

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

Minutes of the Board of Education meeting held virtually on June 16, 2020 at 7:00 p.m.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	R. Bienkowski
D. Leidlein	2 Staff
J. Vouros	1 Press
R. Harriman-Stites	1 Public
D. Zukowski	

Mrs. Ku called the meeting to order at 7:01 with Board members joining virtually and members of the public joining on the phone line. The meeting was also being recorded. Those on video include Mrs. Ku, Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mrs. Harriman-Stites and Ms. Zukowski. Mr. Vouros, Mr. Gerbert and a member of the public joined by phone. Also on video were Dr. Rodrigue, Mrs. Uberti, Mr. Bienkowski, Dr. Longobucco, and Board of Finance Chair Sandy Roussas.

Item 1 – Pledge of Allegiance

Mrs. Ku asked to move the discussion of the Board of Finance General Fund Balance Policy to after the reports.

Item 2 – Consent Agenda

MOTION: Mrs. Harriman-Stites moved that the Board of Education approve the consent agenda which includes the minutes of June 2, 2020 and the correspondence report. Mrs. Leidlein seconded. Motion passes unanimously.

Item 3 – Public Participation - none

Item 4 – Reports

Chair Report: Mrs. Ku reported that the Regional Advisory Team has not been called upon to meet for several weeks. There is frustration with the lack of contact regarding returning to school in the fall. We will need to have another Board meeting in late July or early August with the changes that may occur for the school year. With this being the last day of school, she thanked all teachers and staff for being the consummate professionals that they are getting us through this. Mrs. Ku attended a CAFE workshop last week regarding diversity and she stressed the need to be kind to each other and as we lean into the discomfort of the conversations that are coming up. She stressed the importance of working together as a board. The Covid changes in education and discussions of racism will be challenging and rewarding in education.

Superintendent's Report: Dr. Rodrigue sent a letter to parents and staff and will keep them updated regarding the plan for reopening in the fall. She thanked all staff and leaders, and parents and children. She also thanked Dr. Longobucco and Mr. Einhorn and their entire staff for putting together the truly memorable experience for moving up and graduation. The students in the other schools loved seeing their teachers in the parades at their schools. We will be sharing resources in reading and math to support ongoing student engagement over the summer. Some specialists will also be contacting parents over the summer. She met with two Newtown High School alum to discuss how we can review our curriculum in regards to race and diversity. We will also be including current students in the conversations. Congratulations to Janice Gabriel, Newtown's Teacher of the Year and Dawn Egelson, our Anne Marie Murphy Para of the Year and thanked the Board members for their support this year.

Mrs. Harriman-Stites appreciated Dr. Rodrigue's comments that we can always do better and always have room for improvement and appreciates the conversations with the students and hopes they will continue.

Mrs. Ku thanked the high school and middle school for the moving up and graduation ceremonies as special celebrations students will remember forever and the principals in the other schools with the special events they had for their students. The Newtown Bee is doing a series on some of the issues we are facing which will include the Police Commission and Dan Rosenthal and they asked if we would be willing to participate.

Committee Reports: Mrs. Harriman-Stites said the Policy Committee was going through the 4000 series and is also looking at a distance education policy to be sure its applicable now and in the future. She is the liaison to the high school and helped with graduation. It was a truly wonderful experience and she was grateful to be part of it.

Financial Report:

MOTION: Mr. Delia moved that the Board of Education approve the financial report for the month ending May 31, 2020. Mr. Cruson seconded.

Mr. Bienkowski reported that we received the second installment of excess cost grant on a state calculated rate of 70.89% which amounted to \$350,905. It was \$238,494 more than budgeted. Supplies were purchased including Verkada cameras which will leave a balance of approximately \$800,000.

Ms. Zukowski asked if this included the other funds from the CARES Act and Novo balance. She heard the CARES Act thought of redistributing money.

Mr. Bienkowski said this report does not include grants and is purely the operational budget. We are waiting to hear from the Department of Education to see how to apply the CARES Act.

Motion passes unanimously.

#### Item 6 – New Business

Board of Finance Fund Balance Policy:

Sandy Roussas, Board of Finance Chair, thanked the Newtown schools, staff and Dr. Rodrigue for their work on the distance learning. The purpose of this policy is to state the percentage of the fund balance the town should carry which helps lower borrowing costs, maintains our rating with Moody's and benefits the town. She also addressed the section that refers to the Board of Education non-lapsing account.

Ms. Zukowski asked if our non-lapsing account would be a restricted fund balance.

Mrs. Roussas said it was not a restricted fund balance but a Board of Education account.

Ms. Zukowski stated that the lawyer said it was a restricted fund balance and asked if the funds count toward the 8% to 12% of the town budget.

Mrs. Roussas stated that those funds don't count as part of those percentages.

Mr. Bienkowski said it's a restricted fund for educational purposes. It's not on the overall town balance. Fund balance results from the operating budget approved year to year.

Mrs. Ku said the Board of Finance referred to it as the Board of Education non-lapsing account. The State calls it an unexpended fund account which is now a capital nonrecurring fund.

Mrs. Roussas said the purpose of the account is statutorily defined. She looked at older meeting minutes regarding this account and there was a spirit of setting money aside for the Board of Education to cover capital costs.

Ms. Zukowski stated that we have \$63,000 in the non-lapsing account for special education which is not a capital expense and not recurring. If people feel this account is the same as the towns to use it for smoothing out special education spikes in expenses it would be harder for us make it seem the proper fund for it. She asked to refer to it as the language in the Board of Education policy.

Mrs. Roussas asked if there was a policy that defines the purpose of the non-lapsing account in that way.

Mrs. Ku reported that we just approved one policy and another one tonight that discusses how the transfer occurs and she would send them to her.

Mrs. Roussas said she has to change the title of that portion of their policy to streamline it with the Board of Education Non-lapsing Education Account.

Ms. Zukowski also suggested removing it from number two which is about capital projects and capital and non-recurring funds because it's broader than that.

Mrs. Ku agreed with Ms. Zukowski that by lining it up side by side with the municipal capital and non-recurring funds is not the same thing

Ms. Zukowski said that would explain that the town capital and non-recurring funds would be for town's capital items and the Board of Education capital and non-recurring funds for their capital items which is not the case.

Mrs. Leidlein asked if somewhere else in the Board of Finance policies it talks about the process when money is deposited in the account or money is taken out of the account.

Mrs. Roussas said no other policy speaks to this. Ned Simpson remarked that there is no defined way money is taken out of the Board of Education non-lapsing account. She anticipates this discussion will start this summer in conjunction with the anticipated request to transfer the Board of Education surplus from this year's budget to the non-lapsing account.

Mrs. Leidlein said that as of now there are no requirements or set methodology that's being used. It is our decision solely.

Mrs. Roussas stated that by statute once funds are deposited in the non-lapsing fund it's the Board's purview to spend the money. There is also a policy that the Board of Education comes to the Board of Finance for approval to spend the money.

Mrs. Ledlein clarified that we are asking for approval but are not required to get approval.

Mrs. Roussas agreed but that was by statute.

Mrs. Ku thanked Mrs. Roussas who stated that the Board of Selectmen looked at their policy last night but had no input. The Board of Finance meets next week and she will discuss this with them and it will then move onto the Legislative Council. She was happy to answer any questions before their meeting next Thursday.

#### Item 5 – Old Business

MOTION: Mr. Delia moved that the Board of Education approve the Creative Writing curriculum.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved that the Board of Education approve the Journalism curriculum.

Mr. Cruson seconded.

Mr. Delia looked at the digital newspaper and would love to see it promoted more. It was very well done.

Motion passes unanimously.

**Budget Adjustments:**

MOTION: Mr. Delia moved that the Board of Education adjust its February 2, 2020 requested operational plan as follows:

- o Increase the allocation for turnover savings by \$100,000;
- o Decrease the allocation for Technology equipment by \$115,000 under the technology section of the budget; and
- o Decrease the allocation for Building and Site Maintenance Projects by \$335,000 under the Plant Operation and Maintenance section of the budget;
- o Decrease the allocation for classroom teachers at Hawley School by \$61,961;
- o Decrease the allocation for classroom teachers at Sandy Hook School by \$61,961;
- o Increase the allocation for classroom teachers at Middle Gate School by \$61,961;
- o Increase the allocation for classroom teachers at Reed Intermediate School by \$123,922;
- o Increase the allocation of Special Education teachers at Newtown High School by \$37,177; and
- o Increase the allocation for turnover savings by \$99,138.

Mr. Cruson seconded.

Mr. Bienkowski said the net result is a reduction to the budget of \$450,000. The Board of Finance reduced the budget by \$100,000 and then the Legislative Council further reduced it by \$450,000. The balance of the adjustments is for the current staffing. We are reducing a full-time staff member at Hawley and Sandy Hook Schools, adding one full-time teacher at Middle Gate School, two full-time teachers at Reed, and a .6 special education teacher will be needed at the high school for a total of \$99,138 to be taken from the turnover line item. We will have to find that money during the year. Recommendations for transfers will come to the Board in September and October.

Dr. Rodrigue spoke about the staffing changes. We are finding some areas we anticipated growth but we are not seeing it. At Reed they are well over what we anticipated for enrollment. At Hawley there are three sections in grade two but they are over the guidelines. We feel confident we can move a teacher to grade two. At the high school, the current special education staff can cover all but three co-taught classes. At Middle Gate, the 1.0 request is to maintain four sections in third grade. We are watching the kindergarten numbers at Head O'Meadow. We wanted to bring you this before the summer begins but there could be additional needs and won't know until we get the final plan from the State of Connecticut.

Mrs. Harriman-Stites appreciated this information now. She has some concerns around reducing the staff that was requested such as the kindergarten teacher at Hawley and Sandy Hook. There is so much unknown now because we may have to hire more teachers based on health considerations.

Dr. Rodrigue said she has been watching Sandy Hook School for a while. She doesn't have room now so we would add a para. Regarding hiring teachers, we can work with a distance

model using paras for support. If the Sandy Hook and Hawley class sizes increase we would add teachers. We have to look at the needs we know we have.

Ms. Zukowski agreed to make sure all classes are right-sized and if they are not, try to deal with the extra resources in the school system. What are the class sizes for the kindergarten we are reducing? Reed was right at 25 when we did the budget.

Dr. Rodrigue said Reed is now at 295 and there may be more unanticipated new students. Hawley class sizes for kindergarten is 50 which is four sections of 18 students. At Middle Gate there are 74 going into third grade. Reed has over 60 incoming fifth grade students with IEPs under special education.

Mr. Delia asked the budgeted amount for the turnover account now.

Mr. Bienkowski said it was \$624,138.00. This is a challenging number and bigger than we've ever had going into the school year. It will be watched very carefully and we won't know until November or December if we achieve it.

Mr. Delia asked if this could be an unexpected expense.

Mr. Bienkowski said he wouldn't go to the non-lapsing account for this. There are other areas of the budget we can look at and manage through it.

Dr. Rodrigue reminded everyone that we saved \$125,000 for Verkada cameras which is available.

Mr. Vouros agreed with Mrs. Harriman-Stites about these positions. We don't know what's going to happen in the summer or fall and we have these positions already. It's better to have teachers working with the students and we shouldn't be deleting.

Mrs. Ku said this is about moving things around in the budget. We are adding staff that wasn't there previously. She heard the real estate market is booming in Newtown and to keep that in mind. She also heard that Sandy Hook School has no room to add classes and look at how we will deal with enrollment increases in the future. In a conversation with the Board of Finance about the \$100,000 cut, it had something to do with cutting the special education contingency line which one of their board members brought up but there was no consensus. She didn't agree with doing that.

Mr. Vouros commented, "Imagine if Hawley were closed?"

Motion passes unanimously.

Policy 3160:

MOTION: Mr. Delia moved that the Board of Education approve Policy 3160 Budget Procedures and Line Item Transfers. Mr. Cruson seconded.

Mrs. Harriman-Stites said the Policy Committee didn't feel comfortable editing this policy without having Mr. Bienkowski's input first and the committee didn't feel comfortable discussing it without his input so she sent the Board members the comments and suggested new language. The reason this is coming to the Board is to make the language be in line with the non-lapsing policy we passed at the last Board meeting.

Mr. Bienkowski said the language here clarifies further what the non-lapsing fund can be used for and the process to use for designating the funds. The language fits and will work for the purposes we want it to work for.

MOTION: Mrs. Zukowski moved to amend the policy to add the following words following the first sentence. The first sentence reads "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."

At the end of that sentence insert the words “for review and approval.” Then continue to insert “The Board may also request that an amount of funds be designated for a specified purpose and, if approved, the Board may use all or some of the designated funds for the specified purpose at any time without further approval(s). If funds are no longer needed for the specified purpose, the Board may remove the designation from any remaining funds, and inform the Board of Finance of the change.” End with the final sentences in that paragraph.

Mrs. Ku made a friendly amendment to add the words “by the BOF” at the end of the first sentence and Mrs. Zukowski agreed.

Mrs. Harriman-Stites clarified that this is being added to the first paragraph on the last page of the policy.

Mrs. Zukowski read the motion with these additions.

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 for review and approval. The Board may also request that an amount of funds be designated for a specified purpose and, if approved, the Board may use all or some of the designated funds for the specified purpose at any time without further approval from the Board of Finance. If funds are no longer needed for the specified purpose, the Board may remove the designation from any remaining funds, and inform the Board of Finance of the change. 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.

Mr. Cruson seconded.

Mrs. Leidlein asked why we feel it is necessary to have the word “approval”.

Ms. Zukowski said we need to ensure the boards what we are asking for. We generally ask for their approval and to make sure the expectations among the boards are clearly stated.

Mrs. Leidlein prefers to not use the word “approval.”

Mr. Delia had the same question. The approval refers to what the funds are used for. He thought the Board of Finance would approve putting the money in the budget but thought we decided what we use the funds for.

Mrs. Leidlein stated Mrs. Roussas said the state statute didn't require approval by the Board of Finance.

Dr. Rodrigue said the statute refers to not having to be approved when we ask for the funds. Their authority is placing the funds in the account. This puts more approval on taking out funds.

Mrs. Leidlein said nothing in their policy talks about putting money in and nothing about taking money out.

Mrs. Ku said their policy doesn't address it but the statute does.

Dr. Rodrigue said our practice is forwarding the explanation to the Board of Finance for the use of the funds from the non-lapsing education fund. Their practice has been taking some action. We only went to them once or twice.

Mrs. Harriman-Stites felt that made a lot of sense. We can't put what another board is supposed to do in our policy.

Ms. Zukowski asked what would happen if you sent it the Board of Finance and they took action not approving and it comes back. There is nothing in this policy that says we don't agree and we will do it anyway. That would be allowed if we removed the words “approval.”

MOTION: Mrs. Leidlein moved to amend the amendment to remove the words “for review and approval” from the amended version and similarly in the second sentence of the amended version to remove the words “if approved.” Mrs. Harriman-Stites seconded.

Mr. Delia made a friendly amendment to Mrs. Leidlein’s amendment to remove the words “at any time without further approvals.”

Mrs. Leidlein was fine with that along with Mrs. Harriman-Stites.

Ms. Zukowski wanted to add a friendly amendment to add the words “at anytime” which means it doesn’t have to be spent at once.

Mrs. Leidlein didn’t know why we needed to say “at any time” She assumed as long as it’s there we can use it and doesn’t see the need to specify any time. She wasn’t accepting the amendment.

Mrs. Ku read the final amendment to the motion.

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. 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 Board of Finance of the change.

Vote on amendment to the amendment removing the wording about approvals:  
6 ayes 1 nay (Mrs. Zukowski) Motion passes.

Vote on amendment just read. Motion passes unanimously  
Vote on the policy: Motion passes unanimously.

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

Renewal of HVAC Contract for Newtown High School and Reed Intermediate School:

MOTION: Mr. Delia moved that the Board of Education renew the HVAC contract for Newtown High School and Reed Intermediate School with Harry Grodsky & Co. for the remaining two years as previously bid, based on their successful performance in year one, in the amount of \$135,750 for year two and \$139,700 for year three. Mr. Cruson seconded.

Mr. Gerbert and our maintenance staff were very pleased with the contractor. We’re getting excellent service.

Mrs. Ku asked if it was possible to use them for all of our schools.

Mr. Gerbert said for Head O’Meadow and Sandy Hook we have service agreements with Trane because the equipment at those schools are Trane branded and they are part of a larger network. We could look at potentially doing a similar bid for those but Newtown High School and Reed have more complex equipment. Maintenance at Sandy Hook and Head O’Meadow is not as heavily needed.

Motion passes unanimously.

Curriculum Development Guide

MOTION: Mr. Delia moved that the Board of Education approve the Curriculum Development Guide. Mr. Cruson seconded.

Mrs. Uberti stated that this guide is the cumulative effort of a group of people that comprised the Curriculum Development Council. There was no clear process in place for curriculum

development and not a lot of feedback during the writing process. Other changes were made to building in steps such as adding curriculum coaches to help and units approved by someone in concept-based curriculum work. The main difference with this version is previous versions focused on the concept-based design and this one provides that as well as the practical steps in the design process. We felt it needed to be focused on the steps in the process and is a more practical guide.

Ms. Zukowski said phase four of the document talks about evaluation and asked if it made sense to include the Board in terms of what worked for the new courses or what didn't. Mrs. Uberti felt that would be cumbersome to bring to the Board. The role of the principal will be to monitor the effectiveness of the curriculum. However, sometimes the Board will request an evaluation of a pilot course. New curriculum is reviewed on an ongoing basis. Major changes would come to the Board.

Dr. Rodrigue added that a lot will come through Curriculum and Instruction so there are checks and balances and sometimes there are minor changes.

Mr. Delia referred to the reimplementation and asked if there was a document to guide people through the steps.

Mrs. Uberti said it depends on the course. A lot of curriculum this year was being taught to a certain degree. We were just formalizing them to bring to the Board. New curriculum would be a big rollout.

Mrs. Ku said it was nice to see the process as we only see the end product.  
Motion passes unanimously.

District Highlights Newsletter:

MOTION: Mr. Delia moved that the Board of Education approve the District Highlights Newsletter for July 2020. Mr. Cruson seconded.

Mr. Cruson said this was the first newsletter this year which will be sent to the school community and the community at large including other boards, the Rotary Club, Board of Realtors, the Municipal offices and Community Center. The issue addresses the alternative learning plan. He appreciates the time the staff spoke to him and Ms. Zukowski.

Mrs. Harriman-Stites thought this was incredible with a cross section of teachers and student voices. She was concerned that it included the percentage of students needing devices or hotspots because it could make someone feel uncomfortable. She would vote for the newsletter if they were removed.

Mr. Delia felt the newsletter was phenomenal but also agreed to those changes. Ms. Zukowski did not object to changing the language. One other change since the student newsletter addressed the Corona virus we could give a plug to that under Student View. Mr. Delia said there were just a few articles on that as well as other subjects but his point was that it was really well done. Mr. Cruson said regarding the connection to the Hawkeye, our goal was to give the Board a voice to the public and was not sure if we should link it to the student newspaper. He has no problem changing the technology language.

Mrs. Ku said the Student Voice was from the student Board members and it isn't clear in the newsletter.

Mr. Cruson can put that information in their byline.



MOTION: Ms. Zukowski moved to amend the motion to include revisions for the devices and hot spots to lessen the language so that it doesn't point out actual numbers or percentages and to add a descriptor to the byline for student voices that these students were the 2019-2020 student representatives to the Board of Education.

Mr. Cruson seconded. Motion passes unanimously.

Vote on main motion: Motion passes unanimously.

Tuition for the 2020-2021 School Year:

MOTION: Mr. Delia moved that the Board of Education approve the increase in the tuition rate to \$20,200 for the 2020-2021 school year. Mr. Cruson seconded.

Mr. Bienkowski said this amount is for students not connected to Newtown. The staff members get the discount. We only had one outside student in the last 10 years that paid the full tuition rate.

Motion passes unanimously.

Healthy Food Certification:

MOTION: Mr. Delia moved that the Board of Education Board of Education will not comply with the Connecticut Nutrition Standards during the period of July 1, 2020 through June 30, 2021. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeteria, and fundraising activities on school premises, whether or not school sponsored. Mr. Cruson seconded.

Mr. Bienkowski said Newtown High School is not part of the National School Lunch Program so if we were to comply we wouldn't be able to sell foods we sell at the high school which is making money. There is only one option to comply or not to comply.

Motion passes unanimously.

First Read of Policies:

Mrs. Harriman-Stites reported that Policy 5145.14 On-campus Recruitment is an edit of a current policy based on CABE and legal guidance and includes recruiting for vocational and technical high schools and the military.

Policy 5145.2 Activism and Dissent is a combination between two policies around freedom of speech and activism.

Ms. Zukowski asked where the language came from.

Mrs. Harriman-Stites said CABE sends a few versions and we combine those into what works best for us.

Mr. Cruson said the policy CABE sent over matched what we had.

Item 7 – Public Participation - none

MOTION: Mr. Delia moved that the Board of Education go into executive session to discuss non-union wages for 2020-2021 and the evaluation of the Superintendent and invite Dr. Rodrigue. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Executive Session

Executive session began at 9:32 p.m.

Item 9 – Public Session for Vote on Executive Session Item

MOTION: Mr. Delia moved that the Board of Education approve the salary adjustments for all non-union employees for 2020-2021 as per the Superintendent's recommendation. Mr. Cruson seconded. Motion passes unanimously.

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

Item 10 – Adjournment

The meeting adjourned at 11:03 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary

Correspondence Report  
05/19/2020 – 06/15/2020

<b>Date</b>	<b>Name</b>	<b>Subject</b>
5/19/2020	Lisa Kessler	NHS (questions on curriculum and materials)
5/24/2020	Lorrie Rodrigue	Tragic Events (Manhunt for former graduate)
5/26/2020	Kathy June	Recording Meetings (process for posting)
5/27/2020	Kiley Gottschalk	BOF 2-28-20 Agenda
5/27/2020	Dana Roth	AP Italian in 2020-2021 (reconsider offering AP Italian)
5/28/2020	Dan Wright	(Input on state proposals regarding school reentry next year)
5/29/2020	Kathy June	T-Shirts (At your core event shirts have arrived)
5/29/2020	Kathy June	BOE Mailing – June 2, 2020
6/1/2020	Donna Norling	Curriculum and Instruction Minutes from 5/26/2020
6/1/2020	Kathy June	Enrollment report 5/29/20
6/2/2020	Kathy June	Item for tonight's meeting
6/3/2020	Shari Wright	Another option for the fall...
6/3/2020	Lorrie Rodrigue	Newtown Community (Preview of letter going out to parents)
6/3/2020	Kristen Bulkley	(Concerns about district approach to diversity)
6/3/2020	Kristen Bulkley	Re: Newtown Community (concerns about approach to diversity)
6/4/2020	Stephanie Barnes	Re: Newtown Community (offer to be a part)
6/4/2020	Lisa Petrovich	Fwd: Newtown Community (praise of efforts in response to diversity)
6/4/2020	Michelle Ku	Posting Meeting Videos (Instructions)
6/4/2020	Carmel Fiordelisi	Re: Newtown Community (desire to share in the dialogue)
6/4/2020	Kristen Bulkley	Re: Newtown Community (concerns about sources included in letter)
6/5/2020	Kiley Gottschalk	BOF 6-8-20 Agenda
6/5/2020	Aimee Barricelli	Diversity and inclusion
6/9/2020	Simran Chand	Actively Anti-Racist Education Reform for Newtown Public

		Schools
6/10/2020	Jill Michaels	Fwd: Schools (opposition to state guidelines being discussed)

## 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.

Additional Budget Adjustments

<u>Cost Center</u>	<u>FTE</u>	<u>Budget Adjustment</u>	<u>Description</u>
HAW	-1.0	\$ (61,961)	Kindergarten Teacher
SHS	-1.0	\$ (61,961)	Kindergarten Teacher
MGS	1.0	\$ 61,961	3rd Grade Teacher
RIS	2.0	\$ 123,922	5th Grade Teachers
NHS	0.6	\$ 37,177	Special Ed Teacher
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General Services	1.6	\$ 99,138	Allowance for Turnover

NEWTOWN MUNICIPAL CENTER  
 3 PRIMROSE STREET  
 NEWTOWN, CONNECTICUT 06470  
 TEL. (203) 270-6131 / FAX (203) 270-4205



RICK SPREYER

www.newtown-ct.gov

**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 or 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.

## **Appendix B:**

### **CONCEPT-BASED UNIT DESIGN**

H. Lynn Erickson, Lois Lanning, and Rachel French (copyright 2017)

#### **Steps in Designing Units of Study**

**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 21<sup>st</sup> Century Success”: Education Connection (Jonathan Costa). 2009. Print.
- Wiggins, Grant and J. McTigue. *Understanding by Design*, Alexandria, VA: ASCD, 2005. Print.

# District Highlights

Newtown Public Schools

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:

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**Board of Education  
Communications  
Sub-Committee**

**Members:**

Daniel Cruson - Chair  
Deborra Zukowski

You can email the board at:

[newtownboe@newtown.k12.ct.us](mailto:newtownboe@newtown.k12.ct.us)



- 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 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* Capital & Non-Recurring Fund	\$5,203,835	\$5,448,870	\$5,136,338	\$3,990,255 \$100,000	\$4,416,701	\$4,516,073	\$4,109,495	\$4,056,459
<b>Total Approved Operations &amp; Debt Service</b>	<b>\$76,249,139</b>	<b>\$76,794,175</b>	<b>\$76,724,284</b>	<b>\$77,755,320</b>	<b>\$77,412,658</b>	<b>\$80,570,304</b>	<b>\$82,213,905</b>	<b>\$82,708,235</b>
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
<b>Calculated Tuition Rate (Rounded)</b>	<b>\$15,400</b>	<b>\$16,000</b>	<b>\$16,900</b>	<b>\$17,600</b>	<b>\$18,100</b>	<b>\$18,900</b>	<b>\$19,600</b>	
<b>Recommended Tuition Rate (Rounded)</b>								<b>\$20,200</b>

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

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 its 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 major 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.



**TOWN OF NEWTOWN, CONNECTICUT**  
**General Fund Balance Policy**

- **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.

**TOWN OF NEWTOWN, CONNECTICUT**  
**General Fund Balance Policy**

**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 is 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



**TOWN OF NEWTOWN, CONNECTICUT**  
**General Fund Balance Policy**

**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 BOARD OF EDUCATION**  
**MONTHLY FINANCIAL REPORT**  
**May 31, 2020**

**SUMMARY**

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
<b><u>GENERAL FUND BUDGET</u></b>										
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)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 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								
<b>GRAND TOTAL</b>		\$ 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
<b>100</b>	<b>SALARIES</b>									
	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
	<b>CERTIFIED SALARIES</b>	<b>\$ 36,287,053</b>	<b>\$ 37,734,412</b>	<b>\$ -</b>	<b>\$ 37,734,412</b>	<b>\$ 29,545,751</b>	<b>\$ 7,668,261</b>	<b>\$ 520,400</b>	<b>\$ 97,216</b>	<b>\$ 423,184</b>
	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
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 11,755,939</b>	<b>\$ 12,470,903</b>	<b>\$ -</b>	<b>\$ 12,470,903</b>	<b>\$ 10,776,572</b>	<b>\$ 1,489,543</b>	<b>\$ 204,788</b>	<b>\$ 5,922</b>	<b>\$ 198,866</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 48,042,992</b>	<b>\$ 50,205,315</b>	<b>\$ -</b>	<b>\$ 50,205,315</b>	<b>\$ 40,322,323</b>	<b>\$ 9,157,804</b>	<b>\$ 725,189</b>	<b>\$ 103,138</b>	<b>\$ 622,051</b>

**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
<b>200</b>	<b>EMPLOYEE BENEFITS</b>									
	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)
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 11,165,888</b>	<b>\$ 11,093,340</b>	<b>\$ -</b>	<b>\$ 11,093,340</b>	<b>\$ 10,783,142</b>	<b>\$ -</b>	<b>\$ 310,198</b>	<b>\$ 281,429</b>	<b>\$ 28,769</b>
<b>300</b>	<b>PROFESSIONAL SERVICES</b>									
	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
	<b>SUBTOTAL PROFESSIONAL SERV.</b>	<b>\$ 767,554</b>	<b>\$ 797,835</b>	<b>\$ -</b>	<b>\$ 797,835</b>	<b>\$ 579,104</b>	<b>\$ 88,999</b>	<b>\$ 129,732</b>	<b>\$ 55,124</b>	<b>\$ 74,608</b>
<b>400</b>	<b>PURCHASED PROPERTY SERV.</b>									
	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)
	<b>SUBTOTAL PUR. PROPERTY SERV.</b>	<b>\$ 2,243,310</b>	<b>\$ 2,292,742</b>	<b>\$ -</b>	<b>\$ 2,292,742</b>	<b>\$ 1,872,597</b>	<b>\$ 231,932</b>	<b>\$ 188,213</b>	<b>\$ 185,175</b>	<b>\$ 3,038</b>

**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
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>									
	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
	<b>SUBTOTAL OTHER PURCHASED SERV.</b>	<b>\$ 8,901,602</b>	<b>\$ 9,111,879</b>	<b>\$ 100,000</b>	<b>\$ 9,211,879</b>	<b>\$ 7,838,642</b>	<b>\$ 984,841</b>	<b>\$ 388,396</b>	<b>\$ 96,754</b>	<b>\$ 291,642</b>
<b>600</b>	<b>SUPPLIES</b>									
	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)
	<b>SUBTOTAL SUPPLIES</b>	<b>\$ 3,784,438</b>	<b>\$ 3,671,332</b>	<b>\$ -</b>	<b>\$ 3,671,332</b>	<b>\$ 2,692,506</b>	<b>\$ 255,675</b>	<b>\$ 723,151</b>	<b>\$ 514,418</b>	<b>\$ 208,733</b>



**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
<b>700</b>	<b>PROPERTY</b>									
	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)
	<b>SUBTOTAL PROPERTY</b>	<b>\$ 756,806</b>	<b>\$ 757,572</b>	<b>\$ -</b>	<b>\$ 757,572</b>	<b>\$ 586,434</b>	<b>\$ 181,923</b>	<b>\$ (10,786)</b>	<b>\$ 423,499</b>	<b>\$ (434,284)</b>
<b>800</b>	<b>MISCELLANEOUS</b>									
	<b>Memberships</b>	\$ 62,869	\$ 74,395	\$ -	\$ 74,395	\$ 61,257	\$ 2,858	\$ 10,280	\$ 2,540	\$ 7,740
	<b>SUBTOTAL MISCELLANEOUS</b>	<b>\$ 62,869</b>	<b>\$ 74,395</b>	<b>\$ -</b>	<b>\$ 74,395</b>	<b>\$ 61,257</b>	<b>\$ 2,858</b>	<b>\$ 10,280</b>	<b>\$ 2,540</b>	<b>\$ 7,740</b>
<b>910</b>	<b>SPECIAL ED CONTINGENCY</b>		\$ 100,000	\$ (100,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>TOTAL LOCAL BUDGET</b>	<b>\$ 75,725,459</b>	<b>\$ 78,104,410</b>	<b>\$ -</b>	<b>\$ 78,104,410</b>	<b>\$ 64,736,005</b>	<b>\$ 10,904,032</b>	<b>\$ 2,464,373</b>	<b>\$ 1,662,076</b>	<b>\$ 802,297</b>

<u>REVENUES</u>		2019-20 APPROVED BUDGET	RECEIVED	BALANCE	% RECEIVED
<u>BOARD OF EDUCATION FEES &amp; CHARGES - SERVICES</u>					
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%
<b>TOTAL SCHOOL GENERATED FEES</b>		<b>\$63,950</b>	<b>\$54,387</b>	<b>\$9,563</b>	<b>85.05%</b>

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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL GENERAL FUND BUDGET</b>		<b>\$ (1,521,552)</b>	<b>\$ -</b>	<b>\$ (1,521,552)</b>	<b>\$ (1,885,833)</b>	<b>\$ (1,878,983)</b>	<b>\$ (1,409,141)</b>	<b>\$ (350,905)</b>
<b>100</b>	<b>SALARIES</b>							
	Administrative Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Teachers & Specialists Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Early Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Continuing Ed./Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Homebound & Tutors Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Certified Substitutes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Coaching/Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Staff & Program Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>CERTIFIED SALARIES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	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)	\$ (34,856)	\$ (26,140)	\$ (8,464)
	Attendance & Security Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Extra Work - Non-Cert	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Custodial & Maint. Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Civic activities/Park & Rec	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ (54,463)</b>	<b>\$ -</b>	<b>\$ (54,463)</b>	<b>\$ (34,983)</b>	<b>\$ (34,856)</b>	<b>\$ (26,140)</b>	<b>\$ (8,464)</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ (54,463)</b>	<b>\$ -</b>	<b>\$ (54,463)</b>	<b>\$ (34,983)</b>	<b>\$ (34,856)</b>	<b>\$ (26,140)</b>	<b>\$ (8,464)</b>
<b>200</b>	<b>EMPLOYEE BENEFITS</b>							
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

"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
<b>300</b>	<b>PROFESSIONAL SERVICES</b>						
	Professional Services	\$ -	\$ -				\$ -
	Professional Educational Ser.	\$ -	\$ -		\$ -		
	<b>SUBTOTAL PROFESSIONAL SVCS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>400</b>	<b>PURCHASED PROPERTY SVCS</b>						
	<b>SUBTOTAL PUR. PROPERTY SER.</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>						
	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	\$ -	\$ -		\$ -		
	<b>SUBTOTAL OTHER PURCHASED SER.</b>	\$ (1,467,089)	\$ (1,467,089)	\$ (1,850,850)	\$ (1,844,127)	\$ (1,383,001)	\$ (342,441)
<b>600</b>	<b>SUPPLIES</b>						
	<b>SUBTOTAL SUPPLIES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>700</b>	<b>PROPERTY</b>						
	<b>SUBTOTAL PROPERTY</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>800</b>	<b>MISCELLANEOUS</b>						
	Memberships						
	<b>SUBTOTAL MISCELLANEOUS</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>TOTAL LOCAL BUDGET</b>	\$ (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)**



4 Curriculum Developers

Unit:	Lessons	Sep		Oct					Nov			Dec			Jan				Feb				Mar				Apr				May				Jun					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
College Essay	0	█																																						
Short Story	0		█																																					
Historical Fiction	0							█																																
Children's Literature	0												█																											
One-Act Play	0													█																										



# Unit Planner: College Essay Creative Writing

Newtown High School > 2019-2020 > Grade 12 > English Language Arts >  
Creative Writing > Week 1 - Week 3

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

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.

#### Guiding Questions

***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.

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## 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



Atlas Version 9.6

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## 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

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## 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](#)

	<a href="#">The 22 rules of storytelling.doc</a> <a href="#">Voice Activity.doc</a> <a href="#">Writing Advice.docx</a> <a href="#">Writing Effective Dialogue.doc</a> <a href="#">Writing Advice from Chuck Pahlaniuk</a> <a href="#">Character Chart.pdf</a>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><a href="#">Information Literacy</a></p> <p><a href="#">Critical Thinking</a></p> <p><a href="#">Spoken Communication</a></p> <p><a href="#">Written Performance</a></p>	<p>Interdisciplinary Connections</p> <p>Conversations on Race</p>





# Unit Planner: Historical Fiction Creative Writing

Thomas, Jacob; Marks, Abigail

Newtown High School > 2019-2020 > Grade 12 > English Language Arts >  
Creative Writing > Week 9 - Week 14

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 from 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.

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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

*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.

Core Learning Activities

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

**Historical Fiction**

**Summative: Other written assessments**

 [Historical Fiction.doc](#)

 [Story Story Rubric.doc](#)

Resources

*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

	<p>Historical Fiction in literature and film, e.g. Amadeus, 2013 Luhrman Great Gatsby</p> <p><u><a href="#">LMC List of databases useful for historical fiction Alice Walker1955.doc</a></u></p>
<p>Student Learning Expectation &amp; 21st Century Skills</p> <p><u>Information Literacy</u></p> <p><u>Critical Thinking</u></p> <p><u>Spoken Communication</u></p> <p><u>Written Performance</u></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> </ul>	<p>Interdisciplinary Connections</p> <p>American Literature</p> <p>US History</p> <p>Area Studies courses</p>







# Unit Planner: Children's Literature Creative Writing

Newtown High School > 2019-2020 > Grade 12 > English Language Arts >  
Creative Writing > Week 13 - Week 15

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

#### 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.

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### 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

#### *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.

### Core Learning Activities

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



Atlas Version 9.6

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# 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 of 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 time? (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 story to both audience and performers? (F)

3b. How does the formatting of a play and its stage directions affect the interpretation 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)

# Standard(s)

Connecticut 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 is 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 choices 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 specific 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 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.

## 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 clearly 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 11-12 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)

loom/ 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

*What 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-instructed pieces

Students will continue to develop plot and characters

Students will use the 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

## Student Learning Expectation & 21st

### Century Skills

Information Literacy

Critical Thinking

Oral Communication

Written Performance

## 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>

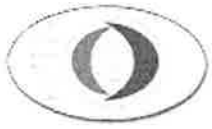
## Interdisciplinary Connections

Acting

Theater Production







3 Curriculum Developers

Unit:	Lessons	Sep				Oct				Nov			Dec			Jan					Feb				Mar				Apr				May				Jun					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38			
Journalistic Style	0	█																																								
The Ethics of Journalism	0									█																																
Technology in Journalism	0												█																													
Identifying News	0																																									
Production of The Hawkeye	0																																									



# Unit Planner: Journalistic Style Journalism I

Newtown High School > 2019-2020 > High School > English Language Arts  
> Journalism I > Week 1 - Week 9

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

## 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. 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.**

RI.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.

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## 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](#)  
[Current 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>

	<p>University of Indiana school of Journalism website  <a href="https://mediaschool.indiana.edu/">https://mediaschool.indiana.edu/</a>  Ethics Case Studies  (course text?)  "All the President's Men"  Journalism Training:  <a href="https://www.schooljournalism.org/journalism-">https://www.schooljournalism.org/journalism-</a>  PBS Newshour website:  <a href="http://www.studentreportinglabs.org/lesson-plans/">www.studentreportinglabs.org/lesson-plans/</a></p>
<p>Student Learning Expectation &amp; 21st Century Skills  <u>Information Literacy</u>  <u>Critical Thinking</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<p>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)</p>





# Unit Planner: The Ethics of Journalism Journalism I

Unit 1, Day 11, 2019-2020

Newtown High School > 2019-2020 > High School > English Language Arts >  
Journalism I > Week 10 - Week 15

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 fulfill 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.

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### 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*



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# Unit Planner: Technology in Journalism Journalism I

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**

**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 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.

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### 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 (nbconnecticut.com) as examples/guides

Video production website:

[www.collegemediamatters.com](http://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



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# Unit Planner: Identifying News Journalism I

Newtown High School > 2019-2020 > High School > English Language Arts > Journalism I > Week 25 - Week 27

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

## 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 better 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.

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**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 these 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

[Current 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/...](http://www.adfontesmedia.com/product/...)

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

## Interdisciplinary Connections

Government



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# Unit Planner: Production of The Hawkeye Journalism I

Newtown High School > 2019-2020 > High School > English Language Arts > Journalism I > Week 28 - Week 38

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

## 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.

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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

*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.

Core Learning Activities

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

Final exam- magazine article- layout- cumulative.docx

Journalism Mid year Reflection.docx

Written News story rubric.docx

Resources

*Professional & Student*

The Hawkeye layout manual (contained on Hawkeye server)

CP syllabus.docx

Student Learning Expectation & 21st Century

Interdisciplinary Connections



Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

English (grammar/writing skills)

BEAT



Atlas Version 9.6

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## **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 31<sup>st</sup>, 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 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 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



## 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: