Officials, or their respective designees, or the United States Office for Civil Rights where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law; provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.
- (3) The U.S. Attorney General or his/her designee in response to a court issued ex parte order, under the USA Patriot Act, in connection with the investigation or persecution of an offense listed in U.S.C. 2332b(g)5(B) or an act of domestic or international terrorism crimes. The District, in response to such an order, is not required to record a disclosure of information, nor acquire consent or notice to the parent or student.
- (4) Other state and local officials to the extent that such information is specifically required to be reported pursuant to state law.

Students

Student Records; Confidentiality

Access to Student Records (continued)

4. Without Parental Consent (continued)

- (5) Parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.
- (6) Schools may disclose information received under a community notification program concerning a student who is required to register as a sex offender in the State.
- (7) Child welfare agencies that are legally responsible for the care and protection of students, including the educational stability of children in foster care
- (8) If a parent or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order, or subpoena, the student's education records that are relevant for the school district to defend itself.

B. Information from student records may be released to the following:

- (1) Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons. The factors to be considered in determining whether information may be disclosed include the seriousness of the threat to the health or safety of the student or other individuals, the need for the information to meet the emergency, whether the parties to whom the information is disclosed are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 34 CFR 99.36, Conditions for disclosure of information in health and safety emergencies.
- (2) Agencies or organizations in connection with a student's application form or receipt of financial aid, provided that information permitting the personal identification of students or their parents may be disclosed only as may be necessary for such purposes as to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.
- (3) Accrediting organizations in order to carry out their accrediting functions.
- (4) Organizations conducting studies for or on behalf of state educational agencies and state higher education authorities, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.

Students

Student Records; Confidentiality

Access to Student Records (continued)

4. Without Parental Consent (continued)

Such disclosure is subject to the following FERPA requirements:

- The school does not have to initiate the research request or agree with or endorse the conclusion or results of the study.
- The school must agree with the purposes of the study and retain control over information from the education records it discloses.

The school must have a written agreement with the receiving organization that:

- Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed.
- Requires the organization to use the information from education records only to meet the purpose or purposes of the study stated in the agreement.
- Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests.
- Requires the organization to destroy or return all personally identifiable information when no longer needed for purposes of the study.
- Specifies the time period in which the information must be returned or destroyed.

Note: ~~It is recommended that~~ Whenever possible, ~~agencies and institutions~~ Newtown Public Schools will either release de-identified information or remove students' names and Social Security Numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

- (5) Officials and employees of private schools or school districts where the student is enrolled or intends to enroll subject to the rights of parents by law.
- (6) An agency caseworker or other representative of a State or local child welfare agency, or tribal organization who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the education needs of the students and authorized by such agency or organization to receive such disclosure.

Students

Student Records; Confidentiality

Access to Student Records (continued)

4. Without Parental Consent (continued)

- C. No person, persons, agency, or organization permitted access to student records pursuant to this regulation shall permit access to any information obtained from such records by any other person, persons, agency or organization without the written consent of the student's parent; provided, however, that this paragraph shall not be construed to require prior parental consent when information obtained pursuant to this regulation is shared with other persons within the district so long as such persons have an equal legitimate interest in the information.
- D. Education records may be released without consent if all personally identifiable information has been removed. The district must reach a “reasonable determination” that a student’s identity is not personally identifiable because of unique patterns of information about that student, whether through single or multiple releases, taking into account other reasonably available information. Also, de-identified student level data may be released for the purpose of educational research by attaching a code to each record. **The district will not disclose any information about how it generates and assigns a record code that would allow a recipient of the information to identify a student based on the record code.** It may be necessary to look to local news, events, and media coverage in the “school community” in determining, in a highly publicized incident, whether other information would make a particular record personally identifiable even if all direct identifiers have been removed.

5. Court Order

- A. Information concerning a student shall be furnished in compliance with a court order.
 - (1) Unless otherwise judicially instructed, the custodian shall, prior to the disclosure of any student's records pursuant to a court order, give the parent and the student three days notice, if lawfully possible, within the requirements of the judicial order, of the name of the requesting agency and the specific records requested. Such notice shall be in writing if possible.
 - (2) Only those records related to the specific purpose of the court order shall be disclosed.
 - (3) When a parent is a party to a court proceeding involving child abuse or neglect, or dependency matters, and a judicial order is issued in the context of that proceeding, or pursuant to a lawfully issued subpoena, additional notice to the parent by the educational agency or institution is not required pertaining to the disclosure of the records.

Students

Student Records; Confidentiality

Access to Student Records (continued)

5. Court Order (continued)

- B. The service of a subpoena upon a district employee or official solely for the purpose of causing the employee to produce a school record pertaining to any student may be complied with by such employee, in lieu of personal appearance as witness in the proceeding, by submitting to the court, or other agency issuing the subpoena, at the time and place required by the subpoena, a copy of such record, accompanied by an affidavit certifying that such copy is a true copy of the original record on file in the school or school office. The copy of the record shall be in the form of a photograph, microfilm, micro card, or miniature photograph or other photographic copy or reproduction or an enlargement thereof.

Nothing in this regulation shall preclude the district from providing in its discretion statistical data from which no student may be identified to any public agency or entity or private nonprofit college, university, or educational research and development organization when such actions would be in the best educational interests of students.

If it is determined, per the federal regulations, that a third party improperly redisclosed personally identifiable information from education records in violation of Section 99.33(a), of FERPA Regulations, the district may not allow that third party access to personally identifiable information from education records for at least five years.

6. Disclosure to Parents of “Eligible Students” and Rights of Students

- A. Rights of parents under FERPA transfer to students once the student has reached 18 years of age or is attending a post secondary institution and thereby becomes an “eligible student.”
- B. Disclosure to parents without student consent after FERPA rights have transferred to students is permitted under the following circumstances:
- (1) The student is a dependent for Federal income tax purposes.
 - (2) The disclosure is in connection with a health or safety emergency; i.e. knowledge of the information is necessary to protect the health or safety of other individuals.
 - (3) The student has violated a law or the school’s rules or policies governing alcohol or substance abuse.

Students

Student Records; Confidentiality

Access to Student Records (continued)

7. **Disclosure of Information in Health and Safety Emergencies** (*Also see section above*)
- A. The district may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
 - B. Such appropriate information concerning disciplinary action may be disclosed to teachers and school officials in the district who have been determined to have legitimate educational interests in the behavior of the student. This must be strictly construed.
 - C. Such appropriate information, concerning disciplinary action, may be disclosed to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.
 - D. In making a determination, the district or school must take into account the totality of the circumstances pertaining to a threat to the safety or health of the student or other individuals. If a school determines that there is an articulable and significant threat to the safety or health of a student or other individuals, it may disclose information from education records to appropriate parties whose knowledge of the information is necessary to protect the health and safety of the student or other individuals.
 - E. The district or school is required to record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the information was disclosed. "Appropriate parties" include the parents of an eligible student.
 - F. Pursuant to C.G.S. 19a-581 through 19a-585, confidential information concerning HIV status may not be released to anyone EXCEPT a health care provider with a written release from the parents.

8. **Redisclosure of Educational Records**

The school district may disclose personally identifiable from an education record only on the condition that the party to whom the information is disclosed will not subsequently redisclose the information to any other party without the proper consent of the parent or eligible student, and that such party may only use the information for the purposes for which disclosure was made.

Notwithstanding the provision stated, the school district may disclose personally identifiable information from an education record with the understanding that the information may be redisclosed by the recipient of the information under the following conditions:

- A. Federal and State officials that receive education records for audits, evaluation, and compliance and enforcement purposes may redisclose such records under the same conditions that apply to other recipients of education records.

Students

Student Records; Confidentiality

Access to Student Records (continued)

8. Redisclosure of Educational Records (continued)

- B. A state educational agency that received records for audit, evaluation or compliance or enforcement purposes may redisclose records for other qualifying purposes, such as:
- (1) Forwarding records to a student's new school district;
 - (2) Forwarding records to another listed official, including the Education Secretary or a post secondary authority;
 - (3) Forwarding to an accrediting agency; or
 - (4) In connection with a health or safety emergency.

9. Criteria

- A. "School officials and employees" as used in this regulation means district employees and elected district officers, and other parties as defined in this regulation.
- B. The following criteria shall be used in determining whether a "school official or employee" has a "legitimate educational interest".
- (1) The employee has an instructional or supervisory responsibility toward the student that, in order to be fulfilled, requires knowledge of the contents of the student's records.
 - (2) The employee has an administrative duty that requires information contained in the student's records.
 - (3) The school official is engaged in a disciplinary proceeding that requires disclosure of all or part of the student's records in order to come to a just conclusion. (Or criteria can be defined by school district)
- C. The district and/or school shall use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom they disclose education records. The district and its schools may use PINS, passwords, personal security questions, "smart cards" and tokens, biometric indicators, or other factors known or possessed only by the user, as appropriate. **Identification** means determining who is the intended or authorized recipient of the information. **Authentication** means ensuring that the recipient is who he/she claims to be.

Students

Student Records; Confidentiality

Challenging Contents of Records

1. Following an inspection and review of a student's records the parent or guardian of the student or former student may challenge the content of any student record.
 - A. The parent or eligible student may file a written request with the Superintendent of Schools to correct or remove any information recorded in the written records concerning the parent's child which the parent alleges to be:
 - (1) Inaccurate, misleading or in violation of the student's rights of privacy.
 - (2) An unsubstantiated personal conclusion or inference.
 - (3) A conclusion or inference outside of the observer's area of competence.
 - (4) Not based on the personal observation of a named person with the time and place of the observation noted.
 - B. Within 30 days of receipt of such request, the Superintendent or designee shall meet with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the school district.
 - C. The information shall be corrected or removed if the Superintendent sustains any or all of the allegations.
 - D. If the Superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent or guardian may, within 30 days of the refusal, appeal the decision in writing to the Board of Education.
 - (1) Within 30 days of receipt of such an appeal, the Board of Education shall, in closed session with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the district, determine whether or not to sustain or deny the allegations. The decision of the Board of Education shall be final.
 - (2) If the Board of Education sustains any or all of the allegations, it shall order the Superintendent to immediately correct or remove and destroy the information from the student's written records.
 - (3) Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the Board of Education unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.

Students

Student Records; Confidentiality

Challenging Contents of Records (continued)

- E. If the final decision of the Board of Education is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the Superintendent, the parent or guardian shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is corrected or removed.

2. Hearing Panel

- A. Either the Superintendent of Schools or the Board of Education may convene a hearing panel upon written request of a parent or eligible student. The hearing shall be provided to afford the opportunity to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the students. The hearing panel shall be composed of the following persons, provided the parent has given written consent to release information from the relevant student's records to the members of the panel so convened, to assist in making determinations;

- (1) The principal of a public school other than the one at which the record is on file.
- (2) A certified employee appointed by the parent or guardian.
- (3) A parent appointed by the Superintendent or by the Board of Education, depending upon who convenes the panel.

Alternate: The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.

- B. The persons appointed pursuant to the above paragraph, if possible, shall not be acquainted with the student, his/her parent or guardian, or the certified employee who recorded the information, except when the parent or guardian appoints the person pursuant to paragraph a (2) above.
- C. The Principal appointed to the hearing panel shall serve as Chairperson.
- D. The hearing panel shall, in closed session, hear the objections to the information of the parent and the testimony of the certified employee who recorded the information in question, if any, and if such employee is currently employed by the school system. The parent or eligible student and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross examine witnesses, to present evidence and to receive a written decision of the hearing.

Students

Student Records; Confidentiality

Challenging Contents of Records (continued)

- (1) The hearing panel shall be provided with verbatim copies of the information which is the subject of the controversy.
 - (2) Written findings shall be made setting forth the facts and decisions of the panel, and such findings within a reasonable period of time after the hearing shall be forwarded to the Superintendent or the Board of Education, depending upon who convened the panel.
- E. If, after the hearing, the District does not make the requested change, the parent or eligible student shall be informed of his/her right to place a statement on the record commenting on the information or stating why he/she disagrees with the record. Whenever the District discloses the record to third parties, any such statement by the parent or eligible students must also be disclosed. (34 C.F.R. §99.21)
- F. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.
3. Whenever there is included in any student record information concerning any disciplinary action taken by school system personnel in connection with the student, the student's parent or guardian may include in such student's record a written statement or response concerning the disciplinary action.

Directory Information

1. The following student information is declared to be directory information **in accordance with Policy 3520.12**:
 - A. Name
 - B. Address
 - C. Telephone number
 - D. Date ~~and place~~ of birth
 - E. Major field of study
 - F. Participation in officially recognized activities and sports
 - G. Weight and height of members of athletic teams
 - H. Dates of attendance
 - I. ~~E-mail address~~
 - J. Parent's name/e-mail address
 - K. Degrees and awards received, including honor roll publication
 - L. Most recent previous public or private school attended by the student

Note: FERPA regulations prohibits the use of a Social Security Number (SSN) as an identification element when disclosing or confirming directory information unless the student has provided written consent for the disclosure.

Students

Student Records; Confidentiality

Directory Information (continued)

2. Directory information may be released to the following:
 - A. Federal, state and local governmental agencies
 - B. Representatives of the news media, including but not limited to newspapers, magazines and radio and television stations
 - C. Employers or prospective employers
 - D. Nonprofit youth organizations
 - E. Military recruiters or institutions of higher learning that have requested the names, addresses, and telephone numbers of secondary school students unless parental consent is denied.
3. Subject to the provisions of C.G.S. 1-19(b11), high schools shall provide the same directory information and on-campus recruiting opportunities to military recruiters as are offered to nonmilitary recruiters or commercial concerns. (cf. 5145.14 On-Campus Recruitment).
4. No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media.
5. The names and addresses of students enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided, in accordance with the terms of the law, to a private school or college cooperating under state law.
6. The custodian of records will normally limit or deny the release of specific categories of directory information unless he determines that such release is required by law or is in the best interests of students.
7. Notice shall be given annually of the categories of information which the school district plans to release and of the recipients.
 - A. The school shall allow a reasonable period of time after such notice has been given for a parent or guardian to inform the custodian of student records that any or all of the information designated should not be released without the parent's or guardian's prior consent.
 - B. No directory information shall be released regarding any student when a parent or guardian has notified the school that such information shall not be released.
8. Disclosure of directory information on former students is permitted without providing notice or additional opt-out opportunities. A former student's opt-out provided while he/she was a student in the district must continue to be honored unless specifically rescinded by the former student.
9. Opt-out from directory information does not prevent a school from identifying a student by name or from disclosing an electronic identifier or instructional e-mail address in the classroom. A student does not have the right to remain anonymous in class and an opt-out may not be used to impede routine classroom communications and interactions, whether the class is held in a specified physical location or online through electronic communications.

Students

Student Records; Confidentiality

Note: *A district may adopt and implement a limited directory information policy that allows for the disclosure of directory information to specific parties, for specific purposes, or both. Such a policy must be specified in the public notice to parents/guardians and eligible students. The District must then limit directory information disclosures to those specified in the public notice.*

Alternate: Limited Disclosure of Directory Information

The District limits its disclosure of directory information to the following, without prior written consent of parent/guardian or eligible student unless the District has been advised to the contrary:

- ~~1. Military recruiters or institutions of higher learning. Such disclosure is limited to the student's name, address and telephone listing.~~
- ~~2. Companies that manufacture class rings.~~
- ~~3. Companies that publish yearbooks.~~
- ~~4. Playbills showing a student's role in a drama or vocal production.~~
- ~~5. Honor roll or other recognition lists.~~
- ~~6. Graduation programs.~~
- ~~7. Sports activity sheets.~~
- Other: _____

Access Log

1. A log or record shall be maintained for each student's record, ~~which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interests.~~ **The record log shall contain:**
 - A. the name of any individual, agency, or organization that requested or obtained access to the student's records;**
 - B. the date of the request for access;**
 - C. whether access was given;**
 - D. the purpose for which the party was granted access to the records;**
 - E. the names of additional parties to whom the receiving party may disclose the information on behalf of the school district; and**
 - F. the legitimate educational interest in obtaining the information.**
2. Such listing need not include the following:
 - A. Parents or students to whom access is granted.
 - B. Parties to whom directory information is released.
 - C. Parties for whom written consent has been executed by the parent or guardian.
 - D. School officials or employees having a legitimate educational interest.
3. The log or record shall be open to inspection only by a parent or guardian and the custodian of student records, or the custodian's designee, and to other school officials with legitimate interests in the records, and to the Comptroller General of the United States, the Secretary of the Office of Education, an administrative head of an education agency as defined in 20 U.S.C. 1232g., and state educational authorities as a means of auditing the school system's operations.

Students

Student Records; Confidentiality (continued)

Access Log (continued)

4. If the district makes a release of education records without consent in a **health and safety emergency**, the district must record:
 - A. the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for disclosure; and
 - B. the parties to whom the district disclosed the information.

Fee for Reproducing Records

1. A fee based upon the actual cost of reproduction, handling and postage (if any) shall be charged for furnishing copies of any student record. **Such charge will not exceed 50¢ per page.**
2. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive one free copy of their child's education records. The request for the free copy must be in writing and the Board will comply with the written request within ten (10) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act, 20 USC 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent or eligible student retains the right to review and inspect such information, and the board of education shall respond to reasonable requests from the parent or eligible student for explanations and interpretations of the student's education record, which may include reviewing copyrighted testing instruments.
3. The custodian of student records annually shall recommend a fee schedule for approval by the Board of Education.
4. No fee shall
 - A. effectively prevent the parents or guardians from exercising their right to inspect and review student records. **If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the district shall:**
 - (1) provide the parent or eligible student with a copy of the records requested, or
 - (2) make other arrangements for the parent or eligible student to inspect and review the requested records.
 - B. be charged for searching or retrieving a student's record.
 - C. be made for furnishing
 - (1) up to two transcripts of former student's records.
 - (2) up to two verifications of various records of former students.

Students

Student Records; Confidentiality

Transfer of Student Records

1. Whenever a student transfers to another Connecticut public school district or to a charter school, the following student records shall be forwarded upon written notification of the student's enrollment from the other district:
 - A. The student's Mandatory Permanent Student Record or a copy thereof. The original or a copy shall be retained by this district.
 - B. The student's entire Mandatory Interim Student Record.
2. The student's records shall be transferred to the new school district or charter school no later than 10 days after receipt of such notification.
3. Whenever a student transfers to a school district in another state or to a private school, the district shall transfer the student's Mandatory Permanent Student Record upon receipt of a written request.
4. Upon notification by the Department of Children and Families of a decision to change the school placement for a student attending district schools who is placed in out-of-home care by DCF pursuant to an order of temporary custody or an order of commitment, in accordance with section 46b-129 of the Connecticut General Statutes, the Board shall transmit to the receiving school, not later than one (1) business day after receipt of such notification from DCF, all essential education records for the student, including, but not limited to, the student's individualized education program ("IEP") and behavioral intervention plan, if any, and all documents necessary for the receiving school to determine appropriate class placement and to provide educational services.
5. Permitted student records may be forwarded.
6. Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or the student's parents or guardian.
7. All student records shall be updated prior to transfer.
8. Parent Notification
 - A. If a student's parent or guardian did not give authorization for the transfer of such records, the district shall send notification of the transfer to the parent/guardian at the same time it transfers the records.
 - B. If the transfer is a within-state transfer, the receiving school shall notify the parents of the record transfer.
 - C. If the student transfers out of state, the custodian of student records shall notify the parents or guardian at their last known address of the rights accorded them. (34 C.F.R. 99.34 disclosure to other agencies or institutions)
 - D. The notification shall include a statement of the parent's or guardian's right to review, challenge, and receive a copy of the student record, if desired.

Students

Student Records; Confidentiality

Expungement of Records Pertaining to Suspension and/or Expulsion

1. Suspension

Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived as permitted by Statute, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions required by the administration.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

2. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived as permitted by Statute, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

Retention and Destruction of Student Records

1. No additions, except routine updating, shall be made to a student's record after high school graduation or permanent departure without the parent's or guardian's prior consent for those students who have not reached the age of eighteen years. Adult students may give consent for themselves.
2. The guide to disposal of municipal records in Connecticut is found in Connecticut General Statutes Section 7-109. For disposal of education records, see Schedule V of "Records Retention Schedules 1982" (Revised 1983) published by the Public Records Administration, Connecticut State Library, Hartford, Connecticut.

Students

Student Records; Confidentiality

Retention and Destruction of Student Records (continued)

3. The method of destruction shall assure that records are not available to possible public inspection during the destruction process.

Subpoenaed Records

If the school is served with a subpoena issued by competent authority directing the production of school or student records in connection with any court proceeding, the school upon which such subpoena is served may deliver such record, or at its option a copy thereof, to the clerk of such court. Such clerk shall give a receipt for the same and shall be responsible for the safekeeping of such records, not permitting the removal of such records from the premises of the court. The clerk shall notify the school to call for the subpoenaed record when it is no longer needed for use in court. Any such record so delivered to the clerk of the court shall be sealed in an envelope which shall indicate the name of the school or student, the name of the attorney subpoenaing the same and the title of the case referred to in the subpoena.

No such record or copy shall be open to inspection by any person except upon the order of a judge of the court concerned, and any such record or copy shall at all times be subject to the order of such judge.

Any and all parts of any such record or copy, if not otherwise inadmissible, shall be admitted in evidence without any preliminary testimony, if there is attached thereto the certification in affidavit form of the person in charge of such record indicating that such record or copy is the original record or copy thereof, made in the regular course of such business to make such record and that it was the regular course of such business to make such record at the time of the transactions, occurrences or events recorded therein or within a reasonable time thereafter.

A subpoena directing production of such school or student records shall be served not less than eighteen (18) hours before the time for production, provided such subpoena shall be valid if served less than eighteen (18) hours before the time of production if written notice of intent to serve such subpoena has been delivered to the person in charge of such records not less than eighteen hours (18) nor more than two weeks before such time for production.

Notification of Parents

1. Parents shall be notified in writing of their rights under this regulation upon the date of the student's initial enrollment, and annually thereafter of students current attendance at the same time as notice is issued. The notice shall be in a form which reasonably notifies parents of the availability of the following specific information:
 - A. The type of student records and information contained therein which are directly related to students and maintained by the school system.
 - B. The position of the person responsible for the maintenance of each type of record.
 - C. The location of the log or record required to be maintained.

Students

Student Records; Confidentiality

Notification of Parents (continued)

- D. The criteria to be used by the school district in defining “school officials and employees” and in determining “legitimate educational interest.”
- E. The policies of the school district for reviewing and expunging student records, including the right to inspect and review the student’s education records within 45 days of the day the school district receives a request. If circumstances effectively present the parent or eligible student from exercising the right to inspect and review the student’s education records, the district shall provide a copy of the records requested or make other arrangements for the inspection or review of the requested records.
- F. The right of the parent or guardian to access (inspect and review) to student records.
- G. The right to request the amendment of student education records that the parent or eligible student believes are inaccurate or misleading.
- H. The procedures for challenging the content of student records.
- I. The policy that no fee will be charged for up to two copies of a record.
- J. The categories of information which the school district has designated as directory information and that pursuant to federal law, military recruiters and institutions of higher learning may request and receive names, addresses and telephone numbers of all high school students, unless their parents/guardians notify the school, in writing, not to release this information.
- K. The right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the school system to comply with the provisions of Section 438 of the Federal Education Provisions Act (20 U.S.C.A. 1232g).
- L. The right of a parent or eligible student to a hearing regarding the request for amendment of the record if denied by the district.
- M. The right to consent to disclosures of personally identifiable information contained in the student education record, except to the extent that FERPA authorizes disclosure without consent.

Issue/Practice of Peer Grading

The definition of “education records” excludes grades on peer-graded papers before they are collected and recorded by a teacher. Peer-grading does not violate FERPA.

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
7-109 Destruction of documents.
10-15b Access of parent or guardian to student's records.

Students

Student Records; Confidentiality

Legal Reference: Connecticut General Statutes (continued)

- 10-94i Rights and liabilities of surrogate parents.
- 10-154a Professional communications between teacher or nurse and student.
- 10-209 Records not to be public.
- 10-221b Boards of education to establish written uniform policy re treatment of recruiters.
- 11-8a Retention, destruction and transfer of documents
- 11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
- 46b-56(e) Access to records of minors.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g and Final Rule 34 CFR Part 99, December 9, 2008)

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331

P.L. 112-278 “The Uninterrupted Scholars Act”

Owasso Independent Sch. Dist. No.1-011 v. Falvo, 534 U.S.426 (2002)

**The Family Educational Rights and Privacy Act (FERPA)
Guidance for Reasonable Methods and Written Agreements**

What is the Family Educational Rights and Privacy Act?

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, is a Federal privacy law administered by the Office of the Chief Privacy Officer (OCPO) in the U.S. Department of Education. FERPA and its implementing regulations in 34 CFR part 99 protect the privacy of students' education records and afford parents and eligible students (i.e., students who are 18 years of age or older or attend an institution of postsecondary education) certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of Personally Identifiable Information from education records (PII from education records).

The general rule under FERPA is that PII from education records cannot be disclosed without written consent. However, FERPA includes several exceptions that permit the disclosure of PII from education records without consent. Two of these exceptions are discussed in this document – the studies exception and the audit or evaluation exception. The two exceptions contain specific, and slightly different, requirements, described more fully in the implementing regulations (34 CFR Part 99).

What is the purpose of this document?

The audience for this document includes schools, school districts (also referred to as local educational agencies (LEAs)), postsecondary institutions, and State educational authorities (such as State educational agencies (SEAs)) that may disclose PII from education records. Our intent is to provide these entities with information about requirements and best practices for data disclosures under the studies exception and the audit or evaluation exception.

What is the Studies Exception? (see 20 U.S.C. §1232g(b)(1)(F) and §99.31(a)(6))

The studies exception allows for the disclosure of PII from education records without consent to organizations conducting studies for, or on behalf of, schools, school districts, or postsecondary institutions. Studies can be for the purpose of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction.

Example: An SEA may disclose PII from education records without consent to an organization for the purpose of conducting a study that compares program outcomes across school districts to further assess what programs provide the best instruction and then duplicate those results in other districts.

What is the Audit or Evaluation Exception? (see 20 U.S.C. 1232g(b)(1)(C), (b)(3), and (b)(5) and §§99.31(a)(3) and 99.35)

The audit or evaluation exception allows for the disclosure of PII from education records without consent to authorized representatives of the Comptroller General of the U.S., the Attorney General, the Secretary of Education, and State or local educational authorities (FERPA-permitted entities). Under this exception, PII from education records must be used to audit or evaluate a Federal- or State-supported education program, or to enforce or comply with Federal legal requirements that relate to those education programs (audit, evaluation, or enforcement or compliance activity). The entity disclosing the PII from education records is specifically required to use reasonable methods to ensure to the greatest extent practicable that its designated authorized representative complies with FERPA and its regulations.

Example: An LEA could designate a university as an authorized representative in order to disclose, without consent, PII from education records on its former students to the university. The university then may disclose, without consent, transcript data on these former students to the LEA to permit the LEA to evaluate how effectively the LEA prepared its students for success in postsecondary education.

How do you define education program?

“Education program” is an important term under the audit or evaluation exception because PII from education records can only be disclosed to audit or evaluate a Federal- or State-supported “education program,” or to enforce or to comply with Federal legal requirements related to an education program. As specified in the FERPA regulations, §99.3, an education program must be principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution. For a definition of “early childhood program” please refer to §99.3 of the FERPA regulations.

Do we need to have a written agreement to disclose PII from education records without consent?

Yes. Both the studies exception and the audit or evaluation exception specifically require that the parties execute a written agreement when disclosing PII from education records without consent. The mandatory elements of that agreement vary slightly between the two exceptions.

Are there mandatory provisions for written agreements under the studies exception?

Yes. Written agreements under the studies exception must in accordance with the requirements in §99.31(a)(6)(iii)(C):

1. Specify the purpose, scope, and duration of the study and the information to be disclosed. Your agreement must specify the purpose of the study, describe its scope and its duration, and identify the information being disclosed.

2. Require the organization to use PII from education records only to meet the purpose or purposes of the study as stated in the written agreement. Your agreement must specify that the PII from education records must only be used for the study identified in the agreement.
3. Require the organization to conduct the study in a manner that does not permit the personal identification of parents and students by anyone other than representatives of the organization with legitimate interests. Your agreement must require the organization to conduct the study so as not to identify students or their parents. This typically means that the organization should allow internal access to PII from education records only to individuals with a need to know, and that the organization should take steps to maintain the confidentiality of the PII from education records at all stages of the study, including within the final report, by using appropriate disclosure avoidance techniques.
4. Require the organization to destroy all PII from education records when the information is no longer needed for the purposes for which the study was conducted, and specify the time period in which the information must be destroyed. Your agreement must require the organization to destroy the PII from education records when it is no longer needed for the identified study. You should determine the specific time period for destruction based on the facts and circumstances surrounding the disclosure and study. The parties to the written agreement may agree to amend the agreement to extend the time period if needed, but the agreement must include a time limit.

Are there mandatory provisions for written agreements under the audit or evaluation exception?

Yes. The mandatory provisions for written agreements under the audit or evaluation exception are similar to, but slightly different from, the provisions required for written agreements under the studies exception. Section 99.35(a)(3) specifically requires that the following provisions be included in written agreements under the audit or evaluation exception:

1. Designate the individual or entity as an authorized representative. Your agreement must formally designate the individual or entity as an authorized representative.
2. Specify the PII from education records to be disclosed. Your agreement must identify the information being disclosed.
3. Specify that the purpose for which the PII from education records is being disclosed to the authorized representative is to carry out an audit or evaluation of Federal- or State-supported education programs, or to enforce or to comply with Federal legal requirements that relate to those programs. Your agreement must state specifically that the disclosure of the PII from education records is in furtherance of an audit, evaluation, or enforcement or compliance activity.
4. Describe the activity with sufficient specificity to make clear that it falls within the audit or evaluation exception. This must include a description of how the PII from education records will be used. Don't be vague – the agreement must describe the methodology and why disclosure of PII from education records is necessary to accomplish the audit, evaluation, or enforcement or compliance activity.

5. Require the authorized representative to destroy the PII from education records when the information is no longer needed for the purpose specified. Your agreement should be clear about how the PII from education records will be destroyed.
6. Specify the time period in which the PII must be destroyed. Your agreement must provide a time period for destruction. You should determine the specific time period for destruction based on the facts and circumstances surrounding the disclosure and activity. The parties to the written agreement may agree to amend the agreement to extend the time period if needed, but the agreement must include a time limit.
7. Establish policies and procedures, consistent with FERPA and other Federal and State confidentiality and privacy provisions, to protect PII from education records from further disclosure (except back to the disclosing entity) and unauthorized use, including limiting use of PII from education records to only authorized representatives with legitimate interests in an audit, evaluation, or enforcement or compliance activity. The agreement must establish the policies and procedures, consistent with FERPA and other Federal and State laws, to protect PII from education records from further disclosure or unauthorized use.

Can an entity receiving PII from education records disclose it in a way that allows individual students to be identified?

No. Absent consent from the parent or eligible student, FERPA provides that the PII from education records cannot be published in a way that would allow individual students and their parents to be identified. The organization conducting the study, audit, or evaluation can use PII from education records to conduct the study, audit, or evaluation, but results must be published in a way that protects the privacy and confidentiality of the individuals involved. For example, when publishing tables, cell suppression and other methods of disclosure avoidance can be used so that students cannot be identified through small numbers displayed in table cells.

Under the audit or evaluation exception, what is your responsibility to use “reasonable methods” to ensure that your authorized representative is FERPA-compliant to the greatest extent practicable? (§99.35(a)(2))

When you disclose PII from education records under the audit or evaluation exception, you are required to use “reasonable methods” to ensure to the greatest extent practicable that your authorized representative is FERPA-compliant. This specifically means ensuring that your authorized representative does the following:

1. Uses PII from education records only to carry out an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with, Federal legal requirements related to these programs. You should make sure that the proposed audit or evaluation is legitimate, and require in your written agreement that your authorized representative use the PII from education records only for that audit, evaluation, or enforcement or compliance activity. You should not disclose all of your PII from education records; rather, you should determine which specific elements your authorized representative needs and disclose only those.

2. Protects the PII from education records from further disclosures or other uses, except as authorized by you in accordance with FERPA. Your agreement must specify that your authorized representative may not further disclose the PII from education records, unless authorized. Approval to use the PII from education records for one audit or evaluation does not confer approval to use it for another.
3. Destroys the PII from education records when no longer needed for the audit, evaluation, or enforcement or compliance activity. Your agreement must specify that your authorized representative is required to destroy the PII from education records when it is no longer needed and specify the time period in which the PII must be destroyed.

Are there best practices that support reasonable methods?

Yes. While it is vital for organizations to comply with FERPA and its regulations, FERPA represents the floor for protecting privacy, not the ceiling. Accordingly, the Department is also specifying best practices, in which we describe actions we recommend you take to ensure that your authorized representative is protecting privacy to the greatest extent possible. Best practices are broader than FERPA compliance and describe recommended actions you should take to ensure that your authorized representative is FERPA-compliant to the greatest extent practicable.

These best practices may apply to data sharing under both the audit and evaluation exception and the studies exception. Please keep in mind that not all of the following best practices are appropriate in every instance, and this list does not include every possible protection. Before disclosing PII from education records under one of these exceptions, you should examine the following list and tailor your practices as necessary and appropriate.

- *Convey the limitations on the data.* You should take steps to ensure your authorized representative knows the limitations on the use of the data (i.e., that the data is only to carry out the audit or evaluation of Federal- or State-supported education programs, or to enforce or to comply with Federal legal requirements that relate to those programs).
- *Obtain assurances against redisclosure.* You should obtain assurances from your authorized representative that the data will not be redisclosed without permission, including such assurances that your authorized representative will provide you (the disclosing entity) the right to review any data prior to publication and to verify proper disclosure avoidance techniques have been used.
- *Be clear about destruction.* You should set clear expectations so your authorized representative knows what process needs to be followed for the proper destruction of PII from education records.
- *Maintain a right to audit.* You should maintain the right to conduct audits or other monitoring activities of your authorized representative's policies, procedures, and systems.
- *Verify the existence of disciplinary policies to protect data.* You may want to verify that your authorized representative has appropriate disciplinary policies for employees that violate FERPA. This can include termination in appropriate instances.

- *Verify the existence of a sound data security plan.* You may wish to verify before disclosing PII from education records that your authorized representative has a sound data security program, one that protects both data at rest and data in transmission. You have a responsibility to determine if your authorized representative's data security plan is adequate to prevent FERPA violations. The steps that you may need to take in order to verify a sound data security program are likely to vary with each situation. In some cases, it may suffice to add language to the written agreement that states what data security provisions are required. In other cases, it may be more prudent for you to take a hands-on approach and complete a physical inspection. Additionally, your written agreements could specify required data security elements, including requirements related to encryption, where the data can be hosted, transmission methodologies, and provisions to prevent unauthorized access.
- *Verify the existence of a data stewardship program.* You may want to examine your authorized representative's data stewardship program. Data stewardship should involve internal control procedures that protect PII from education records and include all aspects of data collection – from planning to maintenance to use and dissemination. The Department believes that a good data stewardship plan would have support and participation from across the organization, including the head of the organization, management, legal counsel, and data administrators, providers, and users. The plan should detail the organization's policies and procedures to protect privacy and data security, including the ongoing management of data collection, processing, storage, maintenance, use, and destruction. The plan could also include designating an individual to oversee the privacy and security of the PII from the education records it maintains. For more information, we have posted for comment a technical brief: "Data Stewardship: Managing Personally Identifiable Information in Electronic Student Education Records" that can be found at <http://www2.ed.gov/policy/gen/guid/ptac/technical-briefs.html>
- *Disclose only PII from education records that is needed.* When you consider disclosing PII from education records to an authorized representative for an audit, evaluation, or enforcement or compliance activity, you may want to explore which specific data elements are necessary for that activity and provide only those elements. You should take care to ensure that you are not disclosing more PII from education records than needed for the stated activity and purpose. You should also explore whether PII from education records is actually required, or whether de-identified data would suffice.
- *Know to whom you are disclosing data.* You may want to require your authorized representative to conduct background investigations of employees who will have access to PII from education records, or you may want to conduct these investigations yourself. Additionally, you may want to require your authorized representative to disclose past FERPA or data management violations. If you discover past violations, you would want to explore the circumstances behind the violation, and discover all information that would allow you to make an informed judgment on whether the individual or entity is likely to be a responsible data steward. This may include discovering whether the violation was covered up, including if it was voluntarily reported to affected students or FPCO, and whether appropriate breach response procedures were followed.

- *Verify training.* You may want to verify that your authorized representative has a training program to teach its employees about FERPA and how to protect PII from education records, or you may want to train your authorized representatives yourself.

Are there best practices for written agreements?

You should consider the following items for inclusion in your written agreements for work under both the audit or evaluation exception and the studies exception. We note that this list may not cover everything you want in your agreement – you should look to the facts and circumstances surrounding the disclosure agreement and include all terms necessary to be clear about roles, responsibilities, and expectations for safeguarding PII from education records.

- *Bind individuals to the agreement.* It can be important to bind not just the entity to whom you are disclosing PII from education records, but also the individuals who will be accessing that data. There are several ways to accomplish this result. One way is to identify the individuals in the agreement itself, and have them execute the agreement in their individual capacity as well as having a representative execute the agreement for the entity. Alternatively, your agreement can require individuals accessing the PII from education records to execute affidavits of nondisclosure or other documentation indicating their individual agreement to handle the PII from education records properly.
- *Agree on limitations on use of the PII from education records.* Your agreement should be clear about limitations on the use of the PII from education records, meaning that it can only be used for the activities described in the agreement. Your agreement may also address methodological limitations, for example, identifying which data sets, if any, the PII from education records may be linked.
- *Agree to not redisclose.* The most basic provision of the agreement is to make clear that the PII from education records is confidential and must not be redisclosed through direct data disclosures or publishing results that allow individuals to be directly or indirectly identified. FERPA-permitted entities may wish to require that specified disclosure avoidance methodologies be applied, or may wish to review all results prior to publication, or both.
- *Specify points of contact/data custodians.* Your written agreements should specify points of contact and data custodians (the individuals directly responsible for managing the data in question).
- *Mention Institutional Review Board (IRB) review and approval.* While FERPA does not mention IRBs, research proposals involving human subjects may have to be reviewed and approved by IRBs, if required under protection of human subject regulations of the Department and other Federal agencies. If IRB review and approval is required or expected, this may be noted in the written agreement.
- *State ownership of PII from education records.* You may wish for your agreement to be clear that, in disclosing PII from education records to an entity, you are in no way assigning ownership of the PII or records to that entity, and that it may only be redisclosed with your permission or otherwise in compliance with FERPA and its regulations.

- *Identify penalties.* Your agreement could include penalties under State contract law such as liquidated damages, data bans of varying length, and any other penalties the parties to the agreement deem appropriate. You may want your agreement to create third-party beneficiary rights, e.g., allowing parties injured by a data breach to sue for damages. While FERPA itself has little flexibility for sanctions, you can include a wide range of appropriate sanctions in your written agreements.
- *Set terms for data destruction.* As discussed previously, written agreements for both studies and audits and evaluations are required to contain provisions dealing with the destruction of PII from education records when those records are no longer needed. The agreement could include a method for documenting the destruction, such as the use of notarized statements.
- *Include funding terms.* If the agreement involves cost reimbursement, these details could be specified.
- *Maintain right to audit.* You may want to include the right to conduct audits or otherwise monitor the entity to which you are disclosing PII from education records to periodically affirm that the entity has appropriate policies and procedures in place to protect the PII from education records.
- *Identify and comply with all legal requirements.* It is important to remember that FERPA may not be the only law that governs your agreement. The agreement could broadly require compliance with all applicable Federal, State, and local laws and regulations, and identify the legal authority (whether express or implied) that permits the audit, evaluation, or enforcement or compliance activity.
- *Have plans to handle a data breach.* While no one anticipates a data breach, data loss may occur. You may wish to include specific procedures in your written agreements detailing the parties' expectations in the event that PII from education records is lost, including specifying the parties' responsibilities with regard to breach response and notification and financial responsibility.
- *Review and approve reported results.* If applicable, the written agreement could specify the parties' agreements with respect to publication of results. For example you may wish to review and approve reports prior to publication to make sure that they reflect the original intent of the agreement.
- *Define terms for conflict resolution.* The agreement could specify procedures for how disputes between the parties would be resolved.
- *Specify modification and termination procedures.* The agreement could specify how it can be modified or terminated. You may wish to provide specific provisions for termination based on improper handling of PII from education records.

What do I do if the terms of the written agreement are violated?

If the entity to which you have disclosed PII from education records without consent (whether under the studies exception or the audit an evaluation exception) violates the terms of the written agreement, you should evaluate your options under the penalty and termination provisions of the agreement. You may want to stop disclosing PII from education records to that organization, or pursue legal redress. If you have reason to believe that the entity has violated FERPA, you should contact FPCO.

How should the public be informed?

It is a best practice to keep the public informed when you disclose PII from education records.

- *Inform the public about written agreements.* Transparency is a best practice. You might want to post your data sharing agreements on your Web site, or provide some equivalent method to let interested parties know what data you are disclosing, the reasons it is being disclosed, and how it is being protected. While the Department generally recommends public posting of written agreements, parties are encouraged to review their contractual data security provisions carefully and redact, prior to publication, any provisions that may aid those seeking unauthorized access to systems. In certain instances a separate confidential IT Security Plan may be appropriate. For more information on data security best practices, see the Privacy Technical Assistance Center (PTAC) Web site: <http://www2.ed.gov/policy/gen/guid/ptac/index.html>

Who should I call if I have questions?

If you would like more information about best practices to protect PII from education records, contact the PTAC Help Desk at PrivacyTA@ed.gov or 855-249-3072.

If you are a parent, eligible student, school, LEA, or SEA and would like more information on FERPA, please call OCPO at 1-800-872-5327.

***Newtown Board of Education
3 Primrose Street
Newtown, CT 06470***

November 21, 2013

Dear Parent(s) and Staff Members,

Consultants from the Connecticut Association of Boards of Education (CABE) conducted a series of focus groups over the last two months soliciting feedback and input from a broad range of individuals in order to include the views of many stakeholders in the search for a new superintendent. Over 20 focus groups and interviews were held in nine different locations. Participants included, along with the Board of Education, faculty, administrators, students, school and central office support staff, parents, PTO leadership, clergy, community members including senior citizens, town staff and town officials including the Legislative Council, Board of Finance and Board of Selectmen.

In addition, a survey was made available on-line from September 10th through October 25th as another means of seeking feedback. In total, 575 individuals participated through either the focus groups or interviews.

The responses were compiled by the CABE consultants and reported in the Superintendent Leadership Profile Report, which is attached. The Leadership Profile highlights broad themes that were consistently shared by many of the individuals or groups. This information will be used when reviewing applications of interested candidates and also to develop questions for interviews.

A number of applications have been received and the consultants are currently conducting a vetting process. Shortly the CABE consultants will be meeting with the Board of Education to select candidates to be interviewed. We will continue to keep you informed as further information becomes available.

We wish to express our appreciation and thanks to the respondents whose concern for the school district and commitment to Newtown were evident as they provided us with their perspectives.

Regards,

The Newtown Board of Education

Newtown School District

Superintendent Leadership Profile Report

Prepared by



November, 2013



November, 2013

Introduction

This Leadership Report presents the findings from over 20 focus groups and interviews conducted on September 20, 23, 26, 30, October 3, 9, 16 and November 7, 2013 in nine different locations including each of the Newtown Schools, the Board of Education conference rooms, Town Council Chambers and the Senior Citizens Center. Groups were conducted by the Connecticut Association of Boards of Education (CABE) Team of Dr. Jacqueline Jacoby, team leader, Dr. George Goens and Dr. Mary Broderick, for the Newtown Board of Education. In addition, information was solicited through an on-line survey available on the district website at www.newtown.k12.ct.us. The Newtown Board of Education requested that CABE Search Services meet with as many constituents as possible to solicit comments that would be used to assist the Board in identifying the key characteristics and qualities desired in the new Superintendent.

In conducting the focus groups and developing the survey, CABE used an unbiased, structured approach involving a series of consistent questions seeking input with respect to skills, qualities and characteristics that are most desirable in the next leader for Newtown. In addition, district strengths, issues and concerns that could bear upon future leadership requirements and influence the selection criteria for the superintendent were discussed. At the focus groups, the consultants noted that the Newtown Board of Education was seeking input from a broad range of individuals to include the view of all stakeholders. It was agreed that the consultants would report the findings to the Newtown Board without revealing the identity of any individual contributor.

Over 575 individuals participated in the superintendent search process. One hundred sixty-five (165) took part in focus sessions. Meetings and interviews were held with the Board of Education, faculty, students, administrators, school support staff, parents, PTO leadership, clergy, community members including senior citizens, Board of Education support staff, town staff and town officials including the Legislative Council, Board of Finance and Board of Selectman. The Newtown Superintendent Search Survey (Appendix A) was completed by 410 respondents. The survey was available on-line from September 10, 2013 through October 25, 2013. The majority of surveys (69%) were completed by parents and community members, (28%) completed by school staff including faculty, administrators and support staff and the remainder completed by town officials town staff and students.

The responses from both the focus groups and surveys were compiled by the consultants, and the Newtown Leadership Profile highlights broad themes that were consistently shared by many of the individuals or groups.

It should be noted that the data collected does not represent a scientific sampling, as the approximately 575 participants were self-selected from the school and community; they may not be fully representative and cannot capture the complexity and nuance of everything about the district. However, the information gathered yields some useful insights for the search process.



Items are included if, in the consultant's judgment, they were repeated by a sufficient number of respondents to warrant the Board's attention.

We commend the Newtown Board of Education for its efforts to include representatives from many diverse and varied groups within the school and greater community. We wish to express our appreciation and thanks to the respondents whose concern for the district and commitment to Newtown were evident as they provided us with their perspectives.

Strengths: The respondents collectively and repeatedly agreed that a significant strength of the Newtown Public Schools is found in its people- beginning with talented, devoted, caring, courageous, resilient teachers who are accessible and responsive, going above and beyond curriculum to engage and encourage the talented and motivated students of Newtown. In addition there are committed administrators, accommodating support staff, involved and caring families, strong PTOs, an engaged Board of Education and finally community support.

The comprehensiveness and quality of the educational program, as evidenced by progressive rigorous, engaging curriculum along with a broad array of offerings including advanced placement courses and senior internships, was seen as strength, particularly when combined with a strong commitment to excellence. Newtown takes pride in the successful international outreach, music and art programs, the array of athletics and the many opportunities for students to explore their interests.

Challenges: There were three significant concerns that were shared by the majority of participants. The first, repeated in different ways, was the concern about the financial challenges, both current and in the future for Newtown. According to the respondents, Newtown Schools must find ways to balance the economics of running the district with the need to not only maintain quality education but move forward with academic excellence. Others reiterated the concern about the disconnect and what appears to be distrust about the education budget, demonstrated in recent years by the need for multiple referenda to pass the budget. Participants suggested that district leadership and the Board of Education need to work earlier and openly to share not only the needs of the system and also cost efficiencies to keep the budget at a reasonable level.

As the respondents spoke about the future of Newtown Schools, there was the desire for more frequent communication both within and among the schools, parents and community. Respondents asked for more strategic planning including a new vision recognizing the changing metrics of the community, and the importance of frequent, clear, responsible communication which "speaks" to the audience. The plan should have frequent opportunities for input from many constituent groups, particularly around decision making. The goal of the communication plan should be to create an environment where the Board, educators, parents and the community are aligned to strengthen collaboration throughout the community.



A third concern expressed frequently included the need to continue efforts to restore a sense of safety and security in both the schools and community with recognition that recovery efforts will require a long term commitment.

Other challenges heard included the need to rebuild teacher trust, morale and to capitalize on the expertise of this stakeholder group by making them a part of decision making. Technology appeared as both a strength and challenge with participants wanting more current technologies and integration of technology to enhance instruction. Finally, the community wanted to see the Board of Education work closely and in partnership with the new superintendent, much like what is occurring in recent months with the interim superintendent.

Qualities: Newtown Public Schools desires a strong, dynamic yet sensitive, knowledgeable, motivated and experienced educator with proven leadership coupled with an overwhelming desire to lead the Newtown Schools. This individual must acknowledge the unique needs of the town at this time, yet be able to build on the student achievement momentum of Newtown while strategically leading to higher levels.

The new superintendent must communicate well, often and consistently regardless of the audience, speaking with honesty, be courageous and on occasion gracefully assertive. Visibility, accessibility and outreach in the schools/community and the ability to relate to all constituents is essential. The individual must be an excellent listener, be “eyes open” about challenges, build teams and create a climate of high expectations with accountability, while celebrating and supporting teachers and staff, being mindful that to be a stakeholder, one must be part of the process.

Business acumen is vitally important and the leader must be a prudent and resourceful fiscal manager who will search for and build unique partnerships to enhance the educational program. This individual must also have the ability to be a unifying force who can provide guidance for the Board, understand community dynamics, learn about and become a part of the community and develop a vision and a strategic plan to move the district forward.

The new educational leader should have a strong curriculum background, with the ability to balance and relate initiatives, including the integration of technology to increase efficiency and enhance instruction.

One participant said it best, “Newtown needs an exceptional individual who is an exceptional superintendent.”

NEWTOWN PUBLIC SCHOOLS SUPERINTENDENT SEARCH SURVEY

Your response to the following questions will help the Board of Education develop a leadership profile for the next Superintendent. Please submit the form by October 25, 2013. Thank you.

1. IMPORTANT – CHECK THE GROUP YOU REPRESENT

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Faculty |
| <input type="checkbox"/> Support Staff | <input type="checkbox"/> Parent |
| <input type="checkbox"/> Board of Education | <input type="checkbox"/> Student |
| <input type="checkbox"/> Town Officials and Staff | <input type="checkbox"/> Community |

2. What areas of expertise and dimensions of district leadership/management are most important in the next superintendent?

Please number these in order of importance with 1 being the most important.

	1	2	3	4	5
Distinguished record of improving student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication and community engagement/collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget and finance expertise and resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational leadership that emphasizes strategic planning, curriculum/instruction design, and infusion of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasizes staff development, team building and opportunities for staff growth to insure sustainability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

3. What are the most important personal qualities for our next superintendent?

Please number these in order of importance with 1 being the most important.

	1	2	3	4	5
Visionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessible, approachable and visible in the schools and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity and courageous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspirational team builder with commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decisive, confident and objective problem solver with good judgment and resiliency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What do you consider to be the two most significant strengths of the Newtown Public Schools?

5. What do you consider to be the two most important issues or challenges facing the Newtown Public Schools?