



Newtown Public Schools

BOE C&I Sub Committee Meeting
December 16, 2025

BOE Conference Room 1
Municipal Building
3 Primrose Street
Newtown, CT 06470
5:30 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. **CALL TO ORDER**
2. **PUBLIC PARTICIPATION**
3. **APPROVAL OF MINUTES**
4. **NEW BUSINESS**
 - A. Update on dual credit enrollment at Newtown High School
 - B. Summary report from Dean of Students at Newtown High School
5. **PUBLIC PARTICIPATION**
6. **ADJOURNMENT**

**BOE C&I Sub Committee Meeting
October 21, 2025**

**BOE Conference Room
3 Primrose Street
Newtown, CT 06470**

MINUTES

In attendance:

Frank Purcaro, Assistant Superintendent

Chris Gilson, C&I Chair

John Vouros, Board Member

Sarah Connell, Clerk

No Public

1. CALL TO ORDER

- a. Mr. Gilson called the meeting to order at 5:33 pm.

2. PUBLIC PARTICIPATION

- a. None

3. APPROVAL OF MINUTES

MOTION: *Mr. Vouros moved to approve the minutes of September 16, 2025. Mr. Gilson seconded. Motion passes unanimously.*

4. NEW BUSINESS

- a. Discussion and Possible Action on the following Newtown High School curricula
 - i. Anatomy and Physiology
 1. Tara Allegretto presented her course (attached to the minutes) to the committee.
 2. She stated that she started teaching this course in 2021 and the goals have always been to get a general understanding of the human body and major body systems. There is a lab component to this course. The Honors course has a lab period and the CP does not.
 3. The prerequisites for the honors course is a successful completion of honors chemistry and CP will require two prior lab sciences like biology or earth science.
 4. The committee asked the demographics of the course and Ms. Allegretto replied that it is primarily senior students and predominantly female enrollment.
 5. The highlights of this course are dissections, labs and case studies. She also highlighted the creative projects.

- a. Mr. Gilson emphasized how important it is for the students to feel comfortable drawing and applauded Ms. Allegretto for incorporating that into her lessons.
- ii. Writing Theory and Practice
 1. Rick Lye presented his course (attached to the minutes) to the committee.
 2. Mr. Lye reported that this course was established in 2012 and is now the largest secondary school writing center in Connecticut. There are currently 1000+ writing conferences per year.
 3. This course is a Uconn ECE credit course that aligns with Uconn's curriculum and standards.
 4. Mr. Lye focuses on listening skills, effective questioning and avoiding "fixing" student writing but instead fostering writer development.
 5. The units that are covered are tutor methodology and ethics, analytical and creative writing, college essay guidance and writing across disciplines.
 6. The committee commended the authentic peer to peer model and college readiness benefits. They also discussed possible expansion to the middle school and can have further discussions about that possibility in the future.

1. PUBLIC PARTICIPATION

- a. None

2. ADJOURN

- a. Mr. Vouros moved to adjourn the meeting. Mr. Gilson seconded. Motion passes unanimously.

The meeting was adjourned at 6:55 pm.

Anatomy and Physiology

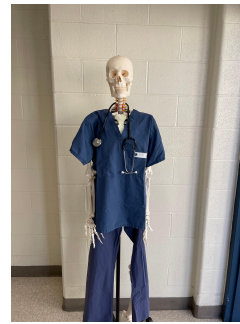
Facilitator- Tara Allegretto



Anatomy and Physiology

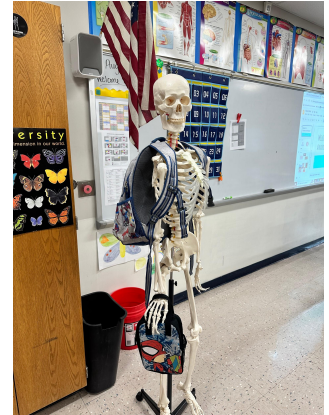
Goals:

- Understand the basic organization of the human body and major body systems.
- Identify key structures and describe general functions of organs and tissues.
- Recognize the importance of homeostasis and its role in health.
- Apply learned concepts to everyday examples of human health and wellness.
- Conduct guided and inquiry based labs to explore anatomical models and basic dissections.
- Work cooperatively in lab groups and communicate findings clearly.
- Collaborate as scientific peers, present detailed analyses, and support claims with evidence from research or experimentation.
- Employ self-directed learning strategies, manage rigorous content independently, and reflect critically on study effectiveness.



