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(US) 1-702-941-0531 PIN: 738 984 662#

Regular BOE Agenda
October 7, 2025

Council Chambers
3 Primrose St.
Newtown, CT 06470
7:00 PM

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

AGENDA

1. PLEDGE OF ALLEGIANCE
2. CONSENT AGENDA
 - A. Correspondence Report
 - B. Minutes of September 16, 2025
3. **PUBLIC PARTICIPATION
4. REPORTS
 - A. Chair Report
 - B. Superintendent's Report
 - C. Committee and Liaison Reports
 - D. Student Representatives Report
5. PRESENTATIONS
 - A. Districtwide Goals and Priorities: A Three-Year Framework
6. OLD BUSINESS
 - A. Discussion and Possible Action on Revised CIP
 - B. Discussion and Possible Action on Weapons Detection System Donation
 - C. Second Read and Action on Policies
 1. 1700 Deadly Weapons or Firearms
 2. 1082 Green Cleaning Programs
 3. 1090 Pesticide Application on School Property
 4. 1331 Prohibition Against Smoking

5. 1200 Use of School Facilities
6. 1250 Visitors and Observations in Schools
7. 1085 Policy and Administrative Regulations Regarding School Security and Safety Plan
8. 1212 School Volunteers, Student Interns and Other Non-employees

D. Items of Information

1. 1112R Administrative Regulations Regarding Public Information
2. 1075R Administrative Regulations Regarding Sexual Offenders

E. Second Read and Action on Policies to Rescind after Adoption of Replacement Policies

1. 1700 Otherwise Lawful Possession of Firearms on School Property
2. 3524.2 Green Cleaning
3. 3524.1 Pest Management, Pesticide Application
4. 1331 Smoke Free Environment
5. 3515 Community Use of School Facilities
6. 1250 Visits to Schools
7. 3516 Safety
8. 3517 Security of Buildings and Grounds
9. 6114 Safety and Security - Emergency Preparedness
10. 6114.3 Bomb Threats
11. 1212 Volunteers

F. Second Read and Action on Non-mandated Policies to Rescind

1. 1100.1 Communication with the Public
2. 1110 Media Communications - Distribution of Printed Materials
3. 1110.1 Parent Involvement
4. 1112 Public Information
5. 1112.6 Photographs, Broadcasting or Videotaping Special School Activities
6. 1115 Requests for Information About the Schools
7. 1180 Memorials for Deceased Students or Staff
8. 1210 School - Community Associates
9. 1220 Citizen's Advisory Committee
10. 1240 Citizen Assistance to School Personnel

7. NEW BUSINESS

8. PUBLIC PARTICIPATION

9. ADJOURNMENT

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. Per Board Policy 9325, we request that speakers be respectful and limit comments to not more than three minutes, and we note that public complaints about employees are not permitted during*

meetings. All such concerns should instead be submitted to the Superintendent. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the Board: NewtownBOE@newtown.k12.ct.us



Newtown Public School District

Newtown Board of Education

Correspondence Report 09/16/2025 – 10/06/2025

Date	Sender Name	Subject
09/16/2025	Deborra Zukowski	Correspondence Report: 09/16/2025
09/16/2025	Nancy Propfe	CABE 2025 Legal Issues Workshop
09/17/2025	Nancy Propfe	What's Going On at CABE 09.17.25
09/18/2025	Anne Uberti	Follow Up on Smart Pass Data Privacy Questions
09/19/2025	Deborra Zukowski	Fwd: Deborra [re: phishing email]
09/19/2025	Wilmarie D. Newton	CABE Webinar Invitation: From Our View: A Book Discussion About Uncomfortable Conversations with a Black Man by Emmanuel Acho
09/22/2025	Nancy Propfe	CABE 2025 Board Recognition Awards
09/22/2025	Shannon Hamilton	Policy Highlights [CABE]
09/22/2025	Wilmarie D. Newton	CABE Webinar Invitation: Civil Discourse and Effective Communication
09/22/2025	Anne Uberti	NPS Weekly Update
09/23/2025	Newtown Scholarship Association	October 19 in Newtown! Chili & Cheer
09/24/2025	Nancy Propfe	What's Going On at CABE 09.24.25
09/24/2025	Kathy June	2025 CABE/CAPSS Convention - Nov. 21 & 22
09/24/2025	Alison Plante	Adjusting October meeting dates
09/25/2025	Nancy Propfe	Registration Is Open for the CABE/CAPSS Convention
09/26/2025	Wilmarie D. Newton	CABE Webinar Invitation: Civil Discourse and Effective Communication
09/26/2025	Nancy Propfe	CABE 2025 Legal Issues Workshop
09/27/2025	Anne Uberti	Friday Notes 9.26.25
09/29/2025	Alison Plante	Week in Preview - September 29
09/29/2025	Anne Uberti	NPS Weekly Update 9.29.25
09/30/2025	Nancy Propfe	Due This Friday! CABE 2025 Board Recognition Awards
10/01/2025	Nancy Propfe	CABE Journal October 2025
10/01/2025	Meg Warnock	Volunteer Policy 1212
10/01/2025	Nancy Propfe	What's Going On at CABE 10.1.25
10/01/2025	Randi Kiely	Website Info Questions
10/02/2025	Nancy Propfe	CABE 2025 Legal Issues Workshop
10/03/2025	BoardBook	Meeting Notification: October 7, 2025 at 7:00 PM - Regular BOE Agenda
10/03/2025	Anne Uberti	Friday Notes 10.3.25
10/06/2025	Wilmarie D. Newton	CABE Webinar Invitation: Connecticut School Climate
10/06/2025	Kathy June	CABE/CAPSS Convention
10/06/2025	Nancy Propfe	CABE/CAPSS Convention Regular Registration Ends This Friday!
10/06/2025	Kathy June	Incorrect Policy Attachment

10/06/2025	Anne Uberti	NPS Weekly Update 10.6.25
10/06/2025	Leah Kirshner	Lunch program

The Correspondence Report reflects a periodic summary of correspondence received by the Newtown Board of Education. In accordance with applicable privacy laws and Board policies, certain communications may be excluded from the Report from time to time.

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

Minutes of the Board of Education Meeting held on September 16, 2025 at 7:00 p.m. in the Council Chambers, 3 Primrose Street, Newtown, CT.

A. Plante, Chair (virtual)	A. Uberti
J. Vouros, Vice Chair	F. Purcaro
D. Zukowski, Secretary	T. Gouveia
S. Tomai	2 Staff
C. Gilson	4 Public
B. Leonardi	1 Press

Mr. Vouros called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Ms. Tomai moved that the Board of Education approve the consent agenda which includes the Newtown High School Music Department trip to Walt Disney World and the correspondence report. Ms. Zukowski seconded.

Ms. Zukowski wanted to make sure there would be ample money for students whose families may not be able to afford a trip to be able to go so they won't be left out, to which Dr. Longobucco verified there would be.
Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

There was no Chair report.

Superintendent's Report: Mrs. Uberti reported that each school held open houses over the past two weeks and all were well attended. Clubs and activities are resuming along with fall sports. Tomorrow she will host her first PTA leadership meeting which are held monthly and gives them the opportunity to meet and interact with me. We are working through negotiations with teachers and paraeducators and are under way with our security guards and behavior therapists. She thanked Mrs. Linnetz, Ms. Gouveia and Mrs. D'Eramo for keeping these processes on track and Mr. Vouros for stepping up as a sub for Mrs. Plante last week. There are two open surveys which are regarding goals for the school district and the other is related to school safety and security. Please complete them by the end of this week. Our schools will be closed for professional development September 22 and paras will be training on the districts new evaluation and support plan, which was approved by the Board last year. Frank Purcaro has been working on this extensively with a group of educators and administrators who will lead the rollout in each school and staff will be introduced to our new platform for Frontline Professional Growth which will streamline the process and ensure accountability. Schools will be closed September 23 for Rosh Hashanah. She also welcomed the student Board members.

Committee and Liaison Reports:

Ms. Tomai reported on tonight's CFF meeting where they discussed the final budget and items that were encumbered. \$190,000 will be transferred to the Non-lapsing Fund. Transportation has been going well. They approved the redundant boiler work at middle school and supported Mr. Barlow's recommendation. They also received an update on the facilities work over the summer. The capacity study is in process and meetings are scheduled with the facilitator and each principal. This will be presented to the Board at the November 18 meeting.
Dr. Gilson asked if solar panels would be installed at the high school.

Mr. Barlow said the Town put an application in for funding from the federal government for solar programs. Based on the fact that the roof has been replaced, we are going forward with putting in a solar panel system.

Dr. Gilson reported on the Curriculum & Instruction committee, which met tonight regarding the data that Mr. Purcaro would be presenting. Also, the DEAI committee will meet September 30 with four meetings to be held during the school year.

Student Representatives Report:

Ms. DiNoto reported there was a schedule adjustment this year which helped students settle into their schedules faster. The Flight Crew leaders are continuing to help freshmen adjust to the high school. The marching band has begun competing and students are signing up for the various clubs. Unified soccer began along with the other athletics. For Spanish Heritage Month, the Students Advocating for Diversity and Equity have been celebrating influential Hispanic figures in the morning announcements.

Mr. Hoag reported that the College and Career Center has been setting up colleges for the September 8 college fair. The National Honor Society and Science Honor Society have downsized its leadership this year. The Stem Honor Society no longer exists and has merged with the Science Honor Society. The Computer Science Honor Society and Science Honor Society have banded together to create a standardized application due on October 1st. The Math Honor Society has been disbanded. Most of these will hold their first meeting this month. Various senior events have been scheduled with their prom on May 8 at the Waterview.

Item 5 – Presentations

SmartPass:

Dr. Longobucco spoke about this electronic hall pass program with the pilot to start tomorrow. This controls restroom visits, helps with students needing hall passes and makes the process faster. It can determine how much time the students are out of the classroom. They went to Bunnell High School who have been using this for three years. In August, we did a lot of work getting information into the system to get it running. Our pilot group is set to start tomorrow. Certified staff will use this in classrooms but the non-certified staff will have to be trained such those in the nurses office, front office, and counseling office.

Dr. Gilson asked if it was FERPA compliant.

Dr. Longobucco said it was and has all of the required State of Connecticut privacy agreements.

Ms. Tomai asked the cost of this system and the purpose.

Dr. Longobucco said it was about \$3,000 for the year taken from the activities account and the system is an effort to manage where students are going, provides an easier way to gather the information, and allows us to know where they are.

Ms. Tomai asked if Dr. Longobucco asked for parental consent to track students.

Dr. Longobucco noted that we are not tracking students. It helps us know where students are.

Mr. Leonardi asked if they got parental consent for students 13 or younger and recommended looking into the Connecticut and Federal privacy laws.

Dr. Longobucco said we have a data privacy agreement.

Mrs. Uberti said we can look into that but what is collected is registry information which is collected by many platforms. The company has signed the privacy agreement which says they

won't use that data or sell it to anyone but she will look into it. We are not mandated to get parental consent.

Ms. Tomai agreed with Mr. Leonardi that at age 13 you need parental consent disclosing that information to the third party.

Mr. Leonardi assumed the data uploaded is hosted by SmartPass so in terms of their data privacy how do we manage the data that's entered and how do we eliminate that information if needed.

Dr. Longobucco stated that it is linked to PowerSchool which is updated at midnight every night so they will receive changes when student information has changed. The data entered is name, student ID, and current schedule.

Mr. Leonardi understands the desire for this but is trying to better understand the problem this solution is meant to solve.

Dr. Longobucco responded that there is a problem with students in hallways, bathrooms, and a variety of places where they meet up with other students. In our climate results, both students and parents are concerned about what is going on in the building when students are not monitored.

Mrs. Linnetz has two students in the high school and sees a lot of value in the security enhancement this type of hall pass provides and to be able to know where every student is in an emergency. There is a problem congregating in bathrooms for various reasons so from a safety and security standpoint when students can't use the bathroom because of it being crowded she is looking forward to hearing if this system will make a dent in that problem we've have been trying to address for many years.

Dr. Gilson asked if there was any feedback from parents asking if they can opt out their child from this system and asked if we should offer that.

Dr. Longobucco said we have not.

Mrs. Uberti said we work with parents who have concerns about something.

Dr. Longobucco said these can be set for any specific parameters that students have such as a 504 or unlimited access to bathrooms.

Ms. Tomai is not comfortable that FERPA doesn't require parental consent for this third party data platform to have personally identifiable student information which is their name, class schedule and their picture. She asked for an email response to the Board as to why you think FERPA doesn't require parent consent.

Mrs. Uberti noted that we have multiple programs in the schools where student information is stored which were approved by the Connecticut data privacy vetting system. We will follow-up and provide a written response. She reads all of the climate surveys and reading the parent comments this was the largest concern and repeated over and over again regarding the issues with the bathrooms in the high school. Using this pass will try to manage it. We heard more from parents whose children who wish to use the bathrooms but are uncomfortable entering bathrooms where students are congregating for a variety of reasons. As long as we are in compliance with student data privacy, this is a worthwhile endeavor and will benefit the students who do the right thing.

Mr. Leonardi inquired how this new system would solve the issue of students congregating in the bathrooms.

Dr. Longobucco said it would give us a better way of controlling the number of students in them.

Mrs. Uberti stated that there are 44 bathrooms in the high school so it's impossible to have adult supervision in them.

Mr. Leonardi wasn't sure it will provide a solution to the problem.

Dr. Longobucco shared that the schools they spoke to said it did solve the problem.

Ms. Zukowski asked if there was an alert system if a student was gone longer than expected, to which Dr. Longobucco said there was.

Mrs. Plante felt this was similar to other things where we used technology. It sounds like a straightforward better solution than we have today.

Mr. Vouros asked if this prevents students from leaving the cafeteria in mass and how it will help with vaping.

Dr. Longobucco said teachers monitor the cafeteria and bathrooms. Students cannot leave cafeterias with food unless they are seniors who are able to eat in the courtyard.

Ms. Zukowski said the pilot is three weeks and asked when the program would be fully implemented.

Dr. Longobucco said we will be getting ongoing information during the three weeks. We can fully start the program when the rest of the staff has been trained which we expect to happen at our October 7 faculty meeting.

Ms. Tomai added that she appreciates that parents have the ability to opt out.

Newtown State Assessment Results:

Assistant Superintendent Frank Purcaro presented the Newtown State assessment results. The Smarter Balanced assessments in ELA and Math were administered to students in grades 3-8 annually in the Spring. The Next Generation Science Standards (NGSS) assessment is administered to all students in grades 5, 8 and 11. The SAT School Day is for all 11th graders in March each year. Students are assessed in two main areas, which are Evidence Based Reading & Writing and Math. SAT scores range from 400 to 1600.

The Smarter Balanced assessment in ELA resulted in 5 out of 6 levels showing improvement in ELA results compared to last year in a grade-on-grade comparison. 5 of 6 grade levels are showing improvement compared to last year when conducting a cohort analysis. The math assessment resulted in 4 of 6 levels showing improvement in math results compared to last year in a grade-on-grade comparison. 5 of 6 grade levels met or exceeded pre-pandemic levels. There was a 4% increase in overall NGSS performance which is close to pre-pandemic levels and a 9% increase in students meeting or exceeding expectations from last year. For the SAT, there was a 5% increase in students meeting or exceeding expectations in ELA.

All relevant data is reviewed by the building leadership team as well as the district level. School Strategic Plans will focus on high-leverage desired outcomes and action steps. Plans represent only a portion of the work but are intended to provide transparency into how schools are responding to data that is shared. We continue to use internal measures, both formative and summative, to monitor academic progress against prior results and tailor professional learning to areas in need of improvement.

The next steps include the District Data team meeting to analyze student assessment results and identify strengths and areas of growth and create goals and action plans for improvement.

Effectiveness of action plans and student growth will be monitored by district assessments such as I-Ready. The Fall PSAT results will be analyzed to identify student strengths and areas of growth and build a better understanding of the adaptive, online SAT Math section and provide students more exposure to questions aligned with the assessment.

Ms. Zukowski said academic success relies on the foundation that starts early. She noted that over the last five years we implemented a new reading and math program and she asked to map performance with curriculum and provide it to the Board. She asked if the school boundaries are causing problems and what happened to keep those boundaries from causing problems. How much of class time is actually focused on building core skills compared to ten years ago? The arts, music, and exercise helps to let the students be receptive to learning.

Mr. Purcaro agreed and said more holistic data will be provided with the next generation accountability results which will show how we are doing with the arts and PE.

Ms. Zukowski wants to see the trends in that versus the trends in performance.

High performing students hold themselves to high levels which are their own personal standards.

Mr. Purcaro said we would have to confirm it with data but he has seen it in other places but not sure if it's true in Newtown. We would take a closer look at the results.

Mr. Leonardi asked if we have the ability to benchmark our results against what the average amount per student Newtown spends compared to other towns.

Mr. Purcaro said we can do it but we don't know how much of the other town's funding is being spent on curriculum and instruction or professional learning.

Ms. Tomai wanted to confirm these results are just from towns in our DRG.

Mr. Purcaro said some are and some aren't. DRGs have not been up dated since 2016.

Ms. Tomai feels it would be good to compare ourselves to other towns in Fairfield County like Wilton and Ridgefield and other towns we would aspire to.

Mrs. Uberti noted that there is no definitive answer which DRG we are in. In 2016, we were in DRG B but the findings of the School Finance Project put us in DRG C, which is huge. Last year she put us in both DRB B and C. We could compile that data regardless of the DRG.

Mrs. Plante feels this was an important presentation. At the high school you have many curricula feeding into preparing for the SAT. How do you look at the high school curricula preparing for the SAT and is it doing what we want it to do.

Mr. Purcaro said you would lean more on math and ELA and whether or not students are getting certain sequencing to better prepare for the SAT. Some sections have connections to social studies and science. We can unwind some of the test problems to see where they are best connected to the curriculum. Since its digital now we don't have practice material.

Item 6 – Old Business

Action on CIP:

MOTION: Ms. Tomai moved that the Board of Education approve the CIP as presented.

Ms. Zukowski seconded.

Mr. Vouros stated we had the first read of the CIP at the previous meeting. We are focused on Year 1 since the MP Planning process is still in progress and we expect to have a substantial

impact on later years. We will be clear with the Board of Finance and Legislative Council that the 10-year plan items are subject to change as we complete the Facilities Master Plan. Motion passes unanimously.

Minutes of September 3, 2025:

MOTION: Ms. Tomai moved that the Board of Education approve the minutes of September 3, 2025. Ms. Zukowski seconded. Motion passes unanimously.

Item 7 – New Business

First Read of Policies:

Mrs. Linnetz spoke about these policies and asked the Board to send questions to her and Mrs. Plante. The next meeting is October 7.

Ms. Zukowski had three questions she would send to the committee. Regarding Policy 1110 Media Communications in Section D, she said as a Board we want to have a good community relations program. We have a partnership with parents, which is bi-directional. This is important and she wants to know where else that might be included.

Policy 1110.1 Parent Involvement needs to be more of a bi-directional policy.

Policy 1112.6 Photographs, Broadcasting or Videotaping Special School Activities. She asked if we have a policy that states parents can say when their children can be photographed.

Mrs. Linnetz will bring that to the Policy committee.

Action on bid for Completion of Newtown Middle School Boiler Work pending CFF Approval:

MOTION: Mrs. Tomai moved that the Board of Education award the bid to complete the Newtown Middle School boiler work to Tri-Star Service. Ms. Zukowski seconded.

John Barlow reported that this was a CIP request for 2026 because we had to bring in a portable oil tank for the middle school.

Motion passes unanimously.

Item 8 – Public Participation

MOTION: Ms. Zukowski moved to adjourn. Ms. Tomai seconded. Motion passes unanimously.

Item 9 – Adjournment

The meeting adjourned at 9:08 p.m.

Respectfully submitted:

Deborra J. Zukowski
Secretary



Newtown Public Schools 3-Year Strategic Goals

Submitted by:
Anne Uberti, Superintendent
Newtown Board of Education
October 7, 2025

NPS 3-Year Strategic **Operational** Goals

Goal 2. (Facilities and Security) Ensure that all school facilities are safe, secure, and equipped with modern infrastructure and technology to support student learning, staff effectiveness, and community engagement.

