

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

To make a public comment, the call in number is

(US) +1 337-435-0145 PIN: 548 439 407#

Regular BOE Agenda
January 13, 2026

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

As stewards of Newtown Public Schools, we commit to conducting ourselves with honesty, integrity, and respect. Guided by Newtown's Core Values and the Portrait of a Graduate, we will strive to prepare every student to think critically and innovate with curiosity; adapt, persevere, and pursue goals with strategic focus; act with compassion, collaborate across differences, and communicate with clarity. We hold ourselves to the same attributes we seek to instill in our students, embodying them in our work together.

AGENDA

1. PLEDGE OF ALLEGIANCE
2. CONSENT AGENDA
 - A. Minutes from December 16,2025
 - B. Correspondence Report
3. **PUBLIC PARTICIPATION
4. REPORTS
 - A. Chair Report
 - B. Superintendent's Report
 - C. Committee and Liaison Reports
 - D. Student Representatives Report
5. PRESENTATIONS
 - A. Superintendent's 2026-2027 Budget Proposal
6. OLD BUSINESS
 - A. Action on Town Medical Self-Insurance Fund Strategic Plan
7. NEW BUSINESS
 - A. Discussion and possible action on accepting the CTG4CTK grant
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 December 16, 2025 at 7:30 p.m. in the Council Chambers, 3 Primrose Street, Newtown, CT.

A. Plante, Chair	A. Uberti
D. Linnetz, Vice Chair	F. Purcaro
D. Ramsey, Secretary	T. Gouveia.
J. Vouros	
S. Tomai (virtual)	
C. Gilson	
M. Beylouni	

Mrs. Plante called the meeting to order at 7:34 p.m.

Item 1 – Pledge of Allegiance

MOTION: Mr. Ramsey moved that the Board of Education add the approval of the correspondence report to the agenda after the presentations. Mr. Vouros seconded. Motion passes unanimously.

Item 2 – Consent Agenda

MOTION: Mr. Ramsey moved that the Board of Education approve the consent agenda which includes the donation to Sandy Hook School, the Newtown High School 2027 Trip with ACIS to London, the Loire Valley, and Paris, and the minutes of December 2, 2025. Mr. Vouros seconded. Motion passes unanimously.

Item 3 – Public Participation

Trent Harrison, 59 Platts Hill Road, spoke about the insurance fund and the deficit for seven years causing an increase in our health insurance. People will leave to go elsewhere because of insurance costs. We only learned in May that it was going up.

Item 4 - Reports

Chair Report: Mrs. Plante thanked Kathy June for her service to the Newtown Public Schools. This was her last Board meeting before retirement.

Superintendent's Report: Mrs. Uberti said we will be hearing from Glenys Salas regarding insurance coverage and how the cost is balanced by employees. Assistant Superintendent Frank Purcaro will be presenting the next generation accountability results for the last school year which provides data and allows us to reflect where we are, recognize our progress, and thoughtfully plan for where we will go next. The results are extremely encouraging and represent data points that show a clear upward trajectory for our district. This shows that the leaders, working alongside staff, are making a difference. She is grateful Mr. Purcaro is keeping our focus on forward momentum and also for the leaders in central office and our schools.

Committee and Liaison Reports:

Dr. Gilson spoke about the Curriculum and Instruction subcommittee meeting where dual enrollment courses were discussed which is a way for students can earn credits before going to college. They also heard from the dean of students who is focused on chronic absenteeism at the high school. He was thankful this position was approved.

Mr. Ramsey reported on the high school and middle school Veteran's Day celebrations and was impressed by the high school students who participated in that event. He also attended the

middle school career day and viewed the classroom environment and how they interacted with the guest speakers.

Student Representatives Report:

Mr. Hoag reported that seniors are receiving early decisions from colleges. Capstone projects like youth soccer practices, swim clinics and drawing workshops are taking place. The Hope Squad kicked off their raffle and Junior Newtown Action Alliance went to Washington for three days meeting with Congressmen and survivors of gun violence to spread their message. Winter sports are also starting up.

Ms. DiNoto reported that the boys basketball team volunteered to fill up the Faith Food Pantry and helped at the House of Harrison, a resource space for the homeless. The boys swim advisor has forgone the use of captains this year sparking controversy within both the team and the athletics department. Team members are upset with the lack of structure and are now working to see the captains return. The National Honor Society and Families United in Newtown held a Holiday Festival at Edmond Town Hall and were sending volunteers Saturday to the Winter Wonderland capstone project. The Computer Science Honor Society rescheduled their middle school computer science night for early March and the Science Honor Society is working on a science fair with the middle school.

Itemized Estimate and Transfers for month ending November 30, 2025:

MOTION: Mr. Ramsey moved that the Board of Education approve the Itemized Estimate and transfers for the month ending November 30, 2025. Mr. Vouros seconded.

Ms. Gouveia spoke about the report and various accounts. Transportation in-district services are driving the cost up which includes a couple of bus monitors. The Excess Cost Grant this year was budgeted at \$1.6M but we expect to receive \$1.92M from the state. We are in a strong financial position right now.

Mr. Vouros asked Ms. Gouveia if her department was understaffed.

Ms. Gouveia noted that the Assistant Director of Business resigned, and we also lost the café bookkeeper and payroll coordinator due to budget cuts and tried to absorb their work.

Mrs. Plante said the study between positions in human resources and the business office is almost finished.

Mrs. Uberti said some of the responsibilities need to be rebalanced between those departments and we don't need to hire extra people.

Ms. Gouveia noted that the transfers are typical for this time of year.

Motion passes unanimously.

Item 5 – Presentations

Medical Self-insurance Fund Strategic Plan & Explanation of Premium:

Glenys Salas presented information which focused on a revision of the fund strategic plan.

Mr. Ramsey asked the legality of conducting audits of ensuring it's not an invasion of privacy.

Mrs. Salas said it was not an issue.

Mrs. Beylouni ask if there was a way we can purchase catastrophic claim insurance.

Mrs. Salas said the town purchases that through Anthem and we will be going back out to market for 2026-2027.

Mrs. Plante said this would be on the January 13 agenda to vote on the strategic plan.

Next Generation Accountability:

Mr. Purcaro presented his report, which provided the next generation overview, Newtown schools results, a closer look at indicators, district comparisons, school achievement and growth recognitions, next steps with connections to strategic goals, and additional resources. In 2017 the State wanted a new measurement of performance and expanded ownership of accountability across schools and subject areas as well as academic growth and performance student subgroups. The report gives the data from 2023-25 and 2024-25. The administrators receive this and share with teachers to look at areas that need attention. The indicators measured are academic achievement, academic growth, participation rate, chronic absenteeism, college and career readiness courses and exams, on track to high school graduation, four-year graduation rate, six-year graduation rate, post-secondary entrance, physical fitness, and participation in the arts.

The following are the action steps:

- Monitor progress being made toward the achievement of building-based strategic goals and provide assistance and support;
- Continued analysis of assessment data at both the district and building levels and commit to actions to address areas in need of improvement;
- Include special education staff in data discussions and subsequent professional learning opportunities;
- Embedded professional learning opportunities throughout the district to increase rigor and engagement in ELA, math, and science courses in grades 6-12; and
- Additional staff targeted to specific needs are the dean of students at the high school and ESL teacher added to service students in K-4 schools.

Mrs. Plante said these were incredible results thanks to the work in the classrooms and thanked every adult in the schools for supporting the students.

Item 6 – Public Participation

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

Item 7 – Adjournment

The meeting adjourned at 9:22 p.m.

Respectfully submitted:

Donald Ramsey
Secretary



Newtown Public School District

Newtown Board of Education

Correspondence Report

12/16/2025 – 01/12/2026

Date	Sender Name	Subject
12/17/2025	Aliaon Plante	Capstone Schedule
12/22/2025	Anne Uberti	Weather Update 12/23/3035
12/22/2025	Anne Uberti	NPS Weekly Update 12/22/2025
12/26/2025	Anne Uberti	Jan 10 th – Building Walkthroughs
01/02/2026	Kathy June	Thank You!
01/04/2026	Alison Plante	Weekly Update – January 4
01/05/2026	Anne Uberti	NPS Weekly Update 01/05/2026
01/05/2026	LeeAnn Browett	January Attendance Matters Newsletters
01/07/2026	Janice Gabriel	NHS Unified Theater Presents “The Threadsof Friendship”
01/07/2026	BoardBook	Meeting Notification January 10,2026 at 8:30AM – Special BOE Agenda
01/07/2026	Pullman & Comley, LLC	WEBINAR; Title IX on the Mines – Accommodation the Rights of Pregnant and Parenting Students Under Title IX – January 9, 2025
01/08/2026	Anne Uberti	Tragic News
01/09/2026	BoardBook	Meeting Notification: January 13, 2026 at 7:00PM – Regular BOE Agenda
01/09/2026	Anne Uberti	Friday Notes 01/09/2026
01/09/2026	Mary Beth Gottsch	Wishing You a Strong Start to the Second Half of the School Year
01/11/2026	Alison Plante	Weekly Updates – January 11 th
01/12/2026	Anne Uberti	NPS Weekly Update 01/13/2026

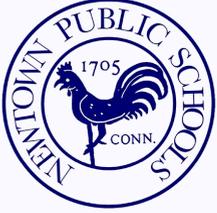
The Correspondence Report reflects a periodic summary of correspondence received by the Newtown Board of Education. In accordance with applicable privacy laws and Board policies, certain communications may be excluded from the Report from time to time.



Superintendent's Proposed Operational Budget Plan 2026-2027

Anne Uberti, Superintendent of Schools

January 13, 2026



Newtown Public Schools Board of Education

Alison Plante

Chair

Doria Linnetz

Vice Chair

Don Ramsey

Secretary

John Vouros

Member

Shannon Tomai

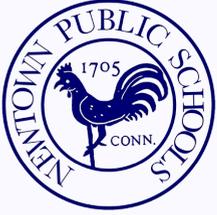
Member

Christopher Gilson

Member

Melissa Beylouni

Member



Newtown Public Schools Central Office Team

Anne Uberti

Superintendent of Schools

Frank Purcaro

Assistant Superintendent

Deborah Petersen

Director of Pupil Services

Kara DiBartolo

Director of Teaching & Learning

Tanja Gouveia

Director of Business & Finance

Suzanne D'Eramo

Director of Human Service

John Barlow

Director of Facilities

Dennis Colclough

Director of Technology

Mark Pompano

Director of Security



Newtown Public Schools School Leadership Team



Newtown High School

Kim Longobucco
Principal

David Roach & Paul Ribeiro
Assistant Principals

Matt Memoli
Athletic Director



Newtown Middle School

Jim Ross
Principal

Brian Walsh
Assistant Principal



Reed Intermediate School

Matt Correia
Principal

Carla Tischio
Assistant Principal



Newtown Public Schools School Leadership Team



Hawley

Chris Moretti

Principal

Alison Carmody

Assistant Principal



Head O'Meadow

Tim Napolitano

Principal

Kelly Maclaren

Assistant Principal



Middle Gate

Jenna Connors

Principal

Sonia Raquel

Assistant Principal



Sandy Hook

Kathy Gombos

Principal

Laura Esposito

Assistant Principal



Special Education Program Leaders

Deborah Mailloux-Petersen, Director

Newtown Public Schools also offers several specialized programs for students requiring individualized educational programming (IEPs). Approximately 120 students are currently receiving special education services are enrolled in specialized programs. This number does not include students receiving special education in the general education setting.

PreSchool - Reed

Our inclusive preschool blends students with disabilities and typically developing "play partners" in a high quality early learning environment supporting social development, language growth and Kindergarten readiness.

Ms. Kara DiBartolo
Supervisor, PreSchool

PAL - Sandy Hook

Program for Adaptive Learning.

PAL is designed to meet the needs of students who display significant delays in academic, social, cognitive, adaptive and communication functioning.

Ms. Laura Esposito
Asst. Principal, Special Education

RISE - Newtown Middle

Reaching Independence through Structured Education

Designed to meet the needs of students requiring individualized instruction, functional academic and/or vocational experiences.

Ms. Maureen Hall
6-8 Supervisor, Special Education

SPARK - Newtown High

A Spark of Inspiration, A Spark of Knowledge and a Spark that Ignites Personal Potential.

Spark provides opportunities for learning experiences that strengthen functional academics, adaptive and daily living skills, while supporting a wide range of learning needs.

Dr. Paula Grayson
9-12 & Transition Program Supervisor,
Special Education

SAIL - Newtown Middle & High

Supportive Alternative Individualized Learning

SAIL provides individualized inquiry-based learning, and therapeutic support to help students reengage back to their home school setting.

Ms. Maureen Hall
6-8 Supervisor, Special Education

Dr. Paula Grayson
9-12 & Transition Program Supervisor,
Special Education

NCP - Danbury, CT

Newtown Community Partnership

NCP supports students ages 18-22 in building independent living, workplace and functional academic skills through community-based internships and classroom instruction.

Dr. Paula Grayson
9-12 & Transition Program Supervisor,
Special Education

Deb Mailloux-Petersen
Director, Special Education



Newtown Public Schools

Our Mission

Newtown Public Schools partners with students, families, educators, and community to inspire excellence and prepare students for personal success in a global community by delivery quality instruction, maintaining high expectations, promoting civic responsibility and focusing on continuous improvement.

Cycle of Continuous Improvement



Overarching Strategic Goals 2025-2028

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.

2

Facilities and Security

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

3

Business and Finance

Ensure fiscal responsibility, transparency, and strategic allocation of resources to maximize student outcomes and district sustainability.

4

Human Resources and Hiring

Attract, recruit, develop, and retain a high-quality, diverse, and passionate workforce dedicated to student success.

5

Family and Community Relations

Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.



NPS 3-Year Strategic Goals 2025-2028

2025-2026 Strategic School/Department Goals

Operational Goals

Facilities

Finance & Operations

Human Resources

Pupil Services

Teaching & Learning

Technology

Instructional Goals

Newtown High

Newtown Middle

Reed Intermediate

Hawley

Head O'Meadow

Middle Gate

Sandy Hook

Newtown Public School District

“Together, Igniting Potential, Inspiring Achievement”



#22 Best School District in Connecticut

(Niche)



#11 in Fairfield County

(Niche)



#10 for Best School Districts for Athletes

(Niche)



Top 20% of Connecticut Public Schools

(Public School Review)

Our Schools: Elementary & Reed (Grades K-5)

All of our elementary schools are ranked in the top 20% of all CT elementary schools by both Niche and U.S. News & World Report.

Hawley Elementary School

- #59 (U.S. News)
- #94 in CT (Niche)

Head O'Meadow Elementary School

- #74 in CT (U.S. News)
- #95 in CT (Niche)

Sandy Hook Elementary School

- #52 (U.S. News)
- #74 in CT (Niche)

Middle Gate Elementary School

- #174 in CT (U.S. News)
- #124 in CT (Niche)

Reed Intermediate School (Grades 5-6)

Bridge between elementary and middle school

#40 Best Public Middle Schools in Connecticut (Niche)



Newtown Middle School (Grades 7-8)

The middle school has made progress in improving proficiency in core subjects.

Niche

Ranked #27 Best Public Middle Schools in Connecticut with an overall grade of A.

U.S. News & World Report

Ranked #47 in Connecticut Middle Schools.

Public School Review

Ranked in the top 30% of all Connecticut schools for overall test scores.



Newtown High School (Grades 9-12)

Elite placement - Top 25 in Connecticut, Top 7% nationally

24

In Connecticut High Schools
(U.S. News)

1255

Nationally (Top 7%)
(U.S. News)

33

Best Public High Schools in CT
(Niche) - Grade A

43

Best College Prep Public High
Schools in CT
(Niche)

16

Best High Schools for Athletes
(Niche)

Investing in Our Schools, Investing in Our Town

Economic Growth and Attractiveness

Strong schools attract businesses seeking to establish operations in areas with skilled workforces and family-friendly amenities.

Community Investment and Reputation

High-performing schools contribute to a positive community image, making the area more attractive to residents, businesses, and visitors.

Improved Health Outcomes

Education positively impacts health, with better-educated individuals making healthier lifestyle choices.

Attraction of Talented Educators and Staff

Top-tier school districts attract highly qualified teachers and administrators, further enhancing educational outcomes.

The Silent Partner

For residents without students, our schools function as a silent partner, quietly strengthening property values, supporting local economic growth, and reinforcing community safety and well-being.

Enhanced Property Values

High-performing schools are a key factor for families when choosing where to live, driving demand and increasing property values.

Last year's starting point...

Current Budget	2024-25 Starting Budget	\$87,409,066		
2025-26 Non-discretionary Budget Pressures			\$ Increase	Increase
Benefits	Health Insurance - Fund is requiring 23.57% increase		\$2,420,115	2.77%
Salaries	Contractual obligations		\$2,281,356	2.61%
	Salary negotiations		\$279,756	0.32%
Salaries	Elimination of 6 FTEs		-\$595,590	-0.68%
Salaries	Reallocation of 4 FTE positions		\$588,768	0.67%
Special Education	Out of District Tuition costs		\$306,345	0.35%
Building Projects	2025-26 request includes 100% cost for building projects.		\$778,000	0.89%
Energy	Demand costs up 41.6% and VNM credits down by 50%		\$320,395	0.37%
Transportation	Student transportation - in-district and out-of-district + fuel		\$210,006	0.24%
All Other Accounts	Contracts, insurance, communication and other accounts		\$288,452	0.33%
2025-26 Status Quo Budget - Subtotal		\$94,286,669	\$6,877,603	7.87%

Current Year's Budget = 30 Net Staffing Reductions

2025-26 BOARD OF EDUCATION STAFFING CHANGES			
<u>Certified Positions</u>			
<u>Location</u>	<u>Position</u>	<u>F.T.E</u>	<u>Salary</u>
Sandy Hook	K-Readiness	-1.00	-\$68,634
High School	Teachers (2 Science, 1 History)	-3.00	-\$205,902
High School	Guidance	-1.00	-\$66,724
High School	Dean of Students	1.00	\$0
Elementary	World Language	-1.00	-\$67,934
Pupil Services	Social Worker	-2.00	-\$140,856
Special Education	Teacher	-3.00	-\$243,994
Special Education	K-Readiness	-1.00	-\$68,634
Curriculum	Director of Fine Arts	-1.00	-\$152,927
Curriculum	English Language Learner Teacher	1.00	\$68,634
		-11.00	-\$946,971
<u>Certified Positions from grants</u>			
Pupil Services	Social Worker	0.15	\$14,794
Special Education	NCP Teacher	1.00	\$98,437
		1.15	\$113,231
		-9.85	-\$833,740

Current Year's Budget = 30 Net Staffing Reductions

<u>Non-Certified Positions</u>			
Elementary	Instructional Para (4 positions)	-3.08	-\$72,096
Reed	Classroom Para	-0.93	-\$22,485
Middle School	Computer Ed Para	-0.77	-\$20,872
High School	Administrative Assistant II	-1.00	-\$40,698
Elementary	Special Ed Paras	-4.79	-\$103,012
Reed Intermediate	Special Ed Para	-0.93	-\$21,695
Middle School	Special Ed Para	-0.93	-\$21,695
Central Office	Payroll/Accounts Payable	-1.00	-\$59,359
Central Office	Café Bookkeeper	-1.00	\$0
Building & Grounds	Custodians	-2.00	-\$122,340
Building & Grounds	Assistant Director	-1.00	-\$93,988
Security	Unarmed Guards	-2.00	-\$55,570
Continuing Education	Bookkeeper	-0.57	-\$30,266
		-20.00	-\$664,076
		-29.85	-\$1,497,816

2025-2026 Final Budget

+4.96%

Increase

\$91.7M

Total Budget

2026 - 2027 Starting Point

Understanding The 2026-2027 Proposed Budget

How fixed costs, mandates, strategic initiatives, and community expectations inform the Superintendent's proposed budget.



26-27 Baseline/Rollover Budget

Approximate cost to roll forward existing levels of service

Baseline Budget			
	2025-26 Budget	\$91,744,644	
Personnel Costs		\$ Increase	% Increase
	Salaries	\$1,996,472	2.18%
	Medical & Dental	\$224,917	0.25%
	Additional Transfer to Medical & Dental	\$450,000	0.49%
	All Other Benefits	\$173,763	0.19%
	Other Post Employee Benefits (OPEB)	\$100,000	0.11%
	Total Personnel Costs	\$2,945,152	3.21%
Operational Costs			
	Utilities	\$53,330	0.06%
	Office & Plant Supplies	\$39,817	0.04%
	Professional Services	-\$59,033	-0.06%
	All Other Accounts	\$2,725	0.00%
Contractual Costs			
	Student Transportation	\$481,297	0.52%
	Current Contracts	\$1,562	0.00%
	Software Licenses	\$21,254	0.02%
Other Mandatory or Statutory Costs			
	Special Education	\$40,000	0.04%
	Special Education Tuition	-\$437,668	-0.48%
	Total All Other Costs	\$140,160	0.16%
	Total Increase	\$3,088,436	3.37%
	Total Baseline Budget	\$94,833,080	



2026-2027 Budget Requests

Strategic Planning Requires Strategic Investments

Aligned with Strategic Goals

All budget requests directly support the district's 2025-2028 strategic priorities.

Supporting Educational Excellence

Focus on additional resources needed for educational programming and student success.

Maintaining & Modernizing

Strengthening digital infrastructure and increasing operational efficiencies for cost avoidance.

Strategic 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.

Professional Learning and Instructional Resources

Targeted Professional Learning

- Onsite, targeted professional learning by educational specialists from RESC
- Instructional strategies that promote rigor and student discourse in science and social studies
- Student engagement and rigor in math (Building Thinking Classrooms)
- Continue ELA coaching to support implementation of reading/ELA curriculums
- Integration AI (Artificial Intelligence)
- Revision of 12 high school course curriculums
- Expanded implementation of Portrait of a Graduate

Curriculum Materials/Supplies

- Updated textbooks to support revised curriculums for *AP Statistics* & *AP Human Geography*
- Renewal of Math resources K-5, 6-8 and high schools, including *Into Math* and *Bridges Math*, Version 3 and *IXL Math*
- Updated *Foundations* Teacher Manuals for K-2
- Musical Instrument Replacement at RIS & NMS
- *Piano Marvel* Software for NMS Music Tech Class
- Replacement of PE Equipment at NHS
- Replacement of *SmartBoards* with *ViewSonics* at NMS
- Renewal of supplemental curriculum resources such as *Rubicon Atlas*, *iReady* and *Lexia*

Strategic 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.

Staffing

Elementary Instructional Positions

- 1 Classroom Teacher - Head O'Meadow
- 2 Classroom Teachers - Sandy Hook
- 1 Special Education Teacher - Hawley
- 1 Instructional Paraprofessional (MTSS) - Hawley (.7 budgetary impact)

Program for Adaptive Learning (PAL)

- 1 School Psychologist
- 5 Behavior Therapists (4.64 budgetary impact)

Newtown High School

- NHS Fine Arts Department Chair
- NHS Math Interventionist

Elementary Instructional Positions

1 Classroom Teacher- Head O'Meadow

2 Classroom Teachers - Sandy Hook

Anticipated 2026-2027 Class Sizes With Proposed Staffing Changes

Class Sizes Based on Current Enrollment & K Projections - **With** Additional Classroom Teachers

Guidelines	16-20		18-22			20-25			
	K	1	2	3	4	5	6	7	8
HAWLEY	15	17	18	21	24				
HEAD O'MEADOW	17	18	20	21	19				
MIDDLE GATE	20	19	17	18	18				
SANDY HOOK	16	18	22	23	18				
REED						21	21		
NEWTOWN MIDDLE								20	20

This chart reflects anticipated class sizes for 2026-27 that INCLUDE additional classroom teachers at Sandy Hook, Head O'Meadow and a reduction of one teacher at Middle Gate.

Anticipated 2026-2027 Class Sizes Without Proposed Staffing Changes

Class Sizes Based on Current Enrollment & K Projections - **Without** Additional Classroom Teachers

Guidelines	16-20		18-22			20-25			
	K	1	2	3	4	5	6	7	8
HAWLEY	15	17	18	21	23/24				
HEAD O'MEADOW	22/23	18	20	21	19				
MIDDLE GATE	20	19	17	18	18				
SANDY HOOK	16	24/25	22	23	24/25				
REED						21	21		
NEWTOWN MIDDLE								20	20

This chart reflects anticipated class sizes for 2026-27 with no additional classroom teachers added.

Elementary Special Education Teacher: Emerging Behavioral Needs

- Midyear addition of a special education teacher due to increased student needs
- Increase in students exhibiting significant behavioral dysregulation
- Current capacity stretched across competing demands
- Additional staffing supports IEP implementation and behavioral plans
- Strengthens access to instruction and classroom stability
- Supports least restrictive environment and in-district services

Reinstating Instructional Paraprofessional (Hawley)

- Provides Tier II interventions to struggling learners in general education
- Supports MTSS implementation at the elementary level
- Cuts overextended existing para capacity across buildings
- Hawley now operating with one fewer para than peer elementary schools
- Request reinstates position to ensure equitable instructional support

P.A.L. Program Growth Summary

Program for Adaptive Learning - Enrollment Trends & Program Overview

Program Purpose

The PAL program is designed to meet the individual needs of students who display significant delays in academic, social, cognitive, adaptive and communication functioning.

Student Requirements

- Smaller student-to-adult ratios
- Differentiated instruction aligned to IEP goals
- Explicit, daily skill instruction with progress tracking
- Language-rich environment for functional communication
- Constant supervision during all activities

Eligibility Criteria

- Significant communication delays that typically require Assistive Technology devices, sign language skills, etc.
- Significant academic delays
- Significant behavior concerns that warrant intensive and individualized attention

Program Support

The PAL program is supported by a special education teacher, a behavior analyst and adult support, with regular consultation from related service providers, specialists and classroom teachers to promote generalization in the inclusive setting.

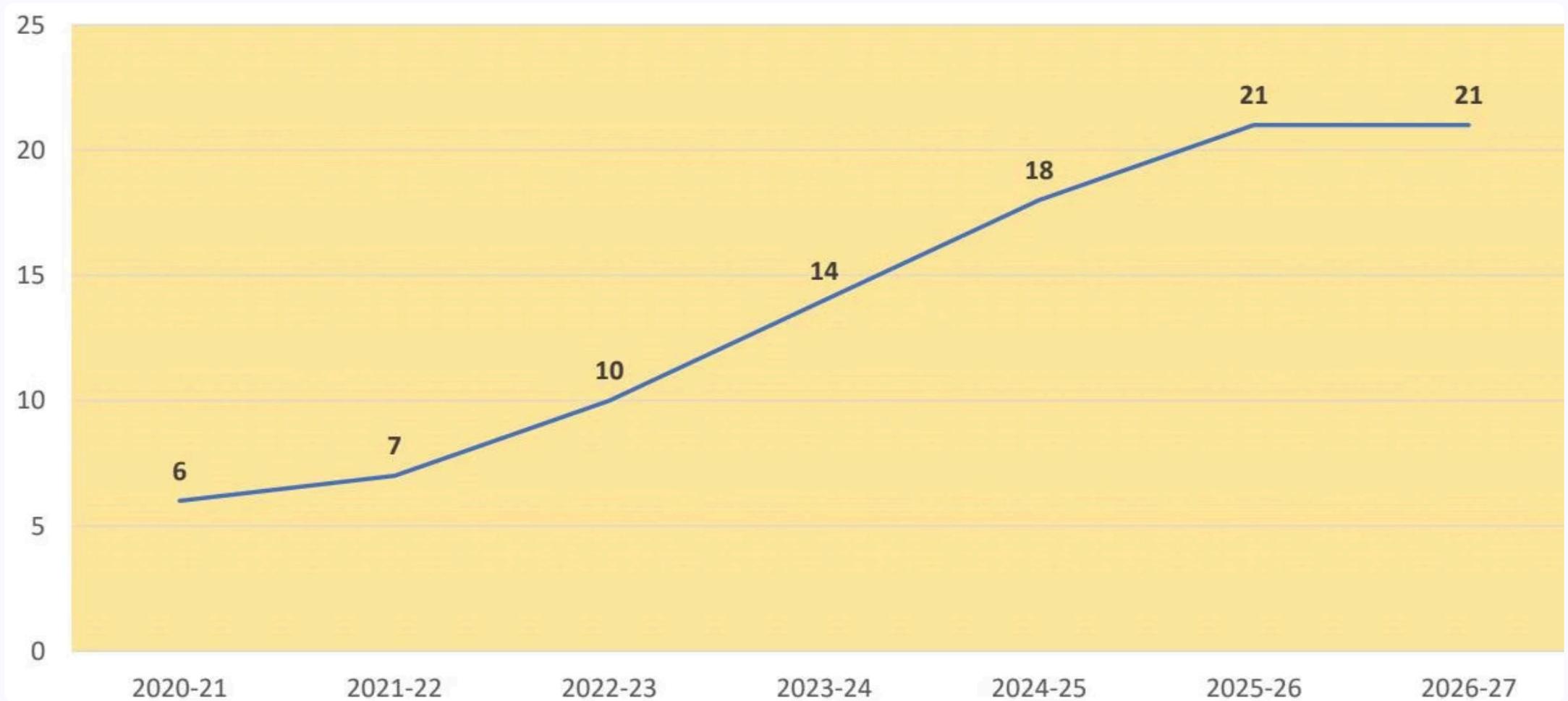
Enrollment Growth

The program has experienced significant growth from 6 students in 2020-21 to a projected 21 students in 2026-27, representing a 250% increase over six years.

Budget Impact

This growth necessitates additional staffing including 1 School Psychologist and 5 Behavior Therapists (4.64 FTE budgetary impact) to maintain quality support for students with adaptive learning needs.

P.A.L. Enrollment



Line graph showing P.A.L. Enrollment from 2020-21 to 2026-27. The enrollment numbers are: 6 (2020-21), 7 (2021-22), 10 (2022-23), 14 (2023-24), 18 (2024-25), 21 (2025-26), and 21 (2026-27).

Supporting Specialized In-District Programming

PAL represents both a commitment to our students

and a fiscally responsible model for providing specialized services in-district.

1 School Psychologist
5 Behavioral Therapists

Math Interventionist at NHS

Grade 11 SAT School Day- Math State Comparison

Percentage of students who have met or exceeded the college and career readiness benchmark.

Subject	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 Pen and Paper	2023-2024 Full Digital	2024-2025	+/-
NPS Math	72%	NA	NA	58%	59%	51%	47%	-4
State Math	41%	NA	NA	35%	34%	30%	31%	

Fine Arts Department Chair at NHS

Standard Leadership Role

A typical and essential position in comprehensive high schools, part of our region's standard instructional leadership structure.

Fills Leadership Void

Addresses the gap from last year's elimination of the K-12 Director of Fine Arts, as the current compensation model is insufficient.

Enhances Program Development

Provides necessary instructional leadership, coordination, curriculum alignment, and program development, partnering with the principal.

Drives Strategic Goals

Strengthens instructional leadership, supports continuous improvement, and aligns with goals to enhance student engagement and achievement, including the arts access indicator.

Strategic Goal 2: Facilities and Security

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

Technology & Infrastructure Investments

Classroom Technology Upgrades

- Ongoing replacement of aging-out SmartBoards with updated interactive panels such as ViewSonic Boards

Network & System Enhancements

- Network infrastructure upgrades to support and maintain continuity of modern learning environments
- Enhanced Student Registration Module

Facility Maintenance & Renewal

- Building maintenance projects to ensure safe, functional spaces
- Emergency Communication System Upgrade (Radio Infrastructure)
- Furniture Replacement Program
- Custodial Equipment Replacements

Strategic Goals 3 & 4: Business & Finance and Human Resources

Business & Finance

Ensure fiscal responsibility, transparency, and strategic allocation of resources to maximize student outcomes and district sustainability.

Human Resources

Attract, recruit, develop and retain a high-quality, diverse and passionate workforce dedicated to student success.

Shared Initiative

Purchase of a digital onboarding system provides efficiency which avoids additional personnel costs while supporting both fiscal responsibility and talent management.

Strategic Goal 5: Family and Community Relations

Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.

Staffing

Dean of Students - Newtown Middle School

Supporting family engagement and community partnerships at the middle school level.

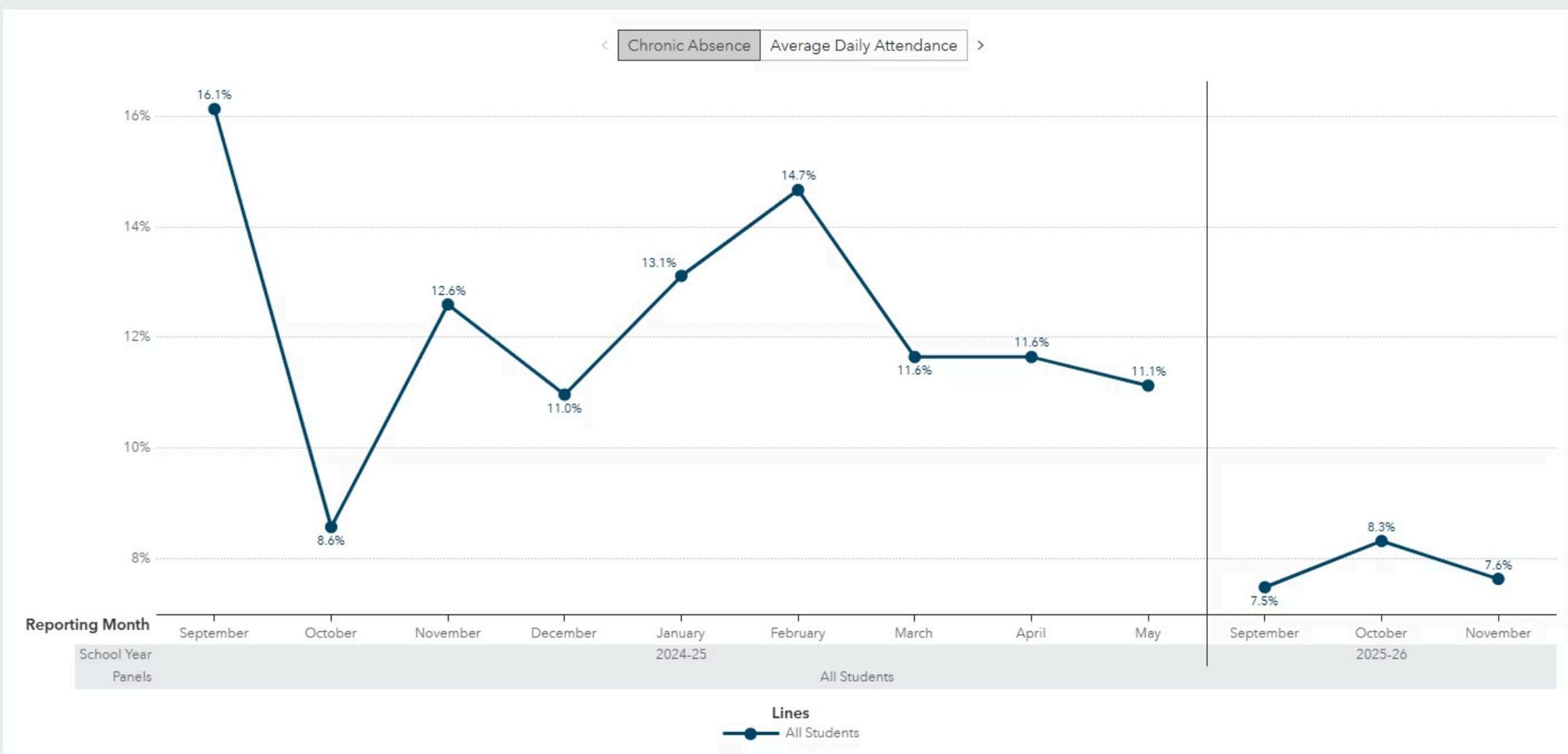
Newtown Middle School

Role to assist in addressing Chronic Absenteeism, Impacts of Behavior on Overall School Performance and Climate, Intervention, Vertical Alignment with NHS

Chronic Absenteeism		
Years	All Students	High Needs
2024-2025	10.2%	16%
2023-2024	10.5%	16.3%
2022-2023	11%	16.5%

Chronic Absenteeism at NHS This Year

Impact of Dean of Students at NHS



Superintendent's Requested Budget 2026-27

Strategic Investments			
2.00	Elementary Classroom Teachers	\$138,916	0.15%
1.00	Psychologist for P.A.L. Program	\$75,702	0.08%
4.64	Behavior Therapists	\$188,355	0.21%
1.00	Dean of Students for NMS (Teacher-Leader)	\$115,064	0.13%
1.00	Special Education Teacher	\$69,458	0.08%
0.79	Instructional Para Hawley	\$20,726	0.02%
1.00	Math Interventionist NHS	\$69,458	0.08%
1.00	Fine Arts Department Chair	\$80,458	0.09%
	Professional Development	\$14,768	0.02%
	Textbooks	\$36,509	0.04%
	Instrument Replacements for Music Program	\$11,317	0.01%
	P.E. Equipment for NHS	\$6,000	0.01%
	Technology Equipment	\$25,712	0.03%
	Technology Software	\$23,400	0.03%
	Instructional Supplies	\$5,189	0.01%
District-wide Strategic Investments			
	Emergency Communication System Replacement	\$162,500	0.18%
	Building Maintenance Projects	\$123,600	0.13%
	Frontline Central - HR OnBoarding	\$27,607	0.03%
	Technology Infrastructure Renewal	\$25,000	0.03%
	Furniture Replacement Program	\$14,100	0.02%
	Enhanced Student Registration Module	\$12,000	0.01%
	Custodial Equipment Replacements	\$8,000	0.01%
Total Investments Increase		\$1,253,839	1.37%
Total Baseline Increase		\$3,088,436	3.37%
Superintendent's 2026-27 Request		\$96,086,919	4.73%

2026-2027 Superintendent's Requested Budget

+4.73%

Increase

\$96.1M

Total Budget

Budget Development Timeline

SEPTEMBER

- COMMENCEMENT OF BUDGET PROCESS
- BUDGET CALENDAR AND MATERIALS DISTRIBUTED
- DISCUSSION OF GOALS FOR THE BUDGET PROCESS
- INITIAL DISCUSSIONS/PLANNING WITH ADMIN TEAM

OCTOBER

- ADMIN TEAM SEEK INPUT FROM SCHOOL/DEPARTMENTS
- SUBMISSION OF ALL BUDGET REQUESTS

NOVEMBER

- SCHOOL/DEPARTMENT BUDGET MEETINGS TO REVIEW REQUESTS IN ALIGNMENT WITH STRATEGIC GOALS
- DISCUSSIONS WITH THE TOWN RE: INSURANCE COSTS
- FINANCE DIRECTOR CREATES "STATUS QUO" BUDGET

DECEMBER

- ADDITIONAL MEETINGS HELD WITH ADMIN TEAM
- ONGOING DISCUSSIONS WITH FINANCE DIRECTOR
- FINANCE DIRECTORS FINALIZES SUPERINTENDENT'S PROPOSED BUDGET

Budget Development Timeline

JANUARY

- FINAL MEETING WITH ADMIN TEAM
- SUPERINTENDENT PRESENTS BUDGET TO BOE
- BOE MEMBERS SUBMIT QUESTIONS
- BOE HOLDS BUDGET WORKSHOP MEETINGS
- ADJUSTMENTS MADE, IF RECOMMENDED
- SUPERINTENDENT BEGINS COMMUNICATIONS TO STAFF AND PARENTS ON ANTICIPATED BUDGET

FEBRUARY

- BOE BUDGET HEARING & ADOPTION
- BOE BUDGET SUBMITTED TO FINANCE DIRECTOR
- BOE PRESENTS BUDGET TO BOF
- BUDGET PROPOSALS PUBLISHED IN PAPER
- BOF PUBLIC HEARING
- BOF RECOMMENDS BUDGET TO LEGISLATIVE COUNCIL

MARCH

- BUDGET PROPOSALS PUBLISHED IN PAPER
- LEGISLATIVE COUNCIL EDUCATION SUBCOMMITTEE DELIBERATIONS
- LEGISLATIVE COUNCIL PUBLIC BUDGET HEARING
- LEGISLATIVE COUNCIL BUDGET MEETING

APRIL

- LEGISLATIVE COUNCIL ADOPTS A TOWN BUDGET
- LEGISLATIVE COUNCIL PROPOSED BUDGET PUBLISHED IN NEWSPAPER
- TOWN BUDGET REFERENDUM

A Budget Aligned to Our Priorities



- ✓ Student-Centered
- ✓ Strategic & Data-Informed
- ✓ Fiscally Responsible
- ✓ Aligned to Long-Term Goals
- ✓ Built in Partnership

Thank You





DEPARTMENT OF AGRICULTURE

FY 26 CTG4CTK School Programs

Thank you for completing your CT Grown for CT Kids Grant application. Your response has been recorded.



****You may save your progress on your application and return to it later by clicking "Save" at the bottom right of the application, you will then be emailed a link to resume your application.****

Grant Description:

The CT Grown for CT Kids Grant provides funds for Connecticut local and regional boards of education, regional education centers, cooperative arrangements, childcare centers, group childcare homes and family childcare homes, or any organization or entity administering or assisting in the development of a farm-to-school program.

Please read the full [Grant Guidance Document](#) before completing and submitting your application.

Grant Submission Details:

1. Complete application through DoAg's online grant portal.
 - If applicable, provide estimates/quotes for services and infrastructure.
 - If applicable, conceptual drawings, stories, and videos the applicant would like to share related to the project.
2. If you have not contracted with the State of Connecticut in the last five years, you will need to submit the W9, Vendor form, and Direct Deposit form which are linked in the online grant application portal and must be uploaded to your application.
 - K-12 public schools are already registered in the state payment system and are not required to complete these forms.
 - Producers, non-profits, and ECE's who are unsure may inquire with the Project Coordinator as to status as an established vendor with the state.
3. *(Optional)* Provide up to three letters of support demonstrating that there is support for this effort from applicable stakeholders such as school administration, school nutrition professionals, educators, producers, and community stakeholders.
 - A template is provided in the Guidance.
 - Any letters of support must be signed by author and on organizational letterhead for consideration in the application.

Applicant Information

Have you received a CTG4CTK grant twice in the last two years (in FYs 2025 & 2024)?

No

Are you a NSLP School District?

No

Untitled

Entity Type

City | Town | Municipality

School District Name

Newtown

Is this a district-wide project or proposal?

Yes

Award Priorities Questions

Are you a CACFP Sponsor?

No

Will you be purchasing CT Grown products as part of your grant (including fresh or minimally processed foods)?

Yes

Is the project taking place in an Alliance District?

No

Project Contact

Ms Judit DeStefano

Is the Project Contact the person legally allowed to sign contracts on behalf of your school or school district?

No

What is the name of the Superintendent or person legally allowed to sign contracts on behalf of your entity?

Ms Anne Uberti

Full Mailing Address

3 Primrose St., Newtown, Connecticut 06470-5307

Is the mailing address the same location where the project will take place?

Yes

Phone

(203) 426-7600

Email

destefanoj@newtown.k12.ct.us

Website (if applicable)

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

Project Information Section

Which grant track are you applying under?

Track 4: Experiential Learning, AgTech, and Innovation

****You are applying for a Full Grant program, for grant funds between \$5,000.01 and \$50,000.******Track 4: Experiential Learning, AgTech, and Innovation**

To fund projects that incorporate hands-on Farm to School projects that build long-term capacity through learning, technology, and innovation. Projects should give students and educators real experiences with agriculture, culturally appropriate food, or climate resilience, while connecting to classroom learning and future food careers.

Project Examples (projects can incorporate multiple components; you are not limited to those listed):

- School gardens or raised beds to teach about growing, harvesting, and food systems
- Hydroponic or aquaponic systems; urban agriculture installations
- Use of technology (drones, sensors, data collection) to monitor crops and support STEM learning
- Culinary or nutrition education using CT Grown products
- Field trips to Connecticut farms or bringing farmers into the classroom
- Teacher or staff training to connect agriculture, food justice, or climate topics to curriculum
- AgTech and climate-smart agriculture programs that promote innovation, technology, resilience, and environmental stewardship
- Storytelling and cultural food projects that highlight traditions, community knowledge, and CT Grown products
- Regenerative agriculture gardens, pollinator habitats, or composting programs

Eligible Applicants: Schools, school districts, boards of education, colleges and universities, student-groups, and non-profits or other service organizations.

Project Title

Vertical Alignment, NCC Garden, and Garden Enhancements at NPS

Total Grant Funds Requested

\$49,637.00

Anticipated Number of Students Impacted Annually

1,720

Please provide a brief summary of your project

This collaborative, inter-district project develops a new garden for Newtown Special Education Students and campers, enhances existing gardens at three of Newtown's schools, and results in curriculum alignment and long-term planning district-wide.

Application**Application****Introduction****Introduce the proposed project to the reviewers.**

Newtown Public Schools is the school district serving Newtown, CT, a community of approximately 27,500 residents in Fairfield County. As of October 1, 2025, there are 3,832 students enrolled in Newtown Public Schools. Newtown Community Center (NCC) hosts students of the Newtown Community Partnership (NCP) transition program—an inclusive, vocational skills-based program for students aged 18–21 receiving Special Education services through an

IEP. Additionally, NCC camps and after school programs are open to students of Newtown and surrounding communities. There is no restriction on the number of non-Newtown students enrolled in NCC programs, and NCC programs serves approximately 250 campers per week during the months of July and August.

Newtown Public Schools, in collaboration with NCC, proposes a comprehensive, vertically aligned school garden and agricultural education initiative spanning Newtown High School, Newtown Middle School, Reed Intermediate School, and the Newtown Community Center.

This initiative will strengthen and align agricultural education across grade levels, creating a clear progression of hands-on learning and vocational skill-building from intermediate through post-secondary transition programming. Each school will see enhancements to its garden space to support expanded curriculum integration and student engagement. Additionally, a new garden will be developed at the Newtown Community Center to serve students in the Newtown Community Partnership (NCP) transition program.

The program will operate year-round, including a six-week NCP Summer School session that integrates garden-based instruction and work experience. The summer program will also engage local campers, fostering broader community involvement and creating intergenerational learning opportunities.

This initiative lays the foundation for a three- to five-year, district-wide garden and agriculture education plan. The long-term vision includes a facilities and space review to ensure sustainability and growth of the garden program, aligning physical infrastructure with educational and community goals.

Students who will be served and will benefit from this initiative include, at Newtown High School, approximately 180 students annually who enroll in Greenery and/or Culinary courses that use the garden and/or greenhouse; at Newtown Middle School, 550 (the majority of the entire student body, required to enroll in Kitchen Science) and at Reed School, conservatively 110 students (who will either participate through a club offered or whose teacher will use the garden for instruction). 24 Students served by NCP will benefit from the Community Center Garden, and an additional half as estimated 125 of all campers we expect at minimum will engage with the new garden to be planted. In total, an estimated 1,720 students will benefit from this investment, those there is some duplication expected in that count.

Previously, Newtown Public schools was a recipient of a CTG4CTK microgrant, which resulted in the purchase of a new generator for the greenhouse at Newtown High School. This item is vitally important for protecting new growth from the hazards of rapid climate fluctuation in the case of a power outage. We were also fortunate to receive funding last year from the School Based Health Alliance, which afforded us two much needed work stations in the Kitchen Science classroom, and a new garden at Newtown Middle School. Through this project, educators and staff at SBHC collaborated to develop classroom lessons that align with CT Core for use by teachers who wish to utilize the outdoor classroom (garden) and a process for signing out the space - much as they would the library media center. Teachers, paraprofessionals, and SBHC staff have engaged in Professional Development to increase their knowledge of ways to maximize learning opportunities in and out of the garden.

We have been successful in planning and executing initiatives that increase our bandwidth for education around agriculture, sustainability, and nutrition, and have developed a plan for 18- month implementation here that will further enhance our progress and programming. This proposal directly supports CTG4TCK's mission by preparing students for careers in agriculture, horticulture, and related trades while building a resilient, inclusive, and skills-based learning model rooted in environmental stewardship and community collaboration.

Project Explanation

Explain in detail the project proposal and how it will contribute to the creation/furthering of a Farm-to-School program.

Newtown Public Schools (NPS), in partnership with the Newtown Community Center (NCC), is launching a comprehensive, vertically aligned garden and agricultural education initiative. This 18-month project spans four key sites—Newtown High School, Newtown Middle School, Reed Intermediate School, and the NCC—and aims to

engage over 1,700 students annually in hands-on, sustainable, and career-relevant agricultural learning experiences.

This initiative will significantly expand current programming by integrating vertical alignment of curriculum, enhancing and building garden infrastructure, and embedding year-round learning opportunities for students from intermediate through post-secondary transition programs.

Project Goals:

- 1) Strengthen Agricultural Education across grades 5–12 and post-secondary transition through a vertically aligned curriculum
- 2) Expand Garden Infrastructure at all participating schools and build a new garden at the NCC to serve the Newtown Community Partnership (NCP) transition program and community campers
- 3) Provide Vocational Training in agriculture, horticulture, and culinary arts
- 4) Foster Community Engagement through intergenerational and inclusive learning opportunities
- 5) Establish Long-Term Sustainability through phased planning and curriculum integration

Project Activities:

1) Garden Infrastructure Development & Enhancement

A. Newtown High School (NHS)

- Install greenhouse lighting system to support plant growth and climate control
- Purchase and distribute gardening materials (soil, seeds, tools, etc.)

B. Newtown Middle School (NMS)

- Build and install: Storage shed, 2 cold frames, 2 shelving units
- Purchase soil, seeds, tools, and other garden supplies
- Contract installation services for garden components

C. Reed Intermediate School (RIS)

- Build and install: 2 raised garden beds, 2 cold frames
- Purchase soil, seeds, tools, and other garden supplies
- Contract installation services for garden components

D. Newtown Community Center (NCC) for NCP Program

- Build a new garden to support students with IEPs and summer campers
- Install: Storage shed, raised beds, cold frames, fencing for garden area
- Purchase soil, seeds, tools, and other garden supplies
- Contract installation services for garden components

2. Curriculum Development & Vertical Alignment

- Develop standards-aligned garden-based curriculum for Reed Intermediate School (20 hours)
- Facilitate district-wide vertical alignment of agricultural education (40 hours)
- Hire a curriculum consultant to assist with aligning and integrating garden-based learning across all grade levels (40 hours)
- Engage teachers and staff in professional development to support implementation

3. Staffing and Leadership Support

- Provide stipends for garden coordinators at: Newtown Middle School (NMS) and Reed Intermediate School (RIS)

4. Expanded Programming at NCC for NCP Transition Students

- Launch a six-week summer garden-based learning program at the NCC
- Integrate garden work experiences into NCP's school-year programming
- Provide culinary education to NCP students (25 sessions)

5. Sustainability Planning (Utilizing Curriculum Consultant; shared with Project Activity 2)

- Conduct facilities and space reviews to support long-term growth
- Establish a district-wide framework for ongoing garden use, maintenance, and instruction
- Develop systems for shared access and scheduling of garden spaces

Project Outcome and Impact

Identify at least one outcome you strive to achieve as a result of completing this project.

- 1) Increased student engagement in hands-on, standards-aligned garden-based education.
- 2) Create inclusive learning opportunities for students with disabilities through the NCP program.

Identify the activities necessary to meet the outcome(s) and how you will evaluate if the project outcome(s) were met?

- 1) The school garden will be revitalized at Reed School. An after school club as well as academic courses will make use of the enhanced garden space for dynamic, authentic learning experiences.
- 2) A school garden will be built at NCC to serve NCP students and campers. Students and campers will learn about sustainable growing practices and will use produce grown in their culinary classes.
- 3) A 3-5 year district-wide garden plan will be developed.

Project Workplan and Budget

Project Activity	Anticipated Start Date	Anticipated Completion Date	Who is responsible?
NHS lighting system purchase and installation	2/1/2026	5/1/2026	John Barlow/Judit DeStefano
NMS garden components purchase and installation	2/1/2026	5/1/2026	John Barlow/Judit DeStefano
RIS garden components purchase and installation	2/1/2026	6/1/2026	John Barlow/Judit DeStefano
Purchase of materials/supplies for gardens	3/1/2026	11/30/2027	Judit DeStefano/School Administrators
Curriculum alignment work	3/1/2026	6/30/2027	Frank Purcaro/Judit DeStefano/contractor

Project Activity	Anticipated Start Date	Anticipated Completion Date	Who is responsible?
Facility/Garden sustainability and expansion planning	4/1/2025	6/30/2027	Frank Purcaro/Judit DeStefano/contractor
NCC garden planning and installation	2/1/2026	6/30/2026	Judit DeStefano/Matt Ariniello
Final Report and Final Financial Report	7/1/2027	12/31/2027	Judit DeStefano

Please make sure you have included the item above:

- Submission of Final Report and Final Financial Report | December 31, 2027

Workplan Reviewer Comments

Project Budget

Budget Summary & Justification

All expenses described in this Budget Narrative must be associated with expenses that will be covered by the CTG4CTK grant. Please refer to the [Grant Guidance](#) document for allowable/unallowable Costs.

PLEASE ANSWER THE BELOW QUESTIONS TO COMPLETE THE BUDGET.

Are you hiring new individuals?

No

Are you purchasing equipment?

Yes

Equipment

Line Name	Amount	Justification	Website
NHS Greenhouse Lighting	\$3,917.00	Enhance functionality of NHS greenhouse, and integral component of garden functionality. Used in Greenery and Greenhouse Management courses.	https://www.griffins.com/custom-site/construction
NMS/RIS/NCC Sheds	\$10,200.00	(3) Store gardening supplies - 8x10 A-Frame without window @ \$3,400 each	https://www.atlasoutdoor.com/current-specials/

Sum: \$25,357.00

Line Name	Amount	Justification	Website
NMS Shelving	\$440.00	2@ \$220; Store gardening supplies off season	https://lowes.com/search?searchTerm=durable+shelving+units
NMS/RIS/NCC Raised Beds	\$2,700.00	6@ \$450 - Garden Build Outs for student use	https://holmesfinegardens.com/
NCC Fencing	\$2,100.00	For NCC Garden build	https://holmesfinegardens.com/
RIS/NCC Cold Frames	\$6,000.00	6@ \$1,000 - two at each location to extend the growing season	https://holmesfinegardens.com/
Sum: \$25,357.00			

Are you purchasing materials & supplies?

Yes

Materials & Supplies

Line Name	Amount	Justification	Website
NHS/NMS/RIS/NCC	\$1,800.00	Garden supplies, bulb, seeds, plants, soil (\$1,200 quoted)	https://www.lowes.com/
Sum: \$1,800.00			

Are you using contractual services or utilizing a consultant?

Yes

Contractual/Consultant

Line Name	Amount	Justification	Website
NMS Garden components installation	\$880.00	8 hours @ \$110/hr	https://holmesfinegardens.com/
Reed Garden components installation	\$1,100.00	10 hours @ \$110/hr	https://holmesfinegardens.com/
NCC Garden component installation	\$4,400.00	40 hours @ \$110/hr	https://holmesfinegardens.com/
Consultant to assist w/Vertical Alignment	\$4,800.00	40 hours @ \$120/hr	https://realfoodct.org/
NCP Culinary Education	\$2,500.00	25 hours @ 100/hour	https://newtowncommunitycenter.org/
Sum: \$13,680.00			

Are you using Other Costs?

Yes

Are you using stipends for current employees?

Yes

Other Costs

Line Name	Is this line a stipend?	Stipend Amount	Justification	Website
NMS Garden Club Stipend	Yes	\$2,900.00	First year of program, union negotiated, contracted stipend amount	https://irp.cdn-website.com/6f3ae5d9/files/uploaded/NFTeachers_2023-26_Contract_-_compressed.pdf
Reed Garden Stipend	Yes	\$2,900.00	First year of program, union negotiated, contracted stipend amount	https://irp.cdn-website.com/6f3ae5d9/files/uploaded/NFTeachers_2023-26_Contract_-_compressed.pdf
Reed Curriculum Writing	Yes	\$1,000.00	20 hours @\$50/ hour; contracted rate for extra work	https://irp.cdn-website.com/6f3ae5d9/files/uploaded/NFTeachers_2023-26_Contract_-_compressed.pdf
District Vertical Alignment and	Yes	\$2,000.00	40 hours @\$50/ hour; contracted rate for extra	https://irp.cdn-website.com/6f3ae5d9/files
Sum: \$8,800.00				

Line Name	Is this line a stipend?	Stipend Amount	Justification	Website
Long Term Planning Work			work	/uploaded/NFTeachers_2023-26_Contract_compressed.pdf
		Sum:	\$8,800.00	

Total Budget Requested: **Total Budget Requested Calc**
\$49,637.00

Total Personnel Requested: **Personnel Calc**
\$8,800.00

Sustainability Plan

How will this project contribute to the longevity of a farm to school program? What steps will you take to ensure that the program continues beyond the timeline of this grant project?

This initiative is designed as a strategic investment in the long-term development of a sustainable, vertically aligned farm to school program that spans grades 5 through post-secondary transition. It will create the systems, infrastructure, and capacity necessary for agricultural education to become an embedded and enduring part of the Newtown Public Schools experience. By building and enhancing gardens at four locations (NHS, NMS, RIS, and NCC), the program ensures long-term access to outdoor classrooms and growing spaces. Physical elements like raised beds, sheds, cold frames, and greenhouse lighting will last for years, requiring only seasonal upkeep. Curriculum writing and alignment across schools create a clear educational progression and institutionalize garden-based learning. Integration with core standards makes garden instruction part of routine teaching—not an add-on—helping secure its place in the curriculum long-term. Educators trained to use gardens for instruction are more likely to continue using them beyond the grant, especially when supported by clear curriculum tools. Programming for both school-year and summer use (via the NCP and NCC) extends the utility of the gardens beyond the academic calendar. Involving students with IEPs and campers makes the gardens relevant to multiple programs and stakeholders, reinforcing their importance across departments. By inviting participation from NCC campers and other community members, the project fosters broad ownership and support, creating the foundation for future partnerships and potential funding streams. Embedded in the project itself is a sustainability plan: The project lays the groundwork for a 3–5 year district-wide garden and agriculture education plan. This includes space and facilities reviews to ensure gardens can grow along with student interest and curriculum demand.

Stipends for garden coordinators and professional development build internal leadership and teaching capacity. The stipends are requested only for new positions, filled by existing staff. These stipends will be reduced as the planning load decreases, and the remaining amounts will be absorbed into each schools' budget in subsequent years. Our investment in our gardens is evident in our existing practices: NHS has for several years maintained a stipend-funded position for year- round garden care.

Project Team and Stakeholder Support

Describe the team involved in completing this project and how you will work with any partners. Please also describe the community support that you have for this project from stakeholders relevant to the project and how they will be involved throughout its lifetime (such as school/program administrators, students, educators, parents, etc).

The success of this garden and agricultural education initiative relies on a dedicated and collaborative team comprised of district leadership, school administrators, educators, community partners, and engaged stakeholders.

Key Team Members:

Judit DeStefano, Grant Writer: Responsible for securing funding, managing grant requirements, and coordinating communications between stakeholders.

Matt Ariniello, Director of the Newtown Community Center (NCC): Provides leadership and oversight for all programming at the NCC, ensuring the inclusion of the Newtown Community Partnership (NCP) transition program and summer campers in garden activities.

Frank Purcaro, Assistant Superintendent of Newtown Schools: Supports district-wide alignment, resource allocation, and integration of the garden program within the broader educational framework.

Dan Holmes, Local Landscape Designer: Offers expert guidance on garden design and installation, ensuring functional, sustainable, and accessible outdoor learning environments.

Administrators at Newtown High School, Middle School, Reed Intermediate School, and NCC: Act as site leads for implementation, facilitating scheduling, staffing, and ongoing maintenance.

Educators and Garden Coordinators: Lead hands-on instruction, garden maintenance, and student engagement activities.

Contracted Installers and Curriculum Consultants: Support infrastructure build-out and curriculum development to ensure quality and alignment.

The project team will maintain ongoing communication and collaboration through regular meetings, shared planning documents, and professional development sessions. The Newtown Community Center plays a vital role as a partner by hosting inclusive programming for students with IEPs and community campers, expanding the program's reach beyond the school day and fostering intergenerational learning.

Real Food Connecticut, led by Sean Fitzpatrick, Executive Director, is a key community partner providing expertise, resources, and advocacy aligned with sustainable agriculture and farm-to-school initiatives. Their involvement strengthens the program's connection to local food systems and supports educational goals related to environmental stewardship and healthy eating.

Dan Holmes's expertise ensures that garden infrastructure meets both educational and environmental goals, while school administrators facilitate the integration of garden use into the daily schedules and curriculum.

There is strong community support for this initiative, grounded in the shared vision of fostering environmental stewardship, vocational skills, and inclusive education. Throughout the project's lifetime, these stakeholders will remain involved through advisory meetings, feedback sessions, volunteer opportunities, and public showcases of student work, ensuring the program continues to meet community needs and thrives sustainably.

(Optional) Upload up to three [3] letters of supports for your application.

[CTG4CTK_Letter_Anne.pdf](#)

44.3 KB



[CTG4CTK_Letter_Real Food CT.pdf](#)

95.7 KB



[CTG4CTK_Letter_Jeff.pdf](#)

69.1 KB



Scoring

(Optional) Attach other related materials to your grant application.



[Newton High School - LED Lights - Quote.pdf](#)

37.9 KB



[Holmes Quote.docx.pdf](#)

2.1 MB



Demographic Information & Survey

What is the primary age of the students served?

Elementary School (K-5) High School (9-12)

Middle School (6-8)

Which race(s) most closely align with the racial identities of the majority of your students?

White | Caucasian

Which ethnicity most closely aligns with your students racial identity?

Non-Hispanic

Which languages have you identified are the primary languages spoken in the home of your students?

English

Untitled

How satisfied were you with the grant application's schedule and timing? Very Satisfied

How would you rate this application process? Satisfied

How would you rate the quantity of interaction and communication during the application period? Very Satisfied

How effective do you think this grant program is in reaching its purpose and goals? Very Satisfied

How long did it take you to complete this application?

8+ hours

Did you attend any office hours related to this grant or talk to DOAG staff?

Yes, Both

How did you hear about this program?

CT Farm to School

Collaborative

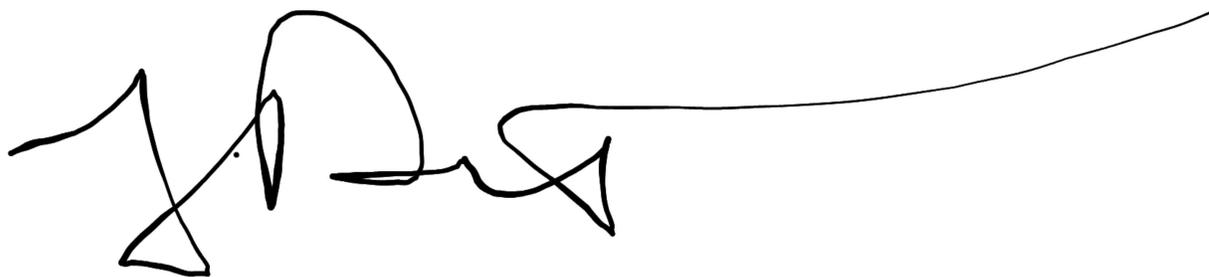
Would you be open to discussing your responses to this survey?

Yes

Please provide any feedback you think would improve the grant program.

Being able to upload a budget might be easier than entering each item in the body of the application. The budget section allows linking of web pages; whereas quotes with greater detail generated for this project specifically are more likely to be docs/pdf files. Communication and feedback were timely and reliable. Webinars and office hours were extremely helpful and all the support is very much appreciated.

Signature

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.