



NEWINGTON PUBLIC SCHOOLS

Newington Board of Education 2017 – 2019



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2017 – 2019

11/28/17

Board of Education Planning Retreat

Our Mission

The Mission of the Newington Public School System, an educational partnership of school, family and community, is to ensure every student acquires the knowledge, skills and attitudes to continue to learn, live a productive life, and contribute to a diverse, rapidly changing society. This is accomplished within a caring environment through a planned program of quality learning experiences that challenge and encourage each individual to reach full potential.

BOARD OF EDUCATION PLANNING RETREAT

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RETREAT AGENDA

TIME	PROGRAM	
3:45 – 4:00	Light Refreshments – Helen Nelson Meeting Room	
4:00 – 4:10	Call to Order / Opening Remarks / Overview / Introductions	Mr. Shulman / Dr. Collins
4:10 – 4:20	District Mission, Vision, Direction / Organizational Structure	Dr. Collins
4:20 – 4:40	Strategic Plan (NPS 2025) / 2017 Summary	Mrs. Muraca
	Strategic Focus Areas	Focus Area Leaders
4:40 – 4:55	District Goals / District Data Team	Mrs. Crouse
5:00 – 6:10	Breakout Sessions	
SESSIONS		
Focus Area #1 Student Growth & Performance	Focus Area #2 Organizational Efficiency, Adaptability & Effectiveness Focus Area #4 Infrastructure & Facilities Support 21st Century Learning	Focus Area #3 Safe, Supportive & Healthy Culture Focus Area #5 Family & Community Engagement

<ul style="list-style-type: none">• Universal Preschool• Mastery Based Learning	<ul style="list-style-type: none">• State & Federal Mandates• Recruiting & Retention• Facilities & Transportation	<ul style="list-style-type: none">• Safe School Climate• Class size• Family, Community & Business Partnerships	
FOCUS AREA 1	FOCUS AREAS 2 & 4		
Wendy Crouse ◇	Bill Collins ◇	Pamela Muraca ◇	
Kristen Freeman	Stephen Foresi	Kim Davis	
Jay Salerno	Marilena Gulioso	Dan Dias	
Jason Lambert	Lou Jachimowicz	Bev Lawrence	
Terra Tigno	Chris Meyers	Jim Marciano	
Mike Gaydos	Jason Smith	Rich Klett	
GROUP 1	GROUP 2	GROUP 3	
Sharon Braverman	Michael Branda	Danielle Drozd	
Joshua Shulman	Emily Guion	Cindy Stamm	
Steven Silvia	Paul Vessella	Robert Tofeldt	
GROUP SESSION ROTATIONS			
	GROUP 1	GROUP 2	GROUP 3
5:00 – 5:20	Helen Nelson Meeting Room	McKay Conference Room	Bicentennial Room
5:25 – 5:45	Bicentennial Room	Helen Nelson	McKay Conference Room
5:50 – 6:10	McKay Conference Room	Bicentennial Room	Helen Nelson
RETREAT CONTINUES IN HELEN NELSON			
6:15 – 6:30	Take Aways / Critical Issues/ Questions		Dr. Collins
6:30 – 7:00	Dinner	Administrators leave after dinner	
PART II – BOARD MEMBERS WORK SESSION – CONFERENCE ROOM A			
7:00 – 8:00	Responsibilities and Attributes of an Effective Board		Thomas Mooney, Esq.
8:00 – 8:30	Board Priority Setting & Discussion		Board Members & Dr. Collins
8:30	Adjournment (approximate time as adjournment may be later)		

DISTRICT INFORMATION



Mission – Vision – Direction

Mission

The Mission of the Newington Public Schools System, an educational partnership of school, family and community, is to ensure every student acquires the knowledge, skills, and attitudes to continue to learn, live a productive life, and contribute to a diverse, rapidly changing society. This is accomplished within a caring environment through a planned program of quality learning experiences that challenge and encourage each individual to reach full potential.

EVERY STUDENT – College, Career, and Citizenship Ready



Preparing the Next Generation of World Leaders

We Believe

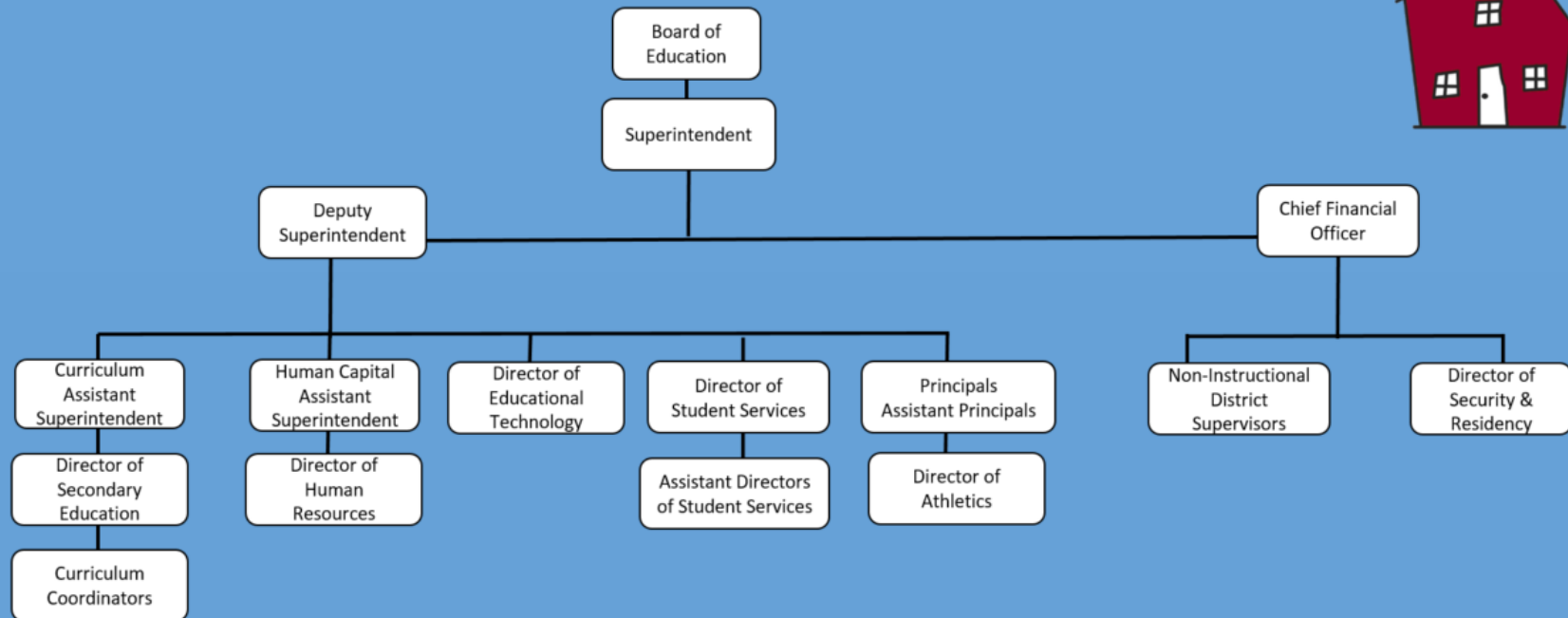
- ♣ Each individual has worth and deserves respect.
- ♣ Every individual is unique and deserves recognition.
- ♣ Every individual can learn.
- ♣ Motivation directly affects learning.
- ♣ Performance is directly related to expectations.
- ♣ Learning is a life-long process.
- ♣ Effective education empowers individuals to reach full potential.
- ♣ Education expands options throughout life.
- ♣ Effective education is essential to the future well being of our society.
- ♣ Education is the shared responsibility of student, family, school system and community.
- ♣ Individuals are accountable for their own actions.
- ♣ The teacher's role in the education process is vital to the success of the learner.
- ♣ Family support, commitment and involvement strengthen student learning.
- ♣ The commitment of the entire community is vital to an excellent school system.
- ♣ Success builds self-esteem; self-esteem promotes success.
- ♣ The understanding of and respect for diversity strengthens society.
- ♣ Change is inevitable and creates the opportunity to grow.
- ♣ Excellence in education is worth the investment of time, effort and resources.
- ♣ The entire community benefits from an excellent school system.

Our Beliefs



Organizational Chart

Newington Public Schools



Administrative Organization

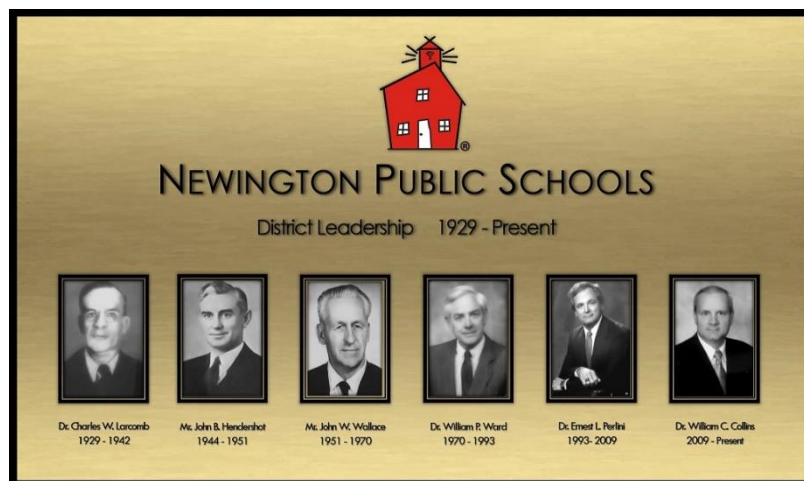
2017 - 2018

About NPS

Newington, Connecticut is a suburban community of about 30,000 residents located just south of the capital city of Hartford. **All seven Newington schools are accredited by the New England Association of Schools & Colleges** and proudly serve approximately 4,200 students in full day kindergarten through twelfth grade. Newington Public Schools serves the community and their students with seven schools including four elementary, two middle, and one high school.

The culture of excellence throughout the Newington Public Schools can be attributed to our history of long-standing community support and high expectations for its schools. Our success begins with a student-centered mission and a shared vision for the success of every child. Our actions are guided by research and measured regularly through strategic systems and processes for continuous improvement. We are home to Anna Reynolds Elementary School, a 2016 National Blue-Ribbon School, recognized as an Exemplary High Performing School.

DISTRICT LEADERSHIP



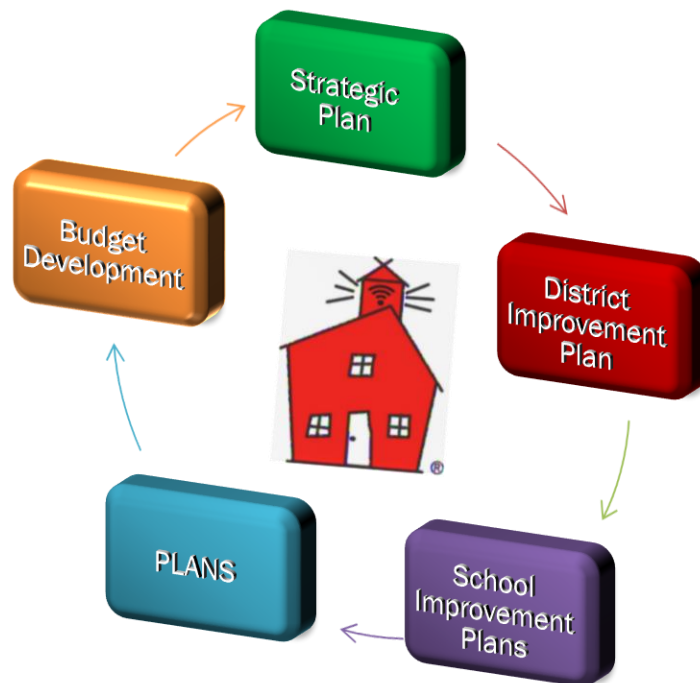
Past Board of Education Chairs

Name	Year
Nancy Petronio	2015 – 2017
Dr. Marc B. Finkelstein	2011 – 2015
Stephen Woods	2009 – 2011
Daniel Carson	2007 – 2009
Brian Giantonio	1999 – 2007
Stephen Woods	June 1998 – November 1999
Joseph Marcellino	November 1997 – June 1998
Joseph Marcellino	1993 – 1997
Muriel Scoler	1991 – 1993
Gail Kelly	1987 – 1991
Muriel Scoler	1985 – 1987
Fred Googel	1983 – 1985
Gail Kelly	1979 – 1983
Joe Marcellino	1975 – 1979
Donald Cohen	1973 – 1975
Donald Clark	1971 – 1973

Board of Education Priorities 2015 – 2017

- IMPROVE STUDENT ACHIEVEMENT
- ENSURE ALL STUDENTS ARE COLLEGE, CAREER, AND CITIZENSHIP READY
- OPTIMIZE THE INTEGRATION OF TECHNOLOGY INTO INSTRUCTION
- INCREASE ACCESS TO EARLY CHILDHOOD EDUCATION
- PROVIDE INFRASTRUCTURE & ENVIRONMENT THAT FOSTERS MODERN LEARNING
- INCREASE OPPORTUNITIES FOR EXTENDED AND ENHANCED LEARNING
- INCREASE THE NUMBER OF STUDENTS WHO ARE FLUENT IN TWO OR MORE LANGUAGES
- ATTRACT, DEVELOP, SUPPORT, AND RETAIN PROFESSIONAL TALENT
- CONTINUE SUPPORT FOR THE ARTS, ATHLETICS, AND STUDENT ACTIVITIES
- RECOGNIZE ABILITY OF THE COMMUNITY TO SUPPORT EDUCATION
- ADDRESS STATE & FEDERAL INITIATIVES

PLANNING PROCESS



Strategic Planning



Newington began the strategic planning process in 1993. Strategic plans are used to *lead* and *support* school improvement efforts. Internal and external environmental scans examine Strengths, Weaknesses, Opportunities, and Threats to the organization and inform the strategic planning process and assist in the alignment of fiscal, human, and other district resources.

NPS 2025 is a comprehensive system for continuous improvement. The system begins with a strategic plan that guides the development of annual district and school improvement plans. The improvement plans contain specific action steps and targets designed to implement the strategic plan including recommendations for multi-year strategic funding through the Program Planning Budget Evaluation System (PLANS). The district budget is developed and is informed by the strategic plan. The NPS 2025 dashboard is monitored throughout the year using several metrics for assessing progress toward the identified targets. An annual scorecard tracks progress over time.

Focus Areas



Student Growth & Performance



Organizational Efficiency, Adaptability, and Effectiveness



Safe, Supportive and Healthy Culture



Infrastructure and Facilities that Support Learning



Family and Community Engagement

Strategic Planning 2017 Report

The Strategic Planning Committee met on Friday, May 5, 2017. The fifty member committee reviewed and discussed the district's mission and vision, gathered information regarding: (1) the district's progress toward achieving goals; (2) the external and internal factors that influence/impact the district's ability to meet these goals; (3) recommendations/ideas to support achieving the goals and (4) strategies or action steps for moving forward. Since the presentation of NPS 2025, the focus areas and major goals remain constant; however, action steps, strategies and indicators have been completed, added or modified to keep the district prepared for growth, innovation and change.

The NPS 2025 is organized around five core focus areas that represent the dimensions of Newington Public Schools. The goals articulated in each of the focus areas include action steps, strategies and key performance indicators or measures to gauge our success in achieving these goals.

Focus Area 1: Student Performance & Growth ~ *Every student graduates ready for college, career, and citizenship.*

Goal 1.1: All students will receive a high quality personalized education which is rigorous, relevant, and engaging.

- Enhance implementation of math and LA curriculum through on-going collaboration and professional learning by leveraging balanced assessments within the Understanding by Design process.
- Implement revisions to the social studies curriculum to align to state standards.
- Revise the science curriculum to align to state standards.
- Refine the work within Professional Learning Communities with a focus on assessment design within unit planning.
- Refine the use of Student Success Plans at the middle level to assist students in making choices to achieve goals.
- Expand academies and programs for choice at Newington High School to create multiple pathways to success.

Goal 1.2: All students will be globally competitive by using international standards of measurement.

- Refine the middle school world language program with a focus on instructional practices and curriculum revisions and expanding the program on the core to grade 7.
- Align curriculum and assessments to state standards, which are internationally benchmarked.

The strategic planning committee acknowledged the power of a consistent process and structure for curriculum development. Implementation of the Understanding by Design framework, is a component of the current learning during Professional Learning Community meetings, grade level meetings and professional learning sessions. The revision and alignment of the district's ELA, Math and Social Studies curricula to state and national standards is being refined and integrated across disciplines. Continuation of this work is necessary to ensure all curricula adequately address the important skills and knowledge necessary for every student to be ready for the next level. Standards based curricula supports rigorous instruction and authentic assessment options for students to demonstrate learning for mastery that endures over time.

Presently educators are redesigning the K-12 Science curriculum to align with the Next Generation Science Standards. The new crosscutting concepts will help students explore connections across the four domains of science, including physical science, life science, earth and space science and engineering design. This shift intentionally promotes teaching and learning as an inquiry arc of interconnected elements.

The Professional Learning Community (PLC) model strengthens and deepens teacher collaboration and professional growth. Newington educators consistently engage in professional learning communities as the structure for working collaboratively to design units of instruction aligned to the UbD framework, to analyze and disaggregate student data, to research instructional practices aligned to students' personalized learning needs, and to consistently maintain rigorous standards for student learning. Professional learning communities will focus on assessment design to create authentic performance tasks which require students to synthesize or "pull together" their learning.

The establishment of Academy programs at the middle and high school levels offers students unique learning experiences in Biomedical Sciences, Information Technology & Digital Innovation, Business & Finance, Culinary & Hospitality, Aerospace. Most academy programs offer students opportunities for job shadowing, internships and mentors all which are supported by industry professionals. Dual credit/enrollment programs with Central Connecticut State University and other local colleges, and Early College Experience courses demonstrate Newington's commitment to opening up unique learning opportunities for students.

Participants identified areas for growth and development highlighting the need to begin World Language in Kindergarten, maintaining small class size K-12 for personalized learning experiences and strengthening student-teacher connections, continue to explore regional partnerships with surrounding districts such as Wethersfield and Berlin to expand opportunities especially in technical and vocational fields and to develop a comprehensive strategy for expanding preschool highlighting the cost benefit. Participants recognized that the current economic challenges at the state and town level impact the district's ability to expand programs and course offerings.

Focus Area 2: Organizational Efficiency, Adaptability & Effectiveness ~ *The district can adapt to internal and external influences efficiently and effectively.*

Goal 2.1: All educators and support staff are highly effective.

- Implement a system for regular review of educator and leader practice.
- Design and implement a system to align professional learning to educator and leader practice.
- Implement and analyze an annual staff survey to identify:
 - Professional learning with immediate impact on practice
 - Improvement of practice as a result of Instructional Coaching.
 - Improvement of practice as a result of participation in a PLC.
- Develop an effective system to improve feedback - leader to leader; leader to educator; leader/educator to tutor.

Goal 2.2: All district services are performed effectively and efficiently to support the needs of teaching and learning by aligning people, time and funding to priorities.

- Develop a system to review, monitor and provide feedback on course requests/enrollment.
- Develop a system and process to analyze the ARol (as defined by DMC) for each program, system and position.
- Implement the Newington Educator Technology Integration Rubric and systems for monitoring and continuous improvement.

The strategic planning committee acknowledged the many accomplishments and achievements as a result of this focus area such as:

- Educator evaluation results indicate that 99% of all certified staff are effective or highly effective.
- Design and implementation of a substitute teacher induction & orientation program to prepare every substitute for a successful experience.
- Researching and providing access to data systems to maximize our efficiency such as staff attendance, requests for professional learning, payroll, recruitment, educator evaluation, and student registration.
- Utilizing Newington staff to facilitate professional learning for colleagues.
- Researched and developed the Newington Educator Technology Integration Rubric.
- The district's awareness and commitment to the importance of this goal.
- Commitment to the growth and development of all educators.

Participants in each group recognized and identified several illustrations of strength, effectiveness and efficiency across the district. A sample of illustrations are the dedicated staff, the professionalism and knowledge of the teachers and administrators, the acquisition and implementation of technologies and systems to support learning and educators' responsiveness and time provided to families. Access to these digital systems has streamlined and improved efficiency in areas such as staff attendance, data warehousing and analysis, payroll and accounting, job postings and applications, staff and student resources, and educator supervision and evaluation.

The professional learning and educator evaluation systems ensure all educators continue to improve their practice and embrace new learning and initiatives. Collegial observations (teachers observing teachers) is employed in several schools to support professional growth within and across grade levels and content

areas. This highly effective professional learning model was noted as an area of strength. The professional learning community (PLC) model is a district-wide structure that fosters collaborative learning among educators within grade levels, departments, at the school level and in other practice-based professional learning groups and promotes collaborative professional learning to strengthen practice and improve student learning.

This year the district has advanced the Academic Return on Investment (ARol) concept. Through a detailed audit of the relationship between how time and staffing impact learning outcomes, new protocols for assigning support staff service have been drafted and will be piloted during the 2017-2018 school year.

District administrators and staff continuously review and adjust the organizational structure and resources to meet changing needs. Changes set in motion this school year involved one-to-one devices K-12 (iPads and Chromebooks), Spanish as a core course in grade 8, expansion of the Academies, professional career opportunities for students such as internships, industry professional mentors, and job shadowing each enhancing learning for students and adults.

Strategic Planning participants identified areas for continued growth and development, which include, improving the level of understanding and application of technology integration, personalization of professional learning, soliciting student feedback or input in the teacher evaluation process, providing opportunities for professional learning for classified staff (secretaries and tutors) and additional opportunities for certified staff to participate in conferences sponsored by local RESCs and national organizations.

As the diversity of the community changes, participants noted the need to provide staff and students at each level with diversity training experiences to address cultural competence, acceptance, and celebrating differences. A suggestion was made to explore programs for the elementary and middle school students similar to the Anti-Defamation League's *The Truth About Hate* program for sophomores.

Focus Area 3: Safe, Supportive and Healthy Climate ~ *Students and staff members feel safe, supported and respected.*

Goal 3.1: District wide culture is respectful and responsive to student and staff needs.

- Fully Implement SRBI including Positive Behavior Interventions & Support models.
- Develop and implement consistent, research-based strategies and interventions to support positive behavior and reduce disciplinary referrals.
- Conduct biennial climate surveys with students, parents and staff.
- Annually monitor district's security plan and needs.

Goal 3.2: Students are healthy, fit and ready to learn.

- Provide professional development in Mindfulness and Yoga 4 the Classroom.
- Utilize the curriculum review cycle to revise as appropriate, the K-12 Wellness Curriculum as one component in our coordinated approach to school health.
- Conduct biennial review and revisions of the district's Safe School Climate Plan.

The strategic planning committee acknowledged the many accomplishments and achievements such as:

- Revising the 5-12 Wellness curriculum to strengthen vertical articulation and student learning.
- The district's participation in the state's Healthy Meals program.
- Collaboration between Newington's Human Services department and the Transition Academy expands students' experiences and provides opportunity for community outreach.
- Diverse social-emotional supports are provided to elementary and high school students to ensure every student has an adult he or she knows and can talk to.
- Implementation of Mindfulness, Brain Breaks and Yoga 4 the Classroom practices across K-12 classrooms.
- Offering a range of after school programs, clubs and athletics for students at the middle and high schools.

In general, staff, students, and community members trust that our schools are safe and secure. Security measures such as video surveillance, entry protocols at each school, security officers, video surveillance in facilities and on buses, and fire, shelter in place and lockdown drills are well-established and stable. Participants noted a positive and supportive school climate across the district that reflects how students, staff and parents feel about their child's school, the staff and the programs offered.

The District's Safe School Climate Committee updated the district plan and is working with each school to update their individual plans. The Safe School Climate committee is responsible to plan, implement and monitor safe school climate practices and activities. Programs to build positive staff-student relationship are active at each level. At the elementary level "Bucket Filling" encourages students to demonstrate kindness and care for others through their action and words. Elementary students also participate in School Families, a program in which students from different grade levels come together and participate in a variety of character building cooperative activities with members of their school family. There are several goals of the school families: strengthening relationships with students of various ages and backgrounds; building a sense of community by better connecting students to each other and to their school. At the middle level students learn the meaning of PRIDE and RESPECT and are recognized for their demonstration of kindness, respect for others and oneself, and responsibility for their learning and action. Additionally, middle school students participate in an Advisory Program, a defined group of one adult and a small group of students for the purpose of goal setting, decision-making and personal-social activities. The high school Advisory Program, held twice weekly, affords students time to also participate in activities, seek out staff and interact with peers.

The K-12 Wellness curriculum offers a holistic approach to living a healthy life style and developing the understanding that fitness, nutrition, and life choices are necessary to maintain a healthy lifestyle. Programs focused on developing healthy minds and bodies among student and staff include the introduction of Yoga 4 the Classroom, Brain Breaks and Mindfulness. These programs promote social, emotional, and physical health and wellness and support a positive school/classroom climate.

Participants identified areas for growth and development which include providing school social workers at the middle school level, an additional BCBA to provide direct support to students with challenging behavior, consistent protocols for addressing mean/bullying behavior, strengthening our partnership with local mental health services to ensure families and students were connected during the summer provide professional learning opportunities for all staff in cultural competence, maintain small class size to maximize relationships between students and teachers and to explore programs that provide teachers with the necessary resources to address students' social-emotional and behavioral needs.

There were several identified areas of strength in this area. At the elementary level, School Families and initiatives such as bucket-filling have resulted in consistent expectations in this area. At the middle level, initiatives related to Student Success Plans have been incorporated into School Families. While this helps to fulfill an identified need, it was noted that there is less time for focus on developing social and civic skills. The Positive Behavior Management System at the high school has also resulted in greater consistency in expectations.

Focus Area 4: Infrastructure and Facilities Support 21st Century Learning ~ *The district commits to investing in infrastructure that supports 21st Century Learning.*

Goal 4.1: Modern facilities that support and adapt to continuously evolving programs of study.

- Design and construct Health Sciences and Aerospace facility at Newington High School. (Anticipated completion August 2017)
- Design renovation to the Culinary & Hospitality Academy at Newington High School. (Anticipated completion August 2017)
- Design and modify NPS facilities to provide appropriate spaces K-12 to meet students' needs for DTI, sensory motor and physical therapy.
- Design and modify NPS facilities to provide appropriate spaces to ensure physical safety measures, technological safety measures, and 1:1 technology environment.
- Develop a long-range plan renovation/construction plan that will include renovation to new at Anna Reynolds Elementary School and John Paterson Elementary School, construct fabrication lab for high school aerospace, and renovate lavatories in specific schools based on priority list.

Goal 4.2: Robust infrastructure that supports and adapts to continuously evolving programs of study while providing appropriate access to Newington's technology platform by students and staff.

- Maintain the current scope of 1:1 access for students in Grades K-12.
- Maintain adequate capacity within our wireless network infrastructure to support all general technology needs and its robust status.

The strategic planning committee acknowledged the many accomplishments and achievements in this focus area such as:

- The improvements in Wi-Fi and infrastructure.
- One-to-one devices K-12.
- NHS Tech Support and Elementary and Middle School TechSperts provide support and troubleshoot issues for peers and staff. Genius Bar at each middle school and the Tech Kiosk at NHS school are student facilitated.
- Application/use of G Suite tools for education support collaboration and learning.
- New Culinary & Hospitality Academy space is tremendous.
- Newington named a Google for Education Reference District.
- Newington is a co-leader for the Connecticut Google Educator Group.
- Newington has Google for Education Certified Educators and Trainers.
- Mr. Jay Salerno is a Google Certified Innovator.
- Medical Science and Aerospace facilities at NHS will be completed by August 2017.

- Air conditioning has been installed at 5 of the 7 schools to enhance opportunities for summer programming. *During the summer and fall of 2017 air conditioning was completed at John Paterson Elementary School and window units were repurposed and installed at Anna Reynolds Elementary School.*

The committee members reviewed the goals and strategies and identified strengths in the general conditions of the seven schools and the district's ability to design and provide appropriate spaces to accommodate the new and current programs. Parents and the community are proud of their school facilities and recognize that recurring expenditures are necessary to maintain each of the eight facilities.

Improvements in ADA accessibility are in place in all district facilities including improvements to the NHS elevator. There is a recognized need to renovate the aging Anna Reynolds Elementary School.

There were many accolades shared for the strides in technology. The Educational Technology program has exponentially advanced implementation of embedded technology through G Suite for Education tools such as Google Classroom. Google Classroom facilitates paperless communication between teachers and students and streamlines workflow. Classroom allows teachers to create classes, post assignments, organize folders, and view student work in real-time. The educational technology staff, instructional coaches, student TechSperts and NHS Tech Support assists students and staff with troubleshooting. Other innovative initiatives within the scope of educational technology include the new Tech Kiosk in the NHS Library and the "Genius Bar" at John Wallace and Martin Kellogg Middle Schools. Every student has access to a device; K-2 students use iPads for learning throughout the day, while students in grades 3 - 12 use Chromebooks at school and at home for research, learning, homework and collaboration with classmates. Educational technology is transforming teaching and learning.

Participants identified areas for growth and development which include providing alternative or ergonomic classroom furniture and materials such as adjustable desks, flexible furniture, numeric pads on laptops/Chromebooks, external monitors for staff, and classroom charging stations. Members expressed the desire to have Microsoft courses or other technology courses as a requirement so that students would be prepared for post-secondary experiences. The recommendations for facilities included upgrading athletic facilities and numbering all school classrooms similar to NHS as a safety and security measure in the event there is an emergency.

Focus Area #5 Family & Community Engagement ~ *The district is seen as a hub for learning and engages families and the community in learning.*

Goal 5.1: The district is seen as a learning community that actively seeks out partnerships with families, businesses, post-secondary and other organizations in order to enhance student learning experiences that support college, career and citizenship readiness.

- Develop additional partnerships to extend and support student learning, and provide authentic learning experiences.
- Increase the influence of the NHS Advisory Group.
- Increase articulation agreements with local colleges and universities.

Goal 5.2: Staying connected will strengthen relationships with families and the community.

- Enhance the current communication system with Newington families.

The strategic planning committee acknowledged the many accomplishments and achievements in this focus area such as:

- The development and implementation of the high School Advisory Board which is comprised of professionals from industry and postsecondary institutions.
- The diversity of the articulation agreements with local colleges & universities which extend and enhance students' learning experiences.
- The impact on student learning and career choices as a result of the mentorships and internships with industry professionals & businesses partners.
- The innovative and authentic learning experiences in areas such as pharmacology, entrepreneurship, and accounting.
- The multiple modes of communication - Facebook, Twitter, email, rapid notification and annual parent surveys.

The strategic planning committee acknowledged the positive impact of the Academy programs Biomedical Sciences, Aerospace and Engineering, Information Technology & Digital Innovation, Culinary and Hospitality and Finance and Business Management. These programs have cultivated several partnerships with business, industry, and post-secondary institutions which provide authentic learning experiences for students through internships, job-shadowing, lunch and learn sessions with professionals, and mentorships. These partnerships keep the district and staff informed regarding current industry standards and future trends. The Career Academy Counselor and Workforce Development Associate support the development of academy internships, stimulate students' intellectual pursuits and help connect students with the appropriate internship and/or work experience.

Relationships have been formed with the Rotary Club and Newington Chamber of Commerce.

Also noteworthy is the expansion of the district's articulation agreements with local colleges and universities. These agreements provide accelerated learning opportunities, allow students to get a head start on earning college credit while in high school, and prepare them for college coursework and expectations. The most recent agreement with CCSU waves tuition fees for up to twenty high school students who meet the eligibility criteria.

Participants also identified areas for growth and development which include providing all students information and exposure to careers, developing students' soft skills to better prepare them for professional interactions, expand opportunities for students to connect with non-traditional/non-mainstream jobs by reaching out to local unions, establish a Career/College Fair, explore hosting a college course at NHS to allow for college credit, invite district specialists such as Speech Pathologists, Occupational Therapist and Psychologist to lunch and learn to provide insight into their careers, and to develop "marketing" materials that will apprise the community and other stakeholders about the school district.

Summary

NPS 2025 communicates the district's commitment and promise to the students, parents, staff, and community to ensure all students graduate college, career, and citizenship ready. It provides a solid foundation for the collective work of all staff, students and community stakeholders. Students will benefit from personalized learning, innovative courses and programs, and have access to rigorous and authentic learning

experiences. It is our belief that NPS 2025 creates an environment and culture in which our students will be creative problem-solvers and innovators who turn ideas into actionable plans with the potential for real-world sustainable impact.

DISTRICT GOALS

To improve students' achievement, growth and critical thinking skills by advancing the work of Professional Learning Communities (PLC) in the development of balanced assessments and the SRBI framework.

1. Students' reading comprehension will improve as evidenced by 60% of students meeting their growth target on the spring to spring MAP assessment.
2. Students' mathematical thinking will improve as evidenced by 60% of students meeting their growth target on the spring to spring MAP assessment

CRITICAL ISSUES

State and Federal Mandates

The most recent session of the Connecticut General Assembly brought about several enactments that have a significant impact on local education budgets. In 2012, significant legislative changes were enacted requiring district to change the way they operate. A separate document entitled "Unfunded Mandates" has been included for your review.

Financial Obligations

- Must include required contractual obligations and employee benefits.
- Additional legislative mandates will have an impact again this year.
- Magnet school tuition has risen by as much as 13% over the last two years.
- Technology and Maintenance budgets have been significantly impacted the last several years. These two areas cannot sustain another year without appropriate funding.
- Special Education increases are causing severe reductions to all other program areas.
- The amount of \$1.8 million will be required just to get to our annual starting point of 0%.
- Funding for the high school STEM teachers will be necessary if we do not wish to jeopardize the state grant funding reimbursement.

PART II – BOARD MEMBER WORK SESSION

Effective Boards – CABE Board of Distinction Award

Roles & Responsibilities / Bylaws of the Board

Policies & Regulations / Protocols / FOIA

Board Priority Setting & Discussion



CABE Board of Education Leadership Awards

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**. In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**. Boards must achieve at least two Level Two items in each Level Two category to receive this award.

2015 CABE Leadership Award Winners

Level I - CABE Board Recognition Award

Canterbury Board of Education
Coventry Board of Education
East Lyme Board of Education
New Britain Board of Education
Plainfield Board of Education
Salem Board of Education
Thomaston Board of Education
Vernon Board of Education
Waterford Board of Education
Wilton Board of Education
Windsor Locks Board of Education

Level II - CABE Board of Distinction Award

Berlin Board of Education
Bethel Board of Education
Bloomfield Board of Education
Derby Board of Education
Glastonbury Board of Education
Granby Board of Education
Madison Board of Education
Montville Board of Education
Newington Board of Education
Old Saybrook Board of Education
Plainville Board of Education
Plymouth Board of Education
Putnam Board of Education
Simsbury Board of Education
Stratford Board of Education
Wolcott Board of Education

Newington did not qualify for this recognition in 2016 or 2017

10 Mistakes Board Members Make

Nicholas D. Caruso, Jr., Senior Staff Associate for Field Services Connecticut Association of Boards of Education

For ten years I served on a local board of education, followed by working directly with boards for the Connecticut Association of Boards of Education. One of my most important roles at CABA is that of a trainer or facilitator. In the past seven years I have worked with 80 different boards of education and literally hundreds of board members. By and large the vast majority of board members are some of the finest people one could ever get to work with. However, I have found that certain issues seem to crop up with some board members regularly, even among the best-intentioned board members. I should know, I made several of these mistakes myself. I have discovered that there is a “Wrong Way” and a “Right Way” to doing almost anything on a board, and I’ve put together my list of the ten most common errors.

1. Lack of Patience

Board members are “Movers and Shakers”. You probably were asked to run because someone saw your leadership potential. In all likelihood, this is the first opportunity to serve in elected office. You want to do it all now, and you want to know it all yesterday. This is great! Don’t lose that enthusiasm! But, if you think that you will learn it all, or do it all immediately, you will probably not succeed, and will frustrate yourself and your fellow board members. Understand that it really takes a while to learn the issues, the politics and the people. It could take a year before you are up to speed on such things as budget, or policy. Meanwhile, take advantage of training opportunities presented by the board, your state school boards association or the NSBA. Those experiences will help you a lot. Joining a team decision-making group is new for many board members. But we take these individuals and put them in a room with a half-dozen similar individuals and ask them to make consensus decisions. It takes time to learn to appreciate the opinions of those whom you disagree with. Try to understand what motivates others, and have patience with ideas different than your own. Finally, election to a board of education does not automatically entitle you to respect - civility, but not respect. That is something to be earned on your own - by your behavior and your ability to learn.

2. Poor Behavior

I have seen board members throw temper-tantrums, use off-color language, throw things, threaten or insult board members, the superintendent, staff or the public on a number of occasions. I remember one board totally stopped in its tracks for six months because one board member made a foul remark to his colleague, and the board wouldn’t discuss anything else until there was an apology or censure, neither of which ever took place. They finally got tired and moved on - but it cost them half a year. It amazes me how many of those same board members would be the first to object if they saw the students in their schools acting the same way. I have only met one board member that I didn’t think cared about children. The other “troubled” board members were behaving poorly for a variety of reasons. In many cases, board members act out due to frustration, because they feel that they have no voice in the board’s actions. Members of the “majority” need to examine their behavior to see if they are consciously, or unconsciously, contributing to the problem. I can remember, on a very contentious issue, being told by my board chair, “we don’t need to hear from you, we already know how you feel...”. It didn’t contribute to my desire to be part of a team. Members of the public who come to a board meeting to share their ideas deserve respect. Most people are very uncomfortable when they are in such a position, and it takes a lot for them to come out and approach the board with an issue. I remember one board member falling asleep during a public hearing. He didn’t make any points with the public that day. Likewise, show your professional staff the courtesy they deserve when they are presenting to the board. Staff members, including the Superintendent, treat presenting to the board as an honor, and they will be very proud of the work they are showing you. Board

members who criticize staff at meetings are doing a great job of alienating an important part of the team. If the board has an issue with an action of the Superintendent, talk to him or her on the side, or in Executive Session at a later date. Don't air dirty laundry in public. Your community will often judge the quality of your schools by the behavior of the board. Give them something to be proud of!

3. Challenging the board after a vote

Emotions run high when the board makes a difficult decision on an emotional issue. Board members tend to be committed to doing what they think is right and sometimes a majority of the board may see things differently than you, and vote accordingly. There are few things more destructive than a board member publicly chastising the board of education for making a "bad" decision. The subtleties will be lost on the general populace, which will only see a board in chaos. My advice is to fight hard for what you believe in, and then accept the will of the board, and publicly support the decisions of the board after the vote. I look at voting as a sort of contract: I sign on the dotted line, and accept the outcome of the contract. When you vote, you should be willing to accept the outcome of the vote, win or lose.

Another serious mistake board members sometimes make is when they believe they are going to lose a vote, they fold their arms, close their mouths and pout, rather than share their ideas. It is very important that those members share their concerns with their colleagues. You may not win your point, but it is very likely that some of your concerns could be addressed by amending the motion to take them into consideration. Be careful how you present your ideas. Be judged on the quality of your ideas, not your behavior. In order for this to work, however, the other board must be very sensitive to opposing views. They probably feel as passionate about their convictions as you do about yours. If possible, allow them to "save face" before a vote. It will greatly enhance the team. Pyrrhic victories are not successes.

4. Acting like the "Lone Ranger"

There often seems to be board members who appoint themselves "overseer" of the school district. I recall one board member, an administrator in an adjoining school district, who often went on "raids" at the high school, trying to find mistakes. She would appear at board meetings, legal pad at the ready, with a report to the board of all the "problems" at the school. The staff panicked whenever she arrived at the door. In another district, the actions of a board member while visiting a classroom warranted a warning from the superintendent that if the board member persisted in disrupting class by criticizing the teacher in front of her students, she would be arrested for trespassing. Whether a board member improperly acts as a spokesperson for the board, or a one person auditing firm, board members need to remember that the board of education is empowered to handle various responsibilities. They could conceivably vote to appoint a member to a specific charge, but, in general, individuals have no more authority than any other member of the public.

5. Can't See the Forest for The Trees

Probably the greatest complaint by superintendents is that of the board micro-managing the administration. I've seen boards argue about the size engine needed on a snow blower, or what wattage light bulb to purchase. There is no definitive answer to what constitutes Policy versus Administration. However, there are a few things to help a board and superintendent set some ground rules: First of all, it is important to understand that not all issues are exclusively either policy or administration. Gray areas abound. It is important for the board and the superintendent to discuss and decide together where the lines need to be drawn. The more the board concentrates on VISION, the less it should be in day-to-day activities. Setting goals, monitoring their implementation through policy, communicating often with staff is appropriate.

6. Dropping a bomb at a board meeting

Occasionally a board member will try to make points in the community by embarrassing the superintendent or board chair by dropping a “bomb” - a surprise question that cannot be quickly answered. The intent isn’t to gain information, only to embarrass someone. A primary task of a board of education is to make decisions, based on information they acquire through reading, presentations and asking questions. Board members need to feel comfortable in making a decision, and it is important to ask any question that needs answering prior to voting. If the intention is to gain knowledge on an issue, then any question is fair game, but how you ask it is very important. If you know the issue is divisive, or is a matter of concern in the community, pick up the phone and ask the superintendent beforehand. Give the superintendent time to give a thoughtful answer, which will help you, and other board members, make a good decision. In some cases, it is important that the question you are asking be asked publicly, if you know members of the community have the same concern. You want your community to know that the matter was discussed, asked and answered, and that the board took the matter into consideration. Good board members will call the Superintendent and mention they will be asking the following question at the board meeting. Again, the purpose of raising questions is to help the board decide. Similarly, many times, board members ask questions that were answered quite well in the preparation materials provide in the board packet. If they had read the packet ahead of time, they wouldn’t have had to waste the board’s time reviewing material already presented. Read and understand the packet - and be on time!

6b. Superintendent or chair drops bomb on board Fair is fair: if the board shouldn’t surprise the superintendent or chair, neither should they drop an emergency decision on the board’s lap without adequate preparation. A true emergency aside, the board shouldn’t get hit with a surprise request to pass something without adequate information to make a good decision.

7. Vote along party lines, putting politics before children

School board service is “grass-roots” democracy at its best, or worst, depending on how politics play in your community. I have worked with boards where there is no clue that the members were elected politically and others where politics stymies the board’s ability to focus on children. I have seen boards crippled by the partisan infighting, and the district slowly falter as the lack of vision and leadership keeps everyone from doing what is necessary to improve education. If you have a political board, I suggest you each get a blank sheet of paper, write your political affiliation on it, have someone collect them - and throw them out of the meeting room! Leave politics out of board business, it doesn’t belong there!

8. Become a “ball carrier” for others with hidden agendas

It seems that every board has someone who acts as the spokesperson for the staff, or specific community groups. While every board member wants to be helpful, under no circumstances should they try to circumvent the chain of command. Human nature being what it is, every story has two sides. There are board members who, misguidedly, bring every issue they hear in public to the board’s attention. In cases where staff or parents approach you, remember that the board is often the last link in the chain of command. Your board should have a clear policy on when it is appropriate for the board to “hear” a case, and it is usually after other avenues are exhausted. Let the process work. In some extreme cases, your involvement at the wrong time could keep the board from rendering a legitimate decision, or open the district to potential legal liability. Ultimately, your attempt to help someone could leave your board open to more serious harm. Likewise, when approached by someone you know; a friend, coworker, neighbor or political supporter, be very careful not to commit to voting a certain way. You should always vote your conscience, and make decision based on what you believe is best for the children in your district, but only after hearing all sides. Memorize this

statement: “This problem could end up requiring board action, and if I am involved in it at this level, I will be unable to act on it as a member of the board because it could be a violation of due process. You really need to go through the proper channels.”

8a. Have your own hidden agenda

I have known people who have sought a seat on their local board to achieve some task - fire the superintendent, bring in all-day kindergarten, or get their brother-in-law a job as football coach. It becomes apparent to most after a short time that the job involves much more than your issue. One way to deal with hidden, or one-agenda board members is for the board to establish goals for the district (and the board), which become the driving force for the district. When the superintendent is faced with the individual issues, he or she must be able to bring out the goals and see if they meet the vision of the board. The more the board focuses on goals, and leaves administration alone, the less disruption a “lone-wolf” can cause.

9. Speak about confidential issues

Most states have restrictions on what can be discussed in “Executive Session”. It is important that the board members all understand the laws, and their intention. You are entrusted to do the work of the public, watching over their schools, and their children. Except for a few clearly defined exceptions, the public has a right to watch the board fulfill its obligations. You should be doing most of your work under public scrutiny. In the end, this builds credibility and trust. There are times when the board is in executive session, and strays from the original topic. Every board member should be ready to interrupt at any time, when the discussion strays from “privileged” information to something that should be discussed in public. Likewise, it is highly unethical and sometimes illegal for board members to divulge the contents of the closed session to outsiders, whether members of the press or others. Doing so could open up the district to lawsuits, or civil penalties. Sometimes it isn’t intentional, but that is not a suitable answer for violating this trust. As in the earlier “contract” for voting, I prepared a similar one for participating in Executive Session. You might want to think about your actions in that light.

10. Put the board above family and business

As important as serving on a Board of Education is, NEVER forget what is most important! I have seen board members lose their jobs, their families and their homes because they spent so much energy on the board. It is easy to do so. School board members become “important” to the community and are often sought out to participate in a variety of community events, all of which tend to boost the board member’s ego. Other organizations will ask for time, and “free” time diminishes. I fell into this trap myself, and spent hundreds of hours a year at board-related meetings and events. While there is something incredibly noble about serving on behalf of children, remember that there are others who serve with you, and other members of the community who will also help. You don’t have to do it all. While your obligation to the board is important, and you should carry your weight, learn to say no to non-critical requests for your time. When your time on the board is completed, you still need a life to go back to.

CODE OF ETHICS
SUGGESTED CONTRACT

I hereby certify that I will abide by the CABA Code of Ethics to the best of my ability. I understand that my participation in the voting by the Newington Board of Education will bind me to the decisions of the board. I promise I will respect the outcome of the vote, and will not undermine the credibility of the board by criticizing the decision of the majority. I also certify that my participation in executive sessions of the Newington Board of Education will not compromise the confidentiality of those sessions.

I promise I will not divulge information discussed during executive sessions, nor shall I distribute confidential materials received in those meetings. As a board member I will strive to ensure that issues discussed in executive session meet the criteria defined by the Freedom of Information Commission.

I recognize it is my responsibility to abide by the CABA Code of Ethics for members of boards of education, as well as the Code of Ethics as prescribed by the Town of Newington.

Signed: _____ **Date:** _____

Nicholas Caruso served on the Bloomfield (Connecticut) Board of Education from 1983-93. He served as board chair from 1992-93. He was a member of the Board of Directors of the Connecticut Association of Boards of Education and served as the Association's First Vice-President. Nick is currently serving as Senior Staff Associate for Field Services for the Connecticut Association of Boards of Education where he provides professional development for boards and Association communications.

BOARD OF EDUCATION SUB COMMITTEES

Standing committees are utilized to perform the major work of the Board. Members of the standing committees shall be appointed by the Chairperson of the Board. Interim vacancies may be filled by such appointment at any time. The Chairperson of the Board and the Superintendent of Schools shall be ex officio members of all standing committees, and each standing committee shall include at least two additional members of the Board. The Chairperson of each committee shall be a Member of the Board. All standing committees, except the Executive Committee, may have members not only from the Board of Education, but also from other groups as authorized by the Board, such as the faculty, the student body, administrative officers of the District and other interested persons as either voting or ex officio members. The Standing Committee Chairperson or designee shall report to the full Board items requiring official actions.

The Chair of the Board of Education may at any time discontinue any of its committees or specific duty assigned to a committee for such time as may be determined. Duties of each committee shall be determined as a committee is formed. Each committee may make a report through its chairperson at each regular meeting of the Board of Education. All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute. A description of each of the current standing committees follows.

Curriculum Committee

Mrs. Emily Guion, Chairperson

The Curriculum Committee considers and makes recommendations concerning the District's broad policies of education and research. This committee reviews major areas of curriculum development, regular/special education services, pupil assessment, long-term program review and program revisions. Committee members consider the Board's priorities in curriculum areas. The Committee reports its findings to the Board and suggests programs and policy modifications that may be appropriate in curriculum and program areas. New program activities undertaken by the district, the implementation of new curricula, or the piloting of new programs are topics of particular interest. The Committee reviews research on the curriculum and program changes and reports its recommendations to the Board. The committee reviews proposals concerning student courses, ensure the Board's familiarity with district educational programs, monitor achievements and cause the evaluation of education programs. The Deputy Superintendent and curriculum directors are ex officio members of this committee.

Specific responsibilities of this committee may include:

- Conduct or coordinates curriculum studies undertaken by the Board;
- Periodically reports to the Board on the status of the curriculum and suggests area in need of study;
- Periodically studies and reports on student progress and on standardized test results;
- Studies and recommends textbook usage;
- Evaluates curriculum in view of school population trends;
- Recommends budget changes in view of curriculum developments;
- Assumes like responsibilities for extra-curricular and co-curricular activities.

Executive Committee

Mr. Joshua C. Shulman, Chair

The Executive Committee is composed of the Board of Education Committee Chairperson, Vice-Chairperson, and a minority party member. The Chairperson of the Board is chairperson of the Executive Committee and appoints a secretary. In the interim between Board meetings, the Executive Committee is empowered to transact any business of which the Board is capable, except for those matters that would be in contravention of the laws of the United States. At each meeting of the Board, the proceedings and action taken by the Executive Committee since the last meeting of the Board are reported to the Board. This committee advises the school administration on personnel policy development, serves on contract negotiating teams, and assists the administration in reviewing staffing requirements.

The specific functions may include:

- Recommends an evaluation system for various categories of personnel;
- Implements the Superintendent's evaluation program;
- Provides the Chairpersons of the negotiating teams;
- Recommends salary annually for the supervisory and confidential personnel;
- Reviews staffing requirements periodically;
- Reviews position descriptions and functional requirements periodically;
- Provides the initial Board contact on all personnel and grievance matters;
- Represents the Board in liaison sessions with the faculty and service units;
- Recommends action to the entire Board that the committee deems appropriate for the Board to consider.

Facilities Committee

Mrs. Cindy Stamm, Chair

The facilities committee is concerned with the maintenance and operation of all land, buildings, facilities and equipment owned by the District. This committee tours the plants annually and reports its findings to the Board. The committee reviews issues relating to the condition of the districts physical plant and operations related thereto. This committee submits its budget priorities to the Finance and Budget Committee before the budget preparation begins. A complete list of proposed alterations and repairs for the coming school year as well as a five-year capital improvement budget are presented to the Board. This committee reviews all physical plant needs including those funded by the Board's operating budget and those funded through the capital improvement budget. The committee advises the Board on building related issues, ongoing maintenance and planning for long-term improvements. This committee may be asked to consider Board policies related to building issues. The Chief Finance & Operations Officer serves as an ex officio member of this committee.

Specific responsibilities may include:

- Develops and recommends a maintenance and replacement schedule for buildings and grounds;
- Conducts periodic inspection of school facilities and reports to the Board at least annually;
- Planning for new construction, major renovations, or major improvements of school buildings and grounds;
- Serving as the liaison to the Town building committee as required;
- Recommends additions, deletions or changes to facilities needed to support school programs;
- Conducts studies and provides Board liaison to administration on matters pertaining to security, space and community use of facilities.

Finance Committee

Mrs. Cindy Stamm, Chair

The finance committee is concerned with the preparation of the budget and periodic reviews of the actual expenditures as compared to the budget. The Committee works with the Superintendent of Schools in developing a recommended budget for the Board. As such the Committee reviews the budget development process, analyzes the budget document and makes public presentations as necessary. The Committee offers recommendations regarding accounting procedures and alternative expense saving suggestions. The Committee insures an audit annually and reports to the Board of Education when it is completed. The committee monitors the fiscal activities of the school district, including reviewing the monthly financial statement and annual end of year transfer report, and reviews and makes recommendations concerning the annual audit and recommends annual budget guidelines and priorities. The Chief Finance & Operations Officer of the District is a member of this committee.

Specific functions may include:

- Recommends special internal audit needs;
- Reviews and reports on accounting and purchasing procedures;
- Recommends the annual budget schedule and parameters;
- Represents the Board during various budget preparation stages;
- Recommends the design and content of the budget document;
- Conducts budget analysis and cost studies;
- Monitors the cafeteria program.

Student Policy Committee

Dr. Sharon Braverman, Chair

The Student Policy Committee reviews matters affecting students of the District, normally those not relating to the academic program, considers proposals on such matters, reports and provides recommendations thereon to the Board as may be required. The Director of Transportation and High School Principal are ex officio members of this committee.

Specific responsibilities may include:

- Reviewing Fundraising Policies;
- Reviewing Public Relation Policies;
- Reviewing the Transportation Policies;
- Recommending action to the entire Board that the committee deems appropriate for the Board to consider.

GUIDING QUESTIONS

What are the critical issues facing this Board?

How do we maintain our momentum?

What potential roadblocks / barriers exist?

How do we maintain focus?

What are the priorities of this Board for the next two years?

BOARD OF EDUCATION PRIORITIES 2017 – 2019



Previous Board of Education Priorities and Guidelines 2015 - 2017

- ◆ IMPROVE STUDENT ACHIEVEMENT
- ◆ ENSURE ALL STUDENTS ARE COLLEGE, CAREER, AND CITIZENSHIP READY
- ◆ OPTIMIZE THE INTEGRATION OF TECHNOLOGY INTO INSTRUCTION
- ◆ INCREASE ACCESS TO EARLY CHILDHOOD EDUCATION
- ◆ PROVIDE INFRASTRUCTURE & ENVIRONMENT THAT FOSTERS MODERN LEARNING
- ◆ INCREASE OPPORTUNITIES FOR EXTENDED AND ENHANCED LEARNING
- ◆ INCREASE THE NUMBER OF STUDENTS WHO ARE FLUENT IN TWO OR MORE LANGUAGES
- ◆ ATTRACT, DEVELOP, SUPPORT, AND RETAIN PROFESSIONAL TALENT
- ◆ CONTINUE SUPPORT FOR THE ARTS, ATHLETICS, AND STUDENT ACTIVITIES
- ◆ RECOGNIZE ABILITY OF THE COMMUNITY TO SUPPORT EDUCATION
- ◆ ADDRESS STATE & FEDERAL INITIATIVES



Notes



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