Strategy 1. Maintain and Enhance School Safety and Security Measures While Evaluating Cost Efficiency

Strategic Action(s)	2025-26	2026-27	2027-28	<i>Persons Responsible</i>
<p>Analyze current staffing models and resource allocation for safety and security across the district to identify opportunities for cost savings and operational improvements.</p>	<p>Distribute stakeholder surveys to gather input from staff, parents, students, and BoE on perceptions of and expectations for school safety.</p> <p>Map current manpower distribution and responsibilities across buildings.</p> <p>Benchmark staffing models and associated costs against comparable districts.</p> <p>Provide a report to the superintendent summarizing findings of potential areas for cost efficiencies.</p>	<p>Based on Year 1 findings, explore alternative models that may improve cost efficiency.</p> <p>Develop a long-term safety and security management plan based on stakeholder feedback, current enrollment and existing facilities and any identified strategies for cost savings.</p> <p>Assess feasibility and impact of proposed changes (e.g., shifts, shared roles, adjustments to guard coverage).</p>	<p>Implement any recommended changes in one or two buildings and assess impact.</p> <p>Present recommended staffing model for approval and phased implementation.</p>	<p>Superintendent Director of Security</p>

<p>Ensure that existing safety protocols and tools are fully implemented and consistently utilized across all school buildings to promote a secure and responsive environment for students, staff, and the community.</p>	<p>Develop a standardized document outlining mandatory districtwide safety and security practices, informed by gaps identified in the recent implementation audit.</p> <p>Create and execute a plan to communicate expectations outlined in the document across all buildings.</p> <p>Provide refresher training on existing tools to ensure all staff are proficient, as needed.</p> <p>Monitor usage and effectiveness of existing tools and expected practices with data-informed check-ins at least two times per year.</p> <p>Provide a report to the administrative team following each series of building check-ins.</p> <p>Conduct scenario walk-throughs with administrators at least two times per year, every year.</p>	<p>Review and revise the standardized safety and security practices document based on Year 1 feedback and monitoring data.</p> <p>Expand refresher training to include differentiated sessions for key staff roles (e.g., office staff, custodians, teachers).</p> <p>Implement a peer walkthrough system for school-based safety teams to provide cross-building feedback and collaboration.</p> <p>Continue biannual data-informed check-ins and provide refined building-specific feedback reports.</p> <p>Expand scenario walk-throughs to include individual school Emergency Response Teams: Newtown High School, Newtown Middle School and Reed Intermediate.</p>	<p>Fully institutionalize the safety and security practices as part of annual operations and onboarding procedures.</p> <p>Develop a cycle of continuous improvement with built-in annual review and update of the districtwide safety practices.</p> <p>Present districtwide safety progress and outcomes to the Board of Education and community stakeholders.</p> <p>Expand scenario walk-throughs to include individual school Emergency Response Teams: each elementary school as well as Newtown High School, Newtown Middle School and Reed Intermediate. (One school per month)</p>	<p>Superintendent Director of Security</p>
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Strategy 2. Ensure that each school is equipped with updated, user-friendly communication technologies in existing spaces that enable effective collaboration among staff, families, and community stakeholders.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
<p>Prioritize capital improvement projects that maintain and improve school facilities while engaging in long-term planning that is fiscally responsible and aligned with district and community needs.</p>	<p>Use data from the Facilities Conditions Assessment (FCA) to develop a one-year Capital Improvement Plan, prioritizing projects based on two key criteria: (1) safety, and (2) potential failure that could result in school closure.</p> <p>Effectively manage approved current year Capital Improvement Projects through to successful completion.</p> <p>Collaborate with MP Planning Group to review the Facilities Condition Assessment (FCA), enrollment projections, and space utilization data.</p> <p>Serve as facilities liaison to the <i>NPS School Futures Planning Team</i> by providing operational and structural insights.</p> <p>Assist in identifying key facility constraints and opportunities</p> <p>Contribute cost estimates, safety considerations, and life cycle data for scenario</p>	<p>Integrate final recommendations from the MP Planning Group into a multi-year capital improvement roadmap aligned with safety, operational continuity, and instructional priorities..</p> <p>Incorporate a communication strategy to keep internal and external stakeholders informed on progress of CIP status.</p> <p>Lead or support feasibility studies related to facility expansion, consolidation, or modernization scenarios prioritized by the School Futures Planning Team.</p> <p>Partner with the Town Finance and Planning Departments to ensure shared understanding of proposed long-term investment needs.</p> <p>Begin identifying regulatory, construction, and procurement timelines for potential projects</p>	<p>Lead or support RFQ/RFP process for architectural or engineering services aligned to final plan</p> <p>Provide technical leadership during early design development for approved projects</p> <p>Oversee any initial site work, relocations, or renovations that precede major construction</p> <p>Ensure coordination between operations, technology, and instructional departments for space readiness</p> <p>Contribute to community-facing communication on capital plans and facilities improvements</p>	<p>Superintendent Director of Facilities Director of Finance</p>

	<p>development</p> <p>Reevaluate future years' capital projects based on the outcome of MP Planning Group's recommendations and <i>NPS School Futures Planning Committee</i>.</p> <p>Maintain frequent, clear and consistent communication regarding status of ongoing projects with all pertinent stakeholders.</p>			
<p>Ensure each building, including Central Office, is equipped with adequate group meeting spaces that incorporate current technology.</p>	<p>Identify existing or potential group meeting spaces within each school building.</p> <p>Assess each space's condition, including furnishings and available technology.</p> <p>Based on the assessment, develop a budget and phased implementation plan to update these spaces as needed, ensuring they are equipped to support hybrid meetings with full functionality for both in-person and virtual participation.</p> <p>Identify a large-capacity</p>	<p>Begin phased implementation of hybrid meeting upgrades in prioritized spaces across all buildings, starting with those most frequently used for professional collaboration or stakeholder engagement.</p> <p>Procure and install technology in the designated large-capacity space, ensuring integration with district-approved platforms for video conferencing and recording.</p> <p>Develop training materials and provide</p>	<p>Complete upgrades in all remaining prioritized group meeting spaces, ensuring consistency in technology and ease of use districtwide.</p> <p>Monitor long-term usage and performance of hybrid meeting spaces and make necessary updates to equipment or configuration based on evolving needs and feedback.</p> <p>Expand support systems, including creation of a help guide and ongoing tech support processes to ensure smooth operation.</p>	<p>Superintendent Director of Facilities Director of Technology</p>

	<p>space within Newtown Public Schools (minimum capacity of 100) and develop a budget and implementation plan to equip it with fully functional technology to support hybrid meetings. This should include high-quality video, two-way audio for virtual participants, and recording capabilities to ensure effective in-person and remote engagement</p>	<p>professional development to key staff on effective use of hybrid meeting technology and equipment.</p> <p>Establish protocols for scheduling, technical support, and maintenance of hybrid-enabled spaces.</p> <p>Evaluate initial implementations for functionality, usability, and impact, gathering feedback from users to inform next phases.</p>	<p>Explore integration opportunities with other district technology initiatives (e.g., scheduling software, security systems, or learning management platforms).</p> <p>Review and update budget forecasts for ongoing maintenance and future enhancements of communication technology infrastructure.</p>	
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Strategy 3. Develop and sustain a secure, future-ready technology infrastructure that enhances teaching and learning, supports operational efficiency, and empowers all users through equitable access, digital literacy, and innovation.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Evaluate and standardize classroom and student technology based on instructional needs and staff input.	<p>Assessment, Standards, and Planning</p> <p>Complete a comprehensive inventory & needs assessment to document current classroom technology, identify gaps and gather input from stakeholders.</p> <p>Create a standard technology matrix for classroom and student devices</p>	<p>Implementation & Pilots</p> <p>Implement pilot of standardized technology in a building, grade level or classroom.</p> <p>Refine pilot concept that is sustainable and repeatable</p> <p>Target professional development in pilot areas on new standards</p>	<p>Adoption</p> <p>100% implementation of technology standards across classrooms and students issued devices.</p> <p>Ensure technology and equipment refresh cycles are in alignment with industry best practices to keep from falling behind</p> <p>Complete Impact assessment Conduit</p>	Superintendent Director of Technology

	Complete budget projection of yearly costs		assessment survey to measure the effectiveness of the project, staff satisfaction and gaps that may have arisen during the implementation.	
Assess and improve cybersecurity posture, including firewall, endpoint protection, MFA implementation, and phishing awareness training.	<p>Strengthened Network and User Security</p> <p>Eliminate Legacy Email Authentication on mobile devices to Enforce MFA compliance</p> <p>Identify mission-critical applications or devices (e.g., scanners, legacy server applications, mobile devices) that rely on SMTP relay. Configure them to use OAuth 2.0/secure relay or move them to a restricted IoT segment.</p> <p>Evaluate recognized cyber security frameworks to identify which best align without organization</p>	<p>Maturation & Advanced Controls</p> <p>Develop Micro-segmentation to isolate critical server environments and security groups to scaffold access in the event of a security breach</p> <p>Evaluate vendors who provide Security Information and Event Management (SIEM) products for selection.</p> <p>Mediate identified applications and devices using legacy SMTP relay.</p> <p>Formally adopt cyber security framework</p>	<p>Automation, Resilience & Long Term Strategy</p> <p>Investigate viability of implementing Security Orchestration, Automation & Response (SOAR)</p> <p>Review and Update Disaster Recovery Framework baseline</p> <p>Implement most critical portion of adopted cyber security framework.</p>	Superintendent Director of Technology
Upgrade network and Wi-Fi infrastructure to ensure reliable connectivity in all learning spaces, including outdoor and community use zones.	<p>Assessment, design & Core Infrastructure</p> <p>Conduct a wired and wireless site survey of learning spaces to define hardware needs, access</p>	<p>Deployment & Implementation</p> <p>Use the Risk Map and performance data to proactively replace WAPs and switches in</p>	<p>Sustainment and Project continuation</p> <p>Network Health Metrics to track network health aiming for 99.9% network up time for core</p>	Superintendent Director of Technology

	<p>point destiny and cabaling requirements</p> <p>Complete inventory of all existing WAPs and access switches, cross-referencing against vendor End-of-Life (EOL) dates to create a prioritized Risk Map of hardware that will fail first.</p> <p>Develop multi-year budgeting to maintain hardware stays current</p> <p>Zero-Touch Provisioning (ZTP) Investigate viability of implementing ZTP reducing manual configuration of new devices.</p>	<p>the 10 worst-performing/highest-density areas (e.g., auditoriums, libraries, high school wings)</p> <p>Evaluate current network segmentation (VLANs/SSIDs) to identify areas of improvement for students, staff and guests</p> <p>Post-installation assessment to certify that coverage, capacity and reliability meet standards</p> <p>If appropriate pilot ZTP in a production environment</p>	<p>services</p> <p>Evaluate outdoor spaces to improve learning activities outside the standard classrooms</p> <p>Complete documentation of network changes</p> <p>Formalize refresh cycle planning document.</p>	
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Goal 3. (Business and Finance) Ensure fiscal responsibility, transparency, and strategic allocation of resources to maximize student outcomes and district sustainability.

Strategy 1. Strengthen and modernize the district’s budget process to ensure efficiency, transparency, and alignment with strategic priorities by streamlining internal procedures, adopting data-informed budgeting practices, and enhancing communication with the community.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Improve the budgeting process by creating more efficient processes	Adopt a priority-based budgeting model that leverages historical spending data to align resources with district goals.	Strengthen priority-based budgeting to all departments and schools, ensuring consistent application districtwide.	<p>Fully align the budget process with the district’s strategic plan and Portrait of a Graduate priorities.</p> <p>Benchmark district budget</p>	Superintendent Director of Business

	<p>Redesign the budget manual to operate without macros, ensuring smoother performance, easier updates, and increased efficiency.</p> <p>Develop a public-facing budget document summary for community understanding.</p> <p>Align budget development with the 25-26 district strategic goals.</p>	<p>Establish periodic meetings with cost center leaders to review current year expenditures to assess potential cost-savings for the next budget season.</p> <p>Align budget development with Year 2 of the district's 3-year strategic goals and begin to align with Portrait of a Graduate priorities.</p>	<p>practices against peer districts to identify additional efficiencies and innovations.</p> <p>Budget development aligns with the district's strategic goals and Portrait of a Graduate priorities.</p>	
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Strategy 2. Identify and implement opportunities to improve efficiency across district operations in order to maximize resources, reduce redundancy, and ensure resources are allocated effectively to support district needs.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Advance operational efficiency for sustainable schools.	<p>Conduct an operational efficiency audit of the Finance and Human Resources departments to identify redundancies, uncover cost-saving opportunities, and assess areas of need.</p> <p>Implement feasible next steps within the current budget, with additional actions to be defined based on the study's outcomes</p> <p>Analyze and assess recommendations for improved practices and consider financial implications for the 26-27 budget.</p> <p>Fully deploy the integrated time-keeping, attendance, and sub-calling platform across all</p>	<p>Prioritize and execute efficiency measures identified in the operational efficiency audit (e.g., streamlined workflows, vendor consolidations, process redesign).</p> <p>Pilot an integrated digital onboarding system for new hires that streamlines background checks, credential verification, benefits enrollment, and required training modules, reducing manual paperwork and accelerating the hiring process.</p> <p>Continue documentation of procedures and processes in order to enable cross-training of staff in high impact areas.</p>	<p>Embed audit-driven efficiency practices into district policy and standard operating procedures to ensure long-term sustainability.</p> <p>Full deploy integrated digital onboarding system.</p> <p>Continue cross-training cycles to ensure workflow sustainability and support department leadership succession planning.</p>	Superintendent Director of Business & Finance

	<p>schools and departments; train staff and monitor adoption rates.</p> <p>Evaluate additional digital platforms, specifically examining the potential efficiencies of a digital onboarding system, that can further consolidate operations.</p> <p>Identify high-impact operational areas in which cross training would strengthen workflow sustainability and resilience and begin documenting procedures.</p>	<p>Begin cross-training staff in high-impact areas (e.g., payroll, purchasing, transportation scheduling) to build workflow sustainability.</p>		
<p>Strengthen the delivery of transportation services within the district while controlling costs.</p>	<p>Collaborate with the bus company to design routes that comply with district policy while optimizing efficiency and cost-effectiveness.</p> <p>Implement a districtwide app that provides families with reliable, privacy-safe, real-time visibility into school bus status (ETA, route changes, and—if enabled—student boarding</p> <p>Conduct regular meetings with the transportation provider to verify that all operations, safety measures, and service standards are in full compliance with the terms of the district’s bus contract.</p>	<p>Publish a Request for Proposals (RFP) for student transportation services to secure a new bus contract effective with the 2027–2028 school year, ensuring the process includes clear service expectations, and competitive bidding aligned with district policy and state procurement regulations.</p> <p>Use prior-year ridership data and GPS analytics to collaborate with the bus company on continuous improvement of routes, ensuring full compliance with district policy while reducing travel time, fuel use, and costs.</p>	<p>Oversee the implementation of the new student transportation contract for the 2027–2028 school year, including coordination with the selected provider on route design, safety protocols, staffing, technology integration, and communication to families, to ensure a seamless transition with no disruption of service.</p>	

Goal 4. (Human Resources and Hiring) Attract, recruit, develop, and retain a high-quality, diverse, and passionate workforce dedicated to student success.

Strategy 1. Develop and implement consistent, inclusive and equitable hiring and recruitment practices that align with district needs, and ensure clarity and consistency throughout the hiring process.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
<p>Prioritize the development of job descriptions for all NFT positions and other positions as they are posted.</p>	<p>Develop and finalize job descriptions, using the district's standardized template, for the following positions: Language Arts Consultants, Math Specialists, Curriculum Coordinators, and High School Department Chairs.</p> <p>As each job description is completed, provide it to new hires for review and signature.</p> <p>Ensure all signed job descriptions are properly filed and maintained in personnel records.</p>	<p>Complete job descriptions, using the district's standardized template, for the following positions: Social Worker, School Psychologist, Elementary Classroom Teacher, Intermediate School Classroom Teacher, Middle School Classroom Teacher, High School Classroom Teacher, and Special Education Teacher.</p> <p>As each job description is completed, provide it to new hires for review and signature.</p> <p>Ensure all signed job descriptions are properly filed and maintained in personnel records.</p>	<p>Complete job descriptions, using the district's standardized template, for the following positions: Social Worker, School Psychologist, Elementary Classroom Teacher, Intermediate School Classroom Teacher, Middle School Classroom Teacher, High School Classroom Teacher, and Special Education Teacher.</p> <p>As each job description is completed, provide it to new hires for review and signature.</p> <p>Ensure all signed job descriptions are properly filed and maintained in personnel records.</p>	<p>Superintendent Director of Human Resources</p>
<p>Create NPS Best Practices Hiring Guidelines Handbook.</p>	<p>Refine and finalize the Certified Staff section of the Employee Handbook to ensure clarity, consistency, and alignment with district policies.</p> <p>Research the full capabilities of Applitrack, evaluate how the platform can be more effectively integrated into HR</p>	<p>Roll out the finalized Certified Staff section of the Employee Handbook to all administrators for implementation prior to July 1, 2026.</p> <p>Develop a tool to collect administrator feedback on the Certified Staff section.</p>	<p>Roll out the revised and final version of the Certified Staff section of the Employee Handbook by July 1, 2027.</p> <p>Roll out additional handbook sections for each employee group by July 1, 2027.</p> <p>Develop and implement a</p>	

	<p>processes, and incorporate updated guidance into the handbook.</p> <p>Develop and implement a comprehensive Applitrack training plan for all administrators responsible for hiring to ensure consistent, efficient, and compliant use of the system.</p>	<p>Create additional handbook sections for each employee group, modeled after the Certified Staff section.</p> <p>Revise the Certified Staff section based on feedback received, and adjust the newly developed sections accordingly to ensure consistency and clarity across all employee groups.</p>	<p>feedback tool to collect input on the additional sections from administrators and staff.</p> <p>Incorporate all feedback and publish the finalized, comprehensive Employee Handbook effective July 1, 2028.</p>	
Fully Implement the goals outlined in the “Increasing Educator Diversity” (IED) Plan.	<p>Creation of promotional hiring materials for key positions</p> <p>Establish “Grow Your Own Pipeline” to develop the educator workforce.</p> <p>Provide ongoing support for new educators.</p>	Reassess effectiveness of IED Plan.		

Strategy 2. Enhance human resources systems and streamline operations.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Streamline Human Resources practices and ensure alignment with Finance to reduce redundancies and improve efficiency.	<p>Partner with a consultant and the Finance Department to conduct a workflow analysis aimed at streamlining processes, eliminating redundancies, and strengthening alignment between HR and Finance operations.</p> <p>Implement feasible next steps</p>	<p>Put into practice the prioritized recommendations from the workflow analysis that were included in the adopted budget.</p> <p>Ensure staff in both Finance and HR are trained on revised workflows, systems, or procedures.</p> <p>Update handbooks,</p>	<p>Assess the effectiveness of the newly implemented HR and Finance workflows, measuring efficiency gains, cost savings, and staff satisfaction.</p> <p>Adjust workflows and procedures based on data, feedback, and lessons learned to ensure continuous</p>	Superintendent Director of Human Services

	<p>within the current budget, with additional actions to be defined based on the study's outcomes</p> <p>Analyze and assess recommendations for improved practices and consider financial implications for the 26-27 budget.</p>	<p>procedures, and process documentation to reflect new practices.</p> <p>Identify further opportunities for efficiency or investment and incorporate them into planning for the FY 2027–28 budget.</p>	<p>improvement.</p> <p>Update policies, handbooks, procedures and processes to embed new practices into ongoing HR and Finance operations.</p>	
<p>Implement a centralized, automated onboarding system to improve departmental efficiency and free up staff time for other critical tasks.</p>	<p>Research and evaluate multiple automated onboarding platforms, including demos and references from other districts.</p> <p>Estimate short and long term costs and perform cost benefit analysis.</p> <p>Begin phased implementation, including initial system configuration and pilot testing with a small user group..</p>	<p>Complete full system rollout, including technical setup, onboarding form digitization, and workflow automation.</p> <p>Deliver comprehensive staff training, including HR staff, supervisors, and other stakeholders.</p> <p>Gather initial user feedback through surveys and focus groups to identify early issues and improvement areas.</p> <p>Reassess and streamline existing onboarding practices to align with the capabilities of the new system.</p> <p>Revise and document onboarding protocols to ensure consistency, clarity, and compliance across departments.</p> <p>Establish support structures such as a helpdesk to support users during the transition.</p>	<p>Conduct a comprehensive review of the onboarding system's effectiveness, including user feedback from HR staff, administrators, and new hires.</p> <p>Collaborate with the vendor and internal stakeholders to customize or expand features based on evolving district needs.</p> <p>Identify opportunities to integrate onboarding with related platforms (e.g., payroll, evaluation, professional development) for a more seamless employee experience.</p>	<p>Superintendent Director of Human Services Director of Business & Finance</p>

NPS 3-Year Strategic Instructional Goals

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.

Strategy 1. The district will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.

Strategic Action(s)	2025-26	2026-27	2027-28	2025-26 Persons Responsible
<p>Implement the Portrait of a Newtown Graduate districtwide.</p>	<p>Rollout a revised NPOG to NHS staff and students.</p> <p>Create e-portfolios for students in grades 9-11 in Google Sites to store NPOG reflections. The goal is to have 6 reflections stored in the portfolio by May.</p> <p>Students experience and reflect on the NPOG characteristics of Open Communicator, Critical Thinker and Empathizer in each of their classes.</p> <p>NPOG is integrated into the 12th Grade Capstone Project.</p>	<p>Roll out the remaining 4 NPOG characteristics and provide NHS students opportunities to experience them in each of their classes..</p> <p>NHS students store 14 reflections representing all of the 7 NPOG characteristics into their Google Sites portfolios.</p> <p>Grade 7 students are introduced to at least three NPOG characteristics.</p> <p>Students 8 students create Google Site e-portfolios and store at least 2 NPOG reflections.</p>	<p>Students enter 9th grade with e-portfolios.</p> <p>Students in 7th and 8th grade are introduced to the remaining 4 NPOG characteristics and will experience and reflect on them in each of their classes.</p> <p>Students in 8th grade experience a mini-Capstone Project.</p> <p>Students in grades 5 and 6 are introduced to at least 3 the NPOG in all classes.</p> <p>Students in 6th grade create Google Site e-portfolios.</p>	<p>Superintendent Assistant Superintendent High School Principal Middle School Principal</p>
<p>Provide effective feedback to teachers and administrators aimed at continuous improvement in pedagogy.</p>	<p>Implement the revised Newtown Educator and Administrator Evaluation and Support Plan.</p> <p>Create comprehensive training modules and resources for all evaluators on delivering effective feedback using</p>	<p>Establish regular (e.g., quarterly) professional learning communities (PLCs) for evaluators to share best practices in giving feedback, analyze challenging scenarios, and calibrate their feedback skills.</p>	<p>Provide advanced training for evaluators on nuanced feedback techniques, including challenging conversations, culturally responsive feedback, and promoting self-reflection. Advanced feedback training</p>	<p>Superintendent Assistant Superintendent Director of Teaching and Learning</p>

	<p>the Newtown single point rubric. This includes observation skills, coaching techniques, and active listening.</p> <p>Have feedback protocols and training materials developed by December 2025. All evaluators trained on basic feedback protocols by May 2026.</p> <p>Create a survey instrument and collect feedback from PDEC on the clarity, utility, and impact of the new plan implementation.</p> <p>Develop a metric to gather the effectiveness of feedback protocols (e.g., anonymous surveys of staff). Have the collection method in place by June 2026.</p> <p>Apply any necessary revisions to Newtown Educator and Administrator Evaluation and Support Plan, based on feedback.</p>	<p>Create a set of exemplar feedback statements for observations of staff.</p> <p>Begin to align district-provided professional development offerings with the areas for growth identified through the feedback processes. Clear connections between feedback data and PD offerings established by June 2027.</p> <p>Analyze data to identify trends, areas of strength, and areas needing further support in feedback delivery across the district.</p>	<p>completed by December 2027</p> <p>Create a communication strategy to regularly share successes and best practices related to effective feedback across the district.</p> <p>Conduct a comprehensive review of the entire 3-year feedback strategy, gathering input from all stakeholders. Make recommendations for the next phase of the feedback strategy by June 2028.</p>	
<p>Integrate technology effectively to enhance teaching, learning, and assessment, including the integration of AI throughout the</p>	<p>A district AI team is formed to plan the systematic rollout of AI training to staff through</p>	<p>The district AI team is expanded to include more teachers throughout the district</p>	<p>The district AI team continues to meet to develop more specific guidance on AI use</p>	<p>Superintendent Assistant Superintendent Director of Teaching and Learning</p>

<p>district.</p>	<p>the year, culminating in an AI Ed Camp held at NHS in November 2025.</p> <p>The district-AI team in conjunction with building and district administrators create an AI guidance document outlining the appropriate use of AI in classrooms for teachers.</p> <p>BOE drafts and adopts a formal policy for using AI in the district.</p> <p>The district AI committee works with expert consultants from EdAdvance to build the capacity of integrating and leading AI professional learning in the district.</p> <p>Continue to improve the “front of the classroom experience” for students and teachers, including the integration of Google Flex in grades K-6 by June 2026.</p> <p>Improve presentation and professional learning spaces throughout the district. Including the integration of interactive boards in all building administrator</p>	<p>from a variety of content areas.</p> <p>Year two professional learning is provided to teachers and staff throughout the district on the use of AI in classroom instruction.</p> <p>The district explores the use of a student-facing AI platform and selects two to three options to be piloted in grades 6-12.</p> <p>BOE members receive training and updates on the use of AI.</p> <p>The district AI committee continues to work with expert consultants from EdAdvance to build the capacity of integrating and leading AI professional learning in the district.</p> <p>Continue to improve the “front of the classroom experience” for students and teachers, including the integration of Google Flex in grades 7-8 and select HS departments by June 2027.</p> <p>Professional learning center at the HS is</p>	<p>throughout the district, including the distribution of an AI monthly newsletter to staff.</p> <p>Building administrative staff is provided professional learning on the use of AI for their specific roles.</p> <p>A student-facing AI platform is adopted by the district.</p> <p>The district AI committee continues to work with expert consultants from EdAdvance to build the capacity of integrating and leading AI professional learning in the district.</p> <p>Continue to improve the “front of the classroom experience” for students and teachers, including the integration of Google Flex in any remaining HS departments by June 2028.</p>	<p>Director of Information Technology Director of Facilities</p>
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	<p>offices and conference rooms by June 2026.</p> <p>A plan is developed and funding is sought to outfit a space at NHS to be designated as the premier professional learning center for the district.</p>	<p>completed by December 2026.</p>		
<p>Implement improved grading practices at Newtown Middle School.</p>	<p>The middle school develops a set of shared beliefs and guiding principles that will underpin the schools grading philosophy (e.g., "Grades should reflect mastery of learning targets," "Grades should promote growth," "Grades should be equitable").</p> <p>The middle school designs a specific set of new grading practices to be implemented (e.g., how homework is factored, retake policies, weighting of assessments, use of rubrics, clear separation of academic achievement from effort/behavior, reporting mechanisms).</p> <p>The middle school pilots proposed grading practices in select</p>	<p>All middle school teachers fully adopt and implement the revised grading practices.</p> <p>The middle school creates a comprehensive communication plan for stakeholders explaining the <i>why</i> and <i>how</i> of the proposed changes.</p> <p>The middle school creates formal and informal mechanisms for ongoing feedback from teachers, students, and parents to inform continuous improvement of the grading practices.</p>	<p>Consistent and equitable grading practices fully implemented across all middle school classrooms.</p> <p>Ongoing training, support, and refinement of grading practices at the middle school, ensuring sustainability beyond the 3-year plan.</p> <p>The middle school team shares the successes and challenges of the new grading practices with A-Team.</p> <p>Expansion of successful grading practices from the middle school are considered for other grade levels, both above and below NMS (i.e.Reed, NHS)</p>	<p>Superintendent Assistant Superintendent Middle School Principal Director of Teaching and Learning</p>

	<p>classrooms (e.g., a specific approach to late work or re-dos) to gather initial feedback and build momentum.</p> <p>Clear communication materials are created for students and parents explaining the rationale behind the improved grading practices and how the new system will work.</p>			
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Strategy 2. The district will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.

Strategic Action(s)	2025-26	2026-27	2027-28	2025-26 Persons Responsible
<p>Implement a system of district and building-based data teams.</p>	<p>Facilitate a district meeting with K-8 Admin and math and language arts specialists to review student performance data in the beginning, middle and end of year. Include a team from 9-12 in this process when reviewing Next Gen Acct results.</p> <p>The district data team (DDT) creates a set of actionable instructional strategies in the fall and winter to address areas in need of improvement based upon data analysis. This includes protocols for monitoring the impact of actions.</p>	<p>Add additional members, including at least one classroom teacher from each school to the district data team.</p> <p>Integrate data analysis and its application into professional growth plans for teachers and administrators.</p> <p>Align professional learning offerings with district-wide and school-specific data trends, ensuring professional learning directly addresses identified needs.</p> <p>Integrate a wider variety</p>	<p>Continue to expand the membership of the district-based data team to include more teaching staff.</p> <p>Regularly showcase and celebrate successes of data teams at district and school levels.</p> <p>The district and building-based data teams will regularly use multi-year trend data to inform strategic planning, curriculum revisions, professional development investments, and resource allocation decisions.</p>	<p>Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals</p>

	<p>Each school forms a building-based data team (BBDT) that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs.</p> <p>Establish clear communication protocols between BBDTs and the DDT, ensuring that building-level insights inform district strategy and district directives are understood at the school level.</p>	<p>of data sets (e.g., academic, social-emotional, attendance, behavioral) into the data analysis process.</p> <p>Explore ways AI can assist in the data analysis process.</p>	<p>Pilot the use of AI to support the data analysis process.</p>	
<p>Set annual goals for increases in student achievement as measured by state assessments and Next Generation Accountability Results.</p>	<p>The district data team creates a three-year goal for the indicators listed on the Next Generation Accountability Report, with annual increases and corresponding actions for each indicator annually. The three-year goals linked directly here.</p>	<p>Link three-year goal setting doc.</p>	<p>Link three-year goal setting doc.</p>	<p>Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals</p>
<p>Implement strategies to reduce the number of students considered chronically absent.</p>	<p>Each school's MTSS team analyzes baseline chronic absenteeism data from the previous academic year (2024-2025) disaggregated by grade level and student</p>	<p>Schools continue to use Tier 1 and Tier 2 supports to address chronic absenteeism issues. These efforts are led by the school-based MTSS team and a</p>	<p>Establish ongoing district-wide recognition programs for schools, teams, and individual students/families demonstrating significant improvement in</p>	<p>Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals</p>

	<p>subgroup (e.g., special education, ELL, low-income), reason for absence (if available), and patterns (e.g., specific days of the week, repeated short absences vs. long stretches). Completed by September 2025.</p> <p>A cohort of students who were reported as chronically absent the previous year are identified and monitored by the team to start the school year.</p> <p>Regularly run absenteeism reports and incorporate this data review into school-based MTSS meetings; specific attention to those students near designated chronic absenteeism thresholds (e.g., 5% absent).</p> <p>School-based MTSS and district climate climate teams develop and disseminate universal Tier 1 strategies for promoting attendance for all students, including positive attendance incentives, school-wide morning routines, and</p>	<p>summary of the actions taken, data collected, and the effectiveness of the interventions is presented by climate leaders at the district climate meetings.</p> <p>School-based MTSS teams regularly review attendance data, identify students moving between tiers, adjust interventions, and monitor the fidelity and effectiveness of implemented strategies.</p> <p>Provide ongoing training on using attendance data effectively within MTSS or student support team meetings.</p> <p>All schools to integrate their attendance goals, data, and intervention plans explicitly into their annual School Strategic Goals.</p> <p>Formally integrate attendance as a core component of the district's Multi-Tiered System of Supports (MTSS) framework, ensuring a seamless continuum of academic, social-emotional, behavioral, and</p>	<p>attendance.</p> <p>Regularly share success stories and lessons learned across the district through professional development sessions and internal communications.</p> <p>Continue to analyse attendance data and review and revise Tier 1 and Tier 2 attendance supports based upon their evidence-based effectiveness.</p> <p>Establish an annual review cycle for the district's chronic absenteeism strategy, evaluating its effectiveness based on student outcome data, fidelity of implementation, and stakeholder feedback.</p>	
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	<p>fostering a welcoming school climate. Completed by November 2025</p> <p>School-based MTSS and district climate teams develop and disseminate a series of Tier II intervention strategies for students reaching designated absentee thresholds, including (teachers, support staff) to conduct regular, positive outreach to families of students with emerging attendance issues, focusing on understanding barriers and offering support. Completed by November 2025</p> <p>School-based MTSS and district climate analyze attendance data to drive decisions and evaluate the impact of Tier 2 interventions. Completed by June 2026</p>	attendance supports.		
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Strategy 3. The district will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Provide staff a comprehensive professional learning plan that focuses on increasing rigor and	Utilizing consultants from the ACES RESC, teachers in grades 5-12	Expand the professional learning aligned to inquiry-based	Offer advanced training to math teachers on inquiry-based math	Superintendent Assistant Superintendent Director of Teaching and

<p>student engagement.</p>	<p>will be provided embedded professional learning throughout the year on inquiry-based instructional strategies, i.e. Building Thinking Classrooms.</p> <p>Through training with consultants from the ACES RESC, K-8 math specialists and the HS math department chair will build their capacity to lead staff in the development of inquiry-based instructional strategies, , i.e. Building Thinking Classrooms.</p> <p>Utilizing consultants from the EdAdvance RESC, begin revisions to the middle school science curriculum, including the use of inquiry-based instructional strategies.</p> <p>Utilizing consultants from EdAdvance, revise grades 7 and 8 social studies curriculum, including training on the use of inquiry-based instructional practices.</p>	<p>instructional strategies to include teachers in grades K-4.</p> <p>Offer advanced training to the math specialists and HS math department chair aligned to inquiry-based instructional strategies.</p> <p>Continue work with middle school science and EdAdvance to offer additional training and support around inquiry-based instructional strategies to increase rigor and engagement in the science classrooms.</p> <p>Utilizing consultants from EdAdvance, begin revisions to the 5-6 grade social studies curriculum, including training on the use of inquiry-based instructional practices.</p>	<p>practices.</p> <p>Having built the capacity to lead the work, utilize the math specialist and HS math department chair to provide professional learning to colleagues in other departments and content areas on inquiry-based strategies.</p> <p>Expand the work with EdAdvance vertically through the grade levels to include HS science classrooms and science at RIS.</p> <p>Continue working with EdAdvance to finalize revisions to the 5-6 grade social studies curriculum, including intermediate training on the use of inquiry-based instructional practices.</p>	<p>Learning Building Principals</p>
<p>Support the continued implementation of district-wide reading and math resources.</p>	<p>Consultants from EdAdvance, will work with the teachers and</p>	<p>Year-two advanced training with consultants from EdAdvance with the</p>	<p>Create and administer a survey to teachers to review the perceived</p>	<p>Superintendent Assistant Superintendent Director of Teaching and</p>

	<p>reading consultants in grades 5-8 to continue to support the implementation of newly adopted reading resources.</p> <p>Math consultants will review the next editions of Bridges Math in preparation for a pilot and/or adoption.</p> <p>Assist building leaders in the development and implementation of a learning walk protocol to collect data and monitor the successful implementation of the K-8 reading resources.</p> <p>A committee of MS math teachers, administrators, and teachers begin evaluating the math resource being used in grades 7-8 prior to renewal.</p>	<p>teachers and reading consultants in grades 5-8 to continue to support the implementation of adopted 5-8 reading resources.</p> <p>Math consultants and teachers in grades K-5 pilot Bridges version #3 resources.</p> <p>Make any necessary revisions to the learning walk protocol and continue to collect data and monitor the implementation of the K-8 reading resources.</p> <p>MS pilots resources that best supports the inquiry-based instructional strategies being acquired through professional learning.</p>	<p>effectiveness of professional learning to support the implementation of reading resources and to identify next step professional learning needs.</p> <p>Analyze trend ELA state assessment data for grades 3-8 and another method of evaluating the effectiveness of the reading resources and professional learning associated with their implementation.</p> <p>Continue through year three of the learning walk protocol to collect data and monitor the implementation of the K-8 reading resources. Analyze the three trend data to evaluate the effectiveness of the implementation and aligned professional learning.</p> <p>Adopt a new or renew the current math resource for grades 7-8.</p>	<p>Learning Building Principals</p>
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Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.

Strategy 1. Enhance district and school climate and culture through consistent practices across schools.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
<p>Implement the new Connecticut School Climate Policy in all schools throughout the district.</p>	<p>The district will provide training to all administrators on requirements outlined in the new climate policy.</p> <p>The school climate committee (SCC) and district climate committee (DCC) will develop regulations that show a continuum of behavior/practices for each grade-level(see the policy).</p> <p>Each school will develop a school climate committee with the following responsibilities:</p> <ol style="list-style-type: none"> 1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data. 2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose 	<p>By September 2026, the DCC will finalize and disseminate the continuum of behavior/practices for each grade-level across the district. This will include professional development for all staff on its application.</p> <p>Based upon the results of the annual school climate survey, each school climate coordinator develops and updates as necessary, a school climate improvement goals as part of their school's strategic goals.</p> <p>A written or electronic copy of such goals shall be made available to members of the school community.</p> <p>The district will continue to expand and update a collection of school climate/culture resources, and evidence-based interventions, adding more specific and differentiated materials.</p>	<p>The DCC will monitor the consistent application of the grade-level behavior continuum across all schools, providing targeted support and problem-solving for any remaining inconsistencies.</p> <p>SCCs will continue to administer the school climate surveys.</p> <p>SCCs will serve as lead advocates for positive school climate within their buildings, presenting their successes and challenges to school leadership, parent groups, and potentially the Board of Education.</p> <p>The "train-the-trainer" model for restorative practices will be fully embedded, with a sufficient number of internal experts to provide ongoing coaching, advanced</p>	<p>Superintendent Assistant Superintendent Director of Teaching and Learning Assistant Principals (School Climate Specialists) Building Principals</p>

	<p>revisions to the school climate improvement plan.</p> <p>3 assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.</p> <p>4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.</p> <p>5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.</p> <p>In coordination with the district climate committee, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students.</p> <p>The district will provide resources and training to school employees regarding:</p> <ol style="list-style-type: none"> 1. social and emotional 	<p>The district's trained Restorative Practices facilitators will deliver Spring 2026 and Fall 2026 staff training dates for advanced Restorative Practices using after-school meeting times. The train-the-trainer model is fully operational.</p>	<p>training modules, and support to all staff as needed. Schools will continue to designate fall and spring training dates, but these will be offered as needed.</p>	
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	<p>learning (resources); 2. school climate and culture and evidence and research-based interventions (resources); and 3. restorative practices. (training)</p> <p>The district will adopt a train-the-trainer model for providing restorative practices training to staff in each of the schools throughout the year. School will designate a fall and a spring training date for staff using one of the after-school meeting times.</p>			
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Strategy 2. Promote inclusive and welcoming school environments that embrace diversity and ensure a sense of belonging for all.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Continue the growth and development of the district ELL programming	<p>Implement professional learning sessions for <i>all</i> staff (not just ELL specialists) on basic ELL instructional strategies, language acquisition stages, and cultural competency. Prioritize training for content-area teachers who have ELLs in their classrooms.</p> <p>Review and improve existing communication protocols to ensure all critical district and school-</p>	<p>Review and update curriculum materials to ensure they are accessible for various ELL proficiency levels. Start with HS English and Science courses. Add modified lessons directly into the curriculum documents.</p> <p>Continue to offer professional learning to all staff, including an advanced training on specific sheltered instruction techniques</p>	<p>Review and update curriculum materials to ensure they are accessible for various ELL proficiency levels. Finish HS English and Science courses and begin work on Social Studies and Math courses Add modified lessons directly into the curriculum documents.</p> <p>Continue to offer both beginner and advanced professional learning to</p>	Superintendent Assistant Superintendent Director of Teaching and Learning

	<p>level information is accessible in the primary languages of ELL families.</p> <p>Create a plan to increase ELL family engagement within the schools, e.g. Open House event for ELL students and families, increased participation in school-based PTAs.</p> <p>Integrate technology tools, especially AI tools and software specifically designed to support English language acquisition and content area learning for ELLs.</p> <p>Complete the ELL/MLL Handbook.</p>	<p>(e.g., SIOP Model), academic language development, and assessment of ELLs.</p> <p>Meet with the building administrative assistants to refine and standardize the procedures for timely and accurate identification, placement, and reclassification of ELL students in accordance with Connecticut state regulations.</p> <p>Implement strategies to increase ELL family engagement within the schools.</p>	<p>all staff.</p> <p>Analyzing ELL student trend data (proficiency gains, student's exiting ELL programming, state assessment growth) and identify areas of strength and improvement; present the findings to A-Team and BOE.</p>	
<p>Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.</p>	<p>Launch districtwide training on the <i>NPS Harmful Language Protocol</i>, as an intervention and response tool, emphasizing responsibility to recognize, report, and address harmful language.</p> <p>Create parent-facing documents that outline the district response to harmful language reports.</p>	<p>Assess the impact of Year 1 action steps through a combination of staff and student school climate surveys, disciplinary data trends including anonymous alerts, and anecdotal reports.</p> <p>Review and revise SEL/Advisory lessons piloted last year, as needed, and consider creating any additional necessary lessons.</p>	<p>Finalize SEL/advisory harmful language lessons based on feedback.</p> <p>Evaluate impact through staff and student surveys, disciplinary data trends, and school climate indicators.</p> <p>Establish "Words Matter" recognition programs to highlight students or classes</p>	<p>Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals Assistant Principals Dean of Students (NHS) Equity Team Leaders</p>

	<p>Identify at least one person in each school who will be trained as a person to follow-up with families following such incidents.</p> <p>Train equity leaders to serve as a point person for staff questions or concerns and help support a shared responsibility for addressing harmful language.</p> <p>Revise and pilot at least 2 SEL/Advisory lessons that address, in a developmentally appropriate manner, the connections between kindness, language and inclusion and the impact of harmful language on others and explicitly teaches what constitutes harmful language.</p> <p>Launch visual messaging in every school centered on the theme: Words Matter: Lead with Kindness, Speak with Respect.</p> <p>Rely on restorative practices for repairing harm between students.</p>	<p>Include NPS Harmful Language Protocol training as part of new staff orientation.</p> <p>Provide building-based refresher training for staff on the use of the Harmful Language Protocol.</p> <p>Identify existing student structures to elicit the student voice on how we are doing at addressing this topic at the middle and high school levels.</p> <p>Develop and make available family resources on promoting respectful language at home, aligned with the district's messaging.</p> <p>Develop student leader training modules for grades 6-12 on Words Matter: Lead with Kindness, Speak with Respect.</p>	<p>demonstrating inclusive and respectful language.</p> <p>Present a culminating report to the Board of Education outlining outcomes, success stories, and sustainability recommendations.</p>	
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Strategy 3. Enhance communication with community stakeholders to promote transparency, trust, and meaningful engagement in district initiatives.

Strategic Action(s)	2025-26	2026-27	2027-28	<i>Persons Responsible</i>
<p>Review and build upon the recently redesigned NPS website to ensure content is accurate, user-friendly, and visually representative of the district's identity.</p>	<p>Identify outdated or generic content and imagery that do not reflect NPS schools or programs.</p> <p>Work with school leaders and staff to update building-specific pages with accurate information, timely announcements, and school-specific visuals.</p> <p>Develop a plan to curate and upload new photos that showcase students, staff, programs, and events from across the district.</p> <p>Ensure all content meets accessibility standards and is optimized for both desktop and mobile users.</p> <p>Establish a recurring schedule for content review and updates to maintain accuracy and relevance.</p>	<p>Evaluate website traffic analytics to adjust and improve user engagement and navigation design over time.</p> <p>Create a system for updating relevant sections of the site to maintain accuracy.</p> <p>Explore the use of an AI chatbot to enhance user engagement and streamline communication. Research chatbot platforms suitable for school districts, focusing on those that are FERPA/COPPA compliant, customizable with district content, and capable of multilingual support.</p> <p>Evaluate website traffic analytics to adjust and improve user engagement and navigation design over time.</p>	<p>Pilot the selected AI chatbot on the NPS website with limited functionality (e.g., answering FAQs, directory help, calendar access), and gather user feedback from families and staff.</p> <p>Evaluate effectiveness and usage data to determine scalability. Adjust or expand chatbot functions based on needs (e.g., tech support, enrollment help, transportation info).</p> <p>Train designated staff to monitor chatbot interactions and ensure content is kept up to date..</p>	<p>Superintendent Assistant Superintendent Director of Technology Director of Teaching and Learning</p>
<p>Enhance the NPS Weekly Update</p>	<p>Establish consistent structure for the newsletter.</p>	<p>Analyze results from surveys and incorporate valid suggestions.</p>	<p>Embed clickable media (audio clips, student interviews, or podcast links) to make the</p>	<p>Superintendent Assistant Superintendent</p>

	<p>Incorporate a new feature: Curriculum Corner that highlights curriculum and instruction initiatives.</p> <p>Explore options to expand newsletter accessibility, such as enabling audio versions that can be listened to on the go.</p> <p>Survey readers to seek suggestions for next year's newsletter.</p>	<p>Consider expanding beyond the newsletter to other social media platforms.</p> <p>Implement audio version of the NPS Weekly Update.</p>	<p>newsletter more interactive.</p> <p>Introduce a rotating "Guest Contributor" feature spotlighting student journalists, staff members, or community partners.</p> <p>Incorporate brief video or audio messages from principals or students connected to key district events.</p>	
<p>Develop and Promote the Newtown Public Schools Podcast</p>	<p>Develop a plan to launch a district podcast that identifies who manages content, editing, and promotion to ensure feasibility..</p> <p>Pilot at least one episode by the end of this school year.</p> <p>Develop a publishing schedule and content plan for next year that includes interviews with students, staff, administrators, and community partners.</p>	<p>Implement the publishing schedule.</p> <p>Promote the podcast through district communication channels, social media, and school newsletters.</p> <p>Evaluate listenership data and gather feedback to refine topics and improve engagement.</p>	<p>Expand audience through additional platforms.</p> <p>Develop a long-term content calendar with recurring segments</p> <p>Submit episodes or the series for recognition (e.g., CAFE Communication Awards,</p>	<p>Superintendent Assistant Superintendent Director of Technology</p>

2025-2028

NPS 3-Year Strategic Goals

Anne Uberti, Superintendent
Frank Purcaro, Assistant Superintendent





Newtown Public
School District

Strategic Plan

2023-2028

STRATEGIC PRIORITIES

01

Ensure Stimulating, Engaging, and Challenging Learning Opportunities Tailored to the Individual Needs of Students

02

Prepare Students to Thrive Post-graduation

03

Hire, Retain, and Develop a Diverse and Exceptional Faculty and Staff

04

Strengthen District, Family, and Community Partnership

Operational Goals

Facilities

Security

Business & Finance

Human Resources

Technology

Instructional Goals

**Pupil Services
Teaching & Learning
Schools**

3-YEAR STRATEGIC GOALS
Anne Uberti, Superintendent of Schools

OPERATIONAL GOALS

INSTRUCTIONAL GOALS
Frank Purcaro, Assistant Superintendent

Finance

Facilities

Technology

Special Education

Director of Teaching and Learning

School-Based Goals

Security

Human Resources

Overarching Goals

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.

Goal 2. (Facilities and Security) Ensure that all school facilities are safe, secure, and equipped with modern infrastructure and technology to support student learning, staff effectiveness, and community engagement.

Goal 3. (Business and Finance) Ensure fiscal responsibility, transparency, and strategic allocation of resources to maximize student outcomes and district sustainability.

Goal 4. (Human Resources and Hiring) Attract, recruit, develop, and retain a high-quality, diverse, and passionate workforce dedicated to student success.

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.



Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.

Strategy 1. The district will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.

Strategy 2. The district will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.

Strategy 3. The district will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.



Goal 2. (Facilities and Security) Ensure that all school facilities are safe, secure, and equipped with modern infrastructure and technology to support student learning, staff effectiveness, and community engagement.

Strategy 1. Maintain and enhance school safety and security measures While Evaluating Cost Efficiency

Strategy 2. Ensure that each school is equipped with updated, user-friendly communication technologies in existing spaces that enable effective collaboration among staff, families, and community stakeholders.

Strategy 3. Develop and sustain a secure, future-ready technology infrastructure that enhances teaching and learning, supports operational efficiency, and empowers all users through equitable access, digital literacy, and innovation.



Goal 3. (Business and Finance) Ensure fiscal responsibility, transparency, and strategic allocation of resources to maximize student outcomes and district sustainability.

Strategy 1. Strengthen and modernize the district's budget process to ensure efficiency, transparency, and alignment with strategic priorities by streamlining internal procedures, adopting data-informed budgeting practices, and enhancing communication with the community.

Strategy 2. Identify and implement opportunities to improve efficiency across district operations in order to maximize resources, reduce redundancy, and ensure resources are allocated effectively to support district needs.



Goal 4. (Human Resources and Hiring) Attract, recruit, develop, and retain a high-quality, diverse, and passionate workforce dedicated to student success.

Strategy 1. Develop and implement consistent, inclusive and equitable hiring and recruitment practices that align with district needs, and ensure clarity and consistency throughout the hiring process.

Strategy 2. Improve Human Resources Systems and Operational Efficiency



Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.

Strategy 1: Strengthen District and School Climate

Strategy 2: Foster Inclusive and Welcoming Schools

Strategy 3: Enhance Communication with Community Stakeholders

NPS 3-Year Strategic **Operational** Goals

Goal 2. (Facilities and Security) Ensure that all school facilities are safe, secure, and equipped with modern infrastructure and technology to support student learning, staff effectiveness, and community engagement.

Strategy 1. Maintain and Enhance School Safety and Security Measures While Evaluating Cost Efficiency

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Analyze current staffing models and resource allocation for safety and security across the district to identify opportunities for cost savings and operational improvements.	<p>Distribute stakeholder surveys to gather input from staff, parents, students, and BoE on perceptions of and expectations for school safety.</p> <p>Map current manpower distribution and responsibilities across buildings.</p> <p>Benchmark staffing models and associated costs against comparable districts.</p> <p>Provide a report to the superintendent summarizing findings of potential areas for cost efficiencies.</p>	<p>Based on Year 1 findings, explore alternative models that may improve cost efficiency.</p> <p>Develop a long-term safety and security management plan based on stakeholder feedback, current enrollment and existing facilities and any identified strategies for cost savings.</p> <p>Assess feasibility and impact of proposed changes (e.g., shifts, shared roles, adjustments to guard coverage).</p>	<p>Implement any recommended changes in one or two buildings and assess impact.</p> <p>Present recommended staffing model for approval and phased implementation.</p>	Superintendent Director of Security
Ensure that existing safety protocols and tools are fully implemented and consistently utilized across all school buildings to promote a secure and responsive environment for students, staff, and the community.	<p>Develop a standardized document outlining mandatory districtwide safety and security practices, informed by gaps identified in the recent implementation audit.</p> <p>Create and execute a plan to communicate expectations outlined in the document across all buildings.</p> <p>Provide refresher training on existing tools to ensure all staff are proficient, as needed.</p> <p>Monitor usage and effectiveness of existing tools and expected practices with data-informed check-ins at least two times per year.</p> <p>Provide a report to the administrative team following each series of building check-ins.</p> <p>Conduct scenario walk-throughs with administrators at least two times per year, every year.</p>	<p>Review and revise the standardized safety and security practices document based on Year 1 feedback and monitoring data.</p> <p>Expand refresher training to include differentiated sessions for key staff roles (e.g., office staff, custodians, teachers).</p> <p>Implement a peer walkthrough system for school-based safety teams to provide cross-building feedback and collaboration.</p> <p>Continue biannual data-informed check-ins and provide refined building-specific feedback reports.</p> <p>Expand scenario walk-throughs to include individual school Emergency Response Teams: Newtown High School, Newtown Middle School and Reed Intermediate.</p>	<p>Fully institutionalize the safety and security practices as part of annual operations and onboarding procedures.</p> <p>Develop a cycle of continuous improvement with built-in annual review and update of the districtwide safety practices.</p> <p>Present districtwide safety progress and outcomes to the Board of Education and community stakeholders.</p> <p>Expand scenario walk-throughs to include individual school Emergency Response Teams: each elementary school as well as Newtown High School, Newtown Middle School and Reed Intermediate. (One school per month)</p>	Superintendent Director of Security

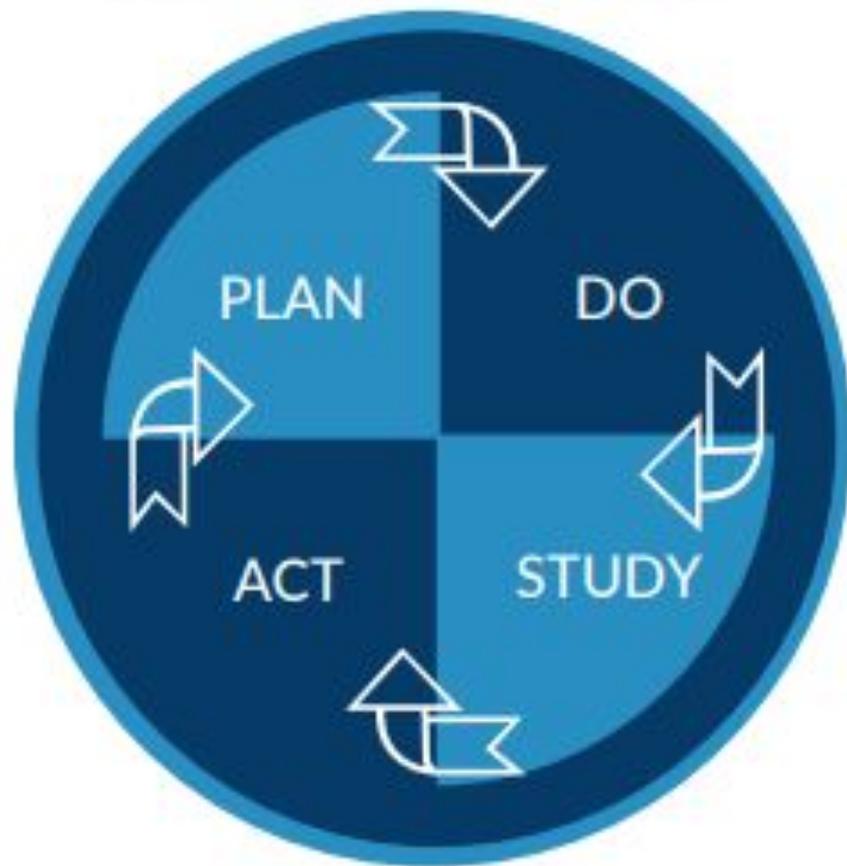
NHS Strategic School Plan 25-26

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.

Strategy 1. The district will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.

Strategic Action(s)	2025-26	Key Performance Indicators (KPI)	Persons Responsible	KPI Status
Implement the Portrait of a Newtown Graduate districtwide	Rollout a revised NPOG to the HS staff and students.	100% of NHS staff receive professional learning or orientation on the revised NPOG by October 2025 .		
	Create e-portfolios for students in grades 9-11 in Google Sites to store NPOG reflections. The goal is to have 6 reflections stored in the portfolio by May	100% of students in grades 9–11 have active Google Site e-portfolios created by October 31, 2025. Average of 6 reflections per student uploaded to the portfolio by May 30, 2026, with checkpoints at 2 (December) and 4 (March).		
	Have students experience and reflect on the NPOG characteristics of Open Communicator, Critical Thinker and Empathizer in each of their classrooms	Evidence of trait integration observed in at least 75% of classrooms (via lesson plan reviews, instructional rounds, or teacher self-report) by March 2026.		
	NPOG is integrated into the 12th Grade Capstone Project.	Capstone project presentations demonstrate application of at least one NPOG trait, as assessed by scoring criteria or reflection components		

Plan-Do-Study-Act (PDSA) Cycle



Schedule of Presentations

October 7th

NPS 3-year Strategic Goals

October 21st

Elementary & Reed

November 5th

Middle & High

November 18th

Pupil Services, Teaching & Learning

Questions/Comments

2027 through 2036
BOE CIP Plan by Funding Source 2027 - 2036
 Newtown, CT

Source	Project #	Priority	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Total
Bonding													
Board of Education													
Accessibility Study (ADA)	BOE0001	2			200,000								200,000
District Security Camera Software upgrade	BOE0002	2			375,000								375,000
District Wide Access Control Upgrades	BOE0004	2			225,000								225,000
District Wide Window Film	BOE0005	2			750,000								750,000
Hawley ADA Improvements	BOE0007	2						800,000					800,000
Hawley - New Roof 1997 wing	BOE0006	2		700,000									700,000
Hawley School - Repave Parking Lot, Curbing & SW	BOE0008	4			375,000								375,000
Hawley Site Drainage Improvements	BOE0009	2			275,000								275,000
Head O Meadow Oil Tank Removal	BOE0010	2	225,000										225,000
Head O'Meadow - Pave Parking lot, Curbing, SW	BOE0012	2	280,000										280,000
Head O Meadow Window Replacement	BOE0011	2										1,100,000	1,100,000
High School Electronic Systems Upgrades	BOE0019	2						3,400,000					3,400,000
High School Exterior Doors	BOE0020	2		210,000									210,000
High School Interior Renovations	BOE0021	2					3,140,000						3,140,000
High School Oil Tank Removal	BOE0022	2	230,000										230,000
High School Pool Air Handler	BOE0023	2	500,000										500,000
High School - Restore Pool	BOE0015	2	640,000										640,000
High School - Window Replacement B wing	BOE0017	2		450,000									450,000
Middle Gate - Bathroom renovations	BOE0024	2	220,000										220,000
Middle Gate Driveway Repave	BOE0027	2			250,000								250,000
Middle Gate - HVAC Improvements	BOE0025	2						800,000					800,000
Middle Gate Interior Renovations	BOE0028	2								1,048,400			1,048,400

Source	Project #	Priority	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	Total
Middle Gate - Window Replacement	BOE0026	2										1,100,000	1,100,000
Middle School Electric System Upgrade	BOE0034	2					1,775,700						1,775,700
Middle School Fire and Electronic Systems Upgrade	BOE0035	2								2,200,000			2,200,000
Middle School Gym Air Handlers	BOE0036	2						1,435,000					1,435,000
Middle School HVAC Upgrades	BOE0038	2						1,061,000					1,061,000
Middle School Interior Restoration	BOE0039	2					1,552,000						1,552,000
Middle School - Parking Lot, Curbing, Sidewalks	BOE0030	2							802,000				802,000
Middle School Plumbing Restorations	BOE0040	2										1,800,000	1,800,000
Middle School - Replace Generator and Switch	BOE0031	2					250,000						250,000
Middle School Roof Replacement	BOE0041	2							3,176,000				3,176,000
Reed - Replace HVAC Equipment	BOE0042	2						937,000					937,000
Reed School - Replace Chillers, Upgrade Controls	BOE0043	2								1,000,000			1,000,000
Board of Education Total			2,095,000	1,360,000	2,450,000	0	6,717,700	5,033,000	7,378,000	4,248,400	0	4,000,000	33,282,100
Bonding Total			2,095,000	1,360,000	2,450,000	0	6,717,700	5,033,000	7,378,000	4,248,400	0	4,000,000	33,282,100

Capital Financing

Board of Education

District Wide Security Camera Hardware	BOE0003	2								1,500,000			1,500,000
Board of Education Total			0	1,500,000	0	0	1,500,000						
Capital Financing Total			0	1,500,000	0	0	1,500,000						

Other

Board of Education

High School - F, C, & D Wing HVAC	BOE0014	1	2,317,210										2,317,210
Board of Education Total			2,317,210	0	2,317,210								
Other Total			2,317,210	0	2,317,210								

GRAND TOTAL	4,412,210	1,360,000	2,450,000	0	6,717,700	5,033,000	7,378,000	5,748,400	0	4,000,000	37,099,310
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Newtown School District Capital Improvement Plan

Comprehensive infrastructure upgrades across multiple school facilities to ensure safe, modern learning environments for students and staff.





Project Overview

11

Total Projects

Comprehensive facility
improvements

\$4.94M

Total Investment

Funded improvements

3

School Sites

Head O'Meadow, High School, Middle
Gate



Head O'Meadow School Projects

Oil Tank Removal

Cost: \$225,000

27-year-old underground tank at end of useful life requires removal and replacement.

Parking Lot Renovation

Cost: \$280,000

Repave 90,000 sq ft with new curbing. Current pavement has numerous cracks and potholes.

Safety Systems Priority

High Priority - Fire/Intrusion Alarm Replacement

Cost: \$250,000

Current intrusion system no longer working. Fire alarm system discontinued by manufacturer - replacement parts increasingly difficult to acquire. Main programming panel screen unreadable.



High School Pool Restoration

Project Details

Cost: \$640,000

Useful Life: 20 years

Pool Air Handler

\$500,000 - Replace 1997 AHU-HV6 degraded by chlorine environment and using R22 Refrigerant which is obsolete.

Critical Repairs Needed

- Main drains installed 1997 - end of life
- Pool bottom sandblasting required
- Paint flaking after 25+ years
- Safety compliance upgrades





High School Infrastructure

Oil Tank Removal

\$230,000 - Replace end-of-life heating tank (currently feeding generator) with smaller above-ground unit.



RTU Replacements Project

High Priority - C&D Wing RTU and F-Wing Chiller Replacement

This project replaces 5 27-year-old, end-of-life Rooftop Units (RTUs). The existing units utilize R22 refrigerant, which is obsolete and has been phased out, necessitating this upgrade.

HVAC Systems Priority

High Priority

C&D Wing 5 RTUs and F-Wing Chiller Replacement

Cost: \$2,317,210

Inefficient Equipment and High Repair Costs The 400-ton chiller is currently operating at only 125 tons of capacity, indicating significant inefficiency. During Fiscal Year 2024–25, \$80,000 was spent on repairs to maintain the unit, essentially maintaining its current limited capacity rather than restoring it to full functionality.





Middle Gate Millwork

Cost: \$280,000

Replacing the deteriorating 1964/1993 millwork is crucial for transforming our classrooms into modern, engaging, and safe learning environments.

Middle Gate School Improvements

Bathroom Renovations

\$220,000

Upgrade 2 staff bathrooms and 4 student gang bathrooms with modern finishes





Project Timeline & Funding

1

2027 Implementation

All approved projects scheduled for 2026/2027 completion with bond funding secured.

2

Useful Life Range

Projects designed for 20-30 year service life depending on infrastructure type



Moving Forward



Project Funding Status

11 Projects Approved by Board of Education: \$2,942,210 secured for critical infrastructure improvements via bonding.

1 Project Contingent on Referendum: \$2,000,000 in funding available upon voter approval.

Total Potential Investment: \$4,942,210

These investments ensure safe, modern learning environments while addressing critical infrastructure needs across our school district.

CEIA OpenGate Weapons Detection System

Newtown Board of Education
October 7, 2025

Background and Context

Sandy Hook School Foundation has offered a **restricted donation** for weapons detection technology, specifically a product called CEIA OpenGate.

The Board **conditionally accepted** the donation pending:

- Community feedback
- Review of implementation plan
- Evaluation of potential impacts

Current Safety Measures at NHS

Newtown Public Schools has a **strong, layered foundation of safety** including but not limited to:

- Controlled access, secured entrances, and visitor management systems
- Extensive video surveillance
- Armed and unarmed security staff (including SROs)
- Comprehensive emergency response plans and regular safety drills
- Robust student mental/behavioral health supports & anonymous reporting app

Why Consider Weapons Detection?

Current measures **cannot detect concealed weapons** in bags or cases.

Adding OpenGate would:

- Identify threats **before entry**
- **Deter** someone from bringing a weapon into the school building
- Strengthen NHS's **layered approach to school safety**
- Potentially be used in **other large scale events** such as football games

Student Well-Being Considerations

Research on traditional metal detectors is mixed:

- Some peer reviewed studies point to increased anxiety in students

Limited data on modern open-flow systems (like OpenGate):

- Faster, less intrusive, and less disruptive

Nationwide adoption is increasing due to:

- Increased firearm availability
- Smaller, concealable weapons
- Expansion of concealed carry permits
- Ongoing rise in school shootings

CEIA OpenGate

Global company with 60+ years of expertise in weapons detection

Used by U.S. airports, federal agencies, and the Secret Service

OpenGate advantages:

- Discreet, fast, and efficient
- Minimal disruption to student flow

Compared with alternatives (e.g., ZeroEyes):

- Lower cost and fewer false positives
- No need for drawn-weapon detection or recurring software fees

Action to Date

- July 8, 2025 - NPS Board of Education votes to conditionally accept the donation of CEIA OpenGate. Superintendent is charged with providing additional information to inform the Board's final decision.
- The NPS Board of Education is provided with the following information to in advance of the meeting:
 - Summary of Findings on the Impact of Weapons Detection System on Student Mental Health
 - Implementation Feasibility
 - NHS Student Survey Results
 - NPS School Safety and Security Survey Results
 - NHS Weapons Detection System FAQs
 - Other Factors For Consideration
 - Answers to Questions Forwarded by Board Members



Impact of Weapons Detection Systems on Student Mental Health

Key Findings from Peer Reviewed Studies

- Limited evidence of effectiveness: Peer-reviewed studies show no conclusive link between weapons detection systems and reduced school violence (Hankin et al., 2011; RAND, 2023).
- Negative mental-health impacts: Repeatedly associated with lower perceived safety, increased student anxiety, and a more policed atmosphere (ERIC Digest, 2020; Learning Policy Institute, 2018).
- School climate effects: Security “hardening” measures correlate with weaker student connectedness, higher stress, and reduced trust in adults (Johns Hopkins, 2021; NIJ, 2019).
- Equity concerns: Metal detectors and intensive screening disproportionately appear in schools serving low-income and racially diverse populations, raising concerns about fairness and stigma (ERIC Digest, 2020).
- False alarms drive stress: Frequent alerts triggered by benign objects (laptops, binders) increase anticipatory anxiety and stigmatize students subjected to secondary searches (Johns Hopkins APL, 2022; Washington Post, 2023).

Emerging Positive Evidence & Optimism

- Improved technology: Newer systems (e.g., CEIA OpenGate) claim to reduce false positives and speed throughput, with districts like Houston ISD citing smoother entry processes (Houston Landing, 2025).
- Simulation studies: A 2024 modeling study found gun detection systems could increase evacuation success and reduce casualties in active shooter scenarios (arXiv, 2024).
- Operational pilots: Some districts report smoother entry for sporting events and occasional detection of knives and contraband, suggesting *operational promise*.
- Deterrence hypothesis: Advocates argue that visible systems may deter weapon-carrying, though this is largely unmeasured and remains theoretical (Forbes Tech Council, 2024).

References

- Hankin, Hertz & Simon (2011); ERIC Digest (2020); RAND Corporation (2023); Learning Policy Institute (2018); Johns Hopkins University (2021); National Institute of Justice (2019); Johns Hopkins APL (2022); Washington Post (2023); Houston Landing (2025); arXiv (2024); Forbes Tech Council (2024).

Implementation Feasibility

A joint review was conducted by Superintendent Anne Uberti, Director of Security Mark Pompano, and High School Principal Kim Longobucco. The review concluded that the CEIA Weapons Detection System could be implemented at Newtown High School in a manner that minimizes disruption to student arrival, utilizes existing administrative and security staff, and integrates smoothly with current safety practices.

- **Placement of Units**
 - Two units would be positioned at the *front entrance*. Students currently enter through a single door in a slow, steady stream; by opening a second entrance, flow would be divided, minimizing the chance of backups.
 - One additional unit would be positioned at the *back student entrance*.
- **Staffing During Arrival**
 - An administrator would be present at the entrances to welcome students and assist as needed.
 - One security guard would be stationed at the front entrance and another at the back.
- **Daily Operations**
 - Following morning arrival, two of the three units would be stored.
 - One unit would remain active at the front entrance throughout the school day.
 - All late-arriving students and visitors would pass through this unit at the front entrance. A security guard would monitor the device during the school day.
 - At dismissal, all units would be stored until the following morning.
- **Use for Events**
 - At this time, there is no plan to use the devices for large-scale evening or weekend events. However, if the donation is accepted, this option could be reconsidered in the future.

Timeline for Implementation

Before the CEIA Weapons Detection System could be put into use at Newtown High School, both students and families would need to be prepared for the change. Student training must take place in advance, along with a designated period of practice to ensure smooth operation and minimal disruption. In addition, targeted communication would need to be planned and shared with parents and guardians of NHS students. Given these requirements, implementation would not likely occur until after the winter break.

Newtown High School Survey

487 responses

[View in Sheets](#)

Summary

Question

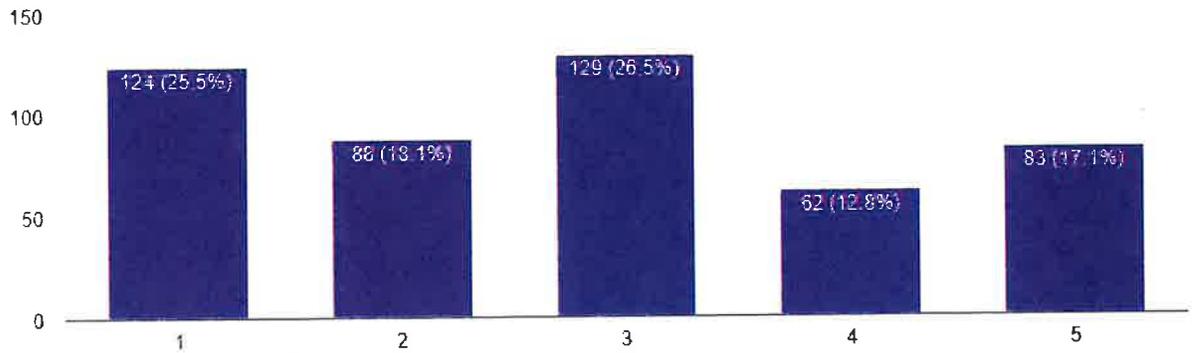
Individual

How comfortable would you feel if a weapons detection system was installed at Newtown High School?

[Copy chart](#)

1 = Very Uncomfortable 2= Uncomfortable 3=Neutral 4=Comfortable 5 = Very Comfortable

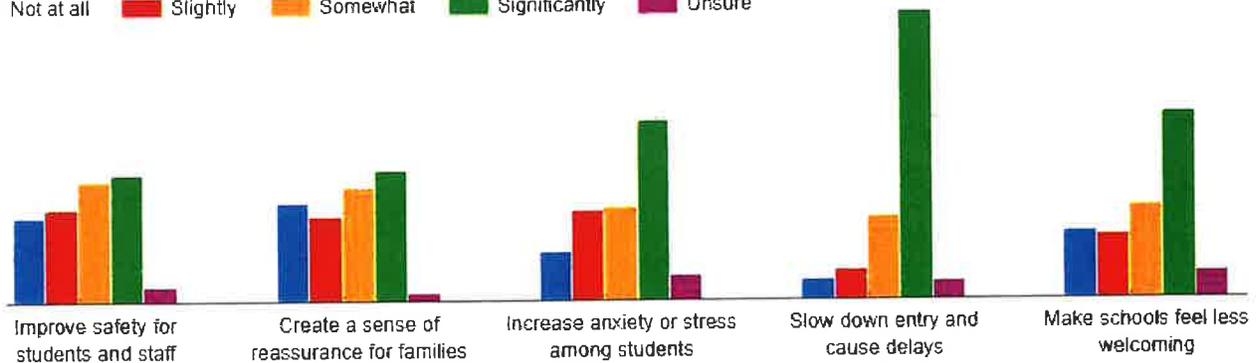
486 responses



In your opinion, to what extent would installing a weapons detection system...

[Copy chart](#)

Not at all Slightly Somewhat Significantly Unsure



Newtown Public Schools – School Security & Safety Survey

480 responses

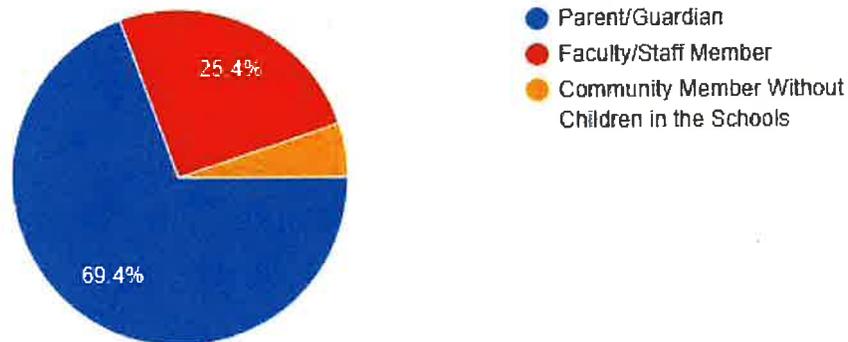
[Publish analytics](#)

About You

Please indicate your role in the NPS Community:

 [Copy](#)

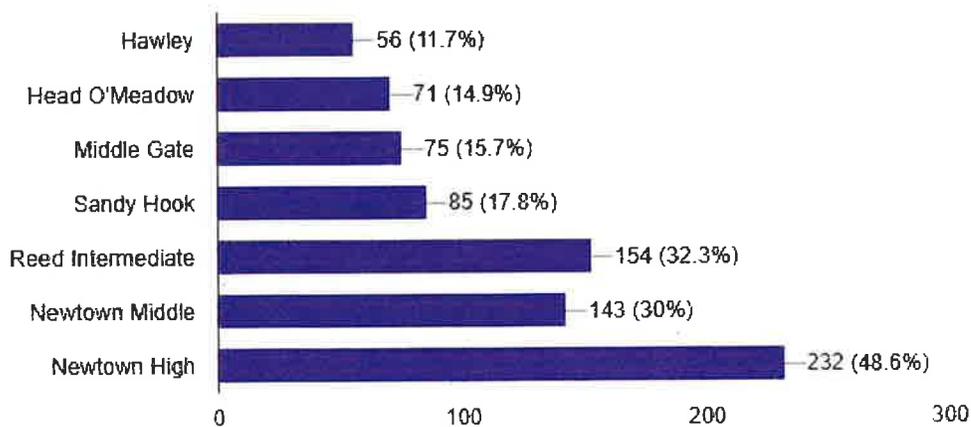
480 responses



Which NPS school(s) are most relevant to you? (Select all that apply)

 [Copy](#)

477 responses

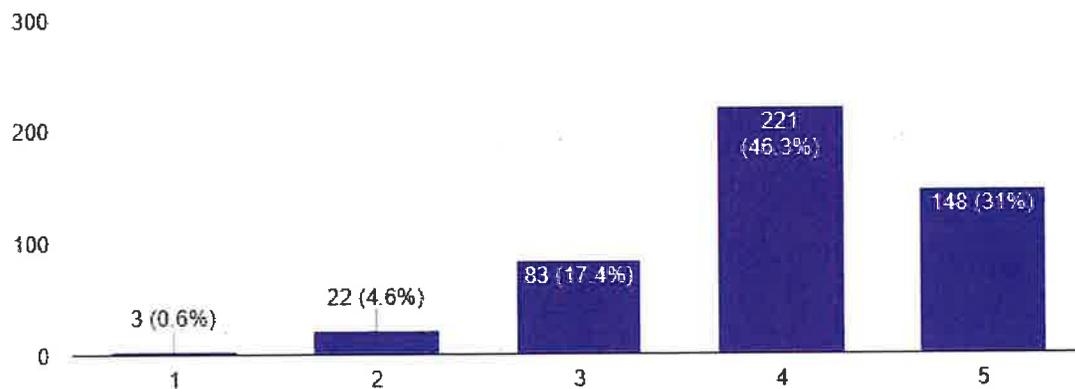


Perceptions of Current Safety

How safe do you believe staff and students are currently inside Newtown Public Schools?



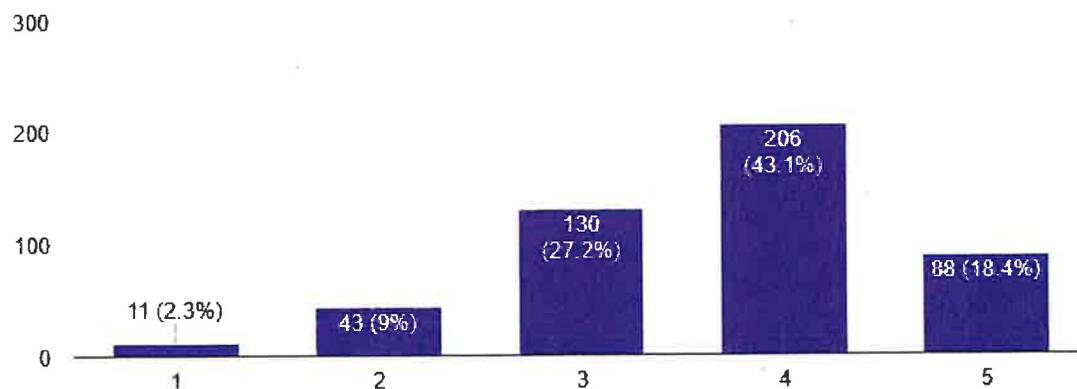
477 responses



How safe do you believe staff and students are on school grounds (arrival, dismissal, playgrounds, athletic fields, etc.)?



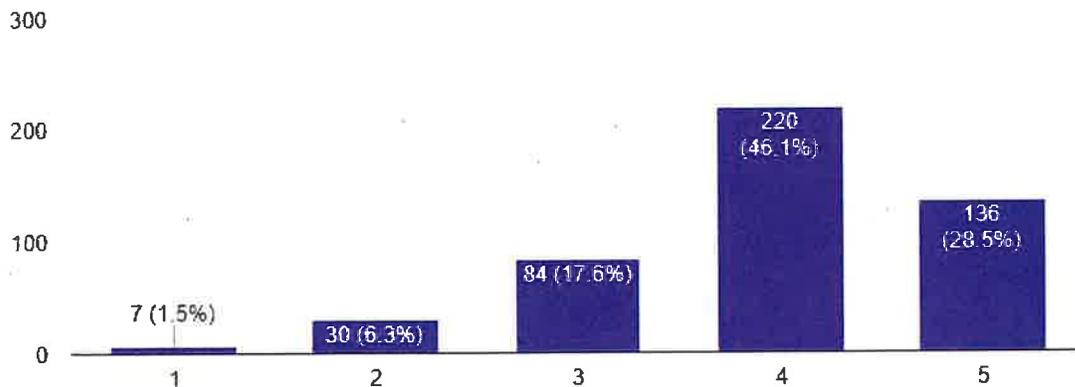
478 responses



How confident are you in the district's overall security measures (controlled access, visitor check-ins, security guards, camera systems, etc.)?



477 responses

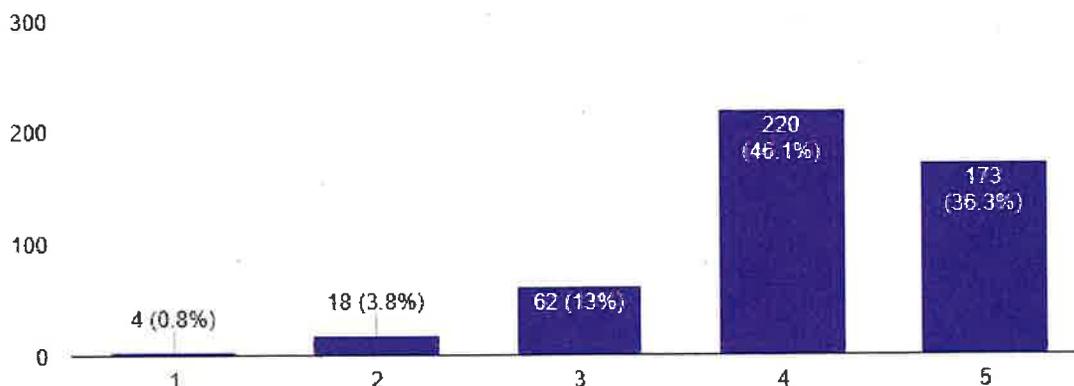


Communications & Preparedness

How confident are you that NPS staff and schools are well-prepared for emergencies such as lockdowns, evacuations, or severe weather?



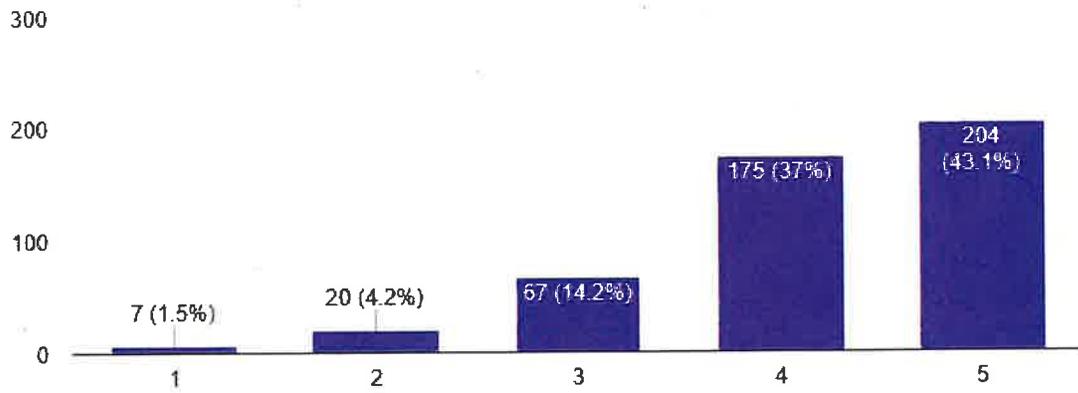
477 responses



In the past year, how well do you believe NPS communicates when potential emergency situations occurred?

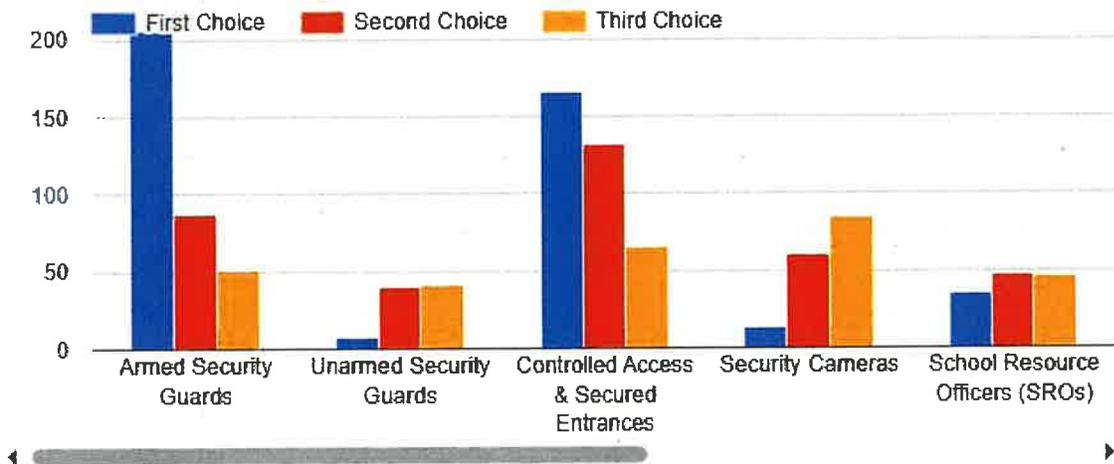


473 responses



Current Security Measures

Which existing safety measures do you believe are most important for keeping students and staff safe? (Select up to three)

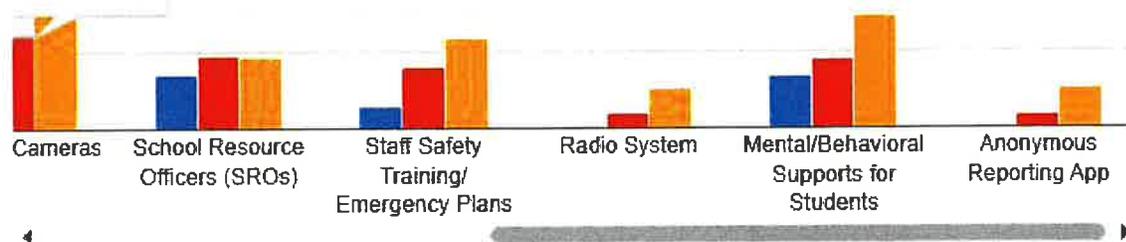


Current Security Measures

Which existing safety measures do you believe are most important for keeping students and staff safe? (Select up to three)

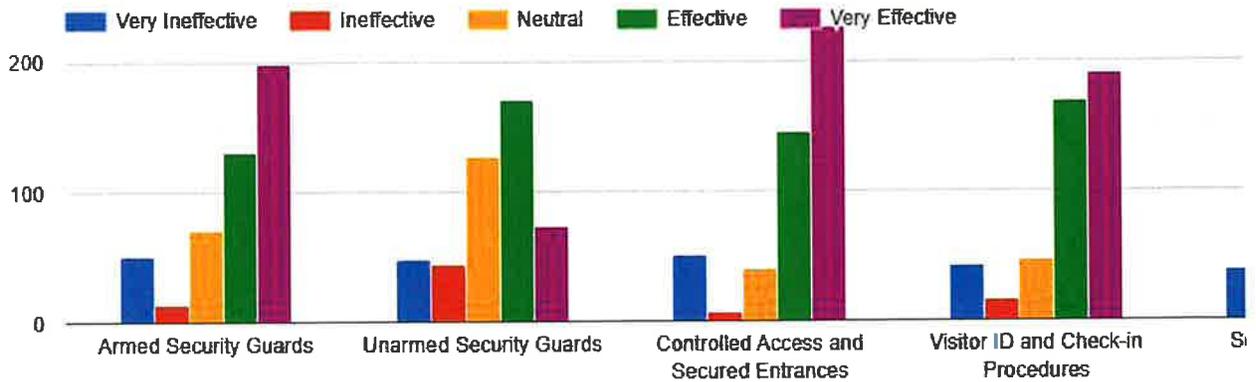


Security Cameras
Second Choice: 60



How would you rate the effectiveness of the following current measures?

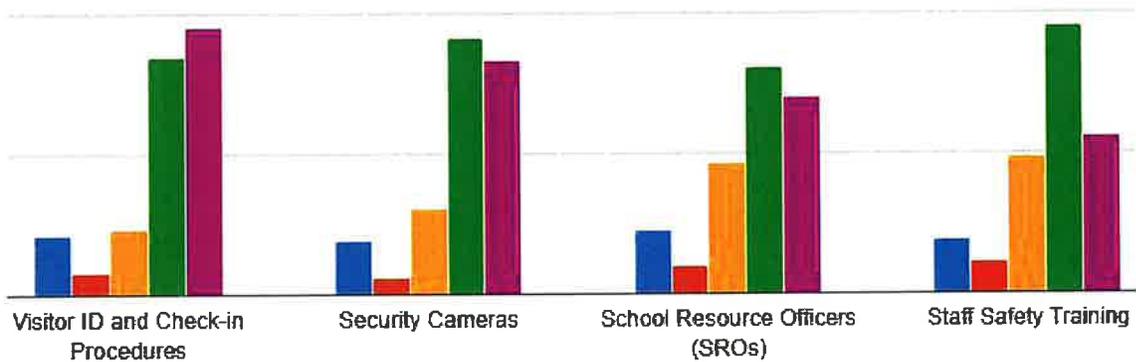
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How would you rate the effectiveness of the following current measures?

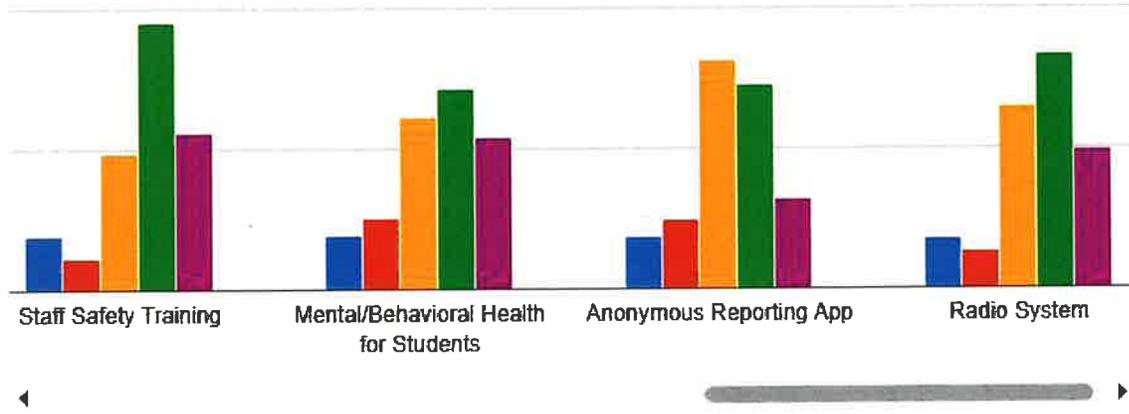
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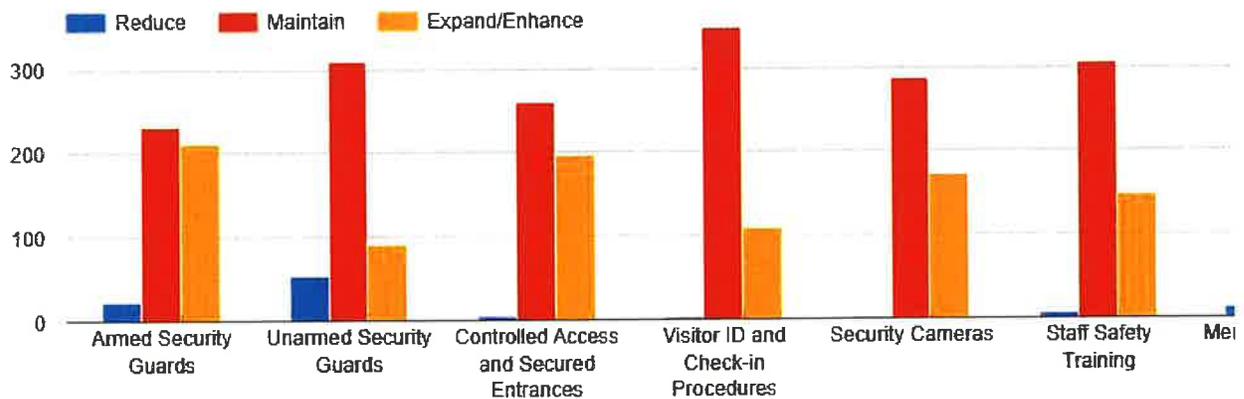
How would you rate the effectiveness of the following current measures?

[Copy](#)



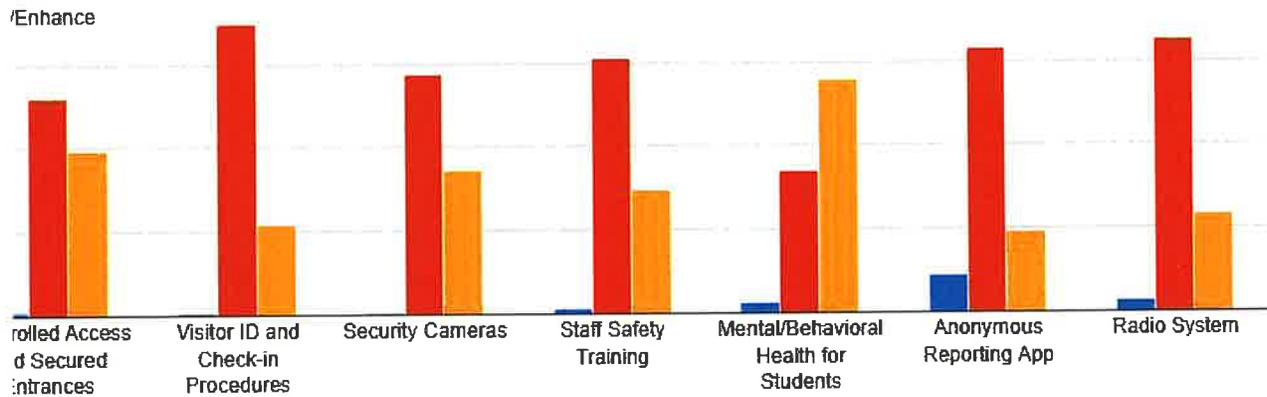
Considering that each security feature has associated costs, would you prefer NPS to reduce, maintain, or expand its current level of investment and implementation in the following areas?

[Copy chart](#)



Considering that each security feature has associated costs, would you prefer NPS to reduce, maintain, or expand its current level of investment and implementation in the following areas?

 Copy chart



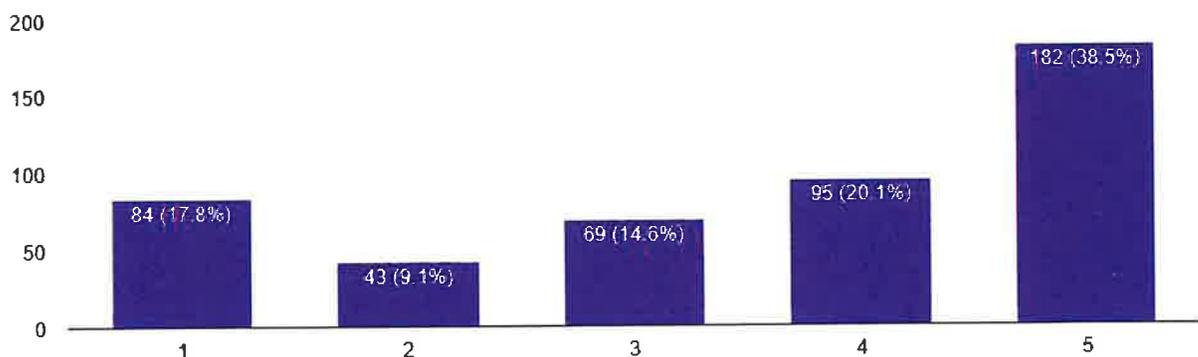
Future Security Option - Weapons Detection System at Newtown High School

Based on your understanding, how comfortable would you feel if NPS implemented a weapons detection system at Newtown High School?

 Copy chart

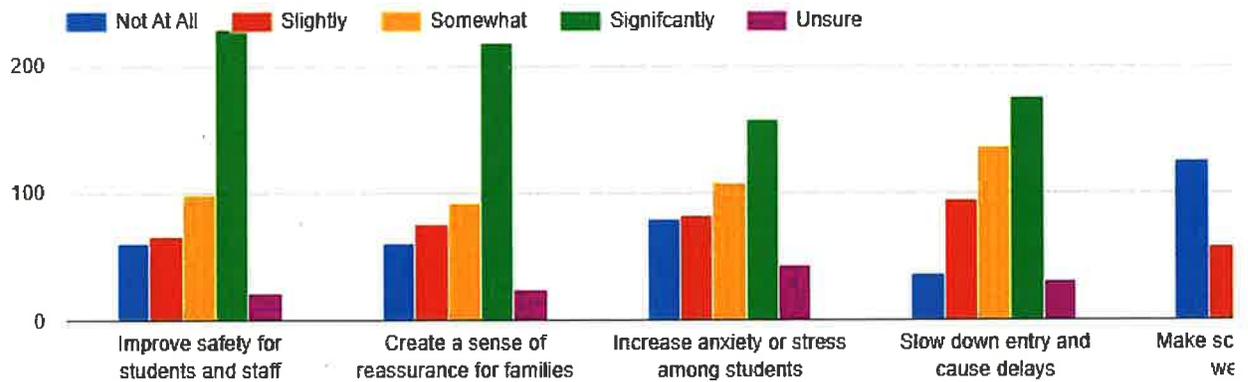
1 = Very Uncomfortable 2= Uncomfortable 3=Neutral 4=Comfortable 5 = Very Comfortable

473 responses



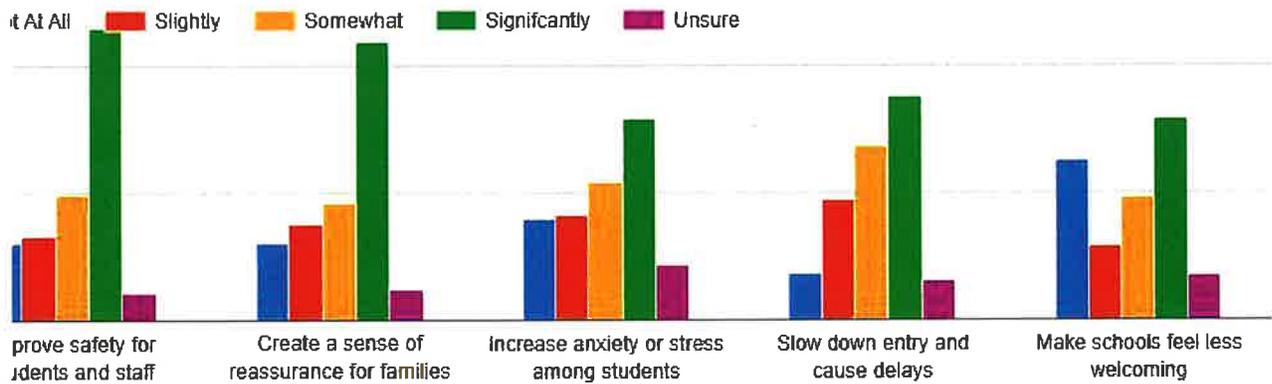
In your opinion, to what extent would installing a weapons detection system...

[Copy chart](#)



In your opinion, to what extent would installing a weapons detection system...

[Copy chart](#)



Newtown High School Focus Group Summary – Weapons Detection Systems

All students at Newtown High School were offered the opportunity to participate in a focus group to discuss the possible implementation of a weapons detection system at Newtown High School. Thirty-eight students participated in three different sessions.

Basic background information was shared:

Donation information

OpenGate product information

NHS location details & security information

The following guiding questions were asked:

- What is your stance on a weapons detection system at NHS?
- How do you think this will impact the culture at NHS?
- What are the pros and cons of a weapons detections system?
- What are the challenges as a student entering through the detection system?
- Have you been to places that required you to enter through a weapons and/or metal detector?
- After seeing the product do you feel differently about your stance?
- If NHS was to get a weapons detection system should it be used at school events outside of the school day? I.e- games, dances etc?

Key Themes from Students Who Participated:

1. Functionality & Daily Logistics

- Questions about what items set off the system.
- Concerns about long lines, bottlenecks at entrances, and tardiness.
- Uncertainty about procedures if alarms trigger: re-try vs. bag search vs. office referral.
- Requests for clarity on late arrivals, after-school events, and visitor screening.
- Maintenance, staffing, and costs (who pays: school, clubs, or district).

2. Implementation & Decision-Making

- Some students expressed wanting working pilot units before a decision is made.
- Concern about reversibility — if it doesn't work, can they be removed?
- Questions about timeline for installation and whether alternatives exist.

3. Safety, Security & Effectiveness

- Mixed views:
 - *Supporters* see it as a proactive precaution (“better than nothing”).
 - *Skeptics* worry about false security, creative circumvention, or non-metal weapons.
- Questions about whether scanners have ever caught a real threat.
- Concern that students may intentionally trigger them as a challenge.

4. Student Experience & Climate

- Strong concerns about increased **anxiety and stigma** when pulled aside.
- Worry about contributing to a “police state” feeling when combined with SmartPass.

- Questions about fairness if Chromebooks cause repeated alarms.

5. Community Engagement & Process

- Students felt poorly informed: email notices missed, sign-ups closed quickly.
- Preference for a broad student survey (like the climate survey) to get wider input.
- Some students found focus groups uncomfortable and would prefer anonymous feedback.

Overall Sentiment

- **Split:** Some value the precautionary step, others feel it causes more anxiety than protection.
- **Common ground:** Strong interest in testing units, clarifying procedures, and gathering broader student input before final decisions.

Newtown Public Schools

FAQs: Weapons Detection System at Newtown High School

Newtown Public Schools is committed to the safety and well-being of our students, staff, and community. Recently, the Sandy Hook School Foundation has offered a restricted donation to support a potential weapons detection system at Newtown High School. This FAQ provides answers to common questions about the potential use of weapons detection technology at NHS in order to inform the school community.

Q1: What is driving the consideration of a weapons detection system at NHS?

The discussion began when the Sandy Hook School Foundation offered a restricted donation specifically designated for weapons detection technology. The Board's conditional acceptance ensures that community feedback, an implementation plan, and a review of potential impacts guide next steps.

Q2: Has a final decision been made?

No. The Board's acceptance of the donation is conditional. No installation will occur until the Board reviews a detailed plan and gathers community input.

Q3: What safety measures are already in place at NHS?

Newtown Public Schools has a strong foundation of safety, including:

- Controlled Access and Secured Entrances and Visitor Management Systems
- Video surveillance
- Armed and unarmed security staff, including School Resource Officers (SROs)
- Comprehensive emergency response plans and regular safety drills
- Robust Student Mental/Behavioral Health Supports & Anonymous Reporting App

Q4: Why add weapons detection if safety measures already exist?

While current layers are strong, none can detect a concealed firearm or other weapon inside a backpack, purse, athletic bag, or instrument case. Weapons detection would:

- Identify potential threats before they enter the school
- Enhance and support existing safety measures
- Strengthen NHS's layered approach to security

Q5: Is there evidence about the impact this system will have on students' mental health?

Most existing research focuses on traditional, daily-use metal detectors, typically in large urban schools with higher rates of weapons incidents. Findings are mixed — some studies associate detectors with increased anxiety and reduced perceptions of safety, while others report neutral impacts when paired with strong school-climate practices.

There is limited peer-reviewed research on modern, open-flow systems like CEIA OpenGate, which are designed to be faster, less intrusive, and less disruptive to the school environment. As these technologies become more widely available, many districts nationwide are adopting them while reassessing safety strategies in response to:

- Increased availability of firearms
- Smaller, more easily concealable weapons
- Broader concealed carry permits
- The continued rise in school shootings

To ensure Newtown's approach balances safety and student well-being, NHS will conduct student focus groups to gather feedback on comfort, perceptions, and overall school climate both before and after any potential implementation.

Q6: Are there examples where this has been successfully implemented?

Yes. Many districts nationwide have successfully adopted CEIA OpenGate. To learn more and view the system in use at two high schools, click on the links below:

- CEIA OpenGate Success Story | [Brevard County, FL](#)
- How Louisa County Schools Are Keeping Students Safer: [Louisa County, VA](#)

Q7: Why is CEIA OpenGate being considered over other weapons detection systems?

With over 60 years of experience, CEIA is a trusted name in weapons detection, used by U.S. airports, federal agencies, and the Secret Service. OpenGate builds on this expertise to offer a discreet, efficient solution well-suited for schools.

While newer AI-based systems like ZeroEyes also aim to improve security, they come with recurring costs and may generate more false positives—creating potential disruptions without offering greater protection than OpenGate.

Comparison Between Traditional Metal Detectors and CEIA OpenGate

Feature	Traditional Metal Detectors	CEIA OpenGate Weapons Detection
Detection Technology	-Detects any metal object without distinction -High nuisance alarm rate for items like keys, phones, belt buckles, etc. Requires manual bag checks	-Uses advanced electromagnetic technology to differentiate between metallic threats (e.g., firearms, large knives) and non-threat metal objects -Much lower false alarm rates which significantly reduces the need for bag inspection
Throughput	-Require individuals to stop, empty pockets, and remove bags, which slows the entry process -Often leads to long wait times and crowded bottlenecks at entrances	-Designed for high-throughput screening: students, staff, or guests walk through at a normal pace with bags, backpacks, and personal items intact -No divestment of phones, keys, etc., speeding up flow dramatically
Portability & Setup	-Typically heavy and fixed in place -Require permanent installation, power sources, and frequent calibration	-Consists of two lightweight pillars (~25 lbs each) -Sets up in under one minute and easily moved to different locations - entrances, gyms, auditoriums, etc - providing flexibility
Impact on Safety & Security	-Slower processing creates large crowds outside entrances, which can increase vulnerability -Security personnel needed to manage both screening and crowd control, requiring more staff	-Reduces the chance of dangerous congestion points outside facilities -Designed with the reality of modern security threats in mind - prioritizing detection of firearms, given the increased risk of compact and subcompact guns in the U.S.
User Experience	-Intrusive; airport-like screening - emptying pockets, bag checks, wandings and long waits negatively impact visitor, student and staff satisfaction	-Non-intrusive and discreet - users keep personal belongings on them, making it more student friendly and less anxiety-inducing -Better suited for school environments where maintaining a sense of normalcy is important
Focus	-General metal detection	-Firearms & large-weapon prioritization in order to prevent mass-casualty firearm events, which are statistically more likely in schools and public venues today.

Other Factors for Consideration

Risks of a School Shooting

Although statistically rare, school shootings remain among the most devastating threats schools can face. National data indicate:

- The overall likelihood of a shooting in a given school is very low.
- When they occur, the impact is catastrophic for students, staff, families, and the wider community.
- Most incidents are carried out by students or individuals with direct ties to the school, making prevention, early identification, and support systems critical.
- Schools cannot fully eliminate risk, but they can meaningfully reduce it through comprehensive, multi-layered security and student support systems.

Existing Safety Measures in Newtown Schools

Newtown Public Schools maintain a **multi-layered safety and security strategy** that already includes:

- **Personnel and Presence**
 - Armed and unarmed security guards on school campuses.
 - School Resource Officers (SROs) providing both law enforcement expertise and positive student engagement.
- **Physical Security**
 - Controlled access points and secured entrances.
 - Security cameras throughout facilities.
 - Reliable radio communication systems linking staff, security, and first responders.
 - Universal locking system
- **Preparedness and Training**
 - Comprehensive Emergency Operations Plans (EOPs).
 - Regular staff training and student drills on safety protocols, including lockdown and evacuation.
- **Prevention and Student Supports**
 - Emotional and behavioral health services to address student needs proactively.
 - Anonymous reporting app for early reporting of concerns or threats.

Role of Weapons Detection Systems

The proposed addition of weapons detection devices at Newtown High School would serve as an added layer of deterrence and protection within this existing framework. Their purpose is not to replace but to *enhance* current practices by:

- Providing an additional safeguard against weapons entering school facilities.
- Reinforcing visible security presence at entrances.

Note: Under state law, in order to prohibit all persons from carrying deadly weapons and/or firearms onto school property (including persons who hold a legal permit to carry such weapons elsewhere), a school district must affirmatively pass a policy prohibiting such items. The policy above accomplishes this goal. Districts may legally prohibit other weapons as well, but issues exist regarding 1) a district's practical ability to enforce such prohibitions and 2) the definitions used to describe other types of weapons. If a district chooses to enact a wider prohibition on weapons, it is well advised to consult legal counsel for assistance in drafting a policy containing a wider prohibition.

**Series 1000
Community/Board Operation**

1700

POLICY REGARDING POSSESSION OF DEADLY WEAPONS OR FIREARMS

I. Definitions:

- A. Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6).
- B. Firearm** means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19).
- C. Peace Officer** means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, an inspector of motor vehicles in the Department of Motor Vehicles, who is certified under the provisions of sections 7-294a to 7-294e, inclusive, a United States marshal or deputy marshal, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police

officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive.” Conn. Gen. Stat. § 53a-3 (9).

- D. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.
- E. **School-Sponsored Activity** means “any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.” Conn. Gen. Stat. § 10-233a(h).

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, on school transportation, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity, if:

- A. The person brings the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
- B. The person possesses the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.

- C. An armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
- B. A student who possesses and/or uses any deadly weapon or firearm on the real property of any school in this district, or administrative office building, on school transportation, or at a school-sponsored activity in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
- C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, on school transportation, or at a school-sponsored activity, from using any and all school facilities.

ADOPTED _____
REVISED _____

Legal References:

- Connecticut General Statutes § 10-233a
- § 10-244a
- § 29-28(e)
- § 53a-3
- § 53a-217b

Note: S & G revised this policy in August 2021 to make permanent one of the COVID-19 temporary revisions, which specified that, pursuant to Connecticut law, a board of education may use any cleaning product approved by federal law.

**Series 1000
Community Relations**

1082

POLICY REGARDING GREEN CLEANING PROGRAMS

It is the policy of the Newtown Board of Education (the “Board”) to implement a green cleaning program in which the Board procures and properly uses environmentally preferable cleaning products in school buildings and facilities. Pursuant to subsection (a)(2)(A) of section 10-231g of the Connecticut General Statutes, any disinfectant, disinfecting cleaner, sanitizer or any other antimicrobial product approved by federal law may be used by the Board.

The Board shall provide the staff of each school and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district’s green cleaning program. Such notice shall include (1) the types and names of environmentally preferable cleaning products being applied in schools, (2) the location of the application of such cleaning products in the school buildings and facilities, (3) the schedule of when such cleaning products are applied in the school buildings and facilities, (4) the statement, "No parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect." and (5) the name of the school administrator, or a designee, who may be contacted for further information. Such notice shall be provided to the parents or guardians of any child who transfers to a school during the school year and to staff hired during the school year.

The Board shall make such notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the Connecticut General Statutes (*i.e.*, required report on condition of facilities, action taken to implement the Board’s long-term school building program, indoor air quality and green cleaning program), available on its web site and the web site of each school under such board's jurisdiction. If no such web site exists, the Board shall make such notice otherwise publicly available.

Legal References:

Connecticut General Statutes:

- § 10-220(a) Duties of board of education.
- § 10-231g Green cleaning program at schools: Definitions. Implementation. Notice.

Approved:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

**POLICY REGARDING PESTICIDE APPLICATION
ON SCHOOL PROPERTY**

It is the policy of the Newtown Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of any Newtown Public School, by using all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.

The decision to apply pesticide in any building, or the grounds of any Newtown Public School is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any Newtown Public School during regular school hours or during planned activities at any school, except as provided by Connecticut statute or regulation.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide be made during regular school hours or during planned activities at school without prior notice to parents or guardians of children and/or staff members in any school in the event of an immediate threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

Legal References:

Connecticut General Statutes:

§10-231a

§10-231b

§10-231d

ADOPTED: _____

REVISED: _____

8/3/16

**ADMINISTRATIVE REGULATIONS REGARDING PESTICIDE APPLICATION
ON SCHOOL PROPERTY**

A. Definitions:

1. **Pesticide**: means a fungicide used on plants, an insecticide, a herbicide or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait.
2. **Lawn Care Pesticide**: means a pesticide registered by the United States Environmental Protection Agency and labeled pursuant to the federal Insecticide, Fungicide and Rodenticide Act for use in lawn, garden and ornamental sites or areas. "Lawn care pesticide" does not include (A) a microbial pesticide or biochemical pesticide that is registered with the United States Environmental Protection Agency, (B) a horticultural soap or oil that is registered with the United States Environmental Protection Agency and does not contain any synthetic pesticide or synergist, or (C) a pesticide classified by the United States Environmental Protection Agency as an exempt material pursuant to 40 C.F.R. § 152.25, as amended from time to time.
3. **Integrated Pest Management**: means use of all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.
4. **Restricted Use Pesticide**: means any pesticide or pesticide use classified as restricted by the administrator of the United States Environmental Protection Agency or by the Connecticut Commissioner of Environmental Protection.
5. **Microbial Pesticide**: means a pesticide that consists of a microorganism as the active ingredient.
6. **Biochemical Pesticide**: means a naturally occurring substance that controls pests by nontoxic mechanisms.

B. Integrated Pest Management Plan:

1. The district's integrated pest management plan shall be consistent with the model pest control management plan developed by the Connecticut Commissioner of Environmental Protection pursuant to Section 22a-661 of the Connecticut General Statutes.

2. At the beginning of each school year, the district shall provide the staff of each school with written guidelines on how the integrated pest management plan is to be implemented and shall provide the parents or guardians of each child enrolled in each school with a statement that shall include a summary of the integrated pest management plan for the school. Such statement shall be provided to the parents or guardian of any child who transfers to a school during the school year. Such statement shall (1) indicate that the staff, parents or guardians may register for notice of pesticide applications at the school, and (2) describe the emergency notification procedures provided for in this section. Notice of any modification to the integrated pest management plan shall be sent to any person who registers for notice under this section.

C. Notice of Pesticide Application to Those Who Request Such Notice:

1. Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school.
2. Each school shall maintain a registry of persons requesting such notice.
3. Parents or guardians of children in any school and/or staff members in any school who register for prior notice of pesticide application at their school shall be provided notice, by any means practicable, of each scheduled pesticide application at their school on or before the day that any application of pesticide is to take place.
4. The notice shall include the following information:
 - a. The name of the active ingredient of the pesticide being applied;
 - b. The target pest;
 - c. The location of the application on school property;
 - d. The date of the application; and
 - e. The name of the school administrator, or designee, who may be contacted for further information.

D. Notice of Pesticide Application by Electronic Means:

1. Prior to providing for any application of pesticide within any building or on the grounds of any school, in addition to the notice requirements in Section C, above, the district shall provide for notice of such application not less than twenty-four (24) hours prior to such application by posting the notice required in Section C, above, either on or through: (a) The home page of the Internet web

site for the school where such application will occur, or, if the school does not have a web site, on the home page of the district's Internet web site, and (b) the primary social media account of such school or the district. For purposes of these administrative regulations and Section 10-231d of the Connecticut General Statutes, "social media" means an electronic medium where users may create and view user-generated content, such as uploaded or downloaded videos or still photographs, blogs, video blogs, podcasts or instant messages.

2. The district shall indicate on its home page how parents may register for prior notice of pesticide applications, as described in Section C, above.
3. Not later than March 15 of each year, each school or the district shall send through its e-mail notification or alert system or service the notice required by Section C, above, for applications made since January 1 of that year and a listing of such notices for applications made during the March 15 through December 31 timeframe from the preceding calendar year.
4. The district shall additionally print such e-mail notification required by this section in the applicable parent handbook or manual, although the reprinting of such handbook or manual shall not be required to provide such notification.
5. Nothing in these administrative regulations shall require the development or use of an Internet web site, social media account or e-mail notification or alert system by a school or the district that is not already in use or existence prior to October 1, 2015.

E. Emergency Pesticide Application:

1. In the event of a threat to human health, the Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members.
2. In the event of an immediate threat to human health, the Superintendent may direct that an emergency application of a pesticide be made, during regular school hours or during planned activities at school, without prior notice to parents or guardians of children in any school and/or staff members. Such application may only be made if (a) it is necessary to make the application during such period, and (b) such emergency application does not involve a restricted use pesticide.
3. In the event of such emergency application, no child may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.
4. In the event of such emergency application, the provision set forth below in Section G regarding authorized pesticide applicators shall not apply if the

Superintendent determines that it is impractical to obtain the services of any such applicator, provided that the application does not involve a restricted use pesticide.

F. Record of Pesticide Application:

1. A copy of the record of each pesticide application at a school shall be maintained at the school for a period of five (5) years, which record shall include the information required by Section 22a-66a of the Connecticut General Statutes, as it may be amended from time to time.

G. Authorized Pesticide Applicator:

1. No person, other than a pesticide applicator with supervisory certification under Section 22a-54 of the Connecticut General Statutes or a pesticide applicator with operational certification under Section 22a-54 under the direct supervision of a supervisory pesticide applicator, may apply pesticide within any building or on the grounds of any school within the district. *[Other than a regional vocational agriculture center].*

H. Prohibition on Use of Lawn Care Pesticides at District Schools with Students through Grade 8:

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions and the conditions set forth above.

Legal References:

Connecticut General Statutes:

- § 10-231a
- § 10-231b
- § 10-231d
- § 22a-47
- § 22a-54
- § 22a-66a
- § 22a-66l

United States Code:

Federal Insecticide, Fungicide, and Rodenticide Act, 7 U.S.C. § 136 et seq.

Code of Federal Regulations:

40 C.F.R. § 152.25

ADOPTED: _____

REVISED: _____

8/3/16

PROHIBITION AGAINST SMOKING

The Newtown Board of Education (the “Board”) prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product, within any of its schools, including in any area of a school building, including but not limited to any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular preschool, kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity.

The following definitions shall apply to this policy:

“Any area” shall mean the interior of a school building and the outside area within twenty-five feet of any doorway, operable window or air intake vent of a school building.

“Cannabis” shall mean marijuana, as defined in Conn. Gen. Stat. § 21a-240.

“Electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device.

“Electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid or synthetic nicotine.

“School-sponsored activity” shall mean any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

“Smoke” or “smoking” shall mean the burning of a lighted cigar, cigarette, pipe or any other similar device, whether containing, wholly or in part, tobacco, cannabis or hemp.

“Vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine or cannabis and is inhaled by the user of such product.

The Board further prohibits smoking including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor

product on the real property of any administrative office building. Real property means the land and all temporary and permanent structures comprising the district's administrative office building(s) and includes, but is not limited to storage facilities and parking lots.

Legal References:

- Conn. Gen. Stat. § 10-233a(h)
- Conn. Gen. Stat. § 19a-342
- Conn. Gen. Stat. § 19a-342a
- Conn. Gen. Stat. § 21a-415
- Conn. Gen. Stat. § 53-344b
- June Special Session, Public Act No. 21-1
- Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

ADOPTED: _____
REVISED: _____

USE OF SCHOOL FACILITIES

In accordance with Conn. Gen. Stat. § 10-239, the Newtown Board of Education (the “Board”) may permit the use of any school facility for nonprofit educational or community purposes whether or not school is in session. The Board may also grant the temporary use of any school facility for public, educational or other purposes, including the holding of political discussion, at such time the facility is not in use for school purposes. In addition, the Board shall grant such use for any purpose of voting under the provisions of Title 9 of the Connecticut General Statutes whether or not school is in session. In accordance with 20 U.S.C. § 7905, the Board shall not deny equal access to or a fair opportunity to meet, or otherwise discriminate, against any group officially affiliated with the Boy Scouts of America (or any other youth group listed as a patriotic society in Title 36 of the United States Code) that wishes to conduct a meeting using school facilities pursuant to this policy. Such uses shall be governed by the following rules and procedures, and shall be subject to such restrictions as the Superintendent or his/her designee considers expedient.

Consistent with this policy, the Superintendent shall develop and promulgate Administrative Regulations and associated forms governing use of school buildings and facilities by community and other groups. Since the primary purpose of school facilities is for educational activities, such activities will have priority over all other requested uses.

A. Application Procedures

Applications for use of facilities shall be submitted to the following individuals, in accordance with the Administrative Regulations:

<u>Facility</u>	<u>Application Submitted To</u>
For use of school buildings	Building Principal
For use of athletic fields and facilities	Athletic Director
For use of other school facilities	Superintendent of Schools

Groups requesting use of school buildings and facilities must identify the specific facilities desired, and approval will be for those specific facilities only. All school equipment on the premises shall remain in the charge and control of the building principal or responsible administrator, and shall not be used without the express written permission of the administrator.

Principals and other responsible administrators shall submit and approve building use requests. Approval of school facilities by the principal or other responsible party may be revoked at any time by the Superintendent or his/her designee.

B. Eligible Organizations and Priority of Use

Administrators responsible for approving/disapproving requests for use of school district facilities will use the following guidelines regarding priority of usage of such facilities:

Order of priority:

1. School-sponsored programs and activities.
2. Activities of school-related organizations (*e.g.*, PTO, Booster Clubs, After Graduation Committees and similar organizations).
3. Town department or agency activities.
4. Activities of non-profit organizations operating within the Town, other than school-related organizations covered by category #2 above.
5. Activities of for-profit organizations operating within the Town.
6. Out-of-town organizations.

C. Restrictions on Use of School Facilities

The following restrictions shall apply to the use of school facilities:

1. Illegal activities will not be tolerated.
2. Use or possession of tobacco, vapor products, alcoholic beverages or unauthorized controlled substances shall not be permitted on school property.
3. Refreshments may not be prepared, served or consumed without the prior approval of the responsible administrator. Notwithstanding, only those beverages permitted by state law may be sold during the school day. The responsible administrator may permit other beverages to be sold at the location of events occurring after the end of the regular school day or on the weekend as long as they are not sold from a vending machine or at a school store. Upon approval by the administrator, refreshments may be prepared, served and consumed only in areas designated by the responsible administrator.

4. Obscene advertising, decorations or materials shall not be permitted on school property.
5. Advertising, decorations or other materials that promote the use of illegal drugs, tobacco products, vapor products, or alcoholic beverages shall not be permitted.
6. Activities that are disruptive to the school environment are not permitted.

Any violation of this Policy or any applicable Administrative Regulations may result in permanent revocation of the privilege to use school facilities against the organization and/or individuals involved.

D. Fees and Other Costs

Users of school facilities shall be responsible for the fees and costs set out in a fee schedule established by the Superintendent with the approval of the Board of Education. The following guidelines shall be incorporated into such fee schedule:

<u>Category</u>	<u>Fee</u>
1. School-sponsored programs and activities.	No rental fee or associated costs.
2. Activities of school-related organizations (e.g., PTO, Booster Clubs, After Graduation Committees and similar organizations).	No rental fee or associated costs.
3. Town department or agency activities.	Associated costs.
4. Activities of non-profit organizations operating within the Town, other than school-related organizations covered by category #2 above.	Associated costs.
5. Activities of for-profit organizations operating within the Town.	Rental fee and associated costs.
6. Out-of-town organizations.	Rental fee and associated costs.

“Associated costs” shall include, but shall not be limited to, fees for the services of any custodial personnel, food service personnel, security personnel or other personnel deemed by the responsible administrator to be necessary in connection with the use of a school district facility. Such costs shall be at the rates set forth in the fee schedule. Rental fees and/or associated costs otherwise applicable may be waived by

the Superintendent or his/her designee if such waiver is deemed by the Superintendent or his/her designee to be in the best interest of the school system and/or the Town.

E. Responsibility for Damage to Property or Loss of Property

In order to use school district facilities, any organization or individual requesting such use must agree to assume responsibility for any damage to and/or theft or loss of any school district property arising out of the use of the facilities.

F. Health and Safety Protocols

In order to use school district facilities, any organization or individual requesting such use must agree to abide by all health and safety protocols in place by the school district at the time of use, including but not limited to protocols relating to cleaning of the facilities, signage, and health screenings of individuals requesting access to the facilities.

Legal References:

Conn. Gen. Stat. § 10-239
Conn. Gen. Stat. § 10-215f
Conn. Gen. Stat. § 10-221q
Conn. Gen. Stat. Title 9

Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Patriotic and National Organizations, 36 U.S.C. § 1010 et seq.

ADOPTED: _____
REVISED: _____

Series 1000
Community/Board Operation

NEWTOWN PUBLIC SCHOOLS

APPLICATION FOR COMMUNITY USE OF SCHOOL FACILITIES

(Campus Under Video Surveillance / No Alcohol Or Tobacco Allowed On Any School Campus)

NO FOOD OR DRINK IN AUDITORIUM, GYMNASIUMS OR POOL AREAS
Any Violation of these Rules Will Result In Loss of Facility Usage

All activities must be in compliance with Title IX regulations that prohibit discrimination on the basis of sex!

Security – Requirements for security and / or police will be reviewed by Security / Facilities Directors, and security will be assigned as needed. Fees for security will be added to any billable overtime as listed under facilities service fees on the back side of this form. **As per BOE Policy, doors shall NEVER be propped open per Fire Code.**

If the cafeteria/kitchen area is being used, the Director of Food Services needs to be contacted 2 weeks prior to the event at 426-7637.

A certificate of insurance must be on file at our Business Office before the date of use. Amounts of coverage required are:

\$2,000,000	General Aggregate
\$2,000,000	Products/Completed Operations Aggregate
\$1,000,000	Each Occurrence
\$1,000,000	Personal and Advertising Injury
\$100,000	Fire Damage – Any One Fire
\$5,000	Medical Expense – Any One Person

Per Diem Schedule of Room Fees

Revised 3/18/25

Facility Rental Fees:

<u>Hrs</u>	<u>Minimum</u>	<u>Hourly After 4</u>
High School Auditorium (including 2 dressing rooms)	\$1,000.00	\$250.00
Middle School Auditorium	\$500.00	\$125.00
High School Gym	\$500.00	\$125.00
Middle School Gym	\$250.00	\$62.50
Reed Intermediate School Gym	\$250.00	\$62.50
Elementary School Gyms	\$200.00	\$50.00
Cafeteria	\$200.00	\$50.00

Kitchen (High School / Reed Intermediate)	\$250.00	\$62.50
Kitchen (Middle / Elementary Schools)	\$200.00	\$50.00
Classrooms	\$100.00	\$25.00
Library	\$125.00	\$31.25
Shop, Art Room, Science Labs	\$200.00	\$50.00
High School Lecture Hall	\$200.00	\$50.00
Pool	\$800.00	\$50.00
Stadium	\$1,000.00	\$250.00
High School Project Adventure Challenge Course	\$300.00	\$75.00

Service Fees:

Sound & Lighting Supervisor	\$50.00 / hour
Sound & Lighting Technician	\$15.69 / hour
Trained Project Adventure Facilitator	\$75.00 / hour

Sunday Energy Fees:

High School	\$313.00
Middle School	\$313.00
Reed Intermediate	\$313.00
Head O'Meadow	\$188.00
Hawley	\$188.00
Middle Gate	\$188.00
Sandy Hook	\$188.00

Security Fees - Applicable on Saturday, Sunday, holidays, and weeknights when security is requested and/or deemed necessary by school administration.

\$32.53 - \$41.15 hourly rate (Weeknights and Saturdays)

\$43.38 - \$54.86 hourly rate (Sundays and Holidays)

Custodial Fees - Applicable on Saturday, Sunday, holidays, and weeknights when a custodian needs to be called in for the activity.

\$43.95 - \$56.85 hourly rate (Weeknights and Saturdays)

\$58.60 - \$75.80 hourly rate (Sundays and Holidays)

Food Service Coordinator *(Required when Kitchen Use is Requested)*

\$16.50 - \$18.50 hourly rate (Weeknights)

\$24.75 - \$27.75 hourly rate (Saturdays, Sundays and Holidays)

**NEWTOWN PUBLIC SCHOOLS
COMMUNITY USE OF SCHOOL FACILITIES**

INDEMNIFICATION AND RELEASE

This form is valid for a period of one calendar year from the date signed for each application of usage which is made.

In consideration of the permission granted to it by the Newtown Board of Education to use the school building, grounds, facilities, and/or equipment, the undersigned does hereby indemnify and hold harmless the Newtown Board of Education and the Town of Newtown (CT), their employees, agents, contractors and assigns against any and all loss or expense, including attorneys' fees, court costs, damages, liability and any other amounts for any and all bodily injuries, including death, and/or for any and all property damage sustained accidentally or otherwise sustained by any person arising out of or connected with the undersigned's use of the school building, grounds, facilities, and/or equipment.

The undersigned further waives the right to initiate and/or pursue in any manner any and all lawsuits and any other claims in any forum against the Newtown Board of Education or the Town of Newtown, its individual Board members, officers, employees, agents, contractors and assigns for any injury or harm connected to the undersigned's use of the Board's facilities, including but not limited to claims for negligent acts or omissions and/or claims for death and/or serious bodily injury and/or claims for property damage.

The undersigned assumes responsibility for any damage to and/or theft or loss of any school district property arising out of the use of the buildings, grounds, facilities, and/or equipment.

The undersigned has read and agrees to abide by the terms of the Newtown Board of Education policies and procedures pertaining to the use of Board buildings, grounds, facilities, and/or equipment.

Governor Lamont recently signed into law Public Act 25-1, which, among other things, addresses immigration enforcement activity at schools. I recommend that we rescind our current Policy in the event that a federal immigration authority appears in person at a school under the board of education's jurisdiction or otherwise contacts a school to request information, the immigration authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school's Security and Safety Plan.

POLICY REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

The Newtown Board of Education (the "Board") encourages visits by citizens, taxpayers, and parents to all school buildings. In order to promote a safe and productive educational environment for all students and staff, the Board requires all visitors to receive prior approval from the school principal or designee before being permitted to visit any school building. The Board, through the administration, reserves the right to limit visits in accordance with administrative regulations.

The Board further desires to work collaboratively with parents with an educational nexus with the Newtown Public Schools (the "District"), its educational programs, or the student being observed, to observe their students in their current classrooms or observe proposed educational placements in the Board's schools. The Board, through the administration, reserves the right to limit observations of current and proposed educational placements in accordance with administrative regulations and the Board's Guidelines for Independent Educational Evaluations.

Upon arrival, all visitors and observers must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors/observers have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times. All visitors and observers permitted into school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment ("PPE") protocols.

In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education ("CSDE") or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the

school’s Security and Safety Plan. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations* (March 28, 2018).

ADOPTED: _____

REVISED: _____

ADMINISTRATIVE REGULATIONS
REGARDING VISITORS AND OBSERVATIONS IN SCHOOLS

1. Any person wishing to visit a school building in the Newtown Public Schools (the “District”), and/or observe any student program, must obtain prior approval from the building principal or responsible administrator of the respective school building or program.
2. A visitor to any school building or program must be able to articulate a legitimate operational or educational reason for the proposed visit and/or observation. Where the visitation involves direct contact with District students, or observation of an identified student or student program, the visitor must have a sufficient educational nexus with the District, its educational programs, or the student to support such request.
3. All visits must be reasonable in length and conducted in a manner designed to minimize disruption to the District’s educational programs, as determined by school officials.
4. When a parent/guardian makes a request to observe an identified student or student program, the request will be reviewed with the student’s parent/guardian to determine the purpose of the observation, specific questions being addressed, the location(s) of the observation, and the date, time and length of the observation.
5. When determining whether to approve a request to visit and/or observe individual students or student programs, the building principal or responsible administrator shall consider the following factors:
 - a. the frequency of visits;
 - b. the duration of the visit;
 - c. the number of visitors involved;
 - d. the effect of the visit on a particular class or activity;
 - e. the age of the students;
 - f. the nature of the class or program;
 - g. the potential for disclosure of confidential personally identifiable student information;

- h. whether the visitor/observer has a legitimate educational interest in visiting the school;
 - i. whether the visitor/observer has professional ethical obligations not to disclose any personally identifiable student information;
 - j. any safety risk to students and school staff; and
 - k. compliance with the Board's Guidelines for Independent Educational Evaluations, if applicable.
6. The building principal or responsible administrator has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria. When a requested observation is refused, the building principal or responsible administrator will provide the parent/guardian with the reason for the decision and will work to develop alternative ways designed to permit the parent/guardian to obtain the information the parent/guardian seeks.
 7. If a building principal or responsible administrator approves a request to visit a school building and/or observe a student program, arrangements must be made in advance to ensure that the visit will not disrupt educational programs. The length and scope of any visit shall be determined by the building principal or responsible administrator in accordance with these regulations and accompanying Board policy. The building principal or responsible administrator shall determine a reasonable amount of time for observations of individual students or student programs.
 8. Upon arrival, all visitors must comply with any and all applicable building security procedures, including but not limited to utilizing security buzzers for access, complying with requests for photo identification, reporting directly to and signing in and out at the visitors' reception area of the school office, prominently displaying visitors' badges or other identification required for visitors to the school buildings, limiting access to those areas of the buildings and grounds for which the visitors have authorized access, refraining from engaging with students and/or staff except as permitted by the school officials and consistent with the purpose of the visit in question, and complying with directives of school officials at all times.
 9. The District has an obligation to maintain the confidentiality of personally identifiable student information. All visitors and observers must restrict their visits and observations to the purpose identified in the request to visit or observe and are strictly prohibited from observing or collecting information on other students within the school. If the visitor/observer views, accesses, or otherwise obtains personally identifiable student information concerning another student, the visitor/observer must notify the building principal or responsible administrator as soon as possible.

10. All visitors and observers permitted inside school buildings or on school grounds must comply with all school health and safety protocols in place at the time, including but not limited to any health screening or personal protective equipment (“PPE”) protocols.
11. A refusal to comply with any of the Board’s policy provisions and/or regulations concerning visitors shall constitute grounds for denial of the visitor’s or observer’s privileges, as determined appropriate by the building principal or designee. Such refusal may also result in a referral to law enforcement personnel, as determined appropriate by the building principal or designee.
12. In the event that a federal immigration authority appears in person at a school in the District or otherwise contacts a school to request information, in accordance with applicable law and pursuant to the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”) or any subsequent applicable CSDE guidance, such authority shall be directed to communicate with the administrator designated for such interactions, who will follow the protocols outlined in the school’s Security and Safety Plan. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Legal References:

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Connecticut State Department of Education, *Guidelines Regarding Independent Educational Evaluations at Public Expense and In-School Observations* (March 28, 2018).

ADOPTED: _____
REVISED: _____

Note from S & G: On March 3, 2025, Governor Lamont signed into law Public Act 25-1, which, among other things, addresses immigration enforcement activity at schools and establishes new responsibilities for superintendents and boards of education regarding the development of procedures for interacting with federal immigration authorities. The new law directs public school superintendents to designate, *on or before April 1, 2025*, at least one administrator at each school to be responsible for interacting with federal immigration authorities who appear in person at the school or contact the school to request information. The new law also directs boards of education to update, *for the 2024-2025 school year*, their school security and safety plans (which must, under existing law, be developed for each school and be based on standards established by the Department of Emergency Services and Public Protection) with protocols for interacting with such federal immigration authorities. We have revised our model School Security and Safety Plan to reflect the new requirements.

**Series 1000
Community Relations**

1085

POLICY AND ADMINISTRATIVE REGULATIONS REGARDING SCHOOL SECURITY AND SAFETY

The Newtown Board of Education (the “Board”) will develop and implement an all-hazards security and safety plan with a school-specific annex for each school within the Newtown Public Schools (the “District”) or a school security and safety plan for each school within the District (together, “School Security and Safety Plans”) to bolster existing emergency preparedness, response capability, and school safety and security measures and to address all-hazards threats.

School Security and Safety Plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”), the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), and other applicable requirements.

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the CSDE’s Guidance to K-12 Public Schools Pertaining to Immigration Activities”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
 - 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
 - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority’s request and, if so, to produce such judicial warrant;
 - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
 - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board’s legal counsel; and
- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.

The Board shall annually submit its School Security and Safety Plans to DESPP, in accordance with state law.

School Security and Safety Plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials, or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), School Security and Safety Plans will not be available to the public.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Approved:

Revised:

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

I. Security and Safety Committee

The Newtown Board of Education (the “Board”), through the Superintendent of Schools (the “Superintendent”), shall establish a school security and safety committee at each school under the jurisdiction of the Board (the “Security and Safety Committee”). The Security and Safety Committee is responsible for assisting in the development of the school’s security and safety plan (the “School Security and Safety Plan”) and in administering said plan.

The Security and Safety Committee shall include in its membership a local police officer, a local first responder, a teacher, the administrator(s) designated by the Superintendent to serve as the individual(s) responsible for interacting with a federal immigration authority who appears in person at the location of the school or otherwise contacts the school to request information, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school, and any other person the Board deems necessary. Such additional participants may include another building administrator, a special education department representative, custodian, local emergency management director, local public health director, information technology manager, transportation coordinator, and/or school nurse. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent, additional law enforcement members, or first responders and representatives of the municipality or others shall also be invited to participate as needed.

The Security and Safety Committee will meet at least ~~annually~~ **twice** to review and update the School Security and Safety Plan, as necessary. In determining whether the School Security and Safety Plan requires updating, the Security and Safety Committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The Security and Safety Committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying.

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the Board’s Confidentiality and Access to Student Information policy and accompanying regulations. Specifically, any parent/guardian serving as a member of the Security and Safety Committee shall not have access to information reported to the Security and Safety Committee that would result in a violation of FERPA, and the access of other members of the Security and Safety Committee to personally identifiable student information shall be limited to those

individuals on such committee who have a legitimate educational interest in such information.

II. School Security and Safety Plan

Each School Security and Safety Plan will be created using the format prescribed by the Connecticut Department of Emergency Services and Public Protection (“DESPP”).

For the school year commencing July 1, 2024, and each school year thereafter, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the Newtown Public Schools (the “District”) or otherwise contacts a school to request information. For purposes of these Administrative Regulations, a “federal immigration authority” means “any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act.”

Such protocols shall be based on applicable law and the Guidance to K-12 Public Schools Pertaining to Immigration Activities developed by the Connecticut State Department of Education (“CSDE”), or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
 1. request and record a federal immigration authority’s identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority’s request and, if so, to produce such judicial warrant;
 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal

immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and

- C. permission for other school personnel to direct such federal immigration authority who requests access to any records, information, the interior of the school building or other school personnel to communicate with the administrator designated to interact with the federal immigration authority.
- D. direction that staff maintain a calm and cooperative manner to avoid: 1) escalating the situation; 2) increasing anxiety among the staff and students; or 3) being perceived as obstructing or interfering with any lawful activities; and
- E. direction that the designated administrator or other staff record details regarding the visit, any access the agents gained to information, records, areas, or individuals, whether that access was granted and, if so, who granted such access.

The Board will submit the finalized School Security and Safety Plan for each school to DESPP via its Division of Emergency Management and Homeland Security ("DEHMS") Regional Coordinator. On or before November 1 of each school year, the Board will also submit to its DESPP/DEMHS Regional Coordinator the results of the security and vulnerability assessment described in Section IV of these regulations. Additionally, each School Security and Safety Plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the School Security and Safety Plan, including the school-specific annexes relevant to that employee. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the School Security and Safety Plan. The training will be conducted in cooperation with the Security and Safety Committee and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness, and response.

IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the District. Each school's Security and Safety Committee shall be advised of the results of the assessment for the Security and Safety Committee's school, and such results shall be considered by the Security and Safety Committee in updating and revising the School Security and Safety Plan.

Local law enforcement and other public safety officials, including the local emergency management director, fire marshal, building inspector and emergency medical services representative, shall each evaluate, score, and provide feedback on a representative sample of fire drills and crisis response drills at each school in the District. By July 1 of each year, the Board shall submit a report to the DEMHS Regional Coordinator regarding types, frequency, and feedback related to the fire drills and crisis response drills.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210(b)(19)

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

Conn. Gen. Stat. § 54-192h

Public Act No. 25-1, “An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements”

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025).

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans* (June 2013).

Administrative Regulations Adopted:

**SCHOOL VOLUNTEERS, STUDENT INTERNS AND
OTHER NON-EMPLOYEES**

The Newtown Board of Education (the “Board”) recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school’s educational environment and ultimately enrich students’ school experience. The Board further acknowledges that it may, from time to time, be asked to provide learning experiences for student interns within the school environments, which experiences are not part of the teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes. In recognition of the benefit of having volunteers, interns and other such non-employees providing services within the schools, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards to be developed by the Administration.

Volunteers, interns and other such non-employees working within the schools (“volunteers”) must work under the supervision of Newtown Public Schools (“District”) staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board policies, including applicable policies on the confidentiality of student information.

Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families (“DCF”) Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the District.

All volunteers must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.

No employee of the District shall serve as a volunteer in any capacity, except as may be approved by the Superintendent or his/her designee based on the specific situation.

Persons interested in volunteering their services should contact the school principal.

Legal References:

Connecticut General Statutes § 10-4g

Parental and community involvement in schools; model program; school-based teams.

Connecticut General Statutes § 10-220

Duties of boards of education.

Connecticut General Statutes § 10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damages suits; expenses of litigation.

Connecticut General Statutes § 54-250 et seq. Registration of sexual offenders.

ADOPTED: _____
REVISED: _____

**ADMINISTRATIVE REGULATIONS REGARDING
SCHOOL VOLUNTEERS, INTERNS AND OTHER NON-EMPLOYEES**

Screening Procedure

The following procedure has been established for screening volunteers, interns and other non-employees (“volunteers”) within the Newtown Public Schools (the “District”). For the purpose of this procedure, volunteers are defined as those individuals who volunteer their time to assist in schools for the benefit of the student body with the express knowledge, consent and direction of a District employee. Student interns are defined as individuals currently enrolled in a post-secondary program for which an authorized internship is required or for which the student may be granted credit as part of an approved course of study; however, student interns are not students who are enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes. As with other volunteers, all student interns must be approved in advance by the building administrator or his/her designee and must be under the direction of a Board employee.

This procedure identifies those situations in which an individual may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families (“DCF”) Child Abuse and Neglect Registry within 10 days of application and/or request to volunteer within the District. All results must be received by the **[Human Resources Office]** before the volunteer may commence his or her services. Volunteers required to submit to such checks shall be subject to such checks at least every five (5) years, or more frequently in the discretion of the District. The results of such checks shall be maintained by the **[Human Resources Office]** for a period of five (5) years. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the District.

Screening Procedure Definitions

The District has identified two classifications of volunteers: Group I and Group II.

Group I

Volunteers will be classified in Group I when they assist school staff members with school activities in the presence of a District employee. Background checks will not be required of Group I volunteers. Group I volunteers are those who assist school staff members with school activities such as those listed below:

- a. assisting in a classroom, cafeteria, or library when a staff member is present; or

- b. accompanying a class on a field trip during the school day with a staff member;
or
- c. helping in the school office during regular school hours; or
- d. assisting in the cafeteria or library during regular school hours; or
- e. assisting during extracurricular events (*e.g.*, dances, fairs, open houses, sporting events).

Group II

Volunteers will be classified in Group II when they provide services to students when not in the direct presence of a District employee. Group II volunteers will be required to complete a consent form regarding the release of information concerning any prior or pending criminal offenses, and such volunteers will be required to submit to a record check of the DCF Child Abuse and Neglect Registry. Group II volunteers are those who engage in activities such as those listed below:

- a. accompanying a class on a field trip in which the plans include that students be divided into small groups supervised solely by the volunteer chaperone for any length of time; or
- b. chaperoning an overnight field trip; or
- c. working in direct contact with students without the direct presence of a District employee; or
- d. working as a student intern; or
- e. coaching.

Upon receipt of DCF Child Abuse and Neglect Registry results indicating that the volunteer is involved in an abuse or neglect investigation or that the volunteer is listed as a perpetrator of abuse or neglect on the DCF registry, the Superintendent or his or her designee will notify the volunteer of the results of the DCF registry check and will provide an opportunity for the volunteer to respond to the results of the DCF registry check. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may be approved to volunteer within the District.

When a criminal record check of a volunteer reveals a criminal conviction, whether disclosed or undisclosed on the volunteer's consent form, the Superintendent will make a case-by-case determination as to whether to allow the individual to volunteer in the District. Prior to any such decision by the Superintendent or designee, the Superintendent or designee shall inform the volunteer and shall provide an opportunity for the volunteer to respond. Notwithstanding the foregoing, the falsification or omission of any information on a volunteer consent form, including, but not limited to, information concerning criminal convictions or pending criminal charges, may be grounds for the Superintendent or designee to prohibit the individual from becoming a volunteer.

Prior Approval Required

All school volunteers (including student interns or other non-employees working in the schools) must be approved in advance by the building principal or other administrative designee. The school district, acting through the appropriate building administrator or his/her designee, reserves the right to discontinue or disallow the services of any volunteer at any time at the discretion of the administration.

Sign-in Procedure

All volunteers must report to the school [security welcome desk](#) upon arrival to sign in and must report to the [security welcome desk](#) prior to departure to sign out. A sign-in/sign-out log will be maintained in each school office. Volunteers must indicate the purpose of their visit and include any other information (*i.e.*, destination, proof of identification, etc.) as may be required by the log. Additionally, volunteers will be provided with identification badges, which must be displayed during each visit. All volunteers must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.

Legal Reference:

Connecticut General Statutes § 10-4g	Parental and community involvement in schools; model program; school-based teams.
Connecticut General Statutes § 10-220	Duties of boards of education.
Connecticut General Statutes § 10-235	Indemnification of teachers, board members, employees and certain volunteers and students in damages suits; expenses of litigation.
Connecticut General Statutes § 54-250 <u>et seq.</u>	Registration of sexual offenders.

ADOPTED: _____
REVISED: _____

ADMINISTRATIVE REGULATIONS REGARDING PUBLIC INFORMATION

Newtown Public Schools (NPS) values transparency and responsible communication with the public. This regulation outlines procedures for media interaction to ensure accurate information sharing while protecting student and staff confidentiality.

The Superintendent is the primary spokesperson for the district and may delegate this role as appropriate. Media inquiries should be directed to the Superintendent's Office, which will coordinate or refer requests to the appropriate administrator.

Administrators may share factual, previously released, or Board-approved information. The creation of new content or official statements must be approved by the Superintendent or designee. All communications with the media are considered on the record and must include the name and title of the source.

Only information deemed public under state and federal law may be shared.

Media must receive prior approval from the building principal or the Superintendent's Office before entering school grounds or interacting with students or staff. Principals may restrict access if it disrupts instruction or daily operations.

Student interviews, photographs, or recordings require written parent/guardian consent and must comply with all applicable privacy laws.

In an emergency, all media communications will be managed by the Superintendent or designee, in coordination with emergency services. No other staff member is authorized to speak on behalf of the district during such events.

Note: These Administrative Regulations are recommended by S & G as best practice.

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ADMINISTRATIVE REGULATIONS REGARDING SEXUAL OFFENDERS

Pursuant to state law, the Connecticut Department of Emergency Services and Public Protection is obligated to notify school superintendents whenever a sexual offender is released into the community or whenever a registered sexual offender changes his or her address.

School district personnel shall cross-reference the Connecticut Department of Emergency Services and Public Protection's sexual offender registry prior to hiring any new employee and prior to permitting a volunteer to work with students in any capacity. Registration as a sexual offender constitutes grounds for denial of employment and/or volunteer opportunities in the Newtown Public Schools.

The Superintendent or his/her designee shall provide training to appropriate staff members regarding the methods for accessing the sexual offender registry information posted on the Connecticut Department of Emergency Services and Public Protection and the provisions of these regulations.

Legal references:

Conn. Gen. Stat. § 54-258 Availability of registration information. Immunity.

Administrative Regulations Adopted: