

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

To make a public comment, the call in number is

(US) 1-949-424-5625 PIN: 708 148 726#

Regular BOE Agenda ****AMENDED****
October 21, 2025

Council Chambers
3 Primrose St.
Newtown, CT 06470
7:30 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. Minutes of October 7, 2025
 - B. Donation to Middle Gate School
 - C. Correspondence Report
3. ****PUBLIC PARTICIPATION**
4. REPORTS
 - A. Chair Report
 - B. Superintendent's Report
 - C. Committee and Liaison Reports
 - D. Student Representatives Report
 - E. Action on Financial Report and Transfers Month Ending September 30, 2025
5. PRESENTATIONS
 - A. Elementary Schools Strategic Goals
 - B. Reed Intermediate School Strategic Goals
6. OLD BUSINESS
 - A. Second Read and Action on Policy 1090 Pesticide Application on School Property
7. NEW BUSINESS
 - A. Discussion and Possible Action on the Ratified Newtown Federation of Teachers Contract
 - B. Policies for First Read

1. 4152.6/4252.6 Family and Medical Leave
2. 2260 Holds on Destruction of Records
3. 2270 Retention and Disposition of Records and Information

C. Items of Information

1. 5121.3R Administrative Regulations Regarding Academic Integrity and Acceptable Use of Artificial Intelligence (AI)
2. 1131R Administrative Regulations Regarding Political Activities in Schools
3. 1350R Administrative Regulations Regarding Senior Citizens Benefit

D. Policies to Rescind after Adoption of Replacement Policies

1. 3543.31 Office Services/Records and Reports
2. 3543.311 Office Services/Records and Reports - Electronic Communications Use and Retention
3. 4152.6/4252.6 Family and Medical Leave

E. Non-Mandated Policies to Rescind

1. 1120 Public Participation at Board of Ed Meetings
2. 1251 Loitering
3. 1300 Public Activities Involving Staff, Students or School Facilities
4. 1300.1 Community Engagement
5. 1311.1 Political Activities of School Employees
6. 1311.2 Political Activities in the Schools
7. 1312 Public Complaints
8. 1313 Gifts from Suppliers and/or Contractors
9. 1321 Public Performances by Students
10. 1321.1 Public Performances by School Musical Organizations
11. 1322 Contests for Students
12. 1326 Solicitations by Staff Members
13. 1350 Senior Citizens Benefits
14. 1360 Awards and Policies
15. 1411 Relations with Law Enforcement
16. 1430 State Federal Government
17. 1325 Advertising and Promotion

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

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

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

A. Plante, Chair	A. Uberti
J. Vouros, Vice Chair	F. Purcaro
D. Zukowski, Secretary	T. Gouveia.
S. Tomai (virtual 8:56 p.m.)	6 Staff
C. Gilson (virtual)	30 Public
B. Leonardi	1 Press

Mrs. Plante called the meeting to order at 7:14 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Ms. Zukowski moved that the Board of Education approve the consent agenda which includes the correspondence report and the minutes of September 16, 2025. Mrs. Linnetz seconded. Motion passes unanimously.

Item 3 – Public Participation

Cali Taylor, spoke on behalf of Newtown Action Alliance Club at the high school and advocated for the rejection of the weapons detection system donation.

Michayl Wilford, was here on behalf of the Newtown Action Alliance Club at the high school. This donation would be a constant reminder of something for them to be afraid of and was against the weapons detection system.

Charlotte Foley, a member of the Newtown Action Alliance. Adding a metal detector will not make us feel safer but remind her that she is not safe. She is not in favor of this gift.

Morgan Kenny, a member of Newtown Action Alliance, said this proposed weapons detection system will do more harm than good because many already deal with anxiety and trauma after seeing the effects of gun violence.

Alli Holden, also with the Newtown Action Alliance, said these devices will not prevent a shooting and will cause anxiety issues for students.

Karyn Holden, 268 Berkshire Road, is a strong advocate for gun violence prevention but does not support the metal detection system at the high school. Put the money into more mental health professionals at the high school. Please decline this gift.

MaryKay Wishneski, 15 Cherry Street, appreciates the generosity of this gift from the Sandy Hook School Foundation but the restrictions raises concerns. She urged the Board to accept this only if restrictions can be removed and use the money for our established priorities.

Thomas Goad, 8 Jacklin Road, agreed with the statements on the metal detectors but they are not enough. We should look at hardening schools and where the failures were in attacks and where things went right.

Item 4 –Reports

Chair Report: Mrs. Plante spoke about the goals and priorities presentation tonight.

Superintendent's Report: Given the topics on the agenda there would be no update tonight except for our presentations.

There were no Committee and Liaison Reports.

Student Representatives Report:

Mr. Hoag spoke about students developing their portfolios for Portrait of a Newtown Graduate. Senior night was September 30 counselors presented information about the College and Career Center with a great turnout of senior parents. Students were urged to complete the weapons detection system survey, school clubs are in full swing, and there will be an upcoming event for students to meet with Lincoln Tech about vocational training and non-degree options. There has been 123 tickets sold for the November 3 Homecoming Dance at the Amber Room

Ms. DiNoto reported that the majority of students are opposed to the sleepover at the high after the prom and the class council will meet on this issue next week. The football team is currently 2-2, Unified Sports has had multiple games, and senior nights for sports has begun. The National Honor Society will be inducting 60 new members.

Item 5 – Presentation

Districtwide Goals and Priorities: A Three-Year Framework:

Mrs. Uberti provided an overview of her three-year set of strategic goals that align with and expand upon the Newtown Public Schools' Strategic Plan. This is the culmination of months of collaboration with district leadership, including Assistant Superintendent Purcaro, our building principals, and district department leaders. Together we shared a vision of where we see the district moving over the coming year and into the two that follow. The additional presentations will be on October 21 for the elementary and Reed schools, November 5, for the middle and high schools, and November 18 for Pupil Services and Teaching and Learning.

Ms. Zukowski asked where the goal was in the strategic priority for a Portrait of a Graduate. Mrs. Uberti said it lives in a Portrait of a Graduate which defines what we want for our students when they leave high school. One of the action steps is to bring a presentation to the Board.

Ms. Zukowski stated the presentation talked about key performance indicators and she asked where it was.

Mrs. Uberti said its in the document. They are taking the goals and defining what the key indicators will be. The instructional goals feed into one. Her goal is to close the loop.

Mr. Vouros referred to Goal 4, a passionate workforce dedicated to student success. How do you measure that and what are you looking for?

Mrs. Uberti said we will be measuring the action to achieve that. You will see what we are doing to develop that with our staff.

Mrs. Plante asked how much the Board's survey input matched up with what you were thinking or how it flowed into the three-year plan.

Mrs. Uberti said the Board's input matched up very well and helps if we are missing areas. We want to hear that to correct it now or in the future.

Item 6 – Old Business

MOTION: Ms. Zukowski moved that the Board of Education approve the revised CIP as presented. Mr. Vouros seconded.

John Barlow provided an overview of the 10 projects in the CIP and spoke about the \$2M funding for voter approval on the referendum.

Mrs. Plante referred to the high school rooftop unit and chiller which were supposed to be done over April break but due to complications with the funding one will have to be done over the summer and the other done over next year's winter break. We received a \$2M reimbursement from the Hawley project to use for these two projects.

Mr. Barlow said the \$2M is being shifted to next year because its currently assigned to another bonded project. There are two price increases with one this month and one in April.

Motion passes unanimously

Weapons Detection System Donation:

MOTION: Ms. Zukowski moved that the Board of Education approve the Weapons Detection System donation. Mr. Vouros seconded.

Mrs. Uberti provided on this restricted donation from the Sandy Hook School Foundation of a CEIA OpenGate Weapons Detection System for Newtown High School. This is a global company used by U.S. airports, federal agencies and the Secret Service. The current safety measures at Newtown High school are strong but cannot detect concealed weapons in bags or cases. Nationwide adoption of metal detector systems is due to increased firearm availability, smaller concealed weapons, expansion of concealed carry permits and the ongoing rise in school shootings. July 8, 2025 the Board of Education voted to conditionally accept this donation and asked for additional information to inform their final decision.

Mr. Leonardi felt that gun violence is a threat we all face. The detector system does not guarantee deterring gun violence but it will help. The high school is the school most in need of security enhancements. Security detectors are used widely and it is a smooth process. Gun violence is tragic and as a board if we have the opportunity to improve security we have a duty to thoughtfully consider that. He supports accepting the gift.

Ms. Zukowski spoke about the 2025 and 2024 school shootings with information from Education Week and feels the implementation of this system in the school will be mentally imposing and was concerned about a student's reaction when it goes off. Regarding mental health issues, she asked if we got information from our mental health specialists or school climate specialist. She is not convinced she has the right information to accept this motion.

Dr. Gilson appreciates what the foundation has done for us but he doesn't support this system. He doesn't want our children to be mindful that they have to be fearful. He was not convinced by the data that we should have this in our school and will not support this donation.

Mrs. Linnetz feels that ensuring the safety of our students and staff is paramount. The addition of a weapons detection system at the high school will provide another layer of security and reduce risks to our students, staff and visitors. The implementation will be critical to the success of this enhancement, communication with students, staff and appropriate mental health supports for our students. She would ask if any time the team feels that changes are needed for the implementation plan that they make changes to ensure the best experience for our students.

Ms. Zukowski noted that the information she had regarding K-12 schools was from Education Week.

Mr. Vouros stated that he's been a Board member for 13 years and tried to maintain and enhance the education for our students so why wouldn't he try to maintain and enhance the security for our students. He was voting yes to this.

Mrs. Plante was struggling with how this fits in with our safety and security strategic plan. We have multi-layers of security and if funds were available we could implement it. She asked Mrs. Uberti how this fits into our long-term plan and why this makes sense.

Ms. Zukowski first read a text from Ms. Tomai who said the results of the student survey indicates this needs more review. There are ongoing concerns and lack of proper people taking care of this. We as the Board appreciates the foundation wanting to help the district but this is not the direction the district is ready to go in at this point and instead increase the number of security guards at the high school if the budget will allow it next budget season. Thank you, but no thank you. She would vote no.

Mrs. Uberti said we have robust security in our buildings. A lot of our security enhancements are a result of the tragedy. The majority of enhancements were donations. We have cameras and radio system scanners to allow people to come in. In terms of a plan, there is not much to add. Manpower is always desirable but there's not much to add. There is an initiative in the state to supply geomapping when entering buildings. We meet quarterly with the school security committee and have met for 10 years. This has been discussed in the committee. She received emails from parents about why we don't have something like this. Our plan is maintaining what we have and upgrading. Some things are approaching end of life so this is why the gift was offered. This money was donated to the PTA and building principal who also sits on the principal's recovery network where schools that had violence spoke about their enhancements. It would require a lot of planning to implement the system and a long slow process.

Ms. Tomai joined the meeting by phone at 8:56 p.m. to take part in the vote.

Mrs. Plante said this fits into the puzzle and is part of our layered approach. We need to go very slowly on this and help students and parents know how this will work and use a trial period, possibly at football games, to test it out to help refine our procedures for how it would be implemented. We need to get it right and go slow and adjust. She supports it and wants to understand from the team how it will go and what the longer implementation plan is.

Ms. Tomai said its clear the students don't want it and the community was split. She does not know how we would possibly implement this without producing anxiety for the students. She appreciates the intention of what was proposed but this is not the way we should go about this. Under no circumstances does she support this.

Vote: 4 ayes, 3 nays (Ms. Zukowski, Ms. Tomai, Dr. Gilson) Motion passes.

Action on Policies:

MOTION: Ms. Zukowski moved that the Board of Education approve policies 1-8 in Section C under Old Business. Mrs. Linnetz seconded.

MOTION: Ms. Zukowski moved to amend the motion to remove policy 1090 Pesticide Application on School Property. Mrs. Linnetz seconded. The policy attached was incorrect. Amendment carries.

Vote on main motion with the exception of 1090: Motion passes unanimously.

Mrs. Linnetz said a number of questions were submitted. Related to 1700 Deadly Weapons or Firearms regarding the definition of deadly weapons in this policy vs. another policy. The definitions in this policy are a reflection of the statute applicable to that policy.

Ms. Zukowski understood that the State Representatives did that. She asked if we are concerned about the weapons or which weapons certain people carry. Make our definitions work to actually say what we want regarding weapons.

Mrs. Linnetz said the applicable statute provides the definition so it is not advisable to tinker with the definitions that are not consistent with the applicable statutes.

Ms. Zukowski asked if we checked with our lawyers.

Mrs. Plante stated we have checked with our lawyers and the committee agreed that we don't want these weapons in our buildings but our policies must be reflective of State statutes.

Mrs. Linnetz referred to policy 1200 Use of School Facilities and Ms. Zukowski asked about updating the fees, which are in the regulations. We can better label that document and review them annually.

Mrs. Linnetz referred to policy 1085 School Security and Safety Plan. The term "twice" will be changes to "twice a year" and remove the commas as a final adjustment.

MOTION: Ms. Zukowski moved to amend the motion to include the change made by the policy committee prior to this meeting. Mrs. Linnetz seconded. Amendment passes unanimously. Vote on Main Motion: 4 ayes 1 nay (Ms. Zukowski) Motion passes.

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

MOTION: Ms. Zukowski moved that the Board of Education approve rescinding policies 1-11 in Section E under Old Business. Mrs. Linnetz seconded.

MOTION: Mrs. Linnetz moved to amend the motion to remove policy 1090 under Section C and we should exclude policy 3524.1 until we approve the new policy. Ms. Zukowski seconded. Motion passes unanimously.

Main motion as amended passes unanimously.

MOTION: Ms. Zukowski moved that the Board of Education approve policies 1-10 under section F in Old Business. Mrs. Linnetz seconded.

Mrs. Linnetz referred to Ms. Zukowski's comment related to partnerships between parents and caregivers and the school district. The importance of the district commitment with parents is mentioned in other places and reinforces that. The other policy was about policy 1112.6 regarding photographs, parents are asked every year to agree to or not agree to allow any images of their children in school.

Motion passes unanimously.

Item 7 –New Business (none)

Item 8 – Public Participation

Thomas Goad asked to speak on behalf of another parent and himself. He began speaking about a social media post from a school employee and was stopped by the Board Chair and told that we don't discuss personnel matters in public.

Wendy Rosa Humphries, 18 Clearview Drive, asked that for these children that we stop being political. Children see what we post and say. Teach children the basics of living. Parents are afraid to speak up. Hear the parents out. Asked for the community to come together for what is right for these children.

Kathleen Walsh, former Newtown resident who lives in Oxford and spoke about people being afraid to speak about their opinions. People are intimidated about speaking about things that divide the community.

MaryKay Wishneski, 15 Cherry Street, was concerned that we are isolating children we are supposed to protect. Sandy Hook Promise has an amazing anonymous reporting system. Continue to look at the students and help them feel safe and connected at school. She wished there was another way to spend this money.

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

Item 9 – Adjournment

The meeting adjourned at 9:27 p.m.

Respectfully submitted:

Deborra J. Zukowski
Secretary

Newtown Board of Education
3 Primrose Street
Newtown, Connecticut 06470

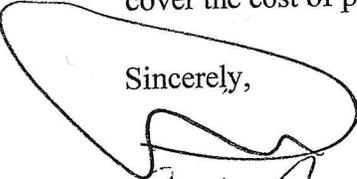
October 10, 2025

Dear Newtown Board of Education Members,

Please accept this correspondence as our intention and wish to donate to the cost of installation of a surveillance camera, and the purchase and installation of an access badge reader adjacent to door 48 at Middle Gate School. This is the door where Middle Gate School parents such as ourselves pick-up our children at school dismissal time. Our donation was not solicited. While picking up our child, we noticed the lack of surveillance camera coverage and absence of a staff access badge reader at this busy location and brought it to the attention of Principal Jenna Connors.

Please accept our unconditional donation of \$3,900.00 dollars to Middle Gate School to help cover the cost of purchasing and installing this much needed safety and security equipment.

Sincerely,



Domenic and Caren Carpionato
18 Bryan Lane
Newtown, CT 06470

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2025**

Quarterly Financial Update – September FY25

The first quarter financial report provides a year-to-date snapshot of district expenditures, encumbrances, and anticipated obligations. To reflect a more accurate projection of our year-end position, many accounts are fully projected within the “anticipated obligation” column. It is important to note that by the close of Q2, many of these accounts will display variances as we begin our account analysis and more data becomes available. However, current spending patterns appear consistent with prior years.

In September, the district expended approximately **\$6.1 million** on operations. Of this amount, **\$4.3 million** represented salaries, **\$1.8 million** covered all other expenditure categories. At this time, spending trends are within normal limits.

Year-to-date we have expended **\$14,496,455**, encumbered **\$51,921,275** (\$47.4M in salaries) and have **\$25,230,922** accounted for in anticipated obligations. The current balance displays **\$95,992**, expending **99.90%** of the budget.

In summary, the primary driver of the current balance can be found in salaries. We are actively working to project teachers on leave, realign certified positions within correct cost centers and to account for anticipated obligations. This process typically takes one more month in order to gain full insight by analyzing each account. By the end of October, the majority of anticipated obligations will be adjusted and transfer will be complete which will provide a deeper look into this area of the budget. *This report includes a transfer request to facilitate some of these adjustments.*

On the expenditure side, we are experiencing significant pressures in professional services, particularly for nursing services required to support two fragile students as outlined in their Individualized Education Plans (IEPs). In Other Purchased Services, transportation costs have exceeded budget due to additional ridership both in-district and out-of-district. Additionally, our out-of-district enrollment has increased, placing students in specialized educational facilities that can meet their unique needs. While these placements carry a high cost, the state does provide districts with some relief through grant assistance. An update on the amount of the grant revenue is expected in January.

Key Financial Highlights

TRANSFER REQUEST

Each year, typically around September or October, we request a large transfer to realign the budget with actual expenses. The realignment primarily focuses on teacher reassignments and non-union employee salary agreements. The salary adjustments for these agreements are reviewed and recommended by the Superintendent each year before going to the Board in late May or June of the preceding year (in this case, FY25). The funds are then set aside in a separate account until they are allocated to the appropriate accounts in the following fiscal year.

At the school level, principals (or Directors), will request transfers to better align their budget with actual needs. Because the district’s budget is developed early in the prior year, it can be difficult to

anticipate costs or align expenses with the appropriate cost center. Therefore, transfers serve as a valuable tool, to maintain proper accounting of current year expenses as well as preparing for the upcoming budget cycle.

For period ending Q1, we are requesting a transfer of **\$952,556** to realign our certified staff, adjust for salary allowances and accommodate the Principals' requests.

The total salary request is \$945,936 and the Principals have requested a transfer of \$6,620 in order to reallocate staff training dollars from the Nursing Department to the High School Sports Department. The original budget was set aside for CPR certifications for our coaches. This transfer is appropriate, as all coaches fall under the Athletic Department, and it will ensure proper departmental oversight.

SALARY ACCOUNTS

- **Overall Position:** Salary accounts are currently positive, though administrative salaries within the certified category are under modest pressure due to recent organizational changes that were part of an agreement that transpired last fiscal year.
 - **Certified Salaries:**

The certified salary group shows a **positive balance of \$270,267**, despite the pressure found in administrative salaries. This positive balance is primarily the result of exceeding the projected turnover savings of \$550,000. This year, we implemented an early retirement incentive package for teachers, allowing participants to either receive a cash payout of \$8,500 per year for two years or maintain their medical benefits for the same period. As a result, twelve employees chose to participate in the program with eight electing the cash payout, and four opting to keep their medical benefits intact for two years.
 - **Non-Certified Salaries:**

The non-certified group shows a **projected surplus**, primarily due to unfilled positions and savings from turnover. As of September, we had one opening (net) found in the paraeducator union and one part-time position in nursing. In our tech and custodial departments, we had late hires that also contributed to this balance.

EMPLOYEE BENEFITS

- All benefit accounts are projected to remain within budget.
 - **Workers' Compensation** displays a small surplus of **\$5,004**. CIRMA's annual audit confirmed that no rate increase was required this year, despite budgeting for a potential increase of 2.5%.

PROFESSIONAL SERVICES

- **Professional Services** currently reflects a **larger deficit of \$135,640**, primarily due to an unforeseen circumstance involving a student who is wheelchair-bound and requires nursing services mandated by their IEP. This student was in our care last year, and we had anticipated these services would no longer be required. Unfortunately, that was not the case.

PURCHASED PROPERTY SERVICES

- All accounts appear to be within normal limits for this time of year. However, it is too early to accurately forecast our unencumbered accounts, such as water, sewer and rental costs. This object also contains building repair accounts which can experience large unexpected expenses.

Last year, the district faced a leaky High School roof that cost over \$80,000 before a new roof could be installed, and in the prior year, a major boiler failure at the Middle School resulted in significant unplanned expenses. The budgeted amount of **\$495,000** is based on an average of past years' costs, adjusted for current building conditions. Thankfully we've managed to come close to the budget due to our talented and professional maintenance staff who act quickly when issues arise. They often repair problems in-house or identify the right contractor to call, which saves time, district money and minimizes disruption.

OTHER PURCHASED SERVICES

- **Contracted Services**

The balance in this area is currently on track; however, the district has needed to hire Behavior Technicians (BTs) to backfill open positions. BTs are required for certain special education students as specified in their Individualized Education Plans (IEPs). At present, we have encumbered \$100,000, which aligns with our budget, and we are hopeful that our open positions will be filled soon. The BTs are currently negotiating a union contract which may support our ongoing recruitment and retention efforts.

Also included in this line item is a contracted nurse for our 18-22 program as well as one for an outplacement. As stated earlier, hiring nurses from an outside agency was not in our original plan. However, due to unforeseen events, we are required to provide our students with these services.

- **Transportation Services**

Transportation Services currently reflects a negative balance of **\$165,000**.

This includes an additional \$30,000 in our regular education in-district accounts, which covers an extra bus run to accommodate a student due to road access for buses. The district is currently seeking other services that will mitigate this unanticipated expense.

We also added a run to our pre-K program, incurring an additional \$35,000, addressing the need to handle increased ridership and extended routes.

In out-of-district transportation, we are anticipating an additional \$100,000 in expenses due to increased ridership (about \$75,000) and aide cost (\$25,000). The additional cost for aides is due to the contracted rate coming in higher than budgeted. Last year, we went out to bid for a new provider, and because our expiring contract was five years old, it was challenging to accurately predict aide costs. We consulted with neighboring districts and applied a multiplier to estimate expenses, which provided a close approximation, but the actual costs ultimately exceeded our budget.

- **Insurance & Printing Services**

Both of these accounts are showing positive balances. The Insurance account currently reflects a balance of **\$12,215**, resulting from savings achieved through our new insurance broker. The Communications account shows a balance of **\$13,028**, primarily due to the ongoing efforts of our Technology Director to reassign and close outdated analog copper phone lines, as well as monitor and manage cable and internet usage and costs. This initiative, which began last year, is now beginning to show tangible results.

- **Out-of-District Tuition**

This account can be somewhat volatile and subject to unpredictable swings. Currently, all students are encumbered; however, we anticipate a potential enrollment change in the near future that could significantly increase the deficit.

On the positive side, our Excess Cost Grant is budgeted with the tuition expense, which will adjust the grant revenue to be in alignment with our actual expenses. The grant will be submitted on December 1, at which we should have a much clearer picture of how this account will evolve. Currently, our Excess Cost Grant is budgeted for **\$1,610,816** in total (allocated between transportation and tuition) and included in the expenditure line.

SUPPLIES

- At this time, all accounts within the Supplies category are on target. This includes Instructional and Library Supplies, Software, Medical, and Office Supplies, Plant Supplies, Electric, Propane and Natural Gas, Heating Oil, Fuel for Vehicles and Equipment, and Textbooks.
- **Electricity** experienced a significant impact last year due to the Public Utility Regulatory Authority (PURA) approving an unexpected and substantial increase in public benefit charges that affected all districts statewide. This year, we proactively adjusted our budget to account for these changes. While it is still too early to predict the year-end balance, all accounts appear to be within a normal range. We will be able to perform a deeper analysis as more data becomes available.

PROPERTY EQUIPMENT & MISCELLANEOUS

- Technology, other equipment and memberships all appear to be within normal spending limits at this time. These accounts are generally on target, with deviations occurring only in the event of specific projects or unforeseen emergencies, in which case the Board would be informed.

Tanja Gouveia
Director of Business & Finance
October 17, 2025

**NEWTOWN BOARD OF EDUCATION
2025-26 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2025**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
GENERAL FUND BUDGET											
100	SALARIES	\$ 56,235,313	\$ 57,241,834	\$ -	\$ 57,241,834	\$ 7,616,877	\$ 47,353,860	\$ 2,271,097	\$ 1,879,712	\$ 391,385	99.32%
200	EMPLOYEE BENEFITS	\$ 13,615,332	\$ 15,955,591	\$ -	\$ 15,955,591	\$ 3,724,824	\$ 200,002	\$ 12,030,766	\$ 12,025,762	\$ 5,004	99.97%
300	PROFESSIONAL SERVICES	\$ 624,970	\$ 699,864	\$ -	\$ 699,864	\$ 128,404	\$ 228,379	\$ 343,080	\$ 478,720	\$ (135,640)	119.38%
400	PURCHASED PROPERTY SERV.	\$ 1,736,953	\$ 1,970,169	\$ -	\$ 1,970,169	\$ 507,267	\$ 497,816	\$ 965,086	\$ 965,086	\$ -	100.00%
500	OTHER PURCHASED SERVICES	\$ 11,115,421	\$ 11,687,061	\$ -	\$ 11,687,061	\$ 1,612,374	\$ 3,366,515	\$ 6,708,172	\$ 6,972,928	\$ (264,757)	102.27%
600	SUPPLIES	\$ 3,433,354	\$ 3,549,863	\$ -	\$ 3,549,863	\$ 709,801	\$ 257,890	\$ 2,582,172	\$ 2,582,172	\$ -	100.00%
700	PROPERTY	\$ 391,070	\$ 453,718	\$ -	\$ 453,718	\$ 139,850	\$ 14,099	\$ 299,769	\$ 299,769	\$ -	100.00%
800	MISCELLANEOUS	\$ 76,658	\$ 86,544	\$ -	\$ 86,544	\$ 57,057	\$ 2,714	\$ 26,773	\$ 26,773	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 87,229,070	\$ 91,744,644	\$ -	\$ 91,744,644	\$ 14,496,455	\$ 51,921,275	\$ 25,326,914	\$ 25,230,922	\$ 95,992	99.90%
	<i>Adjustment - TBD</i>	<i>\$ (4,926)</i>									
900	TRANSFER NON-LAPSING (unaudited) <i>amount recommended for transfer into BoE's Non-Lapsing Fund</i>	<i>\$ 184,922</i>									
GRAND TOTAL		\$ 87,409,066	\$ 91,744,644	\$ -	\$ 91,744,644	\$ 14,496,455	\$ 51,921,275	\$ 25,326,914	\$ 25,230,922	\$ 95,992	99.90%

**NEWTOWN BOARD OF EDUCATION
2025-26 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2025**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
100	SALARIES										
	Administrative Salaries	\$ 4,482,797	\$ 4,334,307	\$ -	\$ 4,334,307	\$ 943,672	\$ 3,458,721	\$ (68,086)	\$ 4,598	\$ (72,684)	101.68%
	Teachers & Specialists Salaries	\$ 35,826,938	\$ 36,487,451	\$ -	\$ 36,487,451	\$ 4,307,250	\$ 31,982,611	\$ 197,590	\$ (174,600)	\$ 372,190	98.98%
	Early Retirement	\$ 13,000	\$ 76,000	\$ -	\$ 76,000	\$ 76,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 136,964	\$ 133,394	\$ -	\$ 133,394	\$ 79,308	\$ 44,352	\$ 9,734	\$ 9,734	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 163,771	\$ 172,919	\$ -	\$ 172,919	\$ 13,486	\$ 99,442	\$ 59,991	\$ 59,991	\$ -	100.00%
	Certified Substitutes	\$ 894,415	\$ 889,140	\$ -	\$ 889,140	\$ 47,963	\$ 485,250	\$ 355,928	\$ 385,168	\$ (29,240)	103.29%
	Coaching/Activities	\$ 712,091	\$ 730,180	\$ -	\$ 730,180	\$ -	\$ 16	\$ 730,164	\$ 730,164	\$ -	100.00%
	Staff & Program Development	\$ 117,219	\$ 107,450	\$ -	\$ 107,450	\$ 8,850	\$ 78,325	\$ 20,275	\$ 20,275	\$ -	100.00%
	CERTIFIED SALARIES	\$ 42,347,194	\$ 42,930,841	\$ -	\$ 42,930,841	\$ 5,476,528	\$ 36,148,717	\$ 1,305,596	\$ 1,035,329	\$ 270,267	99.37%
	Supervisors & Technology Salaries	\$ 1,009,850	\$ 988,625	\$ -	\$ 988,625	\$ 190,636	\$ 733,566	\$ 64,423	\$ 47,828	\$ 16,595	98.32%
	Clerical & Secretarial Salaries	\$ 2,342,800	\$ 2,351,223	\$ -	\$ 2,351,223	\$ 400,070	\$ 1,946,785	\$ 4,368	\$ 1,581	\$ 2,787	99.88%
	Paraeducators	\$ 2,989,568	\$ 2,955,471	\$ -	\$ 2,955,471	\$ 259,466	\$ 2,647,964	\$ 48,041	\$ 29,704	\$ 18,336	99.38%
	Nurses & Medical Advisors	\$ 971,552	\$ 1,045,915	\$ -	\$ 1,045,915	\$ 124,097	\$ 862,849	\$ 58,970	\$ 19,854	\$ 39,116	96.26%
	Custodial & Maint. Salaries	\$ 3,478,357	\$ 3,525,661	\$ -	\$ 3,525,661	\$ 760,872	\$ 2,713,445	\$ 51,344	\$ 40,000	\$ 11,344	99.68%
	Non-Carried Adj	\$ -	\$ 273,743	\$ -	\$ 273,743	\$ -	\$ -	\$ 273,743	\$ 273,743	\$ -	100.00%
	Career/Job Salaries	\$ 179,226	\$ 199,583	\$ -	\$ 199,583	\$ 33,021	\$ 183,441	\$ (16,878)	\$ (49,819)	\$ 32,941	83.50%
	Special Education Svcs Salaries	\$ 1,740,220	\$ 1,869,839	\$ -	\$ 1,869,839	\$ 235,766	\$ 1,520,440	\$ 113,634	\$ 113,634	\$ -	100.00%
	Security Salaries & Attendance	\$ 735,754	\$ 679,619	\$ -	\$ 679,619	\$ 70,579	\$ 596,654	\$ 12,386	\$ 12,386	\$ -	100.00%
	Extra Work - Non-Cert.	\$ 120,562	\$ 140,314	\$ -	\$ 140,314	\$ 42,764	\$ -	\$ 97,550	\$ 97,550	\$ -	100.00%
	Custodial & Maint. Overtime	\$ 274,609	\$ 249,000	\$ -	\$ 249,000	\$ 22,342	\$ -	\$ 226,658	\$ 226,658	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 45,620	\$ 32,000	\$ -	\$ 32,000	\$ 736	\$ -	\$ 31,264	\$ 31,264	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 13,888,119	\$ 14,310,993	\$ -	\$ 14,310,993	\$ 2,140,349	\$ 11,205,143	\$ 965,501	\$ 844,382	\$ 121,119	99.15%
	SUBTOTAL SALARIES	\$ 56,235,313	\$ 57,241,834	\$ -	\$ 57,241,834	\$ 7,616,877	\$ 47,353,860	\$ 2,271,097	\$ 1,879,712	\$ 391,385	99.32%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 10,305,046	\$ 12,725,821	\$ -	\$ 12,725,821	\$ 3,178,278	\$ -	\$ 9,547,543	\$ 9,547,543	\$ -	100.00%
	Life Insurance	\$ 97,889	\$ 90,000	\$ -	\$ 90,000	\$ 14,452	\$ -	\$ 75,548	\$ 75,548	\$ -	100.00%
	FICA & Medicare	\$ 1,748,488	\$ 1,710,554	\$ -	\$ 1,710,554	\$ 262,802	\$ -	\$ 1,447,752	\$ 1,447,752	\$ -	100.00%
	Pensions	\$ 993,552	\$ 959,110	\$ -	\$ 959,110	\$ 82,739	\$ 8,250	\$ 868,121	\$ 868,121	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 64,851	\$ 81,600	\$ -	\$ 81,600	\$ (5,198)	\$ -	\$ 86,798	\$ 86,798	\$ -	100.00%
	Workers Compensation	\$ 405,506	\$ 388,506	\$ -	\$ 388,506	\$ 191,751	\$ 191,752	\$ 5,004	\$ -	\$ 5,004	98.71%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 13,615,332	\$ 15,955,591	\$ -	\$ 15,955,591	\$ 3,724,824	\$ 200,002	\$ 12,030,766	\$ 12,025,762	\$ 5,004	99.97%

**NEWTOWN BOARD OF EDUCATION
2025-26 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2025**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 426,441	\$ 478,743	\$ -	\$ 478,743	\$ 96,641	\$ 150,894	\$ 231,208	\$ 366,848	\$ (135,640)	128.33%
	Professional Educational Serv.	\$ 198,529	\$ 221,121	\$ -	\$ 221,121	\$ 31,764	\$ 77,485	\$ 111,872	\$ 111,872	\$ -	100.00%
	SUBTOTAL PROFESSIONAL SERV.	\$ 624,970	\$ 699,864	\$ -	\$ 699,864	\$ 128,404	\$ 228,379	\$ 343,080	\$ 478,720	\$ (135,640)	119.38%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 634,247	\$ 664,800	\$ -	\$ 664,800	\$ 387,711	\$ 243,669	\$ 33,420	\$ 33,420	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 104,087	\$ 114,940	\$ -	\$ 114,940	\$ 17,870	\$ -	\$ 97,070	\$ 97,070	\$ -	100.00%
	Building, Site & Emergency Repairs	\$ 507,210	\$ 495,000	\$ -	\$ 495,000	\$ 47,352	\$ 26,407	\$ 421,241	\$ 421,241	\$ -	100.00%
	Equipment Repairs	\$ 203,541	\$ 248,642	\$ -	\$ 248,642	\$ 52,019	\$ 9,373	\$ 187,249	\$ 187,249	\$ -	100.00%
	Rentals - Building & Equipment	\$ 287,868	\$ 301,787	\$ -	\$ 301,787	\$ 2,314	\$ 217,702	\$ 81,771	\$ 81,771	\$ -	100.00%
	Building & Site Improvements	\$ -	\$ 145,000	\$ -	\$ 145,000	\$ -	\$ 665	\$ 144,335	\$ 144,335	\$ -	
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,736,953	\$ 1,970,169	\$ -	\$ 1,970,169	\$ 507,267	\$ 497,816	\$ 965,086	\$ 965,086	\$ -	100.00%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,379,117	\$ 1,218,580	\$ -	\$ 1,218,580	\$ 673,830	\$ 282,779	\$ 261,971	\$ 261,971	\$ -	100.00%
	Transportation Services	\$ 4,968,771	\$ 5,317,149	\$ -	\$ 5,317,149	\$ 95,435	\$ -	\$ 5,221,714	\$ 5,386,714	\$ (165,000)	103.10%
	Insurance - Property & Liability	\$ 452,745	\$ 461,357	\$ -	\$ 461,357	\$ 227,765	\$ 194,354	\$ 39,238	\$ 27,022	\$ 12,215	97.35%
	Communications	\$ 220,429	\$ 220,320	\$ -	\$ 220,320	\$ 52,259	\$ 145,653	\$ 22,408	\$ 9,380	\$ 13,028	94.09%
	Printing Services	\$ 24,575	\$ 27,570	\$ -	\$ 27,570	\$ 1,298	\$ 1,578	\$ 24,695	\$ 24,695	\$ -	100.00%
	Tuition - Out of District	\$ 3,851,072	\$ 4,235,113	\$ -	\$ 4,235,113	\$ 556,567	\$ 2,655,158	\$ 1,023,388	\$ 1,148,388	\$ (125,000)	102.95%
	Student Travel & Staff Mileage	\$ 218,711	\$ 206,972	\$ -	\$ 206,972	\$ 5,219	\$ 86,995	\$ 114,758	\$ 114,758	\$ -	100.00%
	SUBTOTAL OTHER PURCHASED SVC	\$ 11,115,421	\$ 11,687,061	\$ -	\$ 11,687,061	\$ 1,612,374	\$ 3,366,515	\$ 6,708,172	\$ 6,972,928	\$ (264,757)	102.27%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 871,340	\$ 889,058	\$ -	\$ 889,058	\$ 206,736	\$ 155,150	\$ 527,172	\$ 527,172	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 253,148	\$ 223,475	\$ -	\$ 223,475	\$ 72,404	\$ 21,166	\$ 129,905	\$ 129,905	\$ -	100.00%
	Plant Supplies	\$ 340,100	\$ 343,000	\$ -	\$ 343,000	\$ 101,243	\$ 15,822	\$ 225,935	\$ 225,935	\$ -	100.00%
	Electric	\$ 1,272,054	\$ 1,292,646	\$ -	\$ 1,292,646	\$ 190,707	\$ -	\$ 1,101,939	\$ 1,101,939	\$ -	100.00%
	Propane & Natural Gas	\$ 347,578	\$ 372,000	\$ -	\$ 372,000	\$ 30,272	\$ -	\$ 341,728	\$ 341,728	\$ -	100.00%
	Heating Oil	\$ 41,133	\$ 74,045	\$ -	\$ 74,045	\$ -	\$ -	\$ 74,045	\$ 74,045	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 133,110	\$ 158,821	\$ -	\$ 158,821	\$ 17,422	\$ -	\$ 141,399	\$ 141,399	\$ -	100.00%
	Textbooks	\$ 174,891	\$ 196,818	\$ -	\$ 196,818	\$ 91,018	\$ 65,751	\$ 40,049	\$ 40,049	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,433,354	\$ 3,549,863	\$ -	\$ 3,549,863	\$ 709,801	\$ 257,890	\$ 2,582,172	\$ 2,582,172	\$ -	100.00%

**NEWTOWN BOARD OF EDUCATION
2025-26 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2025**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	PROPERTY										
	Technology Equipment	\$ 319,910	\$ 402,799	\$ -	\$ 402,799	\$ 134,542	\$ 2,600	\$ 265,657	\$ 265,657	\$ -	100.00%
	Other Equipment	\$ 71,160	\$ 50,919	\$ -	\$ 50,919	\$ 5,308	\$ 11,499	\$ 34,112	\$ 34,112	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 391,070	\$ 453,718	\$ -	\$ 453,718	\$ 139,850	\$ 14,099	\$ 299,769	\$ 299,769	\$ -	100.00%
800	MISCELLANEOUS										
	Memberships	\$ 76,658	\$ 86,544	\$ -	\$ 86,544	\$ 57,057	\$ 2,714	\$ 26,773	\$ 26,773	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 76,658	\$ 86,544	\$ -	\$ 86,544	\$ 57,057	\$ 2,714	\$ 26,773	\$ 26,773	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	<i>Adjustment - TBD</i>	\$ (4,926)									
	TOTAL LOCAL BUDGET	\$ 87,224,144	\$ 91,744,644	\$ -	\$ 91,744,644	\$ 14,496,455	\$ 51,921,275	\$ 25,326,914	\$ 25,230,922	\$ 95,992	99.90%
900	Transfer to Non-Lapsing	\$ 184,922									
	GRAND TOTAL	\$ 87,409,066	\$ 91,744,644	\$ -	\$ 91,744,644	\$ 14,496,455	\$ 51,921,275	\$ 25,326,914	\$ 25,230,922	\$ 95,992	99.90%

**NEWTOWN BOARD OF EDUCATION
2025-26 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING SEPTEMBER 30, 2025**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>SPECIAL REVENUES</u>											
	EXCESS COST GRANT REVENUE	EXPENDED 2024-2025	APPROVED BUDGET @ 68%	SUBMITTED Dec 1 @	STATE ESTIMATE Jan 1 @	STATE ESTIMATE March 1 @	ESTIMATED Total	VARIANCE to January	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
51266	<i>Special Education Svcs Salaries ECG</i>	\$ (12,082)	\$ -				\$ -	\$ -			#DIV/0!
	<i>Additional Services*</i>	\$ (22,502)	\$ -				\$ -	\$ -			
forecast	<i>Transportation Services - ECG</i>	\$ (365,019)	\$ (382,891)				\$ (382,891)				100.00%
54160	<i>Tuition - Out of District ECG</i>	\$ (1,295,828)	\$ (1,227,925)				\$ (1,227,925)				100.00%
	Total	\$ (1,695,431)	\$ (1,610,816)	\$ -	\$ -	\$ -	\$ (1,610,816)	\$ -			100.00%
	Additional services								Total		
	<i>Nursing (professional service)</i>	\$ (15,990)							*75% due in Feb/March		
	<i>Para Salaries</i>	\$ (6,512)									
	Transportation Grant for Magnet <i>(included in transportation forecast)</i>	\$ (13,000)	\$ (15,600)				\$ -	\$ -			#DIV/0!
	<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>				APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE			% RECEIVED
	LOCAL TUITION				\$33,325	\$33,325		\$33,325			0.00%
	HIGH SCHOOL FEES FOR PARKING PERMITS				\$30,000	\$30,000		\$30,000			0.00%
	MISCELLANEOUS FEES				\$6,000	\$6,000		\$6,000			0.00%
	TOTAL SCHOOL GENERATED FEES				\$69,325	\$69,325	\$0	\$69,325			0.00%

2025 - 2026
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
SEPTEMBER 30, 2025

		FROM			TO			
OBJECT CODE	AMOUNT	DESCRIPTION	ACCOUNT CODE	OBJECT CODE	AMOUNT	DESCRIPTION	ACCOUNT CODE	
ADMINISTRATIVE								
100	\$22,712	001-84-088-51151	CERTIFIED SALARY ADJUSTMENTS	100	\$22,712	CERTIFIED SALARY ADJUSTMENTS		
						\$17,459 001-82-082-51151	SUPERINTENDENT & ADMINISTRATIVE SALARIES	
						\$5,253 001-84-086-51111	BUSINESS SERVICE ADMINISTRATIVE SALARIES	
100	\$110,598	001-84-088-51271	NON-CERTIFIED SALARY ADJUSTMENTS	100	\$110,598			
						\$1,679 001-94-084-51143	NON-CERTIFIED SALARIES - VARIOUS	
						\$4,323 001-90-092-51210	B&G - ADMIN.	
						\$4,642 001-81-085-51210	DISTRICT - TECH	
						\$2,830 001-85-088-51264	DISTRICT - SECURITY	
						\$2,795 001-84-086-51210	DISTRICT - BUSINESS SERVICES	
						\$1,890 001-77-041-51210	DISTRICT - HEALTH	
						\$810 001-77-041-51240	DISTRICT - HEALTH	
						\$1,819 001-60-032-51261	DISTRICT - ATHLETICS	
						\$1,483 001-81-085-51210	DISTRICT - TECH	
						\$793 001-50-026-51313	TUTOR	
						\$1,828 001-60-026-51313	TUTOR	
						\$978 001-75-051-51262	TUTOR	
						\$15,613 001-75-051-51263	SP ED - PREK-8 SP ED - OT/PT	
						\$4,008 001-75-061-51263	SP ED - PREK-8 SP ED - BCBA	
						\$1,209 001-75-065-51263	SP ED - PREK-8 SP ED - BCBA	
						\$2,728 001-75-064-51263	SP ED - PREK-8 SP ED - BCBA	
						\$61,170 001-90-096-51256	CUSTODIANS & MAINTENANCE SALARIES - SHS	
100	\$812,626	TEACHERS & SPECIALISTS SALARIES		100	\$812,626	TEACHERS & SPECIALISTS SALARIES		
		\$6,639 001200120000-51121	S.H. - WORLD LANG	TEACHERS		\$223 001100380000-51121	HAW. - CLASSROOM	TEACHERS
		\$9,235 001200240000-51121	S.H. - P.E.	TEACHERS		\$6,639 001300120000-51121	M.G. - WORLD LANG	TEACHERS
		\$3,239 001200260000-51131	S.H. - READING	SPECIALISTS		\$609 001300240000-51121	M.G. - P.E.	TEACHERS
		\$104,886 001200380000-51121	S.H. - CLASSROOM	TEACHERS		\$9,236 001400240000-51121	HOM. - P.E.	TEACHERS
		\$14,357 001300260000-51121	M.G. - READING	TEACHERS		\$14,861 001500180000-51121	M.S. - TECH ED	TEACHERS
		\$48,343 001300380000-51121	M.G. - CLASSROOM	TEACHERS		\$4,144 001500220000-51121	M.S. - MUSIC	TEACHERS
		\$144,516 001400380000-51121	HOM. - CLASSROOM	TEACHERS		\$3,422 001600020000-51121	H.S. - ART	TEACHERS
		\$57,382 001450220000-51121	RIS. - MUSIC	TEACHERS		\$700 001600040000-51121	H.S. - BUSINESS ED	TEACHERS
		\$64,917 001450380000-51121	RIS. - CLASSROOM	TEACHERS		\$15,879 001600100000-51121	H.S. - ENGLISH	TEACHERS
		\$44,073 001500100000-51121	M.S. - ENGLISH	TEACHERS		\$1,110 001600400000-51131	H.S. - GUIDANCE	SPECIALISTS
		\$24,402 001500120000-51121	M.S. - WORLD LANG	TEACHERS		\$3,790 001750580000-51131	SP ED - SPEECH & HEAR	SPECIALISTS
		\$54,759 001500200000-51121	M.S. - MATH	TEACHERS		\$7,740 001750610000-51120	SP ED - PREK-8 SP ED	TEACHERS - PRESCH
		\$10,967 001500280000-51121	M.S. - SCIENCE	TEACHERS		\$21,506 001750610000-51122	SP ED - PREK-8 SP ED	TEACHERS - S.H.
		\$4,144 001500300000-51121	M.S. - SOC STUDIES	TEACHERS		\$33,005 001750610000-51126	SP ED - PREK-8 SP ED	TEACHERS - M.S.
		\$27,107 001600120000-51121	H.S. - WORLD LANG	TEACHERS		\$4,351 001760530000-51131	PUPIL SERV - SOC WORKERS	SPECIALISTS
		\$2,672 001600280000-51121	H.S. - SCIENCE	TEACHERS		\$59,265 001800800000-51131	DISTRICT - CURRICULUM	SPECIALISTS
		\$61,724 001600300000-51121	H.S. - SOC STUDIES	TEACHERS		\$626,146 001840880000-51152	DISTRICT - OTHER SERV	SAVINGS FROM TURNOVER

2025 - 2026
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
SEPTEMBER 30, 2025

FROM				TO			
OBJECT CODE	AMOUNT	DESCRIPTION	ACCOUNT CODE	OBJECT CODE	AMOUNT	DESCRIPTION	ACCOUNT CODE
	\$7,860	001600390000-51121	H.S. - TAP				
	\$101	001600400000-51131	H.S. - GUIDANCE				
	\$13,495	001750610000-51123	SP ED - PREK-8 SP ED				
	\$19,181	001750630000-51121	SP ED - H.S. SP ED				
	\$3,873	001750660000-51121	SP ED - TRANSITION				
	\$37,105	001760530000-51133	PUPIL SERV - SOC WORKEF			SPECIALISTS - ELEM	
	\$20,723	001760560000-51139	PUPIL SERV - PSYCH			SPECIALISTS - HS	
	\$26,926	001840880000-51151	DISTRICT - OTHER SERV			CERTIFIED SALARY ADJ	

PRINCIPALS' REQUESTED TRANSFER

300	\$6,620	HEALTH & MEDICAL - STAFF TRAINING		300	\$6,620	NHS - STAFF TRAINING	
	\$6,620.00	001-77-041-0000-53100	HEALTH/MED - ADMIN.			\$6,620 001-60-032-0000-53100	H.S. - SPORTS STAFF TRAINING
	\$952,556	TOTAL TRANSFER REQUEST			\$952,556	TOTAL TRANSFER REQUEST	

~ 2025-2026 ~

Hawley Elementary School-Based 1-Year Strategic **Instructional** Goals

Principal: Christopher Moretti

Assistant Principal: Alison Carmody

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. Hawley School will ensure that every student experiences rigorous and engaging curriculum and instruction.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Provide effective feedback to teachers and administrators aimed at continuous improvement in pedagogy	Implement the revised Newtown Educator and Administrator Evaluation and Support Plan	100% of staff will participate in training and successfully complete the professional growth goals they established as part of the evaluation process.		Building Principal Assistant Principal
	Participate in comprehensive training modules and resources for all evaluators on delivering effective feedback using the Newtown single point rubric. This includes observation skills, coaching techniques, and active listening.	Participation in and successfully complete the comprehension training module.		Building Principal Assistant Principal
	Participate in training on basic feedback protocols by May 2026 .	Participation in and successfully complete the basic feedback protocol training.		Building Principal Assistant Principal

~ 2025-2026 ~

Strategy 2. Following district protocol, Hawley School will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Implement a system of district and building-based data teams.	Participate in the district data team that 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.	Participation in the district data team review of data and creation of a set of actionable instructional strategies to address areas of need of improvement.		Building Principal Math/Science Specialist Language Arts Consultant
	Form a building-based data team that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs.	A detailed analysis of student classroom data will be conducted by the building-based data team and specific actionable instructional strategies to address needs will be identified and implemented.		Building Principal Assistant Principal
Set annual goals for increases in student achievement in ELA as measured by state and district assessments.	Administer DIBELS to all students grades K-3, and grade 4 as needed.	Kindergarten: 80% of students will be at Benchmark or Above by the end of the year. FALL: 52% WINTER: SPRING:		Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers

~ 2025-2026 ~

	<p>Core Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 1: 80% of students will be at <i>Benchmark or Above</i> by the end of the year. FALL: 53% WINTER: SPRING:</p> <hr/> <p>Grade 2: 80% of students will be at <i>Benchmark or Above</i> by the end of the year. FALL: 71% WINTER: SPRING:</p>		<p>Special Education Teachers (as needed)</p>
	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: 75% of students will be at <i>On or Above Grade Level</i> by the end of the year on <i>iReady Reading</i>. SPRING 2025 (<i>different cohort</i>): 60% FALL: 31% WINTER: SPRING:</p> <hr/> <p>Grade 3: 70% of students will be at <i>Goal or Above</i> by the end of the year on <i>SBA Reading</i>. SPRING 2025 (<i>different cohort</i>): 70% FALL (iReady Projection): Typical Gr.- 51%, Stretch Gr. 70% WINTER (iReady Projection): SPRING (SBA):</p>		

~ 2025-2026 ~

		<p>Grade 4: 75% of students will be at <i>Benchmark or Above</i> by the end of the year on iReady Reading. SPRING 2025 (same cohort): 70% FALL (iReady Projection): Typical Gr.- 63%, Stretch Gr. 77% WINTER (iReady Projection): SPRING (SBA):</p>		
<p>Set annual goals for increases in student achievement in Math as measured by state and district assessments.</p>	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Classroom Teachers will analyze data after all assessment periods</p>	<p>Grade 2: 75% of students will be at <i>On or Above Grade Level</i> by the end of the year on iReady Mathematics. SPRING 2025 (different cohort): 52% FALL: 21% WINTER: SPRING:</p> <hr/> <p>Grade 3: 85% of students will be at <i>Goal or Above</i> by the end of the year on SBA Math.</p>		<p>Building Principal Assistant Principal Math Science Specialist Classroom Teachers Intervention Teachers Special Education Teachers (as needed)</p>
	<p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>SPRING 2025 (different cohort): 68% FALL (iReady Projection): Typical Gr.- 81%, Stretch Gr. 91% WINTER (iReady Projection): SPRING (SBA):</p>		

~ 2025-2026 ~

		<p>Grade 4: 80% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2025 (same cohort): 68% FALL (iReady Projection): Typical Gr.- 76%, Stretch Gr. 83% WINTER (iReady Projection): SPRING (SBA)</p>		
<p>Implementation of Reading and Math IABs according to the District guidelines.</p>	<p>Provide professional learning to teachers in grades 3 & 4 focused on:</p> <ul style="list-style-type: none"> • Embedding IABs into curriculum & instruction • Utilizing online data collection tool • Scoring and analyzing data • Introducing Tools for Teachers 	<ul style="list-style-type: none"> • Copy of IAB presentations • Data in online collection tool • PLC Agendas/Minutes • Teacher Feedback 		<p>Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers</p>
<p>Strategy 3. In line with district priorities, Hawley School will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.</p>				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
<p>Provide staff a comprehensive professional learning plan that focuses on increasing rigor and</p>	<p>Provide professional development for certified and non-certified staff on building student independence.</p>	<p>100% of certified and non-certified staff will participate in professional development on building student independence.</p>		<p>Building Principal Assistant Principal Math Science Specialist Language Arts</p>

~ 2025-2026 ~

student engagement.	Piloting Building Thinking Classroom Activities in classrooms	Teachers interested in continuing this work based on last year.		Consultant Classroom Teachers Special Education Teachers Paraeducators
Support the continued implementation of district-wide reading and math resources.	Math consultants will review the next editions of Bridges Math in preparation for a pilot and/or adoption.	Math consultants will summarize revisions/changes to Bridges and share with leadership and teachers during PLCs		Math Science Specialist
	Collect data and monitor the successful implementation of the K-4 reading resources.	100% of certified staff will demonstrate use of K-4 reading resources during PLC discussions and planning and teacher evaluations.		Building Principal Assistant Principal Language Arts Consultant

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

Strategy 1. In line with district priorities, Hawley School will set School Climate Improvement Goals

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Implement the new Connecticut School Climate Policy in all	Participate in training to all administrators on requirements outlined in the new climate policy.	Complete the required climate policy training by the set deadline.		Assistant Principal (School Climate Specialist) Building Principal

~ 2025-2026 ~

schools throughout the district.	The school climate committee will develop regulations that show a continuum of behavior/practices for each grade-level (see the policy).	A complete K–4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district		Assistant Principal (School Climate Specialist)
		leadership by target date.		

<p>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 revisions to the school climate improvement plan. 3 assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan. 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. 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>By the end of the school year, the School Climate Committee will have met regularly and have fulfilled its responsibilities by:</p> <ul style="list-style-type: none"> ● developing and scheduling the annual school climate survey; ● reviewing and using survey data to identify strengths and challenges; ● proposing and supporting revisions to the school climate goals based on school climate survey results from Spring 2025; ● advising on and helping implement at least one evidence-based intervention. 100% of faculty will receive at least three training opportunities in restorative practices; ● and ensuring the school community receives annual notice of the uniform challenging behavior and/or bullying complaint form. 		<p>Assistant Principal (School Climate Specialist)</p>
<p>Based upon the results of the annual school climate survey, each school climate coordinator</p>	<p>100% of school climate coordinators will submit an updated School Climate Goals to the district climate coordinator</p>		<p>Assistant Principal (School Climate Specialist)</p>

~ 2025-2026 ~

	develops and updates as necessary, a school climate improvement plan to the district climate coordinator by December 31st each year.	by December 3, based on the analysis of the annual school climate survey results and in alignment with identified school-specific strengths and areas for growth.		
	A written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.	A current written or electronic copy of the School Climate Goals will be made accessible to 100% of the school community, and evidence shows the plan is actively used.		Building Principal Assistant Principal
Strategy 2. In line with district priorities, Hawley School will create Inclusive and Welcoming Schools				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Launch districtwide training on the <i>NPS Harmful Language Protocol</i> , as an intervention and response tool, emphasizing responsibility to recognize, report, and address hateful or harmful language.	100% of building administrators, certified staff, and student support personnel complete initial training on the <i>NPS Harmful Language Protocol</i> by December 2025.		Building Principal Assistant Principal Equity Team Leaders

~ 2025-2026 ~

	<p>Facilitate the training of 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>Designate at least one trained equity leader by January 2026.</p>		<p>Building Principal</p>
	<p>Identify student voice structures within each school that assist with messaging and peer awareness.</p>	<p>At least one student voice structure (e.g., student council, climate ambassadors, peer leaders)</p>		<p>Building Principal Assistant Principal Equity Team Leaders</p>
		<p>implemented by December 1, with evidence that the structure contributes to messaging and peer awareness efforts, as documented through meeting notes, student-led initiatives, or staff/student feedback.</p>		<p>School Counselor</p>
	<p>Revise and pilot at least 3 SEL 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>At least 3 developmentally appropriate SEL lessons will be revised and piloted in classrooms, with teacher feedback collected to inform implementation.</p>		<p>School Counselor</p>

~ 2025-2026 ~

	<p>Launch building-wide visual messaging in every school centered on the theme: "Words Matter: Lead with Kindness, Speak with Respect".</p>	<p>Visuals displayed in common areas and classrooms</p> <p>Staff will receive training which will be completed by March/April 2026</p>		<p>Building Principal Assistant Principal Equity Team Leaders School Counselor</p>
	<p>Rely on restorative practices for repairing harm.</p>	<p>Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs</p>		<p>Building Principal Assistant Principal School Counselor Teachers Paraeducators</p>
	<p>Share purpose and expectation of Words Matter campaign with parents through school and classroom newsletters.</p>	<p>Communicate the purpose and expectations of the "Words Matter" campaign to families through at least one school-wide and one classroom-level newsletter, with follow-up messaging shared at least</p>		<p>Building Principal Classroom teachers</p>
		<p>once per trimester to reinforce the campaign's goals.</p>		

Strategy 3. In line with district priorities, Hawley School will Enhance Communication to Community Stakeholders

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
<p>Enhance the NPS Weekly Update</p>	<p>Submit activities and pictures for the NPS Weekly Update</p>	<p>Pictures submitted and included in the NPS Weekly Update.</p>		<p>Building Principal Assistant Principal</p>

~ 2025-2026 ~

Provide Consistent and Timely Communication to School Community	Send newsletter to families that includes updates, dates, school updates, celebrations etc.	Distribute a weekly family newsletter throughout the school year and emails containing timely information.		Building Principal Assistant Principal
	Update the Hawley website to ensure content is accurate, user-friendly, and visually representative of the school's identity.	Work with Director of Technology to add updates to the website for the Hawley community by Spring 2026.		Building Principal Assistant Principal Director of Technology
	Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively	Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on survey.		Building Principal Assistant Principal

HOM Elementary School-based 1-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. Head O'Meadow will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Provide effective feedback to teachers and administrators aimed at continuous improvement in pedagogy	Implement the revised Newtown Educator and Administrator Evaluation and Support Plan	100% of staff will participate in training and successfully complete the professional growth goals they established as part of the evaluation process.		Building Principal Assistant Principal
	Participate in comprehensive training modules and resources for all evaluators on delivering effective feedback using the Newtown single point rubric. This includes observation skills, coaching techniques, and active listening.	Participation in and successfully complete the comprehension training module.		Building Principal Assistant Principal
	Participate in training on basic feedback protocols by May 2026 .	Participation in and successfully complete the basic feedback protocol training.		Building Principal Assistant Principal
Strategy 2. Head O'Meadow will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Implement a system of district and building-based data teams.	Participate in the district data team that 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.	Participation in the district data team review of data and creation of a set of actionable instructional strategies to address areas of need of improvement.		Building Principal Math Consultant Language Arts Consultant

	<p>Form a building-based data team that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs.</p>	<p>A detailed analysis of student classroom data will be conducted by the building-based data team and specific actionable instructional strategies to address needs will be identified and implemented.</p>		<p>Building Principal</p>
<p>Set annual goals for increases in student achievement in ELA as measured by state and district assessments.</p>	<p>Administer DIBELS to all students grades K-3, and grade 4 as needed.</p> <p>Core Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p> <p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Kindergarten: 80% of students will be at Benchmark or Above by the end of the year. FALL: 59% WINTER: SPRING:</p> <p>Grade 1: 85% of students will be at Benchmark or Above by the end of the year. FALL: 71% WINTER: SPRING:</p> <p>Grade 2: 80% of students will be at Benchmark or Above by the end of the year. FALL: 67% WINTER: SPRING:</p> <p>Grade 2: 80% of students will be at On or Above Grade Level by the end of the year on iReady Reading. SPRING 2025 (different cohort): 69% FALL: 22% WINTER: SPRING:</p> <p>Grade 3: 80% of students will be at Goal or Above by the end of the year on SBA Reading. SPRING 2025 (different cohort): 65% FALL (iReady Projection): Typical Gr.- 57%, Stretch Gr. 67% WINTER (iReady Projection): SPRING (SBA):</p> <p>Grade 4: 80% of students will be at Benchmark or Above by the end of the year on iReady Reading. SPRING 2025 (same cohort): 65% FALL (iReady Projection): Typical Gr.- 60%, Stretch Gr. 70% WINTER (iReady Projection): SPRING (SBA):</p>		<p>Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers Special Education Teachers (as needed)</p>

<p>Set annual goals for increases in student achievement in Math as measured by state and district assessments.</p>	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Classroom Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: 80% of students will be at On or Above Grade Level by the end of the year on iReady Mathematics. SPRING 2025 (<i>different cohort</i>): 60% FALL: 15% WINTER: SPRING:</p> <p>Grade 3: 75% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2025 (<i>different cohort</i>): 82% FALL (iReady Projection): Typical Gr. 68%, Stretch Gr. 83% WINTER (iReady Projection): SPRING (SBA):</p> <p>Grade 4: 90% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2025 (<i>same cohort</i>): 82% FALL (iReady Projection): Typical Gr.- 77%, Stretch Gr. 87% WINTER (iReady Projection): SPRING (SBA)</p>	<p>Building Principal Assistant Principal Math Science Specialist Classroom Teachers Intervention Teachers Special Education Teachers (as needed)</p>
--	---	--	--

Strategy 3. Head O'Meadow will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
<p>Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.</p>	<p>Through training with professional trainers from the ACES RESC, K-4 math specialists will build their capacity to lead staff in the development of inquiry-based instructional strategies, , i.e. Building Thinking Classrooms.</p>	<p>At least 90% of participating specialists report increased confidence in leading inquiry-based instruction as measured by pre/post training surveys.</p>		<p>Building Principal Math Consultant</p>
	<p>Provide professional development for certified and non-certified staff on building student independence.</p>	<p>100% of certified and non-certified staff will participate in professional development on building student independence.</p>		<p>Building Principal Assistant Principal</p>
<p>Support the continued implementation of district-wide reading and math resources.</p>	<p>Math consultants will review the next editions of Bridges Math in preparation for a pilot and/or adoption.</p>	<p>Math consultants will summarize revisions/changes to Bridges and share with leadership and teachers during PLCs</p>		<p>Math Consultant</p>
	<p>Collect data and monitor the successful implementation of the K-4 reading resources.</p>	<p>100% of certified staff will demonstrate use of K-4 reading resources during PLC discussions and planning and teacher evaluations.</p>		<p>Building Principal Assistant Principal Math Consultant Language Arts Consultant</p>

Implementation of Reading and Math IABs according to the District guidelines.	<ul style="list-style-type: none"> Provide professional learning to teachers in grades 3 & 4 focused on: Embedding IABs into curriculum & instruction Utilizing online data collection tool Scoring and analyzing data Introducing Tools for Teachers 	<ul style="list-style-type: none"> Copy of IAB presentations Data in online collection tool PLC Agendas/Minutes Teacher Feedback 	Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers
---	---	--	--

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

Strategy 1. Head O'Meadow will cultivate strong reciprocal partnerships with families and the community to support student learning and well-being.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Implement the new Connecticut School Climate Policy in all schools throughout the district.	Participate in training to all administrators on requirements outlined in the new climate policy.	Complete the required climate policy training by the set deadline.		Assistant Principal (School Climate Specialist) Building Principal
	The school climate committee will develop regulations that show a continuum of behavior/practices for each grade-level (see the policy).	A complete K-4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership by target date.		Assistant Principal (School Climate Specialist)
	Develop a school climate committee with the following responsibilities: 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 revisions to the school climate improvement plan. 3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.	By the end of the school year, the School Climate Committee will have met regularly and have fulfilled its responsibilities by: <ul style="list-style-type: none"> developing and scheduling the annual school climate survey; reviewing and using survey data to identify strengths and challenges; proposing and supporting revisions to the school climate goals based on school climate results from spring 2025; advising on and helping implement at least one evidence-based intervention - 100% of certified staff will receive training on restorative practices beginning in November of 2025 (e.g., restorative practices); and ensuring the school community receives annual notice of the uniform challenging behavior and/or bullying complaint form. 		Assistant Principal (School Climate Specialist)

	<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>			
	Based upon the results of the annual school climate survey, each school climate coordinator develops and updates as necessary, a school climate improvement plan to the district climate coordinator by December 31st each year.	100% of school climate coordinators will submit an updated School Climate Goals to the district climate coordinator by December 3, based on the analysis of the annual school climate survey results and in alignment with identified school-specific strengths and areas for growth.		Assistant Principal (School Climate Specialist)
	A written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.	A current written or electronic copy of the School Climate Goals will be made accessible to 100% of the school community, and evidence shows the plan is actively used.		Building Principal Assistant Principal

Strategy 2. Inclusive and Welcoming Schools

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Launch districtwide training on the <i>NPS Harmful Language Protocol</i> , as an intervention and response tool, emphasizing responsibility to recognize, report, and address hateful or harmful language.	100% of building administrators, certified staff, and student support personnel complete initial training on the <i>NPS Harmful Language Protocol</i> by December 2025.		Building Principal Assistant Principal Equity Team Leaders

	Facilitate the training of equity leaders to serve as a point person for staff questions or concerns and help support a shared responsibility for addressing harmful language.	Designate at least one trained equity leader by January 2026.		Building Principal
	Identify student voice structures within each school that assist with messaging and peer awareness.	At least one student voice structure (e.g., student council, climate ambassadors, peer leaders) implemented by December 1, with evidence that the structure contributes to messaging and peer awareness efforts, as documented through meeting notes, student-led initiatives, or staff/student feedback.		Building Principal Assistant Principal EquityTeam Leaders School Counselor
	Revise and pilot at least 3 SEL 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.	At least 3 developmentally appropriate SEL lessons will be revised and piloted in classrooms, with teacher feedback collected to inform implementation.		School Counselor
	Launch building-wide visual messaging in every school centered on the theme: "Words Matter: Lead with Kindness, Speak with Respect".	Visuals displayed in common areas and classrooms Staff will receive training that will be completed by March/April 2026		Building Principal Assistant Principal EquityTeam Leaders School Counselor
	Rely on restorative practices for repairing harm.	Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs		Building Principal Assistant Principal School Counselor Teachers Paraeducators
	Share purpose and expectation of Words Matter campaign with parents through school and classroom newsletters.	Communicate the purpose and expectations of the "Words Matter" campaign to families through at least one school-wide and one classroom-level newsletter, with follow-up messaging shared at least once per trimester to reinforce the campaign's goals.		Building Principal Classroom teachers
Strategy 3. Enhance Communication to Community Stakeholders				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Enhance the NPS Weekly Update	Submit activities and pictures for the NPS Weekly Update	Pictures submitted and included in the NPS Weekly Update.		Building Principal Assistant Principal

Provide Consistent and Timely Communication to School Community, including reviewing and building upon the revised NPS website	Send periodic messages to families that includes updates, dates, school updates, celebrations etc.	Distribute a weekly family newsletter throughout the school year by the designated day each week		Building Principal
	Update the Head O'Meadow website to ensure content is accurate, user-friendly, and visually representative of the school's identity.	Work with the Director of Technology to add updates to the website for the Head O'Meadow community by Spring 2026.		Building Principal Assistant Principal
	Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively	Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on survey.		Building Principal

**Middle Gate Elementary School-based 1-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. Middle Gate School will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Provide effective feedback to teachers and administrators aimed at continuous improvement in pedagogy	Implement the revised Newtown Educator and Administrator Evaluation and Support Plan	100% of staff will participate in training and successfully complete the professional growth goals they established as part of the evaluation process.		Building Principal Assistant Principal
	Participate in comprehensive training modules and resources for all evaluators on delivering effective feedback using the Newtown single point rubric. This includes observation skills, coaching techniques, and active listening.	Participation in and successfully complete the comprehension training module.		Building Principal Assistant Principal
	Participate in training on basic feedback protocols by May 2026 .	Participation in and successfully complete the basic feedback protocol training.		Building Principal Assistant Principal

Strategy 2. Middle Gate School will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Implement a system of district and building-based data teams.	Participate in the district data team that 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.	Participation in the district data team review of data and creation of a set of actionable instructional strategies to address areas of need of improvement.		Building Principal Math/Science Specialist Language Arts Consultant

	Form a building-based data team that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs.	A detailed analysis of student classroom data will be conducted by the building-based data team and specific actionable instructional strategies to address needs will be identified and implemented.		Building Principal Assistant Principal	
Set annual goals for increases in student achievement in ELA as measured by state and district assessments.	Administer DIBELS to all students grades K-3, and grade 4 as needed. Core Team with Teachers will analyze data after all assessment periods Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention	Kindergarten: 82% of students will be at Benchmark or Above by the end of the year. FALL: 51% WINTER: SPRING: Grade 1: 80% of students will be at Benchmark or Above by the end of the year. FALL: 59% WINTER: SPRING: Grade 2: 80% of students will be at Benchmark or Above by the end of the year. FALL: 67% WINTER: SPRING:		Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers Special Education Teachers (as needed)	
	Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring. Administer SBA to all students in grades 3-4 in the Spring. Core Team with Teachers will analyze data after all assessment periods Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention	Grade 2: 77% of students will be at On or Above Grade Level by the end of the year on iReady Reading. SPRING 2025 (different cohort): 77% FALL: 44% WINTER: SPRING: Grade 3: 75% of students will be at Goal or Above by the end of the year on SBA Reading. SPRING 2025 (different cohort): 71% FALL (iReady Projection): Typical Gr.- 66%, Stretch Gr. 71% WINTER (iReady Projection): SPRING (SBA): Grade 4: 76% of students will be at Benchmark or Above by the end of the year on SBA Reading. SPRING 2025 (same cohort): 71% FALL (iReady Projection): Typical Gr.- 67%, Stretch Gr. 76% WINTER (iReady Projection): SPRING (SBA):			
Set annual goals for increases in student achievement in Math as measured by state and district assessments.	Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.	Grade 2: 70% of students will be at On or Above Grade Level by the end of the year on iReady Mathematics. SPRING 2025 (different cohort): 68%		Building Principal Assistant Principal Math/Science Specialist	

	<p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Classroom Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>FALL: <u>20%</u> WINTER: SPRING:</p> <p>Grade 3: 75% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2025 (different cohort): <u>68%</u> FALL (iReady Projection): Typical Gr. - 66%, Stretch Gr. 79% WINTER (iReady Projection): SPRING (SBA):</p> <p>Grade 4: 78% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2025 (same cohort): <u>73%</u> FALL (iReady Projection): Typical Gr. - 68%, Stretch Gr. 81% WINTER (iReady Projection): SPRING (SBA)</p>		<p>Classroom Teachers Intervention Teachers Special Education Teachers (as needed)</p>
Implementation of Reading and Math IABs according to the District guidelines.	<p>Provide professional learning to teachers in grades 3 & 4 focused on:</p> <ul style="list-style-type: none"> • Embedding IABs into curriculum & instruction • Utilizing online data collection tool • Scoring and analyzing data • Introducing Tools for Teachers 	<ul style="list-style-type: none"> • Copy of IAB presentations • Data in online collection tool • PLC Agendas/Minutes • Teacher Feedback 		<p>Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers</p>
Strategy 3. Middle Gate School will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.	Through training with professional trainers from the ACES RESC, K-4 math specialists will build their capacity to lead staff in the development of inquiry-based instructional strategies, i.e. Building Thinking Classrooms.	100% of participating specialists report increased confidence in leading inquiry-based instruction as measured by pre/post training surveys.		Building Principal Math Consultant
	Teachers will have the opportunity to participate in professional development, delivered by the Math Specialist, to build their capacity in inquiry-based instructional strategies (i.e., Building Thinking Classrooms). Opportunities will include a book club, lesson studies, modeling	100% of participating teachers report increased confidence or understanding of inquiry-based math instruction (via survey or reflection form)		Building Principal Math Consultant Math Intervention Teacher Classroom Teachers

	and coaching.			
	Provide professional development for certified and non-certified staff on building student independence.	100% of certified and non-certified staff will participate in professional development on building student independence.		Building Principal Assistant Principal
Support the continued implementation of district-wide reading and math resources.	Math consultants will review the next editions of Bridges Math in preparation for a pilot and/or adoption.	Math consultants will summarize revisions/changes to Bridges and share with leadership and teachers during PLCs		Math Consultant
	Collect data and monitor the successful implementation of the K-4 reading resources.	100% of certified staff will demonstrate use of K-4 reading resources during PLC discussions and planning and teacher evaluations.		Building Principal Assistant Principal Math Consultant Language Arts Consultant

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.				
Strategy 1. Middle Gate School will cultivate strong reciprocal partnerships with families and the community to support student learning and well-being.				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Implement the new Connecticut School Climate Policy in all schools throughout the district.	Participate in training to all administrators on requirements outlined in the new climate policy.	Complete the required climate policy training by the set deadline.		Assistant Principal (School Climate Specialist) Building Principal
	The school climate committee will develop regulations that show a continuum of behavior/practices for each grade-level (see the policy).	A complete K–4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership by target date.		Assistant Principal (School Climate Specialist)
	Develop a school climate committee with the following responsibilities: 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	By the end of the school year, the School Climate Committee will have met regularly and have fulfilled its responsibilities by: <ul style="list-style-type: none"> developing and scheduling the annual school climate survey; reviewing and using survey data to identify strengths and challenges; proposing and supporting revisions to the school climate goals based on school climate results from Spring 2025; advising on and helping implement at least one evidence-based intervention (e.g., restorative practices). 100% of faculty will 		Assistant Principal (School Climate Specialist)

	<p>create or propose revisions to the school climate improvement plan. 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>receive at least 3 training opportunities in restorative practices;</p> <ul style="list-style-type: none"> and ensuring the school community receives annual notice of the uniform challenging behavior and/or bullying complaint form. 		
	Based upon the results of the annual school climate survey, each school climate coordinator develops and updates as necessary, a school climate improvement plan to the district climate coordinator by December 31st each year.	100% of school climate coordinators will submit updated School Climate goals to the district climate coordinator by December 3, based on the analysis of the annual school climate survey results and in alignment with identified school-specific strengths and areas for growth.		Assistant Principal (School Climate Specialist)
	A written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.	A current written or electronic copy of the School Climate goals will be made accessible to 100% of the school community, and evidence shows the plan is actively used.		Building Principal Assistant Principal

Strategy 2. Inclusive and Welcoming Schools

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
----------------------------	---------------------	--	-------------------	----------------------------

Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Launch districtwide training on the <i>NPS Harmful Language Protocol</i> , as an intervention and response tool, emphasizing responsibility to recognize, report, and address hateful or harmful language.	100% of building administrators, certified staff, and student support personnel complete initial training on the <i>NPS Harmful Language Protocol</i> by December 2025.		Building Principal Assistant Principal EquityTeam Leaders
	Facilitate the training of equity leaders to serve as a point person for staff questions or concerns and help support a shared responsibility for addressing harmful language.	Designate at least one trained equity leader by January 2026.		Building Principal
	Identify student voice structures within each school that assist with messaging and peer awareness.	At least one student voice structure (e.g., student council, climate ambassadors, peer leaders) implemented by December 1, with evidence that the structure contributes to messaging and peer awareness efforts, as documented through meeting notes, student-led initiatives, or staff/student feedback.		Building Principal Assistant Principal EquityTeam Leaders School Counselor
	Revise and pilot at least 3 SEL 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.	At least 3 developmentally appropriate SEL lessons will be revised and piloted in classrooms, with teacher feedback collected to inform implementation.		School Counselor
	Launch building-wide visual messaging in every school centered on the theme: "Words Matter: Lead with Kindness, Speak with Respect".	Visuals displayed in common areas and classrooms. Staff will receive training to be completed by March/April 2026.		Building Principal Assistant Principal EquityTeam Leaders School Counselor
	Rely on restorative practices for repairing harm.	Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs		Building Principal Assistant Principal School Counselor Teachers Paraeducators
	Share purpose and expectation of Words Matter campaign with parents through school and classroom newsletters.	Communicate the purpose and expectations of the "Words Matter" campaign to families through at least one school-wide and one classroom-level newsletter, with follow-up messaging shared at least once per trimester to reinforce the campaign's goals.		Building Principal Classroom teachers

Strategy 3. Enhance Communication to Community Stakeholders

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Enhance the NPS Weekly Update	Submit activities and pictures for the NPS Weekly Update	Pictures submitted and included in the NPS Weekly Update.		Building Principal Assistant Principal
Provide Consistent and Timely Communication to School Community including Reviewing and Building Upon the Recently Redesigned NPS Website	Send a weekly newsletter to families that includes updates, dates, school updates, celebrations etc.	Distribute a weekly family newsletter throughout the school year by the designated day each week		Building Principal
	Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively	Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on survey.		Building Principal
	Update the MG website to ensure content is accurate, user friendly, and visually representative of the school identity	Work with the Director of Technology to add updates to the website for the Middle Gate community by Spring 2026.		Building Principal Assistant Principal Director of Technology

Sandy Hook Elementary School-based 1-Year Strategic Instructional Goals
2025-2026

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. Sandy Hook School will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.				
Strategic Action(s)		Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Provide effective feedback to teachers aimed at continuous improvement in pedagogy.	Implement the revised Newtown Educator and Administrator Evaluation and Support Plan Implement scheduled peer observations, lesson studies, and building based walkthroughs	100% of staff will participate in training and successfully complete the professional growth goals they established as part of the evaluation process.		Building Principal Assistant Principal
	Participate in comprehensive training modules and resources for all evaluators on delivering effective feedback using the Newtown single point rubric. This includes observation skills, coaching techniques, and active listening.	Participation in and successfully complete the comprehensive training module.		Building Principal Assistant Principal
	Participate in training on basic feedback protocols by May 2026 .	Participation in and successfully complete the basic feedback protocol training.		Building Principal Assistant Principal

Strategy 2. Following district protocol, Sandy Hook School will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Implement a system of district and building-based data teams.	Participate in the district data team that 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.	Participation in the district data team review of data and creation of a set of actionable instructional strategies to address areas of need of improvement.		Building Principal Math/Science Specialist Language Arts Consultant
	Form a building-based data team that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs.	A detailed analysis of student classroom data will be conducted by the building-based data team and specific actionable instructional strategies to address needs will be identified and implemented.		Building Principal Assistant Principal

<p>Set annual goals for increases in student achievement in ELA as measured by state and district assessments.</p>	<p>Administer DIBELS to all students grades K-3, and grade 4 as needed.</p> <p>Core Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Kindergarten: <u>90%</u> of students will be at <i>Benchmark or Above</i> by the end of the year. FALL: <u>34%</u> WINTER: SPRING:</p>		<p>Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers Special Education Teachers (as needed)</p>
<p>></p>		<p>Grade 1: <u>80%</u> of students will be at <i>Benchmark or Above</i> by the end of the year. FALL: <u>71%</u> WINTER: SPRING:</p>		

		<p>Grade 2: <u>80%</u> of students will be at <i>Benchmark or Above</i> by the end of the year. FALL: <u>57%</u> WINTER: SPRING:</p>		
--	--	---	--	--

	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Teachers will analyze data after all assessment periods</p>	<p>Grade 2: 80 % of students will be at <i>On or Above Grade Level</i> by the end of the year on iReady Reading.</p> <p>SPRING 2025 (<i>different cohort</i>): 86% FALL: 34% WINTER: SPRING:</p>		
	<p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 3: 80 % of students will be at <i>Goal or Above</i> by the end of the year on SBA Reading.</p> <p>SPRING 2025 (<i>different cohort</i>): 77% FALL (iReady Projection):</p> <p>Typical Gr.- 61%, Stretch Gr. 78% WINTER (iReady Projection): SPRING (SBA):</p>		
		<p>Grade 4: 82 % of students will be at <i>Benchmark or Above</i> by the end of the year on iReady Reading.</p> <p>SPRING 2025 (<i>same cohort</i>): 77% FALL (iReady Projection): Typical Gr.- 67%, Stretch Gr. 76% WINTER (iReady Projection): SPRING (SBA):</p>		

<p>Set annual goals for increases in student achievement in Math as measured by state and district assessments.</p>	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Classroom Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: <u>75%</u> of students will be at On or Above Grade Level by the end of the year on iReady Mathematics.</p> <p>SPRING 2025 (<i>different cohort</i>): <u>89%</u> FALL: 17% WINTER: SPRING:</p> <p>Grade 3: <u>85%</u> of students will be at Goal or Above by the end of the year on SBA Math.</p> <p>SPRING 2025 (<i>different cohort</i>): <u>85%</u> FALL (iReady Projection):</p> <p>Typical Gr. 83%, Stretch Gr. 89% WINTER (iReady Projection): SPRING (SBA):</p>		<p>Building Principal Assistant Principal Math Specialist Classroom Teachers Intervention Teachers</p>
		<p>Grade 4: <u>85%</u> of students will be at Goal or Above by the end of the year on SBA Math.</p> <p>SPRING 2025 (<i>same cohort</i>): <u>85%</u> FALL (iReady Projection):</p> <p>Typical Gr. <u>78%</u> Stretch Gr. <u>90%</u> WINTER (iReady Projection): SPRING (SBA)</p>		

Implementation of Reading and Math IABs according to the District guidelines.	Provide professional learning to teachers in grades 3 & 4 focused on: <ul style="list-style-type: none"> • Embedding IABs into curriculum & instruction • Utilizing online data collection 	Copy of IAB presentations Data in online collection tool PLC Agendas/Minutes		Building Principal Assistant Principal Math Specialist Classroom Teachers Intervention Teachers
---	--	--	--	---

	<ul style="list-style-type: none"> • tool • Scoring and analyzing data • Introducing Tools for Teachers 	Teacher Feedback		
--	--	------------------	--	--

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

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Provide staff with comprehensive professional learning that focuses on increasing rigor and student engagement.	<p>Through training with consultants from the ACES RESC, K-4 math specialists will build their capacity to lead staff in the development of inquiry-based instructional strategies, , i.e. Building Thinking Classrooms.</p> <p>Book club and model lessons on “Building Thinking Classrooms” at every grade level.</p> <p>Implementation of protocols “Ready to Learn” at SHS, to include expectations for student readiness during instruction.</p>	<p>Observation data</p> <p>BTC meeting and model lessons notes</p> <p>PLC and Staff meeting slides and notes</p>		<p>Building Principal</p> <p>Assistant Principal</p> <p>Math Specialist</p> <p>Reading Consultant</p> <p>Classroom Teachers</p> <p>Intervention Teachers</p>

	<p>Provide professional development for certified and non-certified staff on building student independence.</p> <p>Engage in building based learning walks.</p>	<p>Data from building based learning walks feed back for Skills Block and All Block</p> <p>PD Slides and observation data</p>		<p>Building Principal Assistant Principal</p>
<p>Support the continued implementation of district-wide reading and math resources.</p>	<p>Math consultants will review the next editions of Bridges Math in preparation for a pilot and/or adoption.</p>	<p>Observation data</p> <p>PLC meeting and notes</p>		<p>Building Principal Assistant Principal Math Specialist Reading Consultant</p>
	<p>Building based walkthroughs with feedback.</p> <p>Provide extended time for teachers to work with math specialist and reading consultant to further knowledge and understanding of resources.</p>	<p>PLC and Staff meeting slides and notes</p>		<p>Classroom Teachers Intervention Teachers</p>
	<p>Collect data and monitor the successful implementation of the K-4 reading resources.</p>			<p>Building Principal Assistant Principal Math Specialist Reading Consultant Classroom Teachers Intervention Teachers</p>

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

Strategy 1. Sandy Hook School will cultivate strong, reciprocal partners with families and the community to support student learning and well-being.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Implement the new Connecticut School Climate Policy in all schools throughout the district.	Participate in training to all administrators on requirements outlined in the new climate policy.	Complete the required climate policy training by the set deadline.		Assistant Principal (School Climate Specialist) Building Principal
	The school climate committee will develop regulations that show a continuum of behavior/practices for each grade-level (see the policy).	A complete K–4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership by target date.		Assistant Principal (School Climate Specialist)
	Develop a school climate committee with the following responsibilities:	By the end of the school year, the School Climate Committee will have met regularly and have fulfilled		Assistant Principal (School Climate Specialist)

	<p>1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.</p> <p>2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose 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>its responsibilities by:</p> <ul style="list-style-type: none"> ● reviewing and using survey data to identify strengths and challenges; ● proposing and supporting revisions to the school climate improvement plan; ● advising on and helping implement at least one evidence-based intervention (e.g., restorative practices); ● and ensuring the school community receives annual notice of the uniform challenging behavior and/or bullying complaint form. 		
	<p>Based upon the results of the annual school climate survey, SHS climate coordinator develops and updates as necessary, a school climate improvement plan to the district climate coordinator by December 31st each year.</p>	<p>The SHS climate coordinator will submit an updated School Climate Improvement Plan to the district climate coordinator by December 31st, based on the analysis of the annual school climate survey results and in alignment with identified school-specific strengths and areas for growth.</p>		<p>Assistant Principal (School Climate Specialist)</p>

	A written or electronic copy of such plan	A current written or electronic copy of the School		Building Principal
--	---	--	--	--------------------

	shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.	Climate Improvement Plan will be made accessible to 100% of the school community, and evidence shows the plan is actively used.		Assistant Principal
--	--	---	--	---------------------

Strategy 2. Sandy Hook School is an inclusive and welcoming school.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across SHS.	Launch districtwide training on the <i>NPS Harmful Language Protocol</i> , as an intervention and response tool, emphasizing responsibility to recognize, report, and address hateful or harmful language.	100% of building administrators, certified staff, and student support personnel complete initial training on the NPS Harmful Language Protocol by December 2025.		Building Principal Assistant Principal EquityTeam Leaders
	Facilitate the training of equity leaders to serve as a point person for staff questions or concerns and help support a shared responsibility for addressing harmful language.	Designate at least one trained equity leader by January 2026.		Building Principal

	<p>Identify student voice structures within each school that assist with messaging and peer awareness.</p>	<p>Implementation of third grade using student voice workshops identifying concerns and solutions.</p> <p>Continue the opening of the school year with “We are Family” to provide teachers with knowledge about their students’ families, cultures, and traditions.</p> <p>Creation of Connected Lunches and Connected Recess.</p>		<p>Building Principal Assistant Principal Equity Team Leaders School Counselor</p>
--	--	--	--	--

	<p>Pilot at least 3 SEL 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>At least 3 developmentally appropriate SEL lessons will be revised and piloted in classrooms, with teacher feedback collected to inform implementation.</p> <ul style="list-style-type: none"> ● Schoolwide assemblies on Harmful Language ● Monthly Mindfulness Lessons 		<p>School Counselor</p>
	<p>Launch building-wide visual messaging in every school centered on the theme: “Words Matter: Lead with Kindness, Speak with Respect”.</p>	<p>Visuals displayed in common areas and classrooms.</p> <p>Staff will receive training to be completed by March/April 2026.</p>		<p>Building Principal Assistant Principal Equity Team Leaders School Counselor</p>

	<p>Rely on restorative practices for repairing harm.</p> <p>Train additional staff on restorative practices.</p>	<p>Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs.</p> <p>Staff meetings (certified and non-certified) to review implementation of restorative practices.</p>		<p>Building Principal Assistant Principal School Counselor Teachers Paraeducators</p>
	<ul style="list-style-type: none"> Share purpose and expectation of Words Matter campaign with parents through school and classroom newsletters. 	<p>Communicate the purpose and expectations of the "Words Matter" campaign to families through at least one school-wide and one classroom-level newsletter, with follow-up messaging shared at least once per trimester to reinforce the campaign's goals.</p>		<p>Building Principal Classroom teachers</p>
	<ul style="list-style-type: none"> Implement expectations for explicit student support in classrooms. 	<p>Staff PD on "Building Student independence".</p> <p>Focused school-based learning walks.</p>		<p>Building Principal Assistant Principal SPED team</p>
Strategy 3. Enhance Communication to Community Stakeholders				
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Help enhance the NPS Weekly Update	Submit activities and pictures for the NPS Weekly Update	Pictures submitted and included in the NPS Weekly Update.		Building Principal Assistant Principal

Provide Consistent and Timely Communication to School Community	<p>Send relevant information to families that includes updates, dates, school updates, celebrations etc. on a regular basis</p> <p>Classroom teachers will send group email or newsletter monthly.</p> <p>Continue enhancement of the school Facebook page for parents to see day-to-day activities.</p>	<p>Distribute consistent family updates throughout the school year.</p> <p>Distribute monthly informational email or newsletter from each classroom.</p>		Building Principal
	<p>Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively.</p> <p>Continue to enhance staff Facebook page.</p>	<p>Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on survey.</p>		Building Principal

Reed Intermediate School
Strategic Instructional Goals 2025-26

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 (KPIs)	KPI Status	2025-26 Persons Responsible
Provide effective feedback to teachers aimed at continuous improvement in pedagogy.	Implement the revised Newtown Educator Evaluation and Support Plan.	100% of certified staff at Reed Intermediate School will participate in training and successfully complete the professional growth goals they established as part of the annual evaluation process.		Principal Assistant Principal
	Participate in comprehensive training modules and resources for all evaluators on delivering effective feedback using the Newtown single point rubric. This includes observation skills, coaching techniques, and active listening.	Participation in and successfully complete the comprehension training module.		Building Principal Assistant Principal
	Participate in training on basic feedback protocols.	Participation in and successfully complete the basic feedback protocol training by spring 2026.		Building Principal Assistant Principal
	Conduct building-based learning walks aimed at observing effective instructional approaches to engage students.	Observational data collected from learning walks will be shared with staff after classroom visits.		Principal Assistant Principal Math Specialist Language Arts Consultant

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	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Implement a system of	The Reed building-based data team will create a	Participation in the district data team review of data and creation of a		Principal

district and building-based data teams.	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 intentional, instructional actions.	set of actionable instructional strategies to address areas of need of improvement.		Assistant Principal Math Specialist Language Arts Consultant
	Develop a building-based data team that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs.	A detailed analysis of student classroom data will be conducted by the building-based data team and specific actionable instructional strategies to address needs will be identified, implemented and monitored.		Principal Assistant Principal Math Specialist Language Arts Consultant

<p>Set annual goals for increases in student achievement in reading and mathematics as measured by district and state assessments.</p>	<p>Reed Data Team creates a one-year goal for an increase in reading and mathematics performance for Grades 5 and 6.</p> <p>Administer i-Ready to all students in grades 5-6 in the Fall and Winter.</p> <p>Administer SBA to all students in grades 5-6 in the Spring.</p>	<p>Student results as measured by state assessments will demonstrate an increase by 5 percentage points in both language arts and mathematics in Grades 5 & 6.</p> <p><u>Language Arts:</u></p> <p>Grade 5: 80% of students will earn a score of proficient or higher on their spring SBA.</p> <ul style="list-style-type: none"> • SBA ELA Baseline: Spring 2025, Grade 4 - 75% • iReady Baseline: Fall 2025: Grade 5 - 48% • iReady Projection: Typical Gr. 69%, Stretch Gr. 87% • Spring SBA Results: <p>Grade 6: 78% of students will earn a score of proficient or higher on their spring SBA.</p> <ul style="list-style-type: none"> • SBA ELA Baseline: Spring 2025, Grade 5 - 73% • iReady Baseline: Fall 2025: Grade 6 - 52% • iReady Projection: Typical Gr. 67%, Stretch Gr. 84% • Spring SBA Results: <p><u>Mathematics:</u></p>		<p>Principal Assistant Principal Math Specialist Language Arts Consultant Classroom Teachers Special Education Teachers</p>
--	---	--	--	---

Grade 5: **81%** of students will earn a score of proficient or higher on their spring SBA.

- SBA Math Baseline: Spring 2025, Grade 4 - 76%
- iReady Baseline: Fall 2025: Grade 5 - 53%
- iReady Projection: **Typical Gr. 65%, Stretch Gr. 84%**
- **Spring SBA Results:**

Grade 6: **76%** of students will earn a score of proficient or higher on their spring SBA.

- SBA Math Baseline: Spring 2025, Grade 4 - 71%
- iReady Baseline: Fall 2025: Grade 5 - 57%
- iReady Projection: **Typical Gr. 71%, Stretch Gr. 85%**
- **Spring SBA Results:**

<p>Implement strategies to reduce the number of students considered chronically absent.</p>	<p>Climate/MTSS committee analyzes baseline chronic absenteeism data from the previous academic year (2024-2025) disaggregated by grade level and student 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 in the fall of 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. Create a tab in MTSS notes.</p> <p>Regularly run absenteeism reports and incorporate this data review into school-based climate/MTSS meetings.</p> <p>School-based climate/MTSS team develops and disseminates universal Tier I and Tier II strategies</p>	<p>Students will demonstrate improved attendance from the 2024-25 school year. We will improve chronic absenteeism so that students fall within the state threshold.</p> <ul style="list-style-type: none"> • General Education Students <ul style="list-style-type: none"> ◦ Baseline: 22/35 Students at 10% or higher ◦ Target: 77% of students (17) will improve their attendance rate from last year (2024-25) Spring Results: • High Needs Students <ul style="list-style-type: none"> ◦ Baseline: 13/35 Students at 10% or higher ◦ Target: 77% of students (13) will improve their attendance rate from last year (2024-25) Spring Results: 		<p>Principal Assistant Principal Math Specialist Language Arts Consultant Counselors Classroom Teachers Special Education Teachers Unified Arts Teachers Support Staff</p>
---	--	--	--	--

	<p>for promoting attendance for all students. Completed by Spring 2026.</p> <p>School-based climate/MTSS and district climate analyze attendance data to drive decisions and evaluate the impact of Tier 2 interventions. Completed by June 2026.</p>			
--	---	--	--	--

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

Strategic Action(s)	2025-26	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.	<p>Utilizing professional trainers from the ACES RESC, mathematics teachers in Grades 5 & 6 will be provided embedded professional learning throughout the year on inquiry-based instructional strategies, i.e. Building Thinking Classrooms.</p> <p>Through our work with professional trainers from the ACES RESC, Reed's math specialists and building administration will build their capacity to lead staff in the development of inquiry-based instructional strategies, , i.e. Building Thinking Classrooms.</p>	At least 90% of participating staff will report greater confidence with program implementation, including utilizing the suggestions from professional development trainers as measured by their pre and post training surveys, in addition to feedback received at PLC sessions.		Principal Assistant principal Math Specialist Language Arts Director of teaching and Learning Professional Trainers
Support the continued implementation of reading resources.	Professional trainers from EdAdvance will work with Reed's Language Arts Consultant and teachers in Grades 5 & 6 to continue to support curricular implementation with a focus on high level instructional practices and strategies.	100% of language arts teachers will demonstrate use of high level instructional practices and strategies while utilizing their language arts programs, in addition to academic resources and training materials provided by EdAdvance Trainers.		Principals Assistant principal Language Arts Specialist
	Observational data and staff feedback will support the successful implementation of high level instructional practices and strategies in Grades 5 & 6.			
Support the continued implementation of mathematics resources.	Collect data and monitor the successful implementation of mathematics resources in Grades 5 & 6, in addition to the resources from training sessions on Building Thinking Classrooms.	100% of mathematics teachers will demonstrate use of academic resources and training materials from Building Thinking Classrooms.		Building Principal Assistant Principal Math Specialist

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.				
Strategy 1. District and School Climate Improvement				
Strategic Action(s)	2025-26	Key Performance Indicators (KPIs)	KPI Status	2025-26 Persons Responsible
Implement the new Connecticut School Climate Policy in all schools throughout the district.	Provide training to all staff on requirements outlined in the new climate policy.	100% of certified staff will be trained on Connecticut's School Climate Policy.		Principal Assistant Principal
	Based upon the results of the annual school climate survey, each school climate coordinator will work with the building School Climate Committee to develop student focus goals.	At least 90% of students will share that they feel a sense of belonging at Reed Intermediate School as measured by our annual school climate survey.		Principal Assistant Principal School Climate Committee
	Reed's School Climate Committee will expand/review Reed's Behavior Continuum, elicit feedback from staff, and create modifications as necessary.	A Grades 5 and 6 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership by target date.		Principal Assistant Principal School Climate Committee
	Administer a school climate survey to students and Reed Staff.	100% of students and certified staff will be offered an opportunity to complete the annual school climate survey in the spring of 2026.		Assistant Principal
Strategy 2. Inclusive and Welcoming Schools				
Strategic Action(s)	2025-26	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible

Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all	Attend districtwide training on the <i>NPS Harmful Language Protocol</i> , as an intervention and response tool, emphasizing responsibility to recognize, report, and address hateful or harmful language.	100% of building administrators, certified staff, and student support personnel complete initial training on the NPS Harmful Language Protocol by December 2025.		Building Principal Assistant Principal EquityTeam Leaders
schools.	Facilitate the training of equity leaders to serve as a point person for staff questions or concerns and help support a shared responsibility for addressing harmful language.	Designate 2-3 trained equity leaders by January 2026.		Building Principal
	Identify student voice structures at Reed that assist with messaging and peer awareness.	Development of a student voice structure (Kindness Ambassadors, and Reed's Kindness Club) with student leaders who will support and contribute to the positive messaging efforts shared with the Reed Staff, Student, and Family Community, as documented through meeting notes, student-led initiatives, and/or staff and student feedback.		Building Principal Assistant Principal EquityTeam Leaders School Counselor
	Administration will work with staff to discuss, plan, and share lessons that are targeted at supporting student interactions and behavior.	100% of certified staff will implement Reed's revised plan for supporting student well being through focused learning sessions (#ReedPride Afternoons) with all students in grades 5 and 6.		Principal Assistant Principal Math Specialist Language Arts Consultant Counselors Classroom Teachers Special Education Teachers Unified Arts Teachers Support Staff

	Counselor Lessons targeted to support students in understanding that their words are important and can have a positive or negative impact on others. Students will learn the distinction between kindness and harmful language.	Developmentally appropriate lessons will be shared in classrooms, with teacher feedback collected to inform implementation and necessary revisions.		School Counselor
	Reed will launch building-wide visual messaging centered on the theme: "Words Matter".	Student-created visuals displayed in common areas of the school and classrooms.		Building Principal Assistant Principal Equity Team Leaders School Counselor
	Share purpose and expectation of the "Words Matter" campaign with parents through school and classroom newsletters and messaging.	Communicate the purpose and expectations of the "Words Matter" campaign to families through at least one school-wide and one classroom-level newsletter, with follow-up messaging shared at least		Building Principal Classroom teachers
		once per trimester to reinforce the campaign's goals.		
	Support all staff in utilizing Restorative Practices as an intervention regarding student behavior.	100% of staff will receive Restorative Practices training (3 sessions) by April of 2026.		Building Principal Assistant Principal School Counselor Teachers Paraeducators
Strategy 3. Enhance Communication to Community Stakeholders				
Strategic Action(s)	2025-26	Key Performance Indicators (KPIs)	KPI Status	Persons Responsible
Enhance the NPS Weekly Update	Share pictures, description of events, and activities from Reed Intermediate School to be included in the NPS Weekly Update	Descriptions and pictures shared and included in the NPS Weekly Update.		Principal Assistant Principal

Promote Reed Intermediate School with ongoing, purposeful communication with all Reed Families	Administration will share monthly newsletters, in addition to timely emails communicating important school information (reminders, events, school news, etc.)	Share a principal's monthly newsletter with all members of the Reed Community (10 per year), as well as ongoing emails to provide timely updates to all families.		Principal Assistant Principal
	Classroom Teachers, Unified Arts Teachers, Special Education Teachers, and Support Staff will communicate regularly with Reed Families.	Share communication with all families at least twice monthly regarding classroom news, updates, etc.		Classroom Teachers Special Education Teachers Unified Arts Teachers Support Staff
Enhance Reed's School Website	Update Reed Website to ensure content is accurate, user friendly, and representative of school identity.	Partner with the Director of Technology to ensure that the school's website is updated with essential and accurate information throughout the school year.		Director of Technology Principal

**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

NOTE: Among other changes, effective October 1, 2025, employees working for boards of education in positions that do not require professional certification under Chapter 166 of the Connecticut General Statutes will be eligible for leave in accordance with the Connecticut Family and Medical Leave Act. This policy has been developed for implementation on and after October 1, 2025.

**Series 4000
Personnel**

P4152.6/4252.6

FAMILY AND MEDICAL LEAVE

PURPOSE

The purpose of this policy is to apprise employees of their rights and establish guidelines for leaves taken by employees of the Newtown Board of Education (the “Board”), under the federal Family and Medical Leave Act of 1993 (“Federal FMLA”) and/or the Connecticut Family and Medical Leave Act (“CT FMLA”) and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

ELIGIBILITY

An employee who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the Federal FMLA. A full-time instructional employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee working for the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes (*i.e.*, a “noncertified employee”) is eligible for unpaid leave under the CT FMLA if such employee has been employed by the Board for at least three (3) months in the twelve (12) months immediately preceding the start of such leave.

DEFINITIONS

Genetic information: For purposes of this policy, “genetic information” includes an individual’s family medical history, an individual’s or family member’s genetic tests, and/or the fact that an individual or an individual’s family member sought or received genetic services or participated in clinical research which includes genetic services.

“Genetic information” includes genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Noncertified employee: For purposes of this policy, “noncertified employee” means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

REASONS FOR LEAVE

(a) **Federal FMLA**

Leaves under the Federal FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth;
- to care for the employee’s newborn child;
- the placement of a child with the employee by adoption or for foster care;
- to care for the employee’s spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee’s position;
- to care for a covered injured or ill servicemember (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of an employee’s spouse, child, or parent’s military service, including one or more of the following reasons (note – more detailed information on the following categories is available from the Human Resources Department):
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;
 - financial and legal arrangements;
 - counseling;
 - rest and recuperation;

post-deployment activities;
parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty; and/or
additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

(b) CT FMLA

Leaves under the CT FMLA may be taken for the following reasons:

upon the birth of the employee's newborn child, and to care for the newborn child;
upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
to care for the employee's family member, if such family member has a serious health condition;
because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
in order to serve as an organ or bone marrow donor;
to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below – Length of Leave – for further information); or
to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

(1) Leaves under the Federal FMLA: If a leave is requested for a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

- (2) Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional workweeks of leave during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

The 12-month entitlement period for family or medical leave is measured on the basis of a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

(b) Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty in the Armed Forces.

When combined with any other type of Federal FMLA or CT FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the Federal FMLA and/or CT FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of

intermittent leave include: leave taken one day per week over a period of a few months or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule Federal FMLA and/or CT FMLA leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered servicemember's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, Federal FMLA and/or CT FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency, or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a covered family member or a covered servicemember, including during a period of recovery from an employee's or covered family member's serious health condition or a serious injury or illness of a covered servicemember, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Under the Federal FMLA, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a covered family member with a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request Federal FMLA and/or CT FMLA leave for the birth, placement of a child by adoption or for foster care, or to care for a parent (or family member, for purposes of CT FMLA leave) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee

has taken individually and the 12 weeks for Federal and/or CT FMLA leave for other qualifying reasons in the 12-month entitlement period.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If Federal FMLA leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

(a) Foreseeable Leave

An employee must notify the Human Resources Department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or a covered family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for Federal FMLA and/or CT FMLA leave.

(b) Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

SCHEDULING PLANNED MEDICAL TREATMENT

When planning medical treatment for foreseeable Federal FMLA and/or CT FMLA leave, an employee must consult with the Human Resources Department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the Human Resources Department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

REQUIRED CERTIFICATIONS/DOCUMENTATION

For leaves taken for any Federal FMLA or CT FMLA-qualifying reason, an employee must submit completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee. The employee must submit a complete and sufficient certification form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the Human Resources Department of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. Federal FMLA- and/or CT FMLA-protected leave may be delayed or denied, in accordance with applicable law, if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This

certification must be submitted to the Human Resources Department. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional Federal FMLA and/or CT FMLA leave (if the eligible for such leave and such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

USE OF PAID LEAVE

Paid leave, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement (if any), and/or Board policy ("PTO") will be substituted for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and Federal FMLA and/or CT FMLA-qualifying leave will run concurrently. The employee must satisfy any procedural requirements applicable to the use of paid leave, but only in connection with the receipt of such payment. An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.

Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program ("CT Paid Leave") for all or part of any unpaid leave, provided the employee qualifies for payments under the program. Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority ("Authority") for partial income replacement benefits when they need leave for (1) any of the reasons that qualify for CT FMLA; and/or (2) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault. Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The

Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.

The Board shall require employees to use applicable PTO concurrently with their CT FMLA leave, subject to their right to retain up to two weeks of accrued PTO. If, after exhausting other applicable PTO, an employee does not wish to retain two weeks of accrued PTO while on approved CT FMLA leave, the Board shall permit the employee to receive these accrued PTO benefits concurrently with their CT Paid Leave benefits, if any, provided the total compensation of such covered employee during such period of leave shall not exceed such covered employee's regular rate of compensation.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

MEDICAL INSURANCE AND OTHER BENEFITS

During family or medical leaves approved in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During a Federal FMLA and/or CT FMLA leave, an employee shall not accrue benefits such as seniority, pension benefits, sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave pursuant to this policy, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

COMPLAINTS

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Director of Human Resources. Federal FMLA and CT FMLA do not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References:

Connecticut:

Conn. Gen. Stat. § 31-51kk et seq.

Conn. Gen. Stat. § 31-49e et seq.

Regs. Conn. State Agencies 31-51qq, et seq.

Public Act 25-174, “An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027”

Federal:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

ADOPTED: _____

REVISED: _____

**POLICY REGARDING HOLDS ON THE
DESTRUCTION OF ELECTRONIC INFORMATION AND PAPER RECORDS**

The Board of Education (the “Board”) complies with all state and federal regulations regarding the retention, storage and destruction of electronic information and paper records. The Superintendent or his/her designee shall be responsible for implementing administrative regulations concerning the placing of a “hold” on electronic information and paper records that may reasonably be anticipated to be subject to discovery in the course of litigation.

All school officials and employees have a duty to preserve all paper records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation.

The Superintendent or his/her designee shall be responsible for developing and implementing administrative regulations to preserve records, including e-mails and electronically stored information, that could potentially be related to any matter that is currently in litigation or may be anticipated to result in future litigation. Such regulations shall identify those individuals responsible for identifying those matters for which records must be preserved as well as developing procedures, with the help of technical staff, for the preservation of electronically stored information.

Legal References:

Rules 34 and 45 of the Federal Rules of Civil Procedure
General Letter 2009-2 of the Public Records Administrator Record Retention
Schedules Towns, Municipalities and Boards of Education

ADOPTED: _____

REVISED: _____

**ADMINISTRATIVE REGULATIONS REGARDING HOLDS ON THE
DESTRUCTION OF ELECTRONIC INFORMATION AND PAPER RECORDS**

I. RECORDS CUSTODIAN

These regulations are designed to assist in implementation of Board Policy 2260 regarding holds on the destruction of electronic information and paper records. The Superintendent of Schools shall designate a Records Custodian who will be responsible for implementation of District policies and regulations for the preservation of paper records and electronically stored information, including e-mails.

**II. HOLDS ON THE DESTRUCTION OF ELECTRONIC INFORMATION
AND PAPER RECORDS**

Upon receipt of notice that the District is involved in litigation as a party to a lawsuit, the District is issued a subpoena by a party to a lawsuit in which it is not a party, or if the District receives information that would lead a reasonable person to anticipate the possibility of litigation, the Records Custodian is to immediately take steps to ensure that any paper records and electronically stored information that could be related to the litigation or potential litigation are preserved from deletion or destruction. Actions to preserve records and electronically stored information shall include, but are not limited to, the postponing or canceling of any automatic deletion of electronically stored information until relevant information and documents can be identified and stored, notification to employees of a “litigation hold” to prevent the deletion and destruction of documents that might be related to the litigation or potential litigation, and the identification of documents and information that are subject to preservation. This litigation hold triggers the duty to preserve documents, such as transitory messages, that otherwise could be deleted under the district’s record retention policy.

The Records Custodian shall issue a “litigation hold” memorandum that specifically describes the types of documents and information that must be preserved and describes how those materials are to be identified, maintained and stored. The memorandum shall specifically state that the duty of preservation is ongoing and that it is the responsibility of employees to continue to identify and preserve relevant documents until notified via a subsequent memorandum that the litigation hold is no longer in effect. All employees who are sent a “litigation hold” memorandum are to acknowledge receipt and understanding of the memorandum in writing, which may be in the form of an e-mail response. A copy of any “litigation hold” memorandum shall be sent to the District IT department.

The Records Custodian shall be responsible for the collection and coordination of the retention of documents that are subject to the litigation hold, including electronically stored information. He/she shall work with the District’s IT personnel to ensure compliance with

the litigation hold. Specifically, the Records Custodian shall determine the types of electronically stored information that exist and where that information is maintained, identify where both identified paper documents and electronically stored information will be stored, and implement procedures to ensure that District employees are complying with the litigation hold. No system wide process for automatic deletion of electronic information will be implemented while a litigation hold is in effect without prior notice to the Records Custodian and verification by the Records Custodian that the deletion process will not destroy documents or information that is subject to a litigation hold. The Records Custodian may need to periodically reissue the "litigation hold" memorandum and will ensure that the "litigation hold" memorandum is provided to new employees who may have access to relevant information. Finally, the Records Custodian shall ensure that all steps taken by the District to identify and preserve relevant information are documented.

Legal References:

General Letters 96-2, 2001-1, 2009-2 of the Public Records Administrator
Record Retention Schedules Towns, Municipalities and Boards of Education
Rules 34 and 45 of the Federal Rules of Civil Procedure
Silvestri v. General Motors Corp., 271 F.3d 583 (4th Cir. 2001)

ADOPTED: _____

REVISED: _____

NOTICE REGARDING A LITIGATION HOLD
CONCERNING ELECTRONIC INFORMATION AND PAPER DOCUMENTS

This memorandum places a "litigation hold" on all documents, both paper and electronically stored information, concerning **[identify the matter that is subject to the litigation hold]**. Materials that fall under this litigation hold include, but are not limited to, e-mail, word processing documents, spreadsheets, databases, calendars, voice mail, internet usage files and network access information **[the school district can be more specific in the identification of documents if that information is available]**. All District employees are to immediately suspend any and all document destruction, including any scheduled document destruction or electronic information deletion programs, for any materials that might fall within the parameters of this memorandum. If you have questions as to what materials are subject to the litigation hold, you are to contact the Records Custodian **[insert name and contact information]**.

If you are in possession of materials subject to this litigation hold, you shall take steps to preserve and store these materials. Paper documents are to be copied and segregated in a separate hard copy file. Electronic information is to be stored in computer folders and saved on the network drive and/or saved to a removable disk which is to be

clearly marked and stored in a safe and appropriate location **[the school district can develop its own set of storage guidelines for identified materials]**. Under no circumstances are you to destroy or delete materials, documents or electronic information that might be subject to this litigation hold without the written permission of the Records Custodian.

You must give prompt attention to the issues addressed in this memorandum, specifically the responsibility to identify and preserve documents and electronic information concerning **[the matter that is subject to the litigation hold]**. Serious consequences may result from the failure of District employees to take immediate and reasonable precautions to properly preserve information. Therefore, you must acknowledge your receipt and understanding of this memorandum in writing or via e-mail.

The restrictions put into place by this memorandum are ongoing until you receive notice in a memorandum from the Records Custodian that the litigation hold is no longer in effect. You are encouraged to direct any questions concerning this memorandum to the Records Custodian.

Note: This is a required policy that has been updated to Shipman Policy which reflects updated General Letters and other guidance from OPRA.

**Series 2000
Administration**

P2270

RETENTION AND DISPOSITION OF RECORDS AND INFORMATION

I. INTRODUCTION

The Newtown Board of Education (the “Board”) complies with all state and federal laws and regulations regarding the retention, storage, and disposition of records. The Superintendent or designee shall be responsible for developing and implementing administrative regulations concerning the retention, storage, and disposition of records and the dissemination of such administrative regulations to all school officials, employees, and individuals granted access to the computer systems and/or networks of the Newtown Public Schools (the “District”) and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District’s computer systems are referred to as the “Users”.

II. RETENTION OF RECORDS

The District shall comply with all minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut (“OPRA”). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type. As such, the same record retention period that applies to paper records applies to electronically stored information. Therefore, like paper records, the content and function of an electronic record, including electronic messages, determine the retention period for that document.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official copy shall be the legally recognized copy maintained for record retention purposes.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or designee.

III. USE OF ELECTRONIC MESSAGES AND ELECTRONIC COMMUNICATIONS

The Board has installed computers and a computer network(s), including Internet access and electronic messaging systems, on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content (such as Snapchat), and security focused platforms (such as Signal). The Board's computers, computer networks, electronic devices, Internet access and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the District.

Electronic messages sent by Users as part of their work and/or by using the District's computer systems and/or network(s) are not private communications and are potentially subject to disclosure, regardless of whether the messages are sent using personal devices or the District's computer systems. Users must understand that the Board has reserved the right to conduct monitoring of the District's computer systems and may do so *despite* the assignment to individual Users of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system User.

The computer systems' security aspects, message delete function and personal passwords may be bypassed for monitoring purposes. Therefore, Users must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the District's computer systems, including any incidental personal use permitted in accordance with the Board's policy and regulations regarding computer use by Users.

Any retained messages may be retrieved for a variety of purposes, including but not limited to as part of routine monitoring by the District, an employee investigation, a search for documents pursuant to a Freedom of Information Act request, a formal discovery process as part of litigation, or other legal processes such as a response to a subpoena. Users should bear in mind that electronic messages may be retained at different locations within the computer systems and/or devices and that these messages are subject to retrieval, regardless of whether the User has deleted such messages from the User's or the District's accounts. Consequently, Users should use discretion when using computers or other electronic technology to send, record or retain electronic messages and information.

IV. DISPOSITION OF RECORDS

The disposition of records, or the destruction or transfer of records to the custody of another entity, shall only occur in accordance with relevant state and federal laws and guidelines established by the OPRA. The District shall also follow the OPRA’s specific protocols for the disposition of permanent, historical and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)

Conn. Gen. Stat. § 7-109

Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2 and 2009-2 of the Office of the Public Records Administrator (“OPRA”)

OPRA, Public Records Policy 04, *Electronic Records Management* (Dec. 2022)

OPRA, Public Records Policy 04-1, *Electronic Records* (Dec. 2022)

OPRA, Public Records Policy 04-2, *Digital Imaging* (Dec. 2022)

OPRA, Public Records Policy 05, *Disposition of Public Records* (Nov. 2011)

OPRA, *Public Records Memorandum 101: Disposition of Original Paper Records After Scanning* (June 2024)

Connecticut State Library, State Archives (“State Archives”), State Archives Policy 01: *Transfer of Historical Records to the State Archives of Other Approved Archival Repository* (October 15, 2019)

Record Retention Schedules Towns, Municipalities and Boards of Education

OPRA, Records Disposition Authorization, Form RC-075 (revised 12/2021)

OPRA, Authorization for Disposal of Original Non-Permanent Records Stored as Digital Images, Form RC-040 (revised 5/2024)

OPRA, Annual Certification for Disposal of Original Non-Permanent Paper Records Stored as Digital Images, Form RC-045 (revised 5/2024)

OPRA, Certification for Disposition of Original Permanent/Life of Structure Records Stored as Digital Images, Form RC-245 (revised 5/2024)

Frequently Asked Questions about E-mail, CT Public Records Administrator, *available at* <https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf> .

ADOPTED: _____
REVISED: _____

ADMINISTRATIVE REGULATIONS REGARDING THE RETENTION AND DISPOSITION OF RECORDS AND INFORMATION

I. INTRODUCTION

The Newtown Board of Education (the “Board”) complies with all state and federal laws and regulations regarding the retention, storage and disposition of records. These administrative regulations are designed to assist in implementation of the Board’s policy regarding the retention, storage, and disposition of public records. These regulations shall be disseminated and/or made available to all school officials, employees, and individuals granted access to the computer systems and/or networks of the Newtown Public Schools (the “District”) and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District’s computer systems are referred to as the “Users.”

These regulations supplement and do not replace District policy relating to education records.

II. DEFINITIONS

- A. Archival record means a public record, which, regardless of format, possesses enduring value if it documents or contains information on one or more of the following: 1) the evolution of the Board, the District, or their policies and practices; 2) claims or petitions against the Board or the District and the disposition of those claims or petitions; 3) obligations and claims made on citizens by the Board or the District and their disposition; 4) the legal and legislative history of the Board or the District; and/or 5) topics of research value beyond the specific administrative, legal or fiscal reasons the records were originally created.
- B. Computer systems mean the Board’s computers, computer networks, electronic devices, Internet access and electronic messaging systems, which are provided in order to enhance both the educational opportunities for students and the business operations of the District.
- C. Digital imaging means the process of converting original records on paper or film into electronic images. The process typically requires a document scanner or digital camera, a computer and software to capture the image, and indexing of the digitized images.
- D. Digitized record means an electronic record created by converting paper or other media formats to a digital form that is of sufficient authenticity,

reliability, usability, and integrity to serve in place of the original source record.

- E. Disposition means a final administrative action taken with regard to records, including destruction, transfer to another entity, or permanent preservation.
- F. Electronic messages mean e-mail, fax, instant messaging, text messaging, and Web-based messaging services. Electronic messages may be transmitted by a variety of mediums, including computers and mobile computing devices. In addition to the body of the message, electronic messages also contain metadata, such as transactional information (*e.g.*, date and time sent, sender/receiver) and may contain attachments such as calendars, directories, distribution lists, sound recordings, photographs, images, word-processing documents, spreadsheets, and other electronic documents.
- G. Electronic messaging systems mean mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content (such as Snapchat), and security focused platforms (such as Signal).
- H. Electronically stored information means information that is fixed in a tangible form and is stored in a medium from which it can be retrieved and examined. It can consist of writings, drawings, graphs, charts, photographs, sound recordings, images, and other data or data compilations stored in any medium from which information can be obtained into useable form.
- I. Historical record means a public record that has been determined to possess value in documenting the history of an organization and is thus worthy of permanent preservation.
- J. Official record copy means the specific copy of a public record, as provided in C.G.S. § 1-200(5), designated by the public agency as the legally recognized copy that must be maintained for records retention, preservation, and authentication.
- K. Non-records mean items that are not usually included within the scope of official records. Examples of non-records are extra (duplicate) copies kept only for convenience, reference materials, blank forms, and spam and unsolicited advertisements.
- L. Permanent records mean records that have been determined to have sufficient historical, administrative, legal, fiscal, or other value to warrant continuing preservation.

- M. Public records mean any recorded data or information relating to the conduct of the public's business prepared, owned, used, or received by a public agency, whether such data or information is handwritten, typed, tape-recorded, videotaped, printed, photostated, photographed or recorded by any method.
- N. Routine correspondence means any communication that is part of or relates to commonplace tasks or duties within an office and is done at regular or specified intervals.
- O. Source record/original source record means the record from which a digitized version or digitized record is created.
- P. Transitory correspondence consists of communication that does not relate to an individual's job responsibilities or has a short-term administrative value.

III. RECORDS CUSTODIAN

The Superintendent of Schools shall designate a Records Custodian who will be responsible for the implementation of District policies and regulations for the retention of records, including electronic messages and electronically stored information.

The District's Record Custodian is:

[Insert contact information for the appropriate individual or individual]

IV. RETENTION OF RECORDS

The District shall comply with the minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut ("OPRA"). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official record copy shall be the legally recognized copy maintained for records retention. When District officials or employees are unsure which copy serves as the official record copy, they should contact the Record Custodian for clarification.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might

otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or designee.

V. CLASSIFICATION OF ELECTRONIC MESSAGES

The same record retention policy that applies to paper records applies to electronically stored information, including electronic messages. Therefore, like paper records, the content and function of an electronic record, including electronic messages, determine the retention period for that document.

District officials and employees shall use the following steps in determining whether to maintain electronic messages and, if so, for how long:

Step 1: Determine whether the message is a public record or a non-record.

Step 2: If the message is a non-record, destroy at will (e.g., spam and unsolicited advertisements).

Step 3: If the message is a record, determine which records series the message belongs to, for example:

1. If the message is Transitory Correspondence, delete at will.
2. If the message is Routine Correspondence, retain for 2 years.
3. If the message is All Other Correspondence, retain for the equivalent records series.

Step 4: Maintain the messages for the required retention period under the equivalent records series.

VI. DIGITAL IMAGING OF PAPER/HARD COPY RECORDS

Paper records may be digitized and maintained as electronic records; however, in doing so, the District must ensure the authenticity, reliability, integrity and usability of the reformatted records. If the District uses a vendor for digital imaging services, the District remains responsible for ensuring compliance with this policy.

In its use of digital imaging, the District shall:

1. Establish and maintain a quality assurance process designed to ensure the creation of accurate and authentic digital images and accurate indexes and production metadata.

2. Create and maintain accurate and authentic digital images in accordance with accepted standards and best practices.
3. Create and maintain accurate indexes and production metadata designed to properly identify and retrieve digital images.
4. Store and protect digital images against file corruption, alteration, or deletion throughout the designated retention period.
5. Perform periodic backups of all digital images, associated indices, and production metadata and maintain a geographically remote offsite backup copy designed to enable recovery and access in the event of a wide-spread disaster or emergency.
6. Perform and certify annual tests of backup media designed to ensure all files have been backed up and are readable.
7. Migrate digital images, associated indexes, and production metadata to a newer media platform or file format as needed in a manner designed to ensure the content remains accessible.
8. Define and document the normal operations and use of the imaging technology and electronic content management system in a manner designed to ensure system trustworthiness.
9. Comply with Public Records Policy 04: Electronic Records Management, Public Records Standards 04-1: Electronic Records, and the digital imaging standards established by the OPRA in Public Records Standards 04-2: Digital Imaging.

VII. RETENTION OF ELECTRONIC RECORDS

Electronic messages and electronically stored information will be archived by the District for their required retention period using method(s) approved by the Records Custodian, which may include the following:

1. Print message or record and store in appropriate hard copy file.
2. Place in computer folders and save on hard drive.
3. Save to a removable disk which is then stored in an appropriate location.
4. Transfer to an automated records management software application.
5. Manage at the server by an automated classification system.

The Records Custodian will be responsible for working with the District Systems Administrator to implement a schedule and system for reviewing electronically stored information. This review shall occur at least annually. No system-wide process for automatic deletion of electronic information will be implemented without notice to any

individual who may have such information and each such individual will verify that they have reviewed and archived information that must be retained. Following this review, all electronic messages and/or electronically stored information that have not been archived according to District policies and procedures shall be designated for deletion or archiving, and the affected Users will be notified about the procedures to be followed to implement this process. The Records Custodian or designee shall follow up with notified Users to promote compliance.

Additionally, the Records Custodian, working with the District Systems Administrator, shall establish processes designed to ensure that any process for automatic deletion of electronic information from the system will not delete information stored in folders and/or system locations that have been designated as appropriate for archiving electronically stored information.

VIII. DISPOSITION OF PUBLIC RECORDS

The disposition of public records shall only occur in accordance with relevant state and federal statutes and guidelines established by the OPRA. The District shall also follow the OPRA's specific protocols for the disposition of permanent, historical and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

The OPRA provides for two separate processes for (1) the disposition of official record copies and (2) the disposition of original source records, where such records have been appropriately digitized. If the District uses a vendor for disposition of records, the District remains responsible for ensuring compliance with these regulations.

A. Disposition of Official Record Copies

If a record is the official record copy, the District may not dispose of such record until the applicable retention period has been met and the District has received signed authorization from the OPRA or State Archives. The District shall adhere to the following steps in determining whether to dispose of official record copies:

- Step 1:** Ensure the proper records retention schedule has been met for the document(s) at issue. All records proposed for disposition must be on an approved records retention schedule. *If a record is not on a schedule, the record cannot be disposed, and the OPRA must be contacted for further direction. For permanent, historical, and/or archival records, contact the State Archives for further instruction.*

- Step 2:** Submit the Records Disposition Authorization Form RC-075 ("RC-075 Form) to request authorization to dispose of the official record copy, in accordance with Public Records Policy 05: Disposition of

Public Records (PRP 05) and at least thirty (30) days prior to the proposed date of destruction.

- Step 3:** Receive signed authorization indicating approval from the OPRA before disposing of any official record copy.
- Step 4:** Follow the OPRA guidance regarding the method of disposal. If records are being destroyed, follow OPRA guidance based on the format of the record to be destroyed (e.g., whether hard copy or electronic media).
- Step 5:** Document that the original source records were destroyed lawfully. The District shall follow a destruction process by which content is systematically deleted with an audit trail that is legally admissible in court.
- Step 6:** Record the actual date of destruction on RC-075 Form and attach any supporting documentation.
- Step 7:** Retain the RC-075 Form and any supporting documentation for the retention period for Records Disposition Authorization records.

B. Disposition of Original Source Records After Scanning

If paper public records have been converted to digitized records and/or if the District seeks to digitize and dispose of such records on an ongoing basis, the District shall retain and/or dispose of original source records pursuant to the following guidelines.

Less-than-Permanent Records:

- Step 1:** **For less-than-permanent records that have already been digitized,** the Records Custodian must complete and submit the Authorization for Disposal of Original Non-Permanent Paper Records Stored as Digital Images Form RC-040 (“RC-040 Form”) to request approval for disposal of original non-permanent records that have been reformatted as digital images.
 - a. The RC-040 Form must be signed by the Records Custodian and the Superintendent and completed in accordance with the instructions on the form.
 - b. The District must receive signed authorization indicating approval from the State Archivist and the Public Records Administrator before disposing of original source records.

For less-than-permanent records that will be digitized and disposed on an ongoing basis, the Records Custodian must complete and submit the Annual Certification for Disposal of Original Non-Permanent Paper Records Stored as Digital Images, Form RC-045 (“RC-045 Form”) to request pre-authorization to dispose of original non-permanent source records stored as digital images.

- a. The RC-045 Form must be signed by the Records Custodian and the Superintendent and completed in accordance with the instructions on the form.
- b. The District must receive signed authorization indicating approval from the State Archivist and the Public Records Administrator before disposing of non-permanent original source records on an ongoing basis. The RC-045 Form certifies that records will be digitized on an ongoing basis as part of standard business practices. This authorization only applies to the original non-permanent records within the series approved on the RC-045 Form.
- c. The Records Custodian, in consultation with the Superintendent, *must renew certification annually* by submitting a completed RC-045 Form. *Certification does not extend beyond the 12-month period.*

Step 2: Once digitized, and upon approved destruction of the paper records, the Records Custodian must designate the digitized record as the official record copy. All digitized records will be properly maintained and will remain accessible for the full retention period.

Step 3: The District must document that the original source records were destroyed lawfully and document the actual date of disposition on the respective form, the RC-040 Form or the RC-045 Form. The District shall follow a destruction process by which content is systematically deleted with an audit trail that is legally admissible in court.

Step 4: The District shall record the actual date of disposition on the RC-040 or RC-045 Form, as applicable, and retain such form and any supporting documentation for the retention period for Records Disposal Authorization records.

Permanent, Historical, Archival, or Life of Structure Records:

Step 1: For permanent, historical, archival, or life of structure records, the Records Custodian must complete the Certification for Disposal of Original Permanent/Life of Structure Records Stored as Digital Images Form RC-245 (“RC-245 Form”) in accordance with the instructions on the form. The RC-245 Form permits the District to request pre-authorization to dispose of original paper permanent, historical, archival or life of structure records stored as digital images. The Records Custodian must ensure that the digital records are accessible for the full retention period. The Records Custodian and Superintendent of Schools must also certify that all other requirements set forth in the RC-245 Form are met.

- a. The District shall follow specific requirements for digitizing permanent, archival, historical or life structure records as outlined in the Public Records Policy 04: Electronic Records Management, Public Records Standards 04-1: Electronic Records, and Public Records Standards 04-2: Digital Imaging.
- b. The District must evaluate, update, and resubmit this certification for approval every 5 years **or** under the following conditions, whichever comes first:
 - i. To reflect changes in information systems, scanning procedures, storage methods, or any other systems or workflows that could affect the quality, accessibility, or preservation of digital images produced under this certification;
 - ii. Upon updates to retention periods or public records and digital preservation guidance;
 - iii. When seeking approval for scanning and disposing of additional permanent record series, date groups, or sets other than those previously approved; or
 - iv. When decommissioning a legacy system used to create or store any digitized permanent records.
- c. The District must notify the State Archives prior to destroying permanent paper records and receive signed authorization indicating approval from the State Archivist and the Public Records Administrator before disposing of an original source record. Records may not be disposed until the District has received this signed authorization.

- d. Upon approval of the RC-245 Form, the State Archivist may request transfer of paper records or a scheduled transfer of the digitized records to the State Archives.

- Step 2:** Once digitized, and upon approved disposition or destruction of the paper records, the Records Custodian must designate the digitized record as the official record copy. All digitized records will be properly maintained and will remain accessible for the full retention period.
- Step 3:** The District must document that the original source records were disposed of lawfully and document the actual date of disposition on the RC-245 Form.
- Step 4:** Following disposal of the original source records, the Records Custodian must forward the signed original Form (and any supporting documentation) to the Office of the Town Clerk for retention and may keep a duplicate copy.
- Step 5:** The District shall retain duplicates of the RC-245 Form and any supporting documentation for the retention period for Records Disposal Authorization records.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)
Conn. Gen. Stat. § 7-109
Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2 and 2009-2 of the Office of the Public Records Administrator

OPRA, Public Records Policy 04, *Electronic Records Management* (Dec. 2022)
OPRA, Public Records Policy 04-1, *Electronic Records* (Dec. 2022)
OPRA, Public Records Policy 04-2, *Digital Imaging* (Dec. 2022)
OPRA, Public Records Policy 05, *Disposition of Public Records* (Nov. 2011)
OPRA, *Public Records Memorandum 101: Disposition of Original Paper Records After Scanning* (June 2024)
OPRA, *Records Management Terms* (July 2015)

Connecticut State Library, State Archives (“State Archives”), State Archives Policy 01: *Transfer of Historical Records to the State Archives of Other Approved Archival Repository* (October 15, 2019)

Record Retention Schedules Towns, Municipalities and Boards of Education

OPRA, Records Disposition Authorization, Form RC-075 (revised 12/2021)

OPRA, Authorization for Disposal of Original Non-Permanent Records Stored as Digital Images, Form RC-040 (revised 5/2024)

OPRA, Annual Certification for Disposal of Original Non-Permanent Paper Records Stored as Digital Images, Form RC-045 (revised 5/2024)

OPRA, Certification for Disposition of Original Permanent/Life of Structure Records Stored as Digital Images, Form RC-245 (revised 5/2024)

Frequently Asked Questions about E-mail, CT Public Records Administrator, *available at* <https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf>.

ADOPTED: _____

REVISED: _____

11/26/2024

Administrative Regulations on Academic Integrity and Acceptable Use of Artificial Intelligence (AI)

The Newtown Public Schools are dedicated to nurturing an academic community founded on integrity, honesty, and respect. [As an academic community, the District will not tolerate academic dishonesty. Any activity of this nature is in opposition to the goals of the District as a place of learning and is contrary to the values of the schools of the District and the community. Dishonesty is not merely a private matter between the teacher and student but is a concern to the entire school community.](#)

[Cheating, defined as copying another student's work and claiming it as your own and plagiarism, defined as the use of another person's original ideas or writing without giving credit to the true author, are both prohibited practices. Materials taken from electronic sources are covered by these Regulations.](#)

[A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question, as well as other disciplinary measures. "Due process" must be provided to students accused of cheating.](#)

[Each school level \(Elementary, Middle, High\) will develop guidelines that address violations and procedures. Guidelines will be published in all student/parent handbooks and on the District/school website.](#)

The Newtown Public Schools aim to empower students to responsibly utilize AI to deepen their learning, all while upholding academic integrity and strengthening critical thinking skills. The following guidelines outline the appropriate and ethical student use of Artificial Intelligence (AI) tools:

A. Guidelines for Student Use of Artificial Intelligence (AI) Tools

AI tools can be powerful resources for learning and creativity when used responsibly. These guidelines outline the expectations for their use in all academic work in the Newton Public Schools.

1. Adherence to Guidelines & Teacher Instructions: Students are expected to always follow this policy, school rules and specific teacher instructions regarding AI use for each assignment. If AI is prohibited, students should not use it.
2. Safety & Privacy: Students are expected to use AI tools responsibly. Students should never share personal identifying information (PII) of themselves or others, and should be mindful that data input into AI models may not be private.
3. Learning Enhancement & Originality: Students are expected to be the primary thinkers and creators; AI is an assistant. Students should never present AI-generated content as their own unaided work. All submissions must reflect their understanding and effort. AI is a tool to support and deepen students' learning, not to bypass thinking or avoid required work.
4. Transparency & Disclosure: Students must always disclose when and how they have used AI in academic work. Teachers will provide specific disclosure requirements for each assignment.
5. Attribution: Students must properly cite and attribute any content, ideas, or significant influence

from AI.

6. Ethical Considerations: Students should develop a fundamental understanding of AI's capabilities, limitations, and societal impact, as well as appropriate versus inappropriate AI use. Students should be aware that AI is subject to potential biases and inaccuracies such as fabricated or misleading information, hallucinations or even copyrighted material.
7. Misleading Information: Student generation of false or misleading information using AI tools and presenting it as factual including but not limited to the generation of Deepfakes in video, text, audio, or images is not allowed.

B. Appropriate Use Examples:

1. Brainstorming: "Using an AI to generate a list of possible research topics for an essay."
2. Outlining: "Asking an AI to help structure an argument for a debate."
3. Drafting: "Using an AI to correct grammar and spelling in a first draft of a paper."

C. Inappropriate Use Examples:

1. Plagiarism: "Copying and pasting an entire essay generated by an AI and submitting it as your own."
2. Cheating: "Using an AI to solve a math problem on a test where calculators are not allowed."
3. Dishonesty: "Not disclosing that you used an AI tool to help write a poem for an assignment where original, unaided work was required."

D. Responsibilities:

1. Student Responsibilities: To maintain and support the academic integrity of the school community by completing all assigned work, activities and tests honestly and fairly without engaging in cheating or plagiarism, including adhering to the guidelines for AI use as outlined in Sections A-C.
2. Teacher Responsibilities: To clearly communicate expectations for AI use on all assignments, including modeling the ethical and appropriate use of AI to students.

E. Procedure and Disciplinary Action for Inappropriate Use:

1. Definition: The inappropriate use of AI tools in academic work, as outlined in Section A, is considered a form of academic dishonesty and falls under the definitions of cheating and/or plagiarism.
2. Action: Any student who engages in any form of academic dishonesty, including the inappropriate use of AI will be subject to the loss of credit for the work in question in addition to other suitable disciplinary measures.

Political Activities in the Schools

- A. **Purpose:** To provide guidelines to candidates, candidate representatives, Board employees and students related to the conduct of political activities as it may involve District schools and school activities.
- B. **Access to School System Information:** Any candidate or other Connecticut citizen may have access to school records and information pursuant to the provisions of the Connecticut Freedom of Information Act.

Requests for information from candidates or their representatives related to political campaigns and issues regarding the District should be directed to the Office of the Superintendent. To ensure impartial cooperation with candidates in elections for the Board of Education, responses to campaign requests will be shared with all announced candidates.

- C. **Display and Distribution of Political Literature:** Display and distribution of political materials in the schools during school hours shall be restricted to those of an educational nature and as part of the educational program. Teachers, who elect to use such materials for instructional purposes, shall present them in an impartial and objective manner that is relevant to the course content and appropriate to the knowledge and maturity of the students. Existing District procedures permit the distribution in schools of materials related to parks and recreation, scouting and other non-profit or service organizations. Consistent with these procedures, political campaign materials or materials that support or oppose political candidates, parties or issues shall not be sent home from school with students. Also such literature shall not be distributed during school hours or on a school bus by students, Board employees or others. Campaign-related posters or signs may not be displayed at or within schools.

Candidates, or their representatives, desiring to distribute campaign or political materials to those attending school-related activities occurring after school hours must do so outside the building or other school facility. The distribution of political literature at events or meetings that are not school-related may be subject to the conditions governing Community Use of School Facilities. Candidates or their representatives, who do not comply with these limits on the distribution of campaign or political materials after being so informed, will be requested by a building administrator to leave school property. If the candidate or their representative does not comply with this request to leave, the building administrator will warn the individual(s) that they are trespassing and will notify the police. Schools will not accept political advertisements in co-curricular publications (example: school newspaper as part of Journalism class). As with other advertisements, paid political advertisements may be placed in school publications unrelated to the curriculum, subject to the review and approval of the Principal (example: programs for athletic events). During the times that polls are open and schools are serving as polling locations, Connecticut election laws will govern any associated political activity, including the distribution of political literature or posting of political signs.

- D. Employee Political Activities:** Employees are encouraged to exercise their constitutional rights as citizens, but they shall not involve their schools in political activities. Employees shall not participate in campaign activities during hours of official employment; however, employees may participate in political activity after hours of official employment. Employees shall not poll students on the political opinions of their parents and shall not attempt to indoctrinate students or other employees with their personal political views. Student mock elections are permitted when conducted as part of the educational program. No employee shall be expected or required to participate in any campaign or to support any candidate as a condition of employment.
- E. Participation by Student Groups:** School-sponsored student groups shall not participate in partisan political activities.
- F. Use of School Facilities for Political Activities:** When space is available, candidates may use school facilities during non-school hours subject to Board policy pertaining to Community Use of School Facilities and the associated regulations.
- G. Use of Other District Resources:** Any use of the District's website for political activities is prohibited. Use of any other resources for political activities, including but not limited to copiers, computers or facsimile machines, is prohibited.
- H. Conduct of Candidates:** Candidates for election, or their representatives, shall not use District resources, District personnel (except those employees who may voluntarily participate during non-duty hours), District events at which they are official participants, District stationery, or the District logo in support of their campaigns. Candidates, or their representatives, may not access students or employees during school hours for campaign purposes. With the prior review and approval of the Principal, candidates may be invited to address specific classes or groups on specific topics related to the curriculum and educational program. The Principal's review shall ensure all candidates are treated impartially and objectively.

(cf. 1140 – Distribution of Materials by Students)

(cf. 1311.1 – Political Activities of School Employees)

(cf. 1330/3515 – Community Use of School Facilities)

(cf. 3543.13 – Mail and Delivery)

(cf. 4118.21 – Academic Freedom)

(cf. 6144 – Controversial Issues)

(cf. 6153.2 – Student Participation in Election Process)

Legal Reference: Connecticut General Statutes

7 421 Political activities of classified municipal employees

7 421b Limitation on restriction of political rights of municipal employees

9 369b Explanatory text relating to local questions

10 156e Employees of boards of education permitted to serve as elected officials; exception

10-239 Use of school facilities for other purposes

Legal Reference: Connecticut General Statutes (continued)

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Equal Access Act, 20 U.S.C. ss 4071-4

Senior Citizen's Benefit

Newtown Public School District ("the District") recognizes the contribution senior citizens have made to the support of education and wishes to encourage their continued support and participation in school sponsored events.

A free ticket to all school events shall be available to senior citizens who are town residents and 65 years of age or over.

The District also encourages booster organizations and parent groups which sponsor school events to offer free admission to senior citizens whenever possible