CP Level vs. Honors Level

- The body systems covered and the general content is the same.
- Honors has a lab section which affords more time to dive deeper into the chemistry related to the “physiology”. The honors section has “success in honors chemistry” as a prerequisite, which allows them to incorporate more of their chemistry background knowledge.
- Students taking the honors section generally have goals to pursue upper level science courses in college and careers in the medical field, therefore assessments at that level resemble college level exam expectations.
- CP level is still considered rigorous. Students pursuing nursing leave well prepared for what to expect at the next level.
- Both Honors and CP do the same labs. Non-lab sections have those labs divided up over multiple days when necessary.



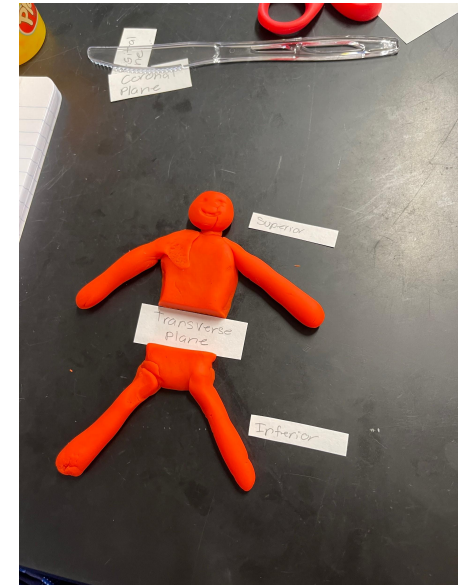
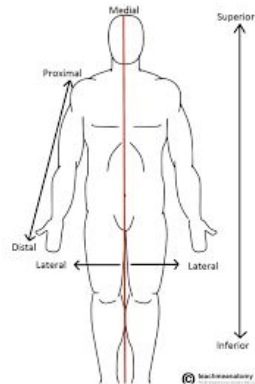
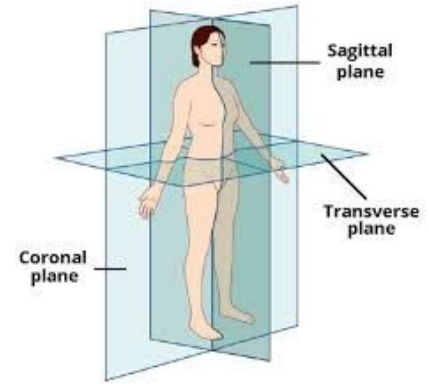
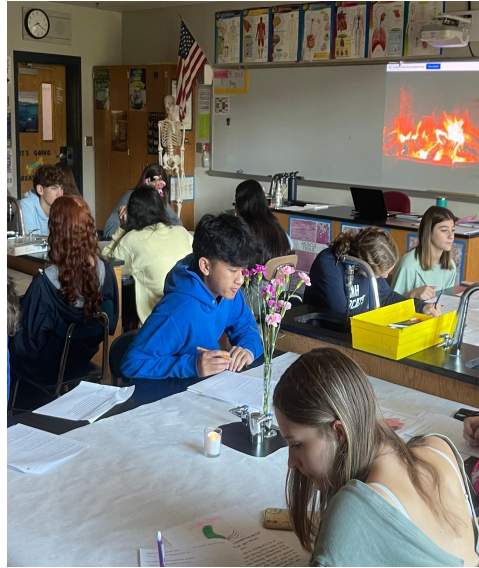
Introduction to the Human Body

Purpose: The purpose of this unit is to review important biological concepts relevant to anatomy and physiology and to introduce essential anatomical terms and concepts that spiral throughout the course.

Lens: Structure and Function

Concepts: Homeostasis, Hierarchy, Organization, Position, Regions, Complementarity.

Activities: Sheep Brain Dissection (Directional Terms and Body Planes), “Mini-me” Model Activity (Body Cavities), Organelle Speed Dating



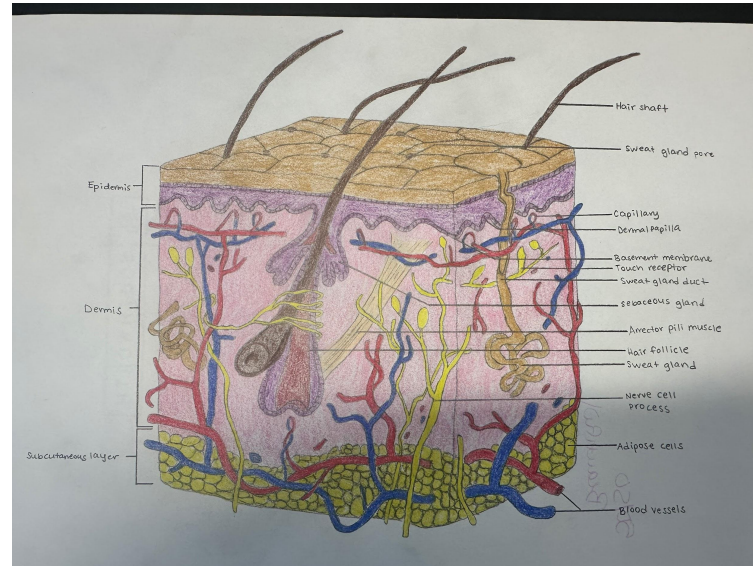
Integumentary System

Purpose: The purpose of this unit is to show how the various components of skin work to allow skin to carry out its many functions.

Lens: Structure and Function

Concepts: Complementarity of Structure and Function, Identification, Protection, Homeostasis, Wounds and Burns

Activities: Plate Drawings, The Biology of Skin Color Activity, Sunscreen Inquiry Lab, Pig Foot Dissection



Skeletal System

Purpose: The purpose of this unit is to discuss how the structure of the skeletal system, both at the microscopic and macroscopic level, allows it to carry out its many functions. This unit also addresses types of movements the skeletal system allows and the joint structure determines the types of movements allowed.

Lens: Structure and Function

Concepts: Complementarity of Structure and Function, Homeostasis, Movement, Organization, Hormones, Fracture, Healing, Identification

Activities: Yoga Joint Analysis, Movement Video Project, Plate Drawings, Bone Classification Activity, Bone Labeling Relay Race Review



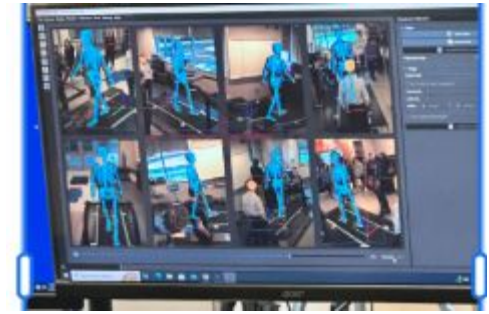
Muscular System

Purpose: The purpose of this unit is to demonstrate how the structure of muscle allows for it to carry out its many roles in the body and to review the physiology of muscle contraction.

Lens: Structure and Function

Concepts: Complementarity of Structure and Function, Homeostasis, Movement, Organization, Contraction, Identification

Activities: Muscle Fatigue Lab, Plate Drawings, Rigor Mortis Assignment, Field Trip to CHAMP Center at SCSU



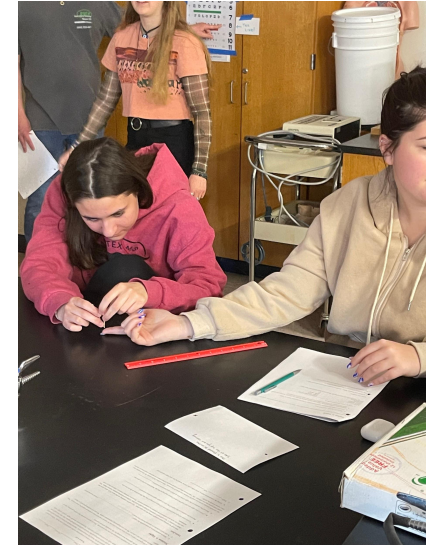
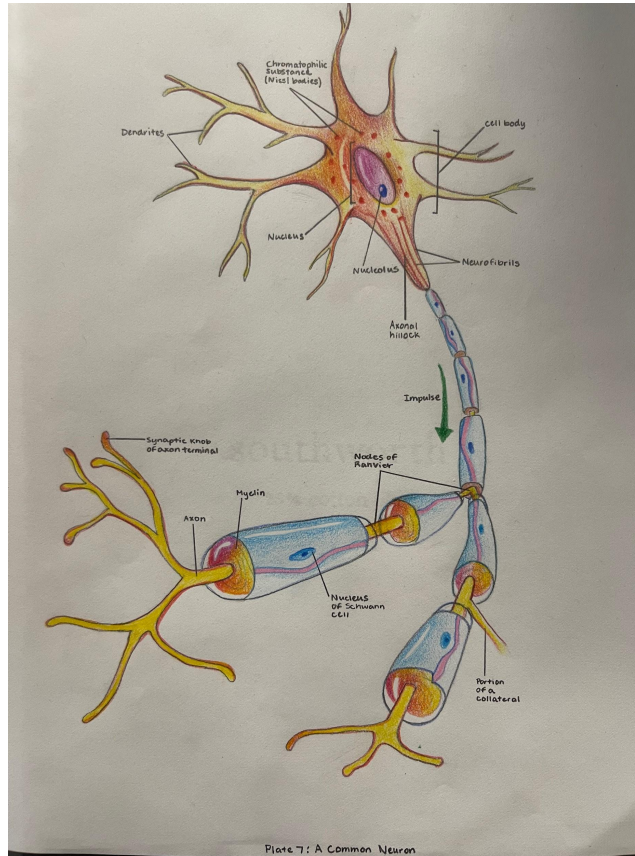
The Nervous System

