In consideration of public health, open meetings and the Governor's Executive Order No. 7B dated March 10, 2020 regarding PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID-19 PANDEMIC AND RESPONSE - FURTHER SUSPENSION OR MODIFICATION OF STATUTES, this meeting will include an option for the public to live-stream or phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting**. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us
To listen to the meeting, please call 1-937-314-3088   PIN: 238 536 564#

Board of Education   3 Primrose Street (virtual meeting)
June 16, 2020   7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

A G E N D A

Item 1   PLEDGE OF ALLEGIANCE
Item 2   CONSENT AGENDA
                   • Minutes of June 2, 2020
                   • Correspondence Report
Item 3   **PUBLIC PARTICIPATION
Item 4   REPORTS
                   • Chair Report
                   • Superintendent's Report
                   • Committee Reports
                   • Financial Report Month Ending May 31, 2020
Item 5   OLD BUSINESS
                   • Action on
                        o Creative Writing Curriculum
                        o Journalism Curriculum
                   • Discussion and Possible Action on the 2020-2021 Budget Adjustments
                   • Action on Policy 3160 Budget Procedures and Line Item Transfers
Item 6   NEW BUSINESS
                   • Action on Renewal of HVAC Contract for Newtown High School and Reed
                     Intermediate School with Harry Grodsky & Company
                   • Discussion and Possible Action on Curriculum Development Guide
                   • Action on the District Highlights Newsletter for July 2020
                   • Action on Tuition for the 2020-2021 School Year
                   • Action on Healthy Food Certification
                   • Discussion of Board of Finance Fund Balance Policy
                   • First Read of Policies
                        o 5145.14 On-Campus Recruitment
                        o 5145.2 Activism and Dissent
Item 7   **PUBLIC PARTICIPATION
Item 8   EXECUTIVE SESSION
                   • Non-Union Wages 2020-2021
                   • Evaluation of the Superintendent
Item 9   PUBLIC SESSION TO VOTE ON EXECUTIVE SESSION ITEM
Item 10   ADJOURNMENT

**During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us

Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting held virtually on June 2, 2020 at 6:30 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein (6:46 p.m.))	3 Staff
J. Vouros	2 Press
R. Harriman-Stites	30 Public
D. Zukowski	
H. Jojo	
M.Chand	

Mrs. Ku called the meeting to order at 6:34 p.m. with Board members joining virtually and members of the public joining on the phone line. The meeting is also being recorded. The members on video include Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mrs. Harriman-Stites, Ms. Zukowski, Hannah Jojo, and Milan Chand. Mr. Vouros joined by phone along with members of the public. Administrators on video were Dr. Rodrigue, Mrs. Uberti, Mr. Bienkowski, Dr. Longobucco and Mrs. Marks.

Item 1 – Pledge of Allegiance
Item 2 – Celebration of Excellence
Dr. Rodrigue said it was an honor recognizing staff member who will be retiring at the end of this school year which is always bittersweet. She was privileged to work with these outstanding educators. Together they have 126 years in Newtown and a total of 196 years in education. The retirees are Tracy Fanelli, Kindergarten teacher at Hawley School, Keith Hedin, music teacher at Newtown Middle School, Jennifer Huettner, Latin teacher at Newtown High School, Carol Pelligra, art teacher at Newtown High School, and Donna Perugini, art teacher at Hawley and Head O'Meadow Schools.

Mrs. Harriman-Stites noted that this was her favorite meeting of the year and had heard wonderful things about these teachers. Mr. Hedin meant so much to her son who was disappointed to not have him these past months.
Mr. Cruson said this was an enjoyable night but bittersweet. He and his brother had many teachers here and Mrs. Fanelli was his Kindergarten teacher. His children had Mrs. Perugini at Head O'Meadow.

Mrs. Ku thanked them for their years of service.

Dr. Longobucco read the names of the Top 5% of the Newtown High School graduating class which included Milan Chand, Justin DeThomas, Michael Enaye, Kylie Giroux, Aliya Hafix, Sophia Hafiz, Catherine Hanna, Julia Klein, Sachin Mansukhani, Quinn McAndrews, Eileen McCleary, Moira McKinley, Shivani Mendiratta, Annelie Minor, Keenan Murphy, Nihal Nawaz, Jake Pare, Mason Suba, Lily van der Kroef, and Jackson Hebner is the Salutatorian and Sophia Guizzo is the Valedictorian. They have achieved many things through academics.
Mrs. Ku congratulated everyone and wished them the best of luck in their future endeavors.

Mrs. Ku then introduced the students who received the Western Connecticut Superintendent's Award. They included Puma Marx and Reese Wheat from the middle school and Danielle Johnson and Milan Chand from the high school.

Dr. Rodrigue introduced the students who received the CABE Student Leadership Award. They were Natalie Barden and Jack Mulligan from the high school and Eleanor Cruwys-Hayes and Alexis Underwood from the middle school.

Mrs. Ku said they were notified by the Connecticut Association of School Business Officials that Ron Bienkowski was selected to receive this award as the business official of the year based on his contributions to their profession. We are proud of this recognition.

Dr. Rodrigue congratulated Mr. Bienkowski on behalf of the staff and leadership team. He has devoted his career to Newtown and was so deserving of this award. Along with this award, a $1,000 scholarship was awarded to senior Lily van der Kroef who was interested in this field.

Mr. Bienkowski thanked them for the opportunity to do the job he is doing. Our sole purpose and commitment is to provide support for the betterment of public and private education. It is with great honor and appreciation that he accepts this recognition from his colleagues and is humbled to receive this a second time in his career. He thanked the Board for the important work they are doing supporting the mission of improving our schools and our community.

Mrs. Leidlein said Mr. Bienkowski has been the only Director of Business she has worked with and thanked him for all he does for our students.

Mrs. Ku thanked our Board of Education student representatives, Milan Chand and Hannah Joho, for being on the Board this year and appreciated their perspective on Newtown High School.

Mrs. Ku welcomed the new representatives for the coming year who are Jillian Clure and Rushil Jerfy. Both students were looking forward to being student representatives and shared that they missed being at school and the atmosphere there.

Mrs. Ku requested moving the first read of the Creative Writing and Journalism curricula to after the discussion of the English I and American Literature curricula.

Item 3 – Consent Agenda
MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the donations to Hawley School and Newtown High School and the correspondence report.
Mr. Delia moved that the Board of Education approve the consent agenda which includes the donations to Hawley School and Newtown High School. Mr. Cruson seconded.
Vote: 6 ayes, 1 abstained (Mr. Vouros) Motion passes.

Item 4 – Public Participation - none
Item 5 – Reports
Chair Report: Mrs. Ku received correspondence from Kathy Quinn of the Sustainable Energy Commission who has been working with Mr. Gerbert and Mr. Delia. She feels it would be good if the Board heard about their efforts and tours of the schools regarding our mutual interests and what they endeavor to do. Mrs. Leidlein and Mr. Cruson will represent the Board in the administrators negotiations. Mr. Delia and Ms. Zukowski will be the liaisons to the Public Building and Site Commission for the Hawley School project. Mrs. Harriman-Stites and Mr. Vouros joined her in being on the Re-Entry Committee. Mr. Delia is the new representative on the EdAdvance Board of Directors.

Superintedent's Report: Dr. Rodrigue recognized our amazing staff, leadership team, parents and students for making this part of the year manageable and thanked the Board members for their ongoing support for our alternative learning plan. She plans to send a note to parents and staff to address some of the violence taking place across the country especially as it relates to our core value of diversity. It is critical we talk to students about these issues. My heart goes out to all of the victims**.**   It's getting close to graduation and she wished our students the best of luck.

We've been awarded the Steelcase Active Learning Center grant worth $132,000 in total. $82,000 will be in classroom furniture and tools and $50,000 will be in services, which is all in-kind, not monetary. She thanked Kristin Larson for her work in securing this grant. We received this because we based our focus on social and emotional learning and our desire to create a unique learning space called the Flex Flip Studio Model that allows for student collaboration in the Newtown Middle School library. Due to the COVID-19 crisis, the timeframe has changed and Steelcase will install the furniture in the spring/summer of 2021.

Our re-entry groups begin to meet this week and the full group will meet again next week. Our meetings are recorded and posted. She thanked everyone in the community who participated in our Core event Friday as well as the PEAC and our PTA members and staff that brought this to life.

Ms. Zukowski mentioned that this afternoon a white car with names drawn on it and stopped at her address instead of a neighbor's. It was a teacher visiting one of her students. She was very impressed with that and thanked the teachers who have visited their students.

Committee Reports:
Mr. Delia reported that the CIP/Finance Committee met May 27 and discussed revising the CIP and also removed the land purchase next to Hawley School. They spoke about upgrading the security shack at the high school and moved forward on that. They also discussed the non-lapsing regulation which is ongoing.

Mr. Cruson said the Communications Subcommittee met yesterday and have met with staff members to build articles around various sections of the district. They began discussing the next newsletter for November which will be around re-entry and where we were the beginning of the school year.

Mrs. Harriman-Stites reported that the Policy Committee met last Wednesday and discussed the non-lapsing policy and continued to move through the 4000 and 5000 series. Policy 3160 was brought to the Board tonight.

Mr. Vouros said the Curriculum and Instruction Committee brought the Creative Writing and Journalism curricula for first read tonight which Abi Marks would detail for them. Mrs. Uberti has penned this revised Curriculum and Instruction guide regarding curriculum writing and, on behalf of the staff and Board, we thank her for a document that left no stone unturned in establishing those guidelines for the staff.

Student Reports:
Mr. Chand said they were exited and sad about this crazy time at Newtown High School and thanked the Board for their gift. All students picked up yearbooks but it is a bittersweet ending for the Class of 2020.

Ms. Jojo thanked the Board for their gifts and for being students representatives this year. They were picking up caps and gowns on Friday. Students are extremely happy to be graduating June 10, 11 and 12 and are looking forward to the parade around town. They will have a Google Meet with teachers to end the year.

Mr. Chand thanked Dr. Rodrigue for recognizing the black movement and educating the Newtown community. As we look ahead, leadership here is amazing he wants to keep student voices at the forefront. The State Department of Education has put out their newest platform called ThoughtExchange to receive opinions from students across Connecticut. It would be beneficial for us to do this type of collection in Newtown. Whether it is in the form of a virtual town hall or an online survey, any and all feedback will be best for reshaping our learning model.

Ms. Jojo shared hers and Mr. Chand's gratitude for this opportunity which they enjoyed immensely.
Mr. Cruson thanked the students for preparing an article for our newsletter.
Mrs. Ku verified that June 15 was the date for the parade.

Item 6 – Old Business
English I Curriculum:
MOTION: Mr. Delia moved that the Board of Education approve the English 1 Curriculum. Mr. Cruson seconded. Motion passes unanimously.

American Literature (English iii) Curriculum:
MOTION: Mr. Delia moved that the Board of Education approve the American Literature (English III) Curriculum. Mr. Cruson seconded. Motion passes unanimously.

Item 7 – New Business
First Read of Creative Writing Curriculum and Journalism Curriculum:
Abi Marks, English Department Chair, presented the Creative Writing Curriculum which is a full-year elective for grades nine to eleven. Students continue into Honors Journalism Editors in year two to four. This was written by Marc Kenney.

Mrs. Marks explained that the Creative Writing Curriculum is a senior elective semester-long course and runs three to four sections per year. This was written by Jacqui Kaplan and Rick Lye.

Item 6 – Old Business (continued)
Policy 3171.1 Non-lapsing
MOTION: Mr. Delia moved that the Board of Education approve Policy 3171.1 Non-Lapsing Education Fund. Mr. Cruson seconded.

Mrs. Harriman-Stites said not having been at the end of the last board meeting for this discussion, we had both policies on our committee agenda. This has no changes.

Ms. Zukowski was concerned with the word "planned" in the policy and would be more comfortable voting if we were able to do it along with policy 3160. She was concerned we might get a negative notice from people in town and can avoid that by adding language to policy 6130. She would not be able to vote on this now.

Mrs. Harriman-Stites asked for an explanation of how that word could have a negative reaction from anyone.

Ms. Zukowski felt that "planned" means bringing in capital expenditures. There was a time a process was brought in where something like this would be reviewed by many people.
Mr. Bienkowski said this was a way for us to use money to offset projects on the CIP and help relieve taxpayers.

Mrs. Harriman-Stites feels they are two separate issues. This is a positive thing and strongly believes we had a robust conversation about adding that word to the policy to plan for extraordinary expenses. That word should be included.
Mr. Delia said if we are going to talk about what school is going to be looking like that would be a planned expense like masks. If Dr. Rodigue said we need money set aside for Covid expenses that would be a planned expense and we could use the non-lapsing fund.

Dr. Rodrigue agreed with Mrs. Harriman-Stites and Mr. Delia. There are appropropriate protocols for the CIP and putting funds in the non-lapsing account and they take care of themselves.

Mr. Delia is in support of this policy. We have an approved budget but there will be expenses not planned for. That's where he sees that word falling. We have to be careful not getting too specific defining it.

Ms. Zukowski said the broadness of the word concerns her and she is very uncomfortable to vote yes for this until she sees the other policy. We can table it or postpone it till we have the final 3160 policy.

Mr. Bienkowski said Policy 3160 is in the packet with a recommended change. The word "planned" doesn't allow circumventing any other policies or practice. It's a positive to give us the opportunity to look forward to what needs may be and perhaps include them as expenses from the non-lapsing fund.

Mr. Vouros was in favor of this policy. It's important that you have an element of trust in what your colleagues, and the director and superintendent are saying regarding this and the ones reporting negative to you we need to find some way to educate them on having the trust factor in this Board of Education.
Vote: 6 ayes, 1 nay, (Ms. Zukowski) Motion passes.

Item 7 – New Business
Whitsons Contract:
MOTION: Mr. Delia moved that the Board of Education approve a one-year renewal "Amendment No. 4" to Whitsons initial agreement for food services dated July 1, 2016 with an effective date of July 1, 2020. The terms and conditions in the original agreement as amended will apply. Mr. Cruson seconded. Motion passes unanimously. Mr. Cruson seconded.

Mr. Delia said Whitsons presented to the CIP Committee and he supports this motion.
Mr. Bienkowski stated that at this time of year we need to have a food service company in place by July 1. The first renewal is by the State of Connecticut. The second amendment is an agreement just for the high school because they are not in the National School Lunch Program.

This is the last year we are allowed to offer a one-year extension to this contract. Next year this will go out to an RFP. Contracts are based on the assumption we will have a normal year.

Ms. Zukowski said there is an issue of where we are with the Covid so it's probably better to have someone used to our schools and students and feels it's good to continue with who we have.
Motion passes unanimously.

Middle Gate School HVAC Project:
MOTION: Mr. Delia moved that the Board of Education award the contract for the Middle Gate School Gym/Auditorium air conditioning project to Automated Building Systems (ABS) for a bid price of $107,690. Mr. Cruson seconded.

Mr. Bienkowski said the original budget was $45,000. We received seven bids in April but Mr. Gerbert felt we should explore other options and contracted Trane and Automated Building Systems.   After discussions, we recommended ABS be awarded this contract.
Mr. Delia thanked Mr. Gerbert for his work on this. The CIP Committee agreed to support this motion.
Motion passes unanimously.

Pay Down of Verkada Security Camera Lease:
MOTION: Mr. Delia moved that the Board of Education approve the pay down of the remaining three years of the Verkada Security Camera lease for $374,797.44 from current available operating funds. Mr. Cruson seconded.

Mr. Delia said that Mrs. Leidlein recommended and we agreed to bring this to a full Board discussion after it was discussed in the CIP meeting.

Mr. Bienkowski reported on this recommendation. We financed these cameras over five years as they offered us a 2.65% interest rate for that period of time. We paid the first installment last June of $125,000 and will make another payment this month. This recommendation is to pay for the remaining three years so we won't have to budget for that amount over the next three budgets and will free up $125,000 each year. There is no pre-payment penalty so it can be paid off. We would save about $6,000 for each year. We could also pay for this from current operating funds from technology and security accounts and still have about $896,000 in the non-lapsing fund which will help with expenses for next year. The CARES Act will provide $130,000 and the NOVO balance of $50,000 will give us more for that account. These total a potential of $1.2M left in the non-lapsing fund for potential expenses. He recommends we buy down the three years as it will not cause any financial hardship for this or next year.

Dr. Rodrigue clarified that the $1.2M is the total that includes the $896,000 in the non-lapsing fund and the money available through the CARES Act, NOVO and the balance from the cameras. Today we looked at what we would need for next year for distance learning from Mrs. Uberti and also the technology needs. She also spoke to Kristin Larson regarding the Novo balance and what we would anticipate receiving from CARES.

Ms. Zukowski said there was a discussion about the budget hole and if we could bring anything up from the 2020-21 year and pay it now. Paying this would be a way of emptying out money for the following years. It should be considered seriously. Instructional materials for distance learning would be taken out of our non-lapsing fund but Mr. Bienkowski said it could be taken

out of our budget. The size of our budget balance is concerning to people. She suggested taking it out of our operational budget.

Mrs. Ku asked if this proposal is to take it from this year budget.
Mr. Bienkowski said it was and clarified that the distance learning materials and Verkada payment would come out of this year's budget so that would reduce what was in the non-lapsing fund.
Mr. Delia said his struggle is we are paying so far out and not getting any interest forgiveness from them. He was not understanding the benefit.

Mr. Bienkowski discussed this with Verkada. When they make a sale they have a financing arm that pays for the sale and writes the mortgage for that sale, so it's beyond Verkada's ability to modify that. The total interest we would be paying is approximately $16,000 for three years. This would give us a $125,000 balance in next year's budget and reduce future budget obligations.
Mrs. Ku was in favor of doing this being consistent with an idea we had in the town to pay things down as we go and will save taxpayers in the future years.

Vote: 6 ayes, 1 nay (Mr. Delia) Motion passes.

First Read of Policy 3160 Budget Procedures and Line Item Transfers:
Mrs. Harriman-Stites said the only change was page "b" saying it has the same language in the non-lapsing policy the Board approved.

Ms. Zukowski understands she should trust the process. There is some logic that seems to be missing for her. The State Statue recently amended gives a great deal of flexibility to boards of education in Connecticut. It specifically says it's the authority of boards of education to withdraw funds from the non-lapsing account. She had two questions and referred to page "c" Removing Funds From The Non-lapsing Educational Account. The first phrase states a board of education vote is needed to send an explanation for the use of the funds to the board of finance. What is it we are requesting the board of finance to do? If what we are requesting is looking for their approval or recommendation on whether or not we can use the funds, is their input binding or non-binding?

Mrs. Harriman-Stites said the statute gives the board flexibility but past practice in town has been to work alongside the Board of Finance. There hasn't been an instance where they said no. They give us the trust that we know what's best.

Mrs. Ku agreed with Ms. Zukowski that if we've already designated money she didn't think we needed to request it from the Board of Finance.

Mrs. Harriman-Stites said the language on page "c" is current language that has been in that policy and was not changed.
Mr. Bienkowski said last year when we had our fund balance and asked them to transfer that into the non-lapsing account we identified $63,000 to go into the special education portion of the non-lapsing fund.

Ms. Zukowski agreed that the current practice is good but is asking to consider codifying it more into the policy itself like forwarding a request to the Board of Finance for approval and then

designating what the money will be used for such as for Covid 19 recovery. The logic in the words doesn't match the practice.

Mrs. Ku asked if the Board of Finance rejection was binding. She doesn't see a need to put it in a policy.

Mrs. Harriman-Stites said the policy as is, is working fine. She understands the logic behind the suggestion and believes the reason we opened this policy was to be in alignment with the non-lapsing policy. She would like to close out the discussion and send language suggestions in writing to the Policy Committee for further discussion to do the work on the committee level.

Minutes of May 19, 2020:
MOTION: Mr. Delia moved that the Board of Education approve the minutes of May 19, 2020. Mr. Cruson seconded.
Mrs. Harriman-Stites would abstain from voting as she left the meeting early.
Vote: 5 ayes, 2 abstained (Mrs. Leidlein, Mrs. Harriman-Sitites) Motion passes.

Item 8 – Public Participation - none

MOTION: Mr. Delia moved to go into executive session to discuss the Superintendent's self-evaluation. Mr. Curson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved to amend the motion to invite Dr. Rodrigue. Mr. Cruson seconded. Motion passes unanimously.

Vote on the main motion: Passes unanimously.

Executive Session began at 8:56 p.m.

MOTION: Mr. Delia moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

The meeting adjourned at 9:20 p.m.

Respectfully submitted:

_____
Daniel J. Cruson, Jr.
Secretary

NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
May 31, 2020

<u>SUMMARY</u>

The May financial report indicates that the Board of Education spent approximately $5.4M; $3.8M on salaries; with the balance of $1.6M for all other objects.

The second installment of the Excess Cost and Agency Placement Grant has been received and was based on a state calculated rate of 70.89%, which amounted to $350,905. This grant, which is $238,494 more than budgeted, is now captured in the highlighted "YTD Expenditure" column and has worked its way to the bottom line. The offsetting revenue schedule details the final amount received.

Balances continue to adjust as operations move toward year-end closure while additional accommodations are made.

Supplies will include the Distance Learning materials, and Property will include the payoff of the Verkada camera system along with other miscellaneous equipment needs.

This report now captures the overall remaining balance in the area of $800,000, about $436,000 less than last month.

We are certain that these balances will hold until the end of the year.

On the revenue front we have received additional tuition payments and miscellaneous revenue.

Ron Bienkowski
Director of Business
June 12, 2020

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 2018-19 – unaudited expenditures from the prior fiscal year (for comparison purposes)

- Approved Budget – indicates a 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 budget transfer recommended for current month action.

- Current Budget – adjusts the Approved Budget calculating adjustments (+ or -) 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 accounts with 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 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 – (Current Formula) 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.

Magnet Transportation Grant – provides reimbursement of $1,300 for local students attending approved Magnet school programs. The budgeted grant is $37,700 for this year.

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

- Local Tuition – amounts the board receives from non-residents who pay tuition to attend Newtown schools. Primarily from staff members.

- High school fees for parking permits.

- The final revenue is miscellaneous fees, which constitute refunds, rebates, prior year claims, etc.

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - MAY 31, 2020

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
	GENERAL FUND BUDGET									
100	**SALARIES**	$ 48,042,992	$ 50,205,315	$ -	$ 50,205,315	$ 40,322,323	$ 9,157,804	$ 725,189	$ 103,138	$ 622,051
200	**EMPLOYEE BENEFITS**	$ 11,165,888	$ 11,093,340	$ -	$ 11,093,340	$ 10,783,142	$ -	$ 310,198	$ 281,429	$ 28,769
300	**PROFESSIONAL SERVICES**	$ 767,554	$ 797,835	$ -	$ 797,835	$ 579,104	$ 88,999	$ 129,732	$ 55,124	$ 74,608
400	**PURCHASED PROPERTY SERV.**	$ 2,243,310	$ 2,292,742	$ -	$ 2,292,742	$ 1,872,597	$ 231,932	$ 188,213	$ 185,175	$ 3,038
500	**OTHER PURCHASED SERVICES**	$ 8,901,602	$ 9,111,879	$ 100,000	$ 9,211,879	$ 7,838,642	$ 984,841	$ 388,396	$ 96,754	$ 291,642
600	**SUPPLIES**	$ 3,784,438	$ 3,671,332	$ -	$ 3,671,332	$ 2,692,506	$ 255,675	$ 723,151	$ 514,418	$ 208,733
700	**PROPERTY**	$ 756,806	$ 757,572	$ -	$ 757,572	$ 586,434	$ 181,923	$ (10,786)	$ 423,499	$ (434,284)
800	**MISCELLANEOUS**	$ 62,869	$ 74,395	$ -	$ 74,395	$ 61,257	$ 2,858	$ 10,280	$ 2,540	$ 7,740
910	**SPECIAL ED CONTINGENCY**	$ -	$ 100,000	$ (100,000)	$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL GENERAL FUND BUDGET	$ 75,725,459	$ 78,104,410	$ -	$ 78,104,410	$ 64,736,005	$ 10,904,032	$ 2,464,373	$ 1,662,076	$ 802,297
900	**TRANSFER NON-LAPSING**	$ 328,772								
	GRAND TOTAL	$ 76,054,231	$ 78,104,410	$ -	$ 78,104,410	$ 64,736,005	$ 10,904,032	$ 2,464,373	$ 1,662,076	$ 802,297

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - MAY 31, 2020

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
100	SALARIES									
	Administrative Salaries	$ 3,926,453	$ 4,156,163	$ -	$ 4,156,163	$ 3,754,485	$ 396,372	$ 5,306	$ 4,387	$ 919
	Teachers & Specialists Salaries	$ 30,602,780	$ 31,770,823	$ -	$ 31,770,823	$ 24,340,472	$ 7,240,383	$ 189,968	$ (807)	$ 190,775
	Early Retirement	$ 40,000	$ 32,000	$ -	$ 32,000	$ 32,000	$ -	$ -	$ -	$ -
	Continuing Ed./Summer School	$ 89,327	$ 94,514	$ -	$ 94,514	$ 84,804	$ 4,202	$ 5,507	$ -	$ 5,507
	Homebound & Tutors Salaries	$ 150,895	$ 162,236	$ -	$ 162,236	$ 77,139	$ -	$ 85,097	$ 7,650	$ 77,447
	Certified Substitutes	$ 629,852	$ 652,430	$ -	$ 652,430	$ 529,098	$ -	$ 123,332	$ 10,750	$ 112,582
	Coaching/Activities	$ 621,521	$ 652,752	$ -	$ 652,752	$ 634,322	$ -	$ 18,430	$ 4,236	$ 14,194
	Staff & Program Development	$ 226,225	$ 213,494	$ -	$ 213,494	$ 93,431	$ 27,303	$ 92,760	$ 71,000	$ 21,760
	CERTIFIED SALARIES	$ 36,287,053	$ 37,734,412	$ -	$ 37,734,412	$ 29,545,751	$ 7,668,261	$ 520,400	$ 97,216	$ 423,184
	Supervisors/Technology Salaries	$ 879,898	$ 934,371	$ -	$ 934,371	$ 832,298	$ 83,393	$ 18,680	$ -	$ 18,680
	Clerical & Secretarial Salaries	$ 2,261,580	$ 2,339,317	$ -	$ 2,339,317	$ 2,034,174	$ 262,327	$ 42,817	$ 15,660	$ 27,157
	Educational Assistants	$ 2,577,377	$ 2,783,832	$ -	$ 2,783,832	$ 2,434,087	$ 359,536	$ (9,791)	$ 3,041	$ (12,832)
	Nurses & Medical Advisors	$ 734,534	$ 779,871	$ -	$ 779,871	$ 601,248	$ 148,739	$ 29,885	$ 1,260	$ 28,625
	Custodial & Maint. Salaries	$ 3,116,314	$ 3,212,091	$ -	$ 3,212,091	$ 2,768,587	$ 376,819	$ 66,685	$ 7,019	$ 59,666
	Non-Certied Adj & Bus Drivers Salaries	$ 12,745	$ 25,022	$ -	$ 25,022	$ 19,990	$ 13,630	$ (8,598)	$ -	$ (8,598)
	Career/Job Salaries	$ 48,376	$ 141,195	$ -	$ 141,195	$ 125,952	$ 21,313	$ (6,070)	$ (18,238)	$ 12,168
	Special Education Svcs Salaries	$ 1,172,425	$ 1,271,345	$ -	$ 1,271,345	$ 1,059,924	$ 129,226	$ 82,195	$ 9,077	$ 73,118
	Attendance & Security Salaries	$ 580,533	$ 605,759	$ -	$ 605,759	$ 532,776	$ 91,989	$ (19,006)	$ (13,899)	$ (5,107)
	Extra Work - Non-Cert.	$ 104,484	$ 110,362	$ -	$ 110,362	$ 128,225	$ 2,572	$ (20,434)	$ 1,444	$ (21,878)
	Custodial & Maint. Overtime	$ 228,815	$ 235,738	$ -	$ 235,738	$ 210,433	$ -	$ 25,305	$ 559	$ 24,746
	Civic Activities/Park & Rec.	$ 38,858	$ 32,000	$ -	$ 32,000	$ 28,878	$ -	$ 3,122	$ -	$ 3,122
	NON-CERTIFIED SALARIES	$ 11,755,939	$ 12,470,903	$ -	$ 12,470,903	$ 10,776,572	$ 1,489,543	$ 204,788	$ 5,922	$ 198,866
	SUBTOTAL SALARIES	$ 48,042,992	$ 50,205,315	$ -	$ 50,205,315	$ 40,322,323	$ 9,157,804	$ 725,189	$ 103,138	$ 622,051

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - MAY 31, 2020

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
200	**EMPLOYEE BENEFITS**									
	Medical & Dental Expenses	$ 8,179,822	$ 8,058,967	$ -	$ 8,058,967	$ 8,047,982	$ -	$ 10,985	$ 2,520	$ 8,465
	Life Insurance	$ 84,680	$ 87,134	$ -	$ 87,134	$ 79,195	$ -	$ 7,939	$ 7,316	$ 623
	FICA & Medicare	$ 1,499,915	$ 1,534,045	$ -	$ 1,534,045	$ 1,274,444	$ -	$ 259,601	$ 221,187	$ 38,414
	Pensions	$ 809,692	$ 864,842	$ -	$ 864,842	$ 844,921	$ -	$ 19,921	$ 20,885	$ (964)
	Unemployment & Employee Assist.	$ 59,858	$ 87,000	$ -	$ 87,000	$ 57,479	$ -	$ 29,521	$ 29,521	$ -
	Workers Compensation	$ 531,920	$ 461,352	$ -	461,352	$ 479,121	$ -	$ (17,769)	$ -	$ (17,769)
	SUBTOTAL EMPLOYEE BENEFITS	**$ 11,165,888**	**$ 11,093,340**	**$ -**	**$ 11,093,340**	**$ 10,783,142**	**$ -**	**$ 310,198**	**$ 281,429**	**$ 28,769**
300	**PROFESSIONAL SERVICES**									
	Professional Services	$ 574,753	$ 590,802	$ -	$ 590,802	$ 440,969	$ 66,176	$ 83,658	$ 53,250	$ 30,408
	Professional Educational Serv.	$ 192,800	$ 207,033	$ -	$ 207,033	$ 138,136	$ 22,823	$ 46,074	$ 1,874	$ 44,200
	SUBTOTAL PROFESSIONAL SERV.	**$ 767,554**	**$ 797,835**	**$ -**	**$ 797,835**	**$ 579,104**	**$ 88,999**	**$ 129,732**	**$ 55,124**	**$ 74,608**
400	**PURCHASED PROPERTY SERV.**									
	Buildings & Grounds Services	$ 694,509	$ 708,805	$ -	$ 708,805	$ 576,738	$ 146,770	$ (14,704)	$ 15,342	$ (30,046)
	Utility Services - Water & Sewer	$ 132,669	$ 147,645	$ -	$ 147,645	$ 118,990	$ -	$ 28,655	$ 6,902	$ 21,753
	Building, Site & Emergency Repairs	$ 550,790	$ 460,850	$ -	$ 460,850	$ 437,042	$ 48,253	$ (24,444)	$ 11,100	$ (35,544)
	Equipment Repairs	$ 300,958	$ 338,819	$ -	$ 338,819	$ 237,152	$ 12,696	$ 88,971	$ 7,500	$ 81,471
	Rentals - Building & Equipment	$ 271,749	$ 272,923	$ -	$ 272,923	$ 241,877	$ 150	$ 30,896	$ 30,000	$ 896
	Building & Site Improvements	$ 292,635	$ 363,700	$ -	$ 363,700	$ 260,799	$ 24,063	$ 78,839	$ 114,330	$ (35,491)
	SUBTOTAL PUR. PROPERTY SERV.	**$ 2,243,310**	**$ 2,292,742**	**$ -**	**$ 2,292,742**	**$ 1,872,597**	**$ 231,932**	**$ 188,213**	**$ 185,175**	**$ 3,038**

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - MAY 31, 2020

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
500	**OTHER PURCHASED SERVICES**									
	Contracted Services	$ 619,306	$ 631,536	$ -	$ 631,536	$ 553,447	$ 51,029	$ 27,061	$ 25,142	$ 1,919
	Transportation Services	$ 4,180,892	$ 4,323,600	$ -	$ 4,323,600	$ 3,774,528	$ -	$ 549,072	$ 60,217	$ 488,855
	Insurance - Property & Liability	$ 400,457	$ 407,947	$ -	$ 407,947	$ 378,323	$ -	$ 29,624	$ -	$ 29,624
	Communications	$ 140,237	$ 160,926	$ -	$ 160,926	$ 123,155	$ 9,289	$ 28,482	$ -	$ 28,482
	Printing Services	$ 32,114	$ 33,057	$ -	$ 33,057	$ 14,844	$ 14,508	$ 3,705	$ -	$ 3,705
	Tuition - Out of District	$ 3,330,730	$ 3,328,479	$ 100,000	$ 3,428,479	$ 2,824,027	$ 895,129	$ (290,677)	$ 13,842	$ (304,519)
	Student Travel & Staff Mileage	$ 197,866	$ 226,334	$ -	$ 226,334	$ 170,318	$ 14,886	$ 41,130	$ (2,447)	$ 43,577
	SUBTOTAL OTHER PURCHASED SERV.	$ 8,901,602	$ 9,111,879	$ 100,000	$ 9,211,879	$ 7,838,642	$ 984,841	$ 388,396	$ 96,754	$ 291,642
600	**SUPPLIES**									
	Instructional & Library Supplies	$ 885,366	$ 819,252	$ -	$ 819,252	$ 628,908	$ 106,787	$ 83,557	$ 220,754	$ (137,197)
	Software, Medical & Office Supplies	$ 189,356	$ 216,843	$ -	$ 216,843	$ 147,603	$ 25,966	$ 43,273	$ 25,242	$ 18,031
	Plant Supplies	$ 366,651	$ 375,000	$ -	$ 375,000	$ 359,638	$ 32,831	$ (17,469)	$ 35,158	$ (52,627)
	Electric	$ 1,433,462	$ 1,384,117	$ -	$ 1,384,117	$ 968,426	$ -	$ 415,691	$ 168,749	$ 246,942
	Propane & Natural Gas	$ 426,559	$ 434,914	$ -	$ 434,914	$ 308,530	$ -	$ 126,384	$ 39,595	$ 86,789
	Fuel Oil	$ 97,798	$ 81,000	$ -	$ 81,000	$ 57,742	$ -	$ 23,258	$ 19,501	$ 3,757
	Fuel for Vehicles & Equip.	$ 246,113	$ 203,992	$ -	$ 203,992	$ 114,114	$ -	$ 89,878	$ 3,878	$ 86,000
	Textbooks	$ 139,133	$ 156,214	$ -	$ 156,214	$ 107,545	$ 90,090	$ (41,421)	$ 1,541	$ (42,962)
	SUBTOTAL SUPPLIES	$ 3,784,438	$ 3,671,332	$ -	$ 3,671,332	$ 2,692,506	$ 255,675	$ 723,151	$ 514,418	$ 208,733

NEWTOWN BOARD OF EDUCATION
2019-20 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING - MAY 31, 2020

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2018 - 2019	2019 - 2020 APPROVED BUDGET	YTD TRANSFERS 2019 - 2020	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE
700	**PROPERTY**									
	Capital Improvements (Sewers)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Technology Equipment	$ 576,182	$ 550,000	$ -	$ 550,000	$ 460,989	$ 57,947	$ 31,064	$ 106,064	$ (75,000)
	Other Equipment	$ 180,624	$ 207,572	$ -	$ 207,572	$ 125,445	$ 123,976	$ (41,849)	$ 317,435	$ (359,284)
	SUBTOTAL PROPERTY	$ 756,806	$ 757,572	$ -	$ 757,572	$ 586,434	$ 181,923	$ (10,786)	$ 423,499	$ (434,284)
800	**MISCELLANEOUS**									
	Memberships	$ 62,869	$ 74,395	$ -	$ 74,395	$ 61,257	$ 2,858	$ 10,280	$ 2,540	$ 7,740
	SUBTOTAL MISCELLANEOUS	$ 62,869	$ 74,395	$ -	$ 74,395	$ 61,257	$ 2,858	$ 10,280	$ 2,540	$ 7,740
910	**SPECIAL ED CONTINGENCY**		$ 100,000	$ (100,000)	$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL LOCAL BUDGET	$ 75,725,459	$ 78,104,410	$ -	$ 78,104,410	$ 64,736,005	$ 10,904,032	$ 2,464,373	$ 1,662,076	$ 802,297

BOARD OF EDUCATION FEES & CHARGES - SERVICES	REVENUES	2019-20 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION		$38,950	$29,890	$9,060	76.74%
HIGH SCHOOL FEES FOR PARKING PERMITS		$20,000	$20,000	$0	100.00%
MISCELLANEOUS FEES		$5,000	$4,497	$503	89.93%
TOTAL SCHOOL GENERATED FEES		$63,950	$54,387	$9,563	85.05%

NEWTOWN BOARD OF EDUCATION

BUDGET SUMMARY REPORT
"FOR THE MONTH ENDING - MAY 31, 2020"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED		CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE - 13-Jan	Feb RECEIVED	May RECEIVED
100	**SALARIES**	$ (54,463)	$ -	$ (54,463)	$ (34,983)	$ (34,856)	$ (26,140)	$ (8,464)
200	**EMPLOYEE BENEFITS**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
300	**PROFESSIONAL SERVICES**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
400	**PURCHASED PROPERTY SERV.**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
500	**OTHER PURCHASED SERVICES**	$ (1,467,089)	$ -	$ (1,467,089)	$ (1,850,850)	$ (1,844,127)	$ (1,383,001)	$ (342,441)
600	**SUPPLIES**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
700	**PROPERTY**	$ -	$ -	$ -	$ -	$ -	$ -	$ -
800	**MISCELLANEOUS**	$ -		$ -	$ -	$ -	$ -	$ -
	TOTAL GENERAL FUND BUDGET	$ (1,521,552)	$ -	$ (1,521,552)	$ (1,885,833)	$ (1,878,983)	$ (1,409,141)	$ (350,905)
100	**SALARIES**							
	Administrative Salaries	$ -		$ -		$ -		
	Teachers & Specialists Salaries	$ -		$ -		$ -		
	Early Retirement	$ -		$ -		$ -		
	Continuing Ed./Summer School	$ -		$ -		$ -		
	Homebound & Tutors Salaries	$ -		$ -		$ -		
	Certified Substitutes	$ -		$ -		$ -		
	Coaching/Activities	$ -		$ -		$ -		
	Staff & Program Development	$ -		$ -		$ -		
	CERTIFIED SALARIES	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Supervisors/Technology Salaries	$ -		$ -		$ -		
	Clerical & Secretarial salaries	$ -		$ -		$ -		
	Educational Assistants	$ (5,386)		$ (5,386)	$ -	$ -	$ -	$ -
	Nurses & Medical advisors	$ -		$ -		$ -		
	Custodial & Maint Salaries	$ -		$ -		$ -		
	Non Certified Salary Adjustment	$ -		$ -		$ -		
	Career/Job salaries	$ -		$ -		$ -		
	Special Education Svcs Salaries	$ (49,077)		$ (49,077)	$ (34,983)	$ (34,856)	$ (26,140)	$ (8,464)
	Attendance & Security Salaries	$ -		$ -		$ -		
	Extra Work - Non-Cert	$ -		$ -		$ -		
	Custodial & Maint. Overtime	$ -		$ -		$ -		
	Civic activities/Park & Rec	$ -		$ -		$ -		
	NON-CERTIFIED SALARIES	$ (54,463)	$ -	$ (54,463)	$ (34,983)	$ (34,856)	$ (26,140)	$ (8,464)
	SUBTOTAL SALARIES	$ (54,463)	$ -	$ (54,463)	$ (34,983)	$ (34,856)	$ (26,140)	$ (8,464)
200	**EMPLOYEE BENEFITS**							
	SUBTOTAL EMPLOYEE BENEFITS	$ -	$ -	$ -	$ -	$ -	$ -	$ -

"FOR THE MONTH ENDING - MAY 31, 2020"

OFFSETTING REVENUE INCLUDED IN ANTICIPATED OBLIGATIONS

OBJECT	EXPENSE CATEGORY	BUDGETED		CURRENT BUDGET	1st ESTIMATE	STATE ESTIMATE - 13-Jan	Feb RECEIVED	May RECEIVED
300	**PROFESSIONAL SERVICES**							
	Professional Services	$ -		$ -				$ -
	Professional Educational Ser.	$ -		$ -		$ -		
	SUBTOTAL PROFESSIONAL SVCS	$ -	$ -	$ -	$ -	$ -	$ -	$ -
400	**PURCHASED PROPERTY SVCS**							
	SUBTOTAL PUR. PROPERTY SER.	$ -	$ -	$ -		$ -	$ -	$ -
500	**OTHER PURCHASED SERVICES**							
	Contracted Services	$ -		$ -		$ -		
	Transportation Services	$ (329,230)		$ (329,230)	$ (371,702)	$ (370,351)	$ (277,744)	$ (104,868)
	Insurance - Property & Liability	$ -		$ -		$ -		
	Communications	$ -		$ -		$ -		
	Printing Services	$ -		$ -		$ -		
	Tuition - Out of District	$ (1,137,859)		$ (1,137,859)	$ (1,479,148)	$ (1,473,776)	$ (1,105,257)	$ (237,573)
	Student Travel & Staff Mileage	$ -		$ -		$ -		
	SUBTOTAL OTHER PURCHASED SER.	$ (1,467,089)	$ -	$ (1,467,089)	$ (1,850,850)	$ (1,844,127)	$ (1,383,001)	$ (342,441)
600	**SUPPLIES**							
	SUBTOTAL SUPPLIES	$ -	$ -	$ -	$ -	$ -	$ -	$ -
700	**PROPERTY**							
	SUBTOTAL PROPERTY	$ -	$ -	$ -	$ -	$ -	$ -	$ -
800	**MISCELLANEOUS**							
	Memberships							
	SUBTOTAL MISCELLANEOUS	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL LOCAL BUDGET	$ (1,521,552)	$ -	$ (1,521,552)	$ (1,885,833)	$ (1,878,983)	$ (1,409,141)	$ (350,905)

Difference, 1st estimate to States Estimate $ (6,850)

Excess Cost and Agency placement Grants are budgeted at 75%. $ (1,521,552)

The first state estimate is at 74.8% reimbursement (this represents $6,850 less than our internal 1st estimate). $ (1,878,983)

The second state estimate is at **70.89%** reimbursement (this represents **$118,937 less** than the State's 1st estimate).   Total Grant $ (1,760,046)

Amount beyond budgeted $ (357,431)   Amount beyond budgeted $ (238,494)

Newtown Public Schools
Creative Writing

4 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
College Essay	0										
Short Story	0										
Historical Fiction	0										
Children's Literature	0										
One-Act Play	0										

Unit Planner: College Essay
Creative Writing

Last Updated: Saturday, May 9, 2020
by Abigail Marks

College Essay
Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- **Unit Planner**
- **Lesson Planner**

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Identity

Concepts: identity, individualism, perception, truth, memory

Generalizations / Enduring Understandings	Guiding Questions
1. Writing personal stories yields investigation and discovery of personal truth. 2. Memories and the interpretations of them shape an individual's identity. 3. Manipulation of language (style, sentence structure, tone) influences the reader's perception of a storyteller's experience. 4. Writing college essays requires acute awareness of the audience.	***Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*** 1a. How is a college essay different from a memoir or personal narrative? (F) 1b. Why do authors write about themselves? (C) 1c. How do authors decide what to include in a college essay? (C) 1d. Does personal writing always need an audience? (P) 2a. How do perspective, experience, and time shape memories? (C) 2b. How do experiences shape one's identity? (C) 2c. Can people ever truly know another's real self? (P) 3a. In what ways may writers choose to present their experiences? (F) 3b. How do writers influence language? (F) 3c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C) 3d. What effects do various literary and rhetorical strategies have on the reader? (F) 4a. How do writers craft college essays to fit their specific audience? (F) 4b. How can writers use close reading to interpret the true nature of the task? (F) 4c. Can writers of college essays truly write about any topic? (P)

Standard(s)
Connecticut Core Standards / Content Standards
CCSS: English Language Arts 6-12
CCSS: Grades 11-12
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.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze style and voice in readings.
- Students will uncover how authors' manipulation of language affects reader interpretation.
- Students will develop a personal voice and style in narratives.
- Students will create a personal narrative that is anchored in an essential moment in their lives.

Students will assess, revise, and critique personal narratives.

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to differentiate between memoir and autobiography.
Students will write personal narratives that showcase their voice and style.
In all types of writing, students will use author's craft appropriate to their chosen audience.
Students will experiment with different structures to compare effectiveness.
Students will close read memoirs and personal narratives to use them as mentor texts for their writing.
Students will apply the elements of the writing process from brainstorming, drafting, conferring, revising, editing to publishing.
Students will revise to maximize impact and word economy.

Core Learning Activities

Formative: writing center, in-class writing exercises

Summative: college essay

In Class Activities:

- Review both good and bad college essays to determine what makes quality essays.
- Peer edit college essays.

Peer Editing Rubric.docx

Assessments

College Essay
Summative: Other written assessments

Students will examine several college essays to identify key strengths and weaknesses.

Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school.

Students will workshop the college essay both in class and in the writing center.
Rubric

Welcome to the Wonderful World of College Essays

Resources

Professional & Student
The 7 Worst Types of College Admissions Essays
College Essay Prompts: Complete List
10 Offbeat College Essay Topics
They Loved Your GPA. Then They Saw Your Tweets
The College Essay That Got a HS Senior into Every Ivy League School
The Greatest College Application Essay Ever

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Counselor Workshop

- Written Performance

Unit Planner: Short Story Creative Writing

Newtown High School > 2019-2020 > Grade 12 > English Language Arts > Creative Writing > Week 3 - Week 9

Last Updated: Saturday, May 9, 2020
by Abigail Marks

Short Story
Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Structure

Concepts: creativity, dialogue, style, imagery, revision, workshopping, pacing, tension, literary elements, voice, setting, plot, characters, economy of writing

Generalizations / Enduring Understandings

1. Short stories develop fully realized plots and characters with an economy of writing.

2. Peer editing through workshopping promotes assessment and revision of writing.

3. Dialogue conveys character, plot, and meaning.

4. The revision process enhances any creative endeavor.

5. Authors adapt voice and style (including imagery and literary elements) for purpose and audience.

6. Authors create tension by manipulating the pacing of a story.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What strategies do authors use to construct plot? (F)
1b. How do authors both utilize and subvert traditional plot structures? (C)
1c. How do authors create and develop fully realized stories within the constraints of the genre? (C)
1d. Does a story need a resolution? (P)

2a. What makes for an effective peer editing conference? (F)
2b. What do writers look for in the work and process of others? (C)
2c. How can writers utilize the work of critical reading to inform the revision of their own work? (C)

3a. How does the formatting of dialogue impact the reader? (F)
3b. How does dialogue define characters? (C)
3c. How does language change for each character? (C)
3d. How can writers reveal plot and setting through dialogue? (C)
3e. How does an author's understanding of language and listening skills affect dialogue? (P)

4a. What role does the writing center play in creating better writers and works? (F)
4b. Can writers be critical readers of their own work? (C)
4c. How does a writer know when a story is done? (P)
4d. How does a writer use the revision process to tell better stories? (C)

5a. How does punctuation and sentence variety reveal a writer's voice? (C)
5b. Can a writer effectively enter the mind of various

| | characters? (P)
5c. How do writers adapt their own voices to fit thematic and structural differences? (C)

6a. How do writers create tension in a story? (F)
6b. How do writers manipulate the pacing of a story? (C) |

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

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.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze how authors build plot and tension in short fiction.
- Students will identify and analyze how authors develop characters in short fiction.
- Students will identify and analyze how authors establish setting in short fiction.
- Students will create and develop well rounded characters with depth and individuality.
- Students will conceive rich and believable settings.
- Students will build and resolve complex plot lines.
- Students will assess, revise, and critique short stories.

Students will navigate and utilize the revision process.

Critical Content & Skills

What students must KNOW and be able to DO

Students will identify and write distinct genre of fiction writing.

Students will workshop their short stories through the writing process from brainstorming through publication to improve the quality of their work.

Students will develop their writing through close reading of other stories.

With each story, students will tell the plot of a story that comes to a resolution balancing pacing and tension.

Core Learning Activities

Formative: Analysis of short fiction pieces, character exercises, revision, writing center, dialogue exercises, persona assignment

Summative: Short stories, small and large group workshops

In class activities:

- Using Edgar Allan Poe's The Fall of The House of Usher, recreate Poe's house in drawing to help create setting.
- In class dialogue activities to help students learn to write the way they speak.
- Persona to help create the main character of their stories.

Poe's Fall of the House of Usher
in-class dialogue work.doc
Persona Assignment.docx

Assessments

First Short Story
Formative: Other written assessments

Short Story 1.doc
Second Short Story
Formative: Other written assessments

short story 2.doc

Story Story Rubric.doc
Final Short Story
Summative: Other written assessments

Story Story Rubric.doc

Final Exam.doc

Resources

Professional & Student
Books: On Writing by Stephen King
Writing Without Teachers by Peter Elbow
Sudden Fiction, ed. By Robert Shapard and James Thomas
The Fall of the House of Usher by Edgar Allan Poe

Websites:
"Nuts and Bolts: Thought Words"
https://litreactor.com/essays/chuck-palahniuk/nuts-and-bolts-%E2%80%9Cthought%E2%80%9D-verbs

"The 22 Rules of Storytelling According to Pixar"
https://io9.gizmodo.com/the-22-rules-of-storytelling-according-to-pixar-5916970

Character Portrait.doc
Final Exam.doc
in-class dialogue work.doc
Short Story 1.doc
short story 2.doc
Short story graphic organizer.doc

	The 22 rules of storytelling.doc Voice Activity.doc Writing Advice.docx Writing Effective Dialogue.doc Writing Advice from Chuck Pahlaniuk Character Chart.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	**Interdisciplinary Connections** Conversations on Race

Unit Planner: Historical Fiction
Creative Writing

Last Updated: Saturday, May 9, 2020
by Abigail Marks

Historical Fiction
Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Perspective

Concepts: research, dialogue, setting, language, revision

Generalizations / Enduring Understandings

1. Research facilitates the construction of stories.
2. Fiction transports readers to different settings.
3. Non-contemporary settings address social and thematic elements in new ways.
4. Authors change dialogue and language to fit a time period/setting different from their own.
5. The revision process enhances any creative endeavor.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. How does an author seamlessly incorporate factual details into a fictional story? (F)
1b. How does one evaluate the accuracy of a source? (F)
1c. What factual information is necessary to create setting and character development? (C)
1d. Are factual details necessary to create a fictional work? (P)

2a. Why tell stories about history or imagine the future? (P)
2b. How can fiction help people understand human nature? (C)
2c. How can fiction help people understand history? (C)
2d. How can factual details build and enhance stories? (C)

3a. How can connection with the past help people understand the present? (C)
3b. How can imagining the future help people understand the present? (C)
3c. How can historical or science fiction help explain truths about society? (C)
3d. Does fiction reveal universal truths? (P)

4a. What changes in language are necessary to create a new world? (F)
4b. What uses of contemporary language are necessary in a fictional setting different from the writer's own? (C)
4c. Does language have to change to convey truths? (P)

5a. What role does the writing center play in creating better writers and works? (F)
5b. What can writers learn from the process of others? (F)

5c. Can writers be critical readers of their own work? (P)
5d. How does a writer know when a story is done? (P)
5e. How do authors decide what is important to tell the audience? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They respond to the varying demands of audience, task, purpose, and discipline.

They value evidence.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches

effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze relevant source material for their work.
- Students will create and develop a setting not of their own time and place.
- Students will conceive characters unlike them and those around them.
- Students will build and resolve complex plot lines.
- Students will assess, revise, and critique short stories.
- Students will navigate and utilize the revision process.

Students will seamlessly integrate their source material into their stories.

Critical Content & Skills	Core Learning Activities
*What students must **KNOW** and be able to DO* Students will research to write a creative story. Students will incorporate realistic details to convey setting. Students will incorporate realistic dialogue to convey time and place. Students will emphasize plot and character development. Students continue to hone their writing craft through the revision process.	Formative: • Research practice • Analysis of film and story with research • MLA formatting practice • Dialogue exercises Summative: Research-based fiction piece (Historical, Science Fiction, etc.) science fiction.pptx scifi rubric.doc Science Fiction Research Log.docx
Assessments	Resources
Historical Fiction **Summative: Other written assessments** 📎 Historical Fiction.doc 📎 Story Story Rubric.doc	*Professional & Student* Student samples Reference to previous curricular work, e.g. Fahrenheit 451, The Things They Carried Current Science Fiction, e.g. Black Mirror, The Twilight Zone

	Historical Fiction in literature and film, e.g. Amadeus, 2013 Luhrman Great Gatsby
	LMC List of databases useful for historical fiction Alice Walker1955.doc
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Information Literacy	Interdisciplinary Connections American Literature US History Area Studies courses

Unit Planner: Children's Literature
Creative Writing

Last Updated: Saturday, May 9, 2020
by Abigail Marks

Children's Literature
Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens: Patterns

Concepts: childhood, memory, artistic ability, stories, structure, pacing, patterns, visuals, collaboration

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Generalizations / Enduring Understandings

1. Childhood memories inspire the writing of children's books.

2. Children's books convey complex stories, information, and ideas in simplified ways.

3. The internal structure (pacing, organization, patterns, etc.) of children's books engages and influences the reader.

4. Creative visuals enhance the text of children's books.

5. Collaboration capitalizes on writers' and artists' individual strengths to create a children's book.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What do people remember about books from childhood? (F)
1b. How does language change in a children's book? (C)
1c. How does subject matter change within a children's book? (C)
1d. Are an author's memories true? (P)

2a. What information does the author believe children should know? (C)
2b. How can an author convey complex information in a simple way? (C)
2c. Can an author convey complex information in the form of a children's book? (C)

3a. How does the internal structure of children's books function? (F)
3b. What are examples of internal structure used in children's books? (F)
3c. Is an internal structure necessary for a children's book? (C)
3d. Is it possible to create a new internal structure in a children's book? (P)

4a. What images should correspond with the text? (C)
4b. How does an author use storyboarding to combine the story with the images? (C)
4c. Are illustrations necessary for children's books? (P)

5a. What are the guidelines of working with another author? (F)
5b. How does a group of writers function? (C)
5c. How does a group of writers delegate the workload? (C)
5d. Can writers work together to create one seamless

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12
CCSS: Grades 11-12

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

Reading: Informational Text
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are 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.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a

coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will recognize and manipulate memories from their childhoods for their own work
- Students will simplify and utilize complex subjects for use in children's books.
- Students will establish and implement internal plot structure of children's books
- Students will demonstrate and shape their understanding of audience
- Students will demonstrate appropriate use of language relative to audience and subject matter.
- Students will communicate and delegate within the structure of their group to create a children's book together.

Critical Content & Skills	Core Learning Activities
*What students must **KNOW and be able to DO*** Students will simplify complex subjects for use in children's books. Students create appropriate artistic designs relative to the subject matter Students use adapt storytelling for a younger audience Students emphasize plot and language usage to tell a story for children. Students develop characters to expose children to a variety of people.	Formative: • Analysis of favorite children's book • Storyboarding • Outline • Summative: children's book favorite book presentations.doc children's book rubric.doc children's book freewrite.doc
Assessments **Children's Book** **Summative: Other written assessments** Children's Book.doc	**Resources** *Professional & Student* Texts: The Very Hungry Caterpillar by Eric Carle Goodnight Moon by Margaret Wise Brown Mr. Rogers visits Eric Carle: https://pbskids.org/video/mister-rogers/1430584275 Examples of books from previous students
Student Learning Expectation & 21st Century Skills	Interdisciplinary Connections Modernism and Mythology AP Psychology

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Written Performance

One-Act Play

4 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens: Tension

Playwright, format of drama, collaboration, revision, performance and meaning, creative skills (plot, pacing, setting, character development)

Generalizations / Enduring Understandings

Creative skills (plot, pacing, setting, character development) create full and meaningful plays and stories.

Dialogue and stage directions influence the performance of a playwright's story.

The formatting of drama guides and informs the performance of the story.

Collaboration between playwrights, authors, performers and others (costume and set designers, directors) develops the interpretation of a story told in play form.

The revision process enhances any creative endeavor.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. How are one-act plays different from full-length dramas? (F)

1b. How do playwrights convey meaningful character development without the help narration? (C)

1c. How do playwrights construct and convey setting through both stage directions and dialogue? (C)

1d. How do one-act plays come to a climax and resolve in such a short length of tim (C)

1e. Can a full story be told in 10 minutes? (P)

2a. How do playwrights convey how the play should look on stage? (F)

2b. How does the knowledge of its eventual performance influence the play's development on the page? (C)

2c. How do playwrights write dialogue that sounds real and authentic? (C)

3a. What are some common formatting rules that help playwrights convey their stor to both audience and performers? (F)

3b. How does the formatting of a play and its stage directions affect the interpretati of the work? (C)

3c. Does a play need stage directions? (P)

4a. How can collaboration both challenge and affirm playwrights' ideas? (C)

4b. How can creative artists work together to create something new? (P)

4c. How do playwrights collaborate with performers and others (costume and set designers, directors) to develop an interpretation of their work for performance (C)

4d. How can collaboration help to expand and inform definitions of revision and the creative process? (C)

5a. What role does the writing center play in creating better writers and works? (F)

5b. What can writers learn from the process of others? (C)

5c. Can writers be critical readers of their own work? (P)

tandard(s)

onnecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They come to understand other perspectives and cultures.

Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action ordered, how the characters are introduced and developed).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice: shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of speci word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence
- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, anc introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks purposes, and audiences.

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearl and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11- topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze how playwrights utilize the genre of one-act play.
- Students will identify and analyze how playwrights use stage directions.
- Students will compare and contrast one-act plays with the full length dramas they have already read in the curriculum.
- Students will create and develop well rounded characters with depth and individuality.
- Students will conceive rich and believable settings.
- Students will build and resolve complex plot lines.
- Students will collaborate to create a finished product.
- Students will assess, revise, and critique short stories.

Students will navigate and utilize the revision process.

Critical Content & Skills
That students must KNOW and be able to DO

Students will recognize the specialized genre of drama within the larger study of literature

Students will identify how one-act plays differ from full-length dramas

Students will apply appropriate formatting for their plays

Students will know and emulate how directors, actors, and set designers use written scripts to create a new product.

Students will write a script with the performance in mind

Students will utilize the limits of the one act play genre to produce tight, simply-constructed pieces

Students will continue to develop plot and characters

Students will revision process to create a quality one act play.

Core Learning Activities
Reading and Analyzing One-Act Plays

Collaborative performance of a published one-act play

Exercises to learn formatting for plays

In class activities:

- Reading/performing sample one act plays.
- Polishing dialogue in order to create effective plays.
- Learning how to use Imovie in order to record play performance.
- Learning how to create stage directions and spacing on camera for effective videos.

One Act Play Sample
Acting/Spacing
playwriting assignment.doc
acting project.doc

Assessments

acting project.doc
playwriting assignment.doc

Resources
Professional & Student
Take Ten: New Ten Minute Plays ed. By Eric Lane and Nina Shengold

Standard Stage Play Format from Writopia:

https://www.writopialab.org/programs/specialty-programs/worldwide-plays-festival/the-competition/standard-playwriting-format

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections
Acting

Theater Production

Newtown Public Schools

Journalism I

Newtown High School > High School > English Language Arts > Journalism I

3 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Journalistic Style	0										
The Ethics of Journalism	0										
Technology in Journalism	0										
Identifying News	0										
Production of The Hawkeye	0										

Journalistic Style
Kenney, Marc; Marks, Abigail; Swift, Kathleen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Lens: Precision
Organization
Inverted Pyramid Style
Finding voice
Presentation
Information
Editing
Revision
Audience

Generalizations / Enduring Understandings

1. Inverted Pyramids organize ideas in an order from most to least important to classify and deliver ideas to best inform the audience with clear presentation.
2. Deep understanding of news depends on integrating ideas, information and research.
3. Objective voice balances coverage.
4. 4.Drafting articles, including revision and editing, despite tight timelines, ensures increased accuracy and clarity for the audience.
5. Credibility for reporters and newspapers increases with accuracy in interviews and writing.
6. News cycles change frequently necessitating strict guidelines.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]
1a. How are news stories organized? (F)
1b. What is the Inverted Pyramid Style? (F)
1c. What distinguishes journalistic writing from other writing forms?(F)

2a. What factors determine accuracy and objectivity in news reporting? (C)

3a. In writing a news story, what is the proper voice to convey the ideas? (F)
3b. Why is objectivity essential in news writing? (C)
3c. Why does voice matter in journalistic style? (C)

4a. As a news piece is edited, what is the effect of brevity and clarity on writing? (C)

5a. Is form essential to a writer's ability to provide their message? (P)

6a. In today's ever-changing news cycle, why is objectivity often hard to find? (P)

Standard(s)

Connecticut Core Standards / Content Standards
CCSS: English Language Arts 6-12
CCSS: Grades 9-10

Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Literature
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Reading: Informational Text
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and

counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are 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.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.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.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure.*

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
The student will:

- identify the types of news leads and their elements.
- write news leads.
- write in an inverted pyramid format.
- utilize transitions effectively.
- employ the point of view to match the writing style (mainly third person).
- use appropriate diction and style to facilitate reader understanding.
- attribute sources correctly and accurately.

Critical Content & Skills
What students must KNOW and be able to DO

- identify and write news leads
- write in an inverted pyramid format.
- utilize transitions effectively.
- use quotes and writer's own words in concert
- employ point of view to match the style (i.e. news, feature, editorial)
- use appropriate diction and style to facilitate reader understanding.
- attribute sources correctly and accurately.
- maintain balance and objectivity

Core Learning Activities
Interview Partner activity
Write about a current event
Identifying Media Bias

Interesting Person piece.docx
Written News story rubric.docx
All the President's Men piece.docx
All the President's Men piece rubric.docx
Media analysis oral communication rubric.docx
Curerent Event presentation.docx
Editorialassign.doc
Romeo&Julietrubric.doc

Assessments
Written News Story
Summative: Other written assessments
Journalistic Style Final Assessment
Summative: Other written assessments
Journalistic Style Final Assessment.docx
Written News story rubric.docx

Resources
Professional & Student
Journalism Matters by Schaffer, McCutcheon, and Stofer- teacher resource
The Radical Write (third edition) by Bobby Hawthorne- class set
Media and Culture 5 by Campbell, Martin, and Fabos
current newspapers, such as *The New York Times, Newtown Bee*, and other various sources
Associated Press Style Manual
https://www.apstylebook.com

	University of Indiana school of Journalism website https://mediaschool.indiana.edu/ Ethics Case Studies (course text?) "All the President's Men" Journalism Training: https://www.schooljournalism.org/journalism- PBS Newshour website: www.studentreportinglabs.org/lesson-plans/
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	Interdisciplinary Connections Capstone/Advisory American Literature, American Studies, and AP Language (Proteus interviewing) Composition History Sciences for ethical cases Government English I (Romeo and Juliet)

Unit Planner: The Ethics of Journalism
Journalism I

Last Updated: Thursday, May 7, 2020
by Kathleen Swift

The Ethics of Journalism
Kenney, Marc; Marks, Abigail; Swift, Kathleen

- **Unit Planner**
- **Lesson Planner**

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here

Lens: Responsibility/Ethics

Concepts:
Roles and Responsibilities of the journalist
Diversity of opinion
Legal and ethical boundaries of journalism
Journalist as gatekeeper
Role
Responsibility (moral, questionable material)
Diversity
Opinion
Ethics
Legality
Boundaries
Gatekeeper
Harm
Credibility
Standards
Accuracy
Truth
Slander/libel
Prior review,
Off the record, censorship,
Confidentiality

Generalizations / Enduring Understandings

1. Publication of incomplete or inaccurate information harms subjects and society.
2. Journalists operate under a set of standards to protect their ethics, credibility and follow the Constitution.
3. Responsible journalists fulfills their role to cover all sides of an idea to benefit society at large.
4. Accurate reporting requires truth more than anything else.
5. Historical court cases apply to student publications and reporting.
6. Journalists operate with credibility by adhering to professional standards of ethics (for slander, libel, confidentiality and off the record).

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What does a journalist do to ensure accuracy? (F)
1b. What impact does unreliable and inaccurate reporting have on the subjects and audience? (C)

2a. What is a balanced article? (F)
2b. What are the principal pieces of journalistic ethics (i.e. slander, libel, prior

review, off the record, censorship, confidentiality, retraction, obscenity)? (F)
2c. Why is there a need for policies and procedures to avoid censorship and other legal ramifications of journalistic decisions? (C)
2d. Does the digital age change or maintain journalistic standards/rules? (P)

3a. What role does journalism play in a community or nation? (C)
3b. What is the value of diversity in journalism? (C)

4a. Do the pressures of deadline ever relieve the burden of thorough reporting? (P)

5a. Which court cases directly apply to high school journalism? (F)
5b. What court cases anchor/challenge the First Amendment? (F)
5c. Does free speech impact journalism and the ability to successfully inform people? Is the impact the same for students in a high school? (P)
5d. Should changing times require adjustments in court cases? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Literature

6. Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading: Informational Text
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, 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.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking & Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
The student will:

- learn and apply principal journalism terminology in the production of articles and pages for the school newspaper.
- define journalistic ethics
- analyze published articles for compliance or noncompliance to journalistic ethics
- discuss ethics involved prior to covering articles
- evaluate how the school newspaper/The Newtown Bee contributes to a sense of community.
- analyze the roles that journalism plays in a community or nation
- explain the value of diversity in journalism and how to include diversity in the school paper
- explain the concepts of legal and ethical boundaries of journalism and how they relate to the student journalist
- analyze the court cases that affect free speech in schools and draw conclusions on significance for day-to-day operations for the student journalist
- apply the key points in a professional code of ethics in conducting interviews, writing and publishing articles for the school newspaper.
- learn and apply policies and procedures to avoid censorship and other legal ramifications of journalism.

Critical Content & Skills
What students must KNOW and be able to DO
Students will be able to:

- discuss the contributions, roles, responsibilities of a journalist and newspaper.
- define and apply relevant terminology and concepts (diversity opinion,ethics,legality,boundaries,gatekeeper,harm,credibility,standards, accuracy truth, slander/libel,prior review,off the record, censorship, confidentiality, and retraction).
- apply judgments in relevant court cases affecting school journalism to real-life situations.

Core Learning Activities
Recognize and report bias
Study the role journalists have played in historic cases (Watergate, Spotlight).
Ethics guiding questions.docx

- identify and apply the elements of a professional code of ethics to their own writing.
- analyze articles to determine their ethics.
- analyze publications and the school newspaper for diversity.
- select articles to reflect and expand school population's diversity.

Assessments

Mid-term Paper on What is Journalism Today?
Summative: Written Report
Your task is to write a four to six page MLA formatted paper in which you answer the following:

What is journalism? What is a journalist? How has the message impacted our society?
Honors Journalism midterm paper 2019.docx

Resources

Professional & Student
Journalism Matters by Schaffer, McCutcheon, and Stofer- teacher resource
The Radical Write (third edition) by Bobby Hawthorne- class set
Media and Culture 5 *by Campbell, Martin, and Fabos*
"Spotlight" film (permission slip attached)
"The Post" film
University of Indiana School of Journalism ethics
https://sites.mediaschool.indiana.edu/ethics-case-studies/
Spotlight permission slip.doc
Hack Heaven Stephen Glass article.doc

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Philosophy
English I- study of *Doubt*

Newtown High School > 2019-2020 > High School > English Language Arts >
Journalism I > Week 16 - Week 24

Last Updated: Thursday, May 7, 2020
by Kathleen Swift

Technology in Journalism
Kenney, Marc; Marks, Abigail; Swift, Kathleen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Lens: Evolution

Concepts
Objectivity
Subjectivity
Presentation
Information
Layout
Design principles
Website construction
Website maintenance
The role of technology on journalism
High school papers as real-life journalism

Generalizations / Enduring Understandings

1. Presentation facilitates communication of information and ease of reading.
2. Audiences quickly determine whether to read an article or not.
3. Reporters modify and edit stories based on the inverted pyramid to fit the news hole.
4. Understanding and integrating basic layout terminology (i.e. art, rule, gutter, tombstone, credit, byline, pic, jump, balance) creates an eye-pleasing publication that facilitates communication.
5. Journalists adapt design principles to new platforms as technology evolves.
6. Layout influences the objectivity or subjectivity of an article.
7. High school journalists like paid journalists appeal to their audience through website construction and maintenance to adapt to changing times.
8. Editors and publishers balance cost, efficiency, effectiveness and thoroughness when making decisions from what new to include to how to publish.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]
1a. How is a newspaper laid out properly and effectively to aid reader? (F)
1b. How does a journalist apply the inverted pyramid to design? (F)
1c. What is a U and L layout? (F)
1d. What does "above the fold" mean? (F)
1e. Does the layout of a newspaper or website directly influence and impact the reader? (P)

2a. In the fast-paced world, how does a newspaper attract readers? (C)
2b. Can anyone be a journalist? (P)

3a. How do editors evaluate articles for inclusion or exclusion from paper? (C)

4a. What are art, rule, gutter, tombstone, credit, byline, pic, jump, balance? (F)
4b. What is the best manner to convey information for the high school audience? (C)
4c. How do layout designers balance rules and creativity? (C)

5a. What computer programs layout newspapers professionally? (F)
5b. How do the computer programs work? (F)
5c. What is the benefit of using a variety of platforms to convey information? (C)
5d. How does a publisher evaluate and select a computer program? (C)

6a. How does every aspect of layout impact objectivity and balance? (F)

7. a. How do websites broaden the readership of the publication?

8. Of cost, efficiency, effectiveness and thoroughness, which is most important in making journalistic decisions?

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

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They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

Reading: Literature

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading: Informational Text

6. Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print

and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(Not applicable to literature)

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

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

W.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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
The student will be able to:

- utilize Indesign software to produce pages.
- understand and utilize selectively the various social media platforms that contribute to news reporting.
- maintain and update a website to showcase student newspaper.
- understand and create a television news "package."

Critical Content & Skills
*What students must **KNOW** and be able to DO*

- utilize Indesign software to produce pages of school newspaper.
- understand and utilize the various social media platforms that contribute to news reporting.
- maintain and update a website featuring the school newspaper.
- understand and create on-air television news pieces.

Core Learning Activities

Work with Indesign software to create mock and publishable pages
Create a video newscast while adhering to journalistic principles
Create a website/blog focused on a personal interest
video project.docx
website creation project.docx

Assessments

Design A Page for the Student Newspaper
Formative: Other Visual Assessments
Students design a page for clarity and audience appeal.
Layout Final Assessment.docx

Resources

Professional & Student
Online news sites such as national (CNN, FOX, MSNBC, BBC, Al-Jazeera) and local (nbcconnecticut.com) as examples/guides
Video production website:
www.collegemediamatters.com
Imovie or other video production program

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Video production
Music Makerspace

Unit Planner: Identifying News Journalism I

Identifying News
Kenney, Marc; Marks, Abigail; Swift, Kathleen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Lens: Definition

Concepts
Newsworthiness
Writing styles
Medium
News
Features
Sports
Entertainment
Humor
Selection
Timeliness
Prominence
Proximity
Conflict
Impact
Human interest
Editorial philosophy
Business considerations
Edification

Generalizations / Enduring Understandings

1. Journalists categorize information by evaluating each item's newsworthiness based on timeliness, prominence, proximity, conflict, impact, and human interest.
2. Readership depends on papers' covering a broad range of topics, so papers include sections of news, features, sports. entertainment, and humor.
3. Readers' convenience impacts the organization of a paper.
4. Reporters pursue stories based on their ability to educate, edify, or entertain their readership.
5. Reporters determine and cultivate sources who offer depth to news stories.
6. A news medium offers balanced stories that educate a public to make decisions that betters society at large.
7. Publishers and editors balance editorial philosophy with business considerations to stay a viable publication.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]
1a. What are the factors unrelated to any single news story that determine what is considered newsworthy? (F)
1b. Which aspect of newsworthiness (timeliness, prominence, proximity, conflict, impact, and human interest) is most important for each section of a paper? (C)

2a. What should a newspaper include? (F)
2b. How does a staff ensure that popular and unpopular topics are covered to broaden readership? (C)

3a. How are newspapers (and websites) organized by content (i.e. local, national, sports, arts & leisure etc.)? (F)
3b. Why is organizing papers by content effective? (C)

4a. How does a reporter cultivate a "nose for news" and stay alert for stories? (F)
4b. How do journalists find stories? (C)
4c. What is the impact of audience on newsworthiness? (C)

5a. How does a reporter cultivate sources? (F)
5b. Does anything limit a journalist's cultivating a source? (P)

6a. Should school newspapers have topics that are off-limits? (P)
6b. On the whole, how much should the type or depth of stories in a news medium incite a public to promote change? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They value evidence.

They use technology and digital media strategically and capably.

Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are 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.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking & Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS: Grades 11-12

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
The student will:

- understand key terminology (outlined above).
- understand that every item that is newsworthy will have one or more of theses characteristics: timeliness, prominence, proximity, conflict, impact and human interest.
- understand news depends on facts, interest and audience.
- understand that there are factors unrelated to any single story that determine what is considered newsworthy.
- understand a variety of sources journalists use for locating news sources.

Critical Content & Skills
What students must KNOW and be able to DO
Students will be able to:

- analyze potential news ideas and articles for their "newsworthiness."
- identify factors that would determine whether a news article would be included in a paper.
- analyze the audience for a particular publication or article.
- locate potential news items and sources.
- analyze and compare various newspapers for news content.

Core Learning Activities
Explore various newspapers and magazines to determine newsworthiness.Present findings to class in discussion or presentation.
Look at online, television, and radio news media to evaluate content, find discrepancies, and look for bias..Present findings to class in discussion or presentation.
Evaluate consumers of news

Assessments

Curerent Event presentation 2.docx
Media analysis oral communication rubric.docx

Resources

Professional & Student
  Journalism Matters by Schaffer, McCutcheon, and
  Stofer- teacher resource
  The Radical Write (third edition) by Bobby Hawthorne-
  class set
  Media and Culture 5 *by Campbell, Martin, and Fabos*
  Media bias chart www.adfontesmedia.com/product/...

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Government

Production of The Hawkeye
Kenney, Marc; Marks, Abigail; Swift, Kathleen

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Lens: Collaboration

Concepts:
Collaboration
Team work
Mentorships
Goal
Individual accountability
Deadlines
Revision
Feedback
Social media
Accuracy

Generalizations / Enduring Understandings

1. Collaboration promotes achieving a common goal.
2. Peer revision suggests improvements for editing and adjusting individual writing through tactful and respectful feedback.

3. Decisions in writing and design define the quality of a final news product.
4. Tact, accuracy, and empathy in critiquing articles and layout develop effective mentorships.
5. A good newspaper relies on a clear adherence to the Journalistic Code of Ethics, strong writing skills, an attention to detail, and a focus on the audience and meeting the established deadline..
6. A set of common guidelines ensures a shared mission to achieve the ultimate goal a consistent, quality final product.
7. Despite social media, journalists understand that accuracy is still paramount to responsible journalism.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What is collaboration?(F)
1b. When there are varied roles and positions of authority, how does a team develop collaboration? (F)
1c. How does a newspaper staff balance individual and group responsibility? (C)
1d. Does an individual need ever supersede the group's need?

2a. What is the difference between peer revision and editing? (F)

3a. What are rules and standards by which a good newspaper, such as The Hawkeye, is produced? (F)
3b. How do journalists internalize what is a quality news product? (C)

4a. What role do tact, accuracy, and empathy play in critiquing parts of the paper? (F)
4b. What role does mentorship play in creating a quality product? (F)

5a. How important are deadlines in producing a newspaper? (C)

	6a. With any organization, how does operating under a standardized set of guidelines help achieve a better final product? (C)
	7a. Is it possible for a school newspaper to deliver accurate reporting and compete with social media? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are 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.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections

and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.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.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking & Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure.*

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

when writing.

L.9-10.2c. Spell correctly.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CCSS: Grades 11-12

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language
Solve problems that arise during deadline time (writing and lay out) by applying journalistic principles.
Revise final draft of articles and pages for meaning and audience appeal.
By selecting and applying an approach, students will solve any problems that interfere with meeting their deadlines.

Critical Content & Skills	Core Learning Activities
*What students must **KNOW and be able to DO*** Students must be able to work collaboratively to produce a monthly newspaper. Student must understand the Indesign layout program. Student must meet strict timelines to produce a public medium dependent upon a very fast media news cycle.	Monthly written articles for publication in school paper Production of pages of the school newspaper using Indesign software Editing of articles and pages for the school newspaper

Assessments	Resources
Final exam- magazine article- layout- cumulative.docx Journalism Mid year Reflection.docx Written News story rubric.docx	*Professional & Student* The Hawkeye layout manual (contained on Hawkeye server) CP syllabus.docx

Student Learning Expectation & 21st Century	Interdisciplinary Connections

Skills	English (grammar/writing skills)
Information Literacy Critical Thinking Spoken Communication Written Performance	BEAT

2020-2021 Budget Adjustments

The Board of Finance reduced the Board of Education's budget by $100,000 at their meeting on February 27, 2020 reflected in the first requested modification. While the Legislative Council reduced the Board of Education budget by $450,000 at their meeting on May 6, 2020 reflected in the second two requested modifications. The latter reductions will be funded via a capital and non-recurring account funded by the Town.

Adjustments:

- Increase the allocation for turnover savings by $100,000. (This has the effect of being a budget reduction under the General Services Section of the budget.)

- Decrease the allocation for Technology equipment by $115,000 under the technology section of the budget.

- Decrease the allocation for Building and Site Maintenance Projects by $335,000 under the Plant Operation and Maintenance section of the budget.

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers

In accordance with Connecticut General Statutes §10-222, the Newtown Board of Education shall prepare an itemized estimate of its budget each year for submission to the Board of Finance and the Legislative Council for review and appropriation. Such budget estimate shall include, but is not limited to, the following major object line item categories:

100 - Salaries
200 - Employee Benefits
300 - Purchased Professional Services
400 - Purchased Property Services
500 - Other Purchased Services
600 - Supplies
700 - Property
800 - Other

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget after the initial approval of the budget by the Board of Education. The Superintendent shall present for Board approval any proposed additional staff that exceeds the staffing summary approved concurrent with the fiscal year budget. Hiring of additional staff that would be legally mandated will be brought to the Board for approval at the next scheduled Board meeting if all attempts for the Board of Education to meet prior to the hiring are unsuccessful.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform to the requirements for State and Federal accounting reports. A monthly budget report shall be prepared in the same format as the annual object detail budget (as a minimum), showing for each major object code line item, the appropriated budget amount, transfers, expenditure to date, encumbered amounts, and current balance.

Such budget report shall be presented to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, except the year-end report which shall be completed and presented by the end of August. The year-end report shall reflect all major object codes in positive balance. The Superintendent or designee shall recommend to the Board of Education and the Board shall approve transfers from one major object code to another.

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers (continued)

Any movement by the Board to expend funds that would otherwise render a major object code in a negative balance shall be preceded by a Motion to Transfer Funds between major object codes to maintain a positive balance in the account from which the funds will be expended. However, this action would not take place if there were expected incoming supplemental funds recognized by the Board.

For effective and efficient administration of day-to-day operations, budget transfer authority is granted to the Superintendent or the Director of Business, as his/her designee, under the following restrictions:

No transfers within major object codes, whether individual or cumulative, of $10,000 or more shall be made unless authorized by the Board.

If the emergency transfer of $50,000 or less is needed and the Board is unable to meet in advance, the Board will take action at its next regularly scheduled meeting. In addition, all transfers within an object summary category under $10,000 will also be approved at the next meeting.

The Board of Education shall not expend more than the amount of the total appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board of Education shall notify the Board of Finance, Board of Selectman, or appropriating authority and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Adding Funds to the Non-Lapsing Educational Account

1.   Each year, before August 31ˢᵗ, the Newtown Public Schools Director of Business will recommend to the Board to deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed the percentage of the total budgeted appropriation for education for such prior fiscal year as referenced in C.G.S. 10-248a. ~~an unexpended amount consistent with the Connecticut Statute 10-248a not to exceed 1% of the previous year's budgeted education appropriation to be placed into the non-lapsing education account~~

2.   Each year, before August 31ˢᵗ, the Board will forward a request to transfer unexpended funds from the previous year's budgeted education appropriation, to the non-lapsing education account. The transfer request will include each account number and the amount to be transferred. If known, the specific use for the funds will be communicated.

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers (continued)

Removing Funds from the Non-Lapsing Educational Account

The Board will vote to forward a request and explanation to the Board of Finance for use of funds from the Non-Lapsing Education Account. Consistent with the Connecticut Statute 10-248a, the use can be for any educational purpose. If appropriate, this request will also include a financial impact sheet.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by PA 13-60, An Act Concerning the Consolidation of Non-Educational Services)

Charter, Town of Newtown, 2008, P. 28

NEWTOWN MUNICIPAL CENTER
3 PRIMROSE STREET
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www.newtown-ct.gov

RICK SPREYER

TOWN OF NEWTOWN
PURCHASING AGENT

TO: Ron Bienkowski, Director of Business
FROM: Rick Spreyer, Purchasing Agent
SUBJECT: Bid Recommendation
DATE: July 8, 2019

On June 7, 2019, the RFP for HVAC Preventative Maintenance at Newtown High School and Reed Intermediate School was published. A mandatory walk through was held on June 13, 2019 and was attended by seven (7) companies. Bids were submitted and read aloud on Monday, July 8, 2019.

Here is the list of each vendor that submitted bids and their bid amount:

Company	Address		High School	Reed	Hourly Rate	% Markup
Tucker Mechanical	367 Research Pkwy, Meriden, CT 06450	Year One	$98,240	$92,817	$105/hr	14%
		Year Two	$101,240	$95,817	$105/hr	14%
		Year Three	$104,240	$98,817	$107/hr	14%
Tradesmen of New England	21 East Dudley Town Rd, Bloomfield, CT 06002	Year One	$89,465	$83,175	$105/HR	35%
		Year Two	$91,254	$84,838	$107/HR	35%
		Year Three	$93,079	$86,534	$109/HR	35%
Harry Grodsky & Co	299a Industrial Park Rd., Middletown, CT 06457	Year One	$72,800	$59,000	$116/hr	30%
		Year Two	$74,980	$60,770	$119/hr	30%
		Year Three	$77,200	$62,500	$122/hr	30%
Global Mechanical	157 Lepage Dr., Southington, CT 06489	Year One	$118,500	$65,100	$115/hr	25%
		Year Two	$124,425	$67,600	$120/hr	25%
		Year Three	$128,160	$69,600	$125/hr	25%

Renew for Years 2 & 3 →

After review of the bids, it was determined that Harry Grodsky & Co was the lowest responsible bidder on the project. Total budget for this project was $173,600 for year one. It is my recommendation that the bid be awarded to Harry Grodsky and Co for the amount of $131,800 for a term of one year with an option to renew for the next two years.

Sincerely,

Rick Spreyer, Purchasing Agent

NEWTOWN PUBLIC SCHOOLS
CURRICULUM DEVELOPMENT GUIDE

ADOPTED BY THE
NEWTOWN BOARD OF EDUCATION

AUGUST 2015
REVISED JUNE 2017
REVISED JUNE 2020

NEWTOWN PUBLIC SCHOOLS
Curriculum Development Guide

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to INSPIRE EACH STUDENT TO EXCEL in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community.

We accomplish this by creating an unparalleled learning environment characterized by:

- High expectations
- Quality instruction
- Continuous improvement
- Civic responsibility

To achieve this, the process for developing a high-quality curriculum must be systematic, flexible, sustainable and inclusive of teacher input. The outcome of the process should lead to a curriculum that is relevant, rigorous and viable so that all students are guaranteed the same opportunity to learn. The Newtown Public Schools Curriculum Development Guide provides guidelines that should be followed by district curriculum writers in order to achieve these goals.

Steps to the Curriculum Development Process

Phase I: Needs Assessment & Determination of Work to Be Completed

1. The Assistant Superintendent, in conjunction with the Director of Teaching and Learning, Principals, Directors and Subject Curriculum Committees, will evaluate the need to create new, or revise existing, curriculum based on changes in state and national standards, student performance, and/or any other relevant information gathered by Subject Curriculum Committees or other designated team.
2. Subject Curriculum Committees (or other designated team) will work in conjunction with the Assistant Superintendent and/or Director of Teaching and Learning to develop a scope and sequence for new or revised curriculum to ensure vertical alignment.
3. Content Area Leaders, Curriculum Coordinators and Department Chairs, will recommend curriculum writing projects to be included in the fall budget development process to the appropriate Principal no later than June 30th.
4. Supervisors and Directors of Visual and Performing Arts, Counseling and Special Education will recommend curriculum writing projects to be included in the fall budget development process to the Assistant Superintendent by June 30th.
5. Each summer, the Assistant Superintendent, in conjunction with the Administrative Team, will identify and prioritize projects to be included in the fall development process.
6. Each fall, according to the timeline presented in the budget development calendar, Principals, Director of Visual and Performing Arts and Director of Special Education will submit any budgetary requests for curriculum writing projects to the Assistant Superintendent for consideration of inclusion in the next year's budget request.

7. Such requests will include the number of participants, the number of facilitators, the estimated number of hours needed to complete the work, and the scope of the work to be completed.
8. Budget requests for curriculum revision and/or development will be considered and prioritized for inclusion in the next year's Curriculum and Instruction budget by the Assistant Superintendent.
9. Principals will be notified as to which projects will be included in the proposed budget.
10. Principals will notify their staff as to which projects have been moved forward in the budget process.

Phase II: Curriculum Development

1. Following budget approval, notification will be sent by the Assistant Superintendent to all Principals, Curriculum Coordinators, Department Chairs and Directors identifying approved projects. Included in this communication will be:
   a. Designated site(s) at which curriculum writing teams will assemble to complete the approved projects.
   b. Specific dates for the curriculum writing window which will typically begin within three days after the last day of school and last no longer than 10 days.
   c. Request for preliminary confirmation of participants, facilitators and hours for the project.
2. The Assistant Superintendent will then forward contracts to each participant outlining information specific to each curriculum writing project and will include:
   a. Designated site(s) at which curriculum writing teams will assemble to complete the approved projects.
   b. Specific dates for the curriculum writing window which will typically begin within three days after the last day of school and last no longer than 10 days.
   c. Name of the "Curriculum Coach" assigned to the project.
   d. Number of approved hours.
   e. Definition of the product expected at the end of the approved hours.
   f. Any professional development requirements that must be completed prior to beginning work on the project.
3. The role of "Curriculum Facilitator" will include the following responsibilities:
   a. Ensures that curriculum is not written in isolation; those not having a team will partner with a companion writer or Curriculum Coach.
   b. Coordinates with other members of the curriculum writing team in all matters related to the work.
   c. Ensures that members of the curriculum writing team have been trained within the past two years or have been actively involved in writing or reviewing curriculum within the past two years.
   d. Coordinates with Assistant Superintendent to ensure members of the curriculum writing team have editing rights in Rubicon Atlas prior to beginning the work.
   e. Coordinates time for the team to meet with the Curriculum Coach prior to beginning the work.
   f. Consults informally with the Curriculum Coach throughout the curriculum writing process
   g. Requests formal feedback from Curriculum Coach after completion of the first unit of study, at the project midpoint and at the project end.

h. Ensures the accurate and timely completion of the Curriculum Work Log throughout the writing process

i. At the end of the curriculum writing window, provides details of any remaining work and the plan for completion in the Curriculum Work Log.

j. Receives and responds to written feedback from the Curriculum Coach during the writing process and, following completion, from the Subject Curriculum Committee and the Curriculum Development Council.

k. Represents the curriculum writing team (and may include other team members) at the Curriculum and Instruction Subcommittee of the Board of Education (BOE) and at the BOE meeting on the date the curriculum will be presented for the "First Read".

l. Participates in any professional development required by the Assistant Superintendent prior to beginning work on the project.

4. Completed curriculum is defined as having: units of study, resources, proposed core learning activities, proposed assessments and /or performance tasks and identifies assured experiences/assessments.

5. Requests for new resources, such as textbooks, will be brought forward to the Assistant Superintendent for consideration as part of the development and/or revision process.

6. Curriculum writing teams will complete all work in Rubicon Atlas using the Concept-based Curriculum and Instruction (CBCI) framework template.

Phase III: Curriculum Approval Process

1. Curriculum must receive approval from the Curriculum Coach at the designated checkpoints during the curriculum writing process.

2. Curriculum Approval Calendar will be established and managed by the Office of the Assistant Superintendent.

3. Curriculum will be presented to the appropriate Subject Curriculum Committee (or in the absence of a committee specific to the discipline, to colleagues) for review.

4. The Subject Curriculum Committee will provide feedback on the content, core learning activities, assessments, and may also make recommendations on the CBCI format.

5. Once feedback has been incorporated into the curriculum, the Subject Curriculum Committee will recommend the curriculum to the Curriculum Development Council for review.

6. The Curriculum Development Council will provide feedback on the CBCI format.

7. Once feedback has been incorporated into the curriculum, the Curriculum Development Council will recommend the curriculum to the Curriculum and Instruction Subcommittee of the Board of Education (BOE C&I).

8. The Curriculum Facilitator and/or Department chair will present a brief overview of the curriculum to the BOE C & I Subcommittee. The BOE C & I Subcommittee will review the curriculum and make final recommendations prior to recommending to the full BOE for approval.

9. The Curriculum Facilitator and/or Department Chair will present a brief overview of the curriculum to the BOE during the "First Read" and will receive feedback and/or questions from the BoE at that time.

10. Any additional feedback and/or questions from the BoE following the First Read will be submitted in writing to the Assistant Superintendent.

11. The Curriculum Facilitator and/or Department Chair will not attend the BoE "Second Read" unless specifically requested to do so.
12. Following the "Second Read", the BoE will make a motion to approve the curriculum:
    a. If approved, an implementation plan will be developed.
    b. If not approved, the curriculum will return to the Curriculum Writing Team for revision.

Phase III: Implementation

1. The Assistant Superintendent will work in conjunction with the administrative team to create an implementation plan that includes appropriate professional development to support the roll-out, including any professional development for new resources.
2. Principals, Assistant Principals, Directors, Supervisors and/or Coordinators will monitor the implementation plan which will:
    a. Provide ongoing support for teachers to implement new curriculum along with any new resources.
    b. Provide regular opportunities for teacher feedback on curriculum throughout the first year of implementation through surveys, grade level and/or department meetings.
    c. Finalize core learning activities, assessments and/or performance tasks during the first year of implementation.
6. Teacher feedback and student performance outcomes will be regularly reviewed by Principals, Directors, Supervisors and/or Coordinators in collaboration with the Assistant Superintendent and/or Director of Teaching and Learning to determine the need for minor modifications and adjustments to the curriculum.
7. Should minor changes be necessary, a Curriculum Writing Team may be reassembled to complete the work.
8. Substantial content changes to Board-approved curriculum will require the curriculum development cycle to begin again, including progression through Board approval.

Phase IV. Evaluation:

1. Principals, Assistant Principals, Directors, Supervisors and/or Coordinators will consistently monitor curriculum implementation to ensure it is in alignment with the written curriculum.
2. Principals, Assistant Principals, Directors, Supervisors and/or Coordinators will regularly review the effectiveness of curriculum based on student engagement, performance and other metrics.
3. The following indicators may prompt an immediate review of curriculum:
    1. Changes to state or national standards
    2. Changes in format to state-mandated of other relevant standardized testing
    3. Declining student performance on state-mandated or other relevant assessments

Appendix A:

Estimated Work Hours and Payment

Estimated hours required for complete rewrite of curriculum (ex. rewrite in concept-based format; new standards adoption)

      Full-year course   ……………   100 hours
      One semester course …………....   50 hours

Estimated hours required for curriculum revision (dependent on scope of work)

      Full year course   …………….   40 hours
      One semester course …………….   20 hours

Members of Curriculum Writing Teams and Facilitators will be paid at the contractual rate as set forth in the current Newtown Federation of Teachers and Newtown Board of Education Contract.

<u>**Appendix B:**</u>

CONCEPT-BASED UNIT DESIGN
H. Lynn Erickson, Lois Lanning, and Rachel French (copyright 2017)

<u>**Steps in Designing Units of Study**</u>

Step 1: Create the unit title. The unit title can be engaging for students, but it needs to clearly indicate the content focus.

Step 2: Identify the conceptual lens. The conceptual lens is a concept that provides focus and depth to the study and ensures synergistic (factual/conceptual thinking).

Step 3: Identify the unit strands. The strands will be subject areas for interdisciplinary units. The strands will be major headings, which break the unit title into manageable parts for the intra-disciplinary unit.

Step 4: Web out the unit topics and concepts under the strands. After brainstorming, underline the concepts under each strand, so they can be easily accessed in the next step.

Step 5: Write the generalization that you expect students to derive from the unit of study. You will craft one or two generalizations using the conceptual lens and one or two generalizations for *each* of the strands. Sometimes a generalization will address one or more strands (especially in a process discipline). A unit of study may have 5-8 generalizations depending on the grade level and length of the unit.

Step 6: Brainstorm the guiding questions. Guiding questions facilitate student thinking toward the generalizations. Guiding questions should be coded as to type (factual, conceptual, provocative /debatable). Each generalization needs a mixed set of 3-5 factual and conceptual questions developed during the planning process, and 2 or 3 provocative questions for the unit as a whole.

Step 7: Identify the critical content. The critical content is the factual knowledge required for grounding the generalizations, deepening knowledge of the unit topic, and defining what students may need to know about processes/skills.

Step 8: Identify the key skills. The key skills are drawn verbatim from academic standards or national curricula. Key skills transfer across applications and are not tied to specific topics until they appear in the learning experiences.

Step 9: Write the common, culminating assessment and scoring guide/rubric. The culminating assessment reveals student understanding of a (an) important generalization(s), their knowledge of critical content, and key skills. Develop a scoring guide, or rubric, with specific criteria for evaluation of student work on the task.

Step 10: Roll out suggested learning experiences. Learning experiences ensure students are prepared for the expectations of the culminating assessment and reflect what students should know, understand, and be able to do by the end of the unit. Learning experiences are meaningful and authentic. Included in this section are suggestions for pacing, other assessments, differentiation strategies, and unit resources.

Step 11: Write the unit overview. The unit overview is written to read to the students as a hook to grab their interest and attention and to introduce them to the study.

Appendix C:

Concept-Based Curriculum & Instruction Overview

Newtown Public Schools takes a concept-based approach to teaching and learning, developed by Dr. H. Lynne Erickson and her colleagues.

A quality curriculum
- provides a clear focus for teaching and learning to ensure equity/consistency of learning opportunities for all students;
- communicates expectations for each grade or class to students, parents, and teachers;
- provides for continuity of instruction from grade to grade and class to class that ensures continuous improvement/growth/learning, and
- guides assessment of student learning.

Defining terms
In order to reach this goal, all Newtown curriculum documents will include the district mission and a clear structure as outlined below.

- **Concepts** are mental constructs that frame different topical examples; concepts are universal, timeless, abstract (to different degrees), and encompass different examples that share common attributes. Concepts are generalizable to other disciplines and situations. Unlike topics, concepts are transferrable, and they are generalizable to other situations.

- **Conceptual Lenses** are the broad organizing concepts under consideration in a unit of study

- **Enduring Understanding(s)/Generalization(s)**
  Generalizations are two or more concepts stated as a relationship**.** Generalizations are conceptual understandings that transfer to other situations, through time, and across cultures they are:
  1. Universal
  2. Timeless
  3. Abstract

  These are the statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Enduring understandings:
  1. Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills;
  2. Transfer to other fields as well as adult life;
  3. "Unpack" areas of the curriculum where students may struggle and frame as declarative sentences that present major curriculum generalizations and recurrent ideas.

- **Guiding Questions** are factual, conceptual and provocative questions that guide students to discover the generalizations.

- **Objectives** provide the focus of instruction for the grade level or course and lead to mastery of the standards for a particular content area.

- o **Objectives will reflect higher levels of thinking** rather than focus on general memorization of facts. Unit objectives need to represent depth of knowledge (DOK) and Anderson's taxonomy
  - o **Unit Objectives need to be limited in number** so that they can be revisited often enough to ensure mastery for all students, by unit's end, as well as allowing ample time to incorporate materials related to student interests and to tie learning to their life experiences.

- **Standards** define the knowledge and skill areas that are important for all students to master. They describe what we want students to know and be able to do by the end of a course of study in this field. Standards are developed with awareness of state framework documents and national standards for that content area.
  - o Each unit must contain CT Core Standards (CCSS) and discipline‑specific standards (i.e. for Social Studies CT C3 Frameworks and NGSS for Science)

- **Content** is the critical content that students must know related to the discipline under study.

- **Skills** are specific to the content area being studied that students will practice or master throughout the course of the unit of study.

- **Core Learning Activities** provide students with an opportunity to demonstrate what they know and can do. A task can be an activity paired with observational checklists or records, written or spoken performance, or a project, where tasks will incorporate an opportunity for students to use a variety of their intelligences. Core activities are those that ALL students engage in. If a list of suggested learning activities is presented, the **CORE** learning activities should be bold-faced.

- **Assessment(s)** include a combination of formative and summative assessments that measure student growth.
  - **Performance assessments** will be used to determine how well students have mastered the standards and can apply the learning for this grade level or course. Performance Assessments will include one or more tasks and a performance standard.
    - **Performance Standard** (rubric). The performance standard defines specifically the level of performance that represents mastery. This standard can be represented by a score requirement on a standardized test, by a mastery criteria (such as 3 of 4 correct), or by an analytical rubric that shows multiple criteria. An ongoing effort to collect exemplars (samples of scored student work) will exist at the building/grade/course level as references for teachers

- **Resources** include a list of the professional resources that teachers need to implement the curriculum, and resources that students need to master the standards.
  - **Professional Resources**
    - □ Sample curriculum maps or timelines that integrate objectives with content material and illustrate when they will be taught
    - □ Either a list of suggested activities or model units
    - □ Extension activities that provide opportunities for differentiated instruction and force students to go deeper in their learning
    - □ Two or three excellent references that will be supplied by the district
    - □ Suggestions for coordinating with parents
  - **Student Resources** will be shown as either mandatory or optional.
    - District adopted textbooks (see textbook adoption materials)
    - Supplementary materials that are universal (such as a book of readings, a science kit, or a list of math manipulatives)

- Reference materials (Such as District MLA Citation handbook)

- **NHS Graduation Standards** (see program of studies)
  The graduation standards are school-wide rubrics that address Written, and Spoken Communication, Information Literacy and Critical Thinking. All NHS graduates must meet standard on these rubrics as a requirement for graduation.

- **Interdisciplinary Connections** will be added into all Newtown curriculum documents in all content areas by incorporating objectives from other areas where they fit naturally and logically.   Curriculum writers will review reading, writing, information literacy, problem-solving, self-directed learning, and technology objectives to see which objectives are appropriate to incorporate into the new or revised document for reinforcement and application in a different setting.

Resources
Erickson, H. Lynn, and Lanning, Lois A. *Transitioning to Concept-based Curriculum and Instruction: How to Bring Content and Process Together,* Thousand Oaks, CA: Corwin Press, 2014. Print.

Erickson, H. Lynn. *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-based Learning,* Thousand Oaks, CA: Corwin Press, 2008. Print.

Erickson, H. Lynn**.** *Concept-based Curriculum and Instruction for the Thinking Classroom*, Thousand Oaks, CA: Corwin Press, 2007. Print.

Lanning, Lois A. *Designing a Concept-based Curriculum for English Language Arts*, Thousand Oaks, CA: Corwin Press, 2013. Print.

"Six Critical Skills that Form the Foundation for 21st Century Success": Education Connection (Jonathan Costa). 2009. Print.

Wiggins, Grant and J. McTigue. *Understanding by Design*, Alexandria, VA: ASCD, 2005. Print.

District Highlights

Welcome to the inaugural issue of District Highlights from the Newtown Board of Education. District Highlights will be our new quarterly newsletter, constructed by the Board of Education Communications Sub-Committee for the Newtown community at large. We are a bit late with this issue which was supposed to be out in June due to the pandemic that descended on us in March, right before we were supposed to start work on this issue. However, while it delayed us it also gave us a chance to highlight major accomplishments within the Newtown Public Schools, namely the creation and roll out of our Alternative Learning Plan (ALP).

At our first virtual sub-committee meeting, we discussed what this newsletter should be about. The Alternative Learning Plan, ALP, was our mountain to climb - and what a mountain it was! All of the staff throughout the Newtown Public Schools, from teacher to Superintendent, found themselves coming up with new ways of providing instruction to thousands of students with only a little bit of lead time to prepare. We have met with staff through various areas of the school district to present a picture of what this task was like, including (but certainly not limited to): learning new technology, adjusting curriculum, creating new procedures, and finding creative new ways to engage learners of all ages.

So please join us in learning about our challenges and achievements that members of the staff have gone through over the past couple months.

Daniel Cruson Jr. and Deborra Zukowski
BoE Communications Subcommittee

Curriculum Delivery
By Daniel Cruson Jr.

On March 13th, 2020 Newtown Public Schools closed down for an indefinite period of time, leaving parents, students and staff wondering what education would look like for the foreseeable future. Prior to that point preparations had been underway on an Alternative Learning Plan (ALP) that could be leveraged if this exact scenario occurred. March 13th had been scheduled as a Professional Development day for focused work on the plan, and on that day the need to implement the in progress plan suddenly became a reality.

I recently had a chance to sit down (virtually) with 3 teachers from across the district to discuss how they went about implementing the plan, and what challenges and successes they have had during the journey.   The three teachers that were kind enough to spend an hour of their day talking to me were:

- Karen Dreger, a 2nd Grade teacher at Head O' Meadow Elementary
- Jill Gonski, a Special Education teacher at Newtown High School
- Bonnie Hart, an 8th Grade Math Teacher and Coordinator at Newtown Middle School

The three have very different backgrounds and skill sets, but they also had some very similar challenges and successes to share with me.

Technology was something that all three mentioned as an early challenge to implementing the plan. Ms. Dreger shared that prior to the closing of school her grade level didn't make use of Google Classroom so it was unfamiliar to not only the teachers but also their students. This led to a steep learning curve for all involved in using the technology. This challenge was echoed by Ms. Hart whose class did not use Google Classroom as part of their regular curriculum for teaching Math. She also mentioned a challenge of converting some areas of the curriculum to digital from the normal pen and paper approach, areas such as graphing which students would normally do with pencil and graph paper. Both indicated that their students managed very well making the transition to Google Classroom and now feel comfortable using it every day.

Ms. Gonski's two sections of Life Skills, an interactive curriculum that connects General Education students to Special Education students as mentors as well as that teaches vocational skills through practical applications. However it is difficult to facilitate lessons involving social connections and in person work when students and teachers are required to remain physically distant. Additionally her students have a variety of special needs that make it hard for them to work virtually, such as some being non-verbal. While Google Meets gives a way to meet with her classes on a regular basis, the district has also purchased other platforms geared toward special education learners that have been successful in helping to overcome the barriers that were originally present.

All three teachers echoed that they could see continuing to use these new tools in the course of regular learning once school is back in session. All have found benefits to the platforms that would be able to supplement their regular lessons and how they interact with students that might need some extra help. Ms. Hart said she had become a tremendous fan of Google Classroom and Ms. Dreger said she was surprised at how quickly the students succeeded with a brand new platform.

A second challenge that all three shared was they recognized early on that the lack of social interactions was a problem for their students. Ms. Dreger saw in her 2nd Grade classroom the need for the kids to be able to see each other and be kids. Additionally she noted that teaching lessons like reading to students is a challenge when you are not physically there. Further up the grade ladder Ms. Hart saw her 8th graders lose the benefit of real time interactions through questions and answers with each other and the teacher. Finally Ms. Gonski's class was built on the interactions of Mentor's and Mentee's which could be accomplished through email but just wasn't the same. Once they got rolling with Google Classroom though they saw the students begin to benefit from virtual meetings with fellow students. They noted that full class lessons in that format were a challenge, but smaller groups with a shared screen could be beneficial at higher grade levels. Meanwhile at lower grade levels, it was more about letting the kids be social with each other through the use of snack meetings or sharing time, than trying to teach full lessons - until they got used to the technology.

The third big point to come from our discussion was the importance that staff collaboration played in getting through the challenges of this new learning environment. Ms. Hart talked about how her fellow grade level teachers used a Google Doc to share their progress through their shared curriculum and how they all could see that they are going to finish up the year where they would have hoped to be normally.

They also worked together to share ideas for lessons and used Google Forms for common assessments.

Ms. Dreger told me about the fact that the elementary grade levels were collaborating not only amongst the teachers in the same building, but also across all 4 elementary school buildings to share ideas and resources. A representative from each building would meet weekly with representatives for their grade level at other buildings to ensure a close alignment among all 4 schools.

Meanwhile, within the individual buildings, the grade level teachers continue to work closely within their cohort like they would during a normal school year. However, the individual teachers have taken on the responsibility of focusing on a given subjects for the entire grade, instead of each teacher teaching all subjects to their own classroom. For instance, one teacher would take on delivering the writing lessons while another would take on the math lessons. Ms. Dreger shared that the students have shared being excited by this approach to teaching, they enjoy (and some even look forward to) seeing different teachers for different subjects.

Being a special education teacher and the only one teaching her class, Ms. Gonski's collaborations took on a different form. Instead of having fellow classroom teachers to collaborate with, she meets with the service providers like the Occupational Therapists, Physical Therapists, etc., who work with her students on a regular basis. She works with them to develop strategies and resources that she can use with her students when delivering her lessons virtually. She also regularly collaborates with her students' parents to find the best way to help deliver lessons and meet the variety of needs they have.

In the end, it was clear that Ms. Dreger, Ms. Hart and Ms. Gonski all felt that the students, parents and staff had risen to the occasion and overall had succeeded despite the odd circumstances in which they found themselves. They all saw positive takeaways from the experience of having to build and implement the ALP over the past few months. They see that not only staff, but students and parents have learned new things that will be of use to everyone now and into the future, regardless of where we may have to go from here.

Special Education
By Deborra Zukowski

Quickly pivoting to distance learning is difficult for most students, teachers and families, but especially so for many with special needs. During the traditional school day, students with special needs are eligible for individualized access to educational, functional, and social services provided by highly trained special education teachers and specialists along with assistive technology when needed. Depending on their Individualized Education Plans (IEPs), students may be provided with one-on-one and small-group instruction for reading, writing, and mathematics. They may also have instructional materials adapted when part of mainstream classes. In addition to educational support, some students are provided with functional and social services including speech and communication therapy; physical therapy for access to and use of facilities throughout the school; occupational therapy to better participate in classroom activities and learn general life skills; and social/behavioral support and counseling.

The move to distance learning was especially challenging for special education students and teachers since much of the support provided required face-to-face interactions, often assisted by specialized materials and tools. These interactions build close bonds between a student and his/her teacher that also improved the student's overall educational experience. Unfortunately, the speed with which the district had to move to distance learning left little time to fully develop the practices needed to

digitally model such interaction and some of the services that required close contact or specialized equipment were not able to be provided outside of the school setting.

Since distance education started, special education teachers, specialists, and Newtown special education administrators have been working together with families to make the educational experience as successful as possible. One of the major efforts was to try to emulate teacher "presence" so that the very important student/teacher bond could be maintained. A focus for all grades was to ensure that teachers were there in voice and/or video. Depending on the type of content, the special education teachers now complement instructional materials with audio recordings that students can play back as many times as needed, hearing their teacher's voice each time. In some courses, like math, it is possible to go a step further with virtual whiteboard-like videos that include voice overlays and so provide the content both visually and audibly. And for other courses, such as science labs, the teacher records a full video with step-by-step demonstrations that students can work along with and/or play back later.

While the lessons are prerecorded and not interactive, the teachers supplement the lessons with small group video review sessions and individual check-ins. For the latter, some special education teachers personally talk with every student they support for up to 30 minutes at least once per week, and sometimes more. During the call, the teacher helps the student and his/her family with goal-setting and instructional follow-up as well as checking to see how they are doing overall. For some teachers and students, this weekly method of individualized attention works even better in the distance learning mode than it did in the classroom because the teacher is able to solely, and regularly, focus on the needs of the student and his/her family.

As of May, the overall feedback from parents/guardians has been positive. They appreciate the care and work that teachers are providing their child(ren). However, knowing that many students and families are still overwhelmed, the district is striving to further improve the distance learning experience. Teachers and specialists are holding frequent video conferences and sharing ideas to improve their outreach. Special education administrators are constantly reviewing their guidance for their staff. With collaboration among the district staff and suggestions from families, Newtown's support for students with special needs is expected to continue to improve.

Thank you to Chelsea Ciccio – special education teacher at Middle Gate, Marcia Stiman-Glacier – special education teacher at Newtown High School, and Maureen Hall – special education supervisor at Reed and Newtown Middle School for helping us better understand what they do and how distance education has affected their work. Their love of the students and zeal for teaching were abundantly apparent, and only partially conveyed in this article. Also, thanks from all of us to the special education administrators who are working shoulder to shoulder with the teachers to improve the overall experience for their students, including Deborah Mailloux-Petersen, Sonia Raquel, Maureen Hall, Dr. Paula Grayson, and Dr. Bonnie Voegeli. To contact a special education administrator, go to: https://www.newtown.k12.ct.us/SpecialEducation.

Student Voices
By Milan Chand and Hannah Jojo

   In these unprecedented times this pandemic has shaken up the world, but Newtown High School and all the Newtown Public Schools have adapted expertly to the new Distance Learning Model. As students from NHS, we have experienced this fashion of learning first hand and although there are some challenges, the versatility and vigor of our student body has been unmatched. Moreover, teachers and parents are working harder than ever to make this "new normal" a little easier.

   By utilizing the platform Google Classroom, teachers are sending student assignments, creating videos to explain topics, setting up office hours, and adapting with this new way of schooling with novel ideas. On a regular day, assignments are due at 11:59 each night giving students time to complete their work and manage their own time during this quarantine. Google classroom allows students to see all their assignments and due dates laid out on one screen, furthermore the application allows for multiple types of assignments to be submitted, giving teachers various ways to communicate and give work. For example, one piece of new technology many teachers are using is called EdPuzzle, which is a learning tool that shows a video and provides questions to submit along the way. Having experienced all of these types of distance learning, we can say that each teacher has figured out what works best for them as well as for their students.

   The styles of distance learning, as well as the grading policy, have changed from the beginning of this journey. At the beginning, many teachers were unsure how to use google classroom and other tools of learning. As time went on, they started to figure out the details of how they would teach their students and developed a set routine for each week. For example, after the first couple of weeks, many teachers started learning how to post a video of themselves explaining a powerpoint. However, since this has been a learning process, everyone has truly found the best way to teach and learn, as well as be fair. When looking at grading, the new system puts less weight on this final quarter and gives students an option to change to pass/fail, while still maintaining a GPA value for the year. This system is a perfect balance for students and teachers alike by reducing stress, while also keeping everyone accountable.

   Throughout this journey of distance learning, teachers of Newtown Public Schools have kept an open mind and continue to be enthusiastic and willing to try new types of teaching. It has been a trial and error process, but the teachers and students have stayed resilient and hard working. Students know what to expect from each teacher and can contact them if there are any issues or concerns. From our experience, we would say that distance learning is working very well and we are fortunate to be in a school district that is so dedicated to making sure this experience runs as smoothly as possible.

DID YOU KNOW?

We distributed 649 student devices. Our current enrollment for all schools with Preschool included is 4128. This is 15.72% of students that needed devices.

We handed out 5 hotspots to students which is 0.12% of students

Unified Arts
By Daniel Cruson Jr.

The Arts is an exciting part of many student's school day, and something that many have come to recognize as an important of life in general during the past couple of months. Whether it is fine arts, musical arts or theater arts, many students in Newtown Public Schools look forward to spending time working with their teachers in these subjects. But how do you participate in a subject that thrives on collaboration with peers when you can't be in the same room as them? How do you instruct largely home-bound students in using materials that aren't available in a normal household? The answer is with a lot of creativity and cooperation with fellow teachers.

I had the chance to sit down (through a Google Meet) with a number Unified Art teachers throughout the district to learn how they have managed to convert their programs to fit within the Alternative Learning Plan (ALP). Janice Gabriel (Theater Arts at Newtown High School), Michelle Hiscavich (District Arts Coordinator), Kim Hosler (Elementary Art at Sandy Hook & Hawley), Tina Jones (Elementary Music at Middle Gate), Carol Skolas (Art at Newtown High School) and Mardi Smith (Orchestra at Reed Intermediate School).

Despite everyone having their own challenges, the focus of our Unified Arts teachers throughout this whole time has been finding a way to implement their lessons and curriculum with fidelity and quality. Many of the staff talked about collaborating with teachers throughout the country and even across the world to share ideas for ways to provide the best curriculum for their program despite having to do so remotely. Ms. Gabriel mentioned that even before schools closed down in Newtown, she was finding groups on Facebook and other platforms that were sharing their experiences with others to help them prepare for what was coming.

Ms. Gabriel was the first to mention the challenges of running a class that normally requires collaboration between students. She teaches acting class and while she could teach pieces remotely one on one with students, many times acting requires the energy from your fellow actors as well as the audience. The nature of a performance changes just by being in a one on one environment. Ms. Smith faced a similar challenge when teaching orchestra. Part of the pleasure of music is working with a group and hear the harmonies that are made by many instruments playing together.

Both Ms. Gabriel and Ms. Smith cited challenges with technology. In Ms. Smith's case, technology could have helped a bit with multiple students playing music together, but the technology and connectivity was not optimal for this use. Ms. Gabriel ran into slightly different issues because many of the apps that would have let her make up for the lack of the normal equipment used to teach Theater Production (such as virtual light and sound boards) did not meet the state mandated security standards that they must follow.

Ms. Skolas encountered a variation on Ms. Gabriel's issues of needing to teach without the normal materials to do so, except in her case it was trying to teach ceramics without the materials normally used for craft projects. These are not materials that a student would normally have access to at home and not obtained easily. Additionally her work was normally done in 3D but because it had to be reviewed remotely and couldn't be done in person she had to convert her normal lessons to a 2D medium.

When it came to getting past the challenges, the common theme was creativity. Every teacher found ways to adjust their curriculum in new ways, not only getting the lessons done but embracing the

new situation the students and staff found themselves in. Ms. Skolas, Ms. Hosler and Ms. Jones all spoke about getting the students outside with their projects. Ms. Skolas created a lesson around the history of cairns and even branched off into science with a lesson on why environmentalists don't like them. Ms. Hosler created an "elements of art" scavenger hunt that sent students outside to find artistic materials and do projects with them. They also spoke about encouraging the students to do these projects with their families, promoting togetherness during this time of community isolation.

Ms. Hosler and Ms. Jones both noted seeing a new side to some of their previously quiet or shy students. These students were more likely to reach out to their teachers when they could do so through email or other technology, and started to show more confidence. Ms. Jones also shared the way she used technology to bring back one of her students' favorite class starters. In the classroom she would start with a guess the song icebreaker using a song they had learned in a previous class. She did this via video, but to add another element of fun to it for the reveal she used an Instagram filter to change her appearance in a way that to related to the song and give her students a laugh.

By the end of our discussion, it was clear that everyone had put a lot of effort into finding a way to make the arts a part of every student's school experience despite the challenges presented by distance learning. As a positive to going through this whole experience, the teachers all mentioned learning new things that they look forward to incorporating into their classrooms when the students return. Ms Hiscavich did share that discussions around next year are already happening in her department, so they can be prepared with needed resources should the ALP continue into the next school year.

To paraphrase something that Ms. Skolas shared with us during the call, everyone seemed to be excited about the possibilities of the new normal instead of waiting for the old normal to come back. It is clear that this new normal will be enriched by the experience gained over the last few months.

I would like to thank the unified arts staff for taking an hour from their day of teaching to speak with me for this article.

DID YOU KNOW?

Since schools closed, Newtown Public Schools has provided 12,301 meals between Head O'Meadow, Newtown Middle School and Newtown High School (Data as of June 3rd)
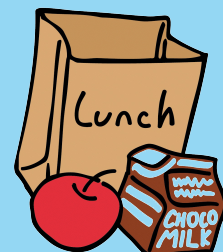
A Closer Look
with Carla Tischio, Grade 5 Reading and Language Arts Teacher
By Deborra Zukowski

Please give a brief history of your time with the Newtown Public School District.

I joined the district in 1996 as a kindergarten teacher. From there, I moved to second grade for one year. When Reed was set to open, I volunteered to move to fifth grade because the thought of opening a new building sounded exciting to me.

Has the way you prepare for your classes changed because of distance learning?

Yes. While fifth grade teachers always worked from the same curriculum, we never had to be so "in tune" with each other before. Over the last couple of months, planning and creating lessons that were close to identical was a shift because we all have our own personalities and ways of doing things. It has been difficult but also a necessary part of supporting each other and families through this.

Prior to the move to distance learning, what were some techniques you used to engage students in the classroom? Did you change the techniques when initially moving to distance learning and how have they evolved since then?

In school, one technique that we all used a lot was conversation. "Turn and talk" was a phrase that could be heard in almost any classroom. Losing the "good peer pressure" that comes along with in-class learning has challenged teachers to come up with other ways of engaging students. New platforms like Peardeck and Jamboard that give students the ability to interact with the content through drawing and audio lessons have been powerful tools. In addition, offering live Google sessions, while not the best for whole class teaching, have been a means to provide some messy, chaotic and beautiful human interaction that is so reminiscent of a fifth grade classroom. The meetings start out awkward, but ice breakers like a quick game on Kahoot relax everybody into their authentic fifth grade selves.

Have you had to change the way you present the material (teaching technique/emphasis as well as use of technology)?

Earlier, I mentioned Peardeck and Jamboard. Those are two tools I have learned about since distance learning began. They are mostly for engagement. The most powerful teaching tool I've come across is Screencastify. With this Chrome extension, I can record a whole class, small group, or individual lesson that targets a specific skill. Additionally, when students turn in writing, I can give timely and meaningful feedback using the writing tool and the voice over recording together. It's powerful because the students can hear my voice and see the suggestions I am making on their work. Inflection matters. Writing the same words in an email or Google comment box, it would be very difficult for the students to hear how appreciative teachers are of their hard work and/or how supportive they are of the work ahead. Repetition matters. In addition, students can play it and replay it to increase understanding. Unlike sitting in a small group, when the lesson is over, it's over.

How did you facilitate teamwork among the students in the classroom? Are you still able to encourage such teamwork and if so, how? Also, do you know how your students manage to build effective remote teams.

I haven't explored this fully yet. However, shared Google docs have been an effective way of asking students to support each other. After a Google Meet, I set students up with a document or slide show they can all contribute to, then copy and paste the work into their individual submissions. Next week, I plan to put them in teams to complete an at-home scavenger hunt. They can use email to communicate the items they find. Then take pictures and insert them into a shared Google Slides.

Has the way you evaluate your students' efforts and work changed?
We definitely held them to a standard over this period of time, but we kept the work consistent, so everyone knew what to expect. In addition, we gave a lot of flexibility to families as to when and how they get the work done. It's hard to believe, but a lot of growth can be seen in the work of our students. I'm sure the independence and perseverance needed to complete the work has grown them in ways we may never be able to measure.

If you could change anything related to distance learning (whether feasible or not), what would it be?
I'm not sure if it's feasible or safe, but I wish my students could have a semi-private Google Meet to work on projects together. If I could somehow have five Google Meets going at the same time, so that I could switch from screen to screen to check on them. That would be an excellent way to pull in some of the students who are reluctant to join in on the distance learning and add back some of that positive peer pressure I mentioned earlier.

Is there something you are doing differently now that you plan to continue to do once the schools reopen?
As I mentioned, Screencastify is a power tool. Used effectively, it can allow teachers to literally teach more than one small group at a time. An interventionist on Google Meet could meet with children across the building without anyone having to leave their rooms. On both platforms, teachers can record their computer screens and send home lessons that mirror the day's work--making school accessible to students who are home sick or out for any reason. These lessons can also support students (and parents) that might be struggling with homework. Like everyone else, I have had my struggles through this time. But mostly I am excited about what I have learned and can't wait to see the impact my new virtual teaching skills have in my actual classroom.

Is there anything else that you are now doing differently that you feel should be included in this conversation?
This experience has exposed many weaknesses and strengths in our system. The weaknesses were obvious and probably pointed out enough. However, the strengths were more subtle and were the actual backbone of our success. First of all, the power of the interdependence of our community--parent to classroom, classroom to classroom, administration to teacher, and Newtown to the world--can't be underestimated. If we didn't know before that "it takes a village", we know now. Many of the technologies I spoke of earlier were made free and available to teachers just to support us through this time. In addition, communication among all parties had to be clear and timely. Everyone needed to bring their A game. We had to trust and support each other in ways we never have before. I could not have taught my students through this crisis without the absolute trust and support of their parents. Moreover, through this ordeal the reciprocal nature of our education system became crystal clear. Everyone has a role to play. When we take on those roles with love, bravery, (and technology), we can move mountains together.

Newtown Public Schools

Non-Resident Tuition Rate

2020-2021

	Calculated 2013-14	Calculated 2014-15	Calculated 2015-16	Calculated 2016-17	Calculated 2017-18	Calculated 2018-19	Calculated 2019-20	Recommended 2020-21
Board of Education Approved Operating Budget	$71,045,304	$71,345,305	$71,587,946	$73,665,065	$72,995,957	$76,054,231	$78,104,410	$78,651,776
Board of Education Approved Debt Service*	$5,203,835	$5,448,870	$5,136,338	$3,990,255	$4,416,701	$4,516,073	$4,109,495	$4,056,459
Capital & Non-Recurring Fund				$100,000				
Total Approved Operations & Debt Service	$76,249,139	$76,794,175	$76,724,284	$77,755,320	$77,412,658	$80,570,304	$82,213,905	$82,708,235
Projected Enrollment for School Year	4,961	4,786	4,543	4,404	4,270	4,263	4,185	4,086
Tuition Charge = Operations & Debt divided by Enrollment	$15,370	$16,046	$16,888	$17,656	$18,129	$18,900	$19,645	$20,242
Calculated Tuition Rate (Rounded)	$15,400	$16,000	$16,900	$17,600	$18,100	$18,900	$19,600	
Recommended Tuition Rate (Rounded)								$20,200

	Calculated 2013-14	Calculated 2014-15	Calculated 2015-16	Calculated 2016-17	Calculated 2017-18	Calculated 2018-19	Calculated 2019-20	Recommended 2020-21
Tuition Income Received	$16,439	$44,000	$29,775	$32,916	$34,390	$38,745	$32,340	$0
Tuition Income Estimated								$32,340
Non-Employee Receipts	$0	$16,000	$0	$0	$0	$0	$0	$0

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Employee Rate @ 25%	$4,000	$4,225	$4,400	$4,525	$4,725	$4,900	$5,050
Additional Child Rate @ 15%					*$2,835*	*$2,940*	*$3,030*
discount for 2nd					*$1,890*	*$1,960*	*$2,020*

TOWN OF NEWTOWN, CONNECTICUT
General Fund Balance Policy

I. PURPOSE

This Policy is established by the Board of Finance under is Charter Chapter 2 Section 125, responsibility for establishing preferred financial practices and obligations. This policy reflects GASB54 Fund Balance Reporting and Governmental Type Definitions.

A positive fund balance serves three important functions:

1. eliminates the need for short term borrowing to handle cash flow between the start of the fiscal year and receipt of revenue from taxes;

2. can be periodically used to lower taxes to smooth out <u>major</u> fluctuations in the property tax rates; and,

3. serves as a contingency fund that enables the Town to respond to unanticipated emergencies or opportunities.

Credit rating agencies determine the adequacy of the unreserved fund balance using a complex series of financial evaluations. The size of the fund balance is an important, but not the only consideration in the Town's rating. Other important factors are the reliability of a government's revenue sources, economic conditions, community wealth factors, cash position, debt ratios, management performance, and fiscal decisions made by the legislative body.

A town's ability to accurately plan and develop sufficient fund balance is a common characteristic of highly rated municipalities.

This policy is intended to provide for a fund balance which satisfies the cash flow and contingency needs of the community, supports our positive bond rating with the rating agencies, and at the same time avoid over taxing the citizens through an excessively large fund balance.

II. GOVERNMENTAL FUND TYPE DEFINITIONS

The books of account of the Town are subject to the regulations adopted by the Board of Finance and approved by the Legislative Council. Charter Chapter 4 Section 05 Finance Director.

A. **General Fund** – This fund is the Town's primary operating fund. It accounts for all funds not reported in another fund. Funded principally by property tax, user fees and grants from other government units.

B. **Bonded (Capital) Project Funds** – Used to account for and report financial resources that are restricted, committed or assigned to expenditures for capital outlays, including the acquisition or construction of capital facilities and other capital assets.
e.g. High School Auditorium, Police Facility, Road Program, and Hawley School Boiler.

- **Bonded Projects (various)** – to account for bond proceeds, grants, and other resources used for the acquisition or construction of major capital projects as authorized through the Capital Improvement Plan (CIP).

C. **Other Governmental Funds**

1. **Special Revenue Funds** – Used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specific purposes other than debt and capital projects. Restricted or committed revenues are the foundation for a special revenue fund.
e.g. Children's Adventure Center, Edmond Town Hall (movies etc.), Eichler Cove, School Lunches and Dog License.

2. **Capital Projects & Capital and Nonrecurring Fund**

- **Capital and Nonrecurring Fund - Town**– A multiyear fund where funding can accumulate enabling the Town to acquire larger capital assets on a pay-as-you-go basis. Mainly funded are transferred from the General Fund in the Annual Budget or budget transfer.

- **Capital and Nonrecurring – Non-Lapsing** – An account established under CT Chapter 171 Section 10-248a. Board of Finance, may deposit into a non-lapsing account any unexpended funds from the prior fiscal year from the Board of Education budgeted appropriation.

- **Land Use – Open Space**

- **Parks & Recreation Surcharges**

3. **Debt Service Funds** – Used to account for and report financial resources that are restricted, committed or assigned to expenditures for principal and interest, including resources being accumulated for principal and interest maturing in future years. Excess bond proceeds are deposited into this fund.

4. **Permanent Funds** – Used to account for and report resources that are restricted to the extent that only earnings, and not principal, may be used for purposes that support the reporting government's programs – that is for the benefit of the government or its citizenry. Permanent funds do NOT include private purpose trust funds.
e.g. Hawley School Trust, Edmond Town Hall Endowment and Newtown Flagpole Fund.

III. **FUND BALANCE DEFINITIONS**

A. **Fund Balance** - The difference between the Town's current assets (cash, short-term investments, receivables) expected to be available to finance operations in the immediate future less its current liabilities and less Deferred Inflows of Resources.

B. Fund balance is initially characterized as being Restricted and Unrestricted.

C. Restricted Fund Balance Categories

1. **Non-spendable Fund Balance**– Amounts that cannot be spent because they are (a) not in spendable form (such as inventory, prepaid items, long term portions of notes receivables), or (b) legally or contractually required to be maintained intact (such as the corpus of an endowment fund).

2. **Restricted Fund Balance** - Amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation.

3. **Committed Fund Balance**– Amounts constrained to specific purposes by The Board of Finance to be reported as committed, amounts cannot be used for any other purposes unless the Board of Finance approves removal or change to the constraint.

   a. The decision-making authority for purposes of this policy is the Board of Finance.

4. **Assigned Fund Balance**– Amounts the Town intends to use for a specific purpose; intent can be expressed by the Town or by an official or body to which the Town delegates the authority, i.e. open P.O.s at the end of the year.

   a. Appropriations of existing fund balances to future budgets are considered Assigned Fund Balance. The Town shall not report an assignment that will result in deficit in Unassigned Fund Balance. Negative fund balances cannot be considered assigned.

   b. The body authorized to assign amounts to a specific purpose for purposes of this policy is the Board of Finance.

   c. When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the Town considers the restricted fund balance amount to have been spent first until exhausted and then any available unrestricted fund balance.

D. Unrestricted Fund Balance Categories

1. **Unassigned Fund Balance** amounts that are available for any purpose as defined in this policy; these amounts are reported only in the general fund. In other governmental funds, if expenditures incurred exceeded the amounts restricted, committed or assigned it may be necessary to report a negative unassigned fund balance.

2. **Unrestricted Fund Balance** and Unassigned General Fund Balance are synonymous.

3. When an expenditure in incurred for purposes for which committed, assigned, or unassigned amounts are available, the Town considers the fund balance to be spent in the following order: committed, assigned, and then unassigned.

IV. GENERAL FUND POLICY STATEMENT

TOWN OF NEWTOWN, CONNECTICUT
General Fund Balance Policy

A. The Unrestricted (Unassigned) General Fund Balance shall be no less than eight (8) percent nor more than twelve (12) percent of the Town Budget (Charter 6-25).

B. The Board of Finance Consolidated Budget (Charter Section 6), shall provide for an Unrestricted General Fund Balance within the range above.

C. In the event the Unrestricted General Fund Balance is greater than the range in IV.A. above at the end of any fiscal year, , the Board of Finance shall, in consultation with Town Executives, and in coordination with the Finance Director, prepare and submit to the Legislative Council for approval, one or a combination of the following means to account for the excess:

  1. Transfer such excess to the Capital and Nonrecurring Fund - Town for future capital projects.

  2. Transfer such excess to the Debt Service Fund for future debt payments.

  3. Use directly to reduce the tax rate in the subsequent year provided that care is taken to avoid a major fluctuation in the tax rate in succeeding years.

D. If at the end of a fiscal year, the Unrestricted Fund Balance falls below the range in IV.A. above the Board of Finance shall in consultation with Town Executives, and in coordination with the Finance Director, prepare and submit a plan for expenditure reductions and or revenue increases. The Board of Finance shall take action necessary to restore the Unrestricted Fund Balance to acceptable levels determined by this policy.

E. The following circumstances may justify a significantly higher minimum target levels:

  1. Significant volatility in operating revenues or operating expenditures.

  2. Potential drain on resources from other funds facing financial difficulties.

  3. Exposure to natural disasters (e.g. hurricanes).

  4. Reliance on a single corporate taxpayer or upon a group of corporate taxpayers in the same industry.

  5. Rapidly growing budgets.

  6. Disparities in timing between revenue collections and expenditures.

F. The use of Unrestricted General Fund Balance will be allowed under the following circumstances:

  1. Operating emergencies

  2. Unanticipated budgetary shortfalls

  3. Over the limit in IV.A

V. Policy Review

This policy shall be reviewed by the Board of Finance at a minimum, on a bi-annual basis, during the month of January in each odd numbered year. Recommendations for change, if any will be presented to the Legislative Council for approval   The Board of Finance in this review process shall collaborate with the Board of Selectmen, Board of Education and Legislative Council.

Adopted by Board of Finance: **June 8, 2020.**

Approved by the Legislative Council: _____

NEWTOWN PUBLIC SCHOOLS

Ku, Michelle <kum_boe@newtown.k12.ct.us>

BOE Education Non-Lapsing Fund

Ritter, Matthew D. <MRitter@goodwin.com>   Wed, Jun 10, 2020 at 10:33 AM
To: "Ku, Michelle" <kum_boe@newtown.k12.ct.us>
Cc: Lorrie Rodrigue <rodriguel@newtown.k12.ct.us>

Michelle - see my responses below. Let me know if you want to discuss further. Thanks, Matt

1. Is the Non-Lapsing Fund appropriately categorized within the policy?

Answer: Yes. The section cites to the correct statute and it is a non-lapsing account. It is also correct that "any unexpended funds from the prior fiscal year from the Board of Education budgeted appropriation" may be deposited into the fund by the Board of Finance.

2. Is the Education Non-Lapsing Fund limited to capital expenses by statute?

Answer: No. Section 10-248a provides that "each expenditure from such account shall be made only for **educational purposes**, and each such expenditure shall be authorized by the local board of education for such town."

"Educational purposes" is broader than just capital expenses.

3. Is the Education Non-Lapsing Fund necessarily categorized as assigned, unassigned, committed, uncommitted, restricted? And what is the implication of that categorization?

Answer: The fund is "restricted" because it can only be used for educational purposes. However, I am not sure any of these terms really matter for the use of the fund because the statute clearly provides the purposes for which the fund can be used (i.e. educational purposes).

4. If the Education Non-Lapsing fund is being put into the same category as the municipal capital non-recurring fund in this policy document, is the implication that the processes must be the same (Legislative Council and Board of Finance Approval for spending)?

Answer: The policy and 10-248a both provide that funds can only deposited into the account with the approval of the BOF. The policy mirrors the statute in that regards.

As for spending, the policy is silent and the statute does not specifically address that issue except that the funds must be used for educational purposes and each such expenditure must be approved by the BOE. As I read the current policy, once the BOF votes to authorize the deposit of funds into the account, the BOE has sole authority and control over the fund, including how to spend the funds. Having said that, if the BOE spends the funds on projects or for purposes for which the BOF strongly objects, you run the risk that the BOF will not authorize the deposit of funds into the account in subsequent fiscal years.

Matthew D. Ritter
(860) 251-5092

From: Ku, Michelle <kum_boe@newtown.k12.ct.us>
Sent: Tuesday, June 9, 2020 6:41 PM
To: Ritter, Matthew D. <MRitter@goodwin.com>
Cc: Lorrie Rodrigue <rodriguel@newtown.k12.ct.us>
Subject: BOE Education Non-Lapsing Fund

EXTERNAL EMAIL

[Quoted text hidden]

Students

On-Campus Recruitment

Subject to the provisions of Subdivision (11) of Subsection (b) of Section 1-210 of the Connecticut General Statutes, the high schools of the school district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education.

The Board of Education (Board) will inform, at the middle and high school level, students and parents/guardians of the availability of (1) vocational, technical and technological education and training at technical high schools, and (2) agricultural sciences and technology education at regional agricultural science and technology education centers.

The Board shall also provide full access for the recruitment of students by technical high schools, regional agricultural science and technology education centers, inter-district magnet schools, ~~charter schools~~ and inter-district student ~~attendance~~ programs, provided such recruitment is not for the purpose of interscholastic athletic competition. ~~The Board shall also post information about these school options on its website.~~

Directory information or class lists of student names and/or addresses shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses, and telephone listings unless ~~a secondary student or~~ the parent/guardian of ~~the~~ such student submits a written request that such information not be released without their prior written ~~parental~~ consent. A student, eighteen years of age or older, rather than his/her parent/guardian, may request in writing that such information not be released without his/her prior written permission. The Board ~~of Education~~ shall notify parents/guardians and students of the option to make such request and shall comply with any request received. The objection shall remain in force until the district re-issues the annual notification referenced above, after which time the parents and/or secondary school student must inform the school district in writing again of their objection to the disclosure of the information described above.

> *~~ESSA requires the release of the student's name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students 18 years of age or older, of their right to opt-out and to require, after such opt-out, written permission to release the information.~~*

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board ~~of Education~~ by filing a written request with the Superintendent of Schools.

Students

On-Campus Recruitment (continued)

(cf. 5125 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

1-210 (11) Access to public records. Exempt records.

10-220d Student recruitment by a regional and interdistrict specialized schools and programs. Recruitment of athletes prohibited (as amended by P.A. 12-116, An Act Concerning Educational Reform)

10-221b Boards of education to establish written uniform policy re treatment of recruiters. (as amended by PA 98-252)

P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001

~~P.L. 107-110 "No Child Left Behind Act" Title IX, Sec. 9528~~

Section 8025 of Public Law 114-95, "The Every Student Succeeds Act of 2015"

Policy adopted:

Students

Activism and Dissent

The Board of Education recognizes the fundamental right of students to express their views on school property during the regular school day. This freedom of expression will be acceptable under the following conditions:

1. The activity is not disruptive.

2. The activity does not interfere with the rights of other students or staff.

Students must remain fully aware that guarantees of freedom of speech and press does not protect against legal challenges on issues of libel and slander.

The Board of Education encourages students to use student government and school publications to express concerns and opinions.

Students Rights and Responsibilities in Activism and Dissent
~~(Applicable to grades 9-12)~~

The Newtown Board of Education recognizes the students' rights to:

1. Carry or wear buttons, badges, or armbands on school property.

2. Distribute handbills, leaflet, or newspapers at times and in places approved by the Principal. The limitation is necessary to prevent interference with an orderly school program.

3. Collect signatures on petitions at times and in places approved by the Principal.

4. Seek redress from any decision of the school administration to the Superintendent of Schools. The appeal must be made within a period of five days and the decision rendered within five days thereafter.

In expressing dissent, students may not:

1. Use obscenities in any manner.

2. Practice disruptive activities ~~(sit-ins, strikes, walk-outs, etc.)~~

3. Issue false statements about persons or organizations.

4. Advocate violation of school policies and regulations. (They may, however, criticize these policies and regulations.)

Students

Activism and Dissent (continued)

5.   Sell for individual or group profit any papers, handbills, or leaflets on school property.

6.   Coerce others or interfere with another's freedom in collecting signatures on petitions.

7.   Collect signatures in any class period, library, or study room.

8.   Distribute any materials without prior review by the Principal.

Punishment for a violation of these guidelines will be administered by a designated staff member and may range from oral warning/reprimands to detentions, suspension or expulsion.

Freedom of Speech/Expression

The school district shall assume no responsibility for the contents of any written material produced, posted, circulated or otherwise distributed, or of student conduct, taken in accordance with this policy, insofar as such matter or conduct may relate to any interests other than those of an orderly and efficient educational process and proper school environments.

In order to protect the educational process and school environment, printed material produced or distributed within the confines of school district property shall meet the following criteria:

1.   Material shall be noncommercial.

2.   Material shall not contain libelous or obscene language.

3.   Material shall not advocate illegal actions.

4.   Material shall not contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt or injury of reputation.

5.   Material will not imminently threaten to disrupt the educational process of the school.

6.   Material shall not advocate action that would endanger the health or safety of students.

7.   Material shall not invade the lawful rights of others.

8.   Material published, posted or otherwise distributed shall bear the names of at least two students principally involved in the promotion of this material and, when applicable, the name of the sponsoring student organization or group.

9..   Distributors of materials will be held responsible for cleaning up litter caused by such distribution.

Students

(cf. 1220 – Citizens' Advisory Committees)
(cf. 1312 - Public Complaints)
(cf. 6144 - Controversial Issues)
(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969).

Grayned v. City of Rockford, 408 U.S. 104 (1972).

Amendment of U.S. Constitution - Article I.

Connecticut Constitution, Article First, Declaration of Rights, Sections 4, 5.

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

Policy adopted: