

WINTER STORM BREAKDOWN

2012-2013

DATE	DAY	TIME IN	TIME OUT	TYPE OF STORM	SAND		TREATED SALT		OVERTIME		TOTAL COST OF STORM
					USED YDS	PER YD	USED TONS	COST	HOURS	COST	
Storm 1 11/7-11/8/12	Wed-Thur	1:15 PM	5:00 AM	Snow 7 - 8"	260.75	\$4,432.75	311.81	\$78.62	465	\$ 18,876.37	\$47,823.62
Storm 2 11/27/12	Tues	7:30 AM	7:30 PM	Snow 2"	218.5	\$3,714.50	257.83	\$20,270.59	111.25	\$ 4,529.44	\$28,514.53
<b>TOTAL</b>					<b>479.25</b>	<b>\$8,147.25</b>	<b>569.64</b>	<b>\$44,785.10</b>	<b>576.25</b>	<b>\$ 23,405.81</b>	<b>\$76,338.16</b>
					YDS Sand	Cost of Sand	Tons Salt	Cost of Salt	OT Hrs	Cost of OT	Total cost of Storms

\*Snow fall amounts are estimates only and are made by the Public Works Department.

**ANNUAL BUDGET 2012 - 2013**

**DEPARTMENT: WINTER MAINTENANCE**

**MISSION/DESCRIPTION**

This program consists of snow removal and sanding in the winter and removal of winter sand from the roadways and catch basins in the spring and summer.

**BUDGET HIGHLIGHTS**

The budget for the Winter Maintenance department, for fiscal year 2013 is increased by \$7,637 or 1.1%. This was due to an increase in contractual services to account for inflation.

**WINTER MAINTENANCE BUDGET**

<u>WINTER MAINTENANCE</u>	2009 - 2010 ACTUALS	2010 - 2011 ACTUALS	2011 - 2012 ADOPTED	2011 - 2012 AMENDED	2011 - 2012 ESTIMATED	2012 - 2013 BUDGET			
						1st SELECTMAN	BOS	BOF	LC
						PROPOSED	PROPOSED	RECOMMENDED	ADOPTED
OVERTIME	172,921	190,538	160,000	160,000	160,000	152,608	152,608	152,608	
SAND	65,000	-	65,000	65,000	65,000	61,450	61,450	61,450	
SALT	393,220	435,491	350,000	350,000	350,000	333,579	333,579	333,579	
CHAINS / BLADES / ETC	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	
CONTRACTUAL SERVICES	63,274	158,721	105,000	105,000	105,000	140,000	140,000	140,000	
	714,415	804,750	700,000	700,000	700,000	707,637	707,637	707,637	-

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## ANNUAL BUDGET 2012 - 2013

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### DEPARTMENT: WINTER MAINTENANCE

#### ACCOUNT DETAIL

**Overtime:** This account is used for overtime for storms from November 15<sup>th</sup> to April 15<sup>th</sup>. An average of 3,800 hours of overtime has been required on a five year average. At the current average of \$40.16 per hour (average of all rates) for overtime, the total budget for 3,800 hours is \$152,608. We utilize approximately 3,800 hours four out of every five years.

**Sand:** The five year rolling average for sand usage is 3,763 cubic yards annually. At the current price of \$16.33, the average budget requirement is \$61,450.

**Salt:** This account covers treated salt used for winter deicing. The equivalent of 4,176 tons of treated road salt has been used annually over the last five years. At a current cost per ton of \$79.88, the average budget cost over is \$333,579

**Chains, Blades, Etc.:** This account covers replacement parts and repairs on sanders, plows, plow blades for trucks. The full allocation has been needed each year based on the current condition of plows and sanders.

**Contractual Services:** This account covers contracted removal of winter debris from catch basins and street sweeping. The complete cleaning of all catch basins and roadways is a continuing requirement under current Federal and State storm water discharge regulations. Outside vendors will sweep 800,000 linear feet (150 miles) of roadway and clean 3,150 individual catch basins. At a unit price of \$.10 per linear foot for sweeping and \$16.00 per basin the total for these two items are \$130,400. We also contract for approximately \$9,600 of front end loader time for severe storms.

**ANNUAL BUDGET 2012 - 2013**

<b>WINTER MAINTENANCE - MEASURES &amp; INDICATORS</b>						
<b>(Fiscal Year)</b>						
<b>Measure/Indicator</b>	<b>Actual 2007</b>	<b>Actual 2008</b>	<b>Actual 2009</b>	<b>Actual 2010</b>	<b>Actual 2011</b>	<b>Actual</b>
Number of Snow Plowing Operations	8	14	16	22	21	
Tons of Salt Used	2,321	3,689	5,221	4,866	4,786	
Yards of Sand Used	2,294	3,500	4,660	4,158	4,200	

3 PRIMROSE STREET  
NEWTOWN, CT 06470  
TEL. (203) 270-4201  
FAX (203) 270-4205  
[www.newtown-ct.gov](http://www.newtown-ct.gov)



**TOWN OF NEWTOWN**  
LEGISLATIVE COUNCIL

Jeff Capeci  
Chairman, Newtown Legislative Council  
52 Bear Hillis Road  
Newtown, CT 06470  
February 7, 2010

Honorable Patricia Llodra, First Selectman  
Town of Newtown  
3 Primrose Street  
Newtown, CT 06470

Dear Pat:

As you are aware, the Legislative Council was given by the previous council, an Ad Hoc Facilities Committee Report dated November 18, 2009. At the council's regular meeting on February 3, the following motion was passed unanimously:

The Legislative Council Recommends the appropriate town entities consider the recommendations contained in the Interim Report of the Legislative Council Ad Hoc Facilities Committee dated November 18, 2009. The recommendations are:

- 1.) Identify software applications/develop procedures to track maintenance work that is shared across departments. To be implemented in the 2009-2010 fiscal year. Responsibility: Board of Selectman, Superintendent of Schools.
- 2.) Implement the work tracking software in the Public Works Department. To be implemented in the 2009-2010 fiscal year. Responsibility: Board of Selectman.
- 3.) Implement the work tracking feature in the Parks & Recreation and the Board of Education Maintenance Departments. To be accomplished in the 2010-2011 fiscal year or sooner. Responsibility: Board of Selectman and the Board of Education.
- 4.) Complete study of whether consolidating the town-wide maintenance into one department would lead to greater efficiencies and cost savings, using hard data generated from technology programs that track cost of work. To be accomplished in the 2011-2012 fiscal year. Responsibility: Board of Selectman and Board of Education

The council believes that the Ad Hoc Facilities Committee did a tremendous amount of research compiling the report and in doing so, uncovered many collaborative efforts currently in existence between the town and the school system. These efforts save taxpayers a significant amount of money each year. In passing the resolution, the council is in agreement that furthering this work is best accomplished under the auspices of the Board of Selectman and the Superintendent of Schools. Moreover, the council believes that additional savings can be realized only if resources are committed to this effort. Whether those resources take the form of town and school employees or a commission of volunteers is not a decision for the council to make. These economic times call for finding new, innovative and cost effective ways to deliver services. This report is a step in that direction. On behalf of the Legislative council, I encourage you to work with Dr. Robinson and her designees to further the goals of the Ad Hoc Facilities Committee. Attached, please find the report and let me know if the council can assist you in this effort.

Sincerely,

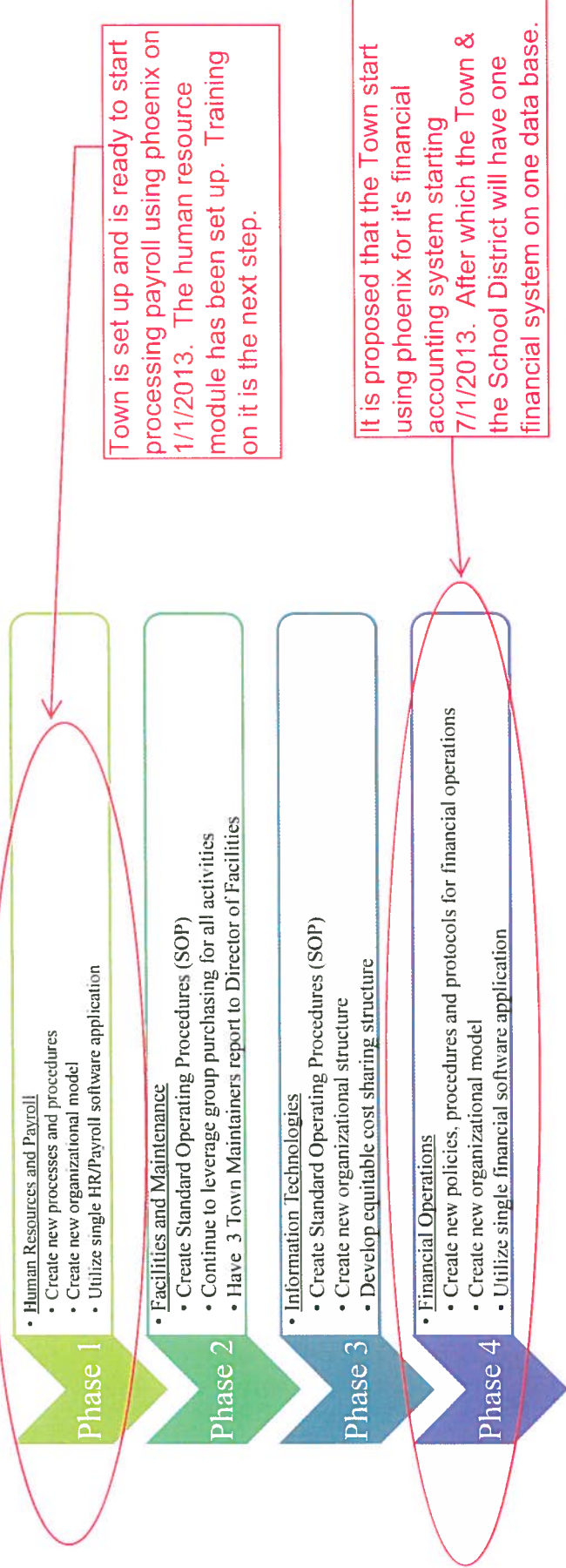
*Jeffrey Capeci*

Enclosure

cc: William Rodgers, William Furrier, Mary Ann Jacob, Daniel Amaral, Jan Andras, John Aurelia, James Belden, Gary Davis, George Ferguson, Kevin Fitzgerald, Christopher LaRocque, Benjamin Spragg, Richard Woycik.

**Recommendation – Transitional Approach Overview**

1. Implement a Shared Services Model for the Town and School District
  - a. We recommend a transitional approach to phasing into a new organizational structure for all areas reviewed
    - i. Phase 1 – Merge School District Human Resources and Payroll with Town
    - ii. Phase 2 – Merge Town Maintainers with School District
    - iii. Phase 3 – Merge Town Information Technology with School District
    - iv. Phase 4 – Merge School District Financial Operations with Town
  - b. Utilize current employees in new structure
    - i. Provides institutional knowledge of both organizations
    - ii. Provides stabilization
    - iii. Enables existing employees ability to ensure new organization is a good fit
  - c. As employees leave/retire roles may need to be realigned



**A. ACTION PLAN SCHEDULE**

**Phase I 0 – 6 Months**

- Configure Phoenix system’s HR and Payroll modules for Town Use
- Develop policies and procedures to support combined processes
- Implement HR and Payroll modules within the Phoenix system

**Phase II – 7 – 12 Months**

- Confirm Facilities and Maintenance organizational structure
- Develop Job Descriptions
- Negotiate with Unions
- Merge current Maintainers personnel into current organization
- Develop SOP between Town and School District

**Phase III – 7 to 12 Months**

- Confirm IT organizational structure
- Develop Job Descriptions
- Negotiate with Unions
- Merge current IT personnel into new structure
- Develop SOP between Town and School District

**Phase IV 12 -24 Months**

- Perform Financial Software Evaluation
- Define Policies and Procedures Manual
- Co-locate shared financial management organization
- Implement financial modules (general ledger, accounts payable, procurement)
- Implement new financial processes (as required)
- Update policies and procedures to include new processes of financial system

<b>TOWN OF NEWTOWN</b>
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**ANNUAL RECURRING COSTS FOR FINANCIAL & PAYROLL SYSTEMS**

<b>FINANCIAL SYSTEM:</b>	<u>MUNIS</u>	<u>PHOENIX</u>
MAINTENANCE FEE	17,200 <b>a.</b>	4,064 <b>b.</b>
<b>PAYROLL SYSTEM:</b>	<u>ADP</u>	<u>PHOENIX</u>
MAINTENANCE FEE	-	4,838 <b>c.</b>
FEES	27,000	-
CHECK STOCK & INK	-	1,500
<b>TOTAL RECURRING COSTS</b>	<u>44,200</u>	<u>10,402</u>

**a.** allows for (4) concurrent users (\$3,000 for each additional concurrent user)

**b.** financial system initial setup:

license fee	10,159
training	4,000
installation	640
project mgt.	3,000
	<u>17,799</u>

maintenance fee is -0- the first year.

**c.** payroll system initial setup:

license fee	18,144
training	5,000
installation	640
project mgt.	4,000
	<u>27,784</u>

maintenance fee is -0- the first year.

Note: total set-up for both systems is \$45,583



# Achievements of District

Newtown Public Schools  
December 10, 2012

***Four of our schools  
have received  
“Schools of Distinction”  
recognition***

NEWTOWN PUBLIC SCHOOLS

# *Highest Performing Sub-Group*

*Newtown Middle School*



*Newtown High School*



NEWTOWN PUBLIC SCHOOLS

# *Highest Progress*

## *Middle Gate Elementary*



NEWTOWN PUBLIC SCHOOLS

# *Highest Overall Performance*

*Middle Gate Elementary*



*Reed Intermediate*



*Newtown Middle School*





NEWTOWN PUBLIC SCHOOLS

***CAPT Scholars***

Connecticut State Department of Education

Newtown High School received  
**89** recognition letters  
for students who achieved at the  
Advanced level on *all* of the CAPT  
subtests. Only schools above us  
Fairfield, Greenwich, West Hartford,  
Region 5(Orange, Woodbridge)

NEWTOWN PUBLIC SCHOOLS

# Out of 399 Graduating Students In 2012 There Were 1,202 College Acceptances

## Highest Competitive Colleges

	# of Acceptances	# of Acceptances
Barnard College	3	2
Boston College	8	5
Columbia University	1	2
Connecticut College	3	109
Cornell University	2	7
Duke University	2	2
Georgetown University	2	3
Lehigh University	4	
Smith College		2
Tufts University		5
Univ. of Chicago		2
Univ. of Connecticut		109
Univ. of Michigan		7
Univ. of North Carolina Chapel Hill		2
Univ. of Pennsylvania		3

NEWTOWN PUBLIC SCHOOLS

# ***Our Graduation Rate Increase***

***rose to***

***95.3% in 2012***

***vs.***

***94.6% in 2011***



NEWTOWN PUBLIC SCHOOLS

# High School Student is Awarded U.S. Patent



**Zoe Eggleston, Senior**



NEWTOWN PUBLIC SCHOOLS

# Enrollment

	<u>As of October 31, 2012</u>	<u>As of October 31, 2011</u>
Elementary	1,605	1,720
Intermediate	818	876
Middle	893	870
High School	1,766	1,743
Pre-Kdg	46	64
Out-of-Town	30	25
<b>Total</b>	<b>5,158</b>	<b>5,298</b>

# **Common Core State Standards (CCSS) and CT STANDARDS**

## **Moving Beyond Awareness**

# Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by 45 states
- Provide clear, consistent standards in English language arts/Literacy and mathematics

# Students Who are College and Career Ready In Reading, Writing, Speaking, Listening and Language

- They demonstrate independence
- They build strong content knowledge
- They respond to the varying demands of audience, task, purpose, and discipline
- They comprehend as well as critique
- They value evidence
- They use technology and digital media strategically and capably
- They come to understand other perspectives and cultures

# Key Areas in The English/LA Standards

- Reading Comprehension
- Writing
- Speaking
- Listening
- Language

# Key Shifts

- Text complexity
- Range of text types
- Close analysis of texts
- Evidence to back up claims and conclusions
- Writing prompts tied to texts

# Classroom Example



- A typical writing prompt might ask...
- After reading Martin Luther King's "Letter from a Birmingham Jail," discuss the idea of freedom and what it means to you (the student).



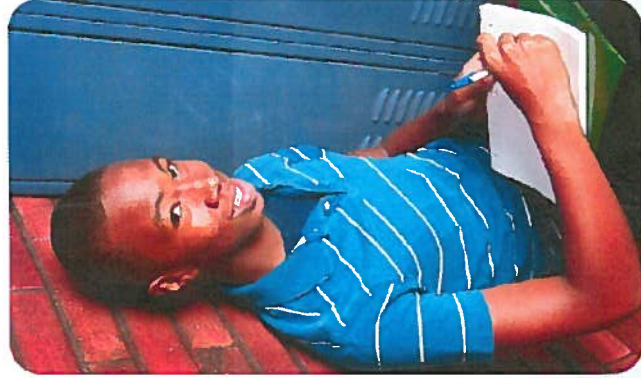
# Classroom Example

- A “writing to sources” assignment would be:
  - What does freedom mean to the author?  
How does the author define freedom?
  - In this assignment students cannot answer the question without having read and analyzed the text and used evidence from it to support his/her conclusion.



# Key Shifts

- Research ( short projects)
- Marshaling arguments
- Academic vocabulary
- Evidence, evidence, evidence



# Paradigm Shifts for Mathematics

- No longer “CMT Strand Land”
- Standards-based focused, coherent instruction
- Put the practice standards into practice
- Support instruction with intense, focused professional development

## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**From this**

**Find 20% of 350,000**

**to....**

## ***Mathematical Practices***

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



An international fast food chain reports that 8% of the people in the United States eat at its restaurants each day. The fast food chain currently has 12,800 stores in the United States. The most recent Census Bureau report states that approximately 310 million people live in the United States.

Make a conjecture as to whether or not you believe the report from the fast food chain to be accurate. Create a mathematical argument that validates your conclusion.

# Priorities in Mathematics

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

# CCSS for Mathematics

## High School Conceptual Categories

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability



# Smarter Balanced Assessment 2015

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

# Newtown Public Schools Responds to CT Standards (CCSS)

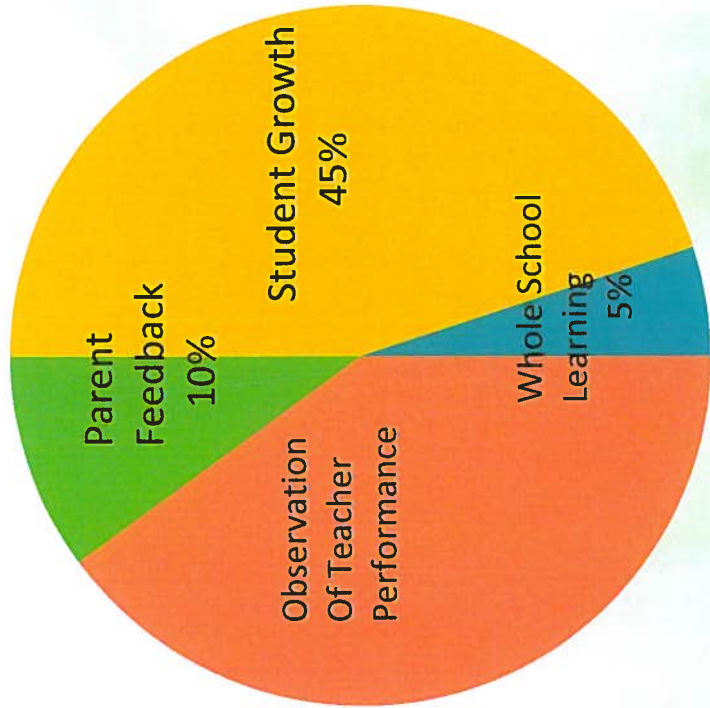
- Curriculum and Resources
- Communication
- Professional Development
- Assessment

## Additional Resources

- Common Core State Standards (CCSS) website
- <http://www.corestandards.org>
- CCSS in CT at CT State Department of Education website
- <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

*Thank you to Charlene Tate-Nichols, Joanne White and Amy Radikas of the CSD E for providing materials for this presentation.*

## Teacher Evaluation Components



Outcome rating



Practice rating



Annual Teacher Rating

# Implications for Newtown Schools

## COSTS

Teach Scape  
(Admin & Art only) \$6,297

My Learning Plan  
(Teacher goals & P.D. record) \$6,780

# Implications for Newtown Schools

## NWEA

### COSTS

K – 12 ELA & Math      \$70,950

K – 10 Science            \$ 9,627

Professional Development    \$ 3,200/day

# Implications for Newtown Schools

## CCSS

Professional Development (mostly in-house)

\*Mathematics for K-5 program

\*Readers Workshop K-8 \$1,500/day

(\$75,000 in 2012-13 system)

## Resources

- Classroom Libraries

\$30,000

- K-5 Mathematics

\$35,000

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

ENROLLMENT REPORT AS OF October 1, 2011 Certified

Current Monthly Enrollment

Cumulative Year-to-Date

Grade	Sept(b)			Oct 1st	Sept 9th			Oct 1st	
	2011	Added	Left	2011	2011	Added	Left	2011	
K	273	0	1	272	273	0	1	272	
1	345	2	3	344	345	2	3	344	
2	330	1	0	331	330	1	0	331	
3	374	0	0	374	374	0	0	374	
<u>4</u>	<u>399</u>	<u>3</u>	<u>0</u>	<u>402</u>	<u>399</u>	<u>3</u>	<u>0</u>	<u>402</u>	
Total Elementary	1,721	6	4	1,723	1,721	6	4	1,723	
5	416	2	0	418	416	2	0	418	
<u>6</u>	<u>461</u>	<u>0</u>	<u>1</u>	<u>460</u>	<u>461</u>	<u>0</u>	<u>1</u>	<u>460</u>	
Total Intermediate	877	2	1	878	877	2	1	878	
7	439	1	0	440	439	1	0	440	
<u>8</u>	<u>431</u>	<u>0</u>	<u>0</u>	<u>431</u>	<u>431</u>	<u>0</u>	<u>0</u>	<u>431</u>	
Total Middle	870	1	0	871	870	1	0	871	
9	465	0	4	461	465	0	4	461	
10	430	1	0	431	430	1	0	431	
11	456	0	1	455	456	0	1	455	
<u>12</u>	<u>395</u>	<u>2</u>	<u>0</u>	<u>397</u>	<u>395</u>	<u>2</u>	<u>0</u>	<u>397</u>	
Total High	1,746	3	5	1,744	1,746	3	5	1,744	
<u>Special Education</u>									
Pre-Kdg	26	40	0	66	26	40	0	66	
<u>Out-of-Town</u>	<u>23</u>	<u>2</u>	<u>0</u>	<u>25</u>	<u>23</u>	<u>2</u>	<u>0</u>	<u>25</u>	
TOTAL K-12	5,263	54	10	5,307	5,263	54	10	5,307	o
	=====	====	====	=====	=====	====	====	=====	
<u>ENROLLMENT BY SCHOOL</u>									
Hawley	384	0	0	384	384	0	0	384	
Sandy Hook	520	2	1	521	520	2	1	521	
Middle Gate	476	2	2	476	476	2	2	476	
<u>Head O' Meadow</u>	<u>341</u>	<u>2</u>	<u>1</u>	<u>342</u>	<u>341</u>	<u>2</u>	<u>1</u>	<u>342</u>	
Total	1,721	6	4	1,723	1,721	6	4	1,723	
Reed Intermediate	877	2	1	878	877	2	1	878	
Middle School	870	1	0	871	870	1	0	871	
High School	1,746	3	5	1,744	1,746	3	5	1,744	
<u>Special Education</u>									
Pre-Kdg	26	40	0	66	26	40	0	66	o
<u>Out-of-Town</u>	<u>23</u>	<u>2</u>	<u>0</u>	<u>25</u>	<u>23</u>	<u>2</u>	<u>0</u>	<u>25</u>	
TOTAL K-12	5,263	54	10	5,307	5,263	54	10	5,307	o
	=====	====	====	=====	=====	====	====	=====	

(b) = Beginning Of Month 9/9/11

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NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

ELEMENTARY CLASS SIZES AS OF October 1, 2011 Certified

Grade	Hawley	Sandy Hook	Middle Gate	Head O' Meadow	Reed	TOTAL
Pre K				66		66
K	14	16	15	19		
	16	17	16	18		
	16	16	15	16		
	15	16	15			
		16	16			
<b>Total K</b>	<b>61</b>	<b>81</b>	<b>77</b>	<b>53</b>		<b>272</b>
1	21	19	19	16		
	21	19	18	14		
	20	19	18	16		
	19	18	17	15		
		19	18	18		
<b>Total 1</b>	<b>81</b>	<b>94</b>	<b>108</b>	<b>61</b>		<b>344</b>
2	16	18	20	18		
	18	19	20	18		
	17	19	19	18		
	18	19	19			
		18	18			
		19				
<b>Total 2</b>	<b>69</b>	<b>112</b>	<b>96</b>	<b>54</b>		<b>331</b>
3	22	21	25	20		
	21	20	24	22		
	22	21	24	21		
	22	20	25	23		
		21				
<b>Total 3</b>	<b>87</b>	<b>103</b>	<b>98</b>	<b>86</b>		<b>374</b>
4	21	23	24	22		
	22	22	24	22		
	22	21	24	22		
	21	22	25	22		
		22				
		21				
<b>Total 4</b>	<b>86</b>	<b>131</b>	<b>97</b>	<b>88</b>		<b>402</b>
<b>Total K-4</b>	<b>384</b>	<b>521</b>	<b>476</b>	<b>342</b>		<b>1,723</b>
<i>check</i>	0	0	0	0		0
PowerSchool 10/1	384	521	476	342		
	0	0	0	0		

check  
0

0

0

0

0

0

0

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut

ENROLLMENT REPORT AS OF October 1, 2012 **OFFICIAL**

Current Monthly Enrollment

Cumulative Year-to-Date

Grade	Aug 28th			Oct 1st			Aug 28th			Oct 1st		
	2012	Added	Left	2012	Added	Left	2012	Added	Left	2012	Added	Left
K	254	3	4	253	254	3	4	253	254	3	4	253
1	308	5	5	308	308	5	5	308	308	5	5	308
2	336	3	1	338	336	3	1	338	336	3	1	338
3	341	0	0	341	341	0	0	341	341	0	0	341
<u>4</u>	<u>368</u>	<u>1</u>	<u>3</u>	<u>366</u>	<u>368</u>	<u>1</u>	<u>3</u>	<u>366</u>	<u>368</u>	<u>1</u>	<u>3</u>	<u>366</u>
Total Elementary	1,607	12	13	1,606	1,607	12	13	1,606	1,607	12	13	1,606
5	404	0	2	402	404	0	2	402	404	0	2	402
<u>6</u>	<u>418</u>	<u>2</u>	<u>3</u>	<u>417</u>	<u>418</u>	<u>2</u>	<u>3</u>	<u>417</u>	<u>418</u>	<u>2</u>	<u>3</u>	<u>417</u>
Total Intermediate	822	2	5	819	822	2	5	819	822	2	5	819
7	449	1	2	448	449	1	2	448	449	1	2	448
<u>8</u>	<u>446</u>	<u>2</u>	<u>3</u>	<u>445</u>	<u>446</u>	<u>2</u>	<u>3</u>	<u>445</u>	<u>446</u>	<u>2</u>	<u>3</u>	<u>445</u>
Total Middle	895	3	5	893	895	3	5	893	895	3	5	893
9	428	1	2	427	428	1	2	427	428	1	2	427
10	454	2	0	456	454	2	0	456	454	2	0	456
11	427	1	4	424	427	1	4	424	427	1	4	424
<u>12</u>	<u>451</u>	<u>7</u>	<u>1</u>	<u>457</u>	<u>451</u>	<u>7</u>	<u>1</u>	<u>457</u>	<u>451</u>	<u>7</u>	<u>1</u>	<u>457</u>
Total High	1,760	11	7	1,764	1,760	11	7	1,764	1,760	11	7	1,764
<u>Special Education</u>												
Pre-Kdg	38	7	0	45	38	7	0	45	38	7	0	45
<u>Out-of-Town</u>	<u>32</u>	<u>1</u>	<u>0</u>	<u>33</u>	<u>32</u>	<u>1</u>	<u>0</u>	<u>33</u>	<u>32</u>	<u>1</u>	<u>0</u>	<u>33</u>
TOTAL K-12	5,154	36	30	5,160	5,154	36	30	5,160	5,154	36	30	5,160
	=====	====	====	=====	=====	====	====	=====	=====	====	====	=====

ENROLLMENT BY SCHOOL

Diff from start

Hawley	368	4	10	362	368	4	10	362	-6
Sandy Hook	452	2	0	454	452	2	0	454	2
Middle Gate	448	5	2	451	448	5	2	451	3
<u>Head O' Meadow</u>	<u>339</u>	<u>1</u>	<u>1</u>	<u>339</u>	<u>339</u>	<u>1</u>	<u>1</u>	<u>339</u>	<u>0</u>
Total	1,607	12	13	1,606	1,607	12	13	1,606	-1
Reed Intermediate	822	2	5	819	822	2	5	819	-3
Middle School	895	3	5	893	895	3	5	893	-2
High School	1,760	11	7	1,764	1,760	11	7	1,764	4
<u>Special Education</u>									
Pre-Kdg	38	7	0	45	38	7	0	45	7
<u>Out-of-Town</u>	<u>32</u>	<u>1</u>	<u>0</u>	<u>33</u>	<u>32</u>	<u>1</u>	<u>0</u>	<u>33</u>	<u>1</u>
TOTAL K-12	5,154	36	30	5,160	5,154	36	30	5,160	6
	=====	====	====	=====	=====	====	====	=====	

(b) = Beginning Of Month 8/28/12

check 0 0 0 0 0 0 0 0 0

**NEWTOWN PUBLIC SCHOOLS**  
Newtown, Connecticut

Oct 1

ELEMENTARY CLASS SIZES AS OF October 1, 2012 OFFICIAL

Grade	Hawley	Sandy Hook	Middle Gate	Head O' Meadow	Reed	TOTAL	check
Pre K		30		15		45	0
K	12	19	15	16			
	13	19	15	15			
	12	17	15	14			
	12	17	14	15			
			13				
<b>Total K</b>	<b>49</b>	<b>72</b>	<b>72</b>	<b>60</b>		<b>253</b>	0
1	19	16	17	19			
	18	15	17	18			
	18	16	17	17			
	18	15	17	18			
			16	17			
<b>Total 1</b>	<b>73</b>	<b>78</b>	<b>85</b>	<b>72</b>		<b>308</b>	0
2	21	19	17	15			
	20	19	17	16			
	20	18	18	15			
	19	19	17	15			
			19	17			
<b>Total 2</b>	<b>80</b>	<b>94</b>	<b>103</b>	<b>61</b>		<b>338</b>	0
3	18	19	25	19			
	18	19	24	20			
	18	20	25	19			
	18	19	24				
			17				
		19					
<b>Total 3</b>	<b>72</b>	<b>113</b>	<b>98</b>	<b>58</b>		<b>341</b>	0
4	23	20	24	22			
	22	19	23	22			
	22	19	23	22			
	21	19	23	22			
			20				
<b>Total 4</b>	<b>88</b>	<b>97</b>	<b>93</b>	<b>88</b>		<b>366</b>	0
<b>Total K-4</b>	<b>362</b>	<b>454</b>	<b>451</b>	<b>339</b>		<b>1,606</b>	0
<i>check</i>	0	0	0	0		0	
PowerSchool 10/1/12	362	454	451	339			
	0	0	0	0			

November 2012



Newtown Public Schools

# Superintendent's Newsletter

*Janet Robinson, Ph.D.,  
Superintendent of Schools*

*Linda Gejda, Ed.D.,  
Assistant Superintendent*

## *A note from the Superintendent...*

### Board Meetings 2012

*November 20*

*December 4*

*December 18*

### Budget Meetings

*January 8*

*January 10*

*January 15*

*January 17*

*January 23*

*January 24*

*January 29*

*January 31*

### Board Members

*Debbie Leidlein, Chair*

*Laura Roche, Vice Chair*

*Cody McCubbin, Secretary*

*William Hart*

*Richard Gaines*

*Keith Alexander*

*John Vouros*



Come visit us at  
Fairfield Hills Campus or  
on the web at  
[www.newtown.k12.ct.us](http://www.newtown.k12.ct.us)

Greetings to our Newtown community,

Just as we were all emerging from our hurricane Sandy trials, I thought we could be enjoying getting back to some normalcy, but a nor'easter just had to blow in and test our patience again. With 5 days of school missed due to Sandy, we are fortunate that we were able to have school with a delay.



Janet Robinson, Ph.D.  
Superintendent of Schools

This newsletter will focus on some of the work that our conscientious staff does during their summer to continue to grow as effective teachers to the benefit of our students. As our focus continues on literacy, you might note that K - 8 teachers are attending Columbia University courses on Readers' Workshop. Additional training will be ongoing throughout the year on these strategies and you can expect to see this reflected in your child reading a great variety of books, with increased emphasis on nonfiction.

Our designated early release days will be focused on developing performance based assessments which require students to apply their skills and knowledge to real life situations and to using thoughtful problem solving strategies. This is an important part of acquiring 21<sup>st</sup> Century skills. It is exciting watching students engaged in this type of work as they are researching, using previously learned material, collaborating, and stretching their imaginations. This will serve them well as they go through life.

Our work on concept based curriculum and best practices for instructional strategies is being validated as our CMT and CAPT scores have gone up steadily every year for the last 4 years, and this year our students' performance ranked in the top 5 in our district reference group (DRG) in 14 subtests. At the Middle School we ranked #1 in reading and math.

We are entering an era of change in education that is unprecedented. We will be introducing the new Common Core State Standards at all levels, and the tests replacing the CMT/CAPT will reflect these standards. The first state to make this change, Kentucky, saw a decrease in performance when students were assessed with the new tests. We will be conducting parent workshops this year to introduce the standards to parents and answer questions.

*Cont. on page 2*

Also, new to education is a new teacher evaluation plan that is being piloted this year. This state mandate is the first time that teacher evaluations have been standardized at the state level and it requires training for staff and an increased number of teacher observations. The implementation of the administrator evaluation will follow shortly. There is tremendous accountability for student achievement in the new plan. What this means for parents: you should expect to receive surveys to fill out as part of this evaluation process; and students will have not only standardized tests but also other tests in every content area (even P.E., art, music)

that will be linked to a teacher's evaluation.

We have been so fortunate in Newtown as we have been able to attract, develop, and keep dedicated and gifted teachers. Even with the limited resources, we see students achieving because of the quality of instruction, but we always want to improve. This mindset of continuous improvement for the sake of our students is a cornerstone of our beliefs in Newtown. We want to continue to work as partners with parents as research has shown that parents who support education tend to have successful children. We want every one of your children to reach their dreams.



## ***NICE Partnership With France Brings Educators to Newtown***

*by Jennifer Davidson*

The Newtown International Center for Education (NICE) expanded its global footprint in a significant way last year when it created a formal sister school alliance with Lycée Alain in Le Vésinet, France. This partnership marked NICE's first partnership with a European school. Interestingly, NICE and Lycée Alain came into contact with each other in China in 2011 through their common partnership with Upper Middle School No.3 in Liaocheng.

The France-US relationship is already moving forward quickly. Two educators from Lycée Alain, Claire Choquet and Valérie Zink, are spending a week in Newtown to work with their Newtown High School counterparts, Jennifer Davidson and Paula Greenfield, to lay the foundation for future student exchanges to and from France and explore ways to deepen the sister school partnership. Concurrently, the teachers from France will have the opportunity to learn more about the US educational system, familiarize themselves with the Newtown school district and its teachers and administrators, and expose themselves to US culture through several area excursions.



Newtown High School Principal Charles Dumais, Assistant Principal Jason Hiruo, French delegates Claire Choquet and Valerie Zink, and Newtown High School French teachers Paula Greenfield and Jennifer Davidson.

Choquet and Zink had originally planned to travel with a third colleague, Marine Scheller, until Superstorm Sandy forced a rescheduling of their trip. They are staying with host families (the Chaloux and Schwartz families) while in Newtown. On behalf of the principal of their school, Choquet and Zink have expressed deep sympathy for the losses our area suffered during the storm. They are extremely grateful that we have welcomed them just a week after the hurricane and are looking forward to getting to know Newtown and its schools.

The next step in the NICE-Lycée Alain partnership will be student exchanges. Twenty-six students from Le Vésinet will be coming to Newtown at the end of March, and twenty-three NHS students will travel to France during April recess. On both sides of the Atlantic, students will be staying with local host families while attending the high school and participating in

cultural tours of the region. Fortunately, Lycée Alain, a school of 1,100 students, is in a suburb of Paris, and an easy 20-minute train ride will bring students to the heart of the city, making for wonderful, enriching cultural opportunities for the Newtown students during their stay in France.

Jason Hiruo, Coordinator of NICE, is thrilled at the speed with which this partnership has progressed. Hiruo is confident of the success of Choquet and Zink’s visit because of the interest expressed about their visit by Newtown teachers and building administrators. As such, the teachers from France will be exposed to as much of the school district and its dedicated faculty as possible during their week in Newtown. Hiruo is anticipating that Lycée Alain will be the first of several European sister school alliances for NICE in the years to come.



## International Education Week

November 12-16, 2012

Newtown Middle School 7<sup>th</sup> & 8<sup>th</sup> graders participated in International Education Week by dressing in clothing representative of a specific country, or by sharing a message in a foreign language with the entire school during morning announcements!



## Newtown High School Student is Awarded Intellectual Patent from Science Project



Zoe Eggleston, Senior  
Newtown High School

by Sally Martinelli

For some students, their epiphany moment—when young adults discover their passion or talent for something—comes from taking a certain class or becoming acquainted with a specific teacher. For Newtown High School senior Zoe Eggleston, all it took was a science project.

When Eggleston was an eighth grader at the Newtown Middle School, science teacher Beverly Andracci assigned an independent create-your-own project.

“Zoe came home from class and told us that she had to do a big project, and that she chose to do a research paper,” Kathryn Mayer, Eggleston’s mom said. “I said, ‘You’re kidding. For a science project? This is going to be torture.’ We went over the list of options together, and saw there was a make an invention option.”

Four years later, that invention’s idea would be awarded U.S. Patent No. 8,299,931.

“I invented the Ice Device, which uses pulleys and other mechanisms to test the thickness of ice without having to step onto possibly dangerous grounds” Eggleston said. She partly attributed the idea to her fear of going out onto the ice and having it break underneath her feet.

“She came up with the idea of making something to test the thickness of the ice right away,” Brad Eggleston, Zoe’s father, said. “Then, she spent months messing around upstairs in her room. She would draw something, bring it downstairs and say ‘Do you think this would work?’ She got into it and really liked doing it.”

After toying with almost fourteen different sketches, Eggleston figure out the most effective model and crafted it from a child’s kickboard and PVC pipe. She went into school and handed it in. NMS moved Zoe onto the Connecticut Invention Convention, where she presented her Ice Device. “It wasn’t a big deal at all because I didn’t think much about it,” Eggleston said.

For her mom, going to the Convention itself was a fluke thing. “We almost left early to go to a travel soccer game,” Mayer admitted. “But, I texted Brad and told him how cool it was and that we were going to stay.”

After hanging around and checking out other inventions for most of the evening, mother and daughter figured they would finish out the night by watching the awards ceremony.

As it turned out, Eggleston ended up being the star of the show, receiving the McCormack, Paulding, & Huber Patent Award. This award allowed Eggleston to work with the company’s patent lawyers (who design schematics, research the market to make sure there are not similar products already out there, etc) and apply for a free application and a patent if applicable.

When they announced the Ice Device, Mayer confesses she got a little emotional. “I was absolutely floored. Looking back, I can see just how much the [Connecticut Invention Convention] changed her life. She found people that thought like she did,” Mayer said.

Winning the award gave Eggleston opportunities such as being a Student Representative for the CIC at the Connecticut Forum of Creativity, and presenting at the Connecticut Women of Innovation Award Ceremony, but, according to Eggleston, it gave her so much more.

“The [McCormack, Paulding, & Huber Patent Award] has pushed me to think about math and

sciences more and to look into technology, which I had no idea I was into before,” Eggleston said. “But now, I see that I think this way. I’m a problem solver.”

This realization kindled Zoe’s passion for science. She took PowerTech, Physics and Drafting in high school, and has applied to engineering schools. Right before she hit “Submit,” Eggleston received a letter concerning her patent.

“We really struggled with whether or not we should open the letter,” Brad Eggleston said. “When you apply to college you can say ‘patent pending,’ but if we knew her patent was denied we would have had to put that on her application. It would have been like it never happened. Zoe decided to open it, and she got it.”

Eggleston now has a press conference with a company through the CIC regarding the manufacturing and the advertisement of her product.

As of now, she has no plans to sell her idea. “I want to keep it because it is my first thing and I know there are going to be more coming,” Eggleston said. “I want to keep ownership of it.”

When asked whether or not fans would be seeing Eggleston on ABC’s reality TV show Shark Tank, Zoe laughed. “Everyone keeps asking me that,” Eggleston said. “Maybe some day. This is just the beginning.”

*Sally Martinelli is the Managing Editor of The Hawkeye, Newtown High School’s Newspaper*





## Newtown Students Show Continuous Improvement in State Testing

by Linda Gejda, Ed.D., Assistant Superintendent

In March 2012, Newtown students in grades 3-8 took the Connecticut Mastery Test (CMT) and students in grade 10 took the Connecticut Academic Performance Test (CAPT). In this generation of the CMT (2006-12), Newtown students' performance continued to improve. In more than half of the subtests given in Math, Reading, Writing and Science, 90% or more scored at or above the state goal. Student performance in mathematics continues to be exceptionally strong overall. The Third Generation Connecticut Academic Performance Test (CAPT) was administered to tenth grade students. Student performance has significantly improved over the past six years, with the highest performance in 2012. Vertical Scale graphs and further state assessment information can be accessed at the State Department of Education assessment website at [www.ctreports.com](http://www.ctreports.com)

In addition to looking at our performance over time, residents are often interested in Newtown schools' performance compared to similar districts. The following table displays Newtown's 2012 performance compared to members of our DRG:

### 2012 CMT/CAPT District Reference Group (DRG) Comparison

#### % At/Above Goal

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Math	1	3	11	3	1	1	9
Reading	8	8	10	7	1	2*	10*
Writing	4	5	2*	5	2	2	8*
Science			13			3	5

\*Tied with another District

Improved student performance on state assessments is particularly notable because Newtown schools are in the process of preparing for the administration of a new state assessment to be administered in 2015. The new assessment will focus on the standards identified by the Common Core State Standards, a document adopted by more than 45 states. As teachers implement changes in literacy and mathematics curricula, they are also maintaining a high level of performance on current state assessments. Kudos to students and teachers for a job well done!



