

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

Minutes of the Board of Education meeting on May 17, 2016 at 6:30 p.m. in the council chambers at 3 Primrose Street.

K. Alexander, Chair	J. Erardi
M. Ku, Vice Chair	J. Davila
D. Leidlein, Secretary (absent)	R. Bienkowski
K. Hamilton (absent)	50 Staff
J. Vouros	80 Public
R. Harriman-Stites	1 Press
A. Clure	

The meeting began at 6:32 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Erardi spoke about the Profiles in Professionalism program and introduced the twelve outstanding employees for the 2015-2016 school year. Those being honored were Kevin Anzellotti, Genia Brockett, Laura Cooper, Suzanne D'Eramo, Maura Drabik, Lynn Fowler, Terri Greenfield, Laurie Martinelli, Deborah Pond, Donald Ramsey, Sandy Rodriguez and Jack Vichiola.

Item 3 – Consent Agenda

MOTION: Mrs. Ku moved that the Board of Education approve the consent agenda which includes the donation to Sandy Hook School, the child rearing leaves of absence for Meg Horn and Julie Yorty, and the resignation of Kristine Benton. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Mr. Alexander said the CIP items approved at the last meeting were discussed at the Board of Finance meeting and will be addressed at the Legislative Council meeting this week.

Superintendent's Report:

Dr. Erardi spoke about the Families United in Newtown recreation program established by Linda Jones which provides respite for families with special needs children.

A security survey was taken by high school seniors with the results indicating that they have a much safer feeling in school.

Dr. Erardi included a copy of the survey given to his New Teacher Cohort with questions around their first year teaching in Newtown.

The Education Cost Sharing Grant funding stream shows Newtown with increased funding compared to a year ago.

The Transportation Advisory Service personnel will be here May 24 and if any member of the Board wanted to speak to them there is a time slot beginning at 12:15 p.m.

Mrs. Ku said that part of the state budget reduction was bonding for schools.

Dr. Erardi said the agriscience project at Shepaug was put off until 2017. He stated that through the legislative team of Newtown the reduction in the Excess Share Cost was endorsed and passed by the House and Senate and is waiting for the Governor's signature.

#### Student Reports:

Kayla Disibio said that NICE applications were due Friday for students wishing to travel to China, Spain or France. May 16 Peach Wave is supporting the Odyssey of the Mind trip through a percentage of sales.

Rilind Abazi said there is a DECCA event May 18. The Hawks Honor Association is accepting applications for those who have shown dedicated service to Newtown High School. The Best Buddies prom is May 21 in the cafetorium. The Relay for Life fund raiser is this Saturday.

#### Committee Reports:

Mr. Vouros spoke about the C & I Committee meeting where Dr. Rodrigue discussed the Graphics I and II curriculum. Mrs. Davila spoke about the summer four-day institute and summer professional development.

Mrs. Ku said the policy committee is working on a variety of policies to bring to the Board. The Security Committee continues to meet.

#### Financial Report:

MOTION: Mrs. Ku moved that the Board of Education approve the financial report for the month ending April 30, 2016. Mrs. Harriman-Stites seconded.

Mr. Bienkowski reviewed his report. The year-end position continues as estimated with no change in the expected balance as a result of special education costs this year. There is a hard freeze on spending. There will be significant differences in developing next year's budget because we will start building it at what we had at the start of this year.

Mrs. Harriman-Stites referred to the page six detail on school generated fees with questions about where funding for rental of school facilities will show in the budget.

Mr. Bienkowski said they do not offset any expenses. They go into the custodial account to pay for their time when the buildings are being used. Payroll is reimbursed.

Mr. Clure asked if there was any extra expense for us when someone leaves.

Mr. Bienkowski said the FICA and Medicare are expenses related to payroll. We don't know the unknowns such as the number of substitutes we might need but we get a better idea as we get closer to the end of the year. We found we needed another \$8,000.

Mr. Clure referred to Professional Services and asked what happens when we freeze an account.

Mr. Bienkowski said these accounts provide for legal services for the special ed department and for the Superintendent's office which includes negotiations. Another component is a psychiatric evaluation which can be requested through IEPs. There is also a portion to pay for certified water testing at Head O'Meadow School and maintenance items that arise.

Mr. Clure was referring to the costs involving the ethics investigation and asked if they came out of this account. He wanted to know if we could freeze those costs.

Dr. Erardi said with any freeze you have to do what is absolutely necessary. The Chair has authorization to move on that line item.

Mr. Alexander understood the issue around paying for those costs but they have to be paid.  
Motion passes unanimously.

Item 6 – Old Business

Sandy Hook School Update and HS Auditorium Update:

Bob Mitchell provided an update on these projects.

The cost estimate for the high school project is due May 27 and is expected to maintain the \$3.6M budget. Demolition will start after school ends.

Mr. Vouros said that in looking at staging, lighting and sound it is very important that Ms. Hiscavich, Dr. Rodrigue and Dr. Erardi know what is being done and what will be in phase two or three. He is concerned about phase two and if there will be money for the stage work. He wants to know the ramifications of what we are not getting.

Mr. Mitchell said they made decisions with Ms. Hiscavich so things that were impossible to add are now in the project.

Regarding Sandy Hook School we can commission the building with all construction completed by June 1. Punchlist remediation work will continue through June.

Mrs. Ku asked if we had to wait for final inspections to get in the school.

Mr. Mitchell said we do but there are no outstanding issues preventing us from getting the CO. It's a town building which will be turned over to the Board of Education as the user group.

Mr. Vouros asked when the technology would be tested.

Mr. Mitchell said a separate group will do that after we move from Chalk Hill in the middle of July. There will also be a teacher break-in period regarding technology.

2016-2017 Budget:

Dr. Erardi reviewed the recommended reductions which are attached.

We are working to implement a program in the schools to bring students back and offset the special education costs. In speaking with our health insurance consultant we have had some difficult reviews but he does not endorse any further reductions in health insurance.

We don't have to submit a balanced budget until July 1 so we don't have to move on this tonight. These are not reductions he supports but they need to be made.

Mrs. Harriman-Stites asked what the .5 health coordinator reduction meant to the schools.

Dr. Erardi said protocols have been put into place. It will either be a half-time educator or could be a retired educator or administrator coming back into the district. We believe we can maintain our need coming from the state, federal and local level and do what is needed. We ran this entire year without a coordinator.

Mrs. Harriman-Stites asked for administrator feedback on the curricular advisor reductions at Reed, the middle school and the high school.

Dr. Erardi does not support these but the reductions have to be made. We looked at these to be able to maintain class size. We created partnership in the schools with the chess club and Spark initiative. There will be activities that will not have advisors next year.

Mrs. Harriman-Stites feels we spend a lot on sports programs and not enough for other students.

Dr. Gombos said she uses stipends for extra work with students and for the webmaster. We will have to be creative and parents will have to support some activities for us.

Mr. Clure asked what would happen if we reduced this amount by half. Elementary is an important time and it's difficult to see cuts there.

Mr. Vouros asked if they could go to the PTAs for financial help.

Dr. Gombos said they do that.

Mrs. Harriman-Stites said the PTAs should be advised of this possibility because they are working on their budgets for next year.

Mr. Moretti said they are going to look at uniformity in the schools regarding clubs and activities.

Dr. Gombos said we could also charge parents for the clubs.

Mr. Vouros feels that tutorials should not be delayed to January because the students need support sooner. He asked about the technology department K-12 reduction of \$25,000.

Dr. Erardi said the equipment will stay but we are just reducing our budget. Regarding tutorials, we spoke about programming and staffing. He would bring an overview of what has run in the schools. If we eliminate the academic room at the middle school it may never come back so it's important to hold onto part of it.

Mrs. Harriman-Stites asked if there were other places to make reductions besides these.

Dr. Erardi said the only unknown is the delta in our plus/minus with personnel. There is nothing more right now. This list leaves the program of studies intact.

Mrs. Harriman-Stites is concerned about the special education costs and if the amount was too conservative.

Dr. Erardi will have one or two internal programs next year along with the potential of bringing students back.

Mrs. Petersen told the Board that we will have three in-district programs next year.

Mr. Alexander suggested coming up with a contingency amount for these expenses but

Mrs. Petersen felt that would be difficult to do from year to year.

Mrs. Ku said we spoke about taking out \$80,000 from health insurance. Two boards said we could do that but the advisory committee and Superintendent said we should not.

Dr. Erardi received information this morning that shows that our previous three months reviews were difficult so we are not in a position to make further reductions this year. He does not support the recommendation of the Board of Finance or Legislative Council but feels our insurance consultant is one of the finest in the country and he would not make this recommendation.

Mrs. Ku asked how we came in last year and where we will be with the fund balance.

Mr. Bienkowski said the fund balance was \$2.7M which was about 20%. The estimated revenue for next year's fund balance is projected at \$2.4M which is a drop to 17%.

Mrs. Harriman-Stites questioned the \$47,500 for high school reductions and the \$50,000 reduction in advisory.

Dr. Rodrigue said the \$47,500 savings is for two world language teachers who have been teaching a sixth class this year but will not be doing that next year. We saved money on

textbooks. We have a lot of activities at the high school but there are fluctuations because of the change in enrollment in the activities.

Mrs. Harriman-Stites wants people to understand that cutting the budget will have real results for students and staff.

Mr. Clure questioned why the other legislative bodies voted as they did. Voters voted on a budget without knowing where the cuts would be made.

Mr. Vouros said next year the Board of Finance and Legislative Council need to understand that there is no fat in the budget.

Mr. Alexander thanked Dr. Erardi for this list and trusts that there are no other areas to cut. We will bring this back to the next meeting to consider voting on these or potential adjustments.

Architecture Curriculum:

MOTION: Mr. Clure moved that the Board of Education approve the revisions to the Architecture curriculum. Mrs. Harriman-Stites seconded.

Dr. Rodrigue and Erik Holst-Grube spoke about this curriculum.

Mr. Alexander commented that this has been taught for awhile as a pilot course.

Mr. Holst-Grube said they estimated that it has been taught for 17 years. This process put it in a formalized format.

Rilind shared that he took classes in the BEAT Department and found that there was a lot of emphasis on classes in interdisciplinary departments.

Motion passes unanimously.

#### Item 7 – New Business

Graphics Technology I and II Curriculum:

Mr. Holst-Grube spoke about this curriculum. In Graphics I students learn concepts and assignments are restricted. In Graphics II the students are producers of their projects.

Mr. Clure asked if technology cuts would affect them.

Mr. Holst-Grube said a large portion of technology comes from Perkins Grants of around \$30,000 per year with a five-year plan in place.

Dr. Erardi explained that Carl Perkins is a federal grant that comes to schools each year.

#### Item 6 – Old Business (continued)

MOTION: Mrs. Ku moved that the Board of Education approve Policy 6172.5 Pilot Program and Research Projects. Mr. Vouros seconded. Motion passes unanimously.

MOTION: Mr. Clure moved that the Board of Education approve revisions to Policy 5114 Suspension and Expulsion. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Future Forecast Committee:

Mrs. Harriman-Stites gave an update on the committee work. Reports are being prepared by the sub committees regarding closing an elementary school, the middle school or not closing any school. At this week's meeting we will hear from the First Selectman and Economic Development regarding town needs.

Dr. Erardi asked about the townwide facilities committee.

Mrs. Harriman-Stites said they have not met since February.

Item 7 – New Business (continued)

Minutes May 4, 2016:

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the minutes of May 4, 2016. Mr. Clure seconded.

Mr. Alexander requested clarification on page 2 regarding the waiver of rental fees to include the following sentence after he stated that the original request was for no charge for the entire amount. "The motion, as made, is to offer a 75% discount."

Vote on amended motion: 4 ayes, 1 abstained (Vouros)

Item 8 – Public Participation

Kathy Balicare lives in Southbury and works in the high school cafeteria. They are concerned about the new company taking over and she wants to be sure their health insurance and pay are secure.

Maria Rugero, 245 Cherry Avenue, Watertown, works in the high school cafeteria. She has been there for 15 years and wants to be sure the new company accepts their contract so they can keep their benefits. We don't want anyone to lose their job.

Karen Visca, 30 Mile Hill South, works in the cafeteria. She wants them to be able to keep their job secure.

Christina Cruz-Urbe, 106 Bishop Street, New Haven, is the union organizer who helped them negotiate their contracts. There are fears about job loss. The Board of Education can insist that Whitsons accepts their contract.

MOTION: Mr. Clure moved to adjourn. Mrs. Harriman-Stites seconded. Motion passes unanimously.

Item 9 – Adjournment

The meeting adjourned at 9:45 p.m.

Respectfully submitted:

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Keith Alexander  
Chair

**Operational Plan for 2016-17**

**Total Reduction Required** **(550,001)**

<u>Proposed Adjustments to BOE Requested</u>	<u>\$ Amount</u>	<u>Cumulative Adjustment</u>	<u>Balance</u>
1 Fuel Oil - bid price from \$1.65 to \$1.4253 per gallon	(37,750)	(37,750)	(512,251)
2 Diesel Fuel - bid price from \$2.15 to \$1.4365 per gallon	(76,170)	(113,920)	(436,081)
3 Natural gas SHS	(20,000)	(133,920)	(416,081)
4 Technology equipment	(100,000)	(233,920)	<b>(316,081)</b>
5 MS - Music chairs	(7,988)	(241,908)	(308,093)
6 MS - Moving up at O'Neill Center	(5,670)	(247,578)	(302,423)
7 Energy incentive SHS	(118,098)	(365,676)	(184,325)
8 Turnover savings	(266,336)	(632,012)	82,011
9 Transition Program - Revenue	(50,000)	(682,012)	132,011
10 Workers comp	12,000	(670,012)	120,011
11 Substance Abuse counselor	43,600	(626,412)	76,411
12 OT 15 Hours	32,273	(594,139)	44,138
13 Special Ed - Tuition	300,000	(294,139)	(255,862)
14 Special Ed - Transportation	10,000	(284,139)	(265,862)
15 Energy MG, & gas	(25,000)	(309,139)	(240,862)
16 HS Reductions	(47,500)	(356,639)	(193,362)
17 HS Custodial OT	(3,000)	(359,639)	(190,362)
18 MPS all locations	(5,000)	(364,639)	(185,362)
19 Late buses	(4,000)	(368,639)	(181,362)
20 Security	(20,000)	(388,639)	(161,362)
21 K12 Health to .5	(30,784)	(419,423)	(130,578)
22 NMS - CTA Jan start Academic resource	(10,000)	(429,423)	(120,578)
23 Activities - elementary	(12,578)	(442,001)	(108,000)
24 Co-Curricular RIS, NMS, NHS	(15,000)	(457,001)	(93,000)
25 Technology	(25,000)	(482,001)	(68,000)
26 Tutors	(25,000)	(507,001)	(43,000)
27 Projects - RIS Sound -18K, Loading Dock -25K	(43,000)	(550,001)	0
<b>Total Additional Adjustments</b>	<b>(316,081)</b>		

## Operational Plan: Explanatory Text 2016-2017

1. As Previously Discussed
2. As Previously Discussed
3. As Previously Discussed
4. As Previously Discussed
5. Purchased 2015-16 (25% Freeze)
6. Moving Up Ceremony to be Relocated to NHS
7. May Acknowledgement - SH School Rebate – EverSource
8. As Discussed – Larger Number of Retirement / Resignation Than Incentive Year
9. Age 18-21 Program: Regionalizes @ \$25,000 per pupil
10. Additional Cost Due to Monthly Review / Final Staffing
11. Newtown Youth and Family Service: Substance Abuse Counselor – January Discussion
12. OT – Additional Hours Needed as per PPT 16-17
13. Actual Identified as of May 15, 2016 / Potential Offset with In-District Programming
14. Actual Identified as of May 15, 2016 / Potential Offset with In-District Programming
15. Reduction in Four Schools Placeholder After Yearlong Review of Spending and Usage  
(Moving Oil to Gas to MG)
16. Text / Supplies / Mileage / .3 WL Staffing
17. As Per Director: Reorganization of Workforce
18. Printing Savings with New Initiative – District
19. Maintain Two Busses / Two Times a Week – Starting the Transport in October and  
Ending in May
20. Funding for Simulation (to be done internally) \$10,500 / Eliminating Social Sentinel  
\$9,500
21. Reduction .5 2016-2017
22. Delaying NMS Tutorial / Support Academic Room – January 2017
23. Reducing After School Advisors From Each Elementary School to \$3,190.00 (was  
\$6,379) – Partnership SPARK to Potentially Fill the Void
24. Reduced RIS / NMS / NHS Activity Accounts by \$5,000 = \$15,000 Reduction
25. Equipment – K-12
26. Moving Tutorial from an Outsourced Entity to a Much Greater Presence With Existing  
Staff
27. Delaying Projects One Year

Health Insurance – As Per Consultant:      No Further Reduction



Handwritten signature and date: 5/17/16



2000 J Street, No. 7  
Lincoln, Nebraska 68510

26 April 2016

Sandy Hook Elementary School  
375 Fan Hill Rd  
Monroe, Connecticut 06482

Dear Principal,

Please accept my humble gift in memoriam of the December 14, 2012 tragedy. As a teacher, preschool through high school, my entire career, I just cannot imagine what those teachers suffered that day. It breaks my heart every time I think about it. Next to parents, teachers are the most significant people in a child's life. Please use my gift for your library to buy some books or supplies for your school library.

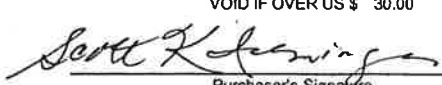
God bless you and your dedicated staff. Take good care of those little ones.

Sincerely,



Scott K. Iseminger

PRINTED ON LINEMARK PAPER - HOLD TO LIGHT TO VIEW. FOR ADDITIONAL SECURITY FEATURES SEE BACK.

0003434	11-24	<b>PERSONAL MONEY ORDER</b>	0343427662
Office AU #	1210(8)		
Remitter:	SCOTT K ISEMINGER		
Operator I.D.:	u373477		
PAY TO THE ORDER OF	<i>Sandy Hook Elementary School</i>		April 26, 2016
*** <i>Thirty dollars and no cents</i> ***			**\$30.00**
Payee Address:			
Memo:			
VOID IF OVER US \$ 30.00			
WELLS FARGO BANK, N.A. 1600 P ST LINCOLN, NE 68508 FOR INQUIRIES CALL (480) 394-3122			Purchaser's Signature

⑈0343427662⑈ ⑆121000248⑆4861 507416⑈

Details on Back. Security Features Included.

To: Dr. Erardi

From: Meg Horn

Position: Reading Teacher, Sandy Hook School

Re: Maternity Leave

May 3, 2016

Dear Dr. Erardi,

As we discussed last week, I am hoping to stay home with my children for an additional year. Therefore, I am requesting a leave of absence for the 2016-2017 school year. I understand that if approved, a full-time teaching position will be held for me in the district, but not necessarily at Sandy Hook School.

Thank you in advance for considering my request. If you have any questions, please feel free to contact me at (203) 767-6773 or through my Newtown email address ([hornm@newtown.k12.ct.us](mailto:hornm@newtown.k12.ct.us)). I look forward to hearing from you. Have a great day!

Sincerely,

Meg H. Horn

17 Greenfield Avenue  
Ridgefield, CT 06877

May 6, 2016

Dr. Joseph V. Erardi, Jr.  
Superintendent of Schools  
3 Primrose Street  
Newtown, CT 06470

Dear Dr. Erardi,

I am writing to indicate a change in my plans for next year. I apologize for the delayed request and know that this letter comes to you later than ideal.

In February my husband left his job and has since been diligently pursuing a new position. The past two months have been a time of transition for our family and the reason for me previously indicating that I would return to my position at Middle Gate.

I am happy to say that Ian just accepted a new job offer that will allow me the opportunity to spend one more year home with our baby, Eliza. Therefore I am requesting a leave of absence from my position for the 2016-2017 school year.

I have spoken with Chris Geissler and Suzanne D'Eramo so that they are both aware.

Thank you for your consideration and understanding and please contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Julie Yorty".

Julie Yorty  
Early Intervention Specialist  
Middle Gate School  
[yortyj@newtown.k12.ct.us](mailto:yortyj@newtown.k12.ct.us)  
(516) 606-3805

May 4, 2016

Dr. Joseph Erardi, Jr.  
Superintendent of Schools  
3 Primrose Street  
Newtown, CT 06470

Dear Dr. Erardi:

Please accept this letter as notification of my intention to resign my position as a second grade teacher at Middle Gate School as of the end of the 2015-2016 school year.

Sincerely,

A handwritten signature in cursive script that reads "Kristine Benton".

Kristine Benton  
2<sup>nd</sup> grade teacher  
Middle Gate School

Correspondence Report  
5/5/16 - 5/17/16

Date	Name	Topic
5/5/16	Laura Roche	Senior Walk
5/8/16	Wolfgang Halbig	SHS
5/10/16	Wolfgang Halbig	St. Rose
5/14/16	Robin Fitzgerald	New Arts Discount
5/15/16	Robin Fitzgerald	New Arts Discount
5/17/16	Wolfgang Halbig	SHS
5/17/16	Shipman and Goodwin	DOJ and OCR letter regarding transgender students

**NEWTOWN BOARD OF EDUCATION  
MONTHLY FINANCIAL REPORT  
April 30, 2016**

**SUMMARY**

The tenth financial report of the 2015-16 fiscal year follows. In the month of April, the Board of Education spent approximately \$4.7M; \$3.4M on salaries, and \$1.3M for all other objects.

The year-end position projection due to loss of revenue noted last month continues as estimated.

The 'YTD Expended' includes the first installment of the Excess Cost and Agency Placement Grant at \$1,089,761 with \$268,241 expected at the end of May.

Six of the eight main object accounts continue to remain in a positive balance position for this month with the exception of "Professional Services" which includes legal and Special Ed professional services and "Other Purchased Services" the latter which contains the line item for Out of District Tuition and Transportation, which continues to be over budget.

The yellow highlighted accounts demonstrate where freeze is in place, still necessary to meet the current budget shortages. This total is estimated at approximately \$706,620 which in effect is being used to cover the current deficit.

This budget will be carefully monitored.

**EXPENSE CATEGORY CONDITIONS**

**100 SALARIES**

The total salary account expense level has increased primarily as a result of a end of year leaves. Unachieved turnover still stands at a minus \$78,114. Paraeducators, due to special needs will exceed budget by \$91,000. Overall, the Salaries accounts reflect about \$35,000 in increased expenses.

**200 EMPLOYEE BENEFITS**

Current estimates have been modified to capture a new estimate for FICA and Medicare which requires about \$8,000 additional expense.

### **300 PROFESSIONAL SERVICES**

Additional expenses continue due to required legal activity for both General Services and Special Education and more services are being required for medical and psychological evaluations along with professional building needs.

### **400 PURCHASED PROPERTY SERVICES**

This group of accounts provides services necessary to keep the buildings running along with classroom repairs and rentals. At this time, we are increasing the hold on selected accounts in order to provide relief for others. Building and Site Improvement Projects have been on hold and will most likely continue to be out of next year's budget. Potential expenses in the areas of building services and equipment repairs have been reduced by approximately \$50,000.

### **500 OTHER PURCHASED SERVICES**

Contracted services, travel, and the other accounts in this category have been deliberately held back. The pressure impacting the entire budget is resultant from the increase in out-of-district placements with their associated transportation costs. The expenses reflected here represent what we currently are aware of including several potential mediated settlements.

### **600 SUPPLIES**

The projected balances depicted in; Instructional & Library supplies, software, medical, office and plant supplies, along with textbooks are deliberate 'holds' that have been programmed in. The hold on these accounts has been increased and will not be reduced as the overall position is still tenuous.

### **700 PROPERTY**

Current estimates continue to provide for all technology equipment as planned with a hold on all other equipment, primarily custodial, maintenance and district furniture.

### **800 MISCELLANEOUS**

Current estimates continue to be on track with an improved balance predicted.

All purchases are on hold and only those specifically authorized are individually approved.

The budget will continue to be carefully monitored and any subsequent issues or opportunities will be presented as necessary.

## **REVENUE**

During the month of April no revenue was booked.

## **OFFSETTING REVENUE**

The anticipated column reflects the revised estimate on the total Excess Cost and Agency Placement Grants.

This report includes the first installment of the grant that has been received, \$1,089,761. The balance expected in May is \$268,241 which is a total of approximately 73.75%. These numbers are reflected in the 2<sup>nd</sup> Anticipated, February Received and May Expected columns on this schedule. Our May payment will be adjusted to stay within the State appropriation.

The budget will continue to be carefully monitored as it is very tight and any subsequent issues or opportunities will be presented as necessary.

*We also need to keep in mind that the financial stress of this current year will be reflected significantly during next year's budget development. Due to the deliberate holds necessary, many accounts will reflect what will appear to be significant budget increases. It will need to be noted that this action was the only tool available for the School Board to manage the unplanned for needs that were required.*

Ron Bienkowski  
Director of Business  
May 12, 2016



## **TERMS AND DEFINITIONS**

The Newtown Board of Education's Monthly Financial Report provides summary financial information in the following areas:

- Object Code – a service or commodity obtained as the result of a specific expenditure defined by eight categories: Salaries, Employee Benefits, Professional Services, Purchased Property Services, Other Purchased Services, Supplies, Property, and Miscellaneous.
- Expense Category – further defines the type of expense by Object Code
- Expended 2013-14 – actual (unaudited) expenditures of the prior fiscal year (for comparison purposes)
- Approved Budget – indicates the town approved financial plan used by the school district to achieve its goals and objectives.
- YTD Transfers - identified specific cross object codes requiring adjustments to provide adequate funding for the fiscal period. This includes all transfers made to date.
- Current Transfers – identifies the recommended cross object codes for current month action. (No current transfers indicated)
- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) from transfers to the identified object codes.
- Year-To-Date Expended – indicates the actual amount of cumulative expenditures processed by the school district through the month-end date indicated on the monthly budget summary report.
- Encumbered – indicates approved financial obligations of the school district as a result of employee salary contracts, purchasing agreements, purchase orders, or other identified obligations not processed for payment by the date indicated on the monthly budget summary report.
- Balance – calculates object code account balances, subtracting expenditures and encumbrances from the current budget amount, indicating unobligated balances or shortages.
- Anticipated Obligation – is a column which provides a method to forecast expense category fund balances that have not been approved via an encumbrance, but are anticipated to be expended or remain with an account balance to maintain the overall budget funding level. Receivable revenue (i.e., grants) are now included in this column which has the effect of netting the expected expenditure.

- Projected Balance – calculates the object code balances subtracting the Anticipated Obligations. These balances will move up and down as information is known and or decisions are anticipated or made about current and projected needs of the district.

The monthly budget summary report also provides financial information on the State of Connecticut grant reimbursement programs (Excess Cost and Agency Placement Grants and Magnet Grant Transportation). These reimbursement grants/programs are used to supplement local school district budget programs as follows:

Excess Cost Grant – this State of Connecticut reimbursement grant is used to support local school districts for education costs of identified special education students whose annual education costs exceed local prior year per pupil expenditure by 4 ½. Students placed by the Department of Child and Family services (DCF) are reimbursed after the school district has met the prior year’s per pupil expenditure. School districts report these costs annually in December and March of each fiscal year. State of Connecticut grant calculations are determined by reimbursing eligible costs (60%-100%) based on the SDE grant allocation and all other town submittals. Current year receipts results from the state reporting done in December. We receive notice of what we are eligible for in early April.

Magnet Transportation Grant – provides reimbursement of \$1,300 for local students attending approved Magnet school programs. The budgeted grant is \$62,400 for this year while the expected receipt is now \$66,300.

The last portion of the monthly budget summary reports school generated revenue fees that are anticipated revenue to the Town of Newtown, Fees include:

- High school fees for three identified programs with the highest amount of fees anticipated from the high school sports participation fees.
- Building related fees for the use of the high school pool facility, and
- Miscellaneous fees.

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	YTD			YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	
			APPROVED BUDGET	TRANSFERS 2015 - 2016	CURRENT TRANSFERS						CURRENT BUDGET
<b>GENERAL FUND BUDGET</b>											
100	SALARIES	\$ 44,815,249	\$ 45,087,071	\$ -	\$ -	\$ 45,087,071	\$ 34,022,810	\$ 10,590,298	\$ 473,963	\$ 549,497	\$ (75,534)
200	EMPLOYEE BENEFITS	\$ 11,114,368	\$ 10,705,454	\$ -	\$ -	\$ 10,705,454	\$ 10,303,404	\$ 1,250	\$ 400,800	\$ 353,251	\$ 47,549
300	PROFESSIONAL SERVICES	\$ 907,519	\$ 788,173	\$ (5,500)	\$ -	\$ 782,673	\$ 741,958	\$ 134,580	\$ (93,865)	\$ 84,970	\$ (178,835)
400	PURCHASED PROPERTY SERV.	\$ 2,148,955	\$ 2,133,580	\$ 1,500	\$ -	\$ 2,135,080	\$ 1,650,347	\$ 115,791	\$ 368,941	\$ 145,688	\$ 223,253
500	OTHER PURCHASED SERVICES	\$ 7,314,702	\$ 7,625,933	\$ 7,719	\$ -	\$ 7,633,652	\$ 6,672,895	\$ 1,374,684	\$ (413,927)	\$ 288,110	\$ (702,037)
600	SUPPLIES	\$ 4,431,039	\$ 4,391,767	\$ (3,719)	\$ -	\$ 4,388,048	\$ 3,129,315	\$ 174,381	\$ 1,084,352	\$ 475,815	\$ 608,536
700	PROPERTY	\$ 532,858	\$ 786,012	\$ -	\$ -	\$ 786,012	\$ 697,532	\$ 20,447	\$ 68,033	\$ 169	\$ 67,864
800	MISCELLANEOUS	\$ 67,705	\$ 69,956	\$ -	\$ -	\$ 69,956	\$ 59,961	\$ 158	\$ 9,837	\$ 309	\$ 9,528
<b>TOTAL GENERAL FUND BUDGET</b>		<b>\$ 71,332,395</b>	<b>\$ 71,587,946</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 71,587,946</b>	<b>\$ 57,278,223</b>	<b>\$ 12,411,589</b>	<b>\$ 1,898,134</b>	<b>\$ 1,897,810</b>	<b>\$ 325</b>
900	TRANSFER NON-LAPSING	\$ 12,909									
<b>GRAND TOTAL</b>		<b>\$ 71,345,304</b>	<b>\$ 71,587,946</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 71,587,946</b>	<b>\$ 57,278,223</b>	<b>\$ 12,411,589</b>	<b>\$ 1,898,134</b>	<b>\$ 1,897,810</b>	<b>\$ 325</b>

( Audited )

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	YTD				YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2015 - 2016	CURRENT TRANSFERS	CURRENT BUDGET					
<b>100</b>	<b>SALARIES</b>										
	Administrative Salaries	\$ 3,006,639	\$ 3,171,452	\$ -	\$ 3,171,452	\$ 2,618,265	\$ 523,273	\$ 29,914	\$ 7,693	\$ 22,221	
	Teachers & Specialists Salaries	\$ 30,187,768	\$ 29,940,913	\$ 7,000	\$ 29,947,913	\$ 22,037,364	\$ 8,069,273	\$ (158,724)	\$ (3,486)	\$ (155,238)	
	Early Retirement	\$ 32,000	\$ 84,500	\$ -	\$ 84,500	\$ 92,500	\$ -	\$ (8,000)	\$ -	\$ (8,000)	
	Continuing Ed./Summer School	\$ 89,828	\$ 93,673	\$ (7,000)	\$ 86,673	\$ 76,191	\$ 6,964	\$ 3,518	\$ 3,500	\$ 18	
	Homebound & Tutors Salaries	\$ 372,132	\$ 326,936	\$ -	\$ 326,936	\$ 212,416	\$ 25,940	\$ 88,580	\$ 63,580	\$ 25,000	
	Certified Substitutes	\$ 534,674	\$ 594,875	\$ -	\$ 594,875	\$ 418,902	\$ 48,100	\$ 127,873	\$ 107,205	\$ 20,668	
	Coaching/Activities	\$ 525,627	\$ 543,480	\$ -	\$ 543,480	\$ 281,012	\$ 4,064	\$ 258,405	\$ 257,001	\$ 1,404	
	Staff & Program Development	\$ 204,214	\$ 205,000	\$ -	\$ 205,000	\$ 124,177	\$ 16,184	\$ 64,639	\$ 9,000	\$ 55,639	
	<b>CERTIFIED SALARIES</b>	<b>\$ 34,952,882</b>	<b>\$ 34,960,829</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 34,960,829</b>	<b>\$ 25,860,827</b>	<b>\$ 8,693,798</b>	<b>\$ 406,204</b>	<b>\$ 444,493</b>	<b>\$ (38,289)</b>
	Supervisors/Technology Salaries	\$ 638,531	\$ 756,854	\$ 5,000	\$ 761,854	\$ 625,224	\$ 143,306	\$ (6,676)	\$ -	\$ (6,676)	
	Clerical & Secretarial salaries	\$ 2,000,375	\$ 2,036,645	\$ 42,517	\$ 2,079,162	\$ 1,680,535	\$ 406,514	\$ (7,887)	\$ 6,620	\$ (14,507)	
	Educational Assistants	\$ 2,094,517	\$ 1,988,010	\$ -	\$ 1,988,010	\$ 1,681,478	\$ 399,435	\$ (92,903)	\$ (1,772)	\$ (91,131)	
	Nurses & Medical advisors	\$ 669,915	\$ 650,266	\$ 26,440	\$ 676,706	\$ 500,614	\$ 174,776	\$ 1,316	\$ 4,560	\$ (3,244)	
	Custodial & Maint Salaries	\$ 2,822,235	\$ 2,817,500	\$ 40,079	\$ 2,857,579	\$ 2,340,296	\$ 522,482	\$ (5,199)	\$ -	\$ (5,199)	
	Non Certified Salary Adjustment	\$ -	\$ 114,036	\$ (114,036)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Career/Job salaries	\$ 198,470	\$ 230,858	\$ -	\$ 230,858	\$ 168,023	\$ 27,549	\$ 35,286	\$ 23,000	\$ 12,286	
	Special Education Svcs Salaries	\$ 864,058	\$ 971,191	\$ -	\$ 971,191	\$ 730,314	\$ 182,799	\$ 58,078	\$ 10,596	\$ 47,482	
	Attendance & Security Salaries	\$ 213,578	\$ 235,265	\$ -	\$ 235,265	\$ 202,150	\$ 39,638	\$ (6,523)	\$ 2,000	\$ (8,523)	
	Extra Work - Non-Cert	\$ 92,025	\$ 76,254	\$ -	\$ 76,254	\$ 64,506	\$ -	\$ 11,748	\$ 2,000	\$ 9,748	
	Custodial & Maint. Overtime	\$ 233,174	\$ 210,363	\$ -	\$ 210,363	\$ 137,292	\$ -	\$ 73,071	\$ 52,000	\$ 21,071	
	Civic activities/Park & Rec	\$ 35,490	\$ 39,000	\$ -	\$ 39,000	\$ 31,551	\$ -	\$ 7,449	\$ 6,000	\$ 1,449	
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 9,862,368</b>	<b>\$ 10,126,242</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,126,242</b>	<b>\$ 8,161,983</b>	<b>\$ 1,896,500</b>	<b>\$ 67,759</b>	<b>\$ 105,004</b>	<b>\$ (37,245)</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 44,815,249</b>	<b>\$ 45,087,071</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 45,087,071</b>	<b>\$ 34,022,810</b>	<b>\$ 10,590,298</b>	<b>\$ 473,963</b>	<b>\$ 549,497</b>	<b>\$ (75,534)</b>

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	YTD				YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2015 - 2016	CURRENT TRANSFERS	CURRENT BUDGET					
<b>200</b>	<b>EMPLOYEE BENEFITS</b>										
	Medical & Dental Expenses	\$ 8,713,310	\$ 8,192,380	\$ -	\$ 8,192,380	\$ 8,177,393	\$ -	\$ 14,987	\$ 7,061	\$ 7,926	
	Life Insurance	\$ 84,500	\$ 87,337	\$ -	\$ 87,337	\$ 70,477	\$ -	\$ 16,860	\$ 14,289	\$ 2,571	
	FICA & Medicare	\$ 1,330,558	\$ 1,347,487	\$ -	\$ 1,347,487	\$ 1,036,878	\$ -	\$ 310,609	\$ 318,827	\$ (8,218)	
	Pensions	\$ 442,437	\$ 501,329	\$ -	\$ 501,329	\$ 498,157	\$ 1,250	\$ 1,922	\$ 1,916	\$ 6	
	Unemployment & Employee Assist.	\$ 63,883	\$ 74,000	\$ -	\$ 74,000	\$ 17,573	\$ -	\$ 56,427	\$ 11,158	\$ 45,269	
	Workers Compensation	\$ 479,680	\$ 502,921	\$ -	\$ 502,921	\$ 502,926	\$ -	\$ (5)	\$ -	\$ (5)	
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 11,114,368</b>	<b>\$ 10,705,454</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,705,454</b>	<b>\$ 1,250</b>	<b>\$ 400,800</b>	<b>\$ 353,251</b>	<b>\$ 47,549</b>	
<b>300</b>	<b>PROFESSIONAL SERVICES</b>										
	Professional Services	\$ 744,428	\$ 567,155	\$ -	\$ 567,155	\$ 640,700	\$ 124,603	\$ (198,148)	\$ 59,970	\$ (258,118)	
	Professional Educational Ser.	\$ 163,091	\$ 221,018	\$ (5,500)	\$ 215,518	\$ 101,258	\$ 9,977	\$ 104,283	\$ 25,000	\$ 79,283	
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	<b>\$ 907,519</b>	<b>\$ 788,173</b>	<b>\$ (5,500)</b>	<b>\$ -</b>	<b>\$ 782,673</b>	<b>\$ 134,580</b>	<b>\$ (93,865)</b>	<b>\$ 84,970</b>	<b>\$ (178,835)</b>	
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>										
	Buildings & Grounds Services	\$ 645,531	\$ 661,375	\$ -	\$ 661,375	\$ 560,439	\$ 49,386	\$ 51,550	\$ 28,400	\$ 23,150	
	Utility Services - Water & Sewer	\$ 109,859	\$ 116,000	\$ -	\$ 116,000	\$ 88,958	\$ -	\$ 27,042	\$ 36,300	\$ (9,258)	
	Building, Site & Emergency Repairs	\$ 507,859	\$ 460,850	\$ -	\$ 460,850	\$ 370,367	\$ 20,965	\$ 69,518	\$ 50,000	\$ 19,518	
	Equipment Repairs	\$ 274,022	\$ 296,738	\$ (1,500)	\$ 295,238	\$ 187,722	\$ 29,111	\$ 78,404	\$ 23,100	\$ 55,304	
	Rentals - Building & Equipment	\$ 297,181	\$ 317,117	\$ 3,000	\$ 320,117	\$ 280,764	\$ 16,329	\$ 23,024	\$ 1,060	\$ 21,964	
	Building & Site Improvements	\$ 314,503	\$ 281,500	\$ -	\$ 281,500	\$ 162,097	\$ -	\$ 119,403	\$ 6,828	\$ 112,575	
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	<b>\$ 2,148,955</b>	<b>\$ 2,133,580</b>	<b>\$ 1,500</b>	<b>\$ -</b>	<b>\$ 2,135,080</b>	<b>\$ 115,791</b>	<b>\$ 368,941</b>	<b>\$ 145,688</b>	<b>\$ 223,253</b>	

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	YTD				YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2015 - 2016	CURRENT TRANSFERS	CURRENT BUDGET					
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>										
	Contracted Services	\$ 412,606	\$ 462,477	\$ 7,719	\$ 470,196	\$ 358,530	\$ 94,026	\$ 17,640	\$ 7,000	\$ 10,640	
	Transportation Services	\$ 3,839,746	\$ 3,934,792	\$ -	\$ 3,934,792	\$ 3,159,320	\$ 607,550	\$ 167,922	\$ 245,452	\$ (77,530)	
	Insurance - Property & Liability	\$ 325,587	\$ 356,941	\$ -	\$ 356,941	\$ 351,478	\$ -	\$ 5,463	\$ -	\$ 5,463	
	Communications	\$ 122,190	\$ 130,583	\$ -	\$ 130,583	\$ 101,247	\$ 25,845	\$ 3,491	\$ 2,442	\$ 1,049	
	Printing Services	\$ 35,776	\$ 39,582	\$ -	\$ 39,582	\$ 17,506	\$ 9,448	\$ 12,628	\$ 3,900	\$ 8,728	
	Tuition - Out of District	\$ 2,358,090	\$ 2,469,221	\$ -	\$ 2,469,221	\$ 2,491,828	\$ 632,182	\$ (654,789)	\$ 13,316	\$ (668,105)	
	Student Travel & Staff Mileage	\$ 220,707	\$ 232,337	\$ -	\$ 232,337	\$ 192,987	\$ 5,633	\$ 33,718	\$ 16,000	\$ 17,718	
	<b>SUBTOTAL OTHER PURCHASED SE</b>	<b>\$ 7,314,702</b>	<b>\$ 7,625,933</b>	<b>\$ 7,719</b>	<b>\$ -</b>	<b>\$ 7,633,652</b>	<b>\$ 6,672,895</b>	<b>\$ 1,374,684</b>	<b>\$ (413,927)</b>	<b>\$ 288,110</b>	<b>\$ (702,037)</b>
<b>600</b>	<b>SUPPLIES</b>										
	Instructional & Library Supplies	\$ 853,956	\$ 911,445	\$ (2,219)	\$ 909,226	\$ 663,259	\$ 19,761	\$ 226,206	\$ 18,000	\$ 208,206	
	Software, Medical & Office Sup.	\$ 205,275	\$ 222,105	\$ -	\$ 222,105	\$ 63,691	\$ 49,773	\$ 108,641	\$ 27,000	\$ 81,641	
	Plant Supplies	\$ 379,403	\$ 375,100	\$ -	\$ 375,100	\$ 267,154	\$ 21,494	\$ 86,451	\$ 8,000	\$ 78,451	
	Electric	\$ 1,466,532	\$ 1,455,657	\$ 15,000	\$ 1,470,657	\$ 1,155,908	\$ -	\$ 314,749	\$ 354,279	\$ (39,530)	
	Propane & Natural Gas	\$ 308,569	\$ 380,546	\$ -	\$ 380,546	\$ 192,643	\$ -	\$ 187,903	\$ 60,898	\$ 127,005	
	Fuel Oil	\$ 549,889	\$ 502,320	\$ -	\$ 502,320	\$ 463,179	\$ -	\$ 39,141	\$ 9,839	\$ 29,302	
	Fuel For Vehicles & Equip.	\$ 410,399	\$ 337,025	\$ (15,000)	\$ 322,025	\$ 218,764	\$ 73,882	\$ 29,379	\$ -	\$ 29,379	
	Textbooks	\$ 257,017	\$ 207,569	\$ (1,500)	\$ 206,069	\$ 104,716	\$ 9,471	\$ 91,882	\$ (2,200)	\$ 94,082	
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 4,431,039</b>	<b>\$ 4,391,767</b>	<b>\$ (3,719)</b>	<b>\$ -</b>	<b>\$ 4,388,048</b>	<b>\$ 3,129,315</b>	<b>\$ 174,381</b>	<b>\$ 1,084,352</b>	<b>\$ 475,815</b>	<b>\$ 608,536</b>

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	YTD				YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2015 - 2016	CURRENT TRANSFERS	CURRENT BUDGET					
<b>700</b>	<b>PROPERTY</b>										
	Capital Improvements (Sewers)	\$ 124,177	\$ 124,177	\$ -	\$ 124,177	\$ 124,177	\$ -	\$ 0	\$ -	\$ 0	
	Technology Equipment	\$ 378,975	\$ 549,144	\$ -	\$ 549,144	\$ 547,389	\$ -	\$ 1,755	\$ 169	\$ 1,586	
	Other Equipment	\$ 29,706	\$ 112,691	\$ -	\$ 112,691	\$ 25,966	\$ 20,447	\$ 66,278	\$ -	\$ 66,278	
	<b>SUBTOTAL PROPERTY</b>	<b>\$ 532,858</b>	<b>\$ 786,012</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 786,012</b>	<b>\$ 697,532</b>	<b>\$ 20,447</b>	<b>\$ 68,033</b>	<b>\$ 169</b>	<b>\$ 67,864</b>
<b>800</b>	<b>MISCELLANEOUS</b>										
	Memberships	\$ 67,705	\$ 69,956	\$ -	\$ 69,956	\$ 59,961	\$ 158	\$ 9,837	\$ 309	\$ 9,528	
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ 67,705</b>	<b>\$ 69,956</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 69,961</b>	<b>\$ 158</b>	<b>\$ 9,837</b>	<b>\$ 309</b>	<b>\$ 9,528</b>	
	<b>TOTAL LOCAL BUDGET</b>	<b>\$ 71,332,395</b>	<b>\$ 71,587,946</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 71,587,946</b>	<b>\$ 57,278,223</b>	<b>\$ 12,411,589</b>	<b>\$ 1,898,134</b>	<b>\$ 1,897,810</b>	<b>\$ 325</b>

Highlights 'on hold objects' in the "Projected Balance" column needed to cover Funding Shortage \$ 706,620

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2016

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2014 - 2015	YTD			YTD EXPENDED	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
			APPROVED BUDGET	TRANSFERS 2015 - 2016	CURRENT TRANSFERS					

<u>SCHOOL GENERATED FEES</u>		2015-16 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
<u>HIGH SCHOOL FEES</u>					
NURTURY PROGRAM		\$8,000	\$8,000.00	\$0.00	100.00%
PARKING PERMITS		\$20,000	\$20,000.00	\$0.00	100.00%
PAY FOR PARTICIPATION IN SPORTS		\$84,800	\$59,232.00	\$25,568.00	69.85%
		\$112,800	\$87,232.00	\$25,568.00	77.33%
MISCELLANEOUS FEES		\$500	\$512.50	(\$12.50)	102.50%
<b>TOTAL SCHOOL GENERATED FEES</b>		\$113,300	\$87,745	\$25,556	179.83%



## NEWTOWN BOARD OF EDUCATION

## BUDGET SUMMARY REPORT

FOR THE MONTH ENDING - APRIL 30, 2016

## OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	1st ANTICIPATED	Loss From 1st	2nd ANTICIPATED	FEB RECEIVED	MAY EXPECTED	BALANCE	
100	SALARIES	\$ (64,836)	\$ (99,155)	\$ (8,709)	\$ (90,446)	\$ (70,766)	\$ (19,680)	\$ -	
200	EMPLOYEE BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
300	PROFESSIONAL SERVICES	\$ (62,274)	\$ (73,659)	\$ (6,470)	\$ (67,189)	\$ (52,571)	\$ (14,618)	\$ -	
400	PURCHASED PROPERTY SERV.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
500	OTHER PURCHASED SERVICES	\$ (1,319,397)	\$ (1,354,106)	\$ (153,739)	\$ (1,200,367)	\$ (966,424)	\$ (233,943)	\$ -	
600	SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
700	PROPERTY	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
800	MISCELLANEOUS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTAL GENERAL FUND BUDGET</b>		\$ (1,446,507)	\$ -	\$ (1,526,920)	\$ (168,918)	\$ (1,358,002)	\$ (1,089,761)	\$ (268,241)	\$ -
					\$ -				
<b>100</b>	<b>SALARIES</b>								
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Teachers & Specialists Salaries	\$ (19,368)	\$ (17,562)	\$ (1,542)	\$ (16,020)	\$ (12,534)	\$ (3,486)	\$ -	
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>CERTIFIED SALARIES</b>	\$ (19,368)	\$ -	\$ (17,562)	\$ (16,020)	\$ (12,534)	\$ (3,486)	\$ -	
	Supervisors/Technology Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Clerical & Secretarial salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Educational Assistants	\$ (7,034)	\$ (8,922)	\$ (783)	\$ (8,139)	\$ (6,367)	\$ (1,772)	\$ -	
	Nurses & Medical advisors	\$ (14,196)	\$ (14,812)	\$ (1,301)	\$ (13,511)	\$ (10,571)	\$ (2,940)	\$ -	
	Custodial & Maint Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Non Certified Salary Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Career/Job salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Special Education Svcs Salaries	\$ (24,238)	\$ (57,859)	\$ (5,083)	\$ (52,776)	\$ (41,294)	\$ (11,482)	\$ -	
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>NON-CERTIFIED SALARIES</b>	\$ (45,468)	\$ -	\$ (81,593)	\$ (74,426)	\$ (58,232)	\$ (16,194)	\$ -	
	<b>SUBTOTAL SALARIES</b>	\$ (64,836)	\$ -	\$ (99,155)	\$ (90,446)	\$ (70,766)	\$ (19,680)	\$ -	

FOR THE MONTH ENDING - APRIL 30, 2016

## OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED	1st ANTICIPATED	Loss From 1st	2nd ANTICIPATED	FEB RECEIVED	MAY EXPECTED	BALANCE
200	<b>EMPLOYEE BENEFITS</b>							
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300	<b>PROFESSIONAL SERVICES</b>							
	Professional Services	\$ (62,274)	\$ (73,659)	\$ (6,470)	\$ (67,189)	\$ (52,571)	\$ (14,618)	\$ -
	Professional Educational Ser.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	\$ (62,274)	\$ (73,659)	\$ (6,470)	\$ (67,189)	\$ (52,571)	\$ (14,618)	\$ -
400	<b>PURCHASED PROPERTY SVCS</b>							
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	<b>OTHER PURCHASED SERVICES</b>							
	Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Transportation Services	\$ (259,843)	\$ (287,743)	\$ (26,549)	\$ (261,194)	\$ (205,362)	\$ (55,832)	\$ -
	Insurance - Property & Liability	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Communications	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Printing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Tuition - Out of District	\$ (1,059,554)	\$ (1,066,363)	\$ (127,190)	\$ (939,173)	\$ (761,062)	\$ (178,111)	\$ -
	Student Travel & Staff Mileage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>SUBTOTAL OTHER PURCHASED SER.</b>	\$ (1,319,397)	\$ (1,354,106)	\$ (153,739)	\$ (1,200,367)	\$ (966,424)	\$ (233,943)	\$ -
600	<b>SUPPLIES</b>							
	<b>SUBTOTAL SUPPLIES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700	<b>PROPERTY</b>							
	<b>SUBTOTAL PROPERTY</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	<b>MISCELLANEOUS</b>							
	Memberships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>SUBTOTAL MISCELLANEOUS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>TOTAL LOCAL BUDGET</b>	\$ (1,446,507)	\$ (1,526,920)	\$ (168,918)	\$ (1,358,002)	\$ (1,089,761)	\$ (268,241)	\$ -

Excess Cost and Agency placement Grants were budgeted at 75%.

The 1st Anticipated was at 80.85% which equaled \$80,413 in additional anticipated grant revenue.

The 2nd Anticipated is at 73.75% which equals (\$168,918) **less** in anticipated grant revenue.



## TOWN OF NEWTOWN

### PUBLIC BUILDING AND SITE COMMISSION

**BoE Meeting**  
**Project Status Updates**  
May 17, 2016

#### **Newtown High School Auditorium Renovation**

- 90% Construction Documents package has been forwarded to the third-party code reviewer for review and comment prior to sign-off by the local building official and fire marshal
- 90% Construction Documents package has been forwarded to construction manager for cost estimate
- CM Cost Estimate due May 27; project team will then review and recommend scope modifications, if necessary to maintain \$3.6 million project budget
- Final CDs and Cost Estimate will be presented to the BoE on June 7<sup>th</sup> for approval to submit to the State OSCG for review and authorization to bid
- Final CDs and Cost Estimate will be presented to the PBSC at a Special Meeting on June 14<sup>th</sup> for approval to submit to the State OSCG for review and authorization to bid
- A Theater Equipment package review meeting is pending confirmation of District staff schedules
- The Legislative Council is scheduled to take action on authorizing resolutions required to complete the State Grant Application at their next meeting, May 18
- Once the authorizing resolutions have been approved, the District will resubmit the grant application to OSCG and the State approval process will proceed
- Construction commencement is currently projected for early August after State review period, PBSC authorization to bid, subcontractor bidding, contract award and preconstruction mobilization.

#### **Sandy Hook School**

- Construction work by the Consigli Construction Company is on schedule to be substantially complete by June 1
- Punchlist remediation work and any work required by the building official/fire marshal to obtain a Certificate of Occupancy will continue into and through June
- Sitework and planting will also continue into June
- As of May 17<sup>th</sup>, classroom wings are complete, have been inspected and are undergoing final cleaning
- Testing of all life safety systems, testing of controls, and testing and balancing of the HVAC systems is underway
- Final paint touch-ups and finish materials installation is ongoing
- Millwork trim installation is ongoing in the Main Street corridor
- Glass walls, plumbing fixtures and lighting are being installed in the Administrative suite
- Custom artwork is being installed at the Lobby
- Consigli will remain onsite into August to assist with any Owner requests

- New furniture is scheduled for delivery and installation from June 20<sup>th</sup> through July 15<sup>th</sup>.
- Existing network equipment, telephone system, AV systems and other technology components will be disassembled beginning June 20<sup>th</sup>
- Installation of new equipment will be integrated with the installation of existing equipment and begin the week of June 20<sup>th</sup>
- Installation of the network system, including integration with building systems will could take up to 5 weeks
- Existing furniture will move from Chalk Hill from July 1<sup>st</sup> through July 8
- Library contents will be brought to the new facility as library furniture installation is completed, starting approximately July 6<sup>th</sup>
- Classroom contents are scheduled to be moved the week of July 11
- The LEED certification flush-out is tentatively scheduled to be completed by the first week of August
- Owner (Facilities) training on building systems will take place concurrently with the flush-out period

***If you plan to attend this meeting and require assisted hearing devices, please contact the Office of the First Selectman (203) 270-4201 at least forty-eight (48) hours prior to the meeting.***

## BOE EXECUTIVE SUMMARY: ARCHITECTURE 1, GRADES 9-12 CURRICULUM REVISION

### PART I: BASIC ELEMENTS OF COMPARISON

	EXISTING CURRICULUM	REVISED CURRICULUM
<b>PUBLICATION DATE</b>	No existing curriculum.	Request for Curriculum Council Approval: 04/19/2016 Request for BOE C&I Committee Approval: 04/26/2015 Request for BOE 1 <sup>st</sup> Read: May 3, 2016 Request for BOE 2 <sup>nd</sup> Read: May 17,2016
<b>STANDARDS</b>	No standards addressed.	Aligns with newly adopted CT Technology Education Framework (2014)
<b>PACING</b>	Not provided.	Curriculum includes Pacing Guide to indicate approximate number of weeks for instruction of each unit.
<b>CURRICULUM MODEL</b>	None existing.	Structured on Concept-based Curriculum Model. Framed through a Conceptual Lens through which students learn new knowledge in the subject area. Guiding Questions ensure lessons are inquiry-based and Generalized Understandings point students and teachers to essential knowledge to be learned through the unit.
<b>LEARNING OBJECTIVES</b>	None existing.	The updated curriculum conforms to current curriculum design practices that focus on fewer objectives and standards to be taught with greater depth.
<b>OTHER</b>	Not published.	Digitally published through the Atlas Rubicon platform. Accessible via internet for the public viewing, professional collaboration among teachers tasked with editing, revising, and adding supplemental components. Ensures an accurate and easily accessible curriculum archiving system.

### PART II: SPECIFIC COMPARISON OF TECHNOLOGY EDUCATION CONTENT AND INSTRUCTIONAL APPROACH

The content of this course concentrates on a broad overview of what architecture is, how it shapes society, and how it is influenced by art and function. Architecture has really two main areas of focus, the artistic aspect, and the engineering aspect. It is critical for our high school students to know how buildings have evolved, and under what influences. It is equally important to know why buildings stand up, and why they fall down.

As the viewer reads this curriculum, they will notice that it is project based. Students spend very little time in a lecture format, with most of their time spent performing learning activities. This is in keeping with the technology education philosophy of learning by doing. It is also proven in educational research, that the most effective way to learn is through experience.

Erik Holst-Grubbe  
04-17-2016

Each activity and learning experience has a culminating product. Skills important to being an architect are taught, and these skills translate to other fields as well. The curriculum centers around two themes, problem solving and communication. Students are required to present solutions to problems orally or in large format printouts. Emphasis is given to not only for students to form a solid solution to a given problem, but to be able to communicate that solution to a given audience.

Technology plays a key role in the delivery of the content. Students are introduced to three dimensional and simulation software to complete activities that teach both engineering and artistic aspects of the subject. Students are also given an opportunity to construct models using wooden components. Six working architects were interviewed prior to the writing of this curriculum and have all pointed out that the experience of modeling is extremely important.

Architecture 1 is used to provide an overall understanding of architecture, which can be applied to Architecture 2, in which the student can decide which aspect within the subject they would like to pursue. Architecture 2 students delve into subcategories such as interior design, tall buildings, landscape, etc..



Newtown Public Schools  
**Architectural Design 1**



Newtown High School > High School > F&AA: Technology > Architectural Design 1

Holst-Grubbe, Erik

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun							
Introduction to Architecture	1-2																
Sketching/Introduction to American Styles	3-5																
Local Architecture		6-8															
Interior Design		9-10															
Framing		11-12															
Bridge Design			13-16														
Domes				17-18													
	1-2	3-5	6-8	9-10	11-12	13-16	17-18	19-20	21-23	24-26	27-28	29-30	31-32	33-34	35-36	37-38	39-40

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# Introduction to Architecture

Holst-Grubbe, Erik

## Enduring Understanding(s)/ Generalization(s)

Careful design and systematic coordination of form and function are instrumental in the creation of architectural structures.

Climate, geography, and societal beliefs greatly influence the design of structures.

A combination of math and communication skills, as well as an appreciation for beauty and detail, are essential requirements for successful architects in the field.

## Essential Question(s)

What is architecture?

What man made structures have you seen that spark your imagination?

## Guiding Questions

Factual, Conceptual, Provocative

What is architecture influenced by?(F)

Define the various styles of architecture?(F)

Why is Roman architecture so important?(C)

What skills and attitudes are essential in architects?(C)

How does religion and society influence architecture?(C)

In what ways does architecture provide safety for humans?(C)

Is good design centered around practical issues like movement, climate, day to day living?(P)

Is designing a computer program architecture?(P)

## Standard(s)

Content and CCSS

### CCSS: English Language Arts 6-12

CCSS: Grades 9-10

#### Speaking & Listening

##### Presentation of Knowledge and Ideas

**4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to:

- 1) Define what architecture is by drawing conclusions from past experiences.
- 2) Examine specific structures they have seen as examples of beauty.
- 3) Analyze what attributes are necessary to be an architect.
- 4) Examine structures for engineered strength.



## CT: Technology Education

CT: Grades 9-12

### Communications Systems

**CONTENT STANDARD 7: Communications Systems**

- export and import images in a variety of file forms.

### Production Systems

**CONTENT STANDARD 8: Production Systems**

- trace the historical development of the construction industry;

## CT: CTE: Technology Education (PS 2011)

Grades 9-12

### PS: Pre-Engineering Technology

**A. Career Awareness: Identify and describe various careers in the engineering field including educational requirements and ethical expectations.**

- 1. Describe major engineering fields.

**B. Design Process: Describe the design process including identify the problem, determining constraints and limitations, analyzing potential solutions as well as the creation of a prototype for testing.**

- 5. Identify principles of a problem.
- 7. Analyze and research between alternate solutions.

**D. Materials: Describe the various materials used in engineering including the process for selecting the appropriate materials based on usage.**

- 19. Test materials for specific characteristics.

**E. Teamwork: Explain the characteristics of an effective design team and the process.**

- 20. Contribute to a team project.
- 21. Identify characteristics of an effective design team (e.g., leadership, responsibility, respect, rapport and time management).

## Content/Topics

Critical content that students must KNOW

- The architecture that a student sees around them gets many of its proportions from ancient Rome.
- Many of the buildings surrounding student lives were built smaller, and in a different ways due to the technology available at the time.
- Religion, and societal structure steers public building construction.
- Architecture is both engineering and art, form and function.
- Architects are team players who must work with owners, towns, and construction teams to have a successful outcome.
- Planning for construction is close and careful work.

## Core Learning Activities

- Engage in class discussion defining what architecture is.
- Compile architectural images provided by students in the form of a slide presentation. Each student will explain what the architectural slide is about, and why the student chose that image as an inspiration.
- Compete in groups to suspend a marshmallow as high as they can given a certain number of spaghetti pieces, and tape. of the process and analysis of the winning structure.
- Evaluate the construction process of the spaghetti structure.

## Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

## Resources

Professional & Student

What Style is it? A Guide to American Architecture; Allen Chambers Jr., Nancy B. Schwartz

A Pictorial History of Architecture in America; G.E. Kidder Smith

Building Wonders; PBS

<http://marshmallowchallenge.com/Welcome.html>

## Assessments (Titles)

Marshmallow Tower Rubric


## Graduation Standards

[Information Literacy](#)  
[Problem Solving](#)

## Interdisciplinary Connections

**Summative: Lab Assignment**

This is an analysis of building a structure designed to support a marshmallow using spaghetti and tape.

 Marshmallow Tower  
Rubric.docx

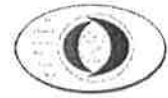
Spoken Communication  
Written Performance

Social Studies - Historical context drawn from ancient Rome, European influences, local history.

Science - Drawing previous knowledge from middle school bridge building competitions.

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# Sketching/Introduction to American Styles

Holst-Grubbe, Erik

## Enduring Understanding(s)/ Generalization(s)

Conceptual Lens: Visual Communication

Most architecture we know and love started with a sketch.

Sketching is a powerful and creative means of conveying ideas to yourself and others.

Various American Architectural Styles differ in major and subtle ways.

### Essential Question(s)

What makes an effective sketch?

How do American styles of architecture differ?

### Guiding Questions

Factual, Conceptual, Provocative

What is perspective?(F)

What specific sketching techniques are used by architects (F)

What American architectural style are you drawing, and what types of attributes define it as this style?(F)

When would sketching techniques be used in the life of an architect? (F)

What are the advantages of sketching, vs. drawing on a computer? (C)

How does sketching allow the brain to interpret information? (C)

How much detail does a given sketch require?(C)

What makes a quality line?(C)

What is proportion?(C)

Would you hire an architect that could not sketch? (P)

### Standard(s)

Content and CCSS

#### CT: Arts

CT: Grades 9-12

#### Visual Arts

##### CONTENT STANDARD 2: Elements and Principles

- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems.

#### NCCAS: Visual Arts

NCCAS: HS Proficient

#### Creating

### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Demonstrate proper technique to produce even and consistent lines.
- 2) Draw, in correct proportion, details and overall shape of architectural elements such as columns, styled trim pieces, moldings, roof styles, and hearths.
- 3) Complete a sketch of a front view of a given home with all elements in proportion.

**Anchor Standard 1: Generate and conceptualize artistic Ideas and work.**

**Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.**

**Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?**

- VA:Cr1.1.1a: Use multiple approaches to begin creative endeavors.

### Content/Topics

Critical content that students must KNOW

The student must know how to sketch in proportion using lines of high quality and consistency.

The student must be able to identify styles such as, Early Colonial, Georgian, Federal, Jeffersonian, Greek Revival, Gothic Revival, Victorian, Colonial, Tudor, Classical Revival, Queen Anne, and Richardsonian Revival.

The student must be able to identify elements of design that are unique to a given style.

### Skills

Transferable skills that students must be able to DO

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

### Core Learning Activities

- Students will create sketches ranging from simple to complex of different architectural details and overall buildings.
- Students will begin sketches/renderings from which to copy, with styles given, and have to describe in their own words what attributes the example has that makes it the given style.
- Students will be given examples with no style labeled, and have to sketch and categorize the style with an explanation.

 <https://drive.google.com/drive/u/1/folders/0B9K8520nreZhNGFRSDg0QWRHNUU>

### Resources

Professional & Student  
Google Images

What Style is it? A Guide to American Architecture; Allen Chambers Jr., Nancy B. Schwartz

A Pictorial History of Architecture in America; G.E. Kidder Smith

### Assessments (Titles)

**Sketching Rubric**

**Summative: Lab Assignment**

This rubric is designed to evaluate quality of lines, the ability to produce proportioned sketches, and communicate and identify different styles in architecture.

 Arch. sketching rubric.docx

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

History - American architectural styles are based on human needs, available building tools and materials, and lifestyles.

Many of the building styles are designed to mimic European style, and some were a direct attempt not to mimic these styles.



## Local Architecture

Holst-Grubbe, Erik

### Enduring Understanding(s)/ Generalization(s)

Architecture tells the story of how people used to live and continue to live.

Geography and technology influence the changes in structures.

### Essential Question(s)

Looking at prominent buildings in Newtown, why were they built, and how do they reflect the town's history?

How has Newtown changed?

How has Newtown remained the same?

### Guiding Questions

Factual, Conceptual, Provocative

Who were the initial settlers of Newtown CT? (F)

Which buildings were erected early in Newtown's history? (F)

What other buildings are considered prominent in town, and how has did their construction change over time?(F)

What do you know about the people for whom their names are on buildings and streets? (F)

How did building construction reflect how society worked, and what values Newtown held? (C)

How has Newtown changed? (C)

How has Newtown remained the same? (C)

Why did their construction change?(C)

Should Newtown provide section 8 housing? (P)

### Standard(s)

Content and CCSS

### CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

**CCSS: Grades 9-10**

#### Writing

**2. Write Informative/explanatory texts to examine and convey complex Ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- WHST.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

### CT: Social Studies Frameworks (2015)

**CT: HS: United States History**

#### Dimension 2: History

**Change, Continuity and Context**

### Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Identify the style, time period, and contributing factors to design of a given building.
- 2) Represent the structure using 3D printing techniques, 3D software, and large format printing.
- 3) Explain what can be learned about Newtown by knowing and examining the buildings within the town.

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.

**Perspectives**

- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**CT: CTE: Technology Education (PS 2011)**

**Grades 9-12**

**PS: Computer Aided Drafting and Design**

**A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and design.**

- 4. Evaluate and select appropriate method of communication for a given problem.
- 6. Express a design of an object as a 3D model.

**Content/Topics**

Critical content that students must KNOW

- Main Street Newtown consists of several different style buildings such as Early Colonial, Colonial, Victorian, and Georgian.
- Parts of town with their own names such as Sandy Hook, flourished for a number of practical reasons.
- Churches and meeting houses were critical to life in the 18th and 19th centuries.
- Google Sketchup has many capabilities, and many limitations.
- Large format printing requires graphic principles to be followed for the most effective message to be delivered.

**Skills**

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

**Core Learning Activities**

- Student powerpoint presentations on specific information/ buildings and time periods as a baseline of study.
- Field trip with the town historian to examine prominent structures on Main St.
- Taking photographs of town buildings to be later rendered into 3D printouts.
- Producing a large format poster of the photograph, the 3D rendering of the photograph, with a descriptive paragraph.

**Resources**

Professional & Student

Touring Newtown's Past; the settlement and architecture of an old Connecticut town.

Newtown Historical Society

Daniel Cruson

Town Historian

203-426-6021


3D Printer

Large Format Printer

**Assessments (Titles)**

**Local History Rubric  
Summative: Exhibition**

This rubric is designed to measure the effectiveness of communication techniques in the form of 3D printouts, and large format printing.

 Local Architecture Rubric.docx

**Graduation Standards**

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

**Interdisciplinary Connections**

History - Showing various styles of buildings, and matching them with dates, show how Newtown was influenced from the 1700s to the present by events and outside influences.

English - Clear, informative writing on a given subject.



# Interior Design

Holst-Grubbe, Erik

## Enduring Understanding(s)/ Generalization(s)

Functionality and style play an important role in the design process.

All designs should be evaluated with respect to the needs of today as well as the needs of the future.

## Essential Question(s)

If you were designing your dream kitchen, what would it look like, and what would you consider during the design process?

## Guiding Questions

Factual, Conceptual, Provocative

What should you consider when choosing a style?(F)

What is a work triangle, and why is it important?(F)

In choosing materials, how do you weigh the importance of certain costs? (F)

What are the major types of kitchen layouts? (F)

What are the major types of kitchen styles? (F)

What are the major costs when designing a kitchen?(F)

Do you need to copy a given style, or can you take elements from several styles? (C)

Is there a difference between what you need and what you want, when designing a kitchen? (C)

What are the determining factors in choosing materials, layout, and style?(C)

What if you sell your home? Would this design add value to your home? (P)

## Standard(s)

Content and CCSS

### CCSS: English Language Arts 6-12

CCSS: Grades 9-10

#### Writing

**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

### CT: CTE: Technology Education (PS 2011)

Grades 9-12

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Illustrate different styles of kitchens through the use of photographs.
- 2) Calculate 3 different budget options for a given kitchen using different materials.
- 3) Provide a comprehensive large format printout of the design explaining their choices of materials, style, and layout.

**PS: Computer Aided Drafting and Design**

**A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and design.**


- 1. Describe physical objects as geometric entities.
- 2. Describe and demonstrate the process of using mechanical and electronic measuring devices accurately as required by the design intent.
- 8. Evaluate choice and placement of dimensions, notes and annotations to clearly communicate design intent.
- 9. Revise a design and update finished drawings appropriately.

**Content/Topics**

Critical content that students must KNOW

- 1) There are stylistic considerations/themes one should consider when laying out kitchens.
- 2) Different layouts have different advantages/disadvantages. (L shape, U shape, etc.)
- 3) The four major costs of kitchens are countertops, cabinets, flooring, and appliances.
- 4) Major costs have many options with a wide range of costs.

**Core Learning Activities**

- 1) Completion of the Kitchen Primer activity.
  - 2) Using Google Sketchup, design a kitchen.
  - 3) Calculations of budget using 3 different cost options.
  - 4) Production of a comprehensive layout using large format printing.
-  [https://docs.google.com/document/d/1XsT-0i9SOrsZ\\_oZZBh9s4uiWbldjQg0So-dHEBbXYms/edit](https://docs.google.com/document/d/1XsT-0i9SOrsZ_oZZBh9s4uiWbldjQg0So-dHEBbXYms/edit)

**Skills**

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.


**Resources**

Professional & Student  
<http://help.sketchup.com/en/article/95597>  
 (Google Sketchup, Self-Paced Tutorials)

**Assessments (Titles)**

**Budget Estimation**  
**Summative: Lab Assignment**  
 This worksheet categorizes the four major costs of a kitchen, and has places for 3 different cost ranges for each category.

**Kitchen Design Rubric**  
**Summative: Exhibition**  
 This is a rubric which includes a comprehensive representation of their kitchen design.  
 Kitchen Design Rubric.docx

 [https://docs.google.com/spreadsheets/d/12i3BeNZZoQ2Hli5SiHrZzPyWwg5d9NX56mpyS0N\\_Fck/edit#gid=0](https://docs.google.com/spreadsheets/d/12i3BeNZZoQ2Hli5SiHrZzPyWwg5d9NX56mpyS0N_Fck/edit#gid=0)

**Graduation Standards**

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Problem Solving
- The problem is in making choices based on use and economics, and then explaining those choices.

**Interdisciplinary Connections**

Math - Estimation is used to calculate kitchen costs using varied materials.

English - Informative writing to explain choices in the large format print with efficiently chosen details and technical language.





# Framing

Holst-Grubbe, Erik

## Enduring Understanding(s)/ Generalization(s)

Codes and laws are developed over time to protect the general public.

All stages in the construction process are related to and dependent on one another.

## Essential Question(s)

Why do buildings stand up for a longer period of time while others fall down?

## Guiding Questions

Factual, Conceptual, Provocative

- What building materials exist, and what are their purposes, and attributes? (F)
- What are different framing members called, and what are their function? (F)
- Who inspects/ensures proper construction of building frames?(F)
- What is scaling? (F)
- How do you use a scale? (F)
- What happens when builders skimp on construction or materials? (C)
- What does on-center mean, and why do we need this term? (C)
- Building materials come in standard sizes regardless of manufacturer. Why? How are building trades interdependent? (C)
- Do you think we need to have building codes? (P)

## Standard(s)

Content and CCSS

### CCSS: Mathematics

**CCSS: HS: Geometry**

#### Mathematical Practice

**MP.**The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.8. Look for and express regularity in repeated reasoning.

### CT: Technology Education

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Read and use an architectural scale to produce layouts of walls.
- 2) Construct a scaled model of a truss, wall with a window, and a wall with a door using standard framing conventions and adhering to all building codes.
- 3) Identify and describe different framing components.
- 4) Recognize and apply repeating patterns to various situations (16"on-center principle).

CT: Grades 9-12

Materials & Processes

CONTENT STANDARD 6: Materials and Processes

- describe the physical structures and properties of materials used in technological systems;

Production Systems

CONTENT STANDARD 8: Production Systems

- describe the significance of architectural drawings, specifications and contracts in the construction industry;
- demonstrate an ability to read and interpret architectural renderings;
- demonstrate the safe and accurate use of layout, forming, separating, combining, treating, and finishing tools and procedures in building a shelter or structure;
- identify, describe and apply the structural elements used in commercial floor, wall and roofing systems;

Content/Topics

Critical content that students must KNOW  
How to use an architectural scale.

How to lay out a wall with studs 16" on center.

Why structural members that span larger distances, or are under greater stress, are built larger than standard framing.

There are building codes designed to keep inhabitants safe.

A whole litany of vocabulary exists that form the basis for builders and architects.

Skills

Transferable skills that students must be able to DO

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Core Learning Activities

Creation of scaled drawings of wall sections using an architect's scale.

Construction of scaled walls, and trusses.

Resources

Professional & Student  
Modern School Supply -

Wall construction kits.

Truss construction kits.

Architectural Scales

Building Code Manual

 <https://archive.org/details/gov.ct.building>


Assessments (Titles)

Framing Rubric

Summative: Lab Assignment

Students will be using scales to produce wall section drawings, and then construct balsa models of those drawings.

The rubric is to make sure the students have done so accurately.

 Framing rubric.docx

Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

Interdisciplinary Connections

Geometry - Rise and run of a roof. How do you calculate angles based on a given pitch? (6 pitch, 4 pitch, etc.)

Repeated reasoning applied to different situations (16" on-center principle).

**CONTENT STANDARD 6: Materials and Processes**

- describe the physical structures and properties of materials used in technological systems;
- experiment with the alteration of material characteristics;

**Content/Topics**

Critical content that students must KNOW

- Forces vary from location to location. Forces may come from wind, traffic loads, and earthquakes. Other factors are also saltwater, soil types, and temperature.
- Cost is the determining factor in bridge design after safety.
- Triangles, arcs, and symmetry are keys to effective and efficient bridge design.
- Compression is the force that pushes things together; tension pulls them apart.
- Different materials have different strengths.
- Overbuilding, while very safe, can put you over budget.

**Skills**

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

**Core Learning Activities**

Class discussion based on the film - PBS Building Big series, "Bridges"

Construction of a suspension, stayed cable, and truss bridge using Kinex kits.

Virtual construction of three different bridges with three different spans, and criteria.

**Resources**

Professional & Student


<https://bridgecontest.org/resources/download/>

PBS Building Big series, "Bridges"

**Assessments (Titles)**

**Virtual Bridge Design Rubric Summative: Lab Assignment**

This virtual bridge design allows students to consider engineering choices, and building material choices. The rubric judges how extensively they considered all of the choices, and measures how well they can explain their thinking.

 Virtual Bridge Design Rubric.docx

**Graduation Standards**

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

- Problem Solving

This activity will take students through the problem solving process, and will qualify for the grad standard if done correctly.

**Interdisciplinary Connections**

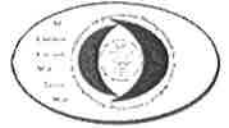
Social Studies - Bridges have provided a pathway across natural boundaries which allowed the expansion of cultures and empires.

Geometry - Copying angles and line segments to make a construction.



Unit Planner: Domes  
Architectural Design 1

Monday, April 25, 2016, 2:32PM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Architectural Design 1 > Week 17 - Week 18

Last Updated: Friday, April 22, 2016 by Erik Holst-Grubbe

Holst-Grubbe, Erik

Enduring Understanding(s)/ Generalization(s)

Domes provide an essential structure used by civilizations throughout the world.

Essential Question(s)

- What are the great domes of the world?
- Why have domes been used by societies?
- What makes these domes significant?

Guiding Questions

*Factual, Conceptual, Provocative*

- What are the advantages of the geodesic dome over other designs? (F)
- What are some other applications other than religious structures for domes? (F)
- What is a geodesic dome? (F)
- In what way has religion used domes to inspire their congregations? (C)
- Why are domes important in architecture? (C)
- What are the unique design challenges of domes, and how were they overcome? (C)
- Do you believe we should use more domes in modern building? (P)

Standard(s)

Content and CCSS

**CT: Technology Education**

**CT: Grades 9-12**

**Production Systems**

**CONTENT STANDARD 8: Production Systems**

demonstrate an ability to read and interpret architectural renderings;

**Engineering Design**

**CONTENT STANDARD 11: Engineering Design**

demonstrate an ability to complete a detail design for any given embodiment design;

**CT: CTE: Technology Education (PS 2011)**

**Grades 9-12**

**PS: Computer Aided Drafting and Design**


**A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and**

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

The student will be able to:

- 1) Construct a geodesic dome.
- 2) Explain the significance of domes within architecture.
- 3) Identify major domes of the world and their uses.

<p><b>design.</b></p> <p>10. Identify basic geometric elements (e.g., line, circle, rectangle, sphere, cube)</p> <p>11. Describe and apply the basic geometric concepts to building 3D models (e.g., tangent, parallel concentric, etc.).</p> <p>Copyright © 2002-2014 State of Connecticut.</p>		
<p><b>Content/Topics</b></p> <p><i>Critical content that students must <b>KNOW</b></i></p> <p>Geodesic domes have a repeating pattern which allows the design to work. Domes push out on the lower walls and there are several options to counteract them. The religious value of domes comes in their ability to instill a sense of awe in reaching great height with nothing in the way of the eye. The advantages in using domes for sporting events is having an open space and having players and spectators not exposed to the elements.</p>		<p><b>Skills</b></p> <p><i>Transferable skills that students must be able to <b>DO</b></i></p> <ul style="list-style-type: none"> <li>1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> </ul>
<p><b>Core Learning Activities</b></p> <p>Class discussion on the film, "Domes" by PBS Building model domes.</p>		<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p> <p>Modern School Supply - Geodesic Dome Kits.</p> <p>PBS Building Big Video Series, "Domes"</p>
<p><b>Assessments (Titles)</b></p> <p> <a href="#">Domes Assessment.docx</a></p>	<p><b>Graduation Standards</b></p> <p><u>Information Literacy</u> <u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p> <ul style="list-style-type: none"> <li>Written Performance</li> </ul> <p>This is a short essay assignment (attached).</p>	<p><b>Interdisciplinary Connections</b></p> <p>Geometry - Due to parallel orientation of pentagons in three dimensions, geodesic domes are able to exist as a self supporting structure.</p>

*Another version of this policy, developed by Wilton to consider.*

## Instruction

### Pilot Programs and Research Projects

Recognizing that research projects often furnish a sound basis for substantiating and /or improving the instructional program, it is the policy of the Board of Education to encourage the development and operation of soundly designed research projects and pilot programs by its professional staff and other professionals outside of the school district. Such projects and programs may be financed by the school district, state and federal agencies, private foundations and other groups, or a combination of sources. Before the implementation of any research project or pilot program within the ~~Wilton~~ **Newtown** schools, the approval of the Board of Education **Curriculum and Instruction Subcommittee** shall be required. **Research projects and pilot programs are defined as those which do not affect**

- Total educational program;
- Program of the total grade level;
- Total grade level of any one school; or
- Program of the total department of any one school.

~~The Board of Education delegates authority for approval of minor research projects and pilot programs, those which do not affect the total educational program, the program of the total grade level of anyone school, or the program of the total department of anyone school, to the Superintendent of Schools.~~

**The Curriculum and Instruction Subcommittee's approval shall be based upon**

- Documented need;
- Available research on program effectiveness;
- Alignment with the core beliefs and mission of the Newtown Public Schools;
- Collaboration with building-based leadership and the Curriculum and Instruction Subcommittee during the proposal development stage;
- Staffing and student selection implications;
- Projected costs for planning and future implementation; and
- Program evaluation criteria.

**The foregoing shall be outlined in writing and presented to the Board of Education Curriculum and Instruction Subcommittee, which shall provide notice to the Board of Education.**

~~Approval by the Board of Education and/or the Superintendent shall be based on the purpose of the study, outlined objectives, soundness of the research design, the cost to the school system, its impact on other courses and programs, methods of evaluation to be used, and educational benefits which may accrue to the school system as a result of the study. The foregoing shall be outlined, in writing, for the Superintendent of Schools and the Board of Education, according to the guidelines established in Regulation 6141.~~

A report of all research projects and pilot programs being carried on within the school system shall be provided to the Board of Education and Curriculum and Instruction Subcommittee for review of progress, with a final determination of next steps after one year of implementation. ~~at least twice each year.~~

Policy adopted:





## Students

### Suspension and Expulsion/Due Process

It is the goal of the Newtown Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

#### A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student.
4. **“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. Suspensions shall be in-school suspensions unless the administration determines that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.
5. **“Expulsion”** shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular

## Students

### Suspension and Expulsion/Due Process (continued)

classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.

6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **“Days”** is defined as days when school is in session.
8. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, metal or brass knuckles, any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches or over in length, any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument.
11. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” shall include, but is not limited to, any explosive, incendiary, or poison gas device, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.
12. **“Vehicle”** means a **“motor vehicle”** as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.

## Students

### Suspension and Expulsion/Due Process (continued)

14. ~~“Dangerous Drugs and Narcotics”~~ **“Controlled Substances and/or Restricted Drugs”** is ~~is~~ **are** defined as any controlled drug in accordance with Connecticut General Statutes §~~219-240~~ **21a-240**.
15. **“Destructive Device”** shall include but is not limited to any explosive, incendiaries, or poison gas device, including a bomb, a grenade, a rocket having an explosive or incendiary charge of more than one quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than  $\frac{1}{2}$  inch in diameter. The term "destructive device" does not include, however, an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
16. **“Dangerous Instrument”** is any instrument, article or substance that, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle".

### B. Removal From Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in GS 10-233b.

### C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

## Students

### Suspension and Expulsion/Due Process (continued)

#### D. Suspension and Expulsion

1. A student may be suspended or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, is a violation of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
  - a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
  - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
  - c. Intentionally causing or attempting to cause damage to school property or material belonging to staff (private property);
  - d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
  - e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
  - f. Deliberate refusal to obey the directions or orders of a member of the school staff;
  - g. Harassment and/or hazing/bullying on the basis of that person's race, religion, disability, ethnic background, gender or sexual orientation;
  - h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
  - i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
  - j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
  - k. Possession of a firearm, deadly weapon, weapon facsimile, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
  - l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns BB gun and/or air soft pistols;
  - m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
  - n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;

## Students

### Suspension and Expulsion/Due Process (continued)

- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law that would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Violation of smoking policy;
- z. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire;
- aa. Making false or actual "bomb threats" or similar threats;
- ab. Trespassing on school grounds while on out-of-school suspension or expulsion;
- ac. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for unauthorized or non-school related purposes.

### E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:

## Students

### Suspension and Expulsion/Due Process (continued)

- a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
  - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is “seriously disruptive of the educational process,” the Administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in General Statute 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

### F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921\*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.

## Students

### Suspension and Expulsion/Due Process (continued)

4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

\*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action, the frame or receiver of any such weapon, a muffler or silencer, or any destructive device.

### G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph D, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents/guardians and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations that such student missed during the period of his/her suspension.

## Students

### Suspension and Expulsion/Due Process (continued)

3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The Administration shall then determine whether or not suspension or in-school suspension is warranted. The Administration cannot look to a past disciplinary problem in rendering a decision as to whether the student is guilty of the alleged violation. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems that have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

### H. Multiple Suspensions Procedures

The Board is concerned when students are suspended on multiple occasions. To encourage proper conduct and to facilitate an atmosphere of good order and discipline the following additional procedures must be undertaken:

1. When a student has been suspended for the fifth (5th) time in one school year, the administrator will make a planning and placement team ("PPT") referral. The PPT will follow the appropriate special education laws, including but not limited to, determining whether the student is eligible for special education services and to develop an appropriate program if determined eligible.
2. When a student had been suspended for the eighth (8th) time, the student's parent(s) or guardian(s), along with the student, or the adult student, must appear before the Superintendent for a formal hearing. The building principal, and/or designee(s), and the Director of Pupil Services should be present at this hearing.



## Students

### Suspension and Expulsion/Due Process (continued)

A positive attempt will be made at the hearing to help the student, to review alternatives, and to convey to the student that possible expulsion from school could result.

3. After a student has been suspended for the tenth (10th) time, the student will be provided the opportunity for a formal hearing, under the expulsion procedures set forth below, which may result in continued suspension or recommendation for expulsion from school.

#### I. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast. Alternatively, the Board may appoint an impartial hearing officer to hear and decide the expulsion matter provided that three members of the Board are not available to serve on the panel.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violate Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

## Students

### Suspension and Expulsion/Due Process (continued)

5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
  - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes;
  - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
  - c. The opportunity to be heard in the student's own defense;
  - d. The opportunity to present witnesses and evidence in the student's defense;
  - e. The opportunity to cross-examine adverse witnesses;
  - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
  - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
  - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
  - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
  
6. The record of the hearing held in any expulsion case shall include the following:
  - a. All evidence received and considered by the Board of Education;
  - b. Questions and offers of proof, objections and ruling on such objections;
  - c. The decision of the Board of Education rendered after such hearing; and
  - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.

## Students

### Suspension and Expulsion/Due Process (continued)

7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
  - a. Any oral or documentary evidence may be received by the Board of Education, but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered.
  - b. The Board of Education shall give effect to the rules of privilege by law.
  - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby.
  - d. Documentary evidence may be received in the form of copies or excerpts.
  - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts.
  - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed.
  - g. A stenographic record or audio-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
  - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

## Students

### Suspension and Expulsion/Due Process (continued)

#### J. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services.

#### K. Students with Disabilities

A special education student and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based on possession of a firearm or deadly weapon as described in subsection (a) of this section, shall be expunged from the record by the Board if the student graduates from high school.

## Students

### Suspension and Expulsion/Due Process (continued)

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a “student with disabilities”):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.
2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.

## Students

### Suspension and Expulsion/Due Process (continued)

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon"

means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence, that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

### L. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

## Students

### Suspension and Expulsion/Due Process (continued)

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined in C.G.S. 53a-3 or (b) offering for sale or

distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Board expels a student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

### M. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

## Students

### Suspension and Expulsion/Due Process (continued)

3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom a expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
8. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.



## Students

### Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

(cf. 7-701 – Substance Abuse)

(cf. 7-701.1 – Substance Abuse – Administrative Procedures)

**Legal Reference:** Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.  
Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

*Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.*

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

**Policy adopted: June 24, 2015**

**Policy revised:**

**NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut**

## BOE EXECUTIVE SUMMARY: GRAPHICS TECHNOLOGY 1 & 2 CURRICULUM REVISION

### PART I: BASIC ELEMENTS OF COMPARISON

	EXISTING CURRICULUM	REVISED CURRICULUM
<b>PUBLICATION DATE</b>	The Graphics Technology program has been delivered using a draft curriculum written in 2011.	Request for Curriculum Council Approval: 04/19/2016 Request for BOE C&I Committee Approval: 05/10/2016 Request for BOE Approval: 06/07/2016 (Date of 2 <sup>nd</sup> read)
<b>STANDARDS</b>	The 2011 draft curriculum was based on the previous version of the CT Technology Education Standards which were in place.	Aligns with recently adopted CT Technology Education Content Standards Framework (2014)
<b>PACING</b>	Determined by teacher of the course.	Curriculum includes Pacing Guide to indicate approximate number of weeks for instruction of each unit. This allows teachers a better environment for co-planning of shared experiences, resources, and development of common assessments for learning.
<b>CURRICULUM MODEL</b>	The 2011 draft was based on the "Understanding By Design" model.	Structured on the Concept-based Curriculum model. Includes all previous curriculum components of old model, but framed with a Conceptual Lens through which students learn new knowledge in the subject area (ex: Printers System of Measure fits within the Conceptual Lens of "Measurement). Guiding Questions ensure lessons are inquiry-based and Generalized Understandings point students and teachers to essential knowledge to be learned through each unit.
<b>LEARNING OBJECTIVES</b>	Several learning objectives included in each unit.	The updated curriculum conforms to current curriculum design practices that focus on fewer objectives and standards taught with greater depth.
<b>OTHER</b>	Numerous units, lesson plans, rubrics and teaching materials were created to supplement the 2011 draft, some of which carry over to the new curriculum. This has been, and continues to be, a content-rich and dynamic program.	Digitally published through the Atlas Rubicon platform. Accessible via internet for the public viewing, professional collaboration among teachers tasked with editing, revising, and adding supplemental components. Ensures an accurate and easily accessible curriculum archiving system.

## **PART II: SPECIFIC COMPARISON OF GRAPHICS TECHNOLOGY CONTENT AND INSTRUCTIONAL APPROACH**

As is the case with each Technology Education program at Newtown High School, the curriculum design for each is unique and distinctive in terms of the technical instruction being delivered and the conceptual lens through which the course content is focused. Graphics Technology, for example, relies heavily on Design as a common thread through which the majority of student work is aligned. Conversely, a unit in Power Tech might be focused on the Nature of Electronics and Circuitry and the associated scientific principles found therein. The CT Technology Education Frameworks are very broad in scope and include many areas of instruction not offered at in Newtown (i.e., Manufacturing Technology). The programs that are delivered here in Newtown are designed for the specific needs of our students and are made to work within the facilities and systems that we have available to us. Each program is unique, and those offered here are as follows: Communication Technology, Design Technology, Transportation Technology and Information Technology. Graphics Technology courses at NHS draws heavily upon Communication, Design and Information Technology Content Standard Frameworks.

Throughout the Graphics Technology 1 and 2 curriculum units, there is emphasis on accuracy, neatness and attention to detail. These three ideas permeate the program, as the work that students create here involves a process of adding value to raw materials. At every step of the creative and production process, an idea must be communicated effectively, it must be expressed in a creative way using available design software and print technologies, and the work must be completed using some digital workflow system that is robust enough to serve the needs of approximately 150 students throughout the course of the year. This curriculum is robust enough to provide numerous skills to students for use in other classes they pursue here at NHS, and those same skills will be useful long after graduation from high school.

In each unit of study, students are asked to solve problems. They will encounter measuring systems predicated on a base 12 number system, and they will be asked to use industry standard software to create designs that are uniquely their own and produced in an organized, thoughtful, and methodical way. Students will operate equipment safely to produce the working materials found in industry, some of which require an understanding of physical and chemical properties of materials. Students also will explore career opportunities within this dynamic industry, and they will gain design experiences in which the principles and elements required can be applied to many design challenges that present themselves now and in the future.

Students in this program will make things. They will learn through lecture, demonstration, and mostly through teacher-directed, hands-on activities. All students will complete the same projects, but no two will look the same.



Newtown Public Schools  
**Graphics Tech I**



Newtown High School > High School > F&AA: Technology > Graphics Tech I

Collaboration

Unit:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																														
Measurement Systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Career Opportunities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Safety	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Typography & Design	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Image Generation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Pre-production/Portfolio Completion	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

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# Measurement Systems

Collaboration

## Enduring Understanding(s)/ Generalization(s)

Concept: Precision measurement

### Enduring Understandings:

Accuracy, neatness, and attention to detail foster precision in the production of all working materials and finished products.

## Essential Question(s)

What measuring systems are used in the Graphic Arts industry?

How does precision impact production and distribution?

## Guiding Questions

Factual, Conceptual, Provocative

How can points & picas be explained- relative to an inch? (F)

How is type measured and what units are used? (F)

What is the default measuring system found in Industry Standard software? (F)

What tools are available to assist in linear and volume measurement? (F)

To what level of precision does an individual need to work and why? (C)

Why is an understanding of geometry important in this field? (C)

Why is an understanding of volume important in this industry? (C)

As a consumer, do you pay attention to accuracy, neatness, and attention to detail in the products you use or purchase? (P)

## Standard(s)

Content and CCSS

### CT: Technology Education

**CT: Grades 9-12**

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will properly read a "scale" and identify the fractional units that make up the major components of a ruler & line gauge using a base 12 system.

Students will measure and cut shapes to exact dimensions using a variety of

### Communications Systems

**CONTENT STANDARD 7: Communications Systems**

- demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers;

### Engineering Design

**CONTENT STANDARD 11: Engineering Design**

- demonstrate an ability to complete a detail design for any given embodiment design;


## CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

### Graphic Design Technology

**GDT.08 Identify and apply the principles of design to layout.**

- GDT.08.09 Apply measurement ols and ratio analysis to image positioning in graphic works.

 CT TE Standards-Graphics Design Tech.pdf

measuring systems.

Students will draw geometric shapes accurately using a variety of measuring systems.

Students will control software using a variety of measuring system to produce predictable results.

Students will complete design work to industry standards for distribution.

Students will need to recall previously learned material related to basic measure for both linear & volume measurements.

Students will measure various shapes using a "Line Gauge" with units called points & picas.

Students will apply new learning to predict, then execute the proper placement of text and graphics on a document.

### Content/Topics

Critical content that students must KNOW

Measure, Draw geometric shapes, Control software using a variety of measuring systems to produce predictable results.

Complete design work using a base 12 measuring system.

### Skills

Transferable skills that students must be able to DO

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

### Core Learning Activities

- Using a line gauge, measure and draw shapes using Points and Picas.
- Using drafting tools, draw a series of angular lines spaced at 15° increments.
- Solve word problems that are centered around linear and volumetric measure.
- Identify all markings on a standard ruler and line gauge.
- Use software to create a name card to exact measure.

 measure worksheet14.pdf

### Resources

Professional & Student  
Standard Ruler/Scale

Line Guage

E Scale


Measuring Cup

Graduate Cylinder/Beaker

### Assessments (Titles)

**Point System Mechanical  
Formative: Visual Arts Project**

This project involves the use of drafting tools and technique to create an accurate space on a rigid piece of paper that contains accurately drawn and cut paper shapes. The placement of these shapes requires real attention to detail, accuracy and neatness. This is commonly known as a "mechanical" in the graphic arts profession.

 point system.pdf

### Graduation Standards

- [Information Literacy](#)
- [Problem Solving](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

Geometry, Math, Engineering, Journalism.

Point System Mechanical rubric 2014.pdf

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# Unit Planner: Career Opportunities Graphics Tech I

Tuesday, May 3, 2016, 11:12AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 2 - Week 20

Last Updated: Sunday, April 24, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concept: Web based research process; career exploration and choice.

### Enduring Understandings:

Career exploration takes place on a continuum, and the process can be internalized.

## Essential Question(s)

What do I want to be when I grow up?

## Guiding Questions

*Factual, Conceptual, Provocative*

What are the specific web resources that I'll need to use to learn about potential careers? (F)

Where can I find non-web information related to various careers? (F)

What are the different job titles typically found within this industry or field? (F)

How can I use web based research to identify potential career paths that may interest me? (F)

What elements of a job description are relevant to me as I choose a career path? (C)

How does your career choice impact the related preparation decisions and actions that you take? (C)

Is Graphics Technology a career path that I may want to consider? (P)

## Standard(s)

*Content and CCSS*

CT: Technology Education

CT: Grades K-4

Career Awareness

CONTENT STANDARD 3: Career Awareness

research and report on a technological career;

CT: Grades 5-8

Problem Solving/Research Dev.

CONTENT STANDARD 4: Problem Solving/Research and Development

conduct an applied research project;

CT: CTE: Technology Education (CS 2014)

CT: Grades 9-12

Graphic Design Technology

GDT.03 Explore careers available in the field of graphic communications and the design industry.

## Objective(s)



Bloom/ Anderson Taxonomy / DOK Language

Students will research career opportunities in graphics technology.

Students will organize this information following a prescribed format, and they can use this document to assist in decision making related to potential career paths.

Students will analyze data from multiple sources to create a document that may serve to guide future decision making.



GDT.03.01 Identify the certificates, diplomas, and degrees available.  
 GDT.03.02 Compare and contrast careers in graphics and design, along with their education, training requirements, and salary ranges.  
 GDT.03.03 Identify the college majors that are found in the area of graphics design and communication.  
 CT: CTE: Technology Education (PS 2011)  
 Grades 9-12  
 PS: Pre-Engineering Technology  
 F. Technology: Identify and demonstrate the use of various software programs used in the engineering field.  
 22. Identify available resources for researching problem solutions.  
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 [CT TE Standards-Graphics Design Tech.pdf](#)  
 [Career Exploration Mini activity.pdf](#)

**Content/Topics**


*Critical content that students must **KNOW***  
 Career exploration criteria

- Education/experience requirements
- Where the jobs are (region, state, city)
- Job Outlook
- Salary range
- Basic skills needed

Job Titles (include but not limited to)

- Multi-Media Artist
- Printing Machine Operator
- Technical Writer Desktop Publisher
- Graphic Designer
- Bindery Worker
- Art Director
- Web Designer Digital Press Operator
- Screen Printer
- Photographer

Skills:

- Internet Search using US Dept. of Labor   
<http://www.bls.gov/ooh/>
- Standard word processing skills using MS Word or Google Docs
- Printing

**Skills**

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

**Core Learning Activities**

Research 11 job titles tied to Graphics Technology. Analyze the information and complete a word document detailing various criteria. Additional career paths may be explored predicated on areas of interest for each student.

**Resources**


*Professional & Student*

Web- US Dept. of Labor  <http://www.bls.gov/ooh/>  
 Wikipedia, Google search

Assessments (Titles)  
**Career Exploration**

Graduation Standards  
**Information Literacy**

Interdisciplinary Connections  
 Counselor's Workshop career

<p><b>Other written assessments</b> Students use web resources to gather and analyze details related to a variety of careers within the Graphic Arts industry. These career paths can be very creative (Graphic Designer) to very technical (Digital Press Operator).</p> <p> <a href="#">Career Exploration Mini activity.pdf</a></p>	<p><u>Problem Solving</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>exploration</p>
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# Unit Planner: Safety Graphics Tech I

Tuesday, May 3, 2016, 11:13AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 2

Last Updated: Friday, March 18, 2016 by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concept: Situational awareness and attentiveness

### Enduring Understandings:

Harm to one's self, those around them, or to equipment in any lab or industrial setting can be avoided by following certain rules and by gaining an understanding of the nature of materials, processes and equipment.

Shared responsibility, situational awareness, and attentiveness will go a long way in protecting the student and class members from harm.

## Essential Question(s)

How does the safe operation of equipment affect oneself and others?

## Guiding Questions

*Factual, Conceptual, Provocative*

What are the work habits that promote safety? (F)

Will the materials and/or chemicals that I use cause personal harm if not handled properly? (F)

How should I familiarize myself with the workplace environment now and in my future? (F)

Why is the development of safe practices essential to continued success in a laboratory setting? (C)

Why is safe operation of equipment important not only to people but also equipment? (C)

Is the safe use of equipment a personal responsibility? (P)

## Standard(s)

*Content and CCSS*

**CT: Technology Education**

**CT: Grades 5-8**

### Materials & Processes

**CONTENT STANDARD 6: Materials and Processes**

demonstrate the appropriate selection and safe operation of basic hand and power tools;

**CT: CTE: Technology Education (CS 2014)**

**CT: Grades 9-12**

### Building Construction

**BC.02 Describe and demonstrate the procedures**


## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will come to understand safety considerations for each process or piece of equipment that they encounter.

Students will use their understanding on a continuum, making connections and applying prior learning to new situations.

Students will innately consider safe operation of equipment, as the consequences for not doing so can be significant.

<p><b>related to workplace and job-site safety including personal protective equipment, machine safety, and material handling practices.</b></p> <p>BC.02.01 Demonstrate safe material handling practices.</p> <p>BC.02.02 Demonstrate and explain knowledge of workplace safety procedures.*(A2)</p> <p><b>BC.03 Identify and describe the safe and appropriate use of various types of layout, hand and power tools and machinery used for building construction.</b></p> <p>BC.03.01 Identify, use, and maintain the following measuring, layout, and marking tools steel rule, tape measure, combination square, sliding "T" bevel, and compass.*(B8)</p> <p>Copyright © 2002-2014 State of Connecticut.</p>		
<p><b>Content/Topics</b></p> <p><i>Critical content that students must <b>KNOW</b></i></p> <p>Students will safely use:</p> <p>Industrial paper cutter</p> <p>Solvents &amp; inks</p> <p>Printing equipment that employs heat and pressure</p>	<p><b>Skills</b></p> <p><i>Transferable skills that students must be able to <b>DO</b></i></p> <ul style="list-style-type: none"> <li>• 2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>	
<p><b>Core Learning Activities</b></p> <p>Safe use of materials, processes and equipment will be provided throughout each unit.</p>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p> <p>Material Safety Data Sheets are available in hard copy and on the web.</p> <p>Equipment and any potential hazards are labeled appropriately</p>	
<p><b>Assessments (Titles)</b></p> <p> <a href="#">safety test.pdf</a></p>	<p><b>Graduation Standards</b></p> <p><a href="#">Information Literacy</a></p> <p><a href="#">Problem Solving</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p>	<p><b>Interdisciplinary Connections</b></p> <p>Science labs</p> <p>Tech Ed. classes</p> <p>Art classes where materials and solvents are used</p>



# Unit Planner: Typography & Design Graphics Tech I

Tuesday, May 3, 2016, 11:14AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 3 - Week 8

Last Updated: Sunday, April 24, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concept: Design principles, visual communication and message analysis, audience, typography

### Enduring Understandings:

Application of the design principles leads to effective communication of the intrinsic message of a printed or digitally presented product.

Appropriate selection of type face and an understanding of the nature of typographic commands and options enables designers to communicate to the target audience.

## Essential Question(s)

How does the audience of my message impact the creation of my design?

How can the design principles help to provide an easily understood message on a printed piece?

What is the message that needs to be communicated as I begin the design process?

Who is the audience?

Where will the message be viewed?

## Guiding Questions

*Factual, Conceptual, Provocative*

What are the technical limitations for this project? (F)

What will the cost be to get the message delivered? (F)

Does type selection evoke the correct mood for the audience and message? (C)

Why are there several distinctly different steps involved in the design process? (C)

How does typeface selection impact the communication of my message? (C)

Does the knowledge of design principles impact your view and understanding of the media around you? (P)

## Standard(s)

Content and CCSS

**CT: Technology Education**

**CT: Grades 9-12**

**Problem Solving/Research Dev.**

**CONTENT STANDARD 4: Problem Solving/Research and Development**

use research techniques to support design development;

**CT: CTE: Technology Education (CS 2014)**

**CT: Grades 9-12**

**Graphic Design Technology**

**GDT.01 Discuss developments and individuals relating to the history of the graphics and design industry and explore emerging trends and technologies.**

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will learn how to create technically proficient work that communicates effectively.

Students will become (relatively) proficient with state of the art software used internationally by graphic designers and production personnel.

GDT.01.01 Research technologies that advanced graphic design.

GDT.01.02 Describe past, present, and future styles in the graphic design field.

GDT.01.04 Describe the importance of graphic design's influence on society.

GDT.01.05 Identify persons with major contributions to the field of graphic design.

GDT.01.06 Identify and describe emerging trends and technologies.

**GDT.04 Examine the professional and ethical issues involved in the graphic design industries.**

GDT.04.01 Identify basic copyright issues for graphic design industries to include understanding the use of Creative Commons copyright.

GDT.04.03 Explain ethics issues for the graphic design industries.

**GDT.05 Identify and apply the elements of design.**

GDT.05.01 Identify the applications of color, line, shape, texture, size, and value in samples of graphic work.

GDT.05.02 Analyze the use of color, line, shape, texture, size, and value in samples of graphic work.

GDT.05.03 Incorporate color, line, shape, texture, size, and value in student-generated graphic work.

GDT.05.04 Demonstrate the elements of design through manual sketching.

GDT.05.05 Demonstrate the elements of design through digital sketching.

**GDT.06 Identify and apply the principles of design.**

GDT.06.01 Analyze the principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in samples of graphic works.

GDT.06.02 Incorporate principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity in student-generated graphic works.

**GDT.07 Identify and apply the principles of typography.**

GDT.07.01 Identify the anatomical components and qualities of type (i.e., x-height, ascenders, descenders, counters, etc.)

GDT.07.02 Construct graphic works utilizing and manipulating type.

GDT.07.03 Apply and adjust formatting to type.

**GDT.08 Identify and apply the principles of design to**

**layout.**

GDT.08.01 Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works.

GDT.08.02 Create graphic works utilizing grids.

GDT.08.04 Demonstrate layout skills for print collaterals (i.e., business cards, newspapers, packaging, etc.)


GDT.08.05 Demonstrate layout skills for digital media.

GDT.08.06 Explain the importance of consistency of design.

GDT.08.07 Explain the importance of usability.

GDT.08.08 Explain the importance of core messaging.

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 [CT TE Standards-Graphics Design Tech.pdf](#)

**Content/Topics**

*Critical content that students must **KNOW***

Design Elements & Principles: Line, Shape, Color & Texture; Balance, Movement, Emphasis & Unity

Thumbnail sketches, Rough layouts, Mechanical preparation

Use of the Point System

Classifications of type

Typography and related technology

**Skills**

*Transferable skills that students must be able to **DO***


- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

**Core Learning Activities**


- Image Analysis- Brands of the World
- Design Principles and Elements Project- Major project that requires students to identify and collect multiple samples of design elements and principles as used in magazines.

**Resources**

*Professional & Student*

Web- Brands of the World-   
<http://www.brandsoftheworld.com/>


Classroom Computers with the Adobe Creative Suite. (PhotoShop, InDesign, Illustrator)


 [escale1.pdf](#)

**Assessments (Titles)**

 [Graphic Design Principles1415 project.doc](#)

 [design rubric 12 V3.pdf](#)

 [Brands of the World.pdf](#)

 [GA1 type on a path.pdf](#)

**Graduation Standards**

Information Literacy  
Problem Solving  
Spoken Communication  
Written Performance

- Information Literacy

**Interdisciplinary Connections**

English (awareness of audience, purpose, and task).  
Art



# Unit Planner: Image Generation Graphics Tech I

Tuesday, May 3, 2016 11:15AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 7 - Week 16

Last Updated: Sunday, April 24, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concept: Typography, photography, image manipulation, scanning, desktop publishing, consumption, fair use.

### Enduring Understandings:

Typographic, photographic, and other graphic images must be technically flawless in order to reproduce them for consumption.

Design and production personnel must adhere to trade customs and fair use laws.

## Essential Question(s)

Why is original image quality so important?

## Guiding Questions

*Factual, Conceptual, Provocative*

What is copyright infringement? (F)

What are Fair Use laws? (F)

How does a graphic artist produce working materials for each printing process? (F)

How is an image reproduced using current technology? (F)

Why is it critical to produce flawless copy when generating images to be used in various printing processes? (C)

How does one maintain high image quality throughout the production process? (C)

How does one recognize and respond to the limitations that impact production? (C)

Are Fair Use and copyright laws important or necessary? (P)

## Standard(s)

*Content and CCSS*

**CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**CCSS: Grades 9-10**

### Writing

**6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate**

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will learn basic techniques in the creation of images for further reproduction.

Students will create original artwork and designs, and they will apply previously learned software skills as they produce final products/designs.

Students will continually gauge the effectiveness of their designs as they construct and manipulate various



**with others.**

WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CT: Technology Education**

**CT: Grades 9-12**

**Technological Impacts**

**CONTENT STANDARD 2: Technological Impacts**

evaluate technologies based on their positive and negative outcomes; and

**Problem Solving/Research Dev.**

**CONTENT STANDARD 4: Problem Solving/Research and Development**

develop several alternative design solutions to the same problem;

use a communication technology to visualize a design idea;

present a design idea using multimedia technology;

**Communications Systems**

**CONTENT STANDARD 7: Communications Systems**

describe electronic publishing and give examples of this technology;

demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers;

identify and describe component functions of a microcomputer electronic publishing system;

apply accepted design principles of text and graphics to the layout of printed and electronically published materials;

operate a scanner and digitize a video image using appropriate software;

send and access information through a network;

design and produce a video and multimedia production;

export and import images in a variety of file forms.

**CT: CTE: Technology Education (CS 2014)**

design elements to solve the problem at hand.

As new software is learned, students will use the combined set of skills to better realize their ideas.

**CT: Grades 9-12**

**Graphic Design Technology**

**GDT.10 Demonstrate knowledge of concept image creation and manipulation.**

GDT.10.01 Analyze differences and appropriate applications of vector-based and bitmap images.

GDT.10.02 Use a variety of input devices to import photos, images, and other content.

GDT.10.03 Incorporate the use of image manipulation and illustration software into final products.

GDT.10.04 Apply nondestructive image editing techniques such as layering and masking.


GDT.10.05 Practice using different selection tools and techniques to manipulate images.

**GDT.11 Demonstrate application of media outputs.**

GDT.11.01 Use appropriate resolution, compression, and file formats for various media outputs including web, video, and print.

GDT.11.02 Incorporate appropriate color modes in graphic works including but not limited to RGB and CMYK.

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 [CT TE Standards-Graphics Design Tech.pdf](#)

**Content/Topics**

*Critical content that students must **KNOW***

- Printer's system of measure
- Design concepts- Elements & Principles
- Fair use of copyrighted material
- Adobe Creative Suite- InDesign, PhotoShop
- File management- collecting and organizing image files
- Printing non-standard paper sizes

**Skills**

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.





- Desk Top Publishing (InDesign)
- Image Manipulation (PhotoShop)
- Computer generation of images (Illustrator).
- Working with pre-existing images
- Intro to Digital Photography
- Digital Slideshow (PhotoStory)
- Simple Animation (Flash)
- Technical Illustration (Google Sketch-Up)

**Core Learning Activities**

PhotoShop training packet 1

**Resources**

*Professional & Student*

<p>InDesign Training packet 1          Google Sketch-up tutorials 1-4          Digital printing- small group memo pad</p>	<p>-Noble Desktop Training books- Adobe InDesign, PhotoShop, Fireworks, Flash, Illustrator.          -Adobe Creative Suite- PhotoShop, InDesign, Illustrator, Fireworks, Flash          -Google Sketch-up Training Materials- Web based</p>	
<p><b>Assessments (Titles)</b>  <b>Image Generation Project Portfolio</b>  <b>Formative: Student Portfolio</b>          Significant set of activities that provide opportunities to learn and create. This set of activities provides the foundation skill set for all future work being done in the program.</p> <p> <a href="#">Image Generation Project 1415a.pdf</a></p> <p> <a href="#">Perf assess stud handout photostory- defeo 041013.docx</a></p> <p> <a href="#">photostory performance task v2.docx</a></p> <p> <a href="#">photostory rubric v3 041013.docx</a></p>	<p><b>Graduation Standards</b>  <u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Problem Solving</li> </ul>	<p><b>Interdisciplinary Connections</b></p>



# Unit Planner: Pre-production/Portfolio Completion Graphics Tech I

Tuesday, May 3, 2016, 11:16AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech I > Week 13 - Week 20

Last Updated: Sunday, April 24, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concept: Practical application of newly acquired skills, craftsmanship, project management

### Enduring Understandings:

Developing expertise in any area of work requires practice and experience.

Professionally finished products are produced using proper techniques and applying craftsmanship.

## Essential Question(s)

As I gain experience, what inferences can I make about the nature of the materials that I'm working with?

Are there systems that I can employ that will make me more productive?

Do I gain advantages by working in a team?

## Guiding Questions

*Factual, Conceptual, Provocative*

What are the techniques, elements of craftsmanship, and strategies a person can develop to build expertise and create finished products? (F)

How does experience improve one's skills? (C)

How is competency most easily achieved and demonstrated? (C)

Are there ways to innovate or improve the processes that we use and the products we make? (C)

Is expertise the result of a person's innate ability or their experience? (P)

## Standard(s)

Content and CCSS

**CT: CTE: Technology Education (CS 2014)**

**CT: Grades 9-12**

### Graphic Design Technology

**GDT.12 Demonstrate application of media outputs.**

GDT.12.01 Develop a workflow for a project.

GDT.12.02 Synthesize information collected from communications with various stakeholders.

GDT.12.03 Describe project management.

GDT.12.04 Create projects that define core message.

**GDT.13 Identify and apply the design process.**

GDT.13.02 Apply the design process to generate graphic works. Explain the design process. Apply the design process to generate graphic works.

**GDT.15 Identify and produce files utilizing different digital formats.**

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will internalize the use of our software to continuously grow the skill set needed to produce materials of value.

Students will apply the design principles and elements in a purposeful way using technology to realize their ideas. Technology will not impede the design process, but will support and enable it.

GDT.15.02 Create documents/images and demonstrate the ability to save as digital files.

GDT.15.03 Demonstrate how to place scanned graphics/photos into an existing page layout program.

**CT: CTE: Technology Education (PS 2011)**

**Grades 9-12**

**PS: Computer Aided Drafting and Design**

**D. Interpreting and Reading Blueprints: Identify various symbols to interpret and read blueprints.**

18. Interpret basic views and dimensions in a working drawing.

20. Interpret drawings, pictures, and symbols.

**PS: Video Production Systems**


**D. Production: Identify and describe the elements of production to effectively produce a production including various types of music and video formats.**

22. Prepare graphics appropriate to project.

**F. Computer Based Technology: Identify and demonstrate the use of various hardware and software programs used in the video production field for a variety of formats.**

35. Identify and prepare images for appropriate output.

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 [CT TE Standards-Graphics Design Tech.pdf](#)

**Content/Topics**

*Critical content that students must **KNOW***

Adobe Creative Suite

Printers

Heat Press operation

Computer operation and Network Storage

**Skills**

*Transferable skills that students must be able to **DO***

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

**Core Learning Activities**

Complete the Image Generation Project Portfolio

Print to heat transfer material to make the T-Shirt

Bindery activities related to memo pad and coil bound book production

 [Image Gen Project 1516.pdf](#)

**Resources**

*Professional & Student*

Noble Desktop Training books- Adobe InDesign,

PhotoShop, Fireworks, Flash, Illustrator

Adobe Creative Suite- Adobe InDesign, PhotoShop,

Fireworks, Flash, Illustrator

Assessments (Titles)	Graduation Standards	Interdisciplinary Connections
<p> <a href="#">photostory performance task v2.docx</a></p> <p> <a href="#">photostory rubric v3 041013.docx</a></p> <p> <a href="#">Fireworks CS4 Sample.pdf</a></p>	<p><a href="#">Information Literacy</a></p> <p><a href="#">Problem Solving</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Problem Solving</a></li> </ul>	

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Collaboration

	Sep							Oct							Nov							Dec							Jan							Feb							Mar							Apr							May							Jun						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40																														
<b>Unit:</b>																																																																						
<u>Paper &amp; Paper Cutting</u>																																																																						
<u>Project Portfolio</u>																																																																						
<u>Print Technologies- Screen,</u>																																																																						
<u>Digital_Specialty</u>																																																																						
<u>Display Graphics &amp; Signage</u>																																																																						



# Unit Planner: Paper & Paper Cutting Graphics Tech II

Tuesday, May 5, 2016, 11:22AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech II > Week 22 - Week 23

Last Updated: Friday, March 18, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concepts: Paper classification, manufacture, paper cutting, cost

Enduring Understandings:

Designers select paper based on product design and end use in order to maximize economies and limit waste.

## Essential Question(s)

How does paper selection impact designs?

## Guiding Questions

*Factual, Conceptual, Provocative*

How is paper made? (F)

How do the different paper types differ? (F)

How is paper weight determined? (F)

How does a paper's basis size relate to actual size? (F)

How can designers realize economies when planning for a print job? (C)

Can a designer take advantage of any waste that is produced and add value to it? (P)

## Standard(s)

Content and CCSS

### CT: Technology Education

### CT: Grades 9-12

### Materials & Processes

#### CONTENT STANDARD 6: Materials and Processes

list the techniques used to extract raw materials from the environment;

research, plan and participate in recycling activities;

### Production Systems

#### CONTENT STANDARD 8: Production Systems

discuss the advantages of environmentally conscious manufacturing;

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## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will be able to distinguish between text and cover weight papers.


Students will choose the appropriate size, weight and color paper for any given project.

Students will plan for cutting a large sheet of paper into a desired cut size, obtaining the highest yield from the full size sheet.

Students will safely operate the large paper cutter found in the Graphics Lab.

Students will plan so as to minimize waste.



<p><b>Content/Topics</b>  <i>Critical content that students must <b>KNOW</b></i>  Paper classifications  Coated papers  Bond  Offset  Vellum  Index  Text  Cover  Paper Grain &amp; Folding  Paper: Basis weight, Basic size  Paper cutting and trimming</p>	<p><b>Skills</b>  <i>Transferable skills that students must be able to <b>DO</b></i></p> <ul style="list-style-type: none"> <li>1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> </ul> <p>Develop a "feel" for this primary raw material.  Learn and demonstrate the proper use of an industrial paper cutter.</p>	
<p><b>Core Learning Activities</b>  2 Up Memo pads- cut to size by each student  Twist Pad project  Wish You Were Here postcard- Printed 2 sides, trimmed  Personal projects, academic class projects</p>	<p><b>Resources</b>  <i>Professional &amp; Student</i></p>	
<p><b>Assessments (Titles)</b>  <b>Paper Characteristics</b>  <b>Formative: Other written assessments</b>  Web based research activity   <a href="#">Paper terms 1516.pdf</a></p>	<p><b>Graduation Standards</b>  <u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>	<p><b>Interdisciplinary Connections</b>  Math- Computing Area/Yield</p>



# Unit Planner: Project Portfolio Graphics Tech II

Tuesday, May 3, 2016 11:23AM



Newtown High School > 2015-2016 > High School > F&AA: Technology >  
Graphics Tech II > Week 24 - Week 40

Last Updated: Friday, March 18, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concept: Practical application of newly acquired skills, craftsmanship, project management

Enduring Understandings:

Developing expertise in any area of work requires practice and experience.

Professionally finished products are produced using proper technique and applying craftsmanship.

## Essential Question(s)

Have I applied the basic elements and principles of design in all of the projects that I've designed and produced?

How can I relate the completion of this set of activities to my perception of the working world ahead of me?

Can and will I use the skills learned here in the future?

## Guiding Questions

*Factual, Conceptual, Provocative*

When given a set of tasks that must be completed, how should one organize his or her approach and plan to meet the expectations? (F)

How do experiences within design, pre-production, production (print & digital imaging), and bindery and finishing operations develop expertise in the graphics/design technology field? (C)

How do time limits impact prioritizing work in order to meet responsibilities? (C)

Is it valuable to gauge the level of one's craftsmanship against industry standards? (P)

Why does craftsmanship matter? (P)

## Standard(s)

Content and CCSS

**CT: Technology Education**

**CT: Grades 9-12**

**Communications Systems**

**CONTENT STANDARD 7: Communications Systems**

describe electronic publishing and give examples of this technology;

demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers;

demonstrate skills in marketing printed products;

transfer information using laser transmission technology;

## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language







Students will use software to control placement of text and graphics in a purposeful way.

Students will apply software skills to manage output of all working materials used to realize their design ideas.

Students will operate equipment to cut signage for use in display graphics.

Students will operate equipment to engrave images into a wide variety of materials (wood, stone, glass, paper, plastic, etc.).

Students will develop an understanding of and internalize the nature of these materials to control this highly specialized imaging technology.

<p>generate a computer image of an object in 3D format; render an object to include texture, density, lighting and rotational movement; and export and import images in a variety of file forms. Copyright © 2002-2014 State of Connecticut.  <a href="#">CT TE Standards-Graphics Design Tech.pdf</a></p>		
<p><b>Content/Topics</b> <i>Critical content that students must <b>KNOW</b></i> Design using: Adobe PhotoShop, InDesign, Illustrator &amp; After Effects Print using B&amp;W and Color Laser Cutting &amp; Trimming Screen Process Printing Sign making Laser Engraving Facilities Care</p>	<p><b>Skills</b> <i>Transferable skills that students must be able to <b>DO</b></i></p> <ul style="list-style-type: none"> <li>• 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</li> <li>• 2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>• 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</li> <li>• 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</li> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>	
<p><b>Core Learning Activities</b> See the attached project portfolio  <a href="#">GA2 project portfolio2 2014e.pdf</a></p>	<p><b>Resources</b> <i>Professional &amp; Student</i> Students have access to all materials, processes, and equipment in the Graphics Lab.</p>	
<p><b>Assessments (Titles)</b>  <a href="#">font flag rubric.pdf</a>  <a href="#">magazine cover rubric.pdf</a>  <a href="#">Post Card rubric.pdf</a>  <a href="#">Screen Printing Rubric.pdf</a></p>	<p><b>Graduation Standards</b> <a href="#">Information Literacy</a> <a href="#">Problem Solving</a> <a href="#">Spoken Communication</a> <a href="#">Written Performance</a></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Written Performance</li> </ul>	<p><b>Interdisciplinary Connections</b> We are piloting a connection with "DECA" and Bus. Ed. to create products using laser engraving equipment to be sold in the school store. This is a component of the Innovation Grant that provided funding for this engraving equipment. Update... The learning curve for this equipment is fairly steep. We have met with a marketing class and we are going to develop a protocol to offer engraving of smart phone cases and enclosures.</p>



# Unit Planner: Print Technologies- Screen, Digital, Specialty Graphics Tech II

Tuesday, May 3, 2016 11:24AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech II > Week 27 - Week 39

Last Updated: Friday, March 18, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concepts: Print technologies, digital imaging, producing complex designs for reproduction

### Enduring Understandings:

Using print technology to place an image on any surface enables users to add value to raw materials.

## Essential Question(s)

As I manage multiple projects, am I using the appropriate technology to give me the results that I'm looking for?

Is there a better way to get the results that I want?

## Guiding Questions

*Factual, Conceptual, Provocative*

Is printing done to provide information, to communicate some message, or to embellish an otherwise static substrate? (F)

Which printing process should be used for a particular project or product? (F)

How much time should be allocated towards completion of a project? (F)

How does a designer determine if a design works for a given production process? (C)

Do designers need to consider spoilage during the design and production processes? (P)

## Standard(s)

*Content and CCSS*

**CT: Technology Education**

**CT: Grades 9-12**

### **Problem Solving/Research Dev.**

**CONTENT STANDARD 4: Problem Solving/Research and Development**

use a communication technology to visualize a design idea;

select appropriate technical processes and fabricate a prototype;

### **Communications Systems**

**CONTENT STANDARD 7: Communications Systems**

describe electronic publishing and give examples of this




## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will apply elements of design to fit a particular printing process.

Students will plan for printing and develop a course of action to move through to completion.

Students will have multiple opportunities to produce projects where practice yields expertise, self confidence and professional results.

<p>technology;</p> <p>demonstrate the proper use of the terminology associated with electronic publishing, graphic arts and computers;</p> <p>apply accepted design principles of text and graphics to the layout of printed and electronically published materials;</p> <p>send and access information through a network;</p> <p>Copyright © 2002-2014 State of Connecticut.   <a href="#">CT TE Standards-Graphics Design Tech.pdf</a></p>		
<p><b>Content/Topics</b></p> <p><i>Critical content that students must <b>KNOW</b></i></p> <p>Color and B&amp;W Laser Printer operation for mass production</p> <p>Post press operations- Cutting, folding and bindery.</p> <p>Designing for Screen Printing</p> <p>Preparing the "Translucency"</p> <p>Screen Prep and Coating (photopolymer)</p> <p>Exposing and Processing the screen</p> <p>Prep for production- Screen Print Production</p> <p>Heat Transfer Imaging to textiles</p> <p>Foil Imaging to Textiles</p> <p>Post Press cleanup &amp; Reclaiming the screen</p>	<p><b>Skills</b></p> <p><i>Transferable skills that students must be able to <b>DO</b></i></p> <ul style="list-style-type: none"> <li>• 2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>• 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</li> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> </ul>	
<p><b>Core Learning Activities</b></p> <p>Activities found within the Project Portfolio</p> <p> <a href="#">GA2 project portfolio2 2014e.pdf</a></p>	<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p>	
<p><b>Assessments (Titles)</b></p> <p> <a href="#">Screen Printing Rubric.pdf</a></p>	<p><b>Graduation Standards</b></p> <p><u>Information Literacy</u></p> <p><u>Problem Solving</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>Art, Technology, Social Sciences</p>



# Unit Planner: Display Graphics & Signage Graphics Tech II

Tuesday, May 3, 2016, 11:26AM



Newtown High School > 2015-2016 > High School > F&AA: Technology > Graphics Tech II > Week 30 - Week 39

Last Updated: Friday, March 18, 2016  
by David DeFeo

DeFeo, David; Holst-Grubbe, Erik; Michael, Ornaf

## Enduring Understanding(s)/ Generalization(s)

Concepts:

Designing for legibility, informational and marketing value

Enduring Understandings:

Display graphics and signage have informational and marketing value.

## Essential Question(s)

How do I produce a sign or graphic that conveys meaningful information and is valuable to the consumer?

## Guiding Questions

*Factual, Conceptual, Provocative*

What processes, equipment, and materials can be used to create large graphics to inform, direct, and compel viewers? (F)

How does a designer determine what paper is the right choice when making an outdoor sign? (C)

How does the audience for a sign or display graphic impact design? (C)

How does the location in which a sign or display graphic will be consumed impact design? (C)

Is legibility important in the design process? (P)

## Standard(s)

Content and CCSS

**CT: CTE: Technology Education (PS 2011)**

**Grades 9-12**

**PS: Computer Aided Drafting and Design**

**A. Materials and Processes: Identify and describe the basic elements used in computer aided drafting and design.**

4. Evaluate and select appropriate method of communication for a given problem.

**PS: Pre-Engineering Technology**

**E. Teamwork: Explain the characteristics of an effective design team and the process.**

20. Contribute to a team project.

**PS: Video Production Systems**

**F. Computer Based Technology: Identify and demonstrate the use of various hardware and**




## Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will design and create multiple stickers for personal use.

Students will measure and plan for placement of images to some substrate accurately.

Students will come to understand the physical nature or attributes of adhesive vinyls, substrates, and common tools through regular use.

<p><b>software programs used in the video production field for a variety of formats.</b></p> <p>33. Operate computer and related peripheral devices.</p> <p>35. Identify and prepare images for appropriate output.</p> <p>37. Describe various media options.</p> <p> <a href="#">CT TE Standards-Graphics Design Tech.pdf</a></p>		
<p><b>Content/Topics</b></p> <p><i>Critical content that students must <b>KNOW</b></i></p> <p>Understanding "Vector" graphics          Saving &amp; Importing images into sign making software          Software usage          Trapping          Cutting Vinyl stock (output)          "Weeding" and applying cut vinyl to a substrate          Mounting to coro-plast, foamcore, glass or rigid pvc</p>		<p><b>Skills</b></p> <p><i>Transferable skills that students must be able to <b>DO</b></i></p> <ul style="list-style-type: none"> <li>• 2. Work independently and collaboratively to solve problems and accomplish goals.</li> <li>• 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</li> <li>• 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</li> <li>• 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.</li> <li>• 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</li> </ul>
<p><b>Core Learning Activities</b></p> <p>Create a 1 color sticker          Create a multi-color sticker/graphic with tight registration</p>		<p><b>Resources</b></p> <p><i>Professional &amp; Student</i></p> <p>You-Tube video saved to a common folder on our school server</p> <p> <a href="#">YouTube - Making a Sign Using a Roland Stika Cutter.avi</a></p>
<p><b>Assessments (Titles)</b></p> <p> <a href="#">GA2 project portfolio2 2014e.pdf</a></p>	<p><b>Graduation Standards</b></p> <p><u>Information Literacy</u>  <u>Problem Solving</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p>English, Social Sciences, Art, Technology</p>

