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(US) 1-503-882-0484 PN 290 941 971#

Special BOE Agenda
June 10, 2025

Council Chambers
3 Primrose St.
Newtown, CT 06470
7:00 PM

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.

AGENDA

1. PLEDGE OF ALLEGIANCE
2. CONSENT AGENDA
 - A. Donation to the Newtown School District
3. **PUBLIC PARTICIPATION
4. REPORTS
 - A. Chair Report
 - B. Superintendent's Report
 - C. Committee and Liaison Reports
5. OLD BUSINESS
 - A. Second Read and Action on Educator and Leader Evaluation and Support Plan
6. NEW BUSINESS
 - A. Discussion and Possible Action on Chartwells Contract Renewal
 - B. First Read of Grades 5 and 6 Computer Integration Curriculum
 - C. First Read of Newtown High School Differential Equations Curriculum
 - D. First Read of Newtown High School Spanish I Resource
 - E. Action on applying for the Connecticut Primary Mental Health Grant for the 2025-2026 and 2026-2027 school years for Sandy Hook School and to approve the Board of Education Chair sign a letter communicating support for the continued implementation of the Connecticut Primary Mental Health Project for Sandy Hook School
 - F. First Read of Policies
 1. 5137 Connecticut School Climate Policy and Administrative Regulations

2. 3434 Annual Audits
- G. First Read of Non-Mandated Policies to Rescind
 1. 3293.1 Authorization of Signature
 2. 3454 Gate Receipts and Admission
 3. 3455 High School Concession Stand
 4. 3510 Operation and Maintenance of Plant
 5. 3511 Compliance with 504 Regulations
 6. 3513.1 Energy Conservation
 7. 3513.2 Recycling Program
 8. 3515.2 Community Use of School Facilities - Parking
 9. 3516.11 Hazardous Materials
 10. 3516.12 Asbestos Control
 11. 3516.33 Do Not Resuscitate Order
 12. 3517.2 Vandalism
 13. 3520 Data-Based Information Management
 14. 3520.1 Information Security Breach and Notification
 15. 3520.12 Data-Based Information Management - Confidentiality Policy
 16. 3520.13 Student Data Protection and Privacy - Cloud-Based Issues
 17. 3523.1 Policy Guidelines for Technology Purchases
 18. 3523.3 School Facilities - Playground Equipment
- H. Discussion and Possible Action Regarding Last Day of School
7. PUBLIC PARTICIPATION
8. EXECUTIVE SESSION
 - A. Personnel Matters
 - B. Discussion of Assistant Superintendent Contract Extension
 - C. Discussion of Director of Business Contract Extension
 - D. Superintendent's Evaluation
9. PUBLIC SESSION FOR POSSIBLE VOTE ON EXECUTIVE SESSION ITEMS
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*

1) FSMC must ensure compliance with **meal patterns consistent with the 2020-2025 Dietary Guidelines** for Americans as noted in the USDA's Final Rule.

This means that the **Food Service Management Company (FSMC)** is required to follow specific nutrition standards when planning and serving meals. These standards come from the **2020–2025 Dietary Guidelines for Americans**, which are official recommendations developed by health and nutrition experts through the USDA (U.S. Department of Agriculture).

The goal of these guidelines is to help students eat healthier:

Meals must include a variety of food groups, e.g. fruits, vegetables, whole grains, lean proteins, and low-fat dairy.

- **Portion sizes must be age-appropriate** to ensure children are getting the right amount of food for their growth and energy needs.
- **Limits are placed on sodium, saturated fats, and added sugars** to encourage heart-healthy eating habits.
- **Menus must meet specific calorie ranges** to help prevent over- or under-feeding based on student age groups.
- **Vegetable subgroups** (like dark green, red/orange, legumes) must be served throughout the week to promote variety and nutrition.

These guidelines are **federal requirements and have been in place for quite some time.**

2) The SFA and FSMC may use the Federal Acquisition Regulation (FAR) list of non-available articles (48 CFR 25.104(a)) in lieu of a CSDE justification form (Buy America Justification Form*). The list should be printed, items purchased highlighted and kept on file.

This basically states that the FSMC may now use the "FAR" form in lieu of the CSDE justification form (Buy American) to purchase non-domestic food products. The FAR form contains a list of foods that the FSMC may purchase outside of the U.S. However, if the item is not listed on the form, a justification is required.

***The Buy American Provision** has been in effect since 1998 (under NSLP), however FSMC's were only required to retain documentation of purchased non-domestic food items. Further, there were no limits required, although FSMC's and schools were always encouraged to buy food from U.S. farmers and producers.

3) Beginning with school year 2025-26 (July 1, 2025) SFAs and FSMCs must monitor and track purchases to ensure no more than 10% of purchases are non-domestic followed by an 8% percent cap beginning in school year 2028-2029 (July 1, 2028), and a 5% percent cap beginning in school year 2031-2032 (July 1, 2031).

This is a federal requirement, Prior to FY26, there was no official cap on the purchase limit.

4) The meal prices will meet the USDA minimum selling price based on the PLE tool.

The **Paid Lunch Equity (PLE) Tool** is used to ensure that school districts participating in the **National School Lunch Program (NSLP)** are charging an appropriate price for paid student lunches.

Because the NSLP is a federally funded program, the **USDA requires schools to make sure that the revenue from paid meals is sufficient** and that federal funds for free and reduced meals **aren't used to subsidize paid lunches**.

In short, the tool helps ensure that students who pay for meals are contributing a fair share relative to the federal reimbursement for free and reduced-price lunches.

Example

\$4.54 federal reimbursement for a free meal

\$0.53 less the federal reimbursement for a paid meal

\$4.01 this is the suggested "paid rate" for our students.

The way we determine our "paid rate" is to take prior year revenue, divided by the weighted average of all paid meals. This rate may be within \$.10 of the suggested PLE "paid rate"

Exemption

There is federal regulation that allows school districts to waive the use of the PLE tool if they have a balance of zero - positive in their dining account from the prior year. We have not used the PLE tool in a few years. In fact, the last time we had a price adjustment was in 2018.

2025 - 2026: FSMC Contract Renewal Amendment

(Fixed Fees: Fixed Management and Fixed Administrative Fees)

This renewal amendment is between Newtown Board of Education (SFA)
 and Compass Group USA, Inc., by and through its Chartwells Division (FSMC)
 and constitutes Amendment No. 3.

WITNESSETH:

WHEREAS, the parties entered into a certain Food Service Management Agreement, dated 08/23/2022 as amended by Addendum No. 1 dated 05/23/2023 and Addendum No. 2 dated 05/21/2024 and Addendum No. 3 dated _____ (collectively, the "Agreement") whereby, the FSMC manages and operates the SFA's USDA Child Nutrition food service program in Newtown, CT; and

WHEREAS, the parties now desire to amend the aforesaid agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Both parties mutually agree to extend the Agreement beginning July 1, 2025 and ending June 30, 2026, unless terminated by either party as hereinafter provided. (Section 16.7 - 16.9)
2. This agreement may be further amended for up to 1 (one) one-year renewal(s) with mutual agreement. (Section 16.1 B)
3. Any and all references to the "2024-25" school year shall be amended to read "2025-26"
4. Section 12.10 (C) shall be amended to read "The FSMC's Management Fee for August/September - June is: \$ 3,197.47 per month for ten (10) months. Fee Total: \$ 31,974.69 (Per calculation below based on the agreed upon percentage not to exceed the March 2025 Consumer Price Index (CPI) - Food Away From Home, Northeast Urban 3.8 %)".

Management Fee				
2024-25 Fee	CPI%	Fee Increase	2025-26 Fee	Fee Per Month for 10 Months
30,804.13	3.8	1,170.56	31,974.69	3,197.47

5. Section 12.10 (D) shall be amended to read "The FSMC's Administrative Fee for August/September - June is: \$ 12,441.06 per month for ten (10) months. Fee Total: \$ 124,410.58 (Per calculation below based on the agreed upon percentage not to exceed the March 2025 Consumer Price Index (CPI) - Food Away From Home, Northeast Urban 3.8 %)".

Administrative Fee				
2024-25 Fee	CPI%	Fee Increase	2025-26 Fee	Fee Per Month for 10 Months
119,856.05	3.8	4,554.53	124,410.58	12,441.06

The following functions are the FSMC's responsibility and will be included in such fees:

- Corporate supervision;
- Financial reporting and analysis;
- Field auditing;
- Marketing assistance; and
- Purchasing administration.

6. Additional changes (must be reviewed for material changes to the contract)

1) FSMC must ensure compliance with Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans as noted in the USDA's Final Rule.

2) The SFA and FSMC may use the Federal Acquisition Regulation (FAR) list of nonavailable articles (48 CFR 25.104(a)) in lieu of a CSDE justification form. The list should be printed, items purchased highlighted and kept of file.

3) Beginning with school year 2025-26 (July 1, 2025) SFAs and FSMCs must monitor and track purchases to ensure no more than 10% of purchases are non-domestic followed by an 8 percent cap beginning in school year 2028-2029 (July 1, 2028), and a 5 percent cap beginning in school year 2031-2032 (July 1, 2031).

4) Meal prices will meet the USDA minimum selling price based on PLE tool

This renewal amendment is effective July 1, 2025, provided both parties execute this renewal by June 30, 2025. If this renewal amendment is executed after June 30, 2025, the effective date will be the date this document is fully executed.

Signature of Food Service Management Company's Authorized Representative

Title

Date

Printed Name of Food Service Management Company's Authorized Representative

Board of Education, Chair

Signature of School Food Authority's Authorized Representative
Alison Plante

Title

Date

Printed Name of School Food Authority's Authorized Representative



Unit Plan

Intro Computing/Basic Skills/Digital Citizenship

Reed Intermediate School / Grade 5 / F&AA: Technology

Week 1 - Week 6 | 2 Curriculum Developers | Last Updated: May 14, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of this unit on digital citizenship for 5th graders is to introduce students to the essential principles of safe, responsible, and respectful behavior in the digital world. As many of these students are just beginning to engage with technology and the internet, this unit aims to equip them with the knowledge and skills they need to navigate online environments confidently. Through age-appropriate discussions and activities, students will learn about topics such as online privacy, digital footprints, and the importance of respectful communication. This foundation will help them make informed decisions and develop positive habits as they begin to explore and interact in the digital world. This unit is placed at the beginning of the year so the 5th graders can be assessed on their prior knowledge with computers and computer science.

Conceptual Lens/Concepts

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

Lens: Responsibility

Concepts: Perspective, Self-Awareness, Balance, Consequences, Interaction, Security, Privacy

Computer Microconcepts: Computer Literacy, Digital Footprint, Online Actions, Digital Etiquette

Generalizations

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

1. Following digital etiquette guidelines increases the likelihood of positive online interaction.
2. Awareness and actions by the user protect privacy and strengthen security.
3. Actions online have real world consequences.

Guiding Questions

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

- 1a. What are some rules of digital etiquette? (F)
- 1b. What are some ways to interact positively with others online? (F)
- 1c. What is a digital footprint? (F)
- 1d. What are real world results of positive or negative etiquette online? (C)
- 1e. How does a digital footprint and online etiquette influence how a user is perceived? (C)
- 1e. Is there a downside or cost for practicing online etiquette? (P)
- 2a. Why are passwords necessary? (F)
- 2b. What are some effects of having poor passwords? (F)
- 2c. What are some characteristics of a strong password? (F)
- 2d. What are some strategies for remembering multiple passwords? (C)
- 2e. What could happen if proper password management is not implemented? (C)
- 3a. How long can an online action follow a user? (F)
- 3b. What are some consequences for not following online etiquette? (C)

Content Knowledge

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

Students must be able to:

- Understand the importance of keeping personal information private, such as full names, addresses, and passwords, and knowing how to create strong passwords.
- Recognize that their online actions leave a digital footprint that can be permanent and affect their reputation.
- Identify what cyberbullying is, understanding its impact, and knowing how to respond appropriately if they or someone they know experiences it.
- Understand the importance of communicating respectfully online, including understanding that tone and words can be misinterpreted and hurtful.
- Know the importance of not sharing personal information with strangers online and understanding what to do if they encounter inappropriate content or uncomfortable situations.
- Understand that they should always ask for permission before sharing photos, videos, or other personal content of others online.

Critical Skills

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

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

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

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.d. Understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively and are adept at thoughtfully exploring emerging technologies.

1.2 Digital Citizen

Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:

- 1.2.a. Manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.
- 1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.
- 1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.
- 1.2.d. Take action to protect their digital privacy on devices and manage their personal data and security while online.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- 1.6.a. choose the appropriate platforms and digital tools for meeting the desired objectives of their creation or communication.

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Core Learning Activities

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

Introduction of Typing Practice Curriculum/Standards/Expectations
 - TypeTastic
 5th Grade Digital Citizenship Pretest - Google Form
 Be Internet Awesome Activity 1 - Pear Deck Google Classroom
 Interactive Discussion
 Be Internet Awesome Activity 2 - Pear Deck Google Classroom
 Interactive Discussion
 Quick Basic Computer Skill Review - Class Discussion and Activity
 Email Etiquette Video and Examples - Class Discussion
 Creating a Powerful Password - Class Discussion and Pear Deck
 Interactive Activity
 Safe Internet Scenarios - Discussion and Online Worksheet

Portrait of the Newtown Graduate

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

- Digital Footprint
- Privacy
- Cyberbullying
- Online Safety
- Password
- Personal Information
- Respectful Communication
- Consent for use
- Social Media
- Netiquette
- Phishing

TypeTastic (login through Clever)
CodeMonkey (subscription based)
Online Digital Citizenship Tutorials

- 5th Grade Digital Citizenship Pretest 2024
- Be Internet Awesome: It's Cool to be Kind, Activity 1
- Be Internet Awesome: It's Cool to be Kind, Activity 2
- Safe Internet Scenarios - Follow the Rules
- Interland Digital Citizenship Game
- Email Etiquette
- Quick Review Model
- Creating a Powerful Password

Assessments

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

Safe Internet Scenarios | Formative | Technology Project

Technology Project

[4 Standards Assessed](#)

Safe Internet Scenarios - Follow the Rules

Differentiation

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

Test Prep Connections

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



Unit Plan

Google Apps (Google Docs & Google Slides)

Reed Intermediate School / Grade 5 / F&AA: Technology

Week 7 - Week 20 | 2 Curriculum Developers | Last Updated: Apr 25, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of this unit is for students to become fluent in most aspects of the most commonly used programs in the Google Suite: Google Docs and Google Slides (and by extension other multimedia presentation software). Students will recognize effective and poor techniques of creating multimedia presentations for an audience. Students will explore different methods for finding and manipulating fair use images for presentations.

Conceptual Lens/Concepts

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

Lens: Communication

Concepts: Process, Understanding, Creation, Multimedia Presentations, Audience, Digital Literacy

Generalizations

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

1. A well formatted document/presentation requires cultivating an intended message.
2. Specific messaging techniques allow effective message delivery to an audience.
3. Multimedia presentations require diverse forms of media to engage and keep an audience.

Guiding Questions

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

- 1a. What is a message? (F)
- 1b. What are some ways to format a document/presentation? (F)
- 1c. How is a message evident in a document/presentation? (C)
- 1d. What is the purpose of a multimedia presentation? (C)
- 1e. How does the format of a presentation affect the message? (C)
- 1f. How is a message for a presentation determined? (C)
- 1g. What is the best way to reach an audience? (P)

- 2a. What are some techniques to easily relay information? (F)
- 2b. How is an audience defined? (C)
- 2b. How can a presentation (or presenter) grab the attention of an audience? (C)
- 2c. What makes for an effective or ineffective presentation? (P)

- 3a. What are components of a multimedia presentation? (F)
- 3b. Which components of a multimedia presentation appeal to all audiences? (C)
- 3c. What are the best ways to relay a message to an audience? (C)
- 3d. Is it **always** the presenter's job to entertain an audience when attempting to deliver information? (P)

Content Knowledge

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

Students must be able to:

- Create and efficiently use the formatting tool bar in Google Docs and Google Slides
- Insert images, text boxes, video, and links into a Slides presentation
- Master basic computer shortcuts for word processing/presentations
- Manipulate backgrounds and animations in a presentation
- Find and distinguish free use appropriate images to avoid copyright conflicts in their work
- Understand different methods to save media from the internet for use in their presentations
- Understand effective and ineffective presentation techniques
- Plan and design a cohesive presentation in Google Slides on a topic of their choosing

Critical Skills

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

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

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

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.1.d. Understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively and are adept at thoughtfully exploring emerging technologies.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.

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Core Learning Activities

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

Students review formatting skills in Google Docs

Portrait of the Newtown Graduate

Students create a short Google Slides presentation on topic of their own choosing

Students create a "Stop Motion Animation" using Google Slides

See attachments for descriptions of activities

Vocabulary

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

- Tool bar
- Format
- Text box
- Image
- Copy and paste
- Slide
- Duplicate
- Background
- Animation
- Transition
- Font
- Style

Resources

Teacher and student resources used to support the learning.

- Links to Stop Motion Student Examples 2024
- Directions/Examples for Stop Motion with Google Slides Project 2024
- Google Slides Presentation - Assignment Description 2024
- Google Slides Presentation Self Check 2024
- Worst Slideshow Ever 2024
- Google Docs Basics
- Formatting Practice 2024

Assessments

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

Google Docs Formatting Practice | Formative | Technology Project

[1 Standard Assessed](#)

Google Slides Presentation | Formative | Technology Project

[2 Standards Assessed](#)

Stop Motion Animation with Google Slides | Summative | Technology Project

Students create a brief Stop Motion Animation movie using Google Slides using knowledge learned during the beginning of this unit.

[3 Standards Assessed](#)

Stop Motion Animation Project Rubric (5th Grade)

Differentiation

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

When developing their Google Slides presentation or their Stop Motion Animation, students have the ability to go build in additional slides and go beyond the basic parameters of the assignment. For the stop motion assignment, students are taught an additional optional technique to "autoplay" their file which requires additional learning, planning, and execution.

Test Prep Connections

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



Unit Plan

Intro to Spreadsheets (Google Sheets)

Reed Intermediate School / Grade 5 / F&AA: Technology

Week 21 - Week 26 | 2 Curriculum Developers | Last Updated: Apr 25, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of this unit is to introduce students to spreadsheets in the form of Google Sheets (and by extension other spreadsheets).

Students will learn the basic structure of a spreadsheet, uses for a spreadsheet, how to navigate and format the cells of a spreadsheet, how formulas work in a spreadsheet, and how to create a basic graph using a spreadsheet. During an extension activity, students will learn more advanced features involving navigating/formatting in a spreadsheet and conditional formatting.

Conceptual Lens/Concepts

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

Lens: Organization

Concepts: Data Collection, Organization, Analysis, Data

Generalizations

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

1. Spreadsheets simplify the organization of data.
2. Spreadsheets facilitate a variety of ways to organize and analyze data.
3. Spreadsheets provide multiple tools for data analysis that facilitate organization and understanding.

Guiding Questions

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

- 1a. What are spreadsheets? (F)
- 1b. How are spreadsheets set up in a way to help organize data/information? (F)
- 1c. How can spreadsheets help organize information efficiently and effectively? (C)
- 2a. How are spreadsheets used? (F)
- 2b. How does the basic functionality of a spreadsheet work (cells, formatting, formulas, graphing)? (F)
- 2c. How can using spreadsheets be helpful in life and work? (C)
- 2d. Does technology always improve organization? (P)
- 3a. What tools do spreadsheets utilize to analyze data? (F)
- 3b. What makes spreadsheets unique in the way they help users understand information? (C)
- 3c. What is the best digital tool for understanding data? (P)

Content Knowledge

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

Critical Skills

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

Students will know and be able to:

- Understand the unique structure of a spreadsheet
- Navigate and format cells, rows, and columns
- Make a basic list
- Have a basic understanding of how formulas work in a spreadsheet
- Understand how to input information/data into a spreadsheet and turn that data into different types of graphs
- Understand the different uses of spreadsheets and how they might apply and be useful in their lives

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

Standards

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

CSTA: Computer Science Standards (2017)

CSTA: 3-5

Algorithms & Programming

Algorithms

- 1B-AP-08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate. (P6.3, P3.3)

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.1.d. Understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively and are adept at thoughtfully exploring emerging technologies.

1.5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- 1.5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- 1.5.b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- 1.5.d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

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Core Learning Activities

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

- With teacher guidance, students will be introduced to basic workings of a spreadsheet including navigating cells, row, columns, manipulating data in lists, formulas, and graphs and relate how

Portrait of the Newtown Graduate

spreadsheets could be applicable digital tools in their own lives (see resources for the teacher guided Sheet students will complete).
-Students will complete a Pixel Art activity where they will create a piece of digital artwork using a spreadsheet and the tools they have learned. Extended learning during this activity will consist of the concept of conditional formatting (see Google Applied Digital Skills website for reference)

Vocabulary

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

- Cells
- Rows
- Columns
- Highlighting and Selecting
- Data collection
- Formulas
- Graph/Graphing
- Conditional formatting
- Insert
- Table
- Alignment
- Border

Resources

Teacher and student resources used to support the learning.

- Google Applied Digital Skills - Pixel Art
- Spreadsheet Examples
- PIXEL ART!!!
- Sheets Template 2024
- How to Automate your Stop Motion Animation - 2025

Assessments

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

Pixel Art | Summative | Technology Project

Students will create at least two examples of pixel art utilizing what they have learned about formatting and navigation within a Google Sheet.

6 Standards Assessed

- PIXEL ART!!!

Differentiation

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

Students will have the opportunity to extend their learning of formatting cells of a spreadsheet through the more advanced features of conditional formatting rather than use the formatting tool bar. This will be completed during the Pixel Art assessment activity.

Test Prep Connections

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



Unit Plan

Website Creation (Google Sites)

Reed Intermediate School / Grade 5 / F&AA: Technology

Week 27 - Week 38 | 2 Curriculum Developers | Last Updated: Apr 28, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of this unit is to introduce students to the concept of building a website to display/deliver information. Students will understand what makes for a cleanly designed website that portrays information effectively. Students will recognize websites as an alternative multimedia presentation resource to Google Slides. Students will utilize secondary software like Google Drawings and Google Forms to appropriately supplement the builds of their website projects.

Conceptual Lens/Concepts

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

Lens: Communication/Expression

Concepts: Design, Multimedia, Resources, Form, Function

Generalizations

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

1. Different mediums allow for unique methods to deliver information
2. Function determines the form/design of a project (website)
3. Websites creation facilitates maximum interactivity with users

Guiding Questions

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

- 1a. What is a website? (F)
- 1b. What is the purpose of a website? (F)
- 1c. How can websites be an effective alternative to other multimedia presentation software? (C)
- 1d. Does the structure of a website offer a unique method of delivering information? (P)

- 2a. What is form as it relates to web design? (F)
- 2b. What is function as it relates to web design? (F)
- 2c. Why does form follow the function (requirements of a website)? (C)
- 2d. Should form always follow function in web design? (P)

- 3a. How are websites structured? (F)
- 3b. How are websites different from other multimedia software applications? (F)
- 3c. How are websites interactive? (F)
- 3d. What criteria should be used to decide on a multimedia presentation tool? (P)
- 3e. Which is the better multimedia presenting tool - Slides or a website? (P)

Content Knowledge

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

Students must be able to:

- Effectively plan and research a topic for a website using a graphic organizer
- Create a Google Site
- Create multiple pages in their site
- Insert text boxes for research and fair use images from the internet to deliver information about a topic
- Utilize themes and templates in Google Sites
- Manipulate an image in Google Drawings and insert into website
- Create a short Google Form to survey the end user about the topic of the website
- Understand how to adjust font, size, background colors, and other visuals inside Google Sites
- Use Google Site tools for finding appropriate videos for website

Critical Skills

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

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

Standards

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

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.a. Set learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process to improve learning outcomes.
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1.1.d. Understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively and are adept at thoughtfully exploring emerging technologies.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- 1.3.a. Use effective research strategies to find resources that support their learning needs, personal interests and creative pursuits.
- 1.3.b. Evaluate the accuracy, validity, bias, origin, and relevance of digital content.
- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- 1.6.a. choose the appropriate platforms and digital tools for meeting the desired objectives of their creation or communication.
- 1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.
- 1.6.c. Use digital tools to visually communicate complex ideas to others.
- 1.6.d. Publish or present content that customizes the message and medium for their intended audiences

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Core Learning Activities

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

- Using graphic organizer, plan and research a website based on a topic of their choosing
- Create and publish a four-page website (Google Sites) based on a topic of their choosing
- Use Google Forms and Google Drawings to supplement the website

See attachments for project description

Portrait of the Newtown Graduate

Vocabulary

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

- Website
- Pages
- Format
- Theme
- Embed
- Text box
- Image
- Video
- Insert
- Design
- Form
- Function
- Fair use vs copyright images
- Preview vs Editing
- Download
- Save Image As...

Resources

Teacher and student resources used to support the learning.

- Storyboards for Website - 2024
- Creating A Website - Directions and Requirements 2024
- Cupcake Recipe Google Drawing Example
- Pokemon Model
- Pizza Oven Diagram - Google Drawing Example 2024
- Applied Digital Skills - Google Forms reference videos
- Applied Digital Skills - Google Sites reference videos




Assessments

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

Website | Summative | Technology Project

Students create a website using Google Sites, publish it, view peers' work, provide feedback, and self-assess using a Google Form.

[11 Standards Assessed](#)

 Creating A Website - Directions and Requirements 2024  

Differentiation

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

Test Prep Connections

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



Computer Integration Gr. 6

Reed Intermediate School / Grade 6 / F&AA: Technology

2 Curriculum Developers | Last Updated: Tuesday, Apr 29, 2025 by Corvello, Michael

Unit Calendar by Year

Unit	Au		Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Ju																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38																															
<input type="checkbox"/> Draft Digital Citizenship and Google Strategies	█																																																																				
<input type="checkbox"/> Draft Basic Photo Editing								█																																																													
<input type="checkbox"/> Draft Basics of Coding																		█																																																			
<input type="checkbox"/> Draft Introduction to Computer Aided Design																																							█																														

◀ 4 Units found ▶



Unit Plan

Digital Citizenship and Google Strategies

Reed Intermediate School / Grade 6 / F&AA: Technology

Week 1 - Week 7 | 2 Curriculum Developers | Last Updated: Apr 28, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of this digital citizenship unit for 6th graders is to deepen their understanding of safe, ethical, and responsible online behavior, building on the foundation they established in 5th grade. With more advanced concepts and real-world applications, this unit will help students navigate the increasingly complex digital landscape they encounter as they grow older. Students will explore topics such as screen time and the ethical use of digital resources. By the end of the unit, they will be exposed to skills needed to protect their digital identities, make informed decisions online, and contribute positively to the digital world.

This unit will also serve as an opportunity to hone some basic computer skills, particularly those needed to efficiently search the internet.

Conceptual Lens/Concepts

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

Lens: Responsibility

Concepts: Perspective, Self-Awareness, Security, Balance, Consequences, Interaction, Privacy

Computer Microconcepts: Computer Literacy, Digital Literacy, Digital Footprint, Online Actions, Digital Etiquette

Generalizations

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

1. Adhering to digital etiquette supports positive and constructive communication with different parties in digital spaces.
2. Using technology involves self-awareness and digital literacy, enabling students to navigate online environments safely and effectively.
3. Problem-solving online requires understanding security risks and the potential consequences of online actions.

Guiding Questions

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

- 1a. What are the key principles of digital etiquette? (F)
- 1b. How should digital etiquette influence your interactions online? (C)
- 1c. How can you ensure that your communication in digital spaces is respectful and constructive, even when you disagree with others? (C)
- 1d. Why is it important to consider the tone and language in digital communication, and how can this impact relationships with others? (P)
- 2a. What does digital literacy mean? (F)
- 2b. How does being digitally literate help make safe and informed decisions online? (C)
- 2c. What strategies can be used to assess the credibility of online information and protect personal information? (C)
- 3a. What are some common online security risks? (F)
- 3b. How can you protect yourself against common security risks? (C)
- 3c. How can understanding the consequences of online actions help users make better decisions when using technology? (C)

Content Knowledge

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

Students will be able to:

- Understand the importance of respectful communication and appropriate behavior in digital spaces.
- Recognize how their online actions contribute to their digital identity and the impact this can have on their reputation.
- Identify common online security threats, such as phishing, hacking, and social engineering, and know strategies to protect against them.
- Safeguard personal information on online platforms
- Understand that their online actions leave a digital footprint that can be permanent and influential.
- Realize that online actions have real-world consequences, both positive and negative, and the importance of responsible behavior.
- Be aware of how their behavior and presence online reflect on them and affect others.
- Understand what cyberbullying is, its impact, and how to respond appropriately if they or others experience it.
- Knowing how to create and maintain strong, secure passwords and the importance of using two-factor authentication.
- Understand the importance of not sharing personal information with strangers online and knowing what to do if they encounter inappropriate content.

Critical Skills

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

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

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

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.a. Set learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process to improve learning outcomes.
- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.2 Digital Citizen

Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:

- 1.2.a. Manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.
- 1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.
- 1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.
- 1.2.d. Take action to protect their digital privacy on devices and manage their personal data and security while online.

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Core Learning Activities

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

Digital Citizenship Pretest - Google Form
 Cyberbullying Presentation - Class Discussion
 Cyberbullying: Be Upstanding - Worksheet Questions
 Digital Life Activity - Google Forms and Discussion
 Digital Life Vocabulary - Google Drawing Activity
 Email Etiquette and Spam Review - Class Discussion
 Full Value Digital Badge - Google Drawing Activity Assessment
 Become an Internet Search Master - Class Discussion
 Google Search Challenge - Google Slides Activity/Assessment

*refer to Resource section for directions, models, and digital handouts

Portrait of the Newtown Graduate

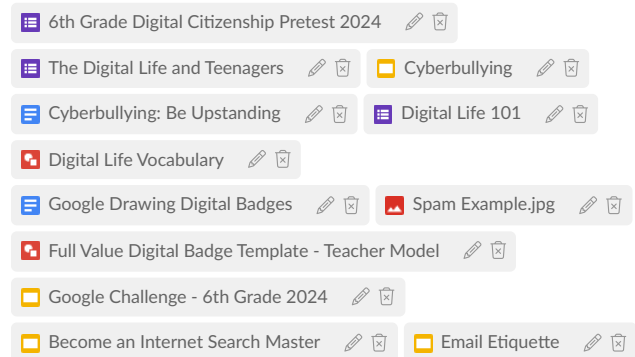
Vocabulary

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

- Digital Identity
- Two-Factor Authentication
- Digital Etiquette
- Cyberbullying
- Digital Literacy
- Digital Footprint
- Privacy Settings
- Phishing
- Online Reputation
- Intellectual Property
- Plagiarism
- Trolling
- Digital Divide

Resources

Teacher and student resources used to support the learning.



Assessments

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

Full Value Digital Badge | Summative | Technology Project

Technology Project

Refer to Resource section for handout and template/model

[3 Standards Assessed](#)

Google Search Challenge | Formative | Technology Project

Refer to Resource section for directions, digital handout

No Standards Assessed

Differentiation

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

Test Prep Connections

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



Unit Plan

Basic Photo Editing

Reed Intermediate School / Grade 6 / F&AA: Technology

Week 8 - Week 18 | 2 Curriculum Developers | Last Updated: Apr 28, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of this unit is to introduce students to the fundamental skills and tools of digital photo editing, providing them with a foundation for creative expression through images while continuing to build on their computer literacy. As this is their first experience with photo editing, the unit will focus on teaching basic techniques such as cropping, resizing, adjusting color, and applying simple filters while also touching on more advanced features such as combining multiple images into one composition. Students will also learn how to use layers and text tools to enhance their images. Through hands-on projects, they will gain confidence in navigating photo editing software, understanding the importance of composition, and exploring their creativity. The unit will culminate in an activity that assesses all the skills they have learned through the course of the unit.

Conceptual Lens/Concepts

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

Lens: Creativity, Practicality

Concepts: Process, Understanding, Creation, Design, Skill, Image Editing, Expression, Interpretation, Message, Ethical Considerations

Generalizations

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

1. Editing images proficiently cultivates a message.
2. Effective image editing requires specialized process.
3. Learning multiple photo editing tools permits one to be effective at creating a cohesive product/message.
4. Photo editing and manipulation provokes ethical considerations.

Guiding Questions

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

- 1a. What is photo editing and how does it work? (F)
- 1b. Why is photo editing an effective way to cultivate a message? (C)
- 1c. Can editing an image change the tone in a meaningful way? (P)
- 1d. Can editing an image present ethical dilemmas? (P)
- 2a. What editing tools exist for digital photo editing? (F)
- 2b. What are essential photo editing techniques? (F)
- 2c. What photo editing methods cause the most dramatic change/impact? (P)
- 2d. Which tools are the most effective at changing a photo or video? (C)
- 3a. How can photo editing be used to present a message? (F)
- 3b. How can photo editing be incorporated into other programs or presentations? (F)
- 3c. What are some different digital programs that use photo editing? (F)
- 3d. Which photo editing techniques are best for cultivating a message? (P)
- 3e. Is learning a single editing program sufficient? (P)

- 4a. What are potential problems with using copyrighted imagery? (F)
- 4b. What is propaganda? (F)
- 4c. What is the difference between propaganda and cultivating a message? (C)
- 4d. In what ways can copyrighted imagery be used? (P)

Content Knowledge

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

Students will know and be able to:

- Understand how to find, save, and import copyright free images into different photo editing software
- Utilize basic photo editing techniques to deliver a specific message, such as:
 - Use the cropping tool on images
 - Overlay text on an image
 - Use multiple techniques, both manually and computer aided, for removing unwanted backgrounds from images
 - Adjust the color of specific parts of an image
 - Merge multiple pictures into one image
- Create an original image using multiple pictures
- Understand the ethical dilemmas of using other people's work/images to cultivate a message

Critical Skills

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

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

Standards

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

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.d. Understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively and are adept at thoughtfully exploring emerging technologies.

1.2 Digital Citizen

Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:

- 1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.
- 1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- 1.3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 1.4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- 1.6.a. choose the appropriate platforms and digital tools for meeting the desired objectives of their creation or communication.
- 1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.
- 1.6.c. Use digital tools to visually communicate complex ideas to others.
- 1.6.d. Publish or present content that customizes the message and medium for their intended audiences

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Core Learning Activities

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

- Basics of Photo Editing Software - Cropping/Text/Filters: Class Activity
- Multiple Methods for Removing Backgrounds on Images - Class Discussion and Practice
- Layering Images - Class Discussion and Practice
- Multiple Methods for Adjusting Color to Parts of An Image - Class Discussion and Practice

Summative Assessment: Creating a Photo Advertisement for a Real Life Product

Portrait of the Newtown Graduate

Vocabulary

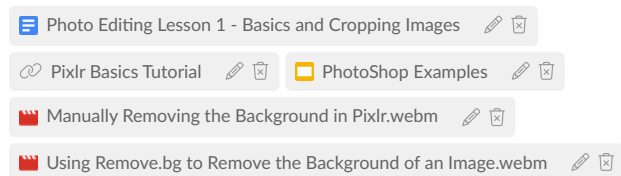
Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

- Propaganda
- Copy and paste
- Import/Export
- Select (Lasso, Marquee, Wand)
- Polygon Select
- Mask
- Blend
- Layer
- Filter
- Hue/Saturation
- Clone (Clone Stamp)
- Color balance
- Gradient
- Portfolio






















Resources

Teacher and student resources used to support the learning.

- www.pixlr.com/e
- www.photopea.com/
- www.canva.com/
- docs.google.com/drawings/
- www.adobe.com/education/express/
- Adobe PhotoShop and peripheral software (when available)
- www.remove.bg and similar image background removing websites



Unit Plan

-  Finding a Image in Google Images with a Transparent Background.webm  
-  Homer in Monica's Apt.webm  
-  Cutting Out A Shape Using the Polygonal Lasso Select Tool.webm  
-  Photo Editing Lesson 3 - Merging Pictures  
-  Photo Editing Lesson 4 - Colorizing!  
-  Ansel Adams Black and White Images  
-  Lesson #4 - Colorizing Images in Pixlr.webm  










Assessments

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

Advertising with Photo Editing | Summative | Technology Project

See attachment for detailed description of the final assessment

[10 Standards Assessed](#)

-  Photo Editing Final Lesson - Advertising with Photo Editing Techniques  
-  PhotoShop in Advertising  
-  Photo Editing Final Project Rubric: Advertisement Design  

Differentiation

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

An alternative or extended activity to the summative advertising project, students are given the option to create a poster for the current school play.

Test Prep Connections

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



Unit Plan

Basics of Coding

Reed Intermediate School / Grade 6 / F&AA: Technology

Week 19 - Week 27 | 2 Curriculum Developers | Last Updated: Apr 28, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

This introductory coding unit is designed to expose students to the backbone of computer science with one of the first steps into coding, developing programs with block-based code - primarily using the Scratch program. This unit will guide students through the fundamentals of programming, such as sequencing, loops, and conditionals. By focusing on creative projects, students will not only learn essential coding concepts, but also develop problem-solving skills and logical thinking,

Conceptual Lens/Concepts

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

Lens: Problem Solving/Logical Thinking

Concepts: Coding, Efficiency, Logic, Patterns, Process, Structures

Generalizations

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

1. Coding requires an understanding of key concepts, involving planning, problem solving, and the idea that multiple approaches could achieve the same result.
2. Coding requires flexibility from the user to see different solutions and approaches.
3. Coding structures like loops and conditionals help organize and simplify a program, making it efficient and easier to understand.
4. Coding is made efficient by removing unnecessary steps, utilizing distinct code structure, and simplifying when possible.

Guiding Questions

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

- 1a. What is coding (block-based)? (F)
- 1b. How does coding work? (F)
- 1c. What are the steps to creating a basic code? (F)
- 1d. What are some structures that coders rely on to make coding easier to implement? (C)
- 2a. What are the necessary items to know before starting to code a program? (F)
- 2b. How can different approaches result in the same program? (C)
- 2c. How does a coder decide which path to take when there are multiple solutions? (P)
- 3a. What coding structures (loops, conditionals, etc.) can organize your programming? (F)
- 3b. What role do different coding blocks play in building your project? (C)
- 4a. What coding structures allow for simplicity and efficiency while coding? (F)
- 4b. How can removing unnecessary steps make your code more efficient? (C)
- 4c. What are some ways to simplify your program while maintaining its functionality? (C)

Content Knowledge

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

-With teacher guidance, students will be introduced to the basic tools of Scratch and block based coding

Students will be able to:

Know how coding is used to achieve real world results.

Know how to start coding effectively using block-based code.

Know the basics of coding block loops.

Understand the purpose of variables.

Use coding to solve basic abstract problems.

Follow step by step directions to building a program with basic block coding.

Demonstrate effective coding by producing their own code.

Critical Skills

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

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

Standards

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

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1.1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- 1.5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- 1.5.c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 1.5.d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

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Core Learning Activities

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

Formative:

- Introduction to Scratch - Tutorial and Exploration of Resource
- Scratch Exit Ticket
- Coding/Creation of Project Using Scratch Step by Step Directions from Workbooks

Summative:

- Partner Project - Creation of Simple Program, Self Choice

Vocabulary

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

1. Algorithm
2. Sequence
3. Loop
4. Conditional
5. Variable
6. Sprite
7. Backdrop
8. Event
9. Broadcast
10. Block
11. Script
12. Debugging
13. Iteration
14. Input
15. Output
16. Cloning

Resources

Teacher and student resources used to support the learning.

- www.codemonkey.com
 - Coding Adventures Part 1 & 2 module
- Scratch (currently using the offline version)
- Scratch DK Workbooks
 - [Coding in Scratch: Games Workbook](#)
 - [Coding in Scratch: Projects Workbook](#)
 - [Coding in Scratch: Challenge Workbook](#)
 - [Star Wars Coding Projects: A Step-by-Step Visual Guide to Coding. Your Own Animations, Games, Simulations](#)

- Introduction to Scratch Exit Ticket
- Making your First Program in Scratch
- Rocket Landing Program
- Pac Man Program

Assessments

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

Create A Scratch Project | Formative | Technology Project

Technology Project

See attachment for description/directions

4 Standards Assessed

Design Your Own Scratch Project | Summative | Technology Project

Technology Project

See attachment for description/directions

4 Standards Assessed

- Introduction to Scratch Exit Ticket
- Create A Project in Scratch!
- Design Your Own Scratch

Differentiation

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

Using the CodeMonkey program, students will work at their own pace (outside of the normal coding unit) to build on their coding knowledge.

The CodingAdventure modules in the program introduce students to text-based coding and allow for higher level learning of the different structures and concepts of coding.

Also, the opportunity for differentiation within both the "Create a Project" formative assessment and the "Design Your Own Scratch" summative assessment exists both in their choice of projects and the depth of the coding they choose to implement in their own final project.

Test Prep Connections

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



Unit Plan

Introduction to Computer Aided Design

Reed Intermediate School / Grade 6 / F&AA: Technology

Week 28 - Week 38 | 2 Curriculum Developers | Last Updated: Apr 29, 2025 by Corvello, Michael

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

The purpose of this unit is to introduce students to the concept of computer aided design (CAD). Students will understand the basic tools of CAD and how basic shapes can be manipulated to creating larger and more complex designs. Using Tinkercad as their primary resource, students will be introduced to the beginning stages of the design process and how to model different designs based on different prompts and real world problems that might require specific criteria for their designs. After an introduction to different skills/tools of CAD design, students will build more a complex design as their culminating assessment.

Conceptual Lens/Concepts

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

Lens: Design, Creativity

Concepts: Visual Communication, Computer Aided Design, Precision, Accuracy, 2D and 3D Design, Computational/Digital Design, Design Process, Brainstorming, Geometrical Design, Spatial Reasoning, Collaboration, Critical Thinking, Efficiency

Generalizations

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

1. The design process organizes and refines an idea from concept to final product.
2. Computer Aided Design (CAD) facilitates complex design allowing high levels of precision and accuracy in creating models.
3. Learning multiple specific computer aided design tools/skills allows efficiency in creating a cohesive design/product.

Guiding Questions

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

- 1a. What is the design process (F)
- 1b. Why is the design process important? (C)
- 1b. What are the main stages of the design process? (F)
- 1c. How can the design process help organize and refine our ideas? (C)
- 1d. When does a design needs to be refined or improved? (C)
- 2a. What is CAD? (F)
- 2b. How is CAD useful? (C)
- 2b. How is computer aided design different from other types of design? (C)
- 2c. What does CAD allow a user to do when compared to analog tools? (C)
- 2d. Why is precision important in CAD design? (C)
- 3a. What are the basic features and tools of a typical CAD software? (F)
- 3b. What are the basic operations for modifying 3D models (scaling, rotating, mirroring)? (F)
- 3c. How do you combine different 3D shapes to create a complex model? (F)

3d. What are constraints, and how do they help in creating accurate designs? (F)

Content Knowledge

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

-With teacher guidance, students will be introduced to the basic tools of CAD through the use of the TinkerCAD program (a basic introductory CAD software program).

Students will be able to:

- Manipulate digital shapes
- Create shapes both by assembling digital shapes and carving away at shapes using the "hole" tool
- Assemble shapes into a cohesive and final product with accurate measurements using multiple CAD software tools (hole tool, grouping, alignment, rotation, duplication)
- Understand and manipulate shapes along the different axis of a three dimensional workspace
- Learn the process to convert basic 2 dimensional shapes from the internet into 3 dimensional shapes in the TinkerCAD program
- Create and edit original digital 3D designs
- Demonstrate proficiency in editing and designing within the introductory CAD software (TinkerCAD)

Critical Skills

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

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

Standards

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

ISTE: ISTE for Students (2024)

ISTE: All Grades

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- 1.4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- 1.4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 1.4.c. Develop, test and refine prototypes as part of a cyclical design process.
- 1.4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

1.5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- 1.5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- 1.6.a. choose the appropriate platforms and digital tools for meeting the desired objectives of their creation or communication.
- 1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.
- 1.6.c. Use digital tools to visually communicate complex ideas to others.
- 1.6.d. Publish or present content that customizes the message and medium for their intended audiences

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Core Learning Activities

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

Following an introductory class on the basics of the software, students will be asked to assemble a portfolio of designs. The avatar and house design are considered mandatory and students are given choice in other designs to contribute to their portfolio.

Each class following the introduction, students will be shown more advanced tools and skills to add to the designs in their portfolio.

Refer to resource section for materials for different assignments.

Formative:

Introduction of basics through interactive TinkerCAD tutorials - Classroom Demo and Activity

Avatar Creation - Classroom Demo and Activity

House Design and Creation - Formative Assessment

Free Choice Design

Summative:

Portfolio Compilation - Summative Assessment

Portrait of the Newtown Graduate




























Vocabulary

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

- CAD (Computer-Aided Design)
- Tinkercad
- 3D Model
- Workspace
- Shape
- Solid
- Hole
- Group
- Ungroup
- Align
- Rotate
- Scale
- Duplicate
- Mirror
- Grid
- Snap
- Object
- Layer

Resources

Teacher and student resources used to support the learning.

-  Tinkercad Portfolio Final Submission  
-  Dream House and Dream Room Examples  
-  Tinkercad Avatar Minilesson.webm  
-  3D CAD Design Examples  
-  Tinkercad Design Portfolio Directions  
-  TinkerCAD Formative Assessment  
-  Redesigning a Living Room Video  
-  Creating Custom Characters Video    TinkerCad  

- Prototype
- Simulation
- Rendering
- Export
- STL File
- Vertex
- Edge
- Face
- Polygon
- Cylinder
- Sphere
- Cube
- Plane
- Transform
- Zoom
- Pan
- Orbit
- Tool
- Toolbar
- Menu
- Palette
- Library
- Axis
- Coordinate
- Grid Snap
- Chamfer
- Dimension
- Perspective
- Orthographic View
- Solid View
- Material
- Texture

Assessments

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

CAD Formative Assessment | Formative | Technology Project

See TinkerCAD Formative Assessment attachment for description of activity










[8 Standards Assessed](#)

CAD Portfolio | Summative | Student Portfolio

Technology Project

See attachment for portfolio description

[8 Standards Assessed](#)

 Tinkercad Portfolio Final Submission    Tinkercad Design Portfolio Directions    TinkerCAD Formative Assessment  

Differentiation

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

Students are asked to complete a portfolio of designs for this unit. Because of this structure, students are able to differentiate their final product with the number and complexity of their designs. See rubric for the House activity formative assessment for how they will be

assessed on these different concepts.

Test Prep Connections

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

Computer Integration
Grades 5 & 6
Reed Intermediate



Michael Corvello - Teacher

Computer Integration Overview

- Class taught to both 5th and 6th Grade at Reed Intermediate
- Classes meet one class per cycle week for a total of approximately 30 classes in a year
- Not mentioned explicitly in the curriculum: students participate in typing practice through the TypeTastic resource



5th Grade Units

Introduction to Computing/Basic Skills/Digital Citizenship

Purpose of Unit:

The purpose of this unit for 5th graders is to introduce students to the essential principles of safe, responsible, and respectful behavior in the digital world. Students will learn about topics such as online privacy, digital footprints, and the importance of respectful communication. This unit is placed at the beginning of the year so the 5th graders can be also assessed on their prior knowledge and skill with computers and computer science as well as introduce them to supplementary materials such as our typing practice program.

Lens: Responsibility

Concepts:

Perspective, Self-Awareness, Balance, Consequences, Interaction, Security, Privacy

Core Activities:

Email Etiquette
Creating a Powerful Password

Assessments:

Safe Internet Scenarios (Formative Activity)
General Skill Review (Formative Activity)



Google Apps (Google Docs & Google Slides)

Purpose of Unit:

The purpose of this unit is for students to become fluent in most aspects of the most commonly used programs in the Google Suite: Google Docs and Google Slides (and by extension other multimedia presentation software). Students will recognize effective and poor techniques of creating multimedia presentations for an audience. Students will explore different methods for finding and manipulating fair use images for presentations.

Lens: Communication

Concepts:

Process, Understanding, Creation, Multimedia Presentations, Audience, Digital Literacy

Core Activities:

Google Docs Formatting Review/Practice
Creation of Google Slides Presentation
Google Slides Stop Motion Animation



Google Docs



Google Slides

Assessments:

Google Slide Presentation Project (Summative Project)

Introduction to Spreadsheets

Purpose of Unit:

The purpose of this unit is to introduce students to spreadsheets in the form of Google Sheets (and by extension other spreadsheets). Students will learn the basic structure of a spreadsheet, uses for a spreadsheet, how to navigate and format the cells of a spreadsheet, how formulas work in a spreadsheet, and how to create a basic graph using a spreadsheet. During an extension activity, students will learn more advanced features involving navigating/formatting in a spreadsheet and conditional formatting.

Lens: Organization

Concepts:

Data Collection, Organization, Analysis, Data

Core Activities:

- Basic Skill/Tool Development Activity in Google Sheets
- Pixel Art in Sheets
- Conditional Formatting



Google Sheets

Assessments:

Review of Comprehension of Sheets Tools

(Informal Formative)

Pixel Art Projects (Formative)

Website Creation

Purpose of Unit:

The purpose of this unit is to introduce students to the concept of building a website to display/deliver information. Students will understand what makes for a cleanly designed website that portrays information effectively. Students will recognize websites as an alternative multimedia presentation resource to Google Slides. Students will utilize secondary software like Google Drawings and Google Forms to appropriately supplement the builds of their website projects.

Lens: Communication/Expression

Concepts:

Design, Multimedia, Resources, Form, Function

Core Activities:

- Creation of a Basic Website
- Introduction to Google Forms
- Introduction to Google Drawings



Google Sites

Assessments:

Website Project (Summative Project)

6th Grade Units

Digital Citizenship and Google Strategies

Purpose of Unit:

The purpose of this digital citizenship unit for 6th graders is to deepen their understanding of safe, ethical, and responsible online behavior, building on the foundation they established in 5th grade. Students will explore topics such as screen time and the ethical use of digital resources. By the end of the unit, they will be exposed to skills needed to protect their digital identities, make informed decisions online, and contribute positively to the digital world.

This unit will also serve as an opportunity to hone some basic computer skills, particularly those needed to efficiently search the internet.

Lens: Responsibility

Concepts:

Perspective, Self-Awareness, Security, Balance, Consequences, Interaction, Privacy

Core Activities:

- Digital Life Activity and Vocabulary
- Google Search Challenge
- Create Digital Citizenship Full Value Badge



Assessments:

- Full Value Badge Assignment** (Summative Project)
- Google Search Challenge** (Formative Activity)

Basic Photo Editing

Purpose of Unit:

The purpose of this unit is to introduce students to the fundamental skills and tools of digital photo editing, providing them with a foundation for creative expression through images while continuing to build on their computer literacy. As this is their first experience with photo editing, the unit will focus on teaching basic techniques such as cropping, resizing, adjusting color, and applying simple filters while also touching on more advanced features such as combining multiple images into one composition. The unit will culminate in an activity that assesses all the skills they have learned through the course of the unit.

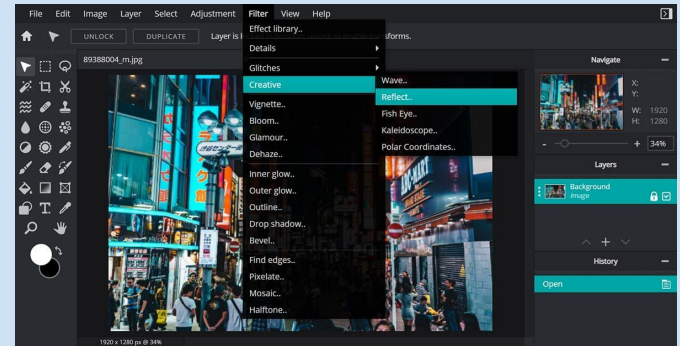
Lens: Creativity, Practicality

Concepts:

Process, Understanding, Creation, Design, Skill, Image Editing, Expression, Interpretation, Message, Ethical Considerations

Core Activities:

- Background, Layering, Photo Composition Introduction Lessons
- “Create an Advertisement” Assessment



Assessments:

Advertisement Project (Summative Project)

Basics of Coding

Purpose of Unit:

This introductory coding unit is designed to expose students to the backbone of computer science with one of the first steps into coding, developing programs with block-based code - primarily using the Scratch program. This unit will guide students through the fundamentals of programming, such as sequencing, loops, and conditionals. By focusing on creative projects, students will not only learn essential coding concepts, but also develop problem-solving skills and logical thinking.

Lens:

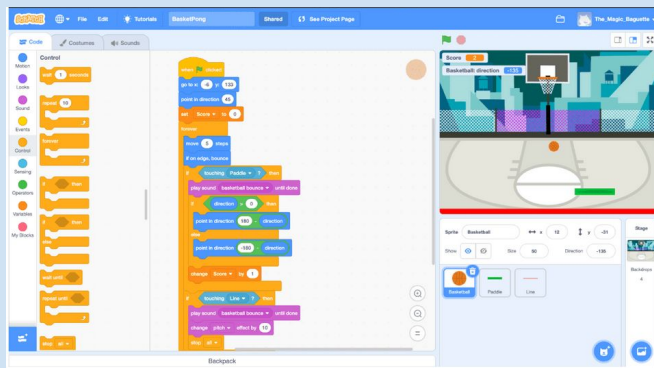
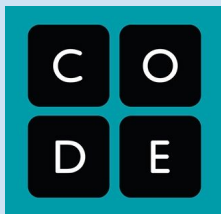
Problem Solving/Logical Thinking

Concepts:

Coding, Efficiency, Logic, Patterns, Process Structures

Core Activities:

- Introduction to Block-Based Coding
- Creation of Block-Based Coding Project



Assessments:

Block Based Coding Project (Summative Project)

Introduction to Computer Aided Design (CAD)

Purpose of Unit:

The purpose of this unit is to introduce students to the concept of computer aided design (CAD). Students will understand the basic tools of CAD and how basic shapes can be manipulated to creating larger and more complex designs. Using Tinkercad as their primary resource, students will be introduced to the beginning stages of the design process and how to model different designs based on different prompts and real world problems that might require specific criteria for their designs. After an introduction to different skills/tools of CAD design, students will build more a complex design as their culminating assessment.

Lens:

Design/Creativity

Concepts:

Visual Communication, Computer Aided Design, Precision, Accuracy, 2D and 3D Design, Computational/Digital Design, Design Process, Brainstorming, Geometrical Design, Spatial Reasoning, Collaboration, Critical Thinking, Efficiency

Core Activities:

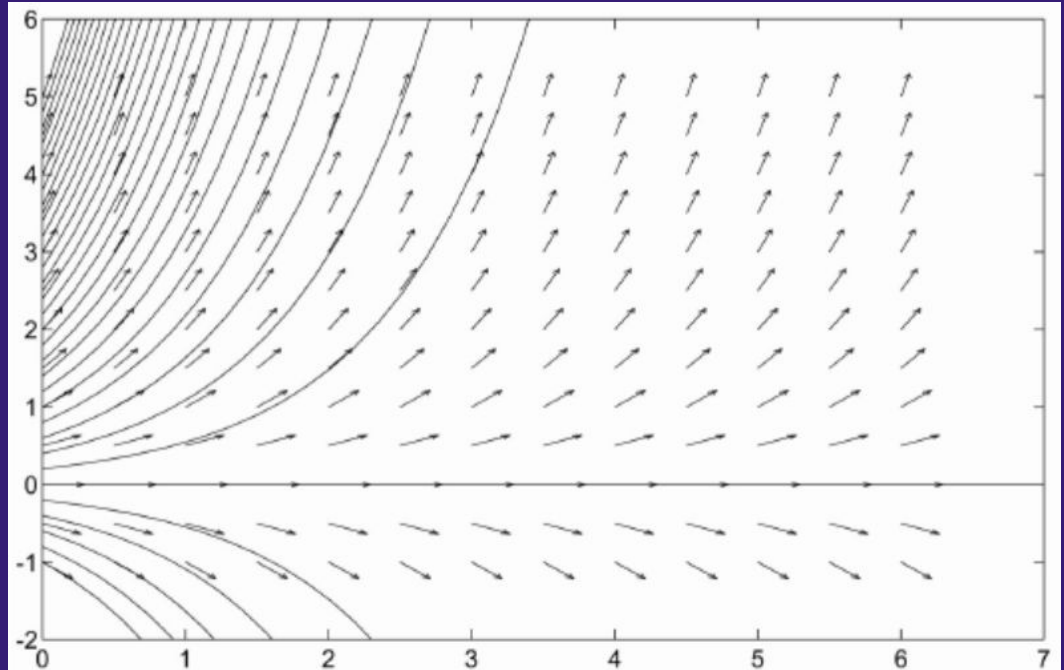
-Avatar Design -Dream Room/House Design

Assessments:

Design Work Portfolio (Summative Project)



Differential Equations



Eugene Hall
Newtown High School
Mathematics Department

Differential Equations

Agenda

1. Pathways to DE(Middle School to 12th Grade)
 2. Pure Math versus Applied Math Pathway
 3. Do we need to offer a class beyond Multivariable Calculus?
 4. Prerequisites for DE from area colleges
 5. Area HS that offer a class beyond Multivariable Calculus
 6. ECE Math Courses
 7. DE Curriculum highlights
-

Multivariable Calculus Pathway ONLY

7th Grade	Algebra 1
8th Grade	Algebra 2
9th Grade	Honors Geometry
10th Grade	Honors Precalculus BC
11th Grade	AP Calculus BC
12th Grade	Multivariable Calculus

Differential Equations Pathway ONLY

7th Grade	Algebra 1
8th Grade	Algebra 2
9th Grade	Honors Geometry
10th Grade	Honors Precalculus BC
11th Grade	AP Calculus BC
12th Grade	Multivariable Calculus

7th Grade	Algebra 1
8th Grade	Algebra 2
9th Grade	Honors Geometry
10th Grade	Honors Precalculus BC
11th Grade	AP Calculus BC
12th Grade	Differential Equations

Differential Equations and Multivariable Calculus

Pathway 1

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

Differential Equations and Multivariable Calculus

Pathway 2

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
12th Grade	Multivariable Calculus
11th Grade	Differential Equations

Differential Equations and Multivariable Calculus

Pathway 3

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

7th Grade	Algebra 1
8th Grade	Algebra 2
Summer before 9th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
12th Grade	Multivariable Calculus
11th Grade	Differential Equations

Differential Equations and Multivariable Calculus

Pathway 2

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

7th Grade	Algebra 1
8th Grade	Algebra 2
Summer before 9th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
12th Grade	Multivariable Calculus
11th Grade	Differential Equations

7th Grade	Algebra 1
8th Grade	Algebra 2
Summer before 9th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
12th Grade	Multivariable Calculus
11th Grade	Differential Equations

Multivariable Calculus or Differential Equations

School year	Number of students	12th Graders	11th Graders	Course Taught
2025-2026	8	4	4	DE
2024-2025	12	11	1	MV
2023-2024	8	8	0	DE
2022-2023	11	9	2	MV
2021-2022	9	9	0	MV
2020-2021	16	16	0	MV
2019-2020	18	18	0	MV
2018-2019	9	9	0	MV
2017-2018	5	3	2	MV
2016-2017	2	1	1	MV
2015-2016	10	10	0	MV
2014-2015	5	2	3	MV
2013-2014	7	7	0	MV
2012-2013	7	7	0	MV

Multivariable Calculus or Differential Equations

Pure Mathematics

Algebra 1

Algebra 2

Geometry

Honors Precalculus BC

AP Calculus BC

Multivariable Calculus

Differential Equations

Multivariable Calculus or Differential Equations

Pure Mathematics

Algebra 1

Algebra 2

Geometry

Honors Precalculus BC

AP Calculus BC

Multivariable Calculus

Differential Equations

Applied Mathematics:

AP Statistics

Computer Science

AP Computer Science A

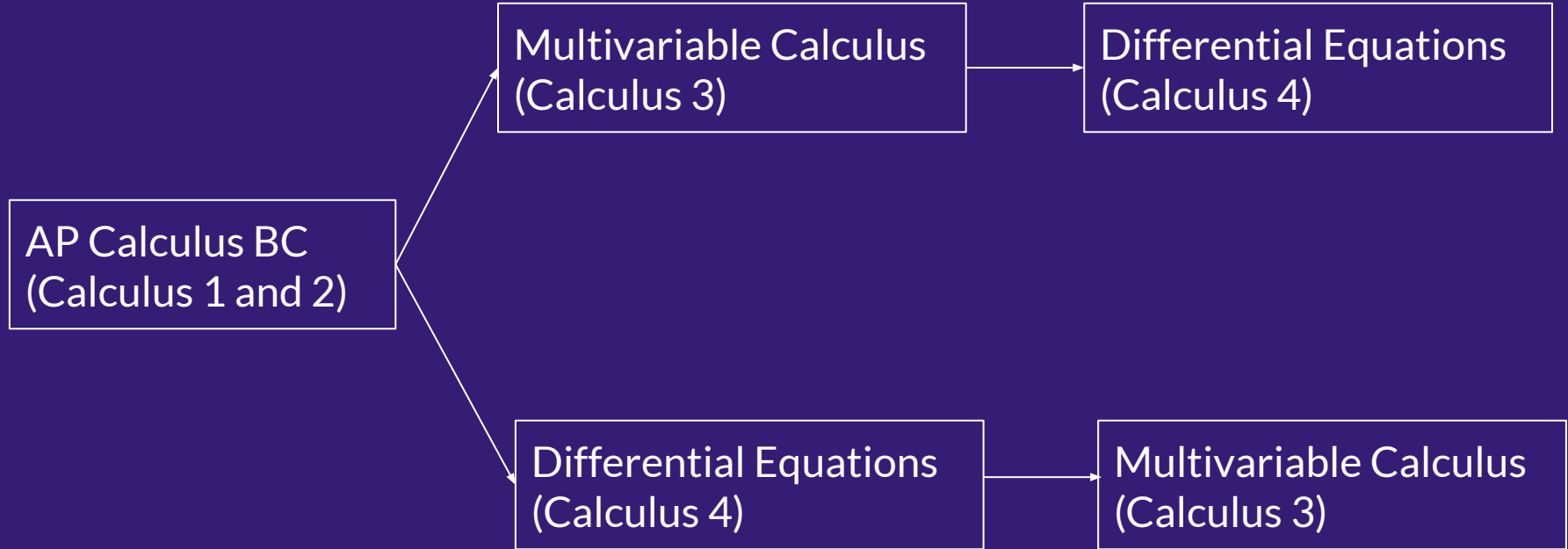
AP Computer Science

Principles

Game Design I and II

Honors Python I and II

Multivariable Calculus or Differential Equations



UConn Multivariable Calculus Prerequisites

Cell Biology

MATH 2110Q. Multivariable Calculus. (4 Credits)

Two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, line and surface integrals.

Enrollment Requirements: [MATH 1132Q](#) or MATH 1152Q or a score of 4 or 5 on the AP Calculus BC exam.

Recommended preparation: a grade of C- or better in [MATH 1132Q](#). May not be taken for credit after passing MATH

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MATH 1132Q. Calculus II. (4 Credits)

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering.

Substitutes for MATH 1122Q as a requirement.

Enrollment Requirements: A qualifying score on the math placement assessment (placement.uconn.edu/mathematics-



ut of sequence after passing [MATH 2720](#), [3146](#), [3160](#), [3330](#), [3370](#), [3410](#),
oly; see advising.uconn.edu/repeat-policy.

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UConn Differential Equations Prerequisites

MATH 2410Q. Elementary Differential Equations. (3 Credits)

Introduction to ordinary differential equations and their applications, linear differential equations, systems of first order linear equations, numerical methods.

Enrollment Requirements: [MATH 1132Q](#), 1152Q, or 2142Q. Recommended preparation: A grade of C- or better in [MATH 1132Q](#); [MATH 2110Q](#) or [2111Q](#). Cannot be taken after [MATH 2144Q](#), 2420Q, [2720](#), [3146](#), [3150](#), [3410](#), 3412,



advising.uconn.edu/repeat-policy.

MATH 1132Q. Calculus II. (4 Credits)

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering.
Substitutes for MATH 1122Q as a requirement.

Beyond AP Calculus BC

**Area schools that offer Multivariable
Calculus(Calculus 3)**

New Canaan HS

Darien HS

Greenwich HS

Staples HS(Westport)

Wilton HS

Beyond Multivariable Calculus

**Area schools that offer a course beyond
Multivariable Calculus(Calculus 3)**

Greenwich HS(Linear Algebra)

Staples HS(Differential Equations)

ECE(Early College Experience)

WCSU:

WCSU Calculus(pre-existing for years)

WCSU Precalculus(started 24_25)

WCSU Statistics(returned 24_15)

ECE(Early College Experience)

UConn(apply during 25_26):

AP Calculus AB

AP Calculus BC

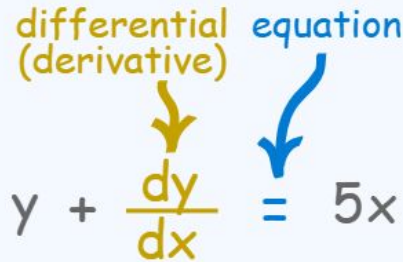
Multivariable Calculus

Multivariable Calculus

- 1. Curricula was written during the summer of 2022 by K. Raccio, P. Hyman, C. Cavataro & K. Bremer**
 - 2. Feedback and Adjustment**
 - a. District Math Committee**
 - b. Curriculum Council**
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-

Differential Equations

A differential equation is an equation relating some function f to one or more of its derivatives.



The diagram shows the equation $y + \frac{dy}{dx} = 5x$. Above the term $\frac{dy}{dx}$, the text "differential (derivative)" is written in yellow, with a yellow arrow pointing down to the fraction. Above the equals sign, the text "equation" is written in blue, with a blue arrow pointing down to the equals sign.

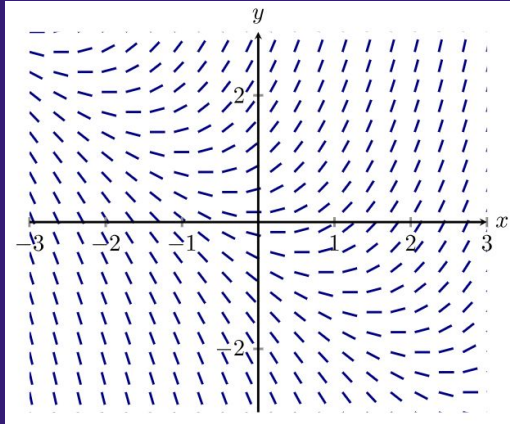
$$y + \frac{dy}{dx} = 5x$$

Example: an equation with the function y and its derivative $\frac{dy}{dx}$

Differential Equations

Unit 1: Introduction to Differential Equations

1. Separable DE
2. Slope Field



$$\frac{dy}{dx} = f(x)g(y)$$

$$\frac{dy}{g(y)} = f(x) dx$$

$$\int \frac{1}{g(y)} dy = \int f(x) dx$$

Differential Equations

Unit 2: First Order Differential Equations

1. Homogeneous
2. Bernoulli
3. Exact

Order of Differential Equation

First Order Differential Equation

$$\frac{dy}{dx} + Py = Q$$

Second Order Differential Equation

$$\frac{d^2y}{dx^2} + ny \frac{dy}{dx} + my^2 = P$$

Differential Equations

Unit 4: Second Order Differential Equations

1. Homogeneous
2. Constant Coefficients
3. Reduction of Order

Order of Differential Equation

First Order Differential Equation

$$\frac{dy}{dx} + Py = Q$$

Second Order Differential Equation

$$\frac{d^2y}{dx^2} + ny \frac{dy}{dx} + my^2 = P$$

Differential Equations

Unit 3: Applications of First Order Differential Equations

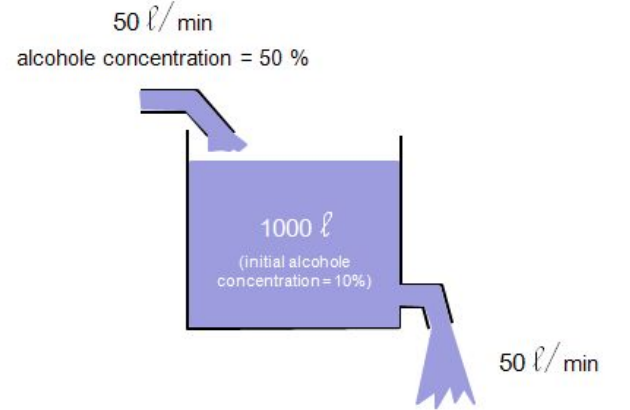
1. Newton's Law of Cooling
2. Mixing Problems
3. Motion

Newton's Law of Cooling

The rate of cooling of an object is proportional to the temperature difference between it and its surroundings

$$\frac{dT}{dt} = -k(T - T_0)$$

T: Object's temperature T_0 : Environment's temperature t: Time k: Cooling constant

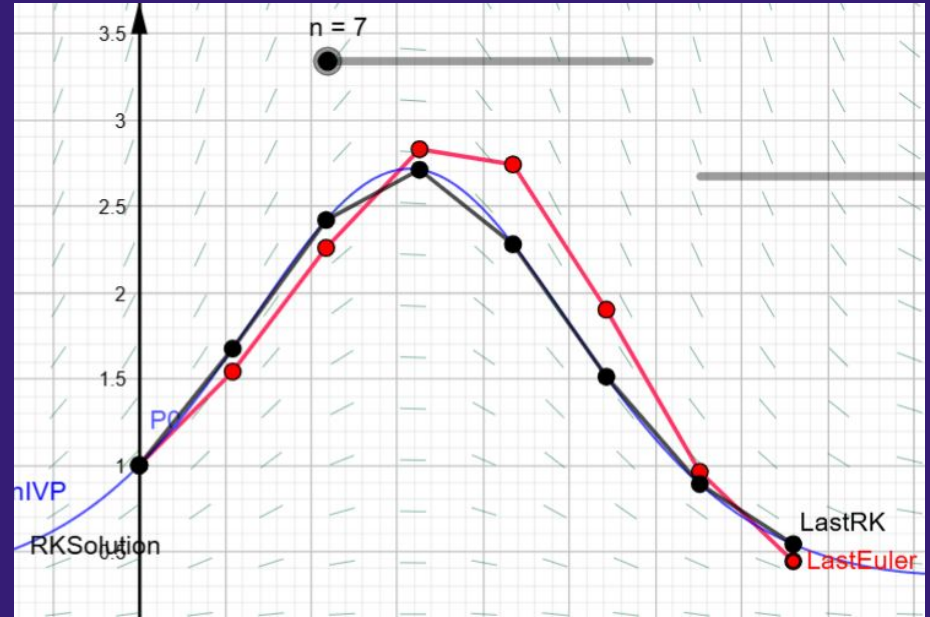


What is the amount of the alcohol in the tank after 10 mins ?

Differential Equations

Unit 3: Numerical Methods

1. Euler's Method
2. Runge-Kutta



Differential Equations

Unit 5: Laplace Transformation

1. Formula
2. Partial Fractions
3. Linearity

LAPLACE TRANSFORM FORMULA

$$F(s) = \int_0^{+\infty} f(t) \cdot e^{-s \cdot t} \cdot dt$$

Partial Fraction Decomposition

$$\frac{px + q}{(x-a)(x-b)} = \frac{A}{x-a} + \frac{B}{x-b}$$

$$\mathcal{L}\{\lambda f(t) + \lambda g(t)\} = \lambda \mathcal{L}\{f(t)\} + \lambda \mathcal{L}\{g(t)\}$$

NHS Mathematics Department

12 Approved Curriculums

Algebra Foundations Parts 1, 2 & 3

Algebra 1 & 2

Geometry

Precalculus

Calculus AB & BC

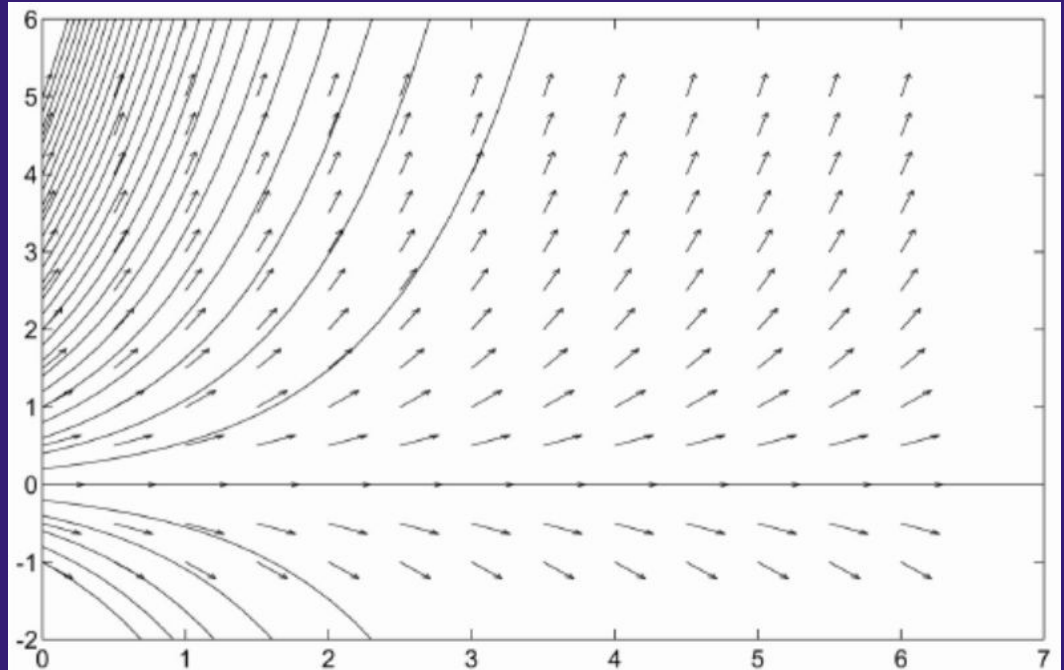
Statistics

College Math Topics

AP Computer Science A

Multivariable Calculus

Differential Equations



Eugene Hall
Newtown High School
Mathematics Department

Differential Equations

Agenda

1. Pathways to DE(Middle School to 12th Grade)
 2. Pure Math versus Applied Math Pathway
 3. Do we need to offer a class beyond Multivariable Calculus?
 4. Prerequisites for DE from area colleges
 5. Area HS that offer a class beyond Multivariable Calculus
 6. ECE Math Courses
 7. DE Curriculum highlights
-

Multivariable Calculus Pathway ONLY

7th Grade	Algebra 1
8th Grade	Algebra 2
9th Grade	Honors Geometry
10th Grade	Honors Precalculus BC
11th Grade	AP Calculus BC
12th Grade	Multivariable Calculus

Differential Equations Pathway ONLY

7th Grade	Algebra 1
8th Grade	Algebra 2
9th Grade	Honors Geometry
10th Grade	Honors Precalculus BC
11th Grade	AP Calculus BC
12th Grade	Multivariable Calculus

7th Grade	Algebra 1
8th Grade	Algebra 2
9th Grade	Honors Geometry
10th Grade	Honors Precalculus BC
11th Grade	AP Calculus BC
12th Grade	Differential Equations

Differential Equations and Multivariable Calculus

Pathway 1

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

Differential Equations and Multivariable Calculus

Pathway 2

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
12th Grade	Multivariable Calculus
11th Grade	Differential Equations

Differential Equations and Multivariable Calculus

Pathway 3

Test Out	Algebra 1
7th Grade	Algebra 2
8th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

7th Grade	Algebra 1
8th Grade	Algebra 2
Summer before 9th Grade	Geometry
9th Grade	Honors Precalculus BC
10th Grade	AP Calculus BC
11th Grade	Differential Equations
12th Grade	Multivariable Calculus

Test Out	Algebra 1
7th Grade	Algebra 2
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Differential Equations and Multivariable Calculus

Pathway 2

Test Out	Algebra 1
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12th Grade	Multivariable Calculus
11th Grade	Differential Equations

Multivariable Calculus or Differential Equations

School year	Number of students	12th Graders	11th Graders	Course Taught
2025-2026	8	4	4	DE
2024-2025	12	11	1	MV
2023-2024	8	8	0	DE
2022-2023	11	9	2	MV
2021-2022	9	9	0	MV
2020-2021	16	16	0	MV
2019-2020	18	18	0	MV
2018-2019	9	9	0	MV
2017-2018	5	3	2	MV
2016-2017	2	1	1	MV
2015-2016	10	10	0	MV
2014-2015	5	2	3	MV
2013-2014	7	7	0	MV
2012-2013	7	7	0	MV

Multivariable Calculus or Differential Equations

Pure Mathematics

Algebra 1

Algebra 2

Geometry

Honors Precalculus BC

AP Calculus BC

Multivariable Calculus

Differential Equations

Multivariable Calculus or Differential Equations

Pure Mathematics

Algebra 1

Algebra 2

Geometry

Honors Precalculus BC

AP Calculus BC

Multivariable Calculus

Differential Equations

Applied Mathematics:

AP Statistics

Computer Science

AP Computer Science A

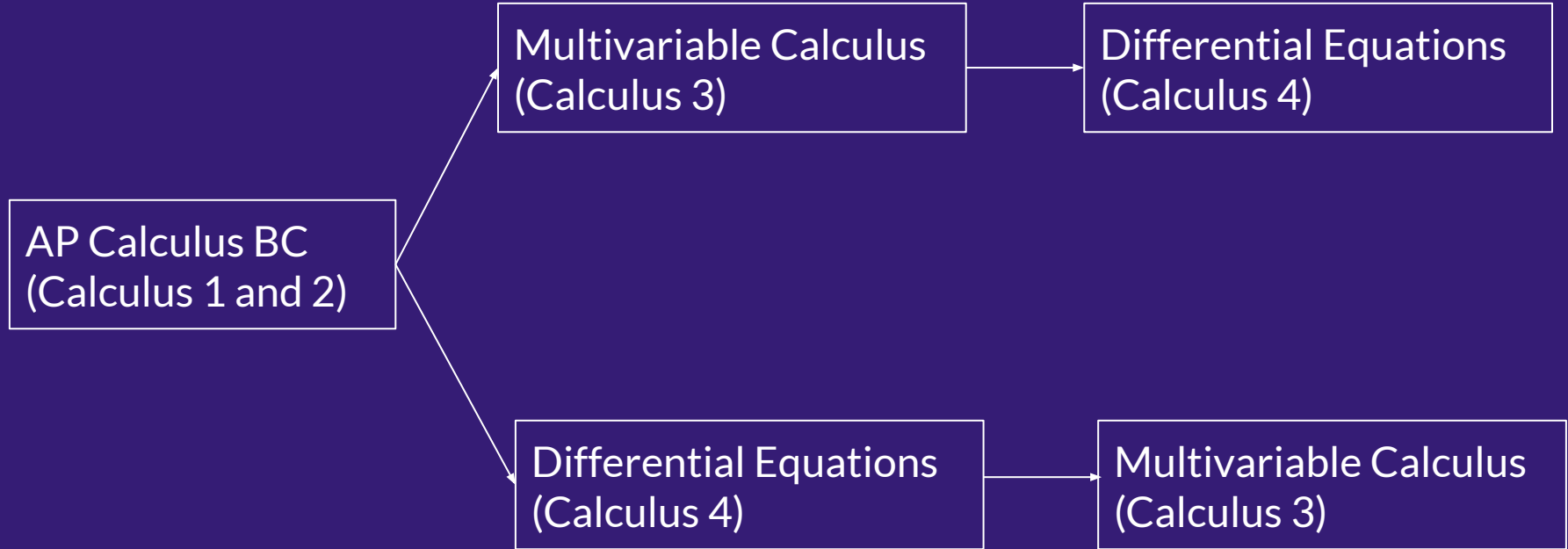
AP Computer Science

Principles

Game Design I and II

Honors Python I and II

Multivariable Calculus or Differential Equations



UConn Multivariable Calculus Prerequisites

Cell Biology

MATH 2110Q. Multivariable Calculus. (4 Credits)

Two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, line and surface integrals.

Enrollment Requirements: [MATH 1132Q](#) or MATH 1152Q or a score of 4 or 5 on the AP Calculus BC exam.

Recommended preparation: a grade of C- or better in [MATH 1132Q](#). May not be taken for credit after passing MATH

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MATH 1132Q. Calculus II. (4 Credits)

Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering.

Substitutes for MATH 1122Q as a requirement.

Enrollment Requirements: A qualifying score on the math placement assessment (placement.uconn.edu/mathematics-



ut of sequence after passing [MATH 2720](#), [3146](#), [3160](#), [3330](#), [3370](#), [3410](#),
oly; see advising.uconn.edu/repeat-policy.

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UConn Differential Equations Prerequisites

MATH 2410Q. Elementary Differential Equations. (3 Credits)

Introduction to ordinary differential equations and their applications, linear differential equations, systems of first order linear equations, numerical methods.

Enrollment Requirements: [MATH 1132Q](#), 1152Q, or 2142Q. Recommended preparation: A grade of C- or better in [MATH 1132Q](#); [MATH 2110Q](#) or [2120Q](#). Cannot be taken after [MATH 2144Q](#), 2420Q, [2720](#), [3146](#), [3150](#), [3410](#), 3412,



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Beyond AP Calculus BC

**Area schools that offer Multivariable
Calculus(Calculus 3)**

New Canaan HS

Darien HS

Greenwich HS

Staples HS(Westport)

Wilton HS

Beyond Multivariable Calculus

**Area schools that offer a course beyond
Multivariable Calculus(Calculus 3)**

Greenwich HS(Linear Algebra)

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ECE(Early College Experience)

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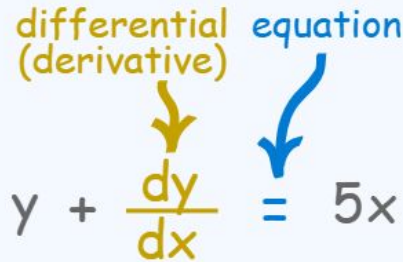
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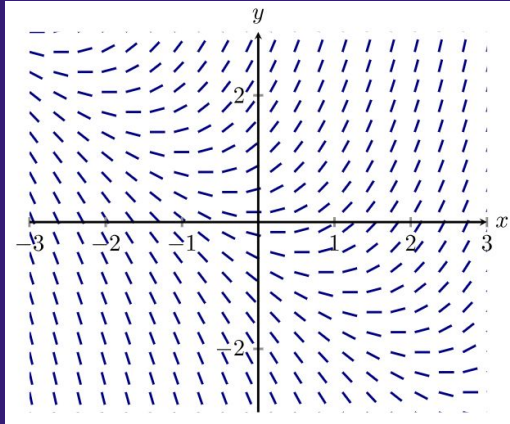
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Differential Equations

Unit 3: Applications of First Order Differential Equations

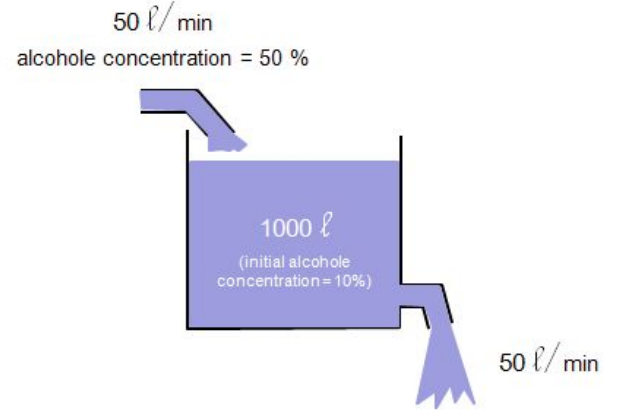
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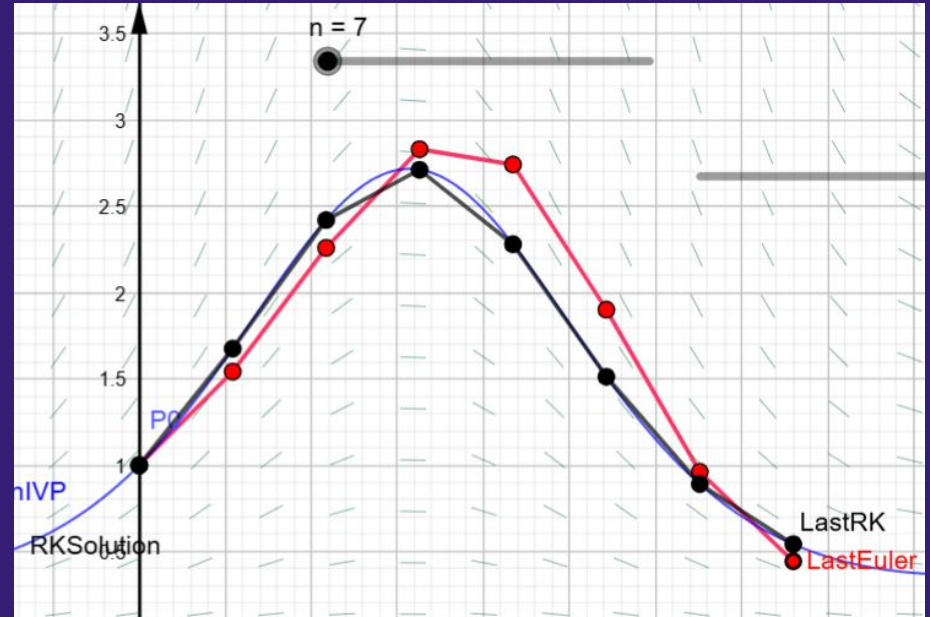


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NHS Mathematics Department

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Spanish 1 (BOE)

Michelle Steeves, NMS / Elizabeth Ward-Toller, NHS



Previous series update: Avancemos



- Has been the resource for NMS since 2009
- Outdated vocabulary (i.e. DVD player)
- Outdated cultural references (i.e. famous people, factual information)
- Random cultural notes (i.e. turtles)
- Outdated methods of assessing
 - Result: many teacher created materials that have strayed from a cohesive course; nearly impossible to find authentic, appropriate materials to support curriculum

What was our process?

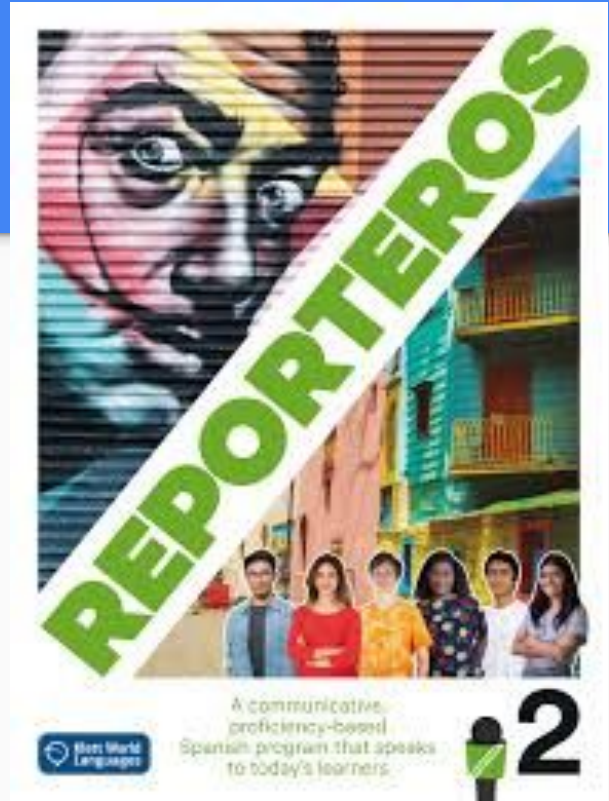
- Reviewed a number of series with all of the Spanish teachers giving input to ensure alignment / long term goals
- Considered and reviewed: Así Se Dice, Senderos, Encuentros, Descubre, Somos, Auténticos, Mapas, Entreculturas
- All teachers voted for their preferred series and Reporteros had the majority of votes from both NMS and NHS teachers

Overview of program. Why Reporteros?

- Goal of the series (and our departments) is production of language
- Project / proficiency based series and assessments
- Vocabulary that is directly useful/interesting to students
 - Spanish 1 examples: greetings, music, activities, pets, home, school, sports, clothes
- Culture intertwined with lessons and themes
- Workbooks and books are very student-focused and friendly: very visual for today's learners (including fake texts)
- Resources available online to teachers (book, videos, audios)

Why new textbooks?

- Reporteros is for today's learners with our goals of more natural, authentic language use. Old book is more of a traditional language approach.
- Old textbook and workbooks from Avancemos series are no longer in print.
- We no longer have access to teacher and student online materials as Avancemos website is no longer active.



Sample workbook with Spiderman

NAME _____ CLASS _____ DATE _____

MI animal favorito LECCIÓN 1

MI GRAMÁTICA

21 NOUN-ADJECTIVE AGREEMENT

★ Put a mark (✓) in the columns that apply.

	SINGULAR	PLURAL	MASCULINE	FEMINE
a. el gato	✓		✓	
b. la tortuga				
c. los perros				
d. el pez				
e. las cobayas				
f. el manatí				

22 NOUN-ADJECTIVE AGREEMENT

★★ Fill in the blanks with the correct endings for the adjectives.

- Me gustan mucho los perros porque son inteligentes y divertidos .
- La mascota de Marta es muy cariños . ¡Tiene un gato súper bonito !
- El manatí es un animal representativ de Puerto Rico.
- No me gustan los lagartos. Para mí, son fe y aburrid .
- El coquí es una rana pequeñ que solo existe en Puerto Rico.
- Las cobayas son muy nervios y muy divertid .



23 QUANTIFIERS (1 Y 2): MUY, MUCHO, UN POCO

★★ Underline the correct quantifier.

- Mi perro es muy / un poco inteligente. Se llama Rex y es un Labrador.
- Me gustan muy / mucho las tortugas. ¡En mi familia tenemos dos!
Son tranquilas y muy / un poco bonitas. También son mucho / un poco lentas.
- Me gusta muy / mucho hacer deporte. ¡Mi deporte favorito es el béisbol!
- Los elefantes son unos animales muy / mucho grandes.
- Me gusta muy / mucho la música latina: la salsa, el reguetón, etc.
- Mi lagarto es muy / mucho tranquilo, pero es mucho / un poco distante.

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UNIDAD 2

NAME _____ CLASS _____ DATE _____

¿Cómo es La Borinqueña? LECCIÓN 1

MI VOCABULARIO

24 LA PERSONALIDAD (1 Y 2)

★ Miles Morales is the new Spider-Man. Read the text about him. Describe Miles Morales and Ganke Lee's personalities.



Miles Morales es un muchacho de Brooklyn (Nueva York). Tiene trece años y es el nuevo Hombre Araña (Spider-Man).

Miles es un muchacho inteligente y trabajador. Habla inglés y también español porque su mamá es de Puerto Rico. Su papá es afroamericano. Es abierto y es muy creativo. Le gusta hacer graffitis y salir con sus amigos. Cuando Miles es Spider-Man, es muy ágil y rápido. También es muy valiente.

El mejor amigo de Miles es Ganke Lee. Es amable, simpático y leal.



UNIDAD 2

- Miles Morales es _____
- Ganke Lee es _____

25 LA PERSONALIDAD (2)

★ Choose the correct adjective for each sentence.

creativa abierta tímida trabajadora perezosa valiente

- No te gusta trabajar. Eres una persona perezosa.
- Tienes mucha imaginación. Eres una persona _____
- No eres tímido / tímida. Eres una persona _____
- No eres sociable. Eres una persona _____
- Te gusta mucho trabajar. Eres una persona _____
- No eres cobarde (coward). Eres una persona _____

26 LA PERSONALIDAD (1 Y 2)

★★ What is a good friend like? Complete the sentence.

Para mí, un buen amigo o una buena amiga es una persona _____

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Long term vision / plan

- Aligns with the ACTFL national standards
- AP aligned concepts (website document), in all levels, but specifically:
 - Spanish 1: Personal and public identities, contemporary life
 - Spanish 2: Families and communities, contemporary life
 - Spanish 3: Science and technology, global issues
 - Spanish 4: Beauty and aesthetics, all previous topics in depth

Current use of new series and feedback

- Reporteros is currently being used for the Spanish I course at NHS (2 sections)
- Teacher feedback. Highlights:
 - “embraces a communicative, task and production based model
 - “integrated cultural content...engage in relevant, real-world conversations”
 - “foundational grammar and vocabulary through authentic, and relatable content. Its naturalist design”
 - Student project sample



Samples of student assignments

Intro unit: weather report

Unit 1: communicative speaking

Unit 2: speaking 1 and 2

Unit 3: communicative speaking

Unit 4: speaking and writing

Unit 5: speaking

Unit 6: speaking

More projects and activities are readily available throughout the books.



Benefits of Reporteros



- User friendly interface for teachers with many updated resources
- Student friendly book and workbooks
- Interpersonal communication focused
- Aligned with standards
- Uses authentic materials

Questions?



A poster for the 'REPORTEROS 3' Spanish program. The word 'REPORTEROS' is written diagonally across the top in large, bold, purple letters. The background features a close-up of a young girl's face with colorful face paint and a scene of a town square. At the bottom, a group of six diverse students is shown. The number '3' is prominently displayed in the bottom right corner, next to a microphone icon. The 'Start World Languages' logo is in the bottom left.

Start World Languages

A communicative, proficiency-based Spanish program that speaks to today's learners.

3



A poster for the 'REPORTEROS 4' Spanish program. The word 'REPORTEROS' is written diagonally across the top in large, bold, yellow letters. The background features a close-up of a man's face with colorful face paint and a scene of a town square. At the bottom, a group of six diverse students is shown. The number '4' is prominently displayed in the bottom right corner, next to a microphone icon. The 'Start World Languages' logo is in the bottom left.

Start World Languages

A communicative, proficiency-based Spanish program that speaks to today's learners.

4

Note: Pursuant to Connecticut General Statutes Section 10-222cc, for the school year commencing July 1, 2025 and each school year thereafter, each local and regional board of education must adopt and implement the Connecticut School Climate Policy that was developed and approved by the Connecticut Association of Boards of Education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative.

As such, boards of education are advised to adopt such policy by July 1, 2025. When adopting this policy, boards of education are further advised to repeal their existing Bullying Prevention and Intervention Policy, which will effectively be replaced by the Connecticut School Climate Policy.

On and after the earlier of July 1, 2025 and/or once the Board of Education adopts the Connecticut School Climate Policy, such Board will be subject to the provisions of Connecticut General Statutes Sections 10-222aa through 10-222ii and will no longer be subject to Connecticut General Statutes Sections 10-222d, 10-222g, 10-222h, 10-222i, 10-222k, and 10-222p, which are the provisions of the general statutes related to the state’s former framework regarding bullying prevention and intervention and the implementation of safe school climate plans.

Policy 5131 Bullying Prevention and Intervention and Administrative Regulations Regarding Safe School Climate Plan should be repealed or rescinded at the time this policy is adopted.

**Series 5000
Students**

5137

CONNECTICUT SCHOOL CLIMATE POLICY AND ADMINISTRATIVE REGULATIONS

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Newtown Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.
3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and

their families, members of the local or regional board of education, volunteers at a school and school employees.

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve

as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10- 145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate

specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist; a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
2. a demographically representative group of students enrolled at the school, as developmentally appropriate;
3. families of students enrolled at the school; and
4. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and

update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community² has a shared vision and plan for promoting and sustaining a positive school climate³ that focuses on prevention, identification, and response to all challenging behavior⁴.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and a restorative school environment focused on

overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

² School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

³ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁴ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Approved:
Revised:

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here for any **student** who would like to submit anonymously.

I am a: Student, Parent and/or Guardian or School

Employee Email: _____

Phone Number: _____

Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | | |
|--|--|--------------------------|
| <input type="checkbox"/> On school property | <input type="checkbox"/> On a school bus | <input type="checkbox"/> |
| <input type="checkbox"/> At a school-sponsored activity or off school property | <input type="checkbox"/> On the way to/from school | <input type="checkbox"/> |
| <input type="checkbox"/> Electronic communication, internet, and social media | <input type="checkbox"/> Outside of school | <input type="checkbox"/> |
| | <input type="checkbox"/> Other | <input type="checkbox"/> |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | | |
|--|---|--------------------------|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks | <input type="checkbox"/> |
| <input type="checkbox"/> Spreading rumors or gossip | <input type="checkbox"/> Getting another person to do any of the behaviors listed above | <input type="checkbox"/> |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) | <input type="checkbox"/> |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this “Investigation Form” but will be provided with a copy of the “Response Process(es) Notification Form” after an assessment is completed.

Date “Challenging Behavior Reporting Form” received: _____

Today’s Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES NO

Was this a verified act of bullying? YES NO

Was this investigated as cyberbullying? YES NO Was

this a verified act of cyberbullying? YES NO Was this

investigated as teen dating violence? YES NO Was this

verified teen dating violence? YES or NO Was this

investigated as an assault? YES NO

Was this a verified assault? YES or NO

Was this investigated as an act of physical violence? YES
NO

Was this a verified act of physical violence? YES or NO

Was this investigated as a protected class violation/harassment? YES NO

Was this a verified protected class violation/harassment? YES NO

Was this investigated as a Title IX violation? YES NO

Was this a verified Title IX violation? YES or NO

Was this a verified act of challenging behavior not listed above? YES NO

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Form 2
(continued)

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information

concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Note: Pursuant to Connecticut General Statutes Section 10-222cc, for the school year commencing July 1, 2025 and each school year thereafter, each local and regional board of education must adopt and implement the Connecticut School Climate Policy that was developed and approved by the Connecticut Association of Boards of Education (“CABE”) and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”). The Connecticut School Climate Policy addresses some, but not all, elements of the statutes concerning challenging behavior, bullying, and school climate, such as the operational requirements related to implementation of these statutes. To assist the administration in complying with these requirements, Shipman and Goodwin has developed the following model Administrative Regulations Regarding Connecticut School Climate Policy. It is important to note that these regulations are not required by statute. In addition, these regulations refer to the Challenging Behavior Reporting Form, Investigation Form, and Response Process(es) Notification Form that were developed by CABE, approved by the Collaborative, and accompany the Connecticut School Climate Policy. While school districts must have and publicize a complaint form for purposes of reporting alleged challenging behavior and/or alleged bullying incidents, these particular forms are not required and may be adapted and/or customized. However, please note that the firm has not developed alternatives to these forms, and these model Administrative Regulations Regarding Connecticut School Climate Policy assume that school districts are using them.

**Series 5000
Students**

5137 R

ADMINISTRATIVE REGULATIONS REGARDING CONNECTICUT SCHOOL CLIMATE POLICY

The Newtown Board of Education (the “Board”) has adopted the Connecticut School Climate Policy in accordance with Connecticut General Statutes Section 10-222cc. The purpose of these Administrative Regulations Regarding Connecticut School Climate Policy is to outline additional requirements under Connecticut General Statutes Sections 10-222aa *et seq.* regarding the reporting of, assessment of, and responses to challenging behavior and bullying, as well as certain related requirements.

I. Definitions

- A. “School Climate Specialist” means the principal of each school, or a school employee who holds professional certification pursuant to Connecticut General Statutes Section 10-145, who is trained in school climate improvement or restorative practices, and is designated as the School Climate Specialist by the school principal. The School Climate Specialist is responsible for (1) leading in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment, (2) implementing evidence and research-based interventions, including, but not limited to, restorative practices, (3) scheduling meetings for and leading the school climate committee, as described in Connecticut General Statutes Section 10-222ff, and (4) leading the

implementation of the school climate improvement plan, developed pursuant to Connecticut General Statutes Section 10-222hh.

- B. “School employee” means (1) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by the Board, or (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with the Board.
- C. “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- D. “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
- E. “Challenging Behavior Reporting Form” (referenced as the “uniform bullying complaint form” in Connecticut General Statutes Section 10-222bb) means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such form must be included on the Board’s web site and in each of the Board’s student handbooks, and the School Climate Committee must annually provide notice of such form to the school community.
- F. “Investigation Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed by the School Climate Specialist within a reasonable amount of time after receiving a report of an alleged challenging behavior and/or alleged bullying incident.
- G. “Response Process(es) Notification Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed and submitted by the School Climate Specialist to the student(s), parent(s) or guardian(s), and/or school employee(s) who submitted the Challenging Behavior Reporting Form within three (3) school days after an assessment has been finalized and submitted.
- H. “Tiered responses” are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged. Particular tiered responses are required when a student engages in behavior that (1) requires temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury, (2) indicates credible intention to cause bodily harm to self or others, or (3) results in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional. Such tiered responses must include, at a minimum, the responses described in Section V of these Administrative Regulations.

- I. “Student discipline”, for purposes of these Administrative Regulations, means removal from the classroom, suspension, or expulsion, as authorized by the Board’s student discipline policy.
- J. “Removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

II. Reporting Challenging Behavior or Bullying

- A. School employees shall notify the School Climate Specialist or designee of any alleged challenging behavior or alleged bullying incident that results in student discipline (i.e., removal from the classroom, suspension, or expulsion).
- B. Students, parents or guardians of students enrolled in the school, and school employees (“Reporters”) may file a written report of any alleged challenging behavior or alleged bullying incident using the Challenging Behavior Reporting Form. Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with these Administrative Regulations.
- C. Reporters may complete the Challenging Behavior Reporting Form electronically or in hard copy, or they may meet with the School Climate Specialist for assistance in completing the Challenging Behavior Reporting Form.
- D. Written reports of alleged challenging behavior and/or alleged bullying shall be reasonably specific as to the basis for the report, including the date and place of the alleged conduct, a description of what happened, and the names of potential witnesses.
- E. Within three (3) school days, the School Climate Specialist or designee will provide the Reporter with confirmation of receipt of the Challenging Behavior Reporting Form.

III. Assessing Challenging Behavior and Bullying

The School Climate Specialist or other designated administrator shall assess the facts, severity, and intentionality of the alleged challenging behavior or alleged bullying incident in accordance with the following process:

- A. The School Climate Specialist or other designated administrator shall review the information reported in the Challenging Behavior Reporting Form.
- B. The School Climate Specialist or other designated administrator shall assess the factual basis of the report, as well as the severity and intentionality of any actions that may have occurred.
- C. In conducting such assessment, the School Climate Specialist or other designated administrator shall:
 - 1. Consult with individuals reasonably believed to have relevant information, including the Reporter, the individuals identified as having been affected by the behavior, and witnesses to the behavior, as appropriate;

2. Review any relevant materials (e.g., records, statements, documents, videos);
 3. Consider whether the conduct also should be addressed pursuant to any other Board policies or District regulations, such as those related to protected class discrimination or harassment; and
 4. Maintain confidentiality to the extent practicable throughout the assessment process, in accordance with state and federal law.
- D. When conducting the assessment, the School Climate Specialist or other designated administrator shall complete the Investigation Form.
- E. Within a reasonable amount of time, the School Climate Specialist or other designated administrator will determine what responses, if any, should be or have already been taken to address the behavior and/or prevent future instances of such behavior.
- F. Within three (3) school days after an assessment has been completed, the School Climate Specialist or other designated administrator shall (a) complete the Response Process(es) Notification Form, describing the steps taken to address and prevent future instances of challenging behavior or bullying and keeping in mind the District's obligations regarding student confidentiality, and (b) provide the Response Process(es) Notification Form to the Reporter who completed the Challenging Behavior Reporting Form.

IV. Challenging Behavior or Bullying That Results in Student Discipline

- A. **Removal.** If a teacher removes a student from the classroom because the student has deliberately caused a serious disruption of the educational process, the teacher shall: (1) send the student to the office or, if known, the designated area indicated in the student's intervention plan and (2) immediately inform the building principal or designee of the name of the student who was removed and the reason for the removal.
1. While the student has been removed to a designated area, the student may receive supports that include, but are not limited to: intervention from a school employee trained to provide such intervention, therapeutic resources, available mental health supports, instructional materials and technology or other resources to address the temporary needs of such student.
 2. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class. Additional procedures governing behavior that causes a serious disruption; self-harm; and/or physical harm to teacher, another student, or other school employee shall be implemented in accordance with applicable law. Specifically:
 - a. The notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

- b. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the Multi-Tiered System of Support (MTSS Team) for the school, the parent or guardian must be notified that such meeting will occur.
 - c. If a behavior intervention meeting occurs, the MTSS Team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.
- A. ***Discipline.*** The District shall address incidents of challenging behavior or bullying that violate the Board’s Student Discipline policy in accordance with such policy and any school rules, student handbook, or code of conduct provisions regarding the same. Disciplinary action may be necessary for violations of other applicable Board policies or District regulations, such as those related to protected class discrimination or harassment and/or Title IX.

V. Challenging Behavior or Bullying That Requires Temporarily Clearing a Classroom or Students, a Credible Intention to Cause Bodily Harm, or Results in Certain Levels of Injury – Tiered Responses

- A. The school shall implement tiered responses, based on level of impact or frequency of occurrence, to incidents of challenging behavior or bullying that:
- 1. Require temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury;
 - 2. Indicate credible intention to cause bodily harm to self or others; or
 - 3. Result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional.
- B. Such tiered responses shall include, but need not be limited to, the following:
- 1. For a single incident, the school principal shall notify the parents or guardians of each student involved in such incident in a manner that complies with the requirements of the Family Educational Rights and Privacy Act (“FERPA”) and relevant Board policy.
 - 2. For a subsequent incident, the school principal shall invite the parents or guardians of each student involved in such incident to a meeting, either in person at the school or virtually, to discuss the specific supports or interventions that are applicable to such student, including, but not limited to, restorative practices.
 - 3. For multiple subsequent incidents or a single incident that causes severe harm, the school principal shall provide notice to the parents or guardians of each student involved in such incident of other resources for supports and interventions, including, but not limited to, the 2-1-1 Infoline program, services or programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis intervention.

- C. For incidents of challenging behavior or bullying that are subject to tiered responses pursuant to this section:
 - 1. Not later than two school days after the date such incident occurred, there shall be a meeting between an administrator and the school employee (if any) who witnessed such incident. The purpose of the meeting shall be to determine the supports and interventions required to address the needs of students and school employees, provided the supports and interventions for any student who receives special education shall be determined by the planning and placement team (“PPT”) for such student, and notice of such incident shall be submitted to the PPT not later than two school days after the date such incident occurred for consideration at a PPT to be scheduled in accordance with the Individuals with Disabilities Education Act. For a student who is eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”), notice of the incident shall also be provided to the student’s Section 504 team.
 - 2. Any teacher of record in the classroom may request a behavior intervention meeting with the MTSS Team for the school. Such a request should be submitted to the building principal.
- D. The District prohibits discrimination or retaliation against any person who reports or assists in the investigation of an incident of challenging behavior or bullying that is subject to a tiered response.

VI. Students with Disabilities

- A. The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply such student's individualized education program or Section 504 plan and applicable law.

VII. Reports to Board of Education

- A. The Superintendent of Schools shall submit, at least annually, to the Board a report concerning:
 - 1. the number of incidents of challenging behavior or bullying that require temporarily clearing a classroom of students, a credible intention to cause bodily harm, or result in certain levels of injury, as described in Section V of these regulations, that occurred during the prior year;
 - 2. the grade level of each student involved in such incidents; and
 - 3. the supports, services, or interventions provided in response to such incidents to address the needs of students and school employees.
- B. Such report shall be produced in a manner that does not result in the disclosure of data identifiable to individual students in accordance with FERPA and the Connecticut State Department of Education’s data suppression guidelines.

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222bb

Conn. Gen. Stat. § 10-222cc

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222ee

Conn. Gen. Stat. § 10-222ff

Conn. Gen. Stat. § 10-222gg

Conn. Gen. Stat. § 10-222hh

Conn. Gen. Stat. § 10-222ii

Conn. Gen. Stat. § 10-233a

Conn. Gen. Stat. § 10-233b

Conn. Gen. Stat. § 10-233c

Conn. Gen. Stat. § 10-233d

Conn. Gen. Stat. § 10-233e

Conn. Gen. Stat. § 10-236c

Administrative Regulations Adopted:

Note: This policy is not required however, it has been revised to reflect the discussion at the last policy meeting.

**Series 3000
Business**

3434

Annual Audit

An **annual** audit of all accounts of the school system shall be conducted by an independent, **certified** public accountant selected by the Legislative Council, **with recommendation from the Board of Finance.**

The audit shall include all funds of the school system, including appropriated budget funds, student activity funds, cafeteria funds and accounts, and all other funds under the control or jurisdiction of the Board of Education. The audit shall identify all expenditures by source of funds and shall contain:

1. A statement that the audit was conducted pursuant to standards and procedures approved by the State of Connecticut; and
2. A summary of audit exceptions and management recommendations.

The independent, certified public accountant is expected to conduct an “exit interview” with the Director of Business, and, if necessary, the Superintendent or designee.

The completed annual audit report shall be formally presented to the Board of Education at a regularly scheduled public meeting for the Board’s review.

If necessary, the Superintendent shall prepare and present a corrective action plan, including periodic updates if warranted, no later than sixty (60) days after receipt of the audit report.

Legal Reference: Conn. Gen. Stat. § 7-392.

Approved:

Revised:

NEWTOWN PUBLIC SCHOOLS, Newtown, CT