*This year's  
CMT/CAPT Testing is  
March 1 - 28, 2013*





## Teachers Inspired To Excel

The archetypal returning to school essay is “What did I do on my summer vacation?” Teachers spent the time between school’s closing June 21st and reopening August 23rd learning to improve their content knowledge and their teaching craft. This article provides a small sampling of what Newtown teachers were involved in and illustrates their alignment with the district mission as they are “inspired to excel.”

### Technology

Technology continually evolves and offers new learning opportunities. While only one tool of 21<sup>st</sup> century learning, it is one that constantly evolves. Students are natives to technology; many teachers are immigrating. To keep up with the technology natives, some teachers use the summer to stay leaders in this area. Over the summer, **Kathleen Dye** (NMS) completed a graduate workshop on technology for educators, including web site design and development. **Kristin Violette** (NHS) participated in a seminar at MIT for App Inventor developers and teaching techniques. She also participated in a CT Computer Science Association (CTCSA) three-day seminar at Quinnipiac University. Self-disciplined, **Jen Davidson** (NHS) worked to find as many useful online resources for her world language students as possible, everything from grammar to music to culture. Her students will be using these sites throughout the year for day-to-day reference as well as for larger projects.

### Travel

Teachers traveled with the specific purpose of bringing culture back to their classrooms, enhancing student global awareness. A 21<sup>st</sup> century citizen advantage. **Amy Repay**, **Team Project Leader for NICE** and NHS Social Studies teacher, was selected as the third representative from Newtown to participate on the national Japan Study Team. Ms. Repay spent three weeks traveling throughout Japan immersed in its culture, history and beauty. Amy



Amy Repay

visited cities and regional communities of Kyoto, Nara, Nagoya, Hiroshima, Wakayama, Tokyo and Nikko.

As one of ten educators from the United States chosen by Japan Society headquarters, Amy was part of the Japan National Educators Tour that runs every summer. This was a life changing experience that brought life and breath to what she loves to teach and now brings significant personal experience to share with her students.

**Kevin Grady** (NHS) spent two weeks in Turkey visiting over 30 ancient sites spanning the Hittite, Greek, Roman, Byzantine and Ottoman periods. His Latin students will definitely benefit from Mr. Grady’s exposure to these areas.

**Paula Greenfield** (NHS) traveled to Morocco for 2 weeks and learned firsthand about a francophone country.

**Don Ramsey** (NMS) attended a two-day conference entitled, “The Global Leadership Conference.” World-renowned speakers included corporate CEOs, political figures, humanitarian pioneers, and church leaders around the world such as: Condoleezza Rice, former Secretary of State; Pranitha Timothy, Director of Aftercare International Justice Mission (freeing slaves in India and promoting their recovery); William Ury, Co-Founder and Senior Fellow at Harvard University’s Program on Negotiation and author of the book, *Getting to Yes*; Patrick Lencioni, Founder and President of The Table Group, a consulting firm on “organizational health”; and Sheryl Wudunn, Pulitzer Prize winning author, business executive, and activist for gender equity. This conference provided invaluable insights into issues of leadership that translate into Mr. Ramsey’s ability to present sound leadership concepts to students for success in the 21st century society. It also provided insights into organizational health that Don says, “will render me a better staff member in the district as well as a more effective member of the community as an advocate for the students I serve.”

In addition to the above, Mr. Ramsey hiked two major mountains: the Northeast’s highest peak, Mt. Washington, in New Hampshire, and Mt. Katahdin in central Maine. He participated in a “Marine Biology” excursion in Bar Harbor, Maine. All three of these experiences provided him with a historical perspective in conjunction with Science and Technology directly

applicable to the subject he teaches at Newtown Middle School (Technology Education).

**Kathy Boettner** (NHS AP) and **Cathy Ostar** (NHS Guidance Dept. Chair) traveled to Phoenix, Arizona to attend the 2012 Naviance Summer Institute. This opportunity was funded through a CT Dept. of Education grant received by Peg Ragaini (NHS Career Center) to help our district move forward with implementation of student success plans.

### **Curriculum**

An estimated 154 teachers participated in curriculum writing and curriculum training workshops during the summer. Curriculum is a staple of summer professional development. It directly links to this year's district initiative on assessment and the need to align all documents with the Common Core State Standards. A quality curriculum is second only to quality classroom teachers in its impact on student learning, according to *Visible Learning for Teachers: Maximizing Impact On Learning* by John Hattie.

On a similar note, **Kathleen Dye** (NMS) also finished a course on program evaluation for middle school curriculum and instruction.

### **Reading**

A number of Newtown teachers have been engaged in Columbia University Teachers' College Reading Workshop Training. **Pam Kohn** (RIS) described her experience with Reading Workshop: "I attended the Columbia Reading Workshop Training in NYC this summer! It was an inspiring week-long adventure. The caliber of speakers was outstanding, and I can't wait to share some of the practices with my students and colleagues." Pam Kohn is a member of the district Professional Development Committee and frequently offers workshops based on her new learning.

**Becky Virgalla** (SHS) attended the K-2 Reading Workshop training offered at the Reed School for four days in July, and two weeks later, she was "privileged to attend" Reading Workshop training for grades 3-5 at Teachers' College, Columbia University for five days. She wrote, "Both were very inspirational experiences!" As a district Language Arts consultant, Becky will be working with elementary teachers in their implementation of this program.

**Sandy Hook principal, Dawn Hochsprung,**

summarized the work her staff has been engaged in: "For the past year, Sandy Hook teachers have been focused on increasing students' independence as learners, expanding opportunities for student discourse, and raising the level of rigor in our questioning. This summer, eighteen Sandy Hook educators participated in week-long Reading Workshop training. Most attended Newtown's Homegrown Institute in July, and several traveled to The Teachers College at Columbia University. Our faculty also read Lucy Calkins' *Pathways to the Common Core*. We are excited to implement all of our new learning in Sandy Hook classrooms and to share our growth with our colleagues!"

Lead Teacher, **Natalie Hammond** (SHS) affirmed the excitement and quality of the Reading Workshop.

### **AP Classes**

Newtown High School has been adding to its Advanced Placement course offerings. Teachers who teach AP classes often attend summer sessions to update skills and content in their respective disciplines. This is the first year World Language is offering AP classes in addition to UConn courses.

Taft School hosts AP training and the following NHS teachers attended summer sessions: **Paula Greenfield** (AP French Language and Culture), **Liz Ward-De Leon** and **Caroline Napoli** (AP Spanish), and **Rose Mikasauskas** (AP Latin sessions). **Caroline Napoli** highlighted some specifics, "We attended a week-long... course...(which was) led by the College Board and provided high school Spanish educators from around the country the opportunity to learn about the current AP test format as well as the changes which will occur in the 2014 Exam. The sessions took place from 8:00am-4:00pm daily and participants discussed best practices in preparing students for the exam, and reviewed and created activities to strengthen students' skills in the three types of communication tested on the exam: intrapersonal, interpersonal, and presentational." Ms. Napoli and Mrs. Ward look forward to teaching the class and to sharing what they learned at Taft with their colleagues to work towards vertically aligning the World Language curriculum. English teachers **Elizabeth Hanna** (AP Language and Composition) and **Jacob Thomas** (AP Language and Composition) also attended the week-long AP Taft Institute.

## Assessment

Assessment is the 2012-13 focus of the district's Professional Learning Communities that meet on early release days. Enhancing their understanding of the value of assessment, Newtown teachers were involved in various professional development activities. **Peter Bernson** (RIS) spent seven days involved with Formative Assessment through the CT Science Center. **Sherry Earle** (NHS), **Linda Gejda** (Asst. Superintendent), **Kris Kelso** (NHS), **Susan McConnell** (NHS), **Jaime Rivera** (NHS) attended the Quality Performance Assessment Workshop from July 16-19 in Boston, Mass.



Kris Kelso

## Teachers Teaching Teachers

Important learning happens when teachers coach each other in the craft of teaching. **Kris Fedra** (SHS), **Liesl Fressola** (SHS), **Leslie Regensburger** (MGS), **Tim Napolitano** (RIS), **Peter Bernson** (RIS) and **Todd Stentiford** (RIS) spent two days working with teachers in the region on instructional coaching as part of the Danbury Elementary Science Instructional Coaching Academy as STEM grant participants.

**Dr. Anthony Salvatore** (NMS AP) renewed his T.E.A.M. Trainer "status" and TEAM paper Reviewer with the State Dept. at ACES in Hamden. TEAM is the support program for new teachers and training renewal is required for all district personnel who engage in this program. Dr. Salvatore also mentioned "professional reading is always an ongoing and lifelong activity!"

Similar to coaching, some teachers availed themselves of opportunities to learn from others. On August 10th, **Marty Swanhall** (NHS) attended EdcampCT at the Ethel Walker School in Simsbury, CT. Edcamps are unconfederated PD Days, that is, there are no hired/paid "specialists" talking about topics but instead teachers leading teachers - almost like PLCs. See <http://edcamp.wikispaces.com/> for more information. He attended 4 workshops - "Staying Connected By Using Social Media"; "Symbaloo"; "Evernote" and "Using Skype In The Classroom".

**Stephanie Ramsey** (NHS) and **Karolyn Baumgartner** (NHS) participated in a three-day field experience and

workshop where they learned how to collect and use sediment cores from marshes. These techniques can be implemented in their AP Environmental Science classes. They also had an opportunity to learn from several scientists who do research in climate change, periphyton analysis, and sediment cores.

## Grants

Grants are a way of supplementing the district professional development budget. Several grant-funded activities were mentioned previously. **Eric Ekman** (NHS) researched and wrote a grant to investigate the nesting/lack of nesting of Kemp's Ridley Sea Turtles on the Yucatan Peninsula. The grant was submitted through WCSU and if approved will be carried out in cooperation with the University of Guadalajara Mexico. Grant approval will be decided upon this winter. Good Luck, Eric!

## Graduate School

Some teachers take to the other side of the desk: they attend graduate school.

This summer **Kathryn Buessing** (NMS) began her Masters Degree in Teaching of English at Columbia University Teachers College in the INSTEP program (Intensive Summer Education Program)! She said, "I had three wonderful classes in teaching reading, teaching writing, and bringing arts into the English classroom! I'm so excited to get back into the classroom and apply my new learning, as well as to collaborate with my colleagues on workshop methods."

**Cate Brainard** (NHS) was excited to share her Southern Connecticut State University summer experience that she began to become a licensed professional counselor. Cate says, "As a teacher who works primarily with students who have emotional challenges, my hope is that my graduate work will help me to more effectively address the needs of my students and result in more positive outcomes."

This summer was full of inspiring experiences for many of Newtown's teachers and administrators. Our students will benefit from their inspirations.

*Article compiled by Kathy Swift & Bev Bjorklund*



## Early Release Days

December 7, 2012  
 January 18, 2013  
 February 15, 2013  
 March 1, 2013  
 April 12, 2013  
 May 3, 2013

## Conferences (early dismissal)

### *Elementary*

March 26, 27, 28, 2013 (March 27 night)

### *Reed Intermediate*

March 26, 27, 28, 2013 (March 28 night)

### *Middle School*

March 28, 2013 (no night)

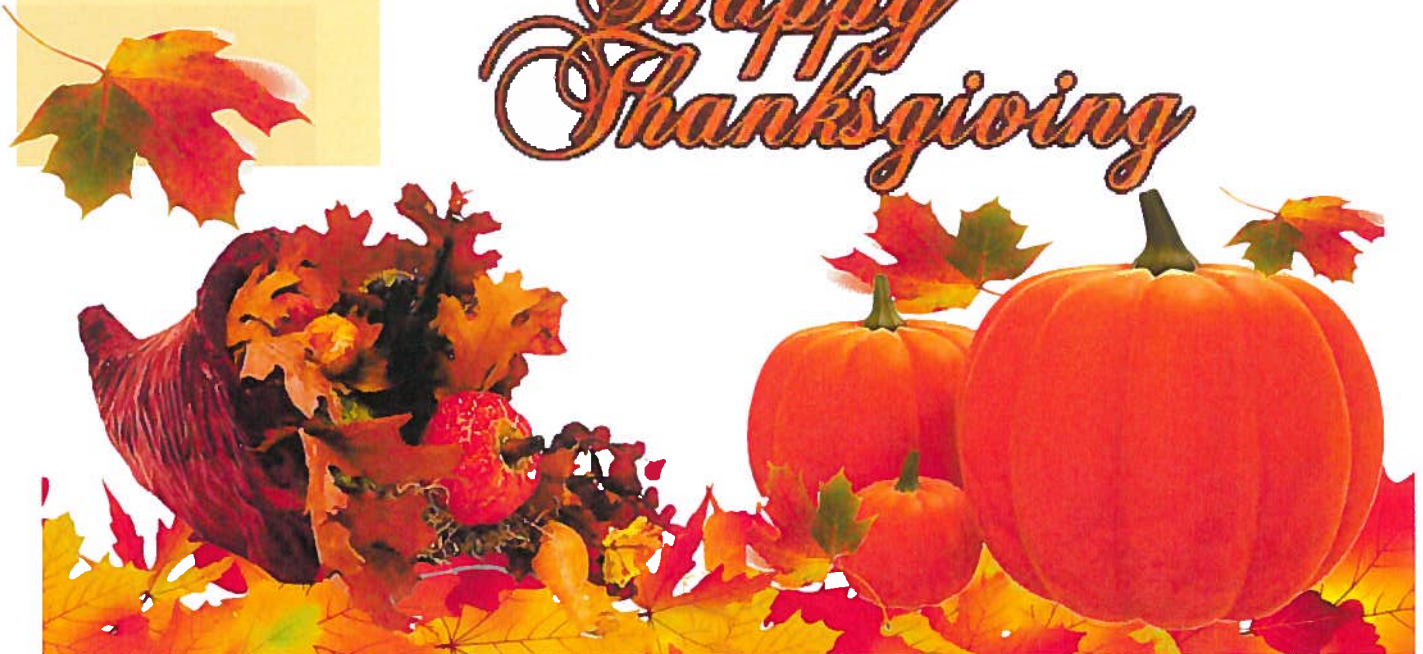
### *High School*

March 28th, 2013 (no night)

## Holidays

November 22-23, 2012  
 December 24 - Jan 1, 2013  
 January 21, 2013  
 February 18-19, 2013  
 March 29, 2013  
 April 15 - 19, 2013  
 May 27, 2013

# Happy Thanksgiving



The Newtown Public School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities and employment practices. The Newtown Public School District does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973. Contact information for coordinators of Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled individuals) are found in district policies at our website.