

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

Minutes of the Board of Education meeting held on December 5, 2023 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

A. Plante, Chair	C. Melillo (absent)
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas (absent)
T. Higgins	3 Staff
S. Tomai	8 Public
C. Gilson	1 Press
D. Linnetz	
I. Khazadian (absent)	
G. Peteronjes	

Mrs. Halstead called the meeting to order at 7:13 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Election of Officers

Mr. Vouros nominated Alison Plante for Chair. Mr. Ramsey and Mr. Gilson seconded. Mr. Higgins stated that she has his support because he has worked closely with her and she has been collaborative, thoughtful and intent on doing the right thing. He looks forward to working with her.

Vote: 7 ayes

Mr. Gilson nominated John Vouros for Vice Chair because he has known him many years from the classroom and through his dedication to our students and experience on the Board.

Mrs. Linnetz seconded.

Vote: 7 ayes

Mr. Vouros nominated Don Ramsey for Secretary. Mrs. Linnetz seconded.

Mr. Vouros said it is fortunate to have him to respond to parental concerns and his replies are almost immediate.

Vote: 7 ayes

Item 3 – Consent Agenda

MOTION: Mrs. Linnetz moved that the Board of Education approve the consent agenda which includes the donations to Sandy Hook School and Head O'Meadow School and the correspondence report. Mr. Ramsey seconded. Motion passes unanimously.

Item 4 – Public Participation

Deborra Zukowski, 4 Cornfield Ridge Road, congratulated each new member and is confident they will do great things. Mrs. Plante, Mr. Vouros and Mr. Ramsey are a strong leadership team.

Item 5 – Reports

Chair Report: Mrs. Plante was humbled and honored to be Chair and is committed to bipartisanship, which will build trust. She was looking forward to working with everyone.

Committee Reports:

MOTION: Mrs. Linnetz moved that the Board of Education approve the standing committees. Mr. Vouros seconded.

Mrs. Plante reviewed the draft of committee assignments.

Mr. Ramsey recommended eliminating the Communications subcommittee which has a good history but it has a tendency to be redundant and it would be better to speak with one voice as in the Superintendent's newsletter. He also proposed reinstating the Social Emotional Health and Wellness subcommittee to be part of Curriculum and Instruction. He was in agreement with the other committees assigned.

Mr. Vouros asked Mrs. Uberti if she was comfortable to fold that into the Curriculum and Instruction Committee to which she agreed that it was appropriate.

Mrs. Plante noted the members of each committee.

Policy Committee – Mr. Higgins and Mrs. Linnetz

CIP, Facilities, Finance Committee – Mrs. Tomai and Mrs. Plante

Curriculum and Instruction – Mr. Ramsey, Mr. Vouros and Mr. Gilson

Diversity, Equity, and Inclusion – Mr. Gilson, Mr. Ramsey and Mrs. Linnetz

Motion passes unanimously.

Student Report:

Mr. Peterlonges reported that the fall season has come to an end and winter athletics are underway. Tomorrow the Connecticut National Guard will visit the high school during the three lunch waves. The high school's Junior Action Alliance is traveling to Washington, D.C. to deliver letters to Congress about Ethan's Law and the federal assault weapons ban. Emma Ehrens, a high school student, will be speaking about gun violence along with many senators. The Computer Science Honor Society induction is tomorrow at 6:00 p.m.

For the record, Mrs. Plante noted the chairs for each committee.

Policy Committee – Mr. Higgins is Chair.

CIP, Facilities, Finance Committee – Mrs. Tomai is Chair.

Curriculum and Instruction – Mr. Ramsey is Chair.

Diversity, Equity, and Inclusion – Mr. Gilson is Chair.

#### Item 6 – Presentation

First Read of Architectural Design 2 Curriculum:

Erik Holst-Grube presented the curriculum and invited Board members to visit his department. He thanked Staci Stamm for overseeing this curriculum writing. This is a very good process with feedback from the committee and subcommittee. He thanked Mrs. Uberti for putting this in place.

Mr. Vouros asked if there is a lot of student collaboration.

Mr. Holst-Grube said they do and it eventually becomes them asking each other over me.

Mr. Higgins asked if he was having any partnership with companies.

Mr. Holst-Grubbe said one student is working with an interior designer and one with a construction manager. Our career center has really helped students get an internship or day visit. We also have panel discussions with people in the arts.

Mrs. Plante feels it is an amazing curriculum.

#### Item 7 – Old Business

2024 Schedule of Board of Education Meetings:

MOTION: Mrs. Linnetz moved that the Board of Education approve the Schedule of Board of Education meetings. Mr. Higgins seconded.

Motion passes unanimously.

Kindergarten Readiness Program:

MOTION: Mrs. Linnetz moved that the Board of Education approve the Kindergarten Readiness Program. Mr. Vouros seconded.

Mrs. Uberti spoke about the proposed kindergarten readiness program for students who have fallen in the gap between September 1 and January 1 and not be within the age to enter kindergarten with the new law effective July 1, 2024. We are anticipating a class size of 20 students with two teachers to achieve a ten to one ratio like in a pre-K class. We would fill these 20 slots on a priority basis in the following order. Students who are not five before September 1 and are not developmentally ready for kindergarten would be the priority for this class. Depending on how many slots were filled, the next level of students we would look at are those who are five on or after September 1 but whose screener indicates they might not be developmentally ready. After those two priorities and if there are any remaining spots would we be able to have a potential lottery for the students not five by September 1 and from families with low income who want them to have another year of pre-K before entering kindergarten. There are possible legal implications for this scenario and she has reached out to our legal counsel on how to deal with students who are special education and have IEPs. We don't have a mechanism to identify low income families prior to enrollment. If we exceed 20 students, we would need a second class which means additional staff and space. The daycares are waiting to see what we will be doing. We are planning to open registration January 8 and screen all students in February so we know how many will participate.

Ms. Tomai asked where the 20-student projection came from and if Mrs. Uberti knew the true cost of the program including busing.

Mrs. Uberti said one-quarter of our current kindergarteners will fall into this category. We anticipate that many will pass the screener to enter kindergarten. We aren't sure how many will not. Kindergarten teachers have an understanding of approximately how many kindergarten students may have some developmental deficits. We are anticipating of the 60 expected students there may be about 1/3. We have kindergarten teachers who will potentially have reduced classes. We will also use a preschool teacher as one of the kindergarten readiness teachers. Other costs were potential transportation costs but we don't anticipate any because they will ride with preschool students. All students will dismiss at the same time.

Mr. Higgins spoke about our options which are status quo regarding the cutoff or letting all students in. If we did that, things would remain the same. He liked what Mrs. Uberti outlines but still has concerns, especially for parents who don't have the means to have their children go to preschool if they don't meet the criteria to attend kindergarten. He wants to see the program design, objectives, and costs.

Mrs. Uberti said there are districts who have stated they will allow everyone to enter kindergarten. We have always done what is asked by the State of Connecticut. We have a situation right now where families were expecting to send their children to kindergarten next year. These children are the priority group because daycares don't have seats for them. Regarding parents taking the opportunity for their child to have an extra year of pre-K readiness even if they couldn't afford it, we don't know how many people will take advantage of it so it could be a much bigger program with nowhere to put them. Perhaps the Board would consider this in two parts where we can take action on those students in limbo and then revisit a broader program through a feasibility study.

Mrs. Plante asked the implications if we don't vote tonight.

Mrs. Uberti said we could approve it later but parents want to know where their child will be and what they can anticipate.

Mr. Ramsey asked if approved tonight if it would be an impediment to implement some of the things Mr. Higgins wanted.

Mrs. Uberti said that she and Mrs. Petersen would have to come back to the Board for any changes. We would also have to contact legal.

Mr. Ramsey was in favor of the more layered approach as Mr. Higgins stated.

Mrs. Plante said that what Mrs. Uberti is saying makes sense with more information to come to the Board. It's important to provide parents with information.

Mrs. Tomai didn't know how the Board could approve this without having the impact on the budget with being in agreement on priority #1 and not a large impact on the budget.

Mr. Higgins wanted to bring this back one more time and work on advancing the work.

Mrs. Uberti was not sure she could give a concrete number without know how many students would enroll. I could give you an estimate of some costs but not the additional costs.

Mr. Higgins asked to model a scenario with all students going into the program.

Mrs. Uberti didn't believe we would exceed 40 students.

Mr. Melillo noted the report talks about shifting teachers.

Mrs. Uberti said teachers are already there. The following year we may potentially need teachers which is why we wanted to have a pilot the first year. Some districts are offering this for one year. We can also make a decision for next year. Her concern is about some kindergarten students who come in and really struggle. Offering this to those students is a potential benefit.

Vote: 5 ayes, 2 nays (Mr. Higgins, Mrs. Tomai) Motion passes.

#### Item 8 – New Business

First Read of Policy 3160 Budget Procedures and Line Item Transfers:

Mr. Higgins said in September there was an agreement to get on the same page for the Non-lapsing Education Fund with the Board of Education, Board of Finance and Legislative Council. This policy revision is a clean-up of conforming with that policy.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 21, 2023. Mr. Ramsey seconded. Vote: 6 ayes, 1 abstained (Mrs. Linnetz) Motion passes.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 27, 2023, Mr. Higgins seconded. Vote: 5 ayes, 2 abstained (Mr. Gilson, Mrs. Linnetz) Motion passes.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 28, 2023. Mr. Higgins seconded. Vote: 5 ayes, 2 abstained (Mr. Gilson, Mrs. Linnetz) Motion passes.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 30, 2023. Mr. Higgins seconded. Vote: 6 ayes, 1 abstained (Mrs. Linnetz) Motion passes.

Item 9 – Public Participation

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

Item 10 – Adjournment

The meeting adjourned at 8:45 p.m.

Respectfully submitted:

---

Donald Ramsey  
Secretary



**Sandy Hook School  
12 Dickinson Drive  
Sandy Hook, CT 06482  
(203) 426-7657**

**Memorandum**

**To:** Newtown Board of Education  
**From:** Erin Ardino  
**Date:** 11/22/2023  
**Subject:** Donation from Curtis L Dupuis

---

Sandy Hook School received the attached \$100 donation from Curtis L Dupuis.

We are asking the Board to please approve this donation. Once approved, we will deposit the check into the SHS Activity account to be spent appropriately.

If you have any questions, please contact our office.

Thank you!

REMOVE DOCUMENT ALONG THIS PERFORATION

THE BACK OF THIS CHECK CONTAINS A SECURITY MARK - DO NOT ACCEPT WITHOUT HOLDING AT AN ANGLE TO VERIFY SECURITY MARK.

Please Post to Account: DONOR

CURTIS L DUPUIS  
CURTIS L DUPUIS  
CURTIS DUPUIS  
PO BOX 153  
OAKVILLE, WA 98566-0153



PO Box 7236  
Stout, Falls, SD 57117-7236

Payable Through  
KEYBANK, NA  
ONLINE BANKING BILL PAY

8 103  
410

43430509

November 13, 2023

PAY One Hundred and 00/100 Dollars

TO THE  
ORDER OF:

SANDY HOOK ELEMENTARY SCHOOL  
12 DICKINSON DR  
SANDY HOOK CT 06482-1298

\$ \*\*\*\*\*100.00

#CSP0100065EA987# 42986851

VOID 90 DAYS AFTER ISSUE



Security  
Feature  
Marked on  
Back

*Vic B. al*

Authorized Signature

Memo:

⑆43430509⑆ ⑆04⑆ 207040⑆ 350993518504⑆



**Sandy Hook School  
12 Dickinson Drive  
Sandy Hook, CT 06482  
(203) 426-7657**

**Memorandum**

**To:** Newtown Board of Education  
**From:** Erin Ardino  
**Date:** 11/22/2023  
**Subject:** Donation from Schweitzer Engineering Laboratories, Inc.

---

Sandy Hook School received the attached \$100 donation from Schweitzer Engineering Laboratories. This donation is to be used towards math/science materials for students.

We are asking the Board to please approve this donation. Once approved, we will deposit the check into the SHS Activity account to be spent appropriately.

If you have any questions, please contact our office.

Thank you!





SCHWEITZER ENGINEERING LABORATORIES, INC.

2350 NE Hopkins Court • Pullman, WA 99163-5603 USA

Phone: +1.509.332.1890 • Fax: +1.509.332.7990

www.selinc.com • info@selinc.com

November 3, 2023

Sandy Hook Elementary School  
12 Dickinson Dr  
Sandy Hook, CT 06482-1218

Dear Sandy Hook Elementary School,

Each year, employees of Schweitzer Engineering Laboratories select an educational institution to receive a corporate gift. We are delighted to inform you that the following employee(s) chose Sandy Hook Elementary School.

Domenic Barba

SEL employees support schools and universities around the world with scholarships, donations of SEL products for teaching laboratories, mentoring, and gifts such as this one. Please accept this donation for \$100 to help inspire a lifelong love of learning in math and science in your students. Please note this check is valid for 180 days from the date printed on the check.

SEL is a high-tech manufacturer, headquartered in Pullman, Washington. We invent, design and build products in the USA that protect power grids around the world. We are committed to developing the next generation of innovators and inventors through the support of science, technology, engineering, and math education.

We welcome the opportunity to learn more about your programs, students and successes. If you would like to share how you used this donation, please contact McKenzie Brumet at (509) 334-5076 or [McKenzie\\_Brumet@selinc.com](mailto:McKenzie_Brumet@selinc.com).

Warm regards,

A handwritten signature in black ink, appearing to read "Edmund O. Schweitzer, III".

Edmund O. Schweitzer, III  
President and Chief Technical Officer

Check num: 549474

Vendor num VN-0025745

Invoice number · PO num	SO num	Invoice date	Currency	Gross amount	Cash disc	Payment amount	Invoice remarks
2023SD1479		10/31/2023	USD	\$100.00	\$0.00	\$100.00	

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND · THIS PAPER CONTAINS FLUORESCENT FIBERS AND OTHER SECURITY FEATURES



**SCHWEITZER ENGINEERING LABORATORIES, INC.**

2350 NE Hopkins Court · Pullman, WA 99163-5603 USA  
Phone: +1.509.332.1890 · Fax: +1.509.332.7990  
www.selinc.com · info@selinc.com

US Bank  
19-10  
1250

Check #  
00549474  
November 1, 2023

\$100.00

\*\*\* One Hundred and 00/100 US dollar

Pay to  
the order  
of

Sandy Hook Elementary School  
12 Dickinson Dr  
Sandy Hook, CT 06482-1218  
USA

*Joseph Rustigord*

Signature Line

380-0035

⑈00549474⑈ ⑆125000105⑆ 153596035060⑈



**Head O'Meadow School  
94 Boggs Hill Road  
Newtown, CT 06470  
203-426-7670**

To: Newtown Board of Education  
From: Tim Napolitano, Principal  
Date: December 1, 2023  
Re: Donation to Head O' Meadow Library

Dear Members of the Newtown Board of Education,

Shelby McChord has offered to donate \$15,000 worth of books to the Head O' Meadow library.

We appreciate your timely consideration of this request.

Correspondence Report  
11/21/2023 – 12/04/2023

<b>Date</b>	<b>Name</b>	<b>Subject</b>
11/21/2023	Donald Ramsey	Correspondence Report for the BOE Meeting 11/21/2023
11/21/2023	Deborra Zukowski	Non-meeting and other
11/22/2023	Alison Plante	Transparency on vacancy process
11/23/2023	Ramsey, Donald	Happy Thanksgiving
11/24/2023	Alison Plante	Vacancy Applications and Resumes
11/26/2023	Melillo, Chris	11/26/23 Superintendent's Sunday Update
11/26/2023	Zukowski, Deborra	November 26 Week in Preview
11/27/2023	June, Kathy	Special Meeting Agenda
11/27/2023	June, Kathy	November 30, Special Meeting
11/27/2023	Kiley Gottschalk	BOF 11-28-2023 Agenda
11/27/2023	Boccolo, Tina	Invitation to NMS Career Day on December 8 <sup>th</sup>
11/29/2023	Nancy Gabrielle Whit	Public Participation
11/20/2023	June, Kathy	BOE Meeting
11/30/2023	Zukowski, Deborra	Fwd: FOI Workshop
11/20/2023	Melillo, Christopher	Sandy Hook – Safe School Mode
11/30/2023	Melillo, Christopher	Sandy Hook Out of Safe School Mode
11/30/2023	Melillo, Christopher	Communication
11/30/2023	Zukowski, Deborra	DEI Forum
12/01/2023	Virginia miller via Newtown.	NHS
12/01/2023	June, Kathy	BOE Mailing – December 5,



**NEWTOWN BOARD OF EDUCATION  
2024 SCHEDULE OF MEETINGS**

Meetings are held in the Newtown Municipal Center Council Chamber,  
3 Primrose Street, at 7:00 p.m. with the exception of those held in the Reed  
Intermediate School library as indicated below.

January 16 (budget overview) – *Reed Library*  
January 18 (budget) – *Reed Library*  
January 23 (budget)  
January 25 (budget)  
January 30 (public hearing and budget adoption)  
February 6  
February 22 (Thursday) – *Reed Library*  
March 5  
March 19  
April 2  
April 23  
May 7  
May 21  
June 4  
June 18  
July 9  
August 20  
September 3 – *Reed Library*  
September 17  
October 1  
October 15  
November 6 (Wednesday) – *Reed Library*  
November 19  
December 3  
December 17

January 7, 2025 – *Reed Library*  
January 21, 2025 – *Reed Library*

Approved December 5, 2023

**Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting held on November 21, 2023 at 7:00 p.m. in the Council Chamber, Municipal Office Building, 3 Primrose Street.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	9 Staff
A. Plante	5 Public
T. Higgins	1 Press
S. Tomai	
I. Khazadian (absent)	
G. Peteronjes (absent)	

Ms. Zukowski called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Mr. Melillo introduced Chris Moretti who was here to speak about our Paraprofessional of the Year, Amy Santoro, whose dedication and compassion have enriched the educational experience of our students.

Mr. Moretti was honored to speak about Amy and all she does for Hawley and the Newtown district. She encompasses the true meaning of this award. As a special education para her responsibility is to work with students who require assistance due to disabilities. Amy works with the most challenging students and makes the difference between success or setbacks.

With this being their last meeting, Mr. Melillo spoke about Ms. Zukowski and Mr. Cruson. He thanked Ms. Zukowski for her exceptional service and dedication as the Chair of the Newtown Board of Education. Her remarkable organizational skills have aided him in adjusting to his new role and, in assisting others, she has fostered a collaborative atmosphere. Her commitment to a data-focused approach reflects a keen understanding of our educational system's complexities ensuring decisions are grounded in evidence. He appreciated her selfless contributions to our community and he wished her all the best.

Mr. Melillo extended heartfelt thanks to Mr. Cruson for his outstanding service as a Board of Education member in Newtown. His role as a deep thinker and consensus builder has significantly enriched Board discussions and decision-making processes. His commitment to the best interests of our students along with his technical expertise and institutional knowledge has left an indelible mark on our educational system. We will miss his presence but he feels confident that Mr. Cruson's new role as Selectman will continue to benefit the Newtown community. He thanked him for his dedicated services and wished him the best for continued success in his endeavors.

Item 3 – Consent Agenda

MOTION Mr. Vouros moved that the Board of Education approve the consent agenda which includes the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Ms. Zukowski reported that technical difficulties would not allow those viewing the meeting to be able to call in.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Ms. Zukowski reported that it was a quiet time for the Board and had nothing to report.

Superintendent's Report: Mr. Melillo reported that he attended the high school play "12 Angry Men" and the students did a wonderful job. Last night he attended the National Honor Society Induction Ceremony. The highly anticipated football rivalry between Masuk and Newtown will be at the Blue and Gold Stadium Wednesday evening. He wished all Board members and the Newtown community a warm and joyful Thanksgiving.

Committee reports:

Mr. Cruson reported that the Policy Committee met last Wednesday for their last meeting with this Board. Policy 1700 was discussed and the new policy would allow a memorandum of understanding so off-duty police could come onto school grounds with a weapon. They were also joined by Chief Kullgren. They would become on-duty officers when at a school. This would cover off duty police from other towns also. It is at the Board attorney for feedback now. We looked at the fund raising and advertising policies also but found issues so it will be discussed at the next policy committee meeting.

Mrs. Plante reported that the CIP committee met November 16 and discussed the financial report. Regarding transportation, as of last week all routes have been filled and we have six spare drivers. The facility study funds have been appropriated. Middle Gate has the last part of their playground equipment and we have the new truck.

Mr. Vouros said Curriculum and Instruction met and tonight we will hear the report on kindergarten age requirements.

There were no student reports.

Financial Report and Transfers Month Ending October 31, 2023:

MOTION: Mr. Vouros moved that the Board of Education approve the financial report and transfers for the month ending October 31, 2023. Mr. Ramsey seconded.

Mrs. Vadas presented her report including transfers.

Motion passes unanimously.

Item 6 – Presentation

Kindergarten Readiness/Kindergarten Age Requirements:

Mrs. Uberti and Mrs. Petersen presented an overview of changes to the State law regarding kindergarten start age and provided a recommendation for the district. Effective July 1, 2024, children five years of age and over who reach the age of five on or before September 1 can attend kindergarten. For students who are not five by September 1, parents may submit a written request to the school principal seeking early admittance to the district. The school staff will be required to ensure that admitting such student is developmentally appropriate. Kindergarten registration will open earlier than before on January 28 with online registration. Parents can request a waiver and students will have an assessment to see if they are ready for kindergarten. Looking at the numbers we feel some students will be developmentally appropriate to start kindergarten but we don't know the percentage. The location would be adjacent to the preschool at Sandy Hook School with one or two classrooms and would not require an additional teacher. Transportation could come in at no cost as they would ride with the preschool students. We are also exploring the curriculum.

Mrs. Tomai asked if we charge parents for the pre-school if the children are not there for special education or have IEP's.



Mrs. Petersen said those that sign up as typical role models have to pay for the preschool. We have not discussed charging for the readiness preschool.

Mr. Melillo said when looking at students entering kindergarten, he worries about parents not paying for preschool and the children having no learning that year. If we can early intervene with these students now we may be able to offset students being referred to special education. The plan is to create a program for students to be ready for kindergarten.

Mr. Vouros asked what would happen in January if a student is gifted who is not age appropriate.

Mrs. Uberti said children cannot enter kindergarten if they are not five years of age. Parents can go to a private school and have their child assessed. By law, they cannot enter kindergarten if they are not five. Even if not developmentally ready, we cannot restrict a student coming to kindergarten if they are five.

Mr. Higgins asked how you develop a pilot that captures as much of the data and learning we would want to do. It is who we will let into the pilot the first year and what we want them to learn. He encouraged her to consider the nature of this pilot and broadening the eligibility whatever the ramifications can be if parents don't have the means for other programs for their children.

Mrs. Plante agreed with Mr. Higgins and Mr. Cruson in looking at year two and forward. She is worried about taking too big a step for the first year and to take time to look at it and make changes. We will have enough sense of the number of students who apply so we can adjust our budget.

Mrs. Uberti feels we can do it in what we currently have with staffing.

Mrs. Plante asked if there was a different certification for preschool.

Mrs. Uberti stated we may have to use teachers certified in PreK-8. We may request waivers.

Mr. Vouros commented on the work Mrs. Uberti and Mrs. Petersen have done. A lot of thought has gone into this and the trust is there. We are going to have gifted students so there needs to be a way to get them in.

Ms. Zukowski asked the Board to reach out to Mrs. Uberti with other ideas. The decision may be made at the next meeting.

Mrs. Uberti said we can't share information with families until approved by the Board.

#### Item 7 – Old Business

Action on Latin I, II and III Curriculum:

MOTION: Mr. Vouros moved that the Board of Education approve the Latin I, II and III curriculum. Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the Head O'Meadow School replacement of condensing units and coils/HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the ventilation systems and HVAC Renovations at Newtown High School/A-Wing HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the Educational Specifications for the HVAC system replacements at Newtown High School/ B-Wing HVAC Project. Mrs. Plante seconded. Motion passes unanimously.

Strategic Plan Update:

Mr. Melillo gave an update on the Strategic Plan.

Item 8 – New Business

MOTION: Mr. Vouros moved that the Board of Education approve the 2024 Schedule of Board of Education meetings. Mrs. Plante seconded.

Mr. Cruson feels the new Board should vote on their schedule for next year.

Ms. Zukowski said we have the option of postponing it. The standing committees need to know the Board's schedule so their meetings don't coincide.

MOTION: Mrs. Tomai moved to postpone the discussion to the next meeting. Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education approve the minutes of November 8, 2023. Mr. Ramsey seconded. Motion passes unanimously.

Item 9 – Public Participation

Dr. Anthony Salvatore, 25 Winthrop Street, Bristol, Connecticut, former Newtown administrator for 15 years and currently Co-President of the Connecticut Federation of School Administrators. He thanked the members for their service on the Board of Education. He spoke about the National Teachers Hall of Fame in Emporia, Kansas. They dedicated a memorial on June 12, 2014 to fallen educators, which includes those from Sandy Hook School. It has now received federal designation and is the only national memorial to fallen educators. Dr. Salvatore presented a picture to the Board with photographs of this memorial along with the Sandy Hook Memorial. Newtown will always be remembered by the citizens of Emporia.

Mr. Ramsey thanked him for his service to Newtown and helping us to never forget and offering hope for the future.

Mr. Cruson said it was bittersweet moving on from the Board of Education. A lot of good work has been accomplished during his time on the Board. He was looking forward to hearing what the Board accomplishes and wishes the new members good luck.

Mr. Ramsey thanked the Board for allowing him to be a spokesperson for them to let Ms. Zukowski and Mr. Cruson know how much they appreciated their service. Mr. Cruson helped the new Board members understand how the Board works. He also became their go-to person with matters with the State Department of Education and is a very active, engaged and reliable person. He is a gifted public servant and we wish him the best as a selectman.

Mr. Ramsey showed appreciation for Ms. Zukowski's tireless effort and helping to create a non-partisan Board by allowing us to serve on committees with both parties that enhanced the quality of our Board. She has a warm-hearted approach in dealing with people. She is a full value public servant and wished her the best.

Ms. Zukowski addressed Mrs. Uberti, Mrs. Vadas, Ms. June and members of the central office staff. It has been her honor to work on your behalf. Newtown Public Schools has remarkable

administrators, administrative assistants, teachers, paras, nurses, custodians, school resource officers, cafeteria workers, bus drivers, and others who make our schools welcoming, engaging, and safe. She thanked everyone for all they have done. She addressed Mr. Melillo and thanked him for working together with the Board as one team to best serve our students, staff, and community. She thanked him for his efforts and dedication.

To her fellow board members, Ms. Zukowski hopes they can focus on the work of improving our students' learning and engagement in our classrooms and schools. She thanked the Newtown community for having confidence in her to represent them on the Board of Education which has been an honor.

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

Item 10 – Adjournment

The meeting adjourned at 8:47 p.m.

Respectfully submitted:



Donald Ramsey  
Secretary

**Board of Education  
Newtown, Connecticut**

Minutes of the special Board of Education meeting held on November 27, 2023 in the Board of Education Conference Room, 3 Primrose Street, Newtown, Connecticut.

J. Vouros, Vice Chair  
D. Ramsey, Secretary  
A. Plante  
T. Higgins

Item 1 – Call to Order

The meeting began at 6:06 p.m.

MOTION: Mr. Vouros moved that the Board of Education go into executive session to interview candidates to fill the Board of Education vacancy. Mr. Ramsey seconded. Motion passes unanimously.

Item 3 – Executive Session

The Board exited executive session at 8:25 p.m.

MOTION: Mr. Vouros moved to adjourn the meeting. Mr. Higgins seconded. Motion passes unanimously.

Item 4 – Adjournment

The meeting adjourned at 8:26 p.m.

Respectfully submitted:



---

Donald Ramsey  
Secretary

**Board of Education  
Newtown, Connecticut**

Minutes of the special Board of Education meeting held on November 28, 2023 in the Board of Education Conference Room, 3 Primrose Street, Newtown, Connecticut.

J. Vouros, Vice Chair  
D. Ramsey, Secretary  
A. Plante  
T. Higgins

Item 1 – Call to Order

The meeting began at 6:14 p.m.

MOTION: Mr. Ramsey moved that the Board of Education go into executive session to interview candidates to fill the Board of Education vacancy. Mr. Higgins seconded. Motion passes unanimously.

Item 3 – Executive Session

The Board exited executive session at 8:45 p.m.

MOTION: Mr. Vouros moved to adjourn the meeting. Mr. Higgins seconded. Motion passes unanimously.

Item 4 – Adjournment

The meeting adjourned at 8:45 p.m.

Respectfully submitted:



---

Donald Ramsey  
Secretary

**Board of Education  
Newtown, Connecticut**

Minutes of the special Board of Education meeting held on November 30, 2023, at 6:00 p.m. in the Council Chambers, 3 Primrose Street, Newtown, Connecticut.

D. Zukowski, Chair  
J. Vouros, Vice Chair  
D. Ramsey, Secretary  
A. Plante  
T. Higgins  
S. Tomai

C. Melillo  
4 Public

Item 1 – Call to Order

Ms. Zukowski called the meeting to order at 6:05 p.m.

Item 2 – Vote to Fill Board of Education Vacancies

MOTION: Mr. Vouros moved that the Board of Education appoint Doria Linnetz as a new member of the Board of Education. Mrs. Plante seconded.

Ms. Zukowski noted that per Charter this is now a decision among those of the same political party as the departing member so that means this will be a motion and a vote solely from the Democrats.

Below is Mrs. Plante's statement.

*"First, I'd like to give a window into the process that we went through to select Ms. Linnetz so that the public has transparency into how we approached this. As all of you know, the Charter requires that when a member of the Board of Education resigns, the remaining members of that person's party select the new member. That placed the responsibility on me and John; however, we both felt strongly that this needed to be a bipartisan, collaborative effort and needed to include our fellow Board members if we want to continue our momentum of operating as a unified team.*

*Once we posted the vacancy announcement and had a pool of applicants, we shared the resumes with all Board members and invited all of our colleagues to join us when we interviewed the candidates. We held those interviews earlier this week and were very pleased to have Mr. Ramsey and Mr. Higgins join us. Their perspectives were invaluable and I'd like to thank them for making the time to attend. While our policy offers flexibility on how to run this process, I sincerely hope and would strongly encourage the Board to adopt this bipartisan model as our practice going forward. It was truly indicative of how I think we want to operate with each other as we proceed into the new term.*

*We were very lucky to have had many highly-qualified candidates who were willing to step forward for this role, and I'd like to thank them for doing so. Your willingness to serve your community is commendable, and I think I can speak for John, Don, and Todd when I say that we genuinely enjoyed each conversation.*

*Finally, I am very excited to welcome Doria Linnetz to the Board. Doria's personal qualifications are exceptional - she is highly educated and has 20 years of professional experience working in Human Resources. She's the parent of two students in the District. She has served Newtown in other volunteer capacities, including on the Board of Directors of Everwonder and on the*

*Community Center Commission. She is smart, thoughtful, sees situations from multiple perspectives, and unafraid to ask (and answer) tough questions.*

*And just as important as her individual qualifications is how she will complement this team. When the new term begins tomorrow, our Board will benefit from the perspectives of two former Newtown teachers (in John and Don), 2 people who are lawyers by trade (in Todd and Shannon), 1 scientist in Chris Gilson, and now someone in Doria with an extensive background in HR and talent development. Her skill set will be highly complementary and will be a huge asset to the Board, which oversees the management of the largest workforce in Newtown. And this will be an incredibly well-rounded group that I'm very proud to be a part of.*

*So thank you again to my colleagues for their partnership, thank you to all of our applicants, and congratulations Doria."*

Mr. Vouros welcomed Mrs. Linnetz to a world of diverse personalities whose thoughts and actions will challenge her to do what is best for all students. He welcomed her to question what she does not understand and bring to the table creativity and academic rigor as she applies her HR corporate skillset to education.

Mr. Ramsey welcomed Mrs. Linnetz and appreciates her focus on staff retention type issues and her desire to be a nonpartisan problem solving member of the Board.

Vote: 2 ayes Motion passes unanimously.

Ms. Zukowski welcomed Mrs. Linnetz to the Board and wished her well.

Mrs. Linnetz thanked everyone for this honor and privilege, looks forward to working with this team, and thanked them for trusting her with this responsibility.

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

Item 4 – Adjournment

The meeting adjourned at 6:12 p.m.

Respectfully submitted:



Donald Ramsey  
Secretary



# Architectural Design 2

3 Curriculum Developers | Last Updated: Monday, Nov 20, 2023 by Holst-Grubbe, Erik

## Unit Calendar by Year

Unit	Lessons																																					
	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju																											
Draft Construction Math and...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
0	[Bar chart showing lessons for Draft Construction Math and...]																																					
Planning	[Bar chart showing lessons for Planning]																																					
Construction	[Bar chart showing lessons for Construction]																																					
Architectural Practices & Caree...	[Bar chart showing lessons for Architectural Practices & Caree...]																																					

4 Units found





## Unit Plan

### Construction Math and Application

Newtown High School / High School / F&AA: Technology

⤴ Week 1 - Week 3 | 3 Curriculum Developers

## Concept-Based Curriculum Unit Template

### Purpose of the Unit

*The overarching goal(s) of the unit.*

Students will be able to apply calculations that all architects and workers in related fields utilize during the planning and building process. This unit will happen the first two weeks of the course and will be used as warm up activities as the students engage in the planning unit.

### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Concepts -

Measurement, Calculations, Structure, Construction, Architecture, Area, Volume, Fractions, Dimensions, Scaling, Estimation

### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

- 1) Area calculations drive the planning process and estimation of cost and materials.
- 2) Volume and dimension measurements aid architects in estimation of materials while designing a structure.
- 3) Knowledge of fractions strengthens architectural literacy.
- 4) Scaling and measurement determines how the architect interacts with plans and make informed decisions and estimates about structures being built.

### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1) Area calculations drive the planning process and estimation of cost and materials.
  - What is area? (F)
  - How is area calculated? (F)
  - When are area calculations necessary? (C)
  - How are area calculations used to estimate materials and other building costs? (C)
  - How important are accurate calculations prior to building and why? (P)
- 2) Volume and dimension measurements aid architects in estimation of materials while designing a structure.
  - What is volume? (F)
  - How is volume calculated? (F)
  - When are volume calculations necessary? (C)
  - How do volume calculations aid in estimating certain materials? (C)
- 3) Fractions enable students to understand the language of architecture, construction, and dimension.
  - What is a proper fraction? (F)
  - What is an improper fraction? (F)
  - What is a mixed number? (F)
  - How can you convert improper fractions to a mixed number? (C)
  - What are the steps to add and subtract fractions? (C)
  - How do you convert fractions into decimals? (C)

- Why are dimensions necessary in an architectural drawing? (F)

4) Scaling and measurement allow the architect to interact with plans and make informed decisions about structures being built.

- What does "scale" mean in architecture? (F)
- How is scale calculated in building models? (F)
- What are the different ways building plans can be scaled? (C)

## Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content (What students must know in order to demonstrate skills)	Skills
Living Space	Know what constitutes living space, and why it is important to delineate it from other spaces in the home or property.	Measure floor plans using a scale. Calculate the square footage based on your measurements.
Calculations	Know the difference between volume and surface area, and why it is important to know both.	Using a scale, read a residential footings plan and calculate the amount of concrete needed.
Communication	Know what symbols and measurements represent within a given drawing.	Determine total wall thickness based on a carpenter's drawing.

## Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

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

## Standards

The content standards that are taught and/or assessed in this unit.

CCSS: Mathematics

CCSS: Grade 7

Geometry

7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- 7.G.B.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Computer Aided Drafting and Design

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

19. Interpret drawings, pictures, and symbols.

E. Creating and Manipulating Mechanical Drawing Information: Describe and demonstrate the process for creating various types of views using a well-organized process.

26. Place and edit dimensions.

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

### Unit 2 Construction Math and Application Pages 11-44

Adding, Subtracting, Multiplying and Dividing Fractions and Decimals - practice problems page 26 -28

Reading An Architect's Scale

Calculating Dimensions - practice problems page 30-31

Area and Volume Measurement - practice problems pages 31-34

Living Area - Print M-7 hard copy found in the file cabinet in room A114 (see assessment)

Calculating Concrete - (see assessment)

 Reading an Architect's Scale Lesson Plan  

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

arc, area, circumference, decimal fraction, denominator, diameter, improper fraction, mixed number, numerator, proper fraction, radius

## Resources

Teacher and student resources used to support the learning.

Print Reading for Construction. Walter c. Brown, Daniel P. Porter  
Print (hard copy) The Marseille Two Story Residence, prints M-1 through M-9 found in the metal filing cabinet in A114  
Architect's Scales found in the wooden drawer in A114

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Adding Gravel to the Shotput Arena | Summative | Lab Assignment

This assignment was included because it involves volume, and ordering yards of gravel to improve the high school's shotput arena. This was an Eagle Scout project for a senior, class of 2024.

This uses geometric concepts and content. It also allows the students to use a transom.

 Shot Put Volume Activity.pdf

No Standards Assessed

### Metric Scale Reading | Summative | Lab Assignment

This assignment allows students to demonstrate proficiency in using a metric architect's scale.

 Metric Scale Activity.pdf

No Standards Assessed

### Summative | Lab Assignment

This is an exercise that enables students to demonstrate their ability to draw to scale using standard English units.

 English Scale Activity.pdf

No Standards Assessed

### Calculating Concrete | Summative | Lab Assignment

You will need Print M-2 from the metal filing cabinet in room A114

 Calculating Concrete (Print M-2 The Marseille)

3 Standards Assessed

### Living Area Calculations | Summative | Lab Assignment

This assessment involves reading a plan and calculating square footage of living area.


 Living Area Calculation Activity

3 Standards Assessed

### Reading an Architect's Scale | Summative | Exhibition

Technology Project

An assessment to determine if the student can read a scale.

 Reading and Architect's Scale

2 Standards Assessed

### Activity 2-1 Problems in Construction Mathematics | Summative | Written Test

Activity 2-1 Problems in Construction Mathematics pp. 37-43

 Construction Math and Application.pdf

3 Standards Assessed

---

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

---

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

---



## Unit Plan Planning

Newtown High School / High School / F&AA: Technology

Week 1 - Week 11 | 3 Curriculum Developers | Last Updated: Nov 11, 2023 by Holst-Grubbe, Erik

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

Students will be able to understand and explain what architects do and how the building process works.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Concepts: Logistics, Communication, Environment, Health and Safety, Logistics, Aesthetics.

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

- 1.) Logistics determines process which includes timeline, responsibilities, laws, etc.
- 2.) Communication with stakeholders drives strategy and project success.
- 3.) Environment dictates appropriate structures and responsible building plans.
- 4.) Health and safety regulations maintain integrity of architectural plan execution.
- 5.) Effective design and health & safety practices drive housing development, and sustainability.
- 6.) Consideration of aesthetics ensure plans result in buildings which are "art through which we walk".

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1.) Logistics determines process which includes timeline, responsibilities, laws, etc..
  - What is an effective timeline? (C)
  - How does process determine the timeline of work and who is responsible for that work? (C)
  - What are logistics? (F)
  - How do logistics impact process? (C)
- 2.) Communication with stakeholders drives strategy and project success.
  - What determines effective communication? (P)
  - Who are the stakeholders in a building project? (F)
  - What forms of communication are necessary for including all stakeholders? (F)
- 3.) Environment dictates appropriate structures and responsible building plans.
  - What is environment? (F)
  - How does environment dictate the appropriateness of a building? (C)
  - Are human structures part of the natural environment? (P)
  - Do architects and builders have an responsibility to the greater community? (P)
- 4.) Health and safety regulations maintain integrity of architectural plan execution.
  - What are health and safety regulations? (F)
  - How do health and safety regulations maintain integrity of building plans? (C)

- What factors spark change in health and safety regulations? (F)
  - How do architects stay current on changing health and safety regulations? (F)
- 5.) Effective design and health & safety practices drive housing development, sustainability, and the affordable housing market.
- Why is sustainability an important factor in architectural planning? (C)
  - How can architects combine health & safety with effective design to ensure affordable housing for all? (P)
- 6.) Consideration of aesthetics ensure plans result in buildings which are "art through which we walk".
- What is aesthetics? (F)
  - Why should aesthetics be considered when designing a building? (C)
  - How do aesthetically pleasing structures impact users differently than strictly functional ones? (C)

### Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

<u>Topic</u>	<u>Content</u>	<u>Skills</u>
Print Reading for Construction	<b>Determine</b> what working drawings are, and why each drawing is necessary.	<b>Interpret</b> symbols and lines of working drawings. <b>Recognize</b> the difference in each of the elevations and infrastructure layers.
The Planning Process	<b>Explore</b> possibilities of a given space.  <b>Discuss</b> considerations regarding appropriateness of an idea, it's impact on the environment both social and scientific.	<b>Research</b> appropriated spaces both in terms of success stories and failure. <b>Identify</b> who stakeholders are, and what controlling factors exist in construction law.
Health and Safety	<b>Explain</b> fire codes for residential dwellings in a certain area.	<b>Validate</b> designs based on fire codes.

### Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

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

Topography and Plot Plans	<b>Review</b> plot plans in terms of coordinates, distances, and slope.	<b>Calculate</b> building footprint availability using local zoning laws. <b>Generate</b> a perimeter and topographic relief lines using software.
Interior Plans	<b>Compare</b> fixed architectural elements with movable elements. <b>Consider</b> health and safety and human accommodations together.	<b>Create</b> interior designs based on people's needs. <b>Represent</b> interior design ideas using sketches, scaled mechanical drawings, and CAD drawings.
Creating a Foundation	<b>Recognize</b> the importance of a strong foundation in terms of stability.	<b>Generate</b> a foundation suitable for a given structure and climate using CAD tools.
Exterior Plans	<b>Develop</b> exterior plans which incorporate style, aesthetics, practicality, and environmental impacts.	<b>Provide</b> choices to homebuyers through variations in materials and construction elements using exterior plan iterations. <b>Estimate</b> the carbon footprint of the structure both in terms of raw materials and sustainability.
Creating Landscape	<b>Conceptualize</b> an overall plan in landscape by developing a theme with consideration of both owners and visitors.	<b>Organize</b> landscape elements to be practical, beautiful, and sustainable in an overall theme.

Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Disciplinary Core Ideas

NGSS: 9-12

ESS2: Earth's Systems

ESS2.D: Weather and Climate

- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (secondary to HSESS3-6)

[Interactive version of NGSS](#)

[NGSS Resources](#)

© Copyright 2013 Achieve, Inc. All rights reserved.

CT: CTE: Technology Education (PS 2015)

Grades 9-12

Computer Aided Drafting and Design

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

19. Interpret drawings, pictures, and symbols.

ITEEA: Standards for Technological and Engineering Literacy (2020)

ITEEA: Grades 9-12

Disciplinary Core Ideas

Core Concepts of Technology and Engineering

- STEL-2T. Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.  
Show Details

Impacts of Technology

- STEL-4R. Assess a technology that minimizes resource use and resulting waste to achieve a goal. Show Details

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Print Reading for Construction - Activities 8-1 to 14-2

Building Codes and Zoning Laws - Guest Speaker from Newtown CT Building Department (203)-270 - 4260

Site Plan Reading

[Creating a Plot Plan in Chief Architect](#)

[Creating Topography Chief Architect](#)

[30 American Architectural Styles in 30 Minutes](#)

[Scenario Home Design -](#)

[Floor Plan Basics, Chief Architect](#)

Exterior Styles and Considerations -

Interior Styles and Considerations -

Landscape Architecture -

Environmental Considerations -

 Site Plan Reading.pdf 

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

What do they already know?

Print Reading for Construction - Dimensions, Plot Plans, Foundation Plans, Framing Plans, Plumbing Prints, HVAC Plan, Electric Plans

Creating Interior Plans - Design Elements, Spaces and Rooms,

Relationships and Locations, Properties, Attributes

Topography and Plot Plans - Creating Perimeters, Creating

Topography (Computer Aided Drafting)

## Resources

Teacher and student resources used to support the learning.

Architectural Drafting and Design - 4th Edition Alan Jefferis, David a. Madsen

Architecture Residential Drafting and Design - Clois E. Kicklighter, W. Scott Thomas

The Interior Plan; Concepts and Exercises - Roberto J. Rengel

Print Reading for Construction - Walter C. Brown



Creating a Foundation - Computer Aided Drafting  
Creating an Exterior Plan - Doors, Windows, Roofs, Decks and Porches, Trim, Siding (Computer Aided Drafting)  
Landscape Architecture - Driveways, Walkways, Pools, Patios, Plants and Gardens.

---

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

### Site Plan Reading | Summative | Lab Assignment

This requires students to find key aspects of a given site plan. They will gain knowledge of what needs to be included, and insight into who has to read the plan.

 Site Plan Reading -

No Standards Assessed

### Building Code Quiz | Summative | Written Test

This assessment should follow a guest speaker presentation from the Newtown Building Department.

 Building Codes Quiz

2 Standards Assessed

---

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

---

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

---



## Unit Plan Construction

Newtown High School / High School / F&AA: Technology

Week 12 - Week 18 | 3 Curriculum Developers | Last Updated: Nov 18, 2023 by Holst-Grubbe, Erik

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

Students will understand important aspects within the construction of a building.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Purpose

Concepts - Efficiency, Integrity, Stability, Communication, Environment, Stakeholders, Health and Safety, Logistics, Aesthetics, and Art, Structures, Purpose, Regulations, Process, Time, Materials

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

- 1.) Proper construction maintains safety, structural integrity, and time and cost efficiency.
- 2.) Stability ensures safety of structures.
- 3.) Communication with stakeholders drives purpose, supports efficiency and health/safety goals, and determines integrity to ensure project success.
- 4.) Environment dictates appropriate structures and responsible building plans.
- 5.) Health and safety regulations maintain integrity of architectural plan execution.
- 6.) Logistics determines process which includes timeline, responsibilities, laws, etc.
- 7.) Consideration of aesthetics ensures plans result in buildings which are "art through which we walk".

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- 1.) Proper construction maintains safety, structural integrity, and time and cost efficiency.
  - What is efficiency? (F)
  - How is a budget determined? (F)
  - What can stand in the way of efficient use of time? (C)
  - What determines the level of efficiency in use of time & materials? (C)
  - How can an architect best coordinate with general contractors to ensure timeline success? (C/P?)
  - How does an architect build a successful and sustainable business? (P)
- 2.) Stability ensures safety of structures.
  - What makes a stable structure? (F)
  - What considerations need to be thought of when constructing a base for a structure? (C)
  - What should be considered while choosing building materials? (C)
- 3.) Communication with stakeholders drives purpose, supports efficiency and health/safety goals, and determines integrity to ensure project success.
  - What determines effective communication? (P)
  - Who are the stakeholders in a building project? (F)
  - What forms of communication are necessary for including all stakeholders? (C)
- 4.) Environment dictates appropriate structures and responsible building plans.

Unit Plan

- What is environment? (F)
- How does environment dictate the appropriateness of a building? (C)
- Are human structures part of the natural environment? (P)
- Do architects and builders have an responsibility to the greater community? (P)

5.) Health and safety regulations maintain integrity of architectural plan execution.

- What are health and safety regulations? (F)
- How do health and safety regulations maintain integrity of building plans? (C)
- What factors spark change in health and safety regulations? (F)
- How do architects stay current on changing health and safety regulations? (F)

6.) Logistics determines process which includes timeline, responsibilities, laws, etc..

- What is an effective timeline? (C)
- How does process determine the timeline of work and who is responsible for that work? (C)
- What are logistics? (F)
- How do logistics impact process? (C)

7.) Consideration of aesthetics ensures plans result in buildings which are "art through which we walk".

- What is aesthetics? (F)
- Why should aesthetics be considered when designing a building? (C)
- Does an architect have a responsibility to create aesthetically pleasing structures? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content (What students must know in order to demonstrate skills)	Skills

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

<p>Know that 2D drawings convey information differently from the 3D world in which we live.</p>	<p>Demonstrate use of scaled large format prints. Use orthographic elevations for large format printing and modeling. Create levels of detail using various materials. Construct walls, roof planes, etc. with precision. Represent landscape objects using correct scale and materials.</p>	<p>Recreate two dimensional plans in 3D using modeling techniques and materials.</p>
---	--	--

<p>Health and Safety</p>	<p>Explain fire codes for residential dwellings in a certain area.</p>	<p>Validate designs based on fire codes by walking through observers using a model.</p>
--------------------------	--	---

<p>Know that while detailed plans of houses and structures are critical, the surrounding land and it's representations are just as important.</p>	<p>Recognize planning and zoning regulations. Build terrain contour using scaled large format prints. Create the plot plan perimeter using scaled large format prints and foam core board.</p>	<p>Interpret a given plot plan by locating objects relative to one another. Create contour and terrain with precision.</p>
---	--	--

- 1) Create plans which are accepted by homebuyers, or potential homebuyers, the planning and zoning commission, the wetlands commission, and sometimes the historical society.
- 2) Generate estimates of cost of materials and labor, and a timeframe in which to build.
- 3) Provide technical drawings and elevations to communicate what is to be built and how it is to be built.
- 4) Understand the language of technical drawings, and construction terminology.
- 5) Estimate the environmental impacts of the construction and carbon footprint of living in the proposed building.
- 6) Offer alternatives to materials and design choices to vary cost and aesthetics.
- 7.) Consider the impact a plan will have on the community.

## Standards

*The content standards that are taught and/or assessed in this unit.*

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

### Model Building Design

## Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

### Techniques:

orthographic, elevation drawings, plane, pitch, grade,

### Materials:

prefabricated, reinforced, structural steel, footings, lineal foot vs. board foot, joist, beam, column, stud, header, rafter, sheathing, hip, valley, span, truss, stringer, roof plane, stucco, engineered wood, slab, shiplap, clapboard, tread, riser, cornice, bracket, dormer, cupola, retaining wall, flashing, overhang, ridge, ridge pole, gable

### Concepts:

Efficiency, Stability, Communication, Environment, Health and Safety, Logistics, Aesthetics, and Art

## Resources

Teacher and student resources used to support the learning,

Books available in the library;

Alexander Jackson Davis

American Architecture

America's Forgotten Architecture

Architecture; Eye on Art

Architecture; Eyewitness Series

Art and Architecture

Craftsman-Style Homes

Early Domestic Architecture of CT

Frank Lloyd Wright

How to Read Buildings

I.M.PEI

Light Wind and Structure

Prairie Style

Ten Buildings That Changed America

The Architect as Artist

The Not So Big House

Scaled Materials (can all be found on Amazon). They include:

- balsa strips,
- material sheets,
- model grass and trees,
- foam core sheets,
- modeling pins
- wood stain markers

Large format printer (located A114.)

Chief Architect Software (located in A114)

How to Dig a Basement - <https://www.youtube.com/watch?v=rAmAoxmWkLI>

How to Build a Concrete Block Basement -

<https://www.youtube.com/watch?v=o1eYmc5qzZO>

## Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

## Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

---

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

---



## Unit Plan

### Architectural Practices & Career Readiness

Newtown High School / High School / F&AA: Technology

Week 2 - Week 18 | 3 Curriculum Developers | Last Updated: Nov 20, 2023 by Stamm, Anastasia

#### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

Students will apply skills related to the importance of professionalism, presentation, and collaboration within the architecture industry to gain better understanding of career opportunities in related fields.

#### Conceptual Lens/Concepts

*Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.*

Professionalism

Concepts: Sustainability, Professionalism, Standards, Innovation, Opportunity, Industry, Collaboration, Competence, Responsibility, Precision

#### Generalizations

*Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.*

- 1.) Collaboration and technical competence dictates the success of an architect.
- 2.) The multifaceted needs of the architecture industry dictates architects must be competent in a wide range of knowledge and expertise.
- 3.) An architect designs buildings which are environmentally sound, and sustainable, because every buildings carbon footprint contributes to climate change.
- 4.) Creation of safe, functional and beautiful structures requires attention to detail and precision.
- 5.) Effective communication and adherence to timelines ensure professionalism throughout the project.
- 6.) Changes in industry standards and society create opportunities for innovation.

#### Guiding Questions

*A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).*

- What is collaboration 1(F)
- Why is collaboration important? 1(C)
- With whom must an architect collaborate, and how frequently? 1(C)
- What does it mean to be competent in the industry of architecture? 1(C)
- In what ways do architects display responsibility? 1(C)
- How does an architect coordinate efforts among key players for a successful project? 1(P)
- What is architectural competence? 2(C)
- What subjects are related to architecture and why should an architect be knowledgeable in them? 2(C)
- What does an architect need to know and be able to do in order to be licensed in the state of CT? 2(F)
- What is responsibility? 3(F)
- To whom is the architect responsible? 3(C)
- In what ways do architects show responsibility? 3(C)
- What is precision? 4(F)
- Why is precision important in architecture? 4(C)
- What attributes make a structure beautiful? 4(P)
- What constitutes effective communication? 5(C)
- What qualities embody professionalism in the architecture industry? 5(C)
- What are the key components in a quality formal presentation? 5(C)

- Why are architects required to do formal presentations? 5(C)
- What are opportunities? 5(C)
- How do opportunities drive industry? 5(C)
- In what ways can innovation be exemplified in architecture? 5(C)

### Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content	Skills
Project Presentation	<b>Realize</b> everything you do as a professional is a representation of you and your company. Good ideas mean nothing without a polished means of communication.	<b>Express</b> complexities of a given project in a thorough manner. <b>Summarize</b> information to the audience in a meaningful way.
Occupational Preparation	<b>Explore</b> careers within the housing Industry <b>Determine</b> individual aptitude & interest in specific careers within the housing Industry <b>Discuss</b> logistics and management systems within the housing Industry.	<b>Research</b> careers within the housing Industry <b>Express</b> rationale for personal aptitude & interest in specific careers within the housing Industry <b>Compare</b> logistics and management systems within the housing Industry to those systems used working in our architecture classroom.

### Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

### Standards

The content standards that are taught and/or assessed in this unit.

- ITEEA: Standards for Technological and Engineering Literacy (2020)
- ITEEA: Grades 9-12
- Disciplinary Core Ideas
- Nature and Characteristics of Technology and Engineering



- STEL-1R. Develop a plan that incorporates knowledge from science, mathematics, and other disciplines to design or improve a technological product or system. [Show Details](#)

### Technology and Engineering Practices

#### Communication

- Conveys ideas clearly in constructive, insightful ways, including through written and oral communication and via mathematical and physical models

 National Health Science Standards  

## Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

[Productivity/Professionalism Rubric](#)

[Architecture Career Assignment](#)

Guest Speakers - Guy Gabrielson, Licensed Architect

John PoltlTown of Newtown Building Inspector

## Vocabulary

*Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.*

Professionalism - Competence, Dependability, Discretion, Empathy, Enthusiasm, Initiative, Integrity, Tact  
Presentation Skills - Illuminate, Mastery, Transitions, Modulation, Fluency, Experiential, Critical Thought

## Resources

*Teacher and student resources used to support the learning.*

[US OSHA Construction](#)

[U.S. Department of Housing and Urban Development](#)

[US Housing & Urban Dev. Jobs Site](#)

## Assessments

*The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.*

### Professionalism Rubric | Summative | Personal Project

This is a weekly assessment of soft skills necessary to be a successful architect.

1 Performance Standard Assessed

### Spoken Communication | Summative | Exhibition

This is the schoolwide rubric for spoken communication.

1 Performance Standard Assessed

## Differentiation

*Core learning activities, resources and assessments that meet the needs of all learners.*

## Test Prep Connections

*As appropriate, include activities that build skills for standardized testing, such as IABs.*

---

## **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)

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:

Transfers between major object codes less than \$10,000 may be made without prior Board of Education approval, but will be referenced in the monthly financial report. Notice of major object codes falling into a negative balance will also be included in the monthly financial report.

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 31<sup>st</sup>~~, prior to the last regular Board of Education meeting in August, the Newtown Public Schools Director of Business will recommend to the Board an amount to ~~deposit~~ transfer into a its Non-Lapsing account Fund in accordance with 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.
2. The Board shall consider the recommendation and notify the Legislative council and the Board of Finance of its transfer request as set forth in Board Policy 3171.1 – Non-Lapsing Education Fund. ~~Each year, before August 31<sup>st</sup>, 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~~ The Board's transfer request may also include a potential 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~~ may vote to authorize a request for expenditures from the Non-Lapsing Education Fund and forward the request to the fiscal authority as set forth in Board Policy 3171.1 – Non-Lapsing Education Fund. ~~and explanation to the Town’s fiscal authority for use of funds from the Non-Lapsing Education Account. The Board may also request that an amount of funds be designated for a specified purpose and the Board may use all or some of the designated funds for the specified purpose. If funds are no longer needed for the specified purpose, the Board may remove the designation from any remaining funds, and inform the Town’s fiscal authority of the change.~~

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

Policy adopted: April 4, 2017  
Revised: June 16, 2020  
July 6, 2021  
November 16, 2021

NEWTOWN PUBLIC SCHOOLS  
Newtown, Connecticut