

In consideration of public health and open meeting requirements, this Board of Education meeting will include an option for the public to phone in to listen to the meeting. Due to the change in location, the meeting will not be live streamed. Please note that public comment will be received by phone at the beginning and end of this meeting. Alternatively, the Board encourages the public to email any comments for Board consideration to NewtownBOE@newtown.k12.ct.us

***To listen to the meeting and to make a public comment the call in number is 1-617-675-4444
The PIN is 663 072 620 6474#***

Board of Education
February 15, 2022

Reed School Library
7:00 p.m.

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

A G E N D A

- | | |
|---------|---|
| Item 1 | PLEDGE OF ALLEGIANCE |
| Item 2 | CONSENT AGENDA <ul style="list-style-type: none">• Donation to Hawley School• Donation to Reed Intermediate School• Donation to Newtown High School• Correspondence Report |
| Item 3 | **PUBLIC PARTICIPATION |
| Item 4 | REPORTS <ul style="list-style-type: none">• Chair Report• Superintendent's Report• Committee Reports• Student Representatives Report• Action on Financial Report Month Ending January 31, 2022 |
| Item 6 | PPRESENTATIONS <ul style="list-style-type: none">• First Read of English II Curriculum• First Read of Composition Through Contemporary Issues Curriculum |
| Item 7 | OLD BUSINESS |
| Item 8 | NEW BUSINESS <ul style="list-style-type: none">• Discussion and Possible Action on Face Masks/Coverings and Policy 4118.237/4218.237/5141.8• Discussion and Possible Action on March 23 Early Dismissal• First Read of Policies:<ul style="list-style-type: none">○ 4000 Concepts and Roles in Personnel○ 4100 Certified Personnel○ 4112.5 / 4212.5 Employment and Student Teacher Checks• Action on Minutes of January 18, 2022• Action on Minutes of January 20, 2022• Action on Minutes of January 25, 2022• Action on Minutes of January 27, 2022• Action on Minutes of February 1, 2022 |
| Item 9 | **PUBLIC PARTICIPATION |
| Item 10 | ADJOURNMENT |

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



The Blackbaud Giving Fund
by its agent, YourCause
65 Fairchild Street
Charleston, SC 29492

Check No. 1170155820
Date: 1/19/2022
Page 1 OF 1

The Blackbaud Giving Fund is pleased to present HAWLEY ELEMENTARY SCHOOL with the enclosed grant of \$20.00 made on behalf of PepsiCo Foundation United Way Worldwide DAF and its donors.

Grant Amount \$20.00

Donor Details

Donor information related to these funds can be accessed securely by going to our Nonprofit Portal: <https://nonprofit.yourcause.com> to avoid Charity Check Fees applicable to processing donations via paper check.

- View donor details by going to "Giving" then "Payments and Transactions".
- Donor information is only available on our Nonprofit Portal.

First Time Users, Establish an Account

- Visit <https://nonprofit.yourcause.com> and click on "Sign up".
- Proceed with creating your account, verifying your email, and selecting your organization.
- Once approved, you will receive a welcome email.

ACH (Direct Deposit)

YourCause and The Blackbaud Giving Fund encourage you to sign up for ACH through <https://nonprofit.yourcause.com>.

- Click on "Administration" then "Disbursement Information" to sign up for ACH.
- ACH is our preferred method of payment because it's ecofriendly, secure, and faster.
- ACH can prevent the loss of funds if a check remains uncashed.

Have Questions?

If you have questions or concerns, please contact our Nonprofit Support Team at charity@yourcause.com.

US Grant Terms: Any grant issued by The Blackbaud Giving Fund is subject to the following terms. By accepting any grant from The Blackbaud Giving Fund, you represent to The Blackbaud Giving Fund that (i) your organization is formed under the laws of the U.S. and its territories and is a public charity described in IRC secs. 509(a)(1)-(3), a political subdivision of the United States, a State, a possession of the United States within the meaning of Section 170(c)(1) of the Code of the Internal Revenue Code of 1986 or a private operating foundation described in IRC sec. 4942(j)(3); (ii) this grant will be used exclusively for your organization's exempt purposes; (iii) neither the recommending donor nor any other donor-affiliated party will receive goods, services or impermissible benefits (e.g., tuition, memberships, dues, admission to events or goods bought at action, or anything of more than incidental benefit) as a result of the grant; (iv) the grant will not be used for political contributions or campaign activities; and (v) your organization does not devote more than an insubstantial part of its activities to attempting to influence legislation by propaganda or otherwise.

You should not provide a tax receipt for this grant. This gift was made from a donor advised fund account and The Blackbaud Giving Fund has already provided the donor with a tax receipt for this donation.

The Blackbaud Giving Fund is an independent public charity that sponsors a donor advised fund program. Donors make irrevocable charitable contributions to The Blackbaud Giving Fund and have the privilege of recommending grants to qualified public charities.

FOR SECURITY PURPOSES, THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK



The Blackbaud Giving Fund
by its agent, YourCause
65 Fairchild Street
Charleston, SC 29492

Check NO. 1170155820

PNC Bank, N.A.
88-1054/1130

DATE	AMOUNT
1/19/2022	\$*****20.00

VOID AFTER 120 DAYS

Grant terms found here: nonprofit.yourcause.com/grantterms

PAY EXACTLY Twenty And 0/100 Dollars

FSNL021A001043 L001

PAY TO THE ORDER OF HAWLEY ELEMENTARY SCHOOL
29 CHURCH HILL RD
NEWTOWN, CT 06470-1612

195

Matthew J. Neal

AUTHORIZED SIGNATURE

SIGNATURE HAS A BLUE BACKGROUND • BORDER CONTAINS MICROPRINTING MP

⑈ 1 170 1558 20 ⑈ ⑆ 1 130 1054 7 ⑆ 6 7 20 708 7 3 4 ⑈

Reed Intermediate School

3 Trades Lane, Newtown, CT 06470
Phone: (203) 270-4880 Fax: (203) 270-4899
ris.newtown.k12.ct.us

Dr. Matt Correia, Principal
Ms. Jenna Connors, Assistant Principal



To: Board of Education
From: Reed Intermediate School
Date: January 26, 2022

Please be advised that Reed Intermediate School received a trumpet donation from Ann Scaia on January 26, 2022. Ann lives in Newtown and her address information is as follows:

Ann Scaia
86 Main Street
Newtown, CT 06470

Please let me know if you need further information.
Thank you very much.

Mandi Poseno
Executive Secretary- RIS



P.O. Box 770001
Cincinnati, OH 45277-0053

SP 01 000613 81917 H 1 ASNGLP
BLZVJWBBCMBT
NEWTOWN HIGH SCHOOL
NEWTOWN PUBLIC SCHOOLS
3 PRIMROSE ST
NEWTOWN, CT 06470-5307

000613 1/1

February 01, 2022

Dear Sir or Madam:

We are delighted to provide you with the attached check for \$2,000.00. This Fidelity Charitable Donor-Advised FundSM grant was made at the recommendation of the Albert S. and Mary K. Goodrich Charitable Gift Fund, a donor-advised fund.¹

This grant is made by Fidelity Charitable. Fidelity Charitable's donor recommends the grant be used for the following purpose (which does not constitute a restriction): **Lt. James A. Goodrich Memorial Scholarship Fund**. This grant is to be used exclusively for charitable purposes, and is not made for the purpose of influencing legislation. This grant is also subject to the "Grant Terms" on the next page. If you are unable or unwilling to meet these grant conditions, you must return these funds to Fidelity Charitable.

Of course, you may choose to thank the donor. You should not, however, issue a tax acknowledgement to either the recommending donor(s) or to Fidelity Charitable.

¹ Fidelity Charitable is an independent public charity that sponsors a donor-advised fund program. In a donor-advised fund, Donors make irrevocable charitable contributions to Fidelity Charitable, and have the privilege of recommending grants to qualified public charities.

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DCC_CEBLZVJWBBCMBT_BBBBB 20220201 PLEASE FOLD AND DETACH AT PERFORATION BEFORE PRESENTING CHECK FOR PAYMENT

VERIFY THE AUTHENTICITY OF THIS MULTI-TONE SECURITY DOCUMENT. CHECK BACKGROUND AREA CHANGES COLOR GRADUALLY FROM TOP TO BOTTOM.

FIDELITY Charitable
Make more of a difference

P.O. Box 770001
Cincinnati, OH 45277-0053
800-952-4438

PAYABLE AT: THE BANK OF NEW YORK MELLON
EVERETT, MA 02149
53-292/113

11999956
February 01, 2022

PAY TO THE ORDER OF
NEWTOWN PUBLIC SCHOOLS

\$2,000.00

*****Two Thousand & 0/100 DOLLARS

VOID AFTER 60 DAYS

Paul [Signature]

Security Features included

⑈11999956⑈ ⑆011302920⑆ ⑆004936⑆

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
JANUARY 31, 2021**

SUMMARY

The seventh report of the 2021-22 school year continues to provide year to date expenses, active encumbrances and anticipated obligations. Many of the accounts within activity salaries, professional services, purchased property services, other purchased services and supplies have been forecasted as “full budget spend” in order to determine an estimated full year position. These balances are subject to change throughout the year and will be monitored closely.

During the month of January, The Board of Education spent approximately \$5.3M; \$4.0M on salaries and approximately \$1.3M on all other objects.

The current year end projected balance is showing a positive position of \$129,795. This balance has been reduced over the prior month projection by -\$51,751.

The excess cost grant has been adjusted by the State and provides an additional \$116,683 above our original estimate, yielding a reimbursement rate of 81.98%. The reimbursement rate typically falls between 72% – 75%; however, over the past few years, our reimbursement rate has exceeded 80%.

The percentage of reimbursement to each district is determined by the LEA’s (Local Education Agencies) submission and is subject to change with the release of our next reconciliation due in March.

The grant will be re-calculated at the end of February (due to the State by March 1st) and will capture any changes that may have occurred since the first submission back in December. Seventy-five percent of the deposit will be made in February while the remaining twenty-five percent will be deposited in May.

MAJOR MOVERS

➤ **SALARIES**

Salaries – Certified and Non-Certified

This account balance is showing a positive balance of \$176,962; which is a reduction of -\$18,673 over the prior month.

There were a few minor changes in the certified salaries; however, our certified positions appear to be holding steady as of now. We have adjusted our estimates for the open building sub positions (currently at 14) as well as daily sub estimates for the balance of the year.

In non-certified salaries, we adjusted the custodial overtime accounts to include the additional hours that were required due to the January storms. This account is now adjusted through year end and will be recalculated if necessary. As of February, all of our open custodial positions have now been filled.

At this time, we still have approximately 8-9 unfilled paraprofessional positions, 3 behavioral therapists and a network specialist. Prorated estimates have been included in this report and will be adjusted each month.

➤ **OTHER PURCHASED SERVICES**

The balance in this major object now shows a negative position of -\$116,379; which has changed by -\$72,806 over the prior month.

Out-of-District Tuition

The majority of change is found in the out-of-district tuition account. This account has been reduced over the prior month with the addition of four new anticipated outplacements. We have estimated a prorated amount of approximately \$120,000 that will be adjusted as necessary. However, on the plus side, we have received the State's estimated excess cost grant reconciliation which provides an additional \$116,683 in revenue.

After these adjustments, the special education out of district tuition account is now showing a negative balance of -\$167,617. A transfer request will most likely be in place next month to move the special ed contingency account into the out-of-district tuition account to assist with this deficit.

Transportation

Adjustments were made in transportation to account for the anticipated outplacements. This will most likely require further adjustments as soon as the locations have been decided upon.

Contracted Services

We have submitted our application for renewal of our cyber liability insurance policy and should be hearing from our rep soon as the current contract will expire on March 15, 2022. The current estimate of \$30,000 for this policy has not been adjusted as it is still unclear where this policy will land. By the end of February, we should have more information to provide to the Board.

Emergency Repairs

Head O'Meadow School – chiller repair requiring a replacement of the supply fan motor. The cost for this repair was \$8,220.63 and the work will be performed by Trane Inc. who also provides for our service contract.

Revenue

Local tuition in the amount of \$2,200.00 was received in January.

Tanja Vadas
Director of Business & Finance
February 10, 2022

**NEWTOWN BOARD OF EDUCATION
2021-22 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
GENERAL FUND BUDGET											
100	SALARIES	\$ 51,136,424	\$ 52,267,415	\$ (84,000)	\$ 52,183,415	\$ 25,411,180	\$ 25,469,414	\$ 1,302,821	\$ 1,125,859	\$ 176,962	99.66%
200	EMPLOYEE BENEFITS	\$ 11,442,647	\$ 11,665,232	\$ -	\$ 11,665,232	\$ 8,502,716	\$ 2,203,980	\$ 958,536	\$ 983,612	\$ (25,075)	100.21%
300	PROFESSIONAL SERVICES	\$ 565,345	\$ 687,417	\$ -	\$ 687,417	\$ 227,836	\$ 66,666	\$ 392,915	\$ 395,414	\$ (2,500)	100.36%
400	PURCHASED PROPERTY SERV.	\$ 1,821,238	\$ 1,847,678	\$ -	\$ 1,847,678	\$ 920,755	\$ 371,100	\$ 555,824	\$ 559,981	\$ (4,157)	100.22%
500	OTHER PURCHASED SERVICES	\$ 9,172,832	\$ 9,406,686	\$ 23,000	\$ 9,429,686	\$ 5,241,711	\$ 4,673,001	\$ (485,025)	\$ (368,646)	\$ (116,379)	101.23%
600	SUPPLIES	\$ 3,455,926	\$ 3,381,039	\$ -	\$ 3,381,039	\$ 1,566,806	\$ 210,678	\$ 1,603,556	\$ 1,585,292	\$ 18,264	99.46%
700	PROPERTY	\$ 963,462	\$ 268,112	\$ 61,000	\$ 329,112	\$ 48,676	\$ 155,067	\$ 125,369	\$ 142,689	\$ (17,320)	105.26%
800	MISCELLANEOUS	\$ 66,663	\$ 74,119	\$ -	\$ 74,119	\$ 52,037	\$ 466	\$ 21,616	\$ 21,616	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 78,624,538	\$ 79,697,698	\$ -	\$ 79,697,698	\$ 41,971,716	\$ 33,150,370	\$ 4,575,612	\$ 4,445,817	\$ 129,795	99.84%
900	TRANSFER NON-LAPSING	\$ 27,238									
GRAND TOTAL		\$ 78,651,776	\$ 79,697,698	\$ -	\$ 79,697,698	\$ 41,971,716	\$ 33,150,370	\$ 4,575,612	\$ 4,445,817	\$ 129,795	99.84%
100	SALARIES										
	Administrative Salaries	\$ 4,186,380	\$ 4,221,800	\$ 14,759	\$ 4,236,559	\$ 2,496,906	\$ 1,733,094	\$ 6,560	\$ 8,200	\$ (1,640)	100.04%
	Teachers & Specialists Salaries	\$ 32,684,013	\$ 33,063,708	\$ (171,759)	\$ 32,891,949	\$ 15,110,633	\$ 17,650,637	\$ 130,679	\$ (10,515)	\$ 141,194	99.57%
	Early Retirement	\$ 16,000	\$ 8,000	\$ 73,000	\$ 81,000	\$ 81,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 72,844	\$ 93,097	\$ 1,136	\$ 94,233	\$ 74,385	\$ 19,848	\$ -	\$ -	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 78,691	\$ 159,858	\$ -	\$ 159,858	\$ 46,741	\$ 33,749	\$ 79,368	\$ 78,942	\$ 426	99.73%
	Certified Substitutes	\$ 753,567	\$ 642,310	\$ -	\$ 642,310	\$ 284,533	\$ 225,550	\$ 132,226	\$ 272,648	\$ (140,421)	121.86%
	Coaching/Activities	\$ 624,714	\$ 662,356	\$ -	\$ 662,356	\$ 346,392	\$ 2,667	\$ 313,297	\$ 313,297	\$ -	100.00%
	Staff & Program Development	\$ 169,712	\$ 150,083	\$ -	\$ 150,083	\$ 91,514	\$ 42,264	\$ 16,306	\$ 66,755	\$ (50,449)	133.61%
	CERTIFIED SALARIES	\$ 38,585,921	\$ 39,001,212	\$ (82,864)	\$ 38,918,348	\$ 18,532,104	\$ 19,707,808	\$ 678,436	\$ 729,327	\$ (50,891)	100.13%
	Supervisors & Technology Salaries	\$ 1,017,628	\$ 1,086,292	\$ 15,046	\$ 1,101,338	\$ 641,568	\$ 360,719	\$ 99,051	\$ 54,995	\$ 44,056	96.00%
	Clerical & Secretarial Salaries	\$ 2,286,001	\$ 2,312,625	\$ 6,137	\$ 2,318,762	\$ 1,265,266	\$ 1,017,505	\$ 35,991	\$ 17,485	\$ 18,506	99.20%
	Educational Assistants	\$ 2,679,741	\$ 2,970,947	\$ (31,259)	\$ 2,939,688	\$ 1,353,979	\$ 1,405,338	\$ 180,371	\$ 71,103	\$ 109,268	96.28%
	Nurses & Medical Advisors	\$ 872,353	\$ 909,761	\$ 17,414	\$ 927,175	\$ 438,848	\$ 474,819	\$ 13,508	\$ 19,109	\$ (5,601)	100.60%

**NEWTOWN BOARD OF EDUCATION
2021-22 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
	Custodial & Maint. Salaries	\$ 3,156,782	\$ 3,326,720	\$ 4,698	\$ 3,331,418	\$ 1,822,598	\$ 1,399,746	\$ 109,075	\$ 75,436	\$ 33,639	98.99%
	Non-Certied Adj & Bus Drivers Salaries	\$ 10,597	\$ 98,779	\$ (98,779)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 53,746	\$ 134,711	\$ -	\$ 134,711	\$ 75,144	\$ 110,616	\$ (51,049)	\$ (57,164)	\$ 6,115	95.46%
	Special Education Svcs Salaries	\$ 1,364,876	\$ 1,400,112	\$ 49,700	\$ 1,449,812	\$ 684,319	\$ 662,932	\$ 102,562	\$ 36,067	\$ 66,494	95.41%
	Security Salaries & Attendance	\$ 596,036	\$ 640,246	\$ 35,907	\$ 676,153	\$ 347,439	\$ 322,378	\$ 6,336	\$ 8,383	\$ (2,047)	100.30%
	Extra Work - Non-Cert.	\$ 146,562	\$ 118,010	\$ -	\$ 118,010	\$ 64,896	\$ 7,553	\$ 45,560	\$ 50,314	\$ (4,754)	104.03%
	Custodial & Maint. Overtime	\$ 359,759	\$ 236,000	\$ -	\$ 236,000	\$ 171,923	\$ -	\$ 64,077	\$ 101,900	\$ (37,823)	116.03%
	Civic Activities/Park & Rec.	\$ 6,423	\$ 32,000	\$ -	\$ 32,000	\$ 13,096	\$ -	\$ 18,904	\$ 18,904	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 12,550,504	\$ 13,266,203	\$ (1,136)	\$ 13,265,067	\$ 6,879,076	\$ 5,761,606	\$ 624,385	\$ 396,532	\$ 227,853	98.28%
	SUBTOTAL SALARIES	\$ 51,136,424	\$ 52,267,415	\$ (84,000)	\$ 52,183,415	\$ 25,411,180	\$ 25,469,414	\$ 1,302,821	\$ 1,125,859	\$ 176,962	99.66%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 8,282,131	\$ 8,532,018	\$ -	\$ 8,532,018	\$ 6,424,298	\$ 2,099,565	\$ 8,156	\$ 20,281	\$ (12,125)	100.14%
	Life Insurance	\$ 87,146	\$ 86,760	\$ -	\$ 86,760	\$ 51,343	\$ -	\$ 35,417	\$ 35,417	\$ -	100.00%
	FICA & Medicare	\$ 1,590,115	\$ 1,641,519	\$ -	\$ 1,641,519	\$ 836,596	\$ -	\$ 804,923	\$ 804,923	\$ -	100.00%
	Pensions	\$ 932,839	\$ 869,471	\$ -	\$ 869,471	\$ 828,887	\$ 750	\$ 39,834	\$ 49,834	\$ (10,000)	101.15%
	Unemployment & Employee Assist.	\$ 104,314	\$ 102,000	\$ -	\$ 102,000	\$ 28,843	\$ -	\$ 73,157	\$ 73,157	\$ -	100.00%
	Workers Compensation	\$ 446,103	\$ 433,464	\$ -	\$ 433,464	\$ 332,749	\$ 103,665	\$ (2,950)	\$ -	\$ (2,950)	100.68%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,442,647	\$ 11,665,232	\$ -	\$ 11,665,232	\$ 8,502,716	\$ 2,203,980	\$ 958,536	\$ 983,612	\$ (25,075)	100.21%
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 468,690	\$ 518,402	\$ -	\$ 518,402	\$ 170,458	\$ 51,268	\$ 296,676	\$ 296,676	\$ -	100.00%
	Professional Educational Serv.	\$ 96,655	\$ 169,015	\$ -	\$ 169,015	\$ 57,378	\$ 15,398	\$ 96,239	\$ 98,739	\$ (2,500)	101.48%
	SUBTOTAL PROFESSIONAL SERV.	\$ 565,345	\$ 687,417	\$ -	\$ 687,417	\$ 227,836	\$ 66,666	\$ 392,915	\$ 395,414	\$ (2,500)	100.36%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 635,010	\$ 678,563	\$ -	\$ 678,563	\$ 426,544	\$ 202,770	\$ 49,249	\$ 53,407	\$ (4,157)	100.61%
	Utility Services - Water & Sewer	\$ 98,263	\$ 151,157	\$ -	\$ 151,157	\$ 55,633	\$ -	\$ 95,524	\$ 95,524	\$ -	100.00%
	Building, Site & Emergency Repairs	\$ 513,908	\$ 475,000	\$ -	\$ 475,000	\$ 231,619	\$ 36,631	\$ 206,750	\$ 206,750	\$ -	100.00%
	Equipment Repairs	\$ 312,223	\$ 275,366	\$ -	\$ 275,366	\$ 86,304	\$ 41,185	\$ 147,877	\$ 147,877	\$ -	100.00%
	Rentals - Building & Equipment	\$ 261,834	\$ 267,592	\$ -	\$ 267,592	\$ 120,655	\$ 90,514	\$ 56,423	\$ 56,423	\$ 0	100.00%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,821,238	\$ 1,847,678	\$ -	\$ 1,847,678	\$ 920,755	\$ 371,100	\$ 555,824	\$ 559,981	\$ (4,157)	100.22%

**NEWTOWN BOARD OF EDUCATION
2021-22 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 982,236	\$ 698,975	\$ 133,000	\$ 831,975	\$ 509,260	\$ 139,550	\$ 183,165	\$ 192,710	\$ (9,545)	101.15%
	Transportation Services	\$ 4,015,701	\$ 4,571,980	\$ (110,000)	\$ 4,461,980	\$ 2,267,801	\$ 1,763,580	\$ 430,599	\$ 373,599	\$ 57,000	98.72%
	Insurance - Property & Liability	\$ 402,662	\$ 385,500	\$ -	\$ 385,500	\$ 306,826	\$ 81,583	\$ (2,909)	\$ 30,000	\$ (32,909)	108.54%
	Communications	\$ 157,606	\$ 128,815	\$ -	\$ 128,815	\$ 100,636	\$ 50,131	\$ (21,952)	\$ (14,865)	\$ (7,087)	105.50%
	Printing Services	\$ 25,333	\$ 26,169	\$ -	\$ 26,169	\$ 3,973	\$ 114	\$ 22,082	\$ 22,082	\$ -	100.00%
	Tuition - Out of District	\$ 3,431,665	\$ 3,373,676	\$ -	\$ 3,373,676	\$ 1,967,676	\$ 2,570,232	\$ (1,164,232)	\$ (1,040,393)	\$ (123,839)	103.67%
	Student Travel & Staff Mileage	\$ 157,629	\$ 221,571	\$ -	\$ 221,571	\$ 85,539	\$ 67,811	\$ 68,221	\$ 68,221	\$ -	100.00%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 9,172,832	\$ 9,406,686	\$ 23,000	\$ 9,429,686	\$ 5,241,711	\$ 4,673,001	\$ (485,025)	\$ (368,646)	\$ (116,379)	101.23%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 826,451	\$ 773,786	\$ -	\$ 773,786	\$ 431,236	\$ 99,586	\$ 242,965	\$ 251,700	\$ (8,736)	101.13%
	Software, Medical & Office Supplies	\$ 214,286	\$ 214,816	\$ -	\$ 214,816	\$ 99,267	\$ 44,269	\$ 71,280	\$ 71,280	\$ -	100.00%
	Plant Supplies	\$ 622,223	\$ 391,100	\$ -	\$ 391,100	\$ 225,876	\$ 50,649	\$ 114,575	\$ 114,575	\$ -	100.00%
	Electric	\$ 801,953	\$ 1,043,970	\$ -	\$ 1,043,970	\$ 469,829	\$ -	\$ 574,141	\$ 560,141	\$ 14,000	98.66%
	Propane & Natural Gas	\$ 357,556	\$ 416,899	\$ -	\$ 416,899	\$ 162,298	\$ -	\$ 254,601	\$ 251,601	\$ 3,000	99.28%
	Fuel Oil	\$ 55,386	\$ 63,000	\$ -	\$ 63,000	\$ 29,483	\$ -	\$ 33,517	\$ 33,517	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 160,849	\$ 202,401	\$ -	\$ 202,401	\$ 86,050	\$ -	\$ 116,351	\$ 106,351	\$ 10,000	95.06%
	Textbooks	\$ 417,222	\$ 275,067	\$ -	\$ 275,067	\$ 62,766	\$ 16,174	\$ 196,127	\$ 196,127	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,455,926	\$ 3,381,039	\$ -	\$ 3,381,039	\$ 1,566,806	\$ 210,678	\$ 1,603,556	\$ 1,585,292	\$ 18,264	99.46%
700	PROPERTY										
	Technology Equipment	\$ 803,761	\$ 130,960	\$ -	\$ 130,960	\$ 24,255	\$ 28,710	\$ 77,996	\$ 77,996	\$ -	100.00%
	Other Equipment	\$ 159,701	\$ 137,152	\$ 61,000	\$ 198,152	\$ 24,421	\$ 126,357	\$ 47,374	\$ 64,694	\$ (17,320)	108.74%
	SUBTOTAL PROPERTY	\$ 963,462	\$ 268,112	\$ 61,000	\$ 329,112	\$ 48,676	\$ 155,067	\$ 125,369	\$ 142,689	\$ (17,320)	105.26%
800	MISCELLANEOUS										
	Memberships	\$ 66,663	\$ 74,119	\$ -	\$ 74,119	\$ 52,037	\$ 466	\$ 21,616	\$ 21,616	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 66,663	\$ 74,119	\$ -	\$ 74,119	\$ 52,037	\$ 466	\$ 21,616	\$ 21,616	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	TOTAL LOCAL BUDGET	\$ 78,624,538	\$ 79,697,698	\$ -	\$ 79,697,698	\$ 41,971,716	\$ 33,150,370	\$ 4,575,612	\$ 4,445,817	\$ 129,795	99.84%

**NEWTOWN BOARD OF EDUCATION
2021-22 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2022**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>SPECIAL REVENUES</u>											
EXCESS COST GRANT REVENUE		EXPENDED 2020-2021	APPROVED BUDGET	STATE EST. 18-Jan	PROJECTED 1-Mar	ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET	
51266	Special Education Svcs Salaries ECG	\$ (30,492)	\$ (36,710)	\$ (2,857)		\$ (2,857)	\$ (33,853)				7.78%
54116	Transportation Services - ECG	\$ (257,766)	\$ (362,617)	\$ (339,660)		\$ (339,660)	\$ (22,957)				93.67%
54160	Tuition - Out of District ECG	\$ (1,196,501)	\$ (1,261,493)	\$ (1,270,593)		\$ (1,270,593)	\$ 9,100				100.72%
	Total	\$ (1,484,759)	\$ (1,660,820)	\$ (1,613,110)	\$ -	\$ (1,613,110)	\$ (47,710)	\$ -	\$ -		97.13%
								Total	\$ -	\$ -	
	SDE MAGNET TRANSPORTATION GRANT	\$ (5,200)	\$ (20,800)	\$ (13,000)		\$ (13,000)	\$ (7,800)				62.50%
<u>OTHER REVENUES</u>											
BOARD OF EDUCATION FEES & CHARGES - SERVICES				APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED			
	LOCAL TUITION			\$32,430		\$30,802	\$1,629	94.98%			
	HIGH SCHOOL FEES FOR PARKING PERMITS			\$30,000		\$30,000	\$0	100.00%			
	MISCELLANEOUS FEES			\$6,000		\$1,059	\$4,941	17.65%			
	TOTAL SCHOOL GENERATED FEES			\$68,430		\$61,860	\$6,570	90.40%			
OTHER GRANTS			TOTAL BUDGET	21-22 BUDGET	YTD EXPENSE	ENCUMBER	BALANCE				
214	ESSER II		\$625,532	\$625,532	\$368,934	\$208,151	\$48,447	92.26%			
	ESSER III (estimated \$809k for 21-22 use)		\$1,253,726	\$809,095	\$472,652	\$229,357	\$107,086	86.76%			

Cummulative Emergency Repair Service- Over \$5,000 - District 2021-2022

Date	School	Vendor	Repair	Cost	Quoted/Bid State/Other
July	NHS	Harry Grodsky & Co.	F-wing Chiller - repairs to leaking chiller heat exchanger & refrigerant leaks	<u>\$16,328.41</u>	Service Contract P2200014
August	SHS	Trane	Chiller repair - repair refrigerant leak on chiller	\$11,444.32	Service Contracts P2200654
	NHS	Harry Grodsky & Co	Repair of leaking chiller heat exchanger & refrigerant	\$16,328.00	P2200014
Total				\$27,772.32	
September	NMS	N.E. Masonry & Roofing	Replace/repair stucco panel on exterior bldg, 2nd floor, Rm A-23	\$9,895.00	Bid Waiver P2201249
October		No Emergency Repairs			
November	NHS	Harry Grodsky & Co.	Repair blower shaft and bearing assembly for Unit HV-6 (Pool)	\$7,671.31	Service Contract P2201 658
December		No Emergency Repairs			
January	HOM	Trane	Replace supply fanmotor for AHU-1	\$8,220.63	Service Contract P2202009

Yrly Total

\$69,887.67



Unit Planner: Conventions & the Unconventional in Storytelling English II

Wednesday, January 19, 2022, 11:36AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts /
English II (Pending Approval) / Week 1 - Week 8

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Conventions & the Unconventional in Storytelling

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [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

Lenses: Structure and Form

Theory of Process Concepts: selecting text evidence, close reading, making inferences, emotional/critical reactions questioning, predicting, imagining, reflecting, planning, drafting, revising

English Microconcepts: universal elements of fictions, plot, pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, types of conflict (human vs. human, human vs. society, human vs. nature, human vs. self, internal, external), allusion, theme, claim, story, narrative arc, author, resolution, story teller

Theory of Knowledge Concepts: power, justice, morality, empathy, humanity, culture, perspective, cultural bias, beliefs, and values

Generalizations / Enduring Understandings

1. Stories complete the story arc through many forms.
2. Authors develop a narrative arc to tell a story effectively.
3. Compelling stories capitalize on universal elements.
4. Characters' motivation drives plot and influences theme.
5. Resolutions to conflict in stories reinforce theme.
6. Storytellers choose a structure to elicit emotional and critical reactions and manipulate that form to impact the audience's experience.

Guiding Questions

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

1a. What forms do authors use to tell their stories? (F)

1b. How does medium impact meaning?(C)

1c. What qualifies as a story? (P)

2a. What are the core elements to a story? (F)

2b. What is a the narrative arc? (F)

2c. How does narrative structure change to form a story? (C)

3a. What are the universal techniques writers use to enhance a story? (F)

3b. What makes a story worthwhile for the audience? (C)

3c. What makes a story compelling? (P)

4a. What is character motivation? (F)

4b. How does character motivation shape a story? (C)

4c. How does character motivation reveal theme? (C)

5a. What can an audience learn from different types of resolutions to stories? (C)

5b. What makes a story's resolution satisfying and/or effective? (P)

5c. Do all stories need resolution? (P)

- 6a. What structures and forms are available to storytellers? (F)
- 6b. What are the limitations and strengths of different structures and forms of stories? (C)
- 6c. How do writers manipulate structure and form to evoke a response and impact the audience's experience? (C)
- 6d. Can the same message/story be effectively conveyed across different structures and forms? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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.

RL.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.

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

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail 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.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

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

Integration of Knowledge and Ideas

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

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e. 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.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.

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

W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

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.

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.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know:

plot (narrative structure), pace, characterization, character motivation, direct/indirect/interior dialogue, diction, connotation, tone, mood, allusion, theme, imagery
types of conflict (human vs. human, human vs. society, human vs. nature, human vs. self, internal, external)

Students will

analyze text and then select and integrate text evidence to support claim.
close read to infer and evaluate text for meaning and bias.
engage in active reading through questioning, predicting and imagining.
create quality pieces, fiction and narrative, through the writing process: reflecting, planning, drafting, revising (including precision of language).

Core Learning Activities

Formative Assessments

Complete close reading and annotating of fiction texts
Evaluate character arc and motivation
Infer during reading opportunities
Look at word selection for connotation
Define subject-specific vocabulary: exposition, rising action, climax, falling, resolution, character, motivation, irony, character, setting, theme
View Stanton Video with note-taking, and discussion
Research time period of short story
Create pieces of a short story (formative)

Summative (see assessment)

Create Original Short Story

[throughthetunnel.pdf](#)

[Vocabulary for The Monkey's Paw \(1\).pdf](#)

[Vocabulary for The Storm .pdf](#)

[Plot and theme charts.pdf](#)

[Charts for "Lamb to the Slaughter".pdf](#)

[Gender Roles in 1950.pdf](#)

[Big conceptS Accuracy, Completeness, Literary Terms Cohort B and D.pdf](#)

[Doris Lessing "Through the Tunnel" by .pdf](#)

[Narrative Structure The Monkey's Paw Activity.pdf](#)

[Mary Maloney Victim Villain or Someone In Between Organizer for Debate.pdf](#)

[Andrew Stanton's Clues to a Great Story Activity 2021.pdf](#)

Assessments

Narrative

Summative: Narrative Writing Assignment

Resources

Professional & Student

All resources are suggestions- teachers aim for 1 full length text per quarter. Teachers are encouraged to

Students will compose a narrative to develop a theme or message in which they:

- purposefully select and manipulate form/structure
- use techniques and elements taught in the unit

Teachers will have discretion to provide choice in genre, length, etc. so long as it is a process writing piece and is assessed on the common rubric. Teachers will also integrate a reflection component in which students explain how they accomplished the objectives listed above.

[Sophomore Narrative Writing Rubric.docx](#)

Analytical Writing

Formative: Other written assessments

All students will complete two short analytical pieces.

Teachers will have discretion to choose which texts students are writing about and to determine the prompt (For example, "Identify a place in the text where the author made a compelling choice in the use of direct and indirect dialogue; analyze the impact that this choice had on you as a reader and on the text as a whole."). All teachers will use the focus and analysis strands as written on the attached

Close Reading Analysis (Formative)

Formative: Extended Essay

[Close Reading Rubric \(1\).pdf](#)

[Conventional and Unconventional Stories Formative Assessment \(1\).pdf](#)

choose from the variety of texts listed to meet needs of students and to reflect cultural diversity.

Short Stories:

"Lamb to the Slaughter" by Roald Dahl
"A Temporary Matter" by Jhumpa Lahiri
"Clinical Notes"- by Liz Moore

"Genesis and Catastrophe" by Roald Dahl
"Monkey's Paw" by W. W. Jacobs
"The Storm" by McKnight Malmar

"Black Enough" by Varian Johnson
Ch 4 of *Zenzele* by J. Nozipo MORAIRE
"American Horse" by Louise Erdrich
"Daughter of Invention" by Julia Alvarez
"Ruth" by Laura Silverman
"Parker Outside the Box" by Ray Stoeve
*Warning: Color may Fade" by Leah Henderson
"Apollo" by [Chimamanda Ngozi Adichie](#)

Other short stories:

"Through the Tunnel" by Doris Lessing
Flash Fiction: "The Last Stop"
"Fish Cheeks" by Amy Tan

Six-word stories (assorted)

"Clues to a Great Story" TED Talk by Andrew Stanton

Non-fiction excerpt

"The Storytelling Animal" by J. Gottschall

Art:

"Ordeal by Cheque" Wuther Crue
Heider-Simmel Experiment (short video,
<https://youtu.be/76p64j3H1Ng>)

Poetry:

"Baby Shoes" (six-word story)
"Abandoned Farmhouse" by Ted Kooser
"Kansas" by Naomi Shihab Nye
"Swan and Shadow" by John Hollander
"Telephone Conversation" by Wole Soyinka





Films:

Smoke Signals
In the Heights

This I Believe -NPR

Dance:

Excerpts from *So You Think You Can Dance* such as
"Fix You" choreographed by Travis Wall
(<https://www.youtube.com/watch?v=9iurjDa1hpQ>)
and "I'm Going Down" choreographed by Tabitha and Napoleon D'Umo ()

	<p>Novels: <i>House on Mango Street</i> by Sandra Cisneros <i>Of Mice and Men</i> by John Steinbeck <i>Zenzele</i> by J. Nozipo Maraire</p> <p><i>The Odyssey</i> by Homer</p> <p>Optional Activities: "Lamb to Slaughter" debate: victim or villain</p> <p> "The Storytelling Animal" Excerpt  "Lamb to the Slaughter" Roald Dahl Kansas-NaomiShihabNye.pdf Ordeal by Cheque.pdf Abandoned Farmhouse (Kooser) The Storm mcknight malmar.pdf SwanandShadow-JohnHollander.pdf Clinical Notes  Whole reading of "The Monkey's Paw".mp4  Audio of Genesis and Catastrophe.webm Jason Reynolds On Power of Story Jason Reynolds' Story Starters a temporary matter.pdf throughthetunnel.pdf Amercian Horse.pdf The Test.pdf This I Believe Website the storm reality spectrum.docx This I Believe Essay Directions and Cover Sheet _2020-2021 (1).pdf This I Believe Essay Rubric 2020-2021.pdf The storm reading roadmap.pdf _2021 genesis and catastrophe questions.pdf Ordeal by Cheque questions.pdf Apollo By Chimamanda Ngozi Adichie.pdf Telephone Conversation Wole Soyinka.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Art and music Sociology</p>



Unit Planner: Why We Tell Stories

English II

Wednesday, January 19, 2022, 11:32AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts / English II (Pending Approval) / Week 9 - Week 20

Last Updated: [Sunday, November 21, 2021](#) by Kathleen Swift

Why We Tell Stories

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [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

Lenses: Voice and Identity

Theory of Process Concepts: making meaning, selecting text evidence, close reading, making inferences, questioning, predicting, imagining, reflecting, planning, drafting, revising

English Micro concepts: story/narrative, storytelling, pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, allusion, theme, claim, audience, purpose, bias, perspective

Additional Theory of Knowledge Concepts: voice, identity, culture, empathy, understanding, humanity, catharsis, change, experience, power, justice, beliefs and values

Generalizations / Enduring Understandings

1. The need to make meaning compels humans to construct narratives because stories help people to understand self and others.
2. Stories and narratives serve multiple purposes, including to inform, entertain, connect, inspire, empower, provide catharsis, and provoke reflection.
3. Stories reveal the humanity that exists beyond the audience's experiences (historical, cultural, geographical, etc.) and evoke empathy.
4. Stories both preserve culture and facilitate change.

Guiding Questions

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

- 1a. What is inference? (F)
- 1b. What is the relationship between prior knowledge and inference? (F)
- 1c. How does an author use language and patterns of language to create the opportunity for the audience to infer? (C)
- 1d. Why do people tell stories? (C)
- 1e. How do stories shape and express identity? (C)
- 1f. Is storytelling often the preferred mode of communication? (P)
- 2a. What are the purposes that stories fulfill? (F)
- 2b. What is catharsis? (F)
- 2c. What is self reflection? (F)
- 2d. How can stories change the audience? (C)
- 2e. Why do people read, watch, and listen to stories? (C)
- 3a. What is the value of stories (for their creators and their audiences)? (C)
- 3b. Do all stories help an audience access or empathize with experiences beyond their own? (P)
- 4a. What is culture? (F)
- 4b. How do stories reflect and influence culture? (C)
- 4c. How do the language and use of language in stories reflect the values of a culture? (C)
- 5a. What is voice? (F)
- 5b. How does storytelling impact one's voice? (C)

- 5. Storytelling empowers the creator to develop and express their voice to impact the audience's understanding and experience.
- 6. Stories reinforce or challenge bias, beliefs, and values.
- 7. While power can be misused or abused, it can also be leveraged to protect justice and humanity.

5c. How does the author's voice and perspective influence the reader's experience? (C)

6a. How do storytellers wield power? (C)

6b. How do authors' biases, beliefs, and values influence the way they tell stories? (C)

6c. How do audience's biases, beliefs, and values influence the way they hear and interpret stories? (C)

6d. Do stories provoke change in the attitudes and beliefs that shape culture? (P)

7a. What are different types of power? (F)

7b. How does power impact people as individuals and societies? (C)

7c. Why are there so many stories about power and/or justice? (C)

7d. Does a reader's relationship with power influence their perception of power in a story? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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.

RL.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.

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

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail 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.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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.

W.9-10.2f. 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).

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.

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

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

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.

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.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know:

pace, characterization, character motivation, direct/indirect dialogue, diction, connotation, tone, mood, allusion, theme, claim, audience
voice, identity, culture, empathy, humanity, beliefs and values, justice and power

Students will

select text evidence,
close read fiction non-fiction texts,
make inferences,
apply reading strategies, including questioning, predicting, imagining,
apply the writing process of reflecting, planning, drafting, revising and editing.
write a narrative story
write an analysis of a text

Core Learning Activities

Close read texts
Annotate texts
Prepare for and participate in text-based seminar
Engage in class discussion
View of "The Danger of a Single Story" (TedTalk by Chimamanda Ngozi Adichie)
Read a variety of "This I Believe" essays and write one
Analyze and create Brush stroke writing
Write an analytical essay that addresses one (or more) of the unit guiding questions (to be determined by teacher discretion). Teachers will assess on the attached rubric

[Sample Text Based Seminar.pdf](#)
[CITR Brushstroke Writing Activity.pdf](#)

Assessments

Midterm

Written Test

The midterm examination will be a close reading analysis, in line with the attached.

[Sophomore Final Exam Cover Sheets 2017.pdf](#)
[Sophomore Final Exam Graphic Organizer 2017.pdf](#)
[Sophomore Final Exam Rubric 2017 .pdf](#)

Close Reading of Key Text Summative: Extended Essay
[Close Reading Rubric 2021 \(1\).pdf](#)

Resources

Professional & Student

The House on Mango Street by Sandra Cisneros
Fahrenheit 451 by Ray Bradbury
The Catcher in the Rye by JD Salinger
The Odyssey as told by Homer
The Tempest by William Shakespeare
Of Mice and Men by John Steinbeck
Oedipus the King by Sophocles translated by Bernard Knox
Zenzele by J.Nozipo Maraire
Things Fall Apart by Chinua Achebe

"The Danger of a Single Story" (TedTalk by Chimamanda Ngozi Adichie)
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Film

In the Heights
Minority Report - Steven Spielberg

Teachers may use supplemental texts to compare voice, such as: "Slight Rebellion Off Madison" (Salinger), different translations of *Oedipus the King*, excerpts from *The Penelopiad* by Margaret Atwood, poetry by Louise Gluck

	<p>Non-fiction "In Search of Our Mothers' Gardens" by Alice Walker "The Boy that Created a Disturbance"-John McNally "Holden's Goddam War"-Kenneth Slawenski <i>Born a Crime</i>-Trevor Noah</p> <p>Optional Assignments . Comparing movie and text and write a paper</p> <p>Of Mice and Men Comparing Book to Movie 2021.docx This I Believe Essay Directions and Cover Sheet 2020-2021 (1).pdf This I Believe Essay Rubric 2020-2021.pdf Why We Tell Stories Analytical Rubric (1).pdf Byron continuum chapter 4 14 (1).pdf Zenzele Chapter 4 Lesson assimilation.pdf TFA pre-reading partner work (1).pdf</p>
<p>Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Art Music Theater</p>



Unit Planner: Beyond Winning the Argument

English II

Wednesday, January 19, 2022, 11:38AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts / English II (Pending Approval) / Week 21 - Week 30

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Beyond Winning the Argument

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [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

Lenses: Purpose and Perspective

Theory of Process Concepts: close reading, rhetorical analysis, visual analysis, selecting evidence, considering alternative perspectives, developing arguments, discourse

English Microconcepts: claim, counterclaim, argument, concession, refutation, evidence, rhetorical appeals, rhetorical context, credibility, bias, intention, audience, voice, efficacy (of argument), exchange of ideas, medium/genre, appeal, relevance

Theory of Knowledge Concepts: perspective, purpose, responsibility, accountability, ethics, collaboration, truth, understanding

Generalizations / Enduring Understandings

1. Effective argumentation requires selecting a medium and presenting claims, counterclaims, and evidence to convey purpose.
2. Readers engage in close reading and rhetorical analysis to understand and evaluate an author's purpose and bias.
3. An effective argument considers a wide range of perspectives to broaden its appeal and relevance.
4. Writers select relevant and varied evidence to substantiate their claims.
5. Respectful and appropriate discourse enables participants to deepen and revise original understanding.
6. Authors strengthen their claim through concession and refutation.

Guiding Questions

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

- 1a. What are claims and counterclaims? (F)
- 1b. What are the types of evidence? (F)
- 1c. What media can be used to convey arguments? (F)
- 1d. How and why does an author make choices (claim, counterclaim, evidence, media, rhetorical appeal) based on their audience? (C)
- 1e. What makes claims, counterclaims, and evidence effective and relevant? (C)
- 1f. Is the purpose of argument always to win? (P)
- 2a. What is rhetoric? (F)
- 2b. What is the rhetorical triangle (ethos, pathos, logos)? (F)
- 2c. What is the relationship among speaker, audience, purpose? (F)
- 2d. What is bias? (F)
- 2e. What is rhetorical analysis? (C)
- 2f. How does one use close reading to conduct rhetorical analysis? (C)
- 2g. Why is it valuable to discern bias as a reader and as an author? (C)
- 2h. Does a writer's purpose necessarily impact how the audience understands the argument? (P)
- 3a. What is perspective? (F)
- 3b. How does an effective writer take their perspective and the perspective of their audience into consideration while writing? (C)

3c. How does a writer's understanding of perspective strengthen their argument? (C)

4a. What resources are available to authors to develop argument? (F)

4b. What criteria do sources need to meet to be credible sources? (F)

4c. What makes evidence relevant? (C)

4d. How do writers choose relevant and substantial evidence to support their arguments? (C)

4e. Why is a variety of evidence (types, sources, etc.) effective in argumentation? (C)

5a. How should individuals engage in discourse? (C)

5b. What qualifies as discourse? (C)

5c. Is there value in revising one's initial understanding? (P)

6a. What is concession? (F)

6b. What is refutation? (F)

6c. Why is it important to acknowledge and address counterclaims? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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.

RL.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.

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.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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.

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.

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.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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).

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

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.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.)

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.

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

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “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”).

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.

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.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

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

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know:

Parts of argument (claim, arguments, counterclaim, concession, refutation evidence, conclusion)

Rhetorical Appeals (Ethos, Pathos, and Logos)

Rhetorical Triangle (Aristotle) (Speaker, Audience, Purpose & Occasion)

Types of Evidence (anecdote, statistic, facts, testimony, experts and authorities, allusions, illustration, scenario, etc.)

Discourse (place/venue, medium, tone, evidence-based, content, emotion and logic, purpose)

Students will

develop an argument

create a commercial

analyze arguments

analyze commercial

Core Learning Activities

Learn rhetorical appeal and rhetorical triangle

Verify use of databases

Review MLA citation and Works Cited

Develop an argument

Create a commercial

Analyze Rhetoric of texts (may include essays, speeches, visuals, ads, etc.)

[10th Commercial Rubric 2021-Pathos Ethos and Logos.pdf](#)

[Creating a Commercial Cover Sheet 2021.pdf](#)

Assessments

Rhetorical Analysis

Formative: Other written assessments

Students will identify rhetorical context, occasion, claim, and appeals used in a text.

Teachers can adapt the attached sample assessment to fit the text(s) they are using.

[Rhetorical Analysis Formative Assessment Sample \(2\).pdf](#)

Research Project

Summative: Other oral assessments

[English II Research Assignment 2021.pdf](#)

[Copy of 21st Century Written Rubric.pdf](#)

Resources

Professional & Student

Oedipus the King by Sophocles

Of Mice and Men by John Steinbeck

Julius Caesar by Shakespeare

Macbeth by Shakespeare

Tempest by Shakespeare

The Catcher in the Rye by J.D. Salinger

Twelve Angry Men by Reginald Rose

Fahrenheit 451 by Ray Bradbury

1984 by George Orwell

Things Fall Apart by Chinua Achebe

"Jury of Her Peers" by Susan Glaspell

<https://nmi.org/wp-content/upl...>

"Ain't I A Woman" Sojourner Truth

<https://thehermitage.com/wp-co...>

Text sets to be built from *Everything's An Argument with readings Fifth Edition*

Chapter 21: How Does Popular Culture Stereotype You?

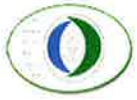
Chapter 22: How Many Friends Have You Made Today?

Chapter 27: What Are You Working For?

Text sets to be built from *Everything's an Argument with readings Seventh Edition*

Chapter 24: What's Globalization Doing to Language?

	<p>Chapter 27: How Has the Internet changed the Meaning of Privacy?</p> <p>Optional Activities: Class Debate Practice Research</p> <p>Noodle Tools Practice Research Activity 2.pdf practice research articles.pdf An Introduction to Your Project (Part 1 of the Proposal).pdf How to write a Counter argument Persuasive monologue assignment.pdf Questions to use for Rhetorical Analysis of Ain't I A Woman.pdf F451 Sick Day Speech Rhetorical Analysis.pdf Twelve Angry Men Argument Organizer Pathos Ethos Logos 2020-2021.pdf How to Use Databases.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Critical Thinking • 	<p>Interdisciplinary Connections</p> <p>Social Studies Personal Business Law Health- PSA</p>



Unit Planner: Agency in Writing and in Life English II

Wednesday, January 19, 2022, 11:39AM

Newtown High School / 2021-2022 / Grade 10 / English Language Arts /
English II (Pending Approval) / Week 31 - Week 38

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Agency in Writing and in Life

Marks, Abigail; Swift, Kathleen; Talluto, Theresa; Thomas, Jacob; Toby, Michelle; Zukowski, Tammy

- [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: Agency

Theory of Process Concepts: close reading, selecting evidence, synthesizing, planning, revising, strategies for timed writing, participating in a text-based seminar, interpretation, communication

English Microconcepts: symbolism, motif, metaphor, plot structure, allusion, characterization, character motivation, diction, connotation, tone, mood, imagery, evidence, argument, claim, synthesis,

Theory of Knowledge Concepts: blindness, leadership, power, justice, morality, fate, predestination, free will, identity, hubris, prophecy, purpose, responsibility, decisions, actions, cultural contexts, human nature, experience, self awareness, ignorance, understanding

Generalizations / Enduring Understandings

1. A sense of agency enables a person to make decisions and take actions to impact themselves and their world.
2. Interpretation of a text requires consideration of cultural context (text's, author's, reader's).
3. Culture, experience, and personal interest impact an individual's sense of morality, which complicates justice.
4. Awareness or belief in predestination leads to one's acceptance of responsibility to bring it to fruition or to reject any personal responsibility.
5. Human nature desires free will as an expression of identity and agency.
6. Figurative blindness and lack of experience obfuscate self awareness.
7. Ignorance and hubris imperil leadership.
8. Synthesizing a variety of texts leads to a deeper understanding of complex ideas and issues.
9. Writers cultivate and exercise agency through the powerful communication of their ideas.

Guiding Questions

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

- 1a. What is agency? (F)
- 1b. What is a sense of agency? (F)
- 1c. Is a sense of agency enough to compel an individual to action? (C)
- 1d. How does a decision-maker balance impact on self and world? (C)
- 1e. Should a decision-maker prioritize the impact on the world over self? (P)
- 2a. What is cultural context? (F)
- 2b. What factors contribute to cultural context? (F)
- 2c. What is inference? (F)
- 2d. When the author's cultural context differs from the reader's, how does it impact interpretation?(C)
- 2e. How does a reader's experience influence their interpretation? (C)
- 2f. What makes an interpretation valid? (C)
- 2g. How can an understanding of cultural context shape interpretation? (C)
- 3a. What is justice? (F)
- 3b. How does personal interest and experience shape decision making? (C)
- 3c. How does culture influence a person's understanding of justice or of morality? (C)
- 3d. What is the relationship between justice, morality, and culture? (C)
- 3e. Is what is just always moral? (P)

3f. How does a person know the difference between right and wrong? (P)

4a. What is predestination? (F)

4b. How is fate constructed/defined in ancient and modern texts or societies? (F)

4c. How does one's understanding of fate shape their identity and action? (C)

4d. Does fate/predestination absolve an individual of responsibility? (P)

5a. What is free will? (F)

5b. When and why do individuals value free will? (C)

5c. How does an individual develop or exercise (a sense of) agency? (C)

5d. Does an individual need a sense of agency to exercise free will? (P)

6a. What is figurative blindness? (F)

6b. How do different types of blindness impact individuals? (C)

6c. Why do authors choose to create figuratively blind characters? (C)

6d. How does one become aware of one's own figurative blindness? (C)

7a. What is hubris? (F)

7b. What does a good leader do? (C)

7c. What is effective leadership? (C)

8a. What is synthesis? (F)

8b. How does one synthesize? (C)

8c. What is the value of synthesis? (C)

8d. How does one select sources to synthesize? (C)

9a. How do writers develop agency? (C)

9b. What is the relationship between agency and writing? (C)

9c. How do writers choose the most powerful way to communicate their ideas? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

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.

RL.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.

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

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail 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.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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.

Integration of Knowledge and Ideas

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

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

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

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.

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.

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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

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.9-10.1c. 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.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

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

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

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.

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.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know: Agency, Cultural Context (when, where, by whom, biographical information, understanding necessary allusions), Symbolism, motif, metaphor, plot structure, allusion, characterization, character motivation, diction, connotation, tone, mood, imagery, evidence, argument, claim, synthesis, archetype
Blindness, leadership, power, justice, morality, fate, free will, identity, hubris, prophecy

Student will be able to

Close read
select evidence,
synthesize,
plan and revise to use the writing process
complete timed writing,
participate in a text-based seminar

Core Learning Activities

Embed quotes effectively and according to MLA standards
Select evidence to support position
Prepare for and participate in Text-based seminar
Express agency in a chosen written format
Practice timed-writing
[Text Based Seminar Rubric.pdf](#)

Assessments

Synthesis Essay

Summative: Extended Essay

Students will answer a provocative essential question from the unit guiding questions in a synthesis essay. All teachers will score the processed writing piece on the provided rubric but have discretion in selecting which essential question(s) to provide and in text set.

[Agency in Writing and in Life Synthesis Rubric \(2\).pdf](#)

[Exercising Agency.pdf](#)

[Agency in Writing and in Life Synthesis Rubric \(2\).pdf](#)

Resources

Professional & Student

Full-length texts
Plays
Oedipus the King by Sophocles translated by Bernard Knox
Twelve Angry Men by Reginald Rose
Medea by Euripides
Macbeth by Shakespeare
Things Fall Apart by Chinua Achebe
Of Mice and Men by Steinbeck
The Catcher in the Rye by JD Salinger
All American Boys by Jason Reynolds and Brendan Kiely
Field Guide to the North American Teenager by Ben Phillipe
Secret Lives of Bees by Sue Monk Kidd
Invention of Wings by Sue Monk Kidd
With The Fire On High by Elizabeth Acevedo
Patron Saints of Nothing by Randy Ribay
The Skin I'm In by Sharon Flake (lower reading level)

Poems

"To a Mouse" by Robert Burns
The Odyssey as told by Homer

Resources for synthesis work (teachers may supplement):

"The Appointment in Samarra" retold by W. Somerset Maugham
"Scars" by Peter Meinke
"The Real Oedipal Complex" by Jeffrey Rubin
"Oedipus Rex as the Ideal Tragic Hero" by Marjorie Barstow
"Steinbeck's Letter to Claire Luce"

	<p>"What Work Is" by Phillip Levine "Holden Caulfield's Goddam War" by Kenneth Slawenski "The Boy That Had Created the Disturbance: Reflections on Minor Characters in Life and <i>The Catcher in the Rye</i>" by John MacNally "Slight Rebellion off Madison" by Salinger</p> <p>Films for synthesizing with texts: <i>Minority Report</i> directed by Spielberg <i>Million Dollar Baby</i> directed by Eastwood <i>Macbeth</i> - Rupert Gold <i>Salinger</i> documentary- Shane Salerno <i>The Graduate</i>, 1967 Michael Nicholas</p> <p>"To a Mouse" letter to Clare Luce "The Real Oedipal Complex" by Jeffrey Rubin What Work Is Philip Levine.pdf boy who had created the disturbance.pdf "Holden Caulfield's Goddam War" by Kenneth Slawenski "Oedipus Rex as the Ideal Tragic Hero" by Marjorie Barstow Oedipus Rex as the Ideal Tragic Hero.pdf Link to "Holden Caulfield's Goddam War" Scars by Peter Meinke-Oedipus Connection.pdf The Appointment in Samarra with Guiding Questions.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none"> • Written Performance • 	<p>Interdisciplinary Connections</p> <p>History Art and Film Science</p>



Unit Planner: College Essay Composition Through Contemporary Issues

Wednesday, January 19, 2022, 11:45AM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 1 - Week 2

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

College Essay

Lye Jr, Victor; 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: Structure, form, voice

Concepts: message, story, interpretation, purpose, audience, emotion, impact, literary devices, voice, persuasion, character, values, function, form, engagement, author

Generalizations / Enduring Understandings

1. Writing provides the opportunity to reveal personal character and values to others both explicitly and implicitly.
2. Function dictates form.
3. Authors engage audience through literary devices.
4. The voice in which a story is told impacts the audience's understanding and experience.
5. Specific anecdotes and details reveal character and values more authentically by showing rather than telling.

Guiding Questions

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

- 1a. How does an author decide what they want people to know about them? (C)
- 1b. What stories from personal past demonstrate the person the writer is today? (C)
- 1c. How does an author make choices to reveal their character and values accurately and persuasively? (C)
- 1d. Is there a best way to tell a story? (P)
- 2a. What makes a successful college essay/narrative? (F)
- 2b. What is a hook? (F)
- 2c. What is an anecdote? (F)
- 2d. What are different formats used to tell a narrative story? (F)
- 2e. What is a flashback? (F)
- 2f. How does an author work within parameters to best tell the story? (C)
- 2g. How does an author select illustrative anecdotes, connected hooks to reveal themselves to the audience? (C)
- 3a. What is an extended metaphor? (F)
- 3b. How do authors avoid cliches? (C)
- 3c. What literary devices do authors use to engage audience? (F)
- 3d. How do authors select appropriate literary devices to match message and audience? (C)
- 3e. How does an author refine literary devices to meet audience needs? (C)
- 4a. What is voice? (F)
- 4b. How does an author reveal voice through diction, syntax, and delivery? (C)
- 4c. How does an author adjust voice depending on audience and situation? (C)
- 5a. What is showing versus telling? (F)
- 5b. How does an author select anecdotes to reveal character and values? (C)

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.11-12.3c. 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.

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.11-12.2b. Spell correctly.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will demonstrate the ability to show anecdotes that lead the audience to desired inference.

Students will analyze sample college essays to determine what is effective.

Students will be able to write and revise a college essay.

Students will find appropriate resources to help revision.

Core Learning Activities

Read several college essays to identify requirements/strengths/weaknesses.

Identify college essay topics and the common app for schools student is interested in attending.

Write a college essay, using the writing process both in class and in the writing center

[Welcome to the Wonderful World of College Essays.pdf](#)

[Connecticut College Essays.pdf](#)

Assessments

College Essay

Summative: Narrative Writing Assignment

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

[CARES-Peer-Review-Feedback-Form.pdf](#)

[College Essay Checklist Rubric 2021.docx.pdf](#)

[College Peer feedback.pdf](#)

Resources

Professional & Student

Conquering the College Admissions Essay in 10 Steps- Alan Gelb, Ten Speed Press, 2008

Welcome to the Wonderful World of College Essays

<http://www.whitehouse.gov/issues/education/higher-education/college-score-card>

http://www.huffingtonpost.com/liz-oneill/the-7-worst-types-of-coll_b_787319.html#s187452title=The_Cringelnducing_Metaphor

http://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html?_r=3&adxnnl=1&ref=general&src=me&adxnnlx=1384171753-17o+M4eVGUS/GAn/4I1aHQ&

<http://www.cnn.com/2009/LIVING/wayoflife/11/19/mf.offbeat.college.essays/>

<http://www.businessinsider.com/college-essay-high-school-senior-into-every-ivy-league-university-2014-4>

<https://owl.english.purdue.edu/owl/>

[Post Covid College Admissions.](#)

[Conn College Essays that Worked](#)

[From the Heart to Higher Education The 2021 College Essays on](#)

[Money.pdf](#)

Student Learning Expectation
& 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Written Performance

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Interdisciplinary Connections

Counselor Workshop



Unit Planner: The Writing Process Composition Through Contemporary Issues

Wednesday, January 19, 2022, 11:47AM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 1 - Week 19

Last Updated: [Monday, November](#)

[22, 2021](#) by Kathleen Swift

The Writing Process

Lye Jr, Victor; 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

Conceptual Lens: Process

Concepts: peer editing, writing, revision, brainstorming, drafting, grammar, mechanics, conferencing, intentions, cooperation, ideas

Generalizations / Enduring Understandings

1. Peer editing facilitates better understanding of one's own writing.
2. Brainstorming explores and coordinates ideas and constructs the basis of the work.
3. Drafting and editing refine, elaborate, and coordinate one's writing.
4. Skillful application of grammar and mechanics conveys a writer's intentions.
5. Peer-to-peer writing conferences foster cooperation and understanding of the work and each other.

Guiding Questions

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

- 1a. What type of editing needs to be completed on an assignment? (F)
- 1b. What role does the writing center play in one's work? (F)
- 1c. What is the difference between revising and editing? (F)
- 1d. How does effective peer editing work? (C)
- 1e. Is peer editing necessary? (P)

- 2a. What are different ways to brainstorm? (F)
- 2b. How does one begin writing? (C)
- 2c. Is it possible for a writer to just begin writing without a plan? (P)

- 3a. How does one know if they have broken a grammar rule? (C)
- 3b. How does a writer know when a paper is done? (C)
- 3c. How does a writer elaborate in a meaningful, purposeful way? (C)
- 3c. Why should one read their own work aloud? (C)
- 3d. Is drafting essential for good writing? (P)

- 4a. What mechanics are essential for good writing? (F)
- 4b. Why is it important to use proper grammar? (C)
- 4c. Is it possible for writing to reflect casual, imperfect, everyday speech? (P)
- 4d. Must a writer know the grammatical rules in order to break them? (P)

- 5a. Why is it important to share one's work with a critical friend? (F)
- 5b. What skills comprise a successful peer conference? (F)

5c. How does reading someone else's work help with your own work? (C)
5d. How do peer-to-peer conferences work? (C)
5e. Should one share their work with a teacher rather than another student? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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.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.

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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Progressive Skills

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).
- L.4.3b. Choose punctuation for effect.
- L.5.1d. Recognize and correct inappropriate shifts in verb tense.
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.3b. Maintain consistency in style and tone.
- L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.9–10.1a. Use parallel structure.

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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will strengthen their writing through editing their own work and the work of others.

Students will engage in the writing process for every piece that they write.

Students will brainstorm ideas and create a plan for their writing.

Students will keep a writer's journal.

Students will demonstrate an understanding of the rules of grammar and mechanics.

Students will conduct peer-to-peer tutoring sessions within the classroom and outside the classroom, ideally through the writing center.

Core Learning Activities

These are ongoing through the semester and evaluated through the semester.

- engage in revision with support from the writing center for peer conferencing at least twice per quarter
- participate in peer tutoring sessions in-class
- brainstorm using a variety of activities to begin the writing process of different assignments
- participate in grammar and mechanics lesson as student and teacher.

[Writing Center Guidelines.pdf](#)

[Peer Editing Rubric \(1\).pdf](#)

[WCTP Grammar Lessons.pdf](#)

Assessments

Grammar Lessons

Formative: Oral Report

[WCTP Grammar Lessons.pdf](#)

Peer Editing Conferences

Summative: Oral Report

Resources

Professional & Student

- *The Bedford Guide for Writing Tutors* by Leigh Ryan and Lisa Zimmerelli
- *The Longman Guide to Peer Tutoring*

<p>Now that you have learned about peer tutoring and have visited the writing center, it's your turn to become the tutor. With a partner, you must conduct a peer-to-peer conference. Your partner will read their paper aloud to you and you will make relevant suggestions for improvement.</p> <p>Remember that you are actively listening, while your partner reads their work. When you feel like there is a place for discussion, you are to stop them and have that dialogue about what you believe can improve their paper. Also, at no point should you pick up a pen or read from your partners paper.</p> <p>Once you have completed one tutoring session, you will switch with your partner and have a discussion about your paper.</p> <p>Peer Editing Rubric (4).pdf</p>	<ul style="list-style-type: none"> • <i>On Writing</i> by Stephen King • <i>On Freewriting</i> by Peter Elbow • <i>A Writer Teaches Writing-</i> Donald Murray • <i>Bird by Bird-</i> Anne Lamott • <i>Freewriting exercises</i> by Peter Elbow • <i>The 1-Mintue Writer</i> Leigh Medeiros (brainstorming/free writes) <p>OWL At Purdue Tutoring Video The Idea of a Writing Center OWL At Purdue KU Writing Center Writing Process with Links Brainstorming IUP Writing Center ELBOW- freewriting.pdf freewritingexercises.pdf Writing Center Tutors.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>All writing assignments in every discipline</p>



Unit Planner: Identifying & Applying Tools for Effective Writing

Composition Through Contemporary Issues

Wednesday, January 19, 2022, 11:57AM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 3 - Week 8

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Identifying & Applying Tools for Effective Writing

Lye Jr, Victor; 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: Persuasion

Concepts: writing, power, influence, intent, audience, voice, tone, message/claim, rhetoric, revision, clarity, rhetorical devices, point of view, connotation, change

Generalizations / Enduring Understandings

1. Writing provides individuals with the power to inspire or create desired change.
2. Effective persuasive writers make choices that are intended to influence their specific audience and create clarity.
3. Effective writers control voice, tone, and connotation to influence audience response.
4. Every piece of writing unites the author, the audience, and the message through effective revision.
5. Writers employ rhetorical devices to convey their point of view.

Guiding Questions

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

- 1a. What are ethos, pathos, and logos? (F)
- 1b. How does using the three-prong ethos, pathos, and logos rhetorical appeal increase the probability of creating change? (C)
- 1c. What can a writer do to convince an audience to change or consider change? (C)
- 2a. What are specific rhetorical devices (absolute, ad hominem, anaphora, antithesis, colloquial, euphemism, hortative, juxtaposition, litotes, metonymy, rhetorical question, tautology) authors may choose to use? (F)
- 2b. How does rhetoric impact an audience? (C)
- 2c. How does a writer persuade their audience to shift to their point of view? (C)
- 2d. How does one determine the most effective way to communicate an idea? (C)
- 2e. Is effective writing really manipulation? (P)
- 2f. How much of persuasion is the author's responsibility versus the audience's receptivity? (P)
- 3a. What are distinct types of voice writers use? (F)
- 3b. What is connotation? (F)
- 3b. How do voice and tone correlate to message? (C)
- 3c. How do voice, tone, and word choice influence the reception of a message? (C)
- 4a. What are the steps to the writing process that help anticipate audience response? (F)
- 4b. How does an author hone their craft to create clarity and precision? (C)
- 4c. Is there a "best" way to communicate a specific message? (P)
- 5a. What is the writer's point of view? (F)
- 5b. How does a writer employ rhetorical devices? (C)
- 5c. Is it necessary for a writer to use rhetorical devices? (P)

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 build strong content knowledge.

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

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.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the 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.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

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.11-12.2b. 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.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.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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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Critical Content & Skills

What students must KNOW and be able to DO

- Students will know, understand, and be able to use rhetorical devices within their own writing to attempt to create a change.
- Students will teach a rhetorical device.
- Students will understand rhetoric and how it influences their lives.
- Students will analyze rhetoric in editorials, news feeds, commercials, and speeches.
- Students will recognize rhetoric that targets them as the intended audience.

Content: ethos, pathos, logos, absolute, ad hominem, anaphora, antithesis, colloquial, euphemism, hortative, juxtaposition, litotes, metonymy, rhetorical question, tautology, voice, tone, connotation. audience, point of view.

Core Learning Activities

1. Present one rhetorical device
2. Identify meaning and usage of rhetorical terms in selected contemporary essays.
3. Create a short expository essay identifying the most important issue facing the school that incorporates at least six devices.

4. Finding rhetorical devices and appeals within everyday life i.e. advertising, newspapers, news feeds, etc.

[Rhetorical Devices.pdf](#)

[Rhetorical Terms Presentation.pdf](#)

[NHS Changes.pdf](#)

Assessments

Rhetorical Term presentation

Formative: Oral Report

Student researches assigned rhetorical term/device and then presents it to the class.

The presentation teaches the class all of the following:

- a) definition
- b) word origin
- c) usage
- d) illustrative sentence from classical and modern literature
- e) mnemonic or other tip to help students remember

Identifying Terms in essays

Formative: Written Test

Students will read "Notes on 'Cam'" (Sontag), "Consider the Lobster" (Wallace), and "The White Negro" (Mailer) individually and as a group to identify rhetorical strategies employed.

NHS Changes

Summative: Other written assessments

Students will show mastery of the appeals through the following assignment.

Now that you are seniors, you can speak knowledgeably and intelligently about your high school experience. In this assignment, you are asked to advocate for a change in the high school experience. This can be a micro-change, such as removing a book from the curriculum, or a macro-change, such as eliminating or mandating an entire field of study. It may be something in between, such as school-wide policies on assignments, grading, etc. The only requirement is that it has to be content related, so you may not talk about the parking situation, athletics, food, etc. (You may NOT discuss individual teachers). Think about the time you've spent at the high school. In your experience, what aspect of it is either broken or in need of repair? What could have made your experience better? You will need to advocate for a change and convince your audience that a change is necessary. Appeal to the audience

Resources

Professional & Student

They Say, I Say (Graff)

A Teacher's Guide to Mentor Texts- Marchetti and O'Dell (voice)

Student Voice- 100 Argument Essays by Teens on Issues that Matter

Katherine Schulten

The Fire This Time- A New Generation Speaks about Race- Jesmyn

Ward (editor)

Optional Activities:

Write an editorial to create change in the world.

Read a variety of essays and editorials to see how authors use rhetoric to try to create change or influence opinion.

Write a graduation speech

<http://faculty.georgetown.edu/irvinem/theory/Sontag-NotesOnCamp-1964.html>

http://www.gourmet.com/magazine/2000s/2004/08/consider_the_lobster

<http://www.dissentmagazine.org/article/the-white-negro-superficial-reflections-on-the-hipster>

[jolliffes-rhetorical-framework.pdf](#)

<http://pathosethoslogos.com/index.php/9-writing>


<http://pathosethoslogos.com/>

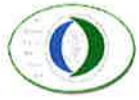
<http://pathosethoslogos.com/ethos>

<http://pathosethoslogos.com/pathos>

[Swift Graduation Speech Instructions and rubrics 2021.pdf](#)

[Rhetorical Terms Presentation.pdf](#)

<p>using either pathos, logos, or ethos. When you do, you will need to answer two distinct questions: 1. Why is the old system failing and 2. How will your change fix it?</p> <p>Assignment: In a 2-3 page paper, address an issue of content that NHS needs to change and argue for the change to be made (50-points).</p> <p> Fixing NHS Essay with standards</p>	
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p> <ul style="list-style-type: none">• Information Literacy• Written Performance• 	<p>Interdisciplinary Connections</p> <p>Disciplines that students want to improve</p>



Unit Planner: Research Paper Composition Through Contemporary Issues

Wednesday, January 19, 2022, 12:02PM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 9 - Week 12 [20, 2021](#) by Kathleen Swift

Last Updated: [Saturday, November](#)

Research Paper

Lye Jr, Victor; 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: Argument, Credibility

Concepts: Research, accuracy, credibility, support, sources, information argument, counter-argument, opinion, organization, process, audience, synthesis, originality, intention, perspective, medium, counterclaim, claim, responsibility, planning, deadlines, close reading, rhetorical analysis, relevance, appeal

Generalizations / Enduring Understandings

1. Research requires not only the ability to access information from a variety of credible sources but to use that information properly and responsibly to support an original argument.
2. Accuracy and credibility of sources must be evaluated in this age of instant information.
3. Argumentation requires selecting and synthesizing information and presenting claims, counterclaims, and support to convey purpose.
4. Readers engage in close reading and rhetorical analysis to understand and evaluate an author's intention and perspective.
5. An effective writer considers the audience's perspective to broaden its appeal and relevance.
6. An effective writer allows time and plans for the complete writing process to meet deadlines.

Guiding Questions

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

- 1a. When does an author have to use a citation to give credit for another's work? (F)
- 1b. What is the difference between a direct quote and parenthetical phrase? (F)
- 1c. How does one find information that they need? (C)
- 1d. How can facts and statistics be manipulated? (C)
- 1e. How do responsible writers use facts to support arguments logically? (C)
- 2a. What makes a source credible? (F)
- 2b. What is the advantage of using a database for research? (F)
- 2c. What steps does one go through to evaluate accuracy of sources? (F)
- 2d. How does a writer choose the sources from such a wealth of information? (C)
- 2e. Does instant information benefit society or cause more controversy? (P)
- 3a. What types of engaging hooks lure the audience in? (F)
- 3b. What is a counterclaim? (F)
- 3c. What is conceding a point? (F)
- 3d. What is refuting a point? (F)
- 3e. How does a writer synthesize facts to build an argument to persuade? (C)
- 3f. How does one convey information most effectively to others? (C)
- 4a. What is close reading for the purpose of research? (F)
- 4b. How does the perspective of both reader and writer influence the author's message? (C)

- 4b. How do author's use rhetoric to persuade? (C)
 4c. How does analysis of rhetoric allow the reader to cull out the facts? (C)
- 5a. Who is the given audience for the given argument? (F)
 5b. How does audience influence content and word choice? (C)
 5c. Can an author present facts and still mislead an audience? (P)
- 6a. How does the writing improve the quality of a research paper? (C)
 6b. Is quality or timeliness more important? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

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.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; 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.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**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.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.)

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.

W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

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Critical Content & Skills

What students must KNOW and be able to DO

Databases, biased, perspective, MLA citation, hook, counterclaim, claim, conceding and refuting a point, synthesis, argument

Students will be able to find accurate and unbiased sources using resources available to them in the library media center.

Students will properly cite those sources using current MLA format.

Students will synthesize their research to create their own informed arguments and refute any counterarguments.

Students will actively plan and engage in the writing process throughout their research paper.

Core Learning Activities

1. Work with Library/Media Specialists to show students the numerous databases available to them and introduce effective research strategies.

2. Create detailed source notes

3. Complete accurate works cited for research paper

4. Write a Research Paper/ Editorial

[Internet Sources Presentation.pdf](#)

[research directions .pdf](#)

[The Grand World Of Citation.pdf](#)

[Outline of Research Paper.pdf](#)

[First Journal On Research Project.pdf](#)

Assessments

Composition Final

Summative: Expository Essay

Written Performance and Information Literacy

[Composition expository essay.pdf](#)

[Copy of 21st Century Written Rubric.pdf](#)

Resources

Professional & Student

- *A Teacher's Guide to Mentor Texts*- Marchetti and O'Dell (voice)
- *Student Voice- 100 Argument Essays by Teens on Issues that Matter*- Katherine Schulten
- *The 1-Mintue Writer* Leigh Medeiros (brainstorming/free writes)

https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf

[OWL at Purdue](#)

[LMC Writing Research](#)

[LMC Destiny Database](#)

[Databases](#)

[CARS Checklist for Evaluating Sources](#)

[Avoiding Plagiarism](#)

Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

- Information Literacy
- Written Performance
-

Interdisciplinary Connections

All disciplines have the possibility of benefiting from research papers.



Unit Planner: Interest-Based Non-Fiction Writing Composition Through Contemporary Issues

Wednesday, January 19, 2022, 12:04PM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 13 - Week
15

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Interest-Based Non-Fiction Writing

Lye Jr, Victor; 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: entertainment

Concepts: genre, content-specific vocabulary, contemporary interests, format, hook, closure, allusions, analysis, essay, writers, research

Generalizations / Enduring Understandings

1. Readers and writers select topics based on interest.
2. Genre (science writing, travel writing, etc) determines content-specific vocabulary.
3. Writers attract readers by structuring the essay from hook to closure for ease of reading.
4. Writers determine the research needed to meet audience need.

Guiding Questions

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

- 1a. What is the reader interested in? (F)
- 1b. Why does one choose to read what they choose? (C)
- 1c. Does a reader only choose texts that are of interest to them? (P)
- 2a. What are genres? (F)
- 2b. What genres are of interest to the reader? (F)
- 2c. Why must the reader know/understand the vocabulary of a genre to fully appreciate it? (C)
- 2d. Does one only gravitate toward subjects that are familiar to them? (P)
- 3a. What does the structure of an interest based essay look like? (F)
- 3b. What is an anecdote? (F)
- 3c. How does a writer support a claim with personal anecdotes effectively? (C)
- 3d. How does the structure of interest-based essays differ from other works? (C)
- 3e. How does a writer get others interested in topics the writer is interested in? (C)
- 3f. Does the writer have to explain specific vocabulary to a novice reader? (P)
- 4a. What information does an audience need to understand a topic? (F)
- 4b. How does the writer customize research to meet the needs of the audience? (C)
- 4c. Does all writing need to consider the audience and what they need? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Informational Text

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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).

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Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to write an essay based on their interest and research into that interest.

Students will read a variety of texts that use vocabulary of a particular genre.

Students will understand how writing varies from genre to genre.

Students will understand what is required to write about their own personal interest and express that interest to an audience.

Core Learning Activities

Students will read model informative essays on contemporary issues in a variety of fields.

Students will analyze the unique traits of a specific genre of informative writing.

Students will write informative essays on contemporary issues in a variety of fields (sports, culinary, fashion, biography, etc).

Students will apply content-specific vocabulary.

Assessments

Resources

<p>Genre Specific Essay Summative: Expository Essay Genre- Specific Informational Essay What are the current trends in the informational area that interests you? What is in the news- in the broadest sense- that you would like to express your opinion on? To educate your audience on? Is there a new movement in travel? Remember when tapas became the rage? What is it today? Nature writing helps others to see the world and appreciate it as you do. The genre you select should be one that you have personal interest and knowledge in. You certainly may supplement or verify your information through research. Goal: to share your knowledge on a specific topic and to engage an audience. Role: you are a NY Times reporter who has been asked to contribute an article of 3- 5 pages to the next edition of the Best-American _____ (genre) Writing.</p> <p>Genre- Specific Informational Essay assignment and rubric.pdf</p>	<p><i>Professional & Student</i> <i>The Best American Writing Series- Mariner Publishing</i> <i>The Fire This Time- A New Generation Speaks about Race- Jesmyn Ward (editor)</i></p> <p>Writing a Sports Essay OWL at Purdue Best Writing About Cooking Everything I Know About Hope I Learned From My Dog.pdf</p>
<p>Student Learning Expectation & 21st Century Skills</p> <p>Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections</p> <p>Culinary PE Business travel</p>



Unit Planner: Real World Writing Composition Through Contemporary Issues

Wednesday, January 19, 2022, 12:05PM

Newtown High School / 2021-2022 / Grade 12 / English Language Arts /
Composition Through Contemporary Issues (Pending Approval) / Week 16 - Week
18

Last Updated: [Saturday, November 20, 2021](#) by Kathleen Swift

Real World Writing

Lye Jr, Victor; 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: Practicality and professionalism

Concepts:

Professionalism, impression, precision, reflection, process, drafting, editing, audience, tone, diction, applicant, errors, judgment, communications, writing process, word economy, conferring

Generalizations / Enduring Understandings

1. Applicants' first impression determines immediate judgment.
2. Errors detract from professionalism and lead to judgment, with shorter communications magnifying errors.
3. All writing to be read by an audience benefits from the writing process- drafting, conferring, and editing.
4. Writers stand out through use of diction, tone, and precision.

Guiding Questions

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

- 1a. What is a resume? (F)
- 1b.. What is a cover letter? (F)
- 1c. What are the parts of an email? (F)
- 1d. What happens to the resume and cover letter once the applicant sends them? (F)
- 1e. When is an email the appropriate mode of communication? (C)
- 1f. How does one use writing to secure employment? (C)
- 1g. How does an applicant use a limited format to stand out?(C)

- 2a. What constitutes an error in professional communication? (F)
- 2b. What is the consequence of an error? (C)
- 2c.Are all errors equal when entering the professional world? (P)

- 3a. What is the writing process? (F)
- 3b. What is a critical friend? (F)
- 3c. How does audience impact the need for precision? (C)
- 3d. How does reflection ensure the message is balanced, accurate, and not a product of a fleeting emotion? (C)
- 3e. Is the time to go through the writing process worth it even on a deadline? (P)

- 4a. What is diction? (F)
- 4b. What is tone? (F)

4c. What is precision? (F)
4d. How does word choice impact audience? (C)
4e. What inferences do readers make about authors from their writing? (C)

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.11-12.2d. 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.

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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Critical Content & Skills

*What students must **KNOW and be able to DO***

Students will know how to research and apply for a position.

Students will know what constitutes a resume.

Students will know what content makes a cover letter stand out.

Students will understand the impact of word choice and mistakes on communications.

Students will create a resume.

Students will write a cover letter for a specific position.

Students will write a series of emails with specific purposes.

Core Learning Activities

Students will write Resume/Cover letter.

Students will create a pair of effective emails

Students will summarize and give opinion on current events

Assessments

Cover Letter

Summative: Other written assessments

Resume

Summative: Other written assessments

Resources

Professional & Student

How to Write a Cover Letter- from Harvard Business Review

<p>Series of Emails Formative: Other written assessments Resume Rubric.pdf Resume Assignment.pdf Series of emails.pdf Cover Letter.pdf</p>	<p>How to Write a Cover Letter- 6 tips and 3 Templates Cover letter Assignment with models and suggestions How to Write a Winning Resume (video) Resumes and Cover Letters- USC Business Professionals' Rankings of Applicants' resumes: Updated considerations for resume instruction Resume Assessors' Experiences Resume presentation- from OWL Effective Email Communication Harvard Business advice on writing a cover letter How to Write a Cover Letter: tips and templates How to Write a Winning Resume Resumes and Cover Letter BUSINESS PROFESSIONALS RANKING.PDF Resume Assessors Experiences A.PDF Lesson Plan for Cover letter Effective Email resume presentation.pdf</p>
<p>Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance</p>	<p>Interdisciplinary Connections Business Writing Tutors</p>

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Personnel Certified/Non-Certified

Students

Face Masks/Coverings

The Newtown Board of Education (the "Board") recognizes the importance of protecting the health and safety of students, staff, and the community during the COVID-19 pandemic a public health emergency. As such, and in accordance with requirements and guidelines issued by the Connecticut State Department of Education ("SDE") a federal authority or the Governor of the State of Connecticut or their designated authority, the Board requires that all individuals entering a school building, a Newtown Public Schools ("District") facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual's nose and mouth. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with this policy shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with this policy may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required certain activities and athletics.

The Board authorizes the Superintendent or designee to develop administrative regulations and/or protocols to implement this policy. Such administrative regulations and/or protocols shall outline authorized exceptions to the requirement that all individuals wear an appropriate face covering in the school buildings, District facilities and District transportation vehicles and may identify additional face covering rules as related to the safe operation of the school community.

P4118.237(b)
4218.237
5141.8

Personnel Certified/Non-Certified

Students

Face Masks/Coverings

Legal References:

Connecticut General Statutes § 10-221

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together, Connecticut State Department of Education, as amended. by ~~Addendums 1-11 (June 29, 2020 through August 31, 2020)~~.

Adopted: November 17, 2020

Newtown Public Schools

R4118.237(a)
4218.237
5141.8

Personnel Certified/Non-Certified
Students
Face Masks/Coverings

In accordance with requirements and guidelines issued by ~~the Connecticut State Department of Education (“SDE”)~~ a federal authority or the Governor of the State of Connecticut or their designated authority, the Newtown Public Schools (“District”) requires that all individuals entering a school building, a District facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with these protocols shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with these protocols may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for certain activities and athletics.

Students and all individuals being transported on District transportation vehicles are required to wear appropriate face coverings (face coverings must be worn prior to boarding and while exiting the vehicle), in accordance with the District’s Transportation Protocols. Please see below for additional procedures for face covering exemption requirements.

Students, staff and all individuals inside school buildings and District facilities are required to wear appropriate face coverings except if: (i) the individual cannot wear the face covering because the individual has difficulty breathing, is unconscious, or

Personnel Certified/Non-Certified

Students

Face Masks/Coverings (continued)

incapacitated; (ii) the individual cannot remove the face covering without assistance; (iii) the individual has a documented medical reason making it unsafe to wear a mask; (iv) the student is in preschool; or (v) the individual has a disability that causes the individual to be unable to wear a face covering.

Important Note: The need for a medical exemption for the wearing of face coverings of the styles recommended for use in schools for source control is rare. Medical contraindications to the wearing of cloth or other similar loose fitting masks generally are limited to individuals suffering from severe chronic obstructive pulmonary disease (COPD) such as might be seen with cystic fibrosis, severe emphysema, heart failure, or significant facial burns that would cause extreme pain or interfere with the healing of a skin graft. These severe medical conditions will be rare in students or staff capable of presenting to the school for work or instruction (in most cases these individuals would not be able to move about freely without significant assistance). ~~In addition, for anyone suffering from any of these underlying conditions, the strong recommendation would be for that person to remain at home and engage in fully virtual learning due to their risk of developing severe complications if they did become infected with COVID-19.~~ Mild or intermittent respiratory or other common conditions such as asthma, cardiovascular diseases, kidney disease, or other similar conditions generally are not considered contraindications to the wearing of loose-fitting face coverings.

Face coverings may only be removed within the school building for the following reasons: (i) eating/drinking; (ii) on school grounds with appropriate social distancing implemented; and (iii) educational or medical activities requiring removal of masks (speech and language, evaluations, etc.) ONLY under circumstances when the school has implemented appropriate and District-approved mitigating measures (such as gowns, face shields, additional social distancing, physical barriers for District employees and/or students).

If a student claims a medical or disability-related exemption from wearing a face covering, the District shall follow the Decision Tree - Face Covering Exemptions in these Protocols. If the District determines the request is based on medical need, the parent or guardian and the **student's treating physician** must complete the Face Covering Exemption Request Form. If the District determines the request is based on disability (skill deficit), the District shall promptly convene a Planning and Placement Team ("PPT") Meeting or Section 504 Team meeting as appropriate to discuss and consider necessary programming revisions, accommodations, modifications, etc.

R4118.237(c)
4218.237
5141.8

Personnel Certified/Non-Certified

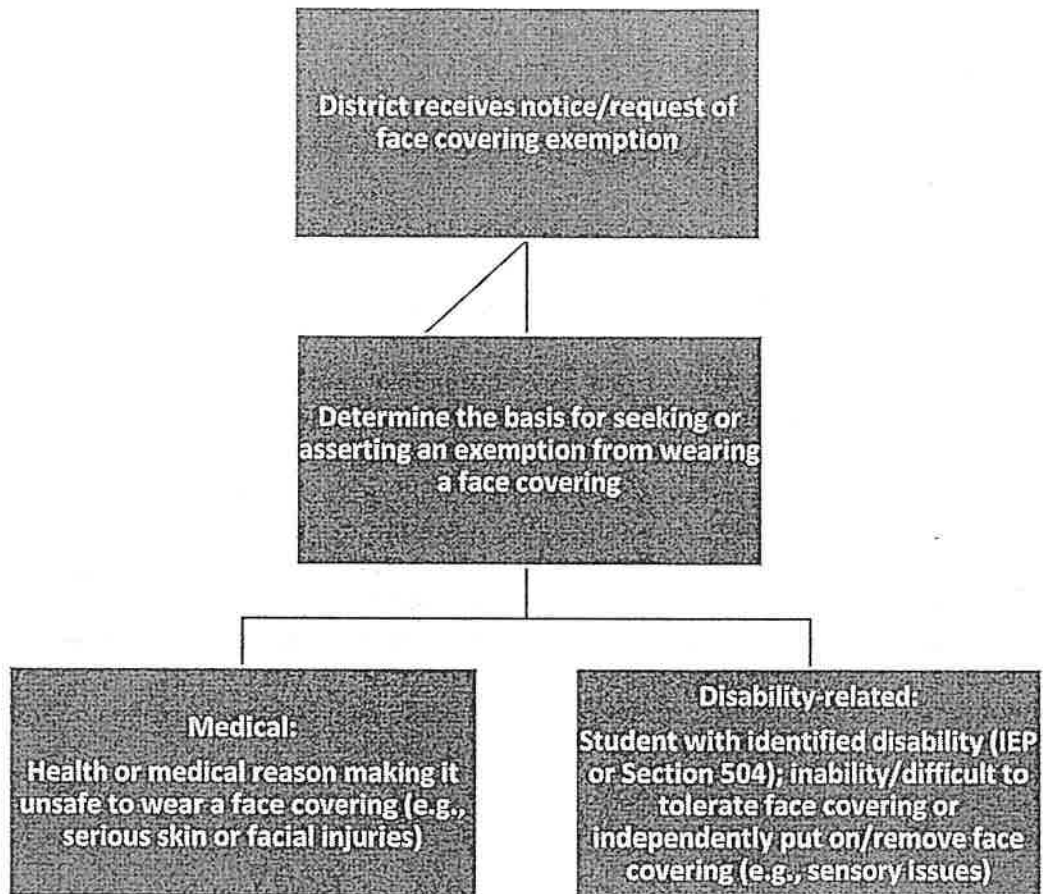
Students

Face Masks/Coverings (continued)

- If a staff member claims a medical or disability-related exemption from wearing a face covering, the District shall comply with all applicable laws, rules, regulations, and requirements regarding the evaluation of, and response to, any such claim.

- Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. ~~School district personnel supervising students shall only permit a face covering break when individuals who are indoors or outdoors are a minimum of 6 feet apart whenever possible or other District approved mitigating measures (such as physical barriers) have been implemented.~~ Additional Protective measures would be implemented whenever possible, such measures **may** include social distancing, physical barriers, increased ventilation, hand hygiene, cleaning and disinfection, and exclusion of ill individuals. When practicable, school personnel supervising students shall schedule face covering breaks outdoors.

Decision-Making Tree - Face Covering Exemptions





NEWTOWN PUBLIC SCHOOLS
3 PRIMROSE STREET
NEWTOWN, CT 06470

FACE COVERING

MEDICAL/HEALTH EXEMPTION FORM

COVID-19 is a highly contagious virus that spreads by respiratory droplets released when individuals talk, cough or sneeze. Many individuals infected with COVID-19 are asymptomatic and contagious. Federal and state public health agencies, including the United States Centers for Disease Control and Prevention (CDC), recommend that individuals wear a face covering to limit the spread of COVID-19.

The Connecticut State Department of Education and _____ Public Schools require ALL students, beginning in kindergarten, to wear face coverings during the school day. Any student seeking a medical exemption to the face covering requirement must have the student's treating physician complete the below Medical/Health Exemption Form. As noted below, _____ Public Schools will consult with the student's treating physician to determine what reasonable accommodations, if any, would allow the student to wear a face covering during the school day. In light of the significant public health and safety requirements, the _____ Public Schools require that any request for medical exemption be completed and submitted to _____, the [title] at _____ [email].

Students submitting requests for medical exemption are subject to COVID-19 containment strategies pending the completion of the exemption review process. COVID-19 containment strategies may include assignment to home-based remote learning to mitigate the possibility of infection to the student or others in the physical school building.

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s): _____

(if different from child)

Contact Information for Treating Physician

Name: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

THE _____ PUBLIC SCHOOLS RESERVES THE RIGHT TO DENY MASK EXEMPTION REQUESTS WITHOUT SUFFICIENT INFORMATION TO DETERMINE THE HEALTH-RELATED NECESSITY OF SUCH REQUEST.

I HEREBY CONSENT TO SCHOOL OFFICIALS OF THE _____ PUBLIC SCHOOLS CONSULTING WITH THE ABOVE-NAMED TREATING PHYSICIAN IN CONNECTION WITH THE REQUEST FOR A MEDICAL EXEMPTION FROM WEARING A FACE COVERING DURING THE COVID-19 PANDEMIC. I UNDERSTAND THAT MY CHILD'S TREATING PHYSICIAN IS AUTHORIZED TO EXCHANGE HEALTH/MEDICAL AND EDUCATIONAL INFORMATION RELATED TO THE FACE COVERING MEDICAL EXEMPTION REQUEST SUBMITTED ON BEHALF OF MY CHILD, _____ [NAME OF STUDENT], WITH THE _____ PUBLIC SCHOOLS . I UNDERSTAND THAT THE PURPOSE OF THE EXCHANGE OF SUCH INFORMATION IS TO DETERMINE WHETHER A MEDICAL EXEMPTION IS NECESSARY AND/OR WHETHER THERE ARE ANY REASONABLE ACCOMMODATIONS THAT SHOULD BE CONSIDERED IN CONNECTION WITH THE FACE COVERING EXEMPTION REQUEST. I UNDERSTAND THAT THIS AUTHORIZATION WILL EXPIRE ON JUNE 30, 2021, UNLESS I REVOKE THIS AUTHORIZATION AT AN EARLIER TIME BY SUBMITTING WRITTEN NOTICE OF THE WITHDRAWAL OF CONSENT. I ACKNOWLEDGE THAT HEALTH/MEDICAL RECORDS, ONCE SHARED WITH THE _____ PUBLIC SCHOOLS, WILL BE EDUCATION RECORDS UNDER FEDERAL EDUCATION RECORD LAWS (FERPA) AND MAY NOT BE

PROTECTED BY THE HIPAA PRIVACY RULE. I ALSO UNDERSTAND THAT REFUSAL TO CONSENT TO THE EXCHANGE OF INFORMATION DESCRIBED ABOVE WILL NOT AFFECT ACCESS TO HEALTHCARE.

PRINT NAME
PARENT/GUARDIAN

DATE

SIGNATURE
PARENT/GUARDIAN

The section below must be completed by the student's treating physician to verify a health or medical reason that prohibits the student from wearing a face covering in the school building and/or on school grounds or to identify possible accommodations for the student to wear a face covering within the school building or on school grounds. Upon completion, this form must be provided by the treating physician directly to the _____ Public Schools, care of [insert contact name] at [address].

The treating physician **MUST** consult with school health supervisory personnel prior to completing this form. The contact information for the school health supervisory personnel for this matter (COVID-19 Liaison at _____ Public Schools) is:

Medical Verification

Yes No

I have consulted with school health supervisory personnel regarding the student's ability to wear a face covering due to a verified medical or health reason.

After consultation with school health supervisory personnel, I have determined that reasonable accommodations would permit the student to wear a face covering for parts or all of the school day.

If yes, to the above question:

I have determined that the following reasonable accommodations would permit the student to wear a face covering during the school day (examples include, without limitation, face covering breaks at specified intervals, use of face shield when a face covering is contraindicated, use of bandana or looser fitting face covering):

-
-
-

After consultation with school health supervisory personnel, I have determined that the student cannot wear a face covering during the entire school day due to a verified medical or health reason.

The student has been diagnosed with the following medical condition(s) that prevent the student from wearing a face covering at all times during the school day:

*** Documentation supporting the above diagnosis MUST be submitted to the _____ Public Schools along with this Medical Verification Form.**

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

Signature of Treating Physician

Date

Print Name of Treating Physician

CT License No.

Another sample to consider.

Personnel -- Certified/Non-Certified

Concepts and Roles in Personnel

All parts of the school system exist for one purpose; to facilitate the educational development of the students. A dynamic and efficient staff dedicated to education is necessary to constantly improve the education program for the students. To this end, the development of the personnel policies for certified and non-certified staff is an essential component of the educational program in this school district. The philosophy of the district and the community generally will be reflected in these policies.

Through the personnel policies the Board of Education will establish a school environment that will attract and maintain the best-qualified people whose mission will be to provide the best possible learning opportunities for the students.

The long-range goals on which these policies will be based are:

1. To recruit, select, and employ the best qualified personnel to staff the district's schools.
2. To provide staff compensation and benefit programs sufficient to attract and retain qualified employees.
3. To provide an in-service training program for all employees to improve their performance.
4. To conduct an employee evaluation program that will contribute to the continuous improvement of staff performance.
5. To assign personnel to ensure that they are used as effectively as possible.
6. To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.

Implementation of the adopted personnel policies should include channels of communication and procedures for handling of professional and ethical problems through which all persons or groups affected may express their suggestions, concerns, and opinions.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education

Policy adopted:

Sample policy to consider.

Personnel Certified

Certified Personnel

All certified staff positions are created by the Superintendent who will inform the Board. ~~only with the approval of the Board.~~ It is the Board's intent to activate and maintain a sufficient number of positions to accomplish the school system's goals and objectives.

Before any new full time position with budgetary impact is established, the Superintendent will present for the Boards' approval a job description for the position which specifies the necessary job qualifications, the job's performance responsibilities, and the method by which the performance of these responsibilities will be evaluated.

The Superintendent shall maintain a comprehensive and up-to-date set of job descriptions of all positions in the school system in a separate manual.

(cf. 2130 - Job Descriptions)

(cf. 4118.3 - Duties of Personnel)

Policy adopted:

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks

As set forth below, each applicant for a position with the district, and each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience in the district, shall be asked to provide in writing: (1) whether he/she has ever been convicted of a crime; (2) whether there are any criminal charges pending against him/her at the time of the application and, if charges are pending, to state the charges and the court in which such charges are pending; and (3) whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families (“DCF”) (the “Registry”). Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

“**Sexual misconduct**” means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

“**Abuse or neglect**” means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

“**Former employer**” means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

A. The district shall not offer employment to an applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district doing the following:

B.

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of “former employer” above,

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

including the applicable twenty year reporting period) during any of the previous twenty years, if:

- (i) such current or former employer is/was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or
- (ii) the applicant's employment with such current or former employer caused the applicant to have contact with children.

b. to submit a written authorization that

- (i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,
- (ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and
- (iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and

c. to submit a written statement of whether the applicant

- (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,
- (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or
- (iii) has ever had a professional or occupational license or certificate

suspended or revoked or has ever surrendered such a license or certificate
P4112.5/4212.5(c)

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:
 - a. the dates employment of the applicant, and
 - b. a statement as to whether the employer has knowledge that the applicant:
 - (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;
 - (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or
 - (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the district receives a request for such information about an employee or former employee, the district shall respond with such information. The district may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

3. Requesting information from the Department of Education concerning:
 - a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,
 - b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and
 - c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.
- B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the district receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.
- C. The district shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.
- D. The district may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the district's review of information received under this section, provided:
 1. The applicant complied with paragraph I.A.1 of this policy;
 2. The district has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the district; and
 3. The applicant affirms that the applicant is not disqualified from employment with the district.
- E. The district shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:

1. Has the effect of suppressing information relating to an investigation of a report of

P4112.5/4212.5(e)

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

2. suspected abuse or neglect or sexual misconduct by a current or former employee;
 2. Affects the ability of the district to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 3. Requires the district to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the district, unless, after investigation, such allegation is dismissed or found to be false.
- F. The district shall not offer employment to a person as a substitute teacher, unless such person and the district comply with the provisions of paragraph I.A.1 of this policy. The district shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The district shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the district as a substitute teacher as described in paragraph III.B.2 of this policy, provided the district does not have any knowledge of a reason that such person should be removed from such list.
- G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of “former employer” above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee’s employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract

in any such position shall constitute a breach of such contract.

P4112.5/4212.5(f)

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

- H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the district that may include
 - 1. denial of employment, or
 - 2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.
- I. If the district provides information in accordance with paragraph I.A.2 or I.G of this policy, the district shall be immune from criminal and civil liability, provided the district did not knowingly supply false information.
- J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the district shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph I.B of this policy any information that the district has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.
- K. Prior to offering employment to an applicant, the district shall make a documented good faith effort to contact each current and any former employer (please note the definition of “former employer” employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant’s employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant’s fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.
- L. The district shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

II. DCF Registry Checks

Prior to hiring any person for a position with the district, and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district, begins such student teaching experience, the district shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

The district shall request information from the Registry promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

- A. No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF for obtaining information from the Registry.
- B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to the Superintendent or his/her designee to be sent to DCF. Failure of the applicant to submit the signed form or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
- C. Upon receipt of Registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.
- D. If notification is received by the Superintendent or designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the district.

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

III. Criminal Records Check Procedure

A. Each person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) calendar days from the date of employment. Each student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district, shall be required to submit to state and national criminal record checks within sixty (60) calendar days from the date such student begins to perform such student teaching experience. Record checks will be processed according to the following procedure:

1. ~~No later than five (5) calendar days a~~ After the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.
2. ~~No later than ten (10) calendar days a~~ After the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted. Failure of the applicant to have his/her fingerprints taken ~~within such ten-day period~~, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks. Fees and costs associated with the fingerprinting process and the submission and process of requests are waived for student teachers, in accordance with state law.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee of the results of the record check and will provide an opportunity for the affected

applicant/employee to respond to the results of the criminal record check. The affected

P4112.5/4212.5(i)

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

applicant/employee may notify the Superintendent or his/her designee in writing within five (5) ~~calendar~~ business days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) ~~calendar~~ business days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.
6. Notwithstanding anything in paragraph III.A.5 of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this Policy, above.

B. Criminal Records Check for Substitute Teachers:

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1. ~~If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be forwarded to the Superintendent, then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.~~
2. If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district, provided a substitute teacher is subjected to such checks at least once every five years.

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

IV. Sex Offender Registry Checks

School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee and before a student who is enrolled in a teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes, and completing his or her student teaching experience with the district, begins such student teaching experience. Registration as a sexual offender constitutes grounds for denial of employment opportunities and opportunities to perform student teaching experiences in the school district.

V. Credit Checks

~~The district may also ask a prospective employee for a credit report for employment for certain district positions, where the district's receipt of a credit report is substantially related to the employee's potential job. Substantially related is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated." Prior to asking for a credit report, the district will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the district; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the district, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or district debit or credit card; or (5) involve access to the district's nonfinancial assets valued at two thousand five dollars or more.~~

~~When a credit report will be requested as part of the employment process, the district will provide written notification to prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the district may use the information in the consumer credit report to make decisions related to the individual's employment.~~

~~The district will obtain consent before performing the credit or other background checks. If the district intends to takes an action adverse to a potential employee based on the results of a credit report, the district must provide the prospective employee with a copy of the report on which the district relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The district will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the district's actions; and a notice of the person's right to dispute the accuracy or completeness of any information~~

~~the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.~~

P4112.5/4212.5(k)

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

VI. Notice of Conviction

If, at any time, the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall send such notice to the State Board of Education. In complying with this requirement, the district shall not disseminate the results of any national criminal history records check.

VII. Personal Online Accounts

For purposes of these Administrative Regulations, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the district, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the district.

A. During the course of an employment check, the district may not:

1. request or require that an applicant provide the district with a user name and password, password or any other authentication means for accessing a personal online account;
2. request or require that an applicant authenticate or access a personal online account in the presence of the district; or
3. require that an applicant invite a supervisor employed by the district or accept an invitation from a supervisor employed by the district to join a group affiliated with any personal online account of the applicant.

B. The district may request or require that an applicant provide the district with a user name and password, password or any other authentication means for accessing:

1. any account or service provided by district or by virtue of the applicant’s employment relationship with the district or that the applicant uses for the district’s business purposes, or
2. any electronic communications device supplied or paid for, in whole or in part, by the district.

- C. In accordance with applicable law, the district maintains the right to require an applicant to allow the district to access his or her personal online account, without disclosing the user name and

P4112.5/4212.5(l)

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the district's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

VIII. Policy Inapplicable to Certain Individuals

This policy shall also not apply to:

- A. A student employed by the district who attends a district school.
- B. A person employed by the district as a teacher for a noncredit adult class or adult education activity, as defined in Conn. Gen. Stat. § 10-67, who is not required to hold a teaching certificate pursuant to Conn. Gen. Stat. § 10-145b for his or her position.

~~IX.~~ VIII Falsification of Records.

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References: Conn. Gen. Stat. § 10-212

Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

P4112.5/4212.5(m)

Personnel - Certified/Non-Certified

Employment and Student Teacher Checks (continued)

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act 19-91, “An Act Concerning Various Revisions and Additions to the Education Statutes.”

Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C. § 1001 *et seq.*

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq.*

ADOPTED: _____

REVISED: _____

Appendix A

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as a job or license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notice and other information and that the results of the check are handled in a manner that protects the applicant's privacy.

- Officials must provide to the applicant written notice¹ that his/her fingerprints will be used to check the criminal history records of the FBI.
- Officials using the FBI criminal history record (if one exists) to make a determination of the applicant's suitability for the job, license, or other benefit must provide the applicant the opportunity to complete or challenge the accuracy of the information in the record.
- Officials must advise the applicant that procedures for obtaining a change, correction, or updating of an FBI criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- Officials should not deny the job, license, or other benefit based on information in the criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record solely for the purpose requested and cannot disseminate the record outside the receiving department, related agency, or other authorized entity.²

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain his/her record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant notice, what constitutes "a reasonable time" for the applicant to correct or complete the record, and any applicant appeal process that is afforded the applicant. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

<p>Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road</p>	<p>Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request</p>
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¹ Written notification includes electronic notification, but excludes oral notification.

² See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

**Middletown, CT 06457
860-685-8480**

**1000 Custer Hollow Road
Clarksburg, West Virginia 26306**

Appendix B

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification³ by _____ that your fingerprints will be used to check the criminal history records of the FBI.
- If you have a criminal history record, the officials making a determination of your suitability for the job, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.
- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the job, license, or other benefit based on information in the criminal history record.⁴
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁵
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <http://www.fbi.gov/about-us/cjis/background-checks>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- If you need additional information or assistance, please contact:

Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 (860) 685-8480	Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306
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³ Written includes electronic notification, but excludes oral notification.

⁴ See 28 CFR 50.12(b).

⁵ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

Appendix C

Federal Bureau of Investigation United States Department of Justice Privacy Act Statement

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Social Security Account Number (SSAN). Your SSAN is needed to keep records accurate because other people may have the same name and birth date. Pursuant to the Federal Privacy Act of 1974 (5 USC 552a), the requesting agency is responsible for informing you whether disclosure is mandatory or voluntary, by what statutory or other authority your SSAN is solicited, and what uses will be made of it. Executive Order 9397 also asks Federal agencies to use this number to help identify individuals in agency records.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

Additional Information: The requesting agency and/or the agency conducting the application-investigation will provide you additional information pertinent to the specific circumstances of this application, which may include identification of other authorities, purposes, uses, and consequences of not providing requested information. In addition, any such agency in the Federal Executive Branch has also published notice in the Federal Register describing any systems(s) of records in which that agency may also maintain your records, including the authorities, purposes, and routine uses for the system(s).

Please Note: These minutes are pending Board approval.

Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting held on January 18, 2022 at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

D. Zukowski, Chair	L. Rodrigue
J. Vouros, Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	12 Staff
R. Harriman (absent)	2 Public
J. Kuzma	2 Press
J. Larkin	
C. Savo	
M. Irvine (absent)	

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

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mrs. Larkin moved that the Board of Education approve the consent agenda which includes the donation to Hawley School and the correspondence report. Mr. Ramsey seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Ms. Zukowski noted that the minutes as presented correctly represent what she said about the process for the superintendent search but there was an error in her understanding of the process. The Request for Proposals is used for canvassing proposals from third-part search organizations, not applicants for the position.

Superintendent's Report:

Dr. Rodrigue reported we had a few leaks at the high school over the weekend which did not impact school today. Principals will send out a communication to parents on Covid cases to remind them to utilize the dashboard again. They will also address questions from parents of vulnerable students.

Committee Reports:

Mr. Vouros said the Curriculum and Instruction Committee met January 11 and shared the discussions including Mrs. Uberti's overview of EduClimber.

Mr. Ramsey reported the Communications Subcommittee met January 13 and discussed the contents of the next newsletter which will include an overview of the budget process. They also spoke about having Board members reach out for ideas to highlight articles about students and teachers, discussed the district website, and decided the committee will meet the first Monday of the month.

Mr. Cruson reported the Policy Committee met January 12 and discussed the Covid-19 vaccination policy and academic freedom policy which will have some changes and go back to the policy committee. Their calendar will remain the Wednesday of the week we don't have Board meetings.

Mrs. Larkin noted the CFF committee met last week and spoke about completed projects and renovations. Also discussed were projects to complete before the end of the year and the financial report.

Mrs. Harriman attended the EdAdvance Board meeting and new member orientation. She looks forward to serving with them.

Mr. Ramsey made his first liaison connection with Tom Einhorn at the middle school and their PTA president.

Student Report:

Ms. Savo reported that mid-terms are this week and next Monday. One of the Capstone projects is collecting donations of art supplies. She also reported club and sports highlights.

Financial Report:

MOTION: Mrs. Larkin moved that the Board of Education approve the financial report and transfers for the month ending December 31, 2021. Mr. Cruson seconded.

Mrs. Larkin spoke about the report and Mrs. Vadas spoke about the reasons for the transfers which total \$159,515.

Ms. Zukowski asked how we were set with school building emergency repairs.

Mrs. Vadas noted that we have transportation credits and that funds are also available.

Motion passes unanimously.

Item 5 – Presentations

Superintendent's Overview of the Proposed 2022-2023 Budget:

Dr. Rodrigue presented the 2022-2023 operational plan. The administrators' initial request was \$84,107,395 which was reduced by \$946,319. The proposed budget is \$83,161,076, which is a 4.35% increase.

Elementary School Budgets:

Chris Moretti, Principal of Hawley School, noted that the first priority is social emotional learning in the elementary schools.

Kathy Gombos, Sandy Hook Principal, spoke about programs in this area and this year we also have universal bullying lessons. Anonymous Alert was also instituted in the elementary schools.

Chris Geissler, Middle Gate Principal, spoke about rigorous learning and student engagement. Bridges and iReady are online tools and there are also online resources.

Mr. Moretti said the district priority and district goal is the analysis and utilization of assessment data. Measuring student performance is ongoing. Meetings are held to address student deficits and celebrate advancement. EduClimber is where we hold student data.

Tim Napolitano, Head O'Meadow Principal, spoke about school climate. The pandemic challenges has allowed teachers to be thoughtful and creative in how we connect. PTAs help plan and create opportunities to connect during the school day. Our counselors are vital and we are teaching mindfulness lessons.

Mr. Ramsey asked if they received feedback from teachers if social emotional learning has been effective.

Mr. Napolitano said we get feedback from the teachers and counselors.

Mr. Moretti said the Director of Teaching and Learning meets with our teachers and has these discussions.

Dr. Gombos added that the SRBI process is also for students who have emotional or behavioral issues and discuss these students.

Mr. Cruson noted the jump in enrollment at Middle Gate School and reducing a teacher. Mr. Geissler reported they now have 72 students and will continue to monitor the enrollment.

Mrs. Harriman asked if any additional support would be needed to accommodate the increased enrollment such as furniture.

Mr. Geissler said they are accounted for in this budget.

Mr. Vouros expressed concern for not having enough paras and what we can do to rectify that and the building substitute positions.

Mr. Moretti noted that there have been no applicants for the para positions.

Dr. Rodrigue said we are more consistent with building subs but have staffing issues across the board.

Mrs. Larkin noted that Dr. Gombos was looking for twice as much staff training as the other elementary schools.

Dr. Gombos said she anticipates new teachers and will work with them. Also, some teachers will access webinars. We've had two years with no outside professional development. She will also send a group of teachers to the Connecticut Reading Conference.

Dr. Rodrigue said they talked with the principals with a zero based budget. Not every building is the same but they did ask for what they truly need.

Mrs. Harriman asked about mindfulness classrooms.

Mr. Napolitano said Head O'Meadow does this in the classrooms. The other three schools have a mindfulness room.

Mrs. Kuzma asked that regarding SEL, if there has there been an increase in students needing help.

Dr. Gombos noted an increase in student behavior. There is an uptick in more ancy behavior. Getting back into the engagement of school has helped. We can always use more social emotional staff.

Reed Intermediate School:

Dr. Correia, Reed Principal, spoke about his budget. He is adequately staffed and has increased by 5 additional students for 6th grade next year. There are 281 in gr. 5 and 292 in gr. 6. Reed is a restorative practices trained school which helps students with problems.

Mrs. Harriman questioned buying new books for the library.

Dr. Correia said they were in a transitional phase. We had a long term sub last year and this year she is looking at the books we have. We have money in our library budget of \$17,000 so she can make purchases.

Newtown Middle School:

Tom Einhorn, Middle School Principal, spoke about his budget. We are at 600 students and look to be at that enrollment next year with clusters staying the same.

Mrs. Harriman questioned the \$21,000 for material for the language budget.

Mr. Einhorn said grant money paid this year for Rosetta Stone. We will have to pay those expenses next year. Rosetta Stone allows every students to have the world language experience. It is also part of a reading program. We had to be mindful for special education students to go to their unified arts classes. We looked at Rosetta Stone for students to have continuity going to the high school.

Ms. Zukowski referred to course descriptions and asked how much time is spent in the 6-day cycle.

Item 6- Old Business

Policies for Approval:

Policy 4118.239/4218/239 Required Covid -19 Vaccinations.

MOTION: Mrs. Larkin moved that the Board of Education approve Policy 4118.239/4218/239 Required Covid -19 Vaccinations. Mr. Cruson seconded.

Mrs. Kuzma was concerned about the verification or testing for volunteers. Some parents are concerned about confidentiality with this and are not comfortable volunteering because they don't want their vaccination status being public. Who would verify it?

Dr. Rodrigue said we discussed the logistics but the reason is we want everyone safe in school. Districts are adding this to their policies. She also discussed this with PTA presidents. She would propose signing an attestation form through our security office. She believes there should be some level of trust. We are seeing infection everywhere and thinks this is a good way to move forward.

Mr. Cruson noted we are voting on the policy, not the regulation, and feels it should be voted on tonight because a regulation could change anytime.

Ms. Zukowski asked to forward the edited version to the Board for their information.

Dr. Rodrigue said the attestation would be added.

Policy 4-109 Assignment, Transfer, or Suspension of Personnel for Cause:

MOTION: Mrs. Larkin moved that the Board of Education rescind Policy 4-109 Assignment, Transfer, or Suspension of Personnel For Cause. Mr. Cruson seconded.

Mr. Cruson said it is redundant per our employee contract and better served as being part of the contract.

Motion passes unanimously.

Item 7 – New Business

MOTION: Mrs. Larkin moved that the Board of Education approve the minutes of January 4, 2022. Mr. Cruson seconded.

MOTION: Mrs. Harriman moved to amend the minutes based on a letter received from the public on page 4, Item 7, made by Tony Keating to read, "DEI is beneficial to our children." Mr. Cruson seconded.

After a discussion, Mrs. Harriman removed her amendment.

MOTION: Mr. Vouros moved to amend Mr. Keating's statement to read "DEI cries out for diversity of thought but wonders if current efforts are beneficial to children."

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Ms. Zukowski moved to amend Wendy Leon Gambetta's statement on page 4 to remove "Citizens were forced to fly flags on Veteran's Day." Mrs. Harriman seconded.

Motion passes unanimously.

Original motion passes unanimously.

Item 8 – Public Participation

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

Item 9 – Adjournment

The meeting adjourned at 10:16 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

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

Minutes of the Board of Education meeting held on January 20, 2022 at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

D. Zukowski, Chair	L. Rodrigue
J. Vouros, Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	11 Staff
R. Harriman (absent)	1 Public
J. Kuzma	2 Press
J. Larkin	
C. Savo	
M. Irvine (absent)	

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

Item 1 – Pledge of Allegiance

Item 2 – Newtown High School/Athletics Budget

Dr. Kim Longobucco, Newtown High School Principal, thanked her staff for making sure our students are educated and cared for. She is proud that 98.4% of our students graduated last year. This year her budget increase is .96%. SEL is very important and she spoke about the programs at the high school. The Capstone Project has been very successful with 240 seniors who completed their projects. She spoke about budget drivers which include taking care of needs based on school and district strategic plans and objectives and State mandates, ensure all programs have resources to maintain a safe, inclusive and high level of instruction, have the technology and platforms needed to ensure online success and equity to all students, class size and enrollment, and contractual increases.

Mr. Vouros thanked Matt Memoli, Athletic Director, for the tremendous job he is doing.

Mr. Memoli stated that we have one of the largest athletic program in the state with 57 teams and 95 coaches. We also have the top unified program in the State. We received the CIAC Fred Balsamo Award for Sportsmanship for offering the best experience for our athletes. We also have a number of teachers who coach.

Mrs. Harriman asked about the transportation contract for sports and what the costs will be.

Mrs. Vadas said the transportation bids were due tomorrow and we will have more information next week. She is anticipating an 8% increase.

Mrs. Larkin asked what percentage of clubs and teams on page 124 were coached or led by current teachers.

Dr. Longobucco said clubs are run by staff in our building.

Mr. Memoli would provide the number of teachers who coach.

Mrs. Larkin asked if students have been identified who haven't elected to do anything in the high school and why they are not more involved.

Dr. Longobucco said we have a club fair and the counselors check in with each student to be sure they have an adult they've connected with in the school.

Ms. Zukowski asked if we had the number of unique players and if there were pay to play fees for all clubs.

Dr. Longobucco said that was just charged for athletics and the marching band.

Item 3 – Special Education Budget

Mrs. Petersen, Director of Pupil Services, stated that we have 666 special education students as of this date. Since July 1 we have had 40 new special education students move into the district. The greatest challenge is the increased emotional needs in our students. She spoke about special education programs and out-of-district placements which also included DCF placements and those in magnet schools.

Mrs. Harriman asked how many students were in the SAIL program in the middle and high schools.

Mrs. Petersen said there were eight in the middle school with some being evaluated and 17 in the high school.

Mrs. Harriman asked if staffing was adequate this year and for next year.

Mrs. Petersen said we have enough staff. With 17 students at the high school if that number grows we will reassess at the end of the year to talk about resources for next year.

Mr. Cruson asked how the growth there was between last year and this year.

Mrs. Grayson said there were 7 to 10 more this year with 3 students coming from other districts.

Mrs. Kuzma asked if they were seeing an increase in special education referrals due to the pandemic.

Mrs. Petersen said we have had more this year but there's no way to predict with special education.

Mrs. Kuzma asked about the decrease in paras.

Mrs. Petersen said the decrease was at the middle school because now students have access to a special education teacher in their cluster. We had no applicants for the para positions and found the co-teaching worked wonderfully.

Mrs. Larkin noted a decrease of 243 students from the 2018-19 school year to today but an increase in special education students. She was concerned about not having enough money for the year.

Mrs. Petersen said that ESY is well staffed and is adding two special education teachers and one for each middle school cluster.

Ms. Zukowski asked if any positions were impacted by Covid and noted that the cost for special education tutors jumped to \$35,000.

Mrs. Vadas said using homebound tutors was affected by Covid.

Mrs. Zukowski asked if students are expected to grow out of dyslexia.

Mrs. Petersen said they don't grow out of it but we have specialized instruction to learn skills and tools to get through the rest of schooling. Some students go from IEPs to having a 504.

Mr. Vouros asked what we can do to help staff who are monitoring students with IEPs.

Mrs. Petersen said the staff does an amazing job and communicates with supervisors. We are doing a wonderful job right now.

Item 5 – Health Budget

Anne Dalton, Nursing Supervisor, said we have a strong group of nurses and they have stepped up to many challenges. She thanked the Board for their support. Regarding the health budget, the most changes are shifting staff and their assignments with students.

Item 4 – Pupil Personnel Budget

Mrs. Petersen said this budget is for psychologists, social workers and guidance counselors, and nurses.

Ms. Zukowski asked who supports this staff.

Dr. Rodrigue said the Human Resource department works to get whatever resources they need. We have funds in the budget for these and have had grants for things like yoga for stress relief.

Ms. Zukowski asked that regarding special education and pupil personnel if there was an overlap there in monitoring the SRBI process.

Mrs. Petersen said the social workers and psychologists work with students with IEPs. Counselors work with students in SRBI who are not identified as needing special education services.

Item 6 – Curriculum and Instruction Budget

Mrs. Uberti, Assistant Superintendent, presented her budget. She thanked our incredible staff who continues to move forward to update curriculum and learn new practices to identify student needs.

The goal of this budget is to develop and implement a rigorous academic curriculum and ensure that all staff use effective instructional tools, best practices, assessment data and intervention resources to improve academic standing and inspire students to excel. Mrs. Uberti spoke about the four budgetary categories which are staff and curriculum development, staff training, contracted services, and textbooks.

Mrs. Harriman mentioned the curriculum audit for DEI and that looking at our curriculum will be a huge job. She asked if she would need any funding to support that process

Mrs. Uberti was looking into doing some of that this year. Some additional funds are available and she is contacting EdAdvance to do that work in-house. We have a lot of formal curriculum and the work would be ongoing.

Mrs. Harriman asked her to let the Board know if she needed any additional dollars for that work.

Item 7 – Public Participation

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

Item 8 – Adjournment

The meeting adjourned at 8:45 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

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

Minutes of the Board of Education meeting held on January 25, 2022 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	L. Rodrigue
J. Vouros, Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	4 Staff
R. Harriman (left at 8 p.m.)	1 Public
J. Kuzma	2 Press
J. Larkin	
C. Savo (absent)	
M. Irvine (absent)	

Ms. Zukowski called the meeting to order at 7:02 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Technology Budget

Dennis Colclough spoke about the technology budget. The highlights were Chromebooks and the new Blackboard System which took the place of School Messenger. EduClimber is the new data system. This budget is consistent with previous years and has minimal increases.

Mrs. Larkin asked the major driver of this budget.

Mr. Colclough said the two large increases were equipment and Chromebooks.

Item 3 – Continuing Education

Jennifer Arnold presented this budget.

Mrs. Larkin asked if the summer programs were available for every Newtown student.

Ms. Arnold said they are offered for K-12 students.

Mrs. Larkin asked if any revenue was generated.

Ms. Arnold said we do but most goes to expenses such as salaries, supplies and scholarships.

Ms. Zukowski asked where the adult continuing education fees went to.

Ms. Arnold said that money goes to pay for the teachers, our brochure, membership dues, and supplies.

Item 4 – Plant Budget

Bob Gerbert presented this budget.

Mrs. Harriman noted the amazing job Mr. Gerbert has done changing the tenor of the department along with the large amount of cost savings he made. When Sandy Hook School was built we knew there would be costs for landscaping and asked where we stood with that.

Mr. Gerbert reported that we were in the middle of the landscaping contract and they service the moat area once a month. We also contribute to the landscaping budget.

Ms. Zukowski noted that due to Covid we needed a lot more cleaning supplies and asked where we were with their costs because they are going down.

Mr. Gerbert said that the costs are unknown. With Covid there was a lot of focus on the pandemic with cleaning and sanitizing but then we learned the transmission was more airborne. This year it has been focused more on ventilation, masks and testing. We bought a lot of products so we have a good supply.

Ms. Zukowski said we have tried to make our buildings more sustainable in terms of energy, gas, and oil and asked for a graph over the last 10 years regarding kilowatt hours and use of propane and gas that we can possibly use for next year's budget and for the CFF committee. She also asked for what we saved on maintenance to show the results of our investment.

Item 5 – Benefits

Mrs. Vadas spoke about this budget and was joined by Bjorn Burke, Assistant Financial Director.

Mr. Ramsey inquired about tuition reimbursement for teachers seeking degrees.

Dr. Rodrigue said teachers can submit reimbursement to go on to their masters. This has been negotiated with the teachers for a long time.

Item 6 – General Services Budget

Mr. Cruson asked for an estimate of how many hours it took to process the paper time sheets.

Mrs. Vadas said we have two full-time staff in payroll. Even if we had a system in place there would still be clerical work. It probably takes two to three days to get the time sheets in and enter them in the system.

Ms. Zukowski asked if a lot of the need for substitutes was Covid-related.

Mrs. Vadas said that besides sickness, we need substitute teachers for those on leave. We use university interns and our building substitutes are paid all year.

Dr. Rodrigue said that prior to the pandemic we looked to bring in more building subs who are there every day. The pandemic is less relevant here. Teachers are out for a number of reasons.

Mrs. Kuzma asked if we were fully staffed with building subs and if they rotate between buildings.

Dr. Rodrigue noted we are not fully staffed and they stay with one building.

Ms. Zukowski mentioned the early retirement incentive we had.

Mrs. Vadas noted we had one for the current year and for next year. We expect around 8 or 10 teachers to retire but also anticipate a potential shortage in non-certified positions.

Security Budget:

Mark Pompano presented this budget.

Mr. Ramsey asked if we provided security guards for the private schools.

Mr. Pompano said the Police Department provides an armed security guard for St. Rose which is paid for by the Archdiocese. St. Rose, Waldorf and Housatonic have members on our security committee and maintain channels to reach the police department.

Mr. Ramsey asked about security officer recertification.

Mr. Pompano said any armed security officer has to go to a training course in Meriden. The police department used to pay for that but we will start covering that expense.

Mr. Cruson asked about the fingerprint machine.

Mr. Pompano said the State recently went to an automated system but he is still using ink which gets better results. The latest cost for the electronic system is \$8,500.

Ms. Zukowski noted there was over \$100,000 in capital equipment.

Mr. Pompano said that was for the camera system which is guaranteed for five years. There will be no cost until July of 2028.

Item 7 – Transportation Budget

Bjorn Burke presented this budget.

Ms. Zukowski noted that only one company submitted a transportation bid and asked how many there were in previous years.

Mrs. Vadas said possibly three but there was only one this year. She reached out to other bus companies and financial directors who were only seeing one or two companies submit with high increases. There is also a lack of drivers. Equipment could also be a reason because of new equipment requirements. We are looking at an 8.5%. There will be a lot of moving pieces so we need to have discussions with All-Star and the Board.

Ms. Zukowski asked for a list of all capital projects, the estimated tax increase with our budget, and what the tax increase would be if capital projects were taken by the nonrecurring account.

Dr. Rodrigue spoke to Dan Rosenthal and they don't want to mislead with the amount.

Ms. Zukowski asked to contact Mr. Tait for the tax increase for the Town so we could have the entire tax increase.

Dr. Rodrigue suggested if the Board had any questions she would like to have those in advance of Thursday's meeting.

Item 8 – Public Participation

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

Item 9 – Adjournment

The meeting adjourned at 9:15 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

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

Minutes of the Board of Education meeting held on February 1, 2022 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	L. Rodrigue
J. Vouros, Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	2 Staff
R. Harriman	15 Public
J. Kuzma	1 Press
J. Larkin	
C. Savo (absent)	
M. Irvine (absent)	

Ms. Zukowski called the meeting to order at 7:04 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Public Participation

Item 3 – Reports

Chair Report: Ms. Zukowski reported that there will be a Community Conversation next week entitled “More than a Conversation about Race.” There was a discussion at the charter revision commission about filling vacancies on the Board that would change our standard practice. They were notified that we did not request that and expects it will be discussed at the next meeting. A rough draft of the budget cover letter was sent to the Board and asked that it be included in the minutes.

Superintendent’s Report: Dr. Rodrigue spoke about the certified staffing report. Information was sent to parents which included having two mental health days for students as needed, mental health resources, and information from Eversource to help families in need. They are also offering PCR testing for children. We have had a steady decline in Covid cases in schools. At this time we don’t have information on the extension of the Governor’s orders regarding vaccinations and masking.

Item 4 – Policy 4118.21 Academic Freedom

MOTION: Mr. Vouros moved that the Board of Education approve Policy 4118.21 Academic Freedom. Mr. Cruson seconded.

Mr. Cruson said the Policy Committee looked at this at two meetings with Mrs. D’Eramo and Mr. Johnson. We replaced the second paragraph with the State’s academic freedom policy. It still represents what policy is about and restrictions for K-12 teachers and also kept the language Mr. Johnson suggested.

Ms. Zukowski added that the key focus of this policy is to protect the freedom of speech and the association of Newtown teachers while ensuring instruction is based on district practices and that all students feel included.

Motion passes unanimously

Item 5 – BOE Newsletter

MOTION: Mr. Vouros moved that the Board of Education approve the Communications Subcommittee newsletter. Mr. Ramsey seconded.

As the chair of this committee he thanked Mr. Cruson for helping to facilitate the transition and putting the newsletter together.

Mr. Cruson thanked Ms. Zukowski for providing her articles. We felt curriculum was important to highlight in this newsletter. He also thanked Mrs. Uberti and Dr. Percaro for contributing. Motion passes unanimously.

Item 6 – Adoption of the 2022-2023 Budget:

MOTION: Mr. Vouros moved that the Board of Education adopt the Superintendent's recommended budget for \$83,161,076. Mr. Cruson seconded.

Mrs. Vadas spoke about the technical adjustments in the plant operations sewer account with a reduction of \$20,000, the cafeteria operations contracted services account of \$30,000, and the nursing non-certified salaries of \$59,896 for a total adjustment of \$109,896 bringing the percentage increase down to 4.21%

MOTION: Mrs. Kuzma moved to remove \$27,999 from the high school budget for hall monitors. Mr. Vouros seconded.

Mrs. Kuzma said they were implemented during Covid but we are moving in a direction where we can eliminate them and revisit if necessary.

Dr. Rodrigue reported the monitors help distance students in the morning in different parts of the building.

Dr. Longobucco reported that the main lobby is extremely crowded with approximately 700 students. There is major traffic and it's chaotic. Having the monitors provides a supervised space for each student.

Mr. Ramsey was in favor of this motion and has faith in the students and administration and with Covid winding down it can be a step to normalcy.

Dr. Longobucco said the safety concern is crowding in the lobby with students sitting on the floors. She worries if there was an emergency. Teachers are not in class until 7:50 a.m.

Mr. Vouros said this was not the place to remove money to cut the budget.

Mrs. Harriman noted that our role is to provide a safe learning environment. She was not comfortable with a motion that would impact safety

Mr. Ramsey will support the money, understands the safety concerns, and has changed his thinking on this.

Mrs. Kuzma appreciates this conversation. She was unaware this was an issue before Covid.

Mrs. Harriman asked Dr. Longobucco to make reductions in the number of monitors during the year if appropriate.

Vote: 7 nays Motion fails unanimously.

MOTION: Mrs. Harriman moved to increase the Curriculum and Staff Development budget by \$25,000. Mr. Cruson seconded.

Mrs. Harriman recommended this increase because she is concerned about the curriculum audit process moving forward next year.

Mrs. Uberti appreciated that. She plans to have an audit take place this year. The audit will include our staff members who would be trained to do this.

Mrs. Harriman said funding would be for the internal staff to continue this work next year.

Mrs. Uberti noted that the money would not be available until July 1 and was not sure if it will be needed.

Mr. Ramsey appreciated this support but has faith in the teachers to do this during PLC meetings. He would vote against the motion.

Mr. Cruson wasn't comfortable putting this on the teachers as an unfunded mandate. By building the internal staff's ability to do this work it is a long term investment we will be making and sees the value.

Mr. Vouros assured everyone that as this process takes place and if we feel Mrs. Uberti will need more assistance before Dr. Rodrigue leaves we can address that. This is important but Mrs. Uberti has it under control.

Mrs. Harriman felt this was a small investment that will have a big impact on our students in the future.

Mrs. Larkin asked what happens after the audit.

Mrs. Uberti explained that the selected curriculum is reviewed by the auditors and they report back suggestions to improve it. Resource review is an additional cost. We are looking at courses that have recently been revised, take our teachers through the process, and find a way to put it into our practices.

Ms. Zukowski asked if the process with EdAdvance has been determined.

Mrs. Uberti said we were in the process of discussions with EdAdvance and we would actually have an audit on Modern US History which was recently written and went to the Curriculum and Instruction Committee. We also recently revised grades seven and eight US History. Our staff would be there as a learning experience and apply it to the curriculum process we have in place. This would be imbedded in our practice.

Ms. Zukowski asked if having the lens of DEI as part of the curriculum process will slow down the process.

Mrs. Uberti said it was hard to say but if we are embedding it in the process then it shouldn't. We would utilize the money we have. The more money there is, the more you can do but we also need to have the teachers available to do the work. If we had the additional \$25,000 we would have the entire year to do the work.

Vote: 3 ayes, 4 nays (Ms. Zukowski, Mr. Ramsey, Mrs. Kuzma, Mrs. Larkin) Motion fails.

MOTION: Mrs. Harriman moved to reduce the budget by \$109,897 based on the technical adjustments provided by our Director of Business.

Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mr. Vouros moved that the Board of Education adopt the Superintendent's recommended budget for a total of \$83,051,179.

Mr. Cruson seconded. Motion passes unanimously.

Item 7 – Public Participation

Konrad Miller, 72 Forest Drive, spoke about patriotism and racism.

Tony Keating, Oak Ridge Drive, spoke about auditing curriculum and academic freedom.

Nerlande Foote, 14 Bear Hills Road, spoke about DEI and said to look at how all residents feel about it but to continue with DEI efforts.

Trey Hazard, 10 Arthurs Court, referred to the person who spoke about white males in college. It doesn't have anything to do with DEI.

Linda O'Sullivan, 10 Farmery Road, referred to someone who spoke about discrimination of white males in colleges.

Tony Keating, Oak Ridge Drive, clarified that the public was supposed to address the Board and mentioned an article about white males and women on college campuses.

Joseph Martins, 12 Pebble Road, complained about those parking in the handicapped spaces at Reed School when he picks up his daughter.

Kate McGrady, 26 Philo Curtis, questioned if someone could speak twice at Public Participation. Ms. Zukowski responded they could.

Ms. McGrady noted an article in The Bee about public participation guidelines at a Board of Education meeting. Students came to speak and the audience clapped. The supportive clapping was not approved. Questions to Mr. Johnson regarding patriotism were upsetting. Racism is not patriotism.

Linda O'Sullivan, 10 Farmery Road, noted that in corporate America one can annually review their company's policies.

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

Item 8 – Adjournment

The meeting adjourned at 8:55 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

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

Minutes of the Board of Education meeting held on February 1, 2022 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

D. Zukowski, Chair	L. Rodrigue
J. Vouros, Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
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MOTION: Mr. Vouros moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 8:55 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

ENROLLMENT REPORT AS OF January 31, 2022

Grade	<u>Current Monthly Enrollment</u>				<u>Cumulative Year-to-Date</u>			
	Dec(e) 2021	Added	Left	Jan 2022	Sept 8th 2021	Added	Left	Jan 2022
K	287	6	0	293	284	12	3	293
1	270	2	1	271	275	4	8	271
2	264	7	2	269	265	10	6	269
3	285	3	0	288	282	11	5	288
4	278	4	0	282	271	12	1	282
Total Elementary	1,384	22	3	1,403	1,377	49	23	1,403
5	275	3	0	278	278	5	5	278
6	302	4	1	305	301	5	1	305
Total Intermediate	577	7	1	583	579	10	6	583
7	293	3	0	296	294	6	4	296
8	288	2	2	288	288	4	4	288
Total Middle	581	5	2	584	582	10	8	584
9	347	2	3	346	346	6	6	346
10	329	3	1	331	336	6	11	331
11	359	1	2	358	359	5	6	358
12	356	1	1	356	359	2	5	356
Total High	1,391	7	7	1,391	1,400	19	28	1,391
<u>Special Education</u>								
Pre-Kdg	71	2	1	72	64	13	5	72
NCP, RISE, PAL	30	0	0	30	33	0	3	30
Out-of-Town	37	3	0	40	39	3	2	40
Total Enrollment	4,071	46	14	4,103	4,074	104	75	4,103
	=====	====	====	=====	=====	====	====	=====
<u>ENROLLMENT BY SCHOOL</u>								
Hawley	304	5	1	308	301	13	6	308
Sandy Hook	380	2	1	381	372	12	3	381
Middle Gate	388	6	1	393	391	8	6	393
Head O' Meadow	312	9	0	321	313	16	8	321
Total	1,384	22	3	1,403	1,377	49	23	1,403
Reed Intermediate	577	7	1	583	579	10	6	583
Middle School	581	5	2	584	582	10	8	584
High School	1,391	7	7	1,391	1,400	19	28	1,391
<u>Special Education</u>								
Pre-Kdg	71	2	1	72	64	13	5	72
NCP, RISE, PAL	30	0	0	30	33	0	3	30
Out-of-Town	37	3	0	40	39	3	2	40
Total Enrollment	4,071	46	14	4,103	4,074	104	75	4,103
	=====	====	====	=====	=====	====	====	=====

(e) = End Of Month

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NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

ELEMENTARY CLASS SIZES AS OF January 31, 2022

Grade	Hawley	Sandy Hook	Middle Gate	Head O' Meadow	Reed	TOTAL	check
Pre K		72				72	0
K	17	18	18	18			
	17	18	17	18			
	17	18	18	18			
	16	19	14				
		15	17				
Total K	67	88	84	54		293	0
1	18	14	16	16			
	19	18	18	18			
	19	16	16	17			
		15	17	17			
			17				
Total 1	56	63	84	68		271	0
2	21	18	20	19			
	20	19	19	19			
	20	19	20	18			
		19	18				
Total 2	61	75	77	56		269	0
3	21	18	18	20			
	21	19	18	19			
	20	19	18	20			
		19	19	19			
Total 3	62	75	73	78		288	0
4	21	21	17	21			
	20	20	19	22			
	21	19	19	22			
		20	20				
Total 4	62	80	75	65		282	0
Total K-4	308	381	393	321		1,403	0
check	0	0	0	0		0	