Purpose: The purpose of the unit is to show how the parts of the nervous system work together to manage the functions of the body.

Lens: Structure and Function

Concepts: Complementarity of Structure and Function, Homeostasis, Stimulus Response, Transmission, Classification, Interdependence

Activities: Action Potential Inquiry Activity, Senses Lab



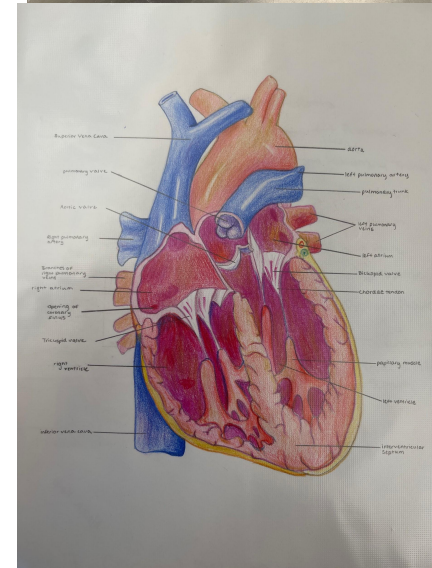
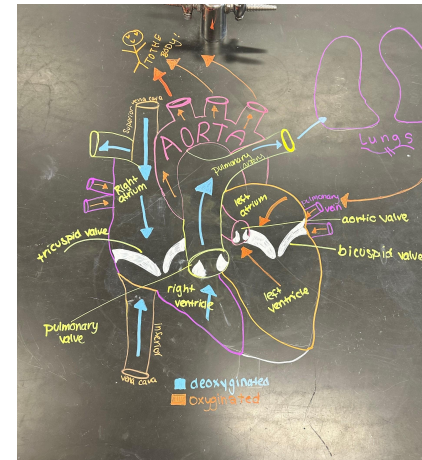
Transport- Cardiovascular and Respiratory System

Purpose: The purpose of this unit is for students to understand the respiratory and circulatory systems. This includes the pathway of oxygen and carbon dioxide flow through the respiratory and circulatory systems. It also includes how the heart functions to pump blood to deliver oxygen to tissues and remove carbon dioxide from the body.

Lens: Structure and Function

Concepts: Complementarity of Structure and Function, Homeostasis, Transport, Interdependence

Activities: Plate Drawings and Table Graffiti, Lung Capacity Lab, Heart Dissection, Healthy v. Smokers Lung Demo



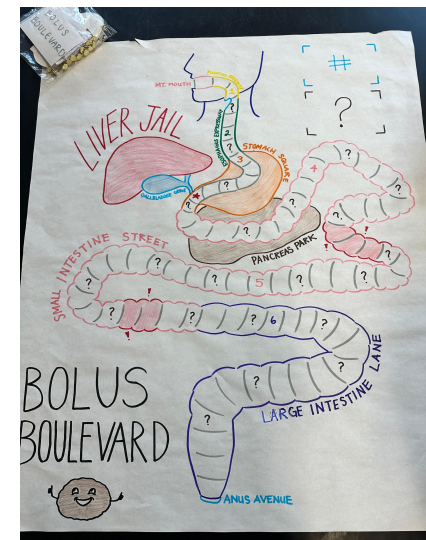
Absorption and Excretion (Digestive and Urinary Systems)

Purpose: The purpose of this unit is for students to develop an understanding of how the body effectively and efficiently absorbs nutrients and excretes wastes from the foods they eat to acquire necessary raw materials for maintaining homeostasis.

Lens: Structure and Function

Concepts: Complementarity of Structure and Function, Homeostasis, Digestion, Excretion, Filtration, Interdependence

Activities: Plate Drawings and Chalk Models, The “Poop Scoop”, Fetal Pig Dissection, Digestive System Board Games



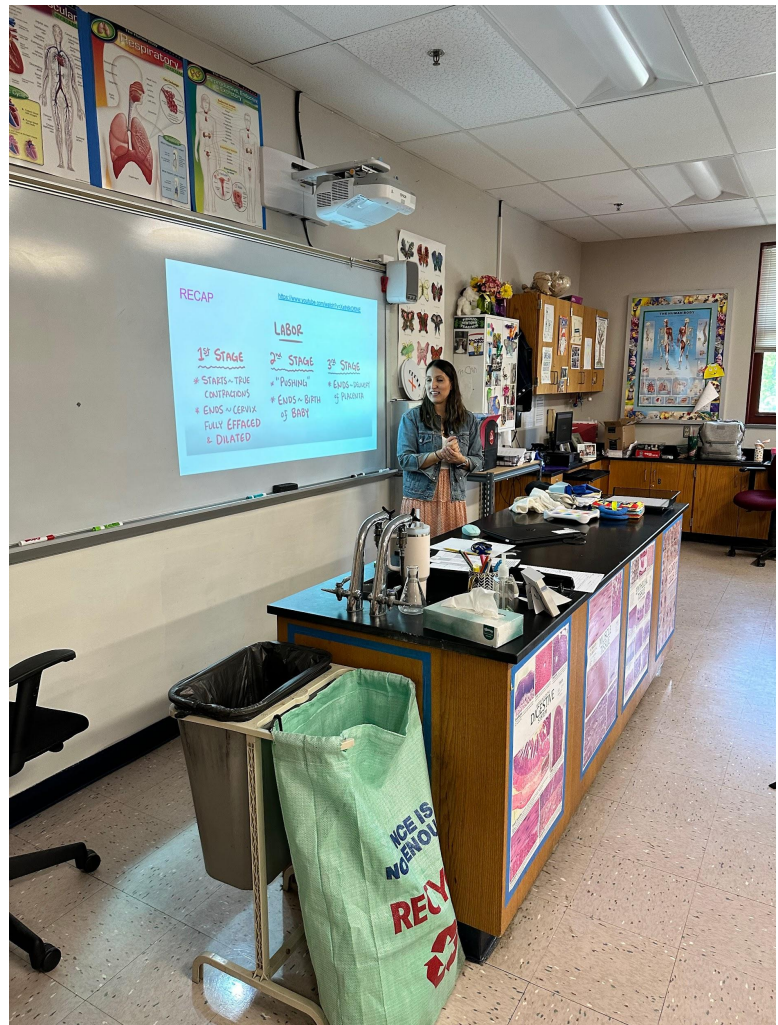
Reproduction and Fetal Development

Purpose: The purpose of this unit is for students to follow fetal development, from conception to birth, and to explore how and what kinds of complications could potentially impact mother and baby.

Lens: Growth and Development

Concepts: Complementarity of Structure and Function, Fertilization, Cell Division, Differentiation, Labor, Complications

Activities: Pregnancy and Developmental Complications Assignment, DELIVERY DAY!



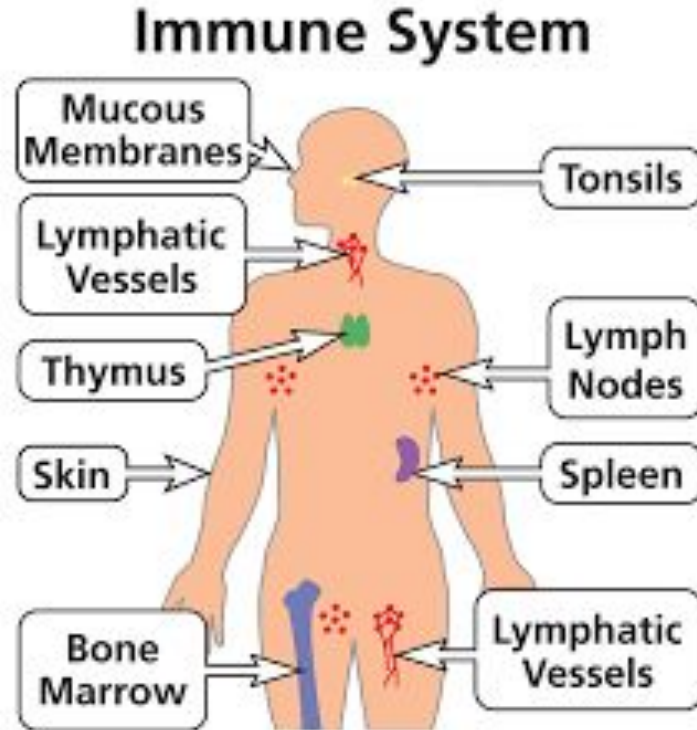
The Immune and Lymphatic Systems

Purpose: The goal of this unit is for all students to understand how various tissues and cell types are involved in protection and the maintenance of homeostasis.

Lens: Protection

Concepts: Complementarity of Structure and Function, Homeostasis, Immunity, Disease, Vaccination

Activities: Case Studies (**A Bad Cold** and **A Bad Burn**)

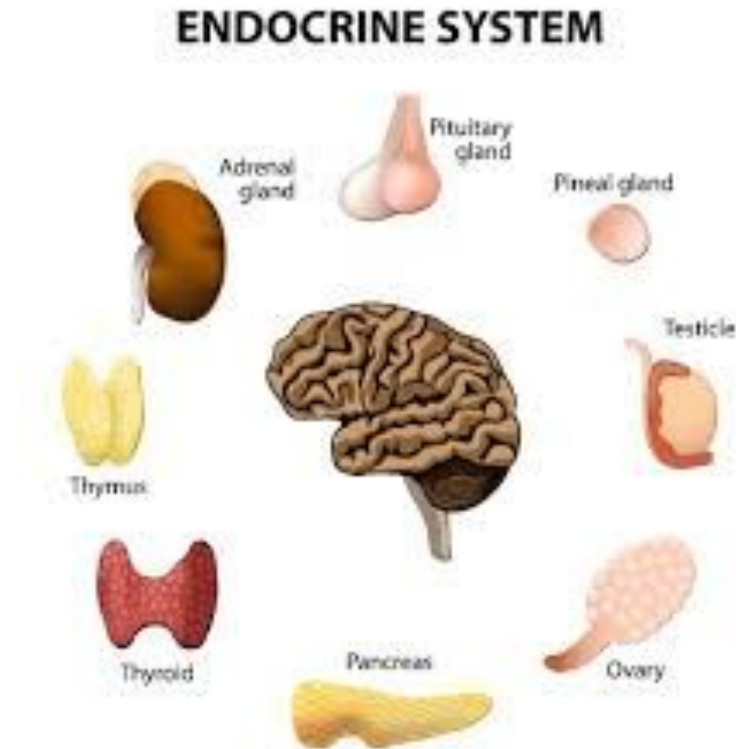


The Endocrine System

Purpose: The goal of this unit is for students to gain an understanding of how structure of hormone dictates their function and how every body system depends on hormonal regulation.

Lens: Structure and Function/Interdependence

Concepts: Complementarity of Structure and Function, Homeostasis, Stimulus and Response, Hormones



UConn Writing Center Theory and Practice

C & I Subcommittee- Oct. 21- Rick Lye

Writing Center Background

- Newtown High School has had a writing center since 2010
- Over the last 15+ years, it has grown into the largest student-centered secondary school writing center in the state.
- On average, we conduct more than 1,000 conferences per year

Writing Center Theory and Practice Background

- We started the class over a decade ago to train our writing center tutors.
- It is a class in two parts:
 - The training
 - The tutoring
- It was initially based on the class taught at UCONN
- Last year, it became an ECE class at Newtown High School

Curriculum Work Goals

- Better align our curriculum with the work and expectations at the University of Connecticut Writing Center
- Incorporate current scholarship on high school writing centers nationwide
- Create a framework that allowed us to work with the types of writing we see vs. the types of writing a college-based center would see

Unit 1- Tutoring

Conceptual Lens: Tutoring

Concepts: Writing, conversations, anticipation, needs, reflection, sessions, tutor, writer

Summative Assessment: Tutoring sessions with outside classes

Unit 2- Effective Writing

Conceptual Lens: Writing

Concepts: Tutors, rubrics, college essay, argument, feedback, thesis

Summative Assessment: College Essay

Unit 3- Writing Across Disciplines

Conceptual Lens: Interdisciplinary Writing

Concepts: Students, disciplines, tutoring, college

Summative Assessment: Final Project on Writing Across Disciplines