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To make a public comment, the call in number is

(US) +1 662-482-2456 PIN: 827 434 116#

Regular BOE Agenda
February 18, 2026

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

As stewards of Newtown Public Schools, we commit to conducting ourselves with honesty, integrity, and respect. Guided by Newtown's Core Values and the Portrait of a Graduate, we will strive to prepare every student to think critically and innovate with curiosity; adapt, persevere, and pursue goals with strategic focus; act with compassion, collaborate across differences, and communicate with clarity. We hold ourselves to the same attributes we seek to instill in our students, embodying them in our work together.

AGENDA

1. PLEDGE OF ALLEGIANCE
2. CONSENT AGENDA
 - A. Minutes from 2/3/2026
 - B. Correspondence Report
 - C. Action on the Fidelity Donation made to the NHS in the amount of \$3000 for the Lt. James A. Goodrich Memorial Scholarship Fund.
3. **PUBLIC PARTICIPATION
4. REPORTS
 - A. Chair Report
 - B. Superintendent's Report
 - C. Committee and Liaison Reports
 - D. Student Representative Report
 - E. Action on Itemized Estimate Financial Report for January 2026.
5. OLD BUSINESS
 - A. Policies for Second Read and Approval
 1. 2151 Hiring of School Administrators
 2. 2100 Addition of School and District Administrator Positions
 3. 5118 Non-Resident or Tuition Students
 4. 1230 Booster Organizations
 5. 2141 Appointment of Superintendent
 - B. Non-Mandated policies to rescind — Second Read
 1. 2152 Assignment of Administrative Personnel

2. 2152 Assignment of Administrative Personnel
3. 2154 Supervision of Administrative Personnel
4. 2210 Administrative Leeway in Absence of Board of Ed Policy
5. 2220 Administrative Councils and Committees
6. 2224 Consultants
7. 2230 Shared Services
8. 2231 Dissemination of Policies
9. 2232.1 Annual Report Superintendent
10. 2234 Treatment of Outside Reports
11. 2240 Educational Research in District Schools
12. 2250 Monitoring of Product and Process Goals
13. 2300 Statement of Ethics for Administrators

6. NEW BUSINESS

- A. Action on 2025-2026 Calendar Revision
- B. Action on 2027-2028 Academic Calendar
- C. First Read - American Studies
- D. Policies for First Read
 1. 3160 Board Budget Procedures and Line Item Requests
 2. 1050 Non-Discrimination Community
 3. 4118.11/4218.11 Non-Discrimination Personnel
 4. 5110 Non-Discrimination Students
- E. Administrative Regulations
 1. 3541R Administrative Regulation to Be Followed in the Event of a School Bus Accident

7. PUBLIC PARTICIPATION

8. 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. Per [Board Policy 9325](#), we request that speakers be respectful and limit comments to not more than three minutes, and we note that public complaints about employees are not permitted during meetings. All such concerns should instead be submitted to the Superintendent. 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 Board: NewtownBOE@newtown.k12.ct.us*



**Board of Education
Newtown, Connecticut**

Please Note: These minutes are pending Board approval.

Minutes of the Board of Education Meeting held on February 3, 2026 at 7:00pm.
Council Chambers, 3 Primrose Street, Newtown, CT

Members Present: A.Plante, M. Beylouni,(Remote) C.Gilson (Remote), D.Linnetz, D.Ramsey,
S.Tomai, J.Vouros (Remote)

Staff Present: A. Uberti, Superintendent, F. Purcaro, Asst.Superintendent, T. Gouveia, Director
of Business

Others Present: 1 Press

Mrs. Plante called the meeting to order at 7:04pm

Item 1: Pledge of Allegiance

Item 2: Consent Agenda:

MOTION: Mrs. Linnetz moved that the Board of Education approve the Consent Agenda which includes the Minutes from January 27, 2026 and the Correspondence Report. Ms. Tomai seconded the motion. Motion passes unanimously.

MOTION: Mrs. Linnetz moved that the Board of Education approve the addition of Policy 2141 to section 5 of the Agenda. Mr.Ramsey seconded. Motion passes unanimously.

Item 3: Public Participation:

None

Item 4: Reports

No Chair Report

Superintendent's Report:

Mrs. Uberti addressed the findings for elevated radon levels at Middle Gate Elementary School. Results from the three year re-evaluation of air quality showed four rooms testing above the EPA "Action Level" of 4.0pCi/L. Staff and parents were notified, an informational meeting was held and next steps were discussed including a 96 hour re-testing to be conducted by an environmental company on the entire building. Results are expected in ten business days. If any levels remain high, a Radon Mitigation System will be installed. Mrs. Uberti then addressed questions about cost and exposure and emphasized that at this time, there is no immediate health risk to staff or students.

Committee and Liaison Reports:

Mrs. Linnetz quickly summarized tonight's Policy Committee Meeting and emphasized the goal of reviewing and editing the entire policy book by year end.

Student Representative Report:

None

Item 5. New Business

MOTION: Move that the Board of Education adopt the proposed 2026-2027 budget. Motion made by Mrs. Linnetz. Seconded by Mr. Ramsey

Mrs. Plante opened up the floor to discuss the proposed budget.

Mr. Ramsey requested information on strategies to ensure efficiency with inter-school fund transfers. Ms. Gouveia, Director of Business, addressed this question and stated that there aren't a lot of transfers done between schools. Mrs. Uberti acknowledged that the principals closely monitor their bottom line. They are encouraged to take note of areas where they might have extra funds or not enough funds so that as a district, we can be sure to allocate funds and adjust accordingly in the next year. Dr. Longobucco, Principal at NHS, stated that she rarely does fund transfers. If done, a transfer might be done within a department. Also, so many preliminary conversations happen about each line item in the budget that very rarely do teachers or department heads not have what they need. Transfers are only needed when something completely unplanned occurs.

Mrs. Beylouni asked about the number of students identified for the proposed Math Interventionist and would one added position be enough? Mr. Purcaro stated that the current pilot class is about 60 students. He feels moving forward that most grades will have about 50 students per grade level. He also stated that he feels one person is a good place to start to see how the position works. It's more responsible to put the position in place and monitor effectiveness and then ask for more if needed.

Mrs. Beylouni inquired if it would be prudent to watch the data from the NHS before starting the Dean position at NMS. She also touched on the idea of sharing the Dean position between two buildings. Mrs. Uberti acknowledged that the NHS Dean does focus on chronic absenteeism, but that is only one piece of the job description. Building relationships with the students and the families is a critical part of this position and to be consistent and effective that person needs to be in one school. Mrs. Uberti asked Mr. Ross, Principal at NMS to share some data with the Board. Mr. Ross thanked the Board for their consideration of the Dean position. Mr. Ross shared that last year there was a 10.2% rate of absenteeism. He also shared that the proficiency rates on SBAC testing in both ELA and Math was lower for those students missing school. Only 54% were proficient in ELA and 55% in Math. Mr. Ross emphasized that students need to be at school in order to engage and learn academically and socially. The Dean position would focus on this student population.

Ms. Tomai asked to understand other aspects of the Dean position.

Mr. Ross discussed the position as being wide scoped with the opportunity to positively impact the overall culture of the school in many areas besides absenteeism.

- Behavior Management
- Family Engagement
- Presence in High - Incident Areas
- Staff Development

Mrs. Plante asked for some final thoughts.

Mr. Ramsey complimented the entire process of rolling out this year's proposed budget. Mrs. Linnetz thanked everyone involved in putting together a thoughtful, data driven budget with resources allocated to where students need them the most. Dr. Gilson agreed, and emphasized that the budget is efficient, shows fiscal responsibility to the town and he commended the focus of funds in the areas where we can do better. Investments made in "Difficult Truths" like our Math scores or difficult behaviors are ways that we can improve and he appreciates that focus. Ms. Tomai added a comment in support of the budget as did Mr. Vouros. Mrs. Plante added a final comment of support saying that the budget is fiscally responsible, student centered, aligned to our strategic goals and is overall a strong, responsible and practical budget.

Mrs. Plante asks the Board for closing comments. Motion on the table is to adopt the 2026-2027 proposed budget. All in favor. Motion passes unanimously with seven votes.

Next week the Budget will be presented to the BOF. Questions will be answered, they will vote and then the Budget will go to the Legislative Council. Referendum on April 28th.

Mrs. Uberti discussed the PTA Presidents and members as being a huge support in communicating our proposed budget. Mrs. Plante encouraged all parents to be involved in the process.

Mrs. Linnetz asked for all questions with regard to first read of recommended policies as well as policies to be rescinded be sent to Mrs. Linnetz or Mr. Ramsey.

Item 6. Public Participation:

None

MOTION: Mr. Vouros made a motion to adjourn. Seconded by Ms. Tomai. The motion passes unanimously.

Item 7. Adjournment:

The meeting adjourned at 8:00PM

Respectfully Submitted:

Donald Ramsey, Secretary



Newtown Public School District

Newtown Board of Education

Correspondence Report 02/03/2026 – 02/17/2026

Date	Sender Name	Subject
02/06/2026	Anne Uberti	Friday Notes 2.6.2026
02/07/2026	Alison Plante	Fwd: Sharing a Resource
02/09/2026	Alison Plante	Weekly Update – February 9
02/09/2026	Anne Uberti	NPS Weekly Update 2.9.2026
02/09/2026	BoardBook	Meeting Notification: February 18, 2026 at 5:30PM – BOE C&I Sub Committee
02/12/2026	BoardBook	Meeting Notification: February 18, 2026 at 7:00PM – Regular BOE Agenda
02/13/2026	Anne Uberti	Friday Notes 2.13.2026
02/16/2026	R. Kiely' via Newtown	Questions on 2/18 Agenda Items

The Correspondence Report reflects a periodic summary of correspondence received by the Newtown Board of Education. In accordance with applicable privacy laws and Board policies, certain communications may be excluded from the Report from time to time.



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

SP 01 000742 99241 H 2 ASNGLP
BSVCLWBBBDVLQ
NEWTOWN HIGH SCHOOL
NEWTOWN PUBLIC SCHOOLS
3 PRIMROSE ST
NEWTOWN, CT 06470-5307

000742 11

February 02, 2026

Greetings:

We are delighted to provide you with the attached check for **\$3,000.00**. This Fidelity Charitable Donor-Advised Fund SM grant was made at the recommendation of the Albert S. and Mary K. Goodrich Charitable Gift Fund, a donor-advised fund. ¹

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

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

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

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16330444
February 02, 2026

PAY TO THE ORDER OF NEWTOWN PUBLIC SCHOOLS

****\$3,000.00****

Three Thousand & 0/100 DOLLARS

VOID AFTER 60 DAYS

[Signature]

⑈ 16330444⑈ ⑆ 011302920⑆ ⑈ 004936⑈

**NEWTOWN BOARD OF EDUCATION
2025-26 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING JANUARY 31, 2026**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>GENERAL FUND BUDGET</u>											
100	SALARIES	\$ 56,238,201	\$ 57,241,834	\$ -	\$ 57,241,834	\$ 27,772,060	\$ 28,388,554	\$ 1,081,220	\$ 1,005,434	\$ 75,786	99.87%
200	EMPLOYEE BENEFITS	\$ 13,615,332	\$ 15,955,591	\$ -	\$ 15,955,591	\$ 11,550,305	\$ 128,189	\$ 4,277,096	\$ 4,276,345	\$ 752	100.00%
300	PROFESSIONAL SERVICES	\$ 624,970	\$ 699,864	\$ 106,640	\$ 806,504	\$ 452,868	\$ 144,412	\$ 209,223	\$ 252,934	\$ (43,711)	105.42%
400	PURCHASED PROPERTY SERV.	\$ 1,748,399	\$ 1,970,169	\$ -	\$ 1,970,169	\$ 1,017,974	\$ 281,790	\$ 670,405	\$ 681,025	\$ (10,621)	100.54%
500	OTHER PURCHASED SERVICES	\$ 11,110,494	\$ 11,687,061	\$ (104,351)	\$ 11,582,710	\$ 7,028,080	\$ 4,798,428	\$ (243,799)	\$ (323,930)	\$ 80,131	99.31%
600	SUPPLIES	\$ 3,433,354	\$ 3,549,863	\$ (2,289)	\$ 3,547,574	\$ 1,811,283	\$ 126,493	\$ 1,609,799	\$ 1,571,799	\$ 38,000	98.93%
700	PROPERTY	\$ 391,070	\$ 453,718	\$ -	\$ 453,718	\$ 179,019	\$ 13,307	\$ 261,392	\$ 261,392	\$ -	100.00%
800	MISCELLANEOUS	\$ 76,658	\$ 86,544	\$ -	\$ 86,544	\$ 66,837	\$ 690	\$ 19,017	\$ 19,017	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 87,238,478	\$ 91,744,644	\$ 0	\$ 91,744,644	\$ 49,878,426	\$ 33,881,865	\$ 7,984,353	\$ 7,744,016	\$ 240,338	99.74%
900	TRANSFER NON-LAPSING <i>(audited)</i>	<i>\$ 170,588</i>									
		<i>amount recommended for transfer into BoE's Non-Lapsing Fund</i>									
GRAND TOTAL		\$ 87,409,066	\$ 91,744,644	\$ 0	\$ 91,744,644	\$ 49,878,426	\$ 33,881,865	\$ 7,984,353	\$ 7,744,016	\$ 240,338	99.74%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
100	SALARIES										
	Administrative Salaries	\$ 4,482,797	\$ 4,334,307	\$ 22,712	\$ 4,357,019	\$ 2,480,492	\$ 1,921,901	\$ (45,374)	\$ 4,598	\$ (49,972)	101.15%
	Teachers & Specialists Salaries	\$ 35,826,938	\$ 36,487,451	\$ (86,487)	\$ 36,400,964	\$ 16,848,692	\$ 19,452,460	\$ 99,812	\$ 68,837	\$ 30,975	99.91%
	Early Retirement	\$ 13,000	\$ 76,000	\$ -	\$ 76,000	\$ 76,309	\$ -	\$ (309)	\$ -	\$ (309)	100.41%
	Continuing Ed./Summer School	\$ 136,964	\$ 133,394	\$ 1,679	\$ 135,073	\$ 99,267	\$ 24,394	\$ 11,413	\$ 11,413	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 163,771	\$ 172,919	\$ 2,621	\$ 175,540	\$ 69,284	\$ 56,000	\$ 50,256	\$ 35,561	\$ 14,696	91.63%
	Certified Substitutes	\$ 894,415	\$ 889,140	\$ -	\$ 889,140	\$ 423,117	\$ 293,125	\$ 172,898	\$ 239,208	\$ (66,310)	107.46%
	Coaching/Activities	\$ 712,091	\$ 730,180	\$ -	\$ 730,180	\$ 379,172	\$ 3	\$ 351,005	\$ 351,005	\$ -	100.00%
	Staff & Program Development	\$ 117,219	\$ 107,450	\$ -	\$ 107,450	\$ 28,325	\$ 69,259	\$ 9,866	\$ 9,866	\$ -	100.00%
	CERTIFIED SALARIES	\$ 42,347,194	\$ 42,930,841	\$ (59,475)	\$ 42,871,366	\$ 20,404,658	\$ 21,817,141	\$ 649,567	\$ 720,488	\$ (70,920)	100.17%
	Supervisors & Technology Salaries	\$ 1,009,850	\$ 988,625	\$ 15,133	\$ 1,003,758	\$ 524,001	\$ 371,144	\$ 108,613	\$ 60,194	\$ 48,419	95.18%
	Clerical & Secretarial Salaries	\$ 2,342,800	\$ 2,351,223	\$ -	\$ 2,351,223	\$ 1,258,820	\$ 1,137,493	\$ (45,090)	\$ (33,191)	\$ (11,899)	100.51%
	Paraeducators	\$ 2,989,568	\$ 2,955,471	\$ 227,491	\$ 3,182,962	\$ 1,532,637	\$ 1,591,379	\$ 58,946	\$ 25,480	\$ 33,466	98.95%
	Nurses & Medical Advisors	\$ 971,552	\$ 1,045,915	\$ 810	\$ 1,046,725	\$ 479,150	\$ 535,186	\$ 32,389	\$ 12,477	\$ 19,912	98.10%
	Custodial & Maint. Salaries	\$ 3,478,357	\$ 3,525,661	\$ 2,060	\$ 3,527,721	\$ 1,960,089	\$ 1,570,203	\$ (2,571)	\$ -	\$ (2,571)	100.07%
	Non-Certified Adj	\$ -	\$ 273,743	\$ (273,743)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 179,226	\$ 199,583	\$ 381	\$ 199,964	\$ 141,014	\$ 132,435	\$ (73,485)	\$ (63,724)	\$ (9,761)	104.88%
	Special Education Svcs Salaries	\$ 1,740,220	\$ 1,869,839	\$ 53,376	\$ 1,923,215	\$ 924,277	\$ 902,827	\$ 96,111	\$ 26,719	\$ 69,392	96.39%
	Security Salaries & Attendance	\$ 735,754	\$ 679,619	\$ 33,967	\$ 713,586	\$ 342,720	\$ 330,746	\$ 40,120	\$ 40,370	\$ (250)	100.04%
	Extra Work - Non-Cert.	\$ 120,562	\$ 140,314	\$ -	\$ 140,314	\$ 61,884	\$ -	\$ 78,430	\$ 78,430	\$ -	100.00%
	Custodial & Maint. Overtime	\$ 277,497	\$ 249,000	\$ -	\$ 249,000	\$ 133,788	\$ -	\$ 115,212	\$ 115,212	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 45,620	\$ 32,000	\$ -	\$ 32,000	\$ 9,021	\$ -	\$ 22,979	\$ 22,979	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 13,891,006	\$ 14,310,993	\$ 59,475	\$ 14,370,468	\$ 7,367,402	\$ 6,571,413	\$ 431,653	\$ 284,947	\$ 146,707	98.98%
	SUBTOTAL SALARIES	\$ 56,238,201	\$ 57,241,834	\$ -	\$ 57,241,834	\$ 27,772,060	\$ 28,388,554	\$ 1,081,220	\$ 1,005,434	\$ 75,786	99.87%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 10,305,046	\$ 12,725,821	\$ -	\$ 12,725,821	\$ 9,532,784	\$ 745	\$ 3,192,292	\$ 3,192,292	\$ -	100.00%
	Life Insurance	\$ 97,889	\$ 90,000	\$ -	\$ 90,000	\$ 44,049	\$ -	\$ 45,951	\$ 45,951	\$ -	100.00%
	FICA & Medicare	\$ 1,748,488	\$ 1,710,554	\$ -	\$ 1,710,554	\$ 881,297	\$ -	\$ 829,257	\$ 829,257	\$ -	100.00%
	Pensions	\$ 993,552	\$ 959,110	\$ -	\$ 959,110	\$ 777,266	\$ 3,000	\$ 178,844	\$ 178,844	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 64,851	\$ 81,600	\$ -	\$ 81,600	\$ 22,284	\$ 28,568	\$ 30,748	\$ 30,000	\$ 748	99.08%
	Workers Compensation	\$ 405,506	\$ 388,506	\$ -	\$ 388,506	\$ 292,626	\$ 95,876	\$ 4	\$ -	\$ 4	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 13,615,332	\$ 15,955,591	\$ -	\$ 15,955,591	\$ 11,550,305	\$ 128,189	\$ 4,277,096	\$ 4,276,345	\$ 752	100.00%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 426,441	\$ 478,743	\$ 106,640	\$ 585,383	\$ 367,223	\$ 100,915	\$ 117,245	\$ 160,955	\$ (43,711)	107.47%
	Professional Educational Serv.	\$ 198,529	\$ 221,121	\$ -	\$ 221,121	\$ 85,645	\$ 43,497	\$ 91,979	\$ 91,979	\$ -	100.00%
	SUBTOTAL PROFESSIONAL SERV.	\$ 624,970	\$ 699,864	\$ 106,640	\$ 806,504	\$ 452,868	\$ 144,412	\$ 209,223	\$ 252,934	\$ (43,711)	105.42%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 634,247	\$ 664,800	\$ -	\$ 664,800	\$ 526,418	\$ 141,537	\$ (3,155)	\$ (3,155)	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 104,087	\$ 114,940	\$ -	\$ 114,940	\$ 61,128	\$ -	\$ 53,812	\$ 53,812	\$ -	100.00%
	Building, Site & Emergency Repairs	\$ 518,657	\$ 495,000	\$ -	\$ 495,000	\$ 204,650	\$ 24,114	\$ 266,236	\$ 266,236	\$ -	100.00%
	Equipment Repairs	\$ 203,541	\$ 248,642	\$ -	\$ 248,642	\$ 90,639	\$ 6,154	\$ 151,849	\$ 162,469	\$ (10,621)	104.27%
	Rentals - Building & Equipment	\$ 287,868	\$ 301,787	\$ -	\$ 301,787	\$ 134,447	\$ 109,986	\$ 57,354	\$ 57,354	\$ -	100.00%
	Building & Site Improvements	\$ -	\$ 145,000	\$ -	\$ 145,000	\$ 691	\$ -	\$ 144,309	\$ 144,309	\$ -	
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,748,399	\$ 1,970,169	\$ -	\$ 1,970,169	\$ 1,017,974	\$ 281,790	\$ 670,405	\$ 681,025	\$ (10,621)	100.54%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,379,117	\$ 1,218,580	\$ 149,129	\$ 1,367,709	\$ 1,126,768	\$ 212,774	\$ 28,166	\$ 154,864	\$ (126,698)	109.26%
	Transportation Services	\$ 4,968,771	\$ 5,317,149	\$ -	\$ 5,317,149	\$ 2,845,829	\$ 1,936,844	\$ 534,476	\$ 704,476	\$ (170,000)	103.20%
	Insurance - Property & Liability	\$ 452,745	\$ 461,357	\$ -	\$ 461,357	\$ 330,442	\$ 97,178	\$ 33,738	\$ 21,522	\$ 12,215	97.35%
	Communications	\$ 220,429	\$ 220,320	\$ -	\$ 220,320	\$ 124,891	\$ 86,927	\$ 8,501	\$ 7,368	\$ 1,133	99.49%
	Printing Services	\$ 24,575	\$ 27,570	\$ -	\$ 27,570	\$ 6,725	\$ 1,060	\$ 19,785	\$ 19,785	\$ -	100.00%
	Tuition - Out of District	\$ 3,851,072	\$ 4,235,113	\$ (255,240)	\$ 3,979,873	\$ 2,482,387	\$ 2,435,931	\$ (938,444)	\$ (1,301,924)	\$ 363,480	90.87%
	Student Travel & Staff Mileage	\$ 213,785	\$ 206,972	\$ 1,760	\$ 208,732	\$ 111,039	\$ 27,714	\$ 69,979	\$ 69,979	\$ -	100.00%
	SUBTOTAL OTHER PURCHASED SVC	\$ 11,110,494	\$ 11,687,061	\$ (104,351)	\$ 11,582,710	\$ 7,028,080	\$ 4,798,428	\$ (243,799)	\$ (323,930)	\$ 80,131	99.31%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 871,340	\$ 889,058	\$ (2,289)	\$ 886,769	\$ 501,120	\$ 80,762	\$ 304,887	\$ 304,887	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 253,148	\$ 223,475	\$ -	\$ 223,475	\$ 116,105	\$ 15,342	\$ 92,028	\$ 92,028	\$ -	100.00%
	Plant Supplies	\$ 340,100	\$ 343,000	\$ -	\$ 343,000	\$ 215,484	\$ 19,905	\$ 107,611	\$ 107,611	\$ -	100.00%
	Electric	\$ 1,272,054	\$ 1,292,646	\$ -	\$ 1,292,646	\$ 510,717	\$ -	\$ 781,929	\$ 651,929	\$ 130,000	89.94%
	Propane & Natural Gas	\$ 347,578	\$ 372,000	\$ -	\$ 372,000	\$ 188,460	\$ -	\$ 183,540	\$ 278,540	\$ (95,000)	125.54%
	Heating Oil	\$ 41,133	\$ 74,045	\$ -	\$ 74,045	\$ 27,393	\$ -	\$ 46,652	\$ 46,652	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 133,110	\$ 158,821	\$ -	\$ 158,821	\$ 104,131	\$ -	\$ 54,690	\$ 54,690	\$ -	100.00%
	Textbooks	\$ 174,891	\$ 196,818	\$ -	\$ 196,818	\$ 147,873	\$ 10,484	\$ 38,461	\$ 35,461	\$ 3,000	98.48%
	SUBTOTAL SUPPLIES	\$ 3,433,354	\$ 3,549,863	\$ (2,289)	\$ 3,547,574	\$ 1,811,283	\$ 126,493	\$ 1,609,799	\$ 1,571,799	\$ 38,000	98.93%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025- 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	PROPERTY										
	Technology Equipment	\$ 319,910	\$ 402,799	\$ -	\$ 402,799	\$ 149,856	\$ 1,420	\$ 251,522	\$ 251,522	\$ -	100.00%
	Other Equipment	\$ 71,160	\$ 50,919	\$ -	\$ 50,919	\$ 29,163	\$ 11,887	\$ 9,870	\$ 9,870	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 391,070	\$ 453,718	\$ -	\$ 453,718	\$ 179,019	\$ 13,307	\$ 261,392	\$ 261,392	\$ -	100.00%
800	MISCELLANEOUS										
	Memberships	\$ 76,658	\$ 86,544	\$ -	\$ 86,544	\$ 66,837	\$ 690	\$ 19,017	\$ 19,017	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 76,658	\$ 86,544	\$ -	\$ 86,544	\$ 66,837	\$ 690	\$ 19,017	\$ 19,017	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	<i>Adjustment - TBD</i>	\$ (4,926)									
	TOTAL LOCAL BUDGET	\$ 87,233,552	\$ 91,744,644	\$ 0	\$ 91,744,644	\$ 49,878,426	\$ 33,881,865	\$ 7,984,353	\$ 7,744,016	\$ 240,338	99.74%
900	Transfer to Non-Lapsing	\$ 170,588									
	GRAND TOTAL	\$ 87,404,140	\$ 91,744,644	\$ 0	\$ 91,744,644	\$ 49,878,426	\$ 33,881,865	\$ 7,984,353	\$ 7,744,016	\$ 240,338	99.74%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2024 - 2025	2025- 2026 APPROVED BUDGET	YTD TRANSFERS 2025 - 2026	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>SPECIAL REVENUES</u>											
	EXCESS COST GRANT REVENUE	EXPENDED 2024-2025	APPROVED BUDGET @ 68%	SUBMITTED Dec 1 @	STATE ESTIMATE Jan 1 @ 67.93	STATE ESTIMATE March 1 @	ESTIMATED Total	VARIANCE to January	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
51266	<i>Special Education Svcs Salaries ECG</i>	\$ (12,082)	\$ -				\$ -	\$ -			#DIV/0!
	<i>Additional Services*</i>	\$ (22,502)	\$ -				\$ -	\$ -			
forecast	<i>Transportation Services - ECG</i>	\$ (365,019)	\$ (382,891)	\$ (463,293)	\$ (468,308)		\$ (468,308)				122.31%
54160	<i>Tuition - Out of District ECG</i>	\$ (1,295,828)	\$ (1,227,925)	\$ (1,460,973)	\$ (1,456,191)		\$ (1,456,191)				118.59%
	Total	\$ (1,695,431)	\$ (1,610,816)	\$ (1,924,266)	\$ (1,924,499)	\$ -	\$ (1,924,499)	\$ -			119.47%
	Additional services								Total		
	<i>Nursing (professional service)</i>	\$ (15,990)		\$ (23,598)	\$ (39,288)		\$ (39,288)		*75% due in Feb/March		
	<i>Para Salaries / BT Services</i>	\$ (6,512)		\$ (10,000)	\$ (32,427)		\$ (32,427)				
				\$ (1,957,864)			\$ (1,996,214)	\$ (38,350)			
	Transportation Grant for Magnet <i>(included in transportation forecast)</i>	\$ (13,000)	\$ (15,600)		\$ 385,398.00		\$ -	\$ -			#DIV/0!
	<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>				APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE		% RECEIVED	
	LOCAL TUITION				\$33,325	\$33,325		\$33,325		0.00%	
	HIGH SCHOOL FEES FOR PARKING PERMITS				\$30,000	\$30,000		\$30,000		0.00%	
	MISCELLANEOUS FEES				\$6,000	\$6,000		\$6,000		0.00%	
	TOTAL SCHOOL GENERATED FEES				\$69,325	\$69,325	\$0	\$69,325		0.00%	

HIRING OF SCHOOL ADMINISTRATORS

The Board of Education recognizes that the Superintendent is its sole employee and is responsible for the appointment and supervision of all district personnel in accordance with law and Board policy.

The Board values the importance of a collaborative process in recruiting and hiring administrative staff who will work productively and effectively with the Superintendent to advance the district's mission and goals.

The Superintendent and the Board shall work cooperatively in the recruitment and selection of administrative staff, consistent with applicable statutes and collective bargaining agreements. Specific procedures for administrative searches shall be defined by the Superintendent in consultation with the Board.

Legal Reference: Connecticut General Statutes

10-157 - Superintendents; Relationship to Boards of Education; Appointment and Responsibilities

10-220 – *Duties of Boards of Education*. (Defines the Board's authority to employ teachers and administrators upon the superintendent's recommendation.)

Procedure for Hiring Administrators

For each open administrative position, the Superintendent will appoint a search committee chair, who may be the Director of Human Resources or another designee. The search committee chair will form a Search Committee that includes representation from key stakeholder groups within the school or department in which the administrator will serve, including administrators, faculty, staff, and parents, and may also include up to two Board of Education representatives as selected by the Board Chair. The Superintendent shall not serve as a member of the Search Committee but may observe the process.

Following the initial interview round, the Search Committee will forward a minimum of two but no more than three recommended candidates to the Superintendent for a final interview round. Additional individuals may be included in the final interview round at the Superintendent's discretion.

The Superintendent shall submit his or her final recommendation(s) to the Board of Education at least five (5) calendar days prior to the regular or special Board meeting at which the Board will vote on the hiring recommendation. This meeting shall be held no later than one (1) calendar month after the Board receives the Superintendent's recommendation(s).

Alternative Procedure

Upon request of the Superintendent, the Board may vote to fully authorize the Superintendent to recruit and hire for a specified open administrative position.

Series 2000
Community Relations

Policy Regarding Addition of School and District Administrator Positions

The addition of new school or district administrator positions shall ordinarily occur through the annual budget development process and be subject to Board of Education approval as part of the adopted budget. In situations where the Superintendent determines that an administrative position is needed outside of the regular budget cycle, the Superintendent shall bring the proposed position to the Board of Education for review and approval prior to its creation or implementation.

**Series 5000
Students****POLICY REGARDING NON RESIDENT OR TUITION STUDENTS**

A nonresident student is a student who:

1. resides outside of the school district; or
2. resides within the school district on a temporary basis; or
3. resides within the school district on a permanent basis but with pay to the person(s) with whom the student is living; or
4. resides within the school district for the sole purpose of obtaining school accommodations; or is
5. a child placed by the Commissioner of Children and Youth Services or by other agencies in a private residential facility. However, under this circumstance, children may attend local schools with tuition paid by the home district unless special education considerations make attendance in local schools and programs inappropriate. Children not requiring special education who live in town as a result of placement by a public agency (other than another Board of Education and except as provided otherwise in this paragraph) are resident students; those requiring special education may attend local schools (with special education cost reimbursements in accordance with statutes) unless special education considerations make attendance in local schools and programs inappropriate.

Enrollment as Tuition Students

Requests for administration to enroll as a tuition student, or for a tuition waiver when residency of the student, parents or guardians is not in Newtown, may be granted upon request to the Superintendent of Schools. The enrollment of such student will be subject to the payment of tuition as determined annually by the Board of Education at either its July or August business meeting.

Tuition Rate Determination

The Board of Education shall annually establish the tuition rate for nonresident students, ordinarily at its July or August business meeting.

The tuition rate shall be based on the Net Per Pupil Expenditure (NPPE) from the prior fiscal year, as reported by the Connecticut State Department of Education, and may be adjusted as deemed appropriate by the Board.

The Superintendent shall administer the application of this rate, including prorations and waivers, in accordance with Board policy and implementing regulations.

Interdistrict Agreements

The Board of Education recognizes that, on occasion, it may be appropriate to admit or place students through cooperative arrangements with other school districts.

The Superintendent of Schools is authorized to collaborate with other Boards of Education to develop and administer mutually beneficial interdistrict agreements for the temporary or tuition-based enrollment of students. Such agreements may be made:

- To assist another district in extraordinary circumstances (e.g., facilities emergencies, specialized program needs, or student hardship);
- To provide for the education of a student whose needs can be better met in another district's program; or
- As a reciprocal courtesy when the impact on enrollment and resources is minimal.

The Superintendent shall ensure that all such arrangements:

1. Are consistent with state statutes;
2. Do not result in additional cost to the district unless approved by the Board; and
3. Are reported to the Board of Education with FERPA compliance for informational purposes.

Administration of Policy

The Superintendent shall develop and enforce regulations to carry out the provisions of this policy.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

10-253 School privileges for students in certain placements and temporary shelters.

**Series 5000
Students**

**ADMINISTRATIVE REGULATIONS REGARDING NON RESIDENT
OR TUITION STUDENTS**

Tuition Exceptions

1. For a family who will become residents of Newtown and are in transition, the tuition may be waived by the Superintendent for the first month of school attendance.
2. For a family who has a signed bona fide construction contract for a new home in Newtown, the Superintendent may grant an initial tuition waiver for 60 calendar days and can extend this waiver, not to exceed an additional 60 calendar days.
3. For a family who has children attending Newtown schools and then establishes residency in another community, the Superintendent shall establish a pro rata tuition rate to be payable from the date of the new community residency to the date when the children are withdrawn or transferred to the new community
4. For a family who moves from Newtown after May 1, the Superintendent will grant a tuition waiver for May and June.
5. For a family who moves from Newtown prior to July 1 of their child's junior year, the Superintendent will establish a pro-rata tuition rate for the remainder of the school year. For a family who moves from Newtown after their child's junior year, the Superintendent will grant a tuition waiver for the remainder of that school year.
6. For a family who experiences divorce and where one parent maintains a Newtown residence and shares joint legal custody, with the student residing with the resident parent at least 50% of the time, the Superintendent may grant a tuition waiver.
7. Requests for special extensions or exemptions of tuition waivers will be considered on an individual basis by the Board of Education.

Transportation

When a non-resident student is granted permission to attend the Newtown Public Schools either on a tuition or tuition exemption basis, the family assumes responsibility for transportation.

Foreign Exchange Students

Students from foreign countries whose residence in Newtown is sponsored by a local service club, the American Field Service, Cultural Homestay International or by other district approved exchange programs may be enrolled in the appropriate school for not more than one year without the payment of tuition upon application to and approval of the school Principal.

Requests for admission to enroll as a tuition student, or for a tuition waiver when residency of the student, parents, or guardians is not in Newtown, may be granted upon application to the Board of Education. The enrollment of such student may be subject to the payment of tuition as determined annually by the Board of Education, ordinarily at the July or August business meeting.

Nonresident Students

Students from outside Newtown who plan to reside with a Newtown resident may be considered for enrollment, by application to the Board of Education, on a non-tuition basis if it can be demonstrated that:

1. The student has not already graduated from the equivalent of a high school elsewhere.
2. The student is not seeking to avoid school enrollment in the school system where legal residence is maintained.
3. The student's enrollment does not cause a class to exceed class size limitations as established in the teacher's bargaining unit agreement.

The parents or guardians of the student, and the Newtown resident with whom the student will reside, must complete and file the appropriate forms, which declare that both parties acknowledge the full legal responsibility of this decision and comply with stipulations as defined in Connecticut General Statute 10-253(d).

Children of Staff Not Living in Newtown

Full-time staff who reside outside of Newtown and wish their children to attend the Newtown schools may apply to the Superintendent of Schools for assignment to an elementary school, the intermediate school, the middle school, or the high school. The acceptance of tuition students of full-time staff will be conditioned on the impact of increased tuition students on desirable class size and available support services for students.

Tuition for children of full-time non-resident staff members will be at an annual rate of 25% of the regular yearly tuition established by the Board of Education. Staff enrolling more than one child in the District in a school year will pay a reduced rate of 15% of the regular yearly tuition for each additional child.

Continuation of a child as a tuition student will not be contingent on class size constraints as long as the parent remains a member of the full-time staff.

An increased tuition rate for students needing special services will be set by the Superintendent on a case-by-case basis.

Evidence of Residency

The Superintendent of Schools or his/her designee may require documentation of family and/or student residency, including affidavits, provided that prior to a request for evidence of residency the parent or guardian, relative or non-relative, emancipated minor, or student eighteen (18) years of age or older shall be provided with a written statement of why there is reason to believe such student may not be entitled to attend school in the district. An affidavit may require a statement or statements with documentation that there is bona fide student residence in the district, that the residence is intended to be permanent, that it is provided without pay, and that it is not for the sole purpose of obtaining school accommodations.

Removal of Nonresident Student From District Schools

If after a careful review of affidavits and other available evidence, the Superintendent of Schools or his/her designee believes a student is not entitled to attend local schools, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older shall be informed in writing that, as of a particular date, the student may no longer attend local schools, and the Superintendent shall notify the Board of Education, (if known), where the child should attend school. If after review district residency is established by the evidence, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older shall be so informed.

If a student is removed from a district school for residency reasons the Superintendent of Schools or his/her designee shall: 1) inform the parent, guardian, emancipated minor, or student eighteen (18) years of age or older of hearing rights before the Board of Education and that the student/s may continue in local schools pending a hearing before the Board of Education if requested in writing by the parent, guardian, emancipated minor, or student eighteen (18) years of age or older

2) that upon request, a transcript of the hearing will be provided 3) that a local Board of Education decision may be appealed to the State Board and that the student/s may continue in local schools pending a hearing before the State Board if requested in writing by the parent, guardian, emancipated minor, or student eighteen (18) years of age or older 4) that if the appeal to the State Board of Education is lost, a per diem tuition will be assessed for each day a student attended local schools when not eligible to attend.

Board of Education Hearing

Upon written request, the Board of Education shall provide a hearing within ten (10) days after receipt of such request. If there is a hearing, the Board shall make a stenographic record or tape recording of the hearing; shall make a decision on student eligibility to attend local schools within ten (10) days after the hearing; and shall notify the parent, guardian, emancipated minor, or student eighteen (18) years of age or older of its findings. Hearings shall be conducted in accordance with the provisions of Sections 4-177 to 4-180 inclusive of Connecticut General Statutes.

The Board shall, within ten (10) days after receipt of notice of an appeal, forward the hearing record to the State Board of Education.

Students

Nonresident or Tuition Students (continued)

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

10-253 School privileges for students in certain placements and temporary shelters

Policy adopted: August 14, 2018
Policy revised: February 6, 2019

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Booster Organizations

The Board of Education recognizes that booster organizations can make valuable contributions to district-sponsored programs, activities, and student experiences. The Board appreciates the efforts of parents, community members, and volunteers who support students through these organizations.

Booster organizations are independent, voluntary groups and are not agencies of the District. They operate separately from the Board of Education and the school district and are fully responsible for their own governance, finances, fundraising, insurance coverage, and legal compliance.

To ensure that booster activities align with district goals and maintain the health, safety, and equity of students, the Board establishes the following expectations:

- Booster organizations must conduct their activities in a manner consistent with Board policies, district regulations, and all applicable state and federal laws.
- Donations of money, equipment, materials, services, or other items must follow district procedures and may only be accepted with the approval of the Superintendent or designee.
- Booster organizations may not direct, control, or assume responsibility for the conduct of school programs, student participation decisions, or district personnel.
- Booster organizations must coordinate all fundraising efforts, recognition events, awards, and facility use with the appropriate school administrator to ensure compliance with district guidelines and scheduling procedures.
- Booster organizations are responsible for maintaining their own insurance coverage; District insurance does not extend to booster activities or obligations.
- The Board encourages booster organizations to obtain and maintain 501(c)(3) status to support sound financial practices, transparency, and separation from the District.

The Superintendent shall develop and maintain administrative regulations that govern the operation of booster organizations.

Nothing in this policy shall be construed to limit the Superintendent's authority to enforce compliance or to suspend or prohibit booster activities that conflict with Board policy, district operations, or student safety.

Legal References: Connecticut Statute

- 10-220 – Duties of Boards of Education
- 10-237 – Acceptance of Gifts, Grants, and Donations
- 10-239 – Use of School Facilities

Booster Organizations - Administrative Regulation

These guidelines apply to all booster organizations that support district-sponsored programs, activities, or student groups. They are intended to foster productive collaboration, ensure fiscal responsibility, and maintain compliance with Board policies and applicable laws.

Organizational Status, Governance, and Insurance

The District recommends that all booster organizations obtain 501(c)(3) tax-exempt status to support transparent financial practices, proper governance, eligibility for grants, the ability to accept tax-deductible donations, and clear separation from the District for liability purposes.

Booster organizations are voluntary, independent groups that operate outside the authority of the District. Each organization is fully responsible for its own decisions, finances, legal compliance, and internal governance.

Booster organizations must obtain and maintain their own insurance coverage. District insurance does not extend to booster club activities, and the District assumes no liability for booster-related events, fundraising, purchases, or financial obligations.

Awards and Recognition

Booster organizations may provide awards recognizing student participation or achievement. Awards shall be coordinated with the Building Principal or program advisor and presented at an appropriate time.

Use of School Facilities

Booster organizations requesting the use of school facilities or services must follow the District's established facility usage policies and procedures. No booster organization activity may occur on school property without prior approval.

Recognition Functions

Booster organizations may sponsor recognition events for students without charging admission to the students being honored. Permission must be requested from the Building Principal to schedule such events and to ensure they do not conflict with other school activities. All recognition events must comply with district policies and promote an inclusive and supportive environment.

Equipment and Uniforms

All official uniforms or attire required for district-sponsored programs shall be purchased by the District. "Official uniform or attire" refers to clothing, headgear, or related items that display school colors or logos (excluding shoes), are worn for official performances, competitions, presentations, or events, and are intended to be collected by the school at the conclusion of the program cycle.

Booster organizations may purchase or donate ancillary gear or apparel—such as supplemental clothing, accessories, equipment, shoes, bags, and similar items—provided the following conditions are met:

- Purchases and donations must comply with all district policies and procedures.

- Items must meet all Board of Education policies and guidelines.
- Donations may not conflict with any existing District contracts, exclusive vendor agreements, or sponsorships.
- Proposed contracts or agreements must be reviewed by the District's attorney and the Superintendent or designee.
- All decisions must consider Title IX requirements to ensure equitable benefits and services for all genders, where applicable.

Compliance

Any conflicts or concerns between a booster organization and district administration shall be resolved by the Superintendent or designee in accordance with these regulations and Board policy. Booster organizations must comply with all state and federal laws relevant to their activities, including those pertaining to financial practices, reporting obligations, and nondiscrimination.

Booster organizations shall not engage in any activity outside the scope of these guidelines.

APPOINTMENT OF SUPERINTENDENT

The appointment of a Superintendent of Schools shall be the legal responsibility of the Board of Education.

The Board shall conduct an active search to identify the individual who can most effectively implement Board policies, reflect the aspirations of the community, and promote a diverse and highly qualified professional staff. Candidates shall be considered from within and outside the school system.

A majority vote of the Board members present at a duly noticed meeting shall be required to appoint the Superintendent.

Connecticut General Statutes § 10-157 — Superintendents: Appointment; Evaluation; Duties; Removal

Adopted:

Newtown Public Schools' School Calendar

2027-2028

August 2027					September 2027					October 2027					Date	Event
4(7)					21(21)					19(20)					Aug 23	Teachers Report, Professional Development
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	Aug 24	Professional Development
							1	2	3					1	Aug 25	Professional Development
					6	7	8	9	10	4	5	6	7	8	Aug 26	First Day for Students - 2hr Early Dismissal
					13	14	15	16	17	11	12	13	14	15	Aug 27	2hr Early Dismissal
					20	21	22	23	24	18	19	20	21	22	Sep 6	Schools Closed - Labor Day
23	24	25	26	27	27	28	29	30		25	26	27	28	29	Oct 4	Schools Closed - Staff Development
30	31														Oct 11	Schools Closed - Yom Kippur (Columbus Day)
November 2027					December 2027					January 2028					Nov 02	Schools Closed - Election Day - Professional Development
17(18)					17(17)					20(20)					Nov 3	3hr Early Dismissal - Conferences - ALL SCHOOLS
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	Nov 4	3hr Early Dismissal - Conferences - ALL SCHOOLS
1	2	3	4	5			1	2	3	3	4	5	6	7	Nov 5	3hr Early Dismissal - Conferences - Elementary, Reed, NMS ONLY
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14	Nov 24-26	Thanksgiving Recess
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21	Dec 14	3hr Delayed Opening
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28	Dec 23	3hr Early Dismissal - Holiday Recess
29	30				27	28	29	30	31	31					Dec 24-Dec 31	Schools Closed - Holiday Recess
February 2028					March 2028					April 2028					Jan 17	Schools Closed - Martin Luther King Jr. Day
18(18)					23(23)					15(15)					Jan 26	3hr Early Dismissal - Professional Development
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	Feb 18-22	Schools Closed - Winter Break
	1	2	3	4			1	2	3						Mar 16	3hr Early Dismissal - Conferences - ALL SCHOOLS
7	8	9	10	11	6	7	8	9	10	3	4	5	6	7	Mar 17	3hr Early Dismissal - Conferences - Elementary & Reed ONLY
14	15	16	17	18	13	14	15	16	17	10	11	12	13	14	Mar 23	Conference Make Ups, All Schools, if needed
21	22	23	24	25	20	21	22	23	24	17	18	19	20	21	Mar 24	Conference Make Ups, Elem, Reed ONLY, if needed
28	29				27	28	29	30	31	24	25	26	27	28	Mar 29	3hr Early Dismissal NMS & NHS ONLY (PSAT & SAT)
May 2028					June 2028					Open House Dates					Apr 10 - 14	Schools Closed - Spring Break
22(22)					6(6)										March 17	3hr Early Dismissal - Professional Development
M	Tu	W	Th	F	M	Tu	W	Th	F	Elementary Schools					May 29	Schools Closed - Memorial Day
1	2	3	4	5				1	2	Reed Intermediate School					Jun 8	Projected Last Day of School
8	9	10	11	12	5	6	7	8	9	Middle School					Jun 19	Schools Closed, if in session - Juneteenth
15	16	17	18	19	12	13	14	15	16	Middle School					Jun 26	Projected First Day of ESY
22	23	24	25	26	19	20	21	22	23	High School					PLEASE NOTE: State of Connecticut mandates 180 calendar days for students. Beyond the projected June 8th date, school cancellation days will be made up by adding days through June.	
29	30	31			26	27	28	29	30					Last 3 days of the school year will be 2-hour early dismissals.		
Teacher Days = 187					Student Days = 182					Adopted:						

An open book with a blank page, resting on an American flag. The book is open to a page that is mostly blank, with some faint text visible at the top. The background is a close-up of the American flag, showing the stars and stripes. The text "American Studies" is overlaid on the book's page.

American Studies

Mrs. Joanna Diaz and Mrs. Jessica Metz
Mrs. Amy Deeb- Social Studies Department Chair
Mrs. Abi Marks -English Department Chair
January 2026

Unit 1: What is an American?

Lens: Identity

English Concepts: Voice, Style, Tone Audience, Personal narrative, Memoir, Memory, Personal truth

History Concepts: Citizenship, Democracy, Culture, Dominance/Weakness, Values/Ideals, Propaganda, Migration, Immigration, Push/Pull Factors, Idealism, Reality

Core Learning Activities: Analyzing primary documents in regards to US development, influential people, and change

"New Colossus" Reading and Analysis

"New- New Colossus" poem writing

"I am from" poem, semi narrative poem

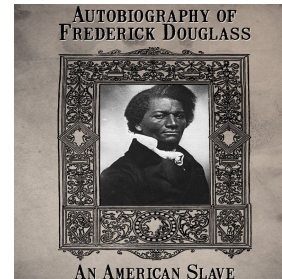
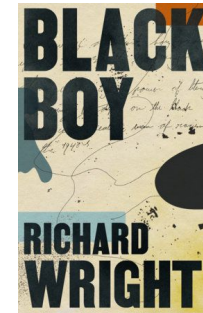
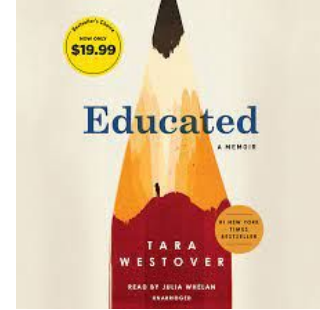
Close Reading Analysis ~ *Narrative of the Life of Frederick Douglass*

Multiple seminars (*Educated*, *Black Boy*)

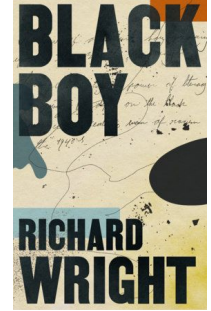
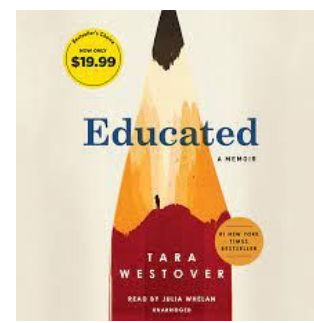
Historical trends of the 1800s information exchange- interactive role play and presentations

"1800s Essay" preparation/practice/self-evaluation

Family Immigration Artifact Fair/ My Immigrant Past



What is an American? (Continued)



In Class Essay: *Black Boy* and *Educated*

Summative: Extended Essay

Consider *Black Boy*, *Educated*, your own and your classmates' family histories, our national immigration history, and "The Problem We All Live With," and answer the following question. **What is the value of using individual and personal stories to better understand our collective history?**

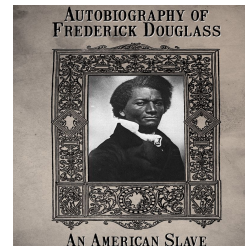
Memoir Assignment

Summative: Narrative Writing Assignment

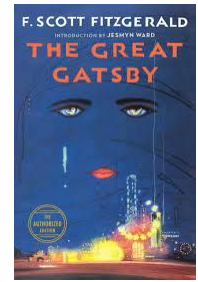
Use language (literary devices and purposeful diction) to relay a time in your life. Remember, a memoir is not necessarily about the "big" moments in your life.

Hands on Learning

Using hands on learning and creating lessons and projects that are interesting to students help engage students to think about what it means to be an American and what it took to get America to where it is today. Also discussing comparisons from our lives today to what people of the past had to deal with or go through.



What is the Price of Progress?



Lenses: Opportunity, Conflict, Role of Government

English concepts: rhetorical devices, connotation, tone, syntax, primary sources, secondary sources, argument, audience, claim/argument, persuasive writing

History concepts: Reform, Agitation, Resistance, Fear, Resentment, Discontent, Political Pressure, Growth, Depression, Change, Anxiety, Economic Hardships, Helplessness, Loss, Resistance

Core Learning Activities:

1920s Culture Collage

Automobile Spinoffs Handout

1920s Slang- Students create a story using 20's slang/situations OR we do a discussion about the terms and

Immigration project, slideshow, and Ellis Island simulation

The Century Videos "Boom to Bust" and "Stormy Weather"- understanding of the '20s and '30s

New Deal discussion and slideshow

1917 analysis, how did progress lead to WW1?

Pre-reading activities (*The Great Gatsby*, *Their Eyes Were Watching God*)

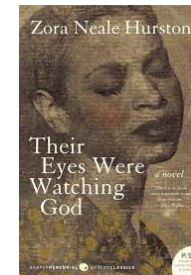
Study guides (*The Great Gatsby*)

Close Reading activities (*The Great Gatsby*, *Their Eyes Were Watching God*)

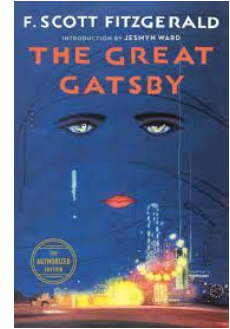
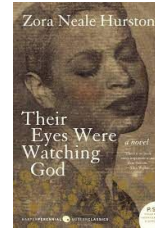
Text Based Seminars (*The Great Gatsby*, *Their Eyes Were Watching God*)

Excerpts from Kristin Hannah's *The Four Winds*

Dust Bowl - slideshow, imagery activity - create a story of the people you see



What is the Price of Progress? (Continued)



Their Eyes Were Watching God/Black Panther Essay

Summative: Extended Essay

What do the novel and the film suggest about the possibility of sustaining a utopian society?

The Great Gatsby Essay

Summative: Extended Essay

Your job is to decide which aspect of the novel is most worthy of discussion. First, establish what you think is a prominent theme in the text. Then, you should think about the best way to examine that theme. For example, you might think that Fitzgerald wants to examine the death of the American Dream or, at least, its inevitable collapse. You then decide that the best way to approach the conversation of that theme is through an in depth examination of the symbols in the text, particularly those that represent vision or blindness. You then craft a thesis based on that idea.

Who is included in “We the People?”

Lenses: Agency, Justice

English concepts: Motif, audience, structure, critical lens, voice, theme, context, injustice, social justice

History concepts: Power, Superiority, Dominance, Tension, Nations, Conflict, Opportunity, Inequality/Equality, Reform, Resistance, Fear, Resentment, Injustice, Success, Tactics, Uprisings, Oppression, Change

Core Learning Activities:

1950s Life Hyperdocs which include various sources on gender, fear, rebellion, culture

Real Story of the Cold War- events of the Cold War

“We Didn't Start the Fire” Lyrical References & lyrical rewrite

The Century Series Videos- "Best Years" and "Happy Daze"

African American Experience Thematic timeline

Civil Rights Primary documents

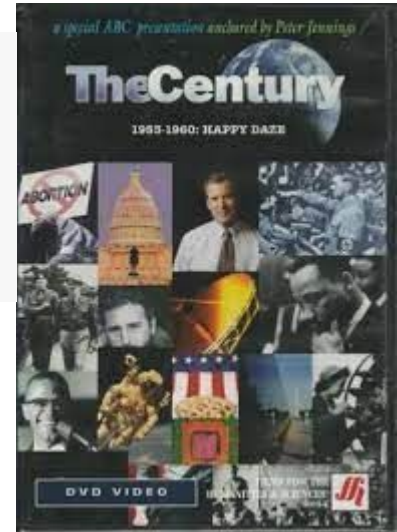
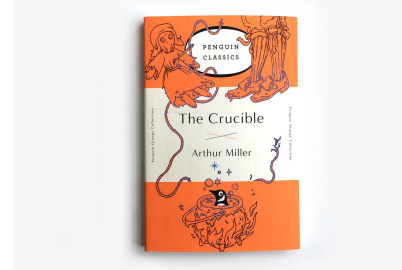
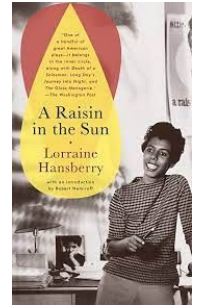
Evaluating sources- Art as an Argument

The Crucible- Pre-reading, close reading, seminars

Raisin in the Sun- Pre-reading, close reading, seminars, readers theater

"Plan your Protest" activity

Eyes on the Prize- Civil Rights Movement Documentary, School Edition



Who is included in “We the People?” (Continued)

Art as an Argument

Summative: Personal Project

Visual Arts Project, Technology Project, Other written assessments

We will explore how different media are used to convey arguments.

The African-American Experience Thematic Timeline

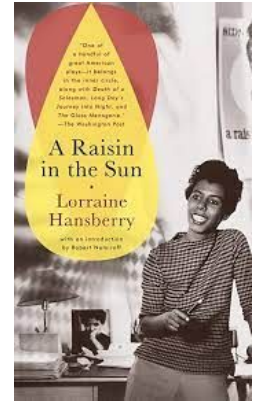
Summative: Other written assessments

Students will investigate different eras and themes of race relations over the span of US History to determine progress and/or lack of progress

Civil Rights Recruitment Fair

Summative: Other oral assessments

The students will create an oral presentation and a display to recruit others to a Civil Rights cause.



What Should We Fight For?

Lenses: Inquiry, Identity, Conflict

English concepts: primary research, secondary research, speaker, audience, audience engagement, purpose, citations, organization, presentation, genre, form, discussion, fiction, storytelling, rhetorical strategies

History concepts: Uncertainty, Desperation, Authoritarianism, Propaganda, Modern Warfare, Morality, Fear Culture, Adaptation, Homefront Support, Campaign, World Affairs, Truth, Citizenship, Subjugation, Persecution, Military Objectives, Victory and Defeat

Core Learning Activities:

Causes of WWII, "From One War to Another"

WWII Chronology

WWII homefront reading (includes women roles)

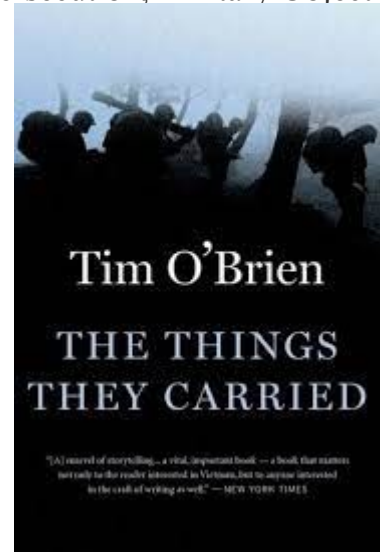
“Unbroken” viewing and analyze

Vietnam/Counterculture discussion, images, slideshow, hippie culture and women in battle

The Things They Carry- Pre-read, reflections, close reading, discussions, quote analysis

Proteus Preparation (research, writing, portfolio presentation, conferencing);

Excerpts from Kristin Hannah’s *The Women*



What Should We Fight For? (Continued)

Proteus Presentation

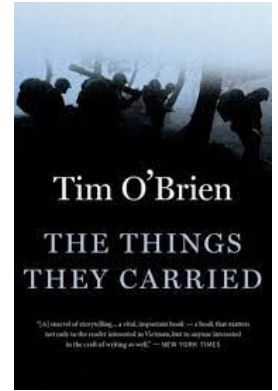
Summative: Other oral assessments

Final exam presentation.

Proteus Project (Includes 8-10 pg. Research paper)

Summative: Other written assessments

Final exam project. Select a topic. Conduct research on the topic. Maintain a list of works cited and consulted.(NoodleTools is the best way to maintain this). Write a sequence of pieces that present the issue from a variety of perspectives and that illustrates appropriate historical context.



Curriculum Writing Self-Reflection Part 1

Please answer the following questions regarding revisions to the curriculum and your experience with curriculum writing:

1. How has the curriculum improved from the original version to the this newly revised version?

Added new hands on activities such as the Immigration Experience at Ellis Island Simulation, removed Immigration Act of 1924 DBQ. Added a SOAPS activity where students analyze multiple primary sources that center around African Americans during this time period. Added a Becoming A Muckraker (research and presentation assignment). Removed the Political Cartoon creation. Removed New Deal Matrix. Added the Prohibition Recall Relay. Added showing and analyzing the film 1917. Reading about the New Deal. Added the most updated version of We Didn't Start the Fire and then have students create their own version. Removed the Civil Rights DBQ, and adjust the midterm so it was more of a combination of critical thinking and fact recall. Overall we have tried to create a curriculum that is more hands on and student centered so students can get the most from the class as they can. Current curriculum is robust and rigorous, and has become much more hands-on and collaborative for students. We removed "America for Americans" by Teddy Roosevelt (did not fit fluidly into Unit 1 and students struggled, overall. Removed "This American Life" podcast creation to ensure content / texts addressed thoroughly and deeply.

Curriculum Writing Self-Reflection Part 2

1. Reflecting back on the process, what improvements to the curriculum do you look forward to implementing the most?

Enjoyed adding supplemental excerpts to deepen understanding of 1930s Dust Bowl and women's roles in Vietnam. We have worked hard to make modifications to assignments/assessments so the curriculum is accessible to more students. As a team, we continue to ensure that curriculum represents and honors a myriad of voices and stories from American history, and we look forward to continuing to craft a curriculum that is rich and impactful.



American Studies (Due for Review/Revision)

Newtown High School / High School / Social Studies

10 Curriculum Developers | Last Updated: Thursday, Sep 19, 2024 by Diaz, Joanna

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	
What is an American?		[Red bar]																																					
What is the Price of Progress?																																							
Who is Included in "We the People?"																																							
What Should We Fight For?																																							

◀ 4 Units found ▶



Unit Plan

What is an American?

Newtown High School / High School / Social Studies

Week 1 - Week 10 | 10 Curriculum Developers | Last Updated: Sep 19, 2024 by Diaz, Joanna

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) 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.

Lenses: Identity

Process Concepts: Perspective, Narrative construction, Perception

English Concepts: Voice, Style, Tone, Audience, Personal narrative, Memoir, Memory, Personal truth

History Concepts: Citizenship, Democracy, Culture, Dominance/Weakness, Values/Ideals, Propaganda, Migration, Immigration, Push/Pull Factors, Idealism, Reality, Emotion

Generalizations

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

1. Writing personal narratives facilitates the investigation and discovery of personal truth.
2. Memoirs and personal narratives cultivate a deeper understanding of individual and collective identity.
3. Perspective, experience and time shape memories and interpretation of the truth.
4. Memoirs manipulate language (style, sentence structure, tone, voice) to influence the audience's perception of the writer's experience.
5. A democracy reflects citizens' values, needs, wants and defines responsibilities.
6. Stronger nations attain cultural dominance over weaker nations.
7. Propaganda stimulates an emotional investment in a cause.
8. When putting idealistic visions into practice, leaders must navigate realities.
9. People weigh push/pull factors when determining risk and/or benefit of migration.
10. A nation's people determine personal and collective response to immigration based on values and practicalities.

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 personal narrative? (F)
- 1b. Why do individuals write about themselves? (C)
- 1c. How do authors decide what to include in an autobiography/memoir? (C)
- 1d. Is there one objective truth? (P)

- 2a. What are the distinctions between memoir, autobiography, and personal narrative? (F)
- 2b. How does reading others' personal stories help individuals understand themselves? (C)
- 2c. How does reading others' personal stories help individuals understand a collective identity? (C)
- 2d. Is there an American Identity? (P)

- 3a. What is perspective? (F)
- 3b. What is point of view? (F)
- 3c. What is memory? (F)
- 3d. How do perspective, experience, and time shape our memories? (C)
- 3e. How is it problematic when people have different memories of the same event? (P)

- 4a. What is syntax? (F)
- 4b. What is tone? (F)
- 4c. What is voice? (F)
- 4d. What is author's craft? (F)

- 4e. How do authors manipulate language? (C)
- 4f. How does the language in the memoir influence the audience? (C)
- 4g. Does personal writing always need an audience? (P)

- 5a. How do the Constitution, Bill of Rights, and other amendments reflect peoples' needs and values? (C)
- 5b. How are a nation's origins reflected in its ideals? (C)
- 5c. Why did the U.S. expand westward? (F)
- 5d. What justifies a nation's geographic expansion? (C)
- 5e. How does expansion contribute to a national experience? (C)
- 5f. How were the rights of certain groups (African Americans, Women, Native Americans and the lower class) ignored before 1900? (C)
- 5g. To what extent do we live up to our founding ideals? (P)

- 6a. What is imperialism? (F)
- 6b. What is the connection between industrialization and imperialism? (C)
- 6c. What are some of the reasons why the US desired colonies around 1900? (F)
- 6d. Where did the US try to extend its influence? (F)
- 6e. How and why did certain groups push for war with Spain? (F)
- 6f. Under what circumstances is a nation justified in declaring war? (C)
- 6g. Did the United States betray its principles in becoming a world power? (P)

- 7a. What caused WWI? (F)
- 7b. What events led to increasing American involvement in WWI? (F)
- 7c. How did the US government encourage active participation in the war effort? (F)
- 7d. What did the US expect the population to do to contribute to the war effort? (F)
- 7e. How are various propaganda techniques used to get citizens to aid a war effort? (C)
- 7f. How did WWI affect various social groups (ie women, African Americans)? (F)

- 8a. How and why does government limit free speech and other individual rights (the draft, Espionage Act) in times of war and upheaval? (C)
- 8b. How were Wilson's 14 Points designed to avoid future wars? (F)
- 8c. Why did the leaders of Europe reject aspects of Wilson's plan? (F)
- 8d. Why are nations inclined to choose concrete gains over an idealistic future? (C)

- 9a. What were some reasons people immigrated to the U.S. from 1880-1920? (F)
- 9b. How did newer immigrant groups differ from older, more established groups? (C)
- 9c. What was the typical immigrant experience? (C)
- 9d. How are immigrant experiences similar and/or different from one time period to another? (C)

- 10a. How and why did the US restrict immigration? (F)
- 10b. What types of responses do immigrants face upon arriving in a new place (welcoming, assimilation, resistance)? (C)
- 10c. What problems do some people associate with immigrant groups? (C)

10d. What are some benefits people associate with immigrant groups? (C)

10e. What is Nativism? (F)

Content Knowledge

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

Founding documents
Historical trends of 1800s
American Imperialism
Immigration
Progressive Era
Narrative Writing
Memoir writing
Speech writing
Author's craft
Rhetorical Devices

Standards




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

Core Learning Activities

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




Analyzing and creating political cartoons in regards to US Imperialism
"New Colossus" Reading and Analysis
"New- New Colossus" poem writing
"I am from" poem, semi narrative poem
Historical trends of the 1800s information exchange- jigsaw or presentations
"1900 Essay" preparation/practice/self-evaluation
Family Immigration Artifact Fair/ My Immigrant Past
Current events- identifying issues, problems, and connections to course content
Close reading (Educated, Black Boy, Frederick Douglas)
Analyzing Propaganda Techniques and using the techniques to analyze WWI Propaganda




Portrait of the Newtown Graduate

 Graded Close Reading, Educated  

 I Am From Template    Fredrick Douglass Passage  

 The New Colossus/Big ideas practice page  

 Copy of Emma Lazarus Project/Poem  

 Progressive Era "Excellent Adventure"  

- My Immigrant Past
- My Immigrant Past Reflection
- 1900 Essay Honors.docx
- Seminar Rubric-Black Boy Fall 2021
- Seminar Rubric-Educated Fall 2021

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

United States History: Reconstruction to the Present
Autobiography of Frederick Douglass
Black Boy-Richard Wright
Educated- Tara Westover
 "New Colossus" - Emma Lazarus
This American Life: "The Problem We All Live With Part I"
 "America for Americans"- Theodore Roosevelt
 Various World War I Poems
 "Mckinley's War Message"
 Excerpt from the *Namesake*

Optional Activities

Progressive Era: Excellent Adventure
 Imperialism PSA

- McKinleyWarMessage1898
- Namesake questions
- The Century Series
- World War I Poetry and assignment with "A Solider's Home"
- New Colossus
- This American Life
- The Namesake.pdf
- America for Americans.pdf

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.

In Class Essay: Black Boy and Educated | Summative | Extended Essay

Consider *Black Boy*, *Educated*, your own and your classmates' family histories, our national immigration history, and "The Problem We All Live With," and answer the following question. **What is the value of using individual and personal stories to better understand our collective history?** The answer to this question then becomes your thesis/claim statement.

No Standards Assessed

Memoir Assignment | Summative | Narrative Writing Assignment

Use language (literary devices and purposeful diction) to relay a time in your life. Remember, a memoir is not necessarily about the "big" moments in your life.

No Standards Assessed

Historical Narrative Writing Assignment and Performance | Summative | Narrative Writing Assignment

Students will create a series of historical narratives, which answers the question, "What does it mean to be American?"

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

What is the Price of Progress?

Newtown High School / High School / Social Studies

Week 11 - Week 20 | 10 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) 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.

Lenses: Opportunity, Conflict, Role of Government

Process Concepts: close reading, analysis, discussion

English concepts: rhetorical devices, connotation, tone, syntax, primary sources, secondary sources, argument, audience, claim/argument, persuasive writing

History concepts: Reform, Agitation, Resistance, Fear, Resentment, Discontent, Political Pressure, Growth, Depression, Change, Anxiety, Economic Hardships, Helplessness, Loss, Resistance

Generalizations

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

1. Persuasive writers skillfully use connotation, rhetorical strategies, syntax, tone and form to persuade a targeted audience.
2. Persuasive writers synthesize primary and secondary source materials in conjunction with rhetorical strategies to create an argument/claim.
3. Defensible claims drive persuasive writing.
4. Discontent leads to many kinds of agitation.
5. Political pressure leads to societal reform.
6. Social reform and cultural change often spawn groups of resistance, fear, or resentment.
7. Economic growth prompts cultural and social change.
8. Economic depression causes anxiety, loss, and helplessness.
9. Government response to extreme economic hardship sets precedents for future societal expectations of government intervention.

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 rhetorical strategies do authors use in crafting argument? (F)
- 1b. What different forms can an argument take? (F)
- 1c. How do authors determine the audience for their argument? (C)
- 1d. How do authors select the most effective form for their argument? (C)
- 2a. What is a primary source? (F)
- 2b. What is a secondary source? (F)
- 2c. How do writers evaluate and select effective sources for an argument? (C)
- 2d. How do authors synthesize sources to support a persuasive argument? (C)
- 3a. What makes a claim defensible? (F)
- 3b. How does the claim drive persuasive writing? (C)
- 4a. What groups and organizations formed to advocate for change (Progressives, Populists, NAACP, etc)? (F)
- 4b. What factors caused people in the US to feel economically and politically oppressed during the Americana Industrial era? (F)
- 4c. In what ways did people and groups express their resentment during the Americana Industrial era? (F)
- 4d. How and why did women and African Americans advocate for change during the Progressive Era? (C)

- 4e. What problems are associated with industrialization and urbanization? (C)
- 4f. How do citizens effectively pressure a government to make changes? (C)
- 5a. What societal reforms were enacted during the Progressive Era? (F)
- 5b. To what degree do political/economic reforms contribute to the overall progress of a country? (C)
- 6a. What groups or organizations formed to resist change during the American Industrial era? (F)
- 6b. What did these groups fear? (F)
- 6b. How does social reform cause groups to lose power? (C)
- 6c. How are rural and urban areas culturally different? (F)
- 6d. Why might there be tension between the two areas? (C)
- 6e. Why do Nativist groups tend to emerge during periods of immigration? (C)
- 6f. Does social reform by nature cause backlash? (P)
- 7a. How and why did consumer habits change after WWI? (F)
- 7b. How and why did social norms change after WWI? (F)
- 7c. What factors led to the rapid economic growth of the 1920's? (F)
- 7d. What are the underlying flaws of the American economy that led to the Depression? (F)
- 7e. How does speculative investment lead to economic crashes? (C)
- 7f. What cultural and social changes for African Americans are represented by the Harlem Renaissance? (F)
- 7g. What are the characteristics of a consumer-driven economy? (F)
- 7h. Can people be fulfilled by material gain? (P)
- 8a. How did the Depression impact peoples' lives (job loss, foreclosure, losing savings)? (F)
- 8b. How did the downturn in the economy affect different social/economic classes? (C)
- 8c. What demographic changes did the Depression cause? (F)
- 8d. How do people respond to economic hardship? (C)
- 8e. Is an individual solely responsible for his/her own economic well-being? (P)
- 9a. What was Hoover's response to the depression? (F)
- 9b. How was FDR's approach different from Hoover's? (F)
- 9c. What programs did Roosevelt establish to deal with the Depression? (F)
- 9d. How did peoples' view of government response change as a result of the Great Depression? (C)
- 9e. How are peoples' expectations changed due to the economic crisis? (C)
- 9f. What is the appropriate role for a government that claims to be, "of the people, by the people, and for the people"? (P)

Content Knowledge

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

Connotation/Denotation

Syntax

Tone

Rhetorical Devices (Appeals)

Argument

Audience

Claim

Progressivism

The Roaring Twenties

Depression

New Deal

Standards

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

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.11-12.8. (Not applicable to literature)

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

- RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

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

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

- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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

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

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

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

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Language Progressive Skills

- L.6.3b. Maintain consistency in style and tone.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

- RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1. Write arguments focused on discipline-specific content.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

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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.

1920's Culture Collage

Automobile Spinoffs Handout

1920's Slang Stories- Students create a story using 20's slang/situations

Immigration Act of 1924 DBQ

The Century Videos "Boom to Bust" and "Stormy Weather"- understanding of the 20's and 30's

New Deal Matrix/ABC book- Students investigate aspects of the New Deal



Pre-reading activities (*The Great Gatsby*, *Their Eyes Were Watching God*)



Study guides (*The Great Gatsby*)



Close Reading activities (*The Great Gatsby*, *Their Eyes Were Watching God*)

Text Based Seminars (*The Great Gatsby*, *Their Eyes Were Watching God*)



Portrait of the Newtown Graduate



[Template] Gatsby- Chapter 4 Close Reading  























































Gatsby Seminar 4 through 6  

Janie's tree/your tree activity  

Honors Gatsby Quiz 1   Automobile Spinoffs  

The Great Gatsby PreRead  

The Great Gatsby: Chapter 7-9 Seminar  

-  The Great Gatsby: Chapter 1-3 Seminar  
-  Light and Dark Motif    Gatsby Ch. 2 Study Guide  
-  Gatsby Ch. 4 Study Guide  
-  Their Eyes Were Watching God and Black Panther Seminar #2  
-  Gatsby Ch. 5 Study Guide  
-  Gatsby Ch. 7 Study Guide  
-  Gatsby Ch. 8 Study Guide    Jungle.pdf  
-  Gatsby Ch. 9 Study Guide  
-  1920's Culture Collage- Better Version  
-  1924ImmigActDBQsources.pdf  
-  Boom to Bust Video Guide  
-  [Template] Stormy Weather- original  
-  Introduction to Eatonville/TEWWG  
-  1920sSlang.pdf  
-  Language in Their Eyes Were Watching God  
-  New Deal Matrix/A-B-Cs  

Vocabulary

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

Resources



Teacher and student resources used to support the learning.



United States History: Reconstruction to the Present- Pearson
 Battle of Belleau Woods
The Great Gatsby- F. Scott Fitzgerald
The Great Gatsby- directed by Baz Luhrmann
Their Eyes Were Watching God- Zora Neale Hurston
Black Panther- directed by Ryan Coogler
 Select Hemingway stories- *In Our Time*
This American Life episodes
 "Tune in and Booze Out"
 "Letters from the Great Depression"



Optional activities:



Progressive Era Excellent Adventure- Character Journal Activity
 Progressive Era Imagery- Analysis of Pictures
 Progressive Era Cartoons
 American Snapshots- Researching a person or group from Progressive Era
 New Deal Debate/Twitter War- Was New Deal a success?



Progressive Era "Excellent Adventure"  



Progressive Era Imagery  

Battle of Belleau Wood Reading and activity  



Progressive Era Cartoons  

GreatDepressionLetters.pdf  

TuneInBoozeOut&PriceWasRight.pdf  

American Snapshots directions rubric topics  

Twitter War Standards    The Century Series  

This American Life: Break Up  

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.

American Studies English Midterm | Summative | Written Test

Other written assessments

Carefully read and mark the passage (though the annotations are not graded for this exam), then write a close reading essay **that addresses the author's purpose in the passage, as well as the strategies used to achieve that purpose.**

No Standards Assessed

Their Eyes Were Watching God/Black Panther Essay | Summative | Extended Essay

What do the novel and the film suggest about the possibility of sustaining a utopian society? (You can use either definition of a utopia to answer this question).

No Standards Assessed

The Great Gatsby Essay | Summative | Extended Essay

Your job is to decide which aspect of the novel is most worthy of discussion. First, establish what you think is a prominent theme in the text. Then, you should think about the best way to examine that theme. For example, you might think that Fitzgerald wants to examine the death of the American Dream or, at least, its inevitable collapse. You then decide that the best way to approach the conversation of that theme is through an in depth examination of the symbols in the text, particularly those that represent vision or blindness. You then craft a thesis based on that idea.

No Standards Assessed

This American Life Project | Summative | Technology Project

The students will create an audio or video podcast that deals with a major theme of the unit. They must examine and demonstrate an interpretation of the theme from a historical and modern perspective.



No Standards Assessed




Midterm Exam:History | Summative | Other written assessments




Synthesis essay- Appropriate role of government




Close reading essay- "America for Americans"




No Standards Assessed

 HonorsAmericanStudiesGatsbyEssay2021  

 American Studies English Midterm 2022  

 Their Eyes Were Watching God and Black Panther Essay  

 This American Life  

 MidtermRoleofGovtEssay&Rubric.pdf  

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

Who is Included in "We the People?"

Newtown High School / High School / Social Studies

Week 21 - Week 30 | 10 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) 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.

Lenses: Agency, Justice

Process Concepts: determining context, context, analyzing structure

English concepts: Literature, Layered Meaning, audience, structure, critical lens, voice, theme, context, injustice, social justice, struggle

History concepts: Competition, Superiority, Dominance, Tension, Nations, Conflict, Opportunity, Inequality/Equality, Reform, Resistance, Fear, Resentment, Injustice, Success, Tactics, Uprisings, Oppression, Change

Generalizations

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

1. Literature exposes injustice and advocates for social justice.
2. American literature reveals the unique struggles and triumphs of marginalized or oppressed voices.
3. Readers employ critical lenses to reveal layered meanings in the text.
4. Evaluation of context and manipulation of text structure contribute to conveying a message to the intended audience for both the author and in analysis.
5. Nations compete to achieve and maintain superiority and dominance.
6. Ideological conflict between superpowers manifests social and cultural tension.
7. Differing economic opportunities can lead to enduring inequality.
8. Mass popular uprisings pressure government to reconcile injustice.
9. People fight oppression using different tactics with varying degrees of success.
10. Social reform and cultural change incite resistance/fear/resentment.
11. Success of one group in achieving change inspires others to fight for change.

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 injustice? (F)
- 1b. What is social justice? (F)
- 1c. How does literature expose injustice? (C)
- 1d. How can literature advocate for social justice? (C)
- 1e. Can literature and art be considered a form of argument? (P)
- 1f. Can a book change the world? (P)

- 2a. How has America's unique cultural history contributed to the marginalization and oppression of certain voices? (F)
- 2b. How have American authors amplified the voices of marginalized individuals, their struggles and triumphs? (C)
- 2c. Can a book change a person's life? (P)

- 3a. What is a critical lens? (F)
- 3b. Through what types of critical lenses can one view literature? (F)
- 3c. How does the use of critical lenses affect understanding and appreciation of a text? (C)
- 3d. How can reading through a critical lens help readers understand the context of a work? (C)

- 4a. What is structure? (F)
- 4b. What are some structures authors use? (F)
- 4c. How can structure be manipulated? (C)
- 4d. How can structure affect meaning? (C)
- 4e. How do context and audience inform structure? (C)
- 4f. Can structure interfere with meaning? (C)

5a. Why do wartime allies often differ on the terms of peace? (C)
5b. How did US and Soviet actions in Europe in the aftermath of WWII lead to conflict? (C)
5c. How and why did the US and Soviet Cold War struggle lead the US to armed conflict in Korea? (F)
5d. When did the US and Soviets come close to direct war during the Cold War? (F)
5e. To what extent did the US achieve Communist containment? (C)
5f. What were some of the successes and failures for the US in its Cold War struggle? (F)

6a. What actions did Americans take because of their Cold War fears? (F)
6b. What questionable actions did Americans and the government take domestically to combat communist infiltration of US society? (F)
6c. How did the US and the USSR portray each other during the Cold War? (F)
6d. To what extent is there a tradeoff between national security and civil rights? (C)
6e. How did the Cold War fears (spies, nuclear weapons, technology, etc) become ingrained in American popular culture (movies, TV advertising, etc)? (F)
6f. Does fear cause people to abandon their principles? (P)
6g. Is it ever appropriate for a government to lie or hide information from its people? (P)

7a. What were some of the dominant characteristics of 1950s American society? (F)
7b. To what extent was conforming to the American ideal (patriotic, religious, materialistic, nuclear family, suburban) part of American society post WWII? (C)
7c. How did some individuals rebel against the American ideal? (F)
7d. How does the conflict between US and Soviets expose some of the social and economic imperfections of American society? (C)

8a. By the 1940's, what was the status of African Americans politically, socially, and economically in both the North and South? (F)

8b. How did WWII help spark the Civil Rights Movement? (F)
8c. During the 1940's and 1950's who advocated for a change in the status of African Americans in the US and how? (F)
8d. How did the federal government react to Civil Rights protests? (F)

9a. How and why did proponents of the Civil Rights Movement embrace the tactics of MLK's non-violent resistance movement? (F)
9b. How did the national media help bring support for the movement from the mainstream American public? (F)
9c. How did more militant movements like Black Nationalism differ from the non-violent protest movement in terms of goals, methods, and gains? (F)

9d. How is the civil rights struggle representative of the power struggle between state and national government? (F)
9e. To what extent can legislation truly resolve inequality? (P)
9f. Does race, geography, socioeconomic class, and other factors impact one's opportunity? (P)

10a. How and why did Southern society respond to the Civil Rights movement? (F)

10b. How did state and local government resist civil rights protests? (F)

10c. Why do people cling to the status quo? (C)

11a. What are the parallels between the fight for civil rights and other minority groups (Native Americans, Latino Americans, Women, LGBTQIA+) in America? (F)

11b. How were minority groups' strategies similar to those in the African American struggle? (F)

11c. What civil rights inequalities continue to exist? (C)

11d. Is full integration achievable? (P)

Content Knowledge

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

Theme

Critical lenses

Thesis/Claim Statement

Race relations/ Civil Rights Movement

Protest movements

Gender roles

Pop culture and Culture in the 50s

Evolution of media

Trust in government

Cold War

Standards

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

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence. [Show Details](#)
- They build strong content knowledge. [Show Details](#)
- They respond to the varying demands of audience, task, purpose, and discipline. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)
- They value evidence. [Show Details](#)
- They use technology and digital media strategically and capably. [Show Details](#)
- They come to understand other perspectives and cultures. [Show Details](#)

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RL.11-12.8. (Not applicable to literature)

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

- RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

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

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

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

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

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)”).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2a. Observe hyphenation conventions.
- L.11-12.2b. Spell correctly.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills

- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.3a. Choose words and phrases for effect.
- L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).
- L.4.3b. Choose punctuation for effect.
- L.5.1d. Recognize and correct inappropriate shifts in verb tense.
- L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.3b. Maintain consistency in style and tone.
- L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.
- L.9–10.1a. Use parallel structure.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge. [Show Details](#)
- They respond to the varying demands of audience, task, purpose, and discipline. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)
- They value evidence. [Show Details](#)
- They use technology and digital media strategically and capably. [Show Details](#)
- They come to understand other perspectives and cultures. [Show Details](#)

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

- RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

6. Assess how point of view or purpose shapes the content and style of a text.

- RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

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

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading: Science & Technical Subjects

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

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and 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.

1950's Life Hyperdocs which include various sources on gender, fear, rebellion, culture

Real Story of the Cold War- events of the Cold War

We Didn't Start the Fire Lyrical References

The Century Series Videos- "Best Years" and "Happy Daze"

African American Experience Thematic timeline

Civil Rights poetry- analysis of 4 poems

Portrait of the Newtown Graduate

Civil Rights DBQ Packet

Evaluating sources- Art as an Argument

The Crucible- Pre-reading, close reading, seminars

Raisin in the Sun- Pre-reading, close reading, seminars

"Plan your Protest" activity

Eyes on the Prize- Civil Rights Movement Documentary, School Edition

AmericanStudiesGroupDiscussionRubric2021-22, A Raisin in the Sun

The Crucible Seminar

Formula for a Witch Hunt

Honors Crucible Quiz, Act 2

PrereadRaisin2021

Glossary

The Crucible Preread

Power Dynamics in The Crucible

Flower Thrower- Banksy

The Crucible Act 3: Reverse Quiz

PlanYourProtestwksht.pdf

[Template] [Template] The REAL Story of the Cold War

CRMpoetry.pdf

PostWWIIWomenandPursuitofHappiness.pdf

Eyes on the Prize

Hysteria Hyperdoc

1950s Conformity Hyperdoc

1950s Rebellion Hyperdoc

1950's Gender Roles

We Didn't Start Fire

Best Years Video Questions

Happy Daze Video Guide

CRMdocpasspacketA-G.pdf

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

United States History: Reconstruction to Present- Pearson

The Century Series selected videos

Eyes on the Prize- PBS anthology

The Crucible- Arthur Miller

Raisin in the Sun- Lorraine Hansberry

"*Strange Fruit*" Billie Holiday

Optional activities:

Raisin in the Sun Theatre Workshop

The Crucible Act I Reflections/Study Guide

Raisin in the Sun Theatre Workshop

Act I Reflections

The Century Series

Strange Fruit: Video

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.

Art as an Argument | Summative | Personal Project

Other written assessments | Technology Project | Visual Arts Project

We will explore how different media are used to convey arguments.

[118 Standards Assessed](#)

The African-American Experience Thematic Timeline | Summative | Other written assessments

Students will investigate different eras and themes of race relations over the span of US History to determine progress and/or lack of progress.

[11 Standards Assessed](#)

Raisin in the Sun Essay | Summative | Extended Essay

What does the language, in both the play and in the second piece you chose, suggest about the history of racism in this country?

[99 Standards Assessed](#)

Civil Rights Recruitment Fair | Summative | Other oral assessments

The students will create an oral presentation and a display to recruit others to a Civil Rights cause.

[17 Standards Assessed](#)

 Honors Raisin in the Sun Essay 2022    Art as an Argument 2021  

 The African-American Experience Annotated Thematic Timeline    Civil Rights Movement Recruitment Campaign Portfolio  

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

What Should We Fight For?

Newtown High School / High School / Social Studies

Week 31 - Week 38 | 10 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) 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.

Lenses: Inquiry, Identity, Conflict

Process Concepts: versatility, independence, authenticity, research

English concepts: primary research, secondary research, speaker, audience, audience engagement, purpose, citations, organization, presentation, genre, form, discussion, fiction, storytelling, rhetorical strategies

History concepts: Uncertainty, Desperation, Authoritarianism, Propaganda, Modern Warfare, Morality, Fear Culture, Adaptation, Homefront Support, Campaign, World Affairs, Truth, Citizenship, Subjugation, Persecution, Military Objectives, Victory and Defeat

Generalizations

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

1. The study of narrative requires us to understand the effect of the story on the audience.
2. The study of fiction allows us to understand the incomprehensible.
3. Authentic inquiry comprises a fundamental aspect of being human.
4. Research to pursue inquiry requires initiating, accessing and evaluating primary and secondary sources.
5. In written work, rhetorical strategies, structure, and visuals convey different meanings to an audience when adapted.
6. In presentations, rhetorical strategies, structure, and visuals engage an audience when adapted.
7. Uncertainty engenders desperation which allows an authoritarian leader and systems to emerge.
8. Modern warfare necessitates the government use propaganda and involvement in world affairs.
9. Citizens explore and analyze information provided by the government to determine if it is truth.
10. Waging a protracted military campaign necessitates homefront support.
11. Subjugation and persecution of minority groups endures.
12. When waging war military objectives supersede moral considerations.
13. Modern conflicts require new interpretations of victory and defeat.

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 narrative? (F)
- 1b. In what ways does the audience engage with narrative? (C)
- 1c. Can a narrative change the way the audience understands itself? (P)
- 2a. What is fiction? (F)
- 2b. How does fiction change our perceptions? (C)
- 2c. Can fiction allow us to understand the unimaginable? (P)
- 3a. What is authentic inquiry? (F)
- 3b. How can a researcher frame questions for the best possible results? (C)
- 3c. How can a researcher pursue a line of inquiry? (C)
- 3d. How does inquiry enhance critical thinking skills? (C)
- 3e. Is inquiry necessary for progress? (P)
- 3f. What is the value of being curious? (C)
- 4a. When can one trust what one reads? (C)
- 4b. What is experiential research? (F)
- 4c. How do primary sources supplement secondary sources? (F)
- 4d. How does inquiry guide research? (C)
- 4e. How do accurate source citations promote further inquiry? (C)
- 4f. How does one initiate research? (C)
- 5a. What are rhetorical strategies? (F)
- 5b. What is visual rhetoric? (F)

- 5c. How do speaker, audience, and purpose interact? (C)
- 5d. How does structure affect meaning? (C)
- 5e. How do writers manipulate their audience? (C)

- 6a. What are some qualities of a good presentation? (C)
- 6b. How do speaker, audience, and purpose interact? (C)
- 6c. How does structure affect meaning? (C)
- 6d. How do speakers manipulate their audience? (C)
- 6e. How do rhetorical strategies operate in spoken communication? (C)
- 6f. What is the definition of audience engagement? (F)
- 6g. What are some strategies speakers use to engage their audience? (C)
- 6h. How do presenters ensure transfer of knowledge to their audience? (C)
- 6i. What are the responsibilities of an audience? (C)
- 6j. Is an audience always a group of learners? (P)

- 7a. What economic, social, and political conditions are necessary for a dictator to arise? (C)
- 7b. What methods did leaders like Hitler, Stalin, etc use to gain popularity during the WWII era? (F)
- 7c. How do dictators systematically maintain their power and control? (C)
- 7d. What were the responses of the various nations/leaders confronted by aggression? (F)
- 7e. How and why did America choose to isolate itself from European affairs? (F)
- 7f. Why do people gravitate toward radical ideas and regimes? (C)

- 8a. What were the root causes of the conflict in Vietnam? (F)
- 8b. How did the US involvement in Vietnam fit into its larger Cold War struggle? (F)
- 8c. How was the media coverage evolved since WWII? (F)
- 8d. To what extent are wars in Vietnam and Afghanistan/Iraq similar? (C)
- 8e. Is government propaganda a necessary tool in wartime? (P)

- 9a. How united was the US homefront in WWII? (C)
- 9b. How did the public views of the war impact the military's ability to win the war in Vietnam? (F)
- 9c. How and why did the antiwar movement grow during the Vietnam era? (F)
- 9d. How was opposition to the draft symbolic of the antiwar movement? (F)
- 9e. How can war polarize a population? (C)
- 9f. Is dissent in wartime unpatriotic? (P)

- 10a. How did the US become the "arsenal of democracy"? (F)
- 10b. How did individual Americans on the homefront contribute to the war effort? (F)
- 10c. How did the US government use media to promote the war effort? (F)
- 10d. How did the shift to war production affect minority groups? (C)

- 11a. How and why did the Nazis persecute Jews and other "undesirables" in Europe? (C)
- 11b. What were the reasons for the US internment Japanese and Japanese Americans during WW II? (F)
- 11c. How were the treatment of Japanese in the US and the treatment of Jews in the German occupied territories alike and different? (C)

- 11d. Why is scapegoating so common in times of crisis? (C)
- 12a. How were civilians impacted by WWII and the Vietnam War? (F)
- 12b. How and why were world leaders held accountable for their actions before and during the war? (C)
- 12c. To what extent should civilians be targeted in war? (P)
- 12d. To what extent should military objectives supersede moral considerations? (P)
- 12e. To what degree should a nation limit rights and freedoms when national security is at risk? (C)
- 12f. What questionable actions of dictators has the US tacitly supported in the name of promoting our interests? (F)
- 12g. How has US involvement in the affairs of other nations contributed to an anti-American backlash? (C)
- 12h. Is it possible to fight a “humane war?” (P)
- 13a. How did military strategy and objectives change or evolve for both the US and its adversaries in Vietnam? (F)
- 13b. How does the US military respond to the guerilla warfare tactics of the enemy? (C)
- 13c. Why do less advanced militaries usually revert to guerilla warfare? (C)
- 13d. Why did Al-Qaeda attack the US on 9/11? (F)
- 13e. Following 9/11 what steps did the US take in its “War on Terror”? (F)
- 13f. How has the US honed its weapons technology to reduce civilian casualties in war? (F)
- 13g. Why do groups or individuals resort to terrorism? (C)
- 13h. What should the US role be in a post Cold War world? (P)
- 13i. Are modern wars winnable? (P)

Content Knowledge

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

Visual argument
Locating and evaluating secondary sources
Locating and evaluating primary sources
Discussion
Presentation
Portfolio Presentation
Genre work
Revision
Close Reading
Reflection
WWII
Vietnam
War on Terror

Standards

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

[CCSS: English Language Arts 6-12](#)
[CCSS: Grades 11-12](#)
[Reading: Literature](#)

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

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

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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

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

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2b. Spell correctly.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

- RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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

- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading: Science & Technical Subjects

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

- RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

6. Assess how point of view or purpose shapes the content and style of a text.

- RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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

- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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

- RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1e. Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Core Learning Activities

Portrait of the Newtown Graduate

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.

Causes of WWII, "From One War to Another"

WWII Chronology

Fantasy Draft of Allies

"Far Away But Not Forgotten" Reading Quiz

Gulf of Tonkin Incident Analysis

Vietnam/Counterculture Era Artifact Fair































Counterculture "Conversation"

The Things They Carry- Pre-read, reflections, close reading,

discussions, quote analysis

Proteus Preparation (research, writing, portfolio presentation,

conferencing)

-  "Spin"  
-  TTTC Ch 1 Study Guide Questions  
-  The Things I Carry 2022  
-  "On the Rainy River" Personal Reflections  
-  Copy of GroupDiscussionRubric2020-21, The Things They Carried  
-  This is Us How to Tell a True War Story  
-  "How to Tell a True War Story"  
-  "Sweetheart of the Song Tra Bong" Quote Analysis  
-  Reflection on "The Man I Killed" and "Ambush"  
-  "Speaking of Courage," "Notes," and "In the Field"  

- Proteus – 2022 Research Paper Introduction
- Proteus Explanation
- Outline Template
- Proteus Proposal Checklist & Grading
- A Counterculture “Conversation”
- Dear America Questions 2022
- FarAwayButNotForgotarticle&quiz.pdf
- GulfoTonkinResInfoLBJApril65speechVNVocabSlang.pdf
- WWIIchronologyHomefrontPosterInfo.pdf
- From1WartoAnotherPacketPtsofNoReturn.pdf

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

- United States History: Reconstruction to Present- Pearson
- The Things They Carried- Tim O'Brien
- The Century Series
- Vietnam/Counterculture Era Vocab
- Dear America: Letters Home From Vietnam
- Proteus Exemplars
- Do We Bomb Auschwitz- Moral Dilemma (watch and discuss)
- Iraq Chronology- War on Terror timeline
- Unbroken- film
- Optional Activities:
- WWII Journals
- Slaughterhouse Five (novel and activities)

- Should We Bomb Auschwitz video
- IraqChronology.pdf
- War Who Decides.pdf
- The Century Series
- Proteus Research Paper Online Humor Exemplar 2019
- Proteus Fashion Evolution Exemplar 2021
- Dear America: Part I
- Dear America: Part 2
- [Template] [Revised] World War II Journals Assignment and standard
- Slaughterhouse Five Questions 7-10
- [Template] Slaughterhouse Five Chapter 3 Questions
- Slaughterhouse Five - Mind Body Map

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.

Vietnam/Counterculture Family Artifact Fair Interview and Write-Up | Summative | Other written assessments

Oral Report

Students will interview an individual from the Vietnam era and draw conclusions from the interaction.

- Vietnam/Counterculture Family Artifact Fair Interview and Write-Up

9 Standards Assessed

Proteus Presentation | Summative | Other oral assessments




Final exam presentation.




[12 Standards Assessed](#)

Proteus Project | Summative | Other written assessments

Final exam project. Select a topic. Conduct research on the topic. Maintain a list of works cited and consulted. (NoodleTools is the best way to maintain this). Write a sequence of pieces that present the issue from a variety of perspectives and that illustrates appropriate historical context.

[20 Standards Assessed](#)

 American Studies- Proteus Portfolio Rubric  

 American Studies Proteus Presentation rubric  

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.

BOARD BUDGET PROCEDURES AND LINE ITEM TRANSFERS

In accordance with Conn. Gen. Stat. § 10-222, the Board of Education (the “Board”) shall prepare an itemized estimate of its budget each year for submission to the Board of Finance and Legislative Council for review. The Legislative Council is the “Fiscal Authority” as defined in the Town Charter. For purposes of this policy, an itemized estimate means an estimate in which the following broad budgetary categories listed below are divided into one or more budgetary category line items.

- 100 - Salaries
- 200 - Employee Benefits
- 300 - Purchased Professional Services
- 400 - Purchased Property Services
- 500 - Other Purchased Services
- 600 - Supplies
- 700 - Property
- 800 - Other
- 900 - Special Education Contingency

The itemized estimate provided to the Fiscal Authority is referred to herein as the “Itemized Estimate.”

The Board shall review the recommendations and suggestions made by the Fiscal Authority as to how it may consolidate non-educational services and realize financial efficiencies. If the Board rejects such suggestions and recommendations, it shall provide the Fiscal Authority a written explanation of the reason for the rejection.

Following the annual appropriation, the Board shall meet and revise the Itemized Estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or the Superintendent’s designee in the development, administration and monitoring of the budget.

The Superintendent and/or the Superintendent’s designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. A quarterly financial report shall be prepared in a narrative format summarizing each budgetary category line item, the appropriated budget amount, expenditure to date encumbrances, projected expenditures, difference between the projected expenditures and the appropriation, and general comments indicating the reasons for the difference.

Such financial reports shall be presented to the Board at the second regularly scheduled meeting in the month following the quarterly period for which such report is prepared, in accordance with the following schedule:

<u>Period Covered</u>	<u>Submitted</u>
July, August, September	October
October, November, December	January
January, February	March
March, April	May
Year-End Financial Report	August*

*The year-end report shall be completed and presented by the end of August.

Based on expenditures and budget projections, with such Itemized Estimates, the Superintendent or the Director of Business shall recommend to the Board transfers from one of the broad budgetary categories in the Itemized Estimate (as set forth above) to another as needed.

For effective and efficient administration of day-to-day operations, budget transfer authority is granted to the Superintendent or the Director of Business, as his/her designee, under the following restrictions:

Board authorization is required for any transfer between major object codes exceeding \$10,000.

Transfers between major object codes less than \$10,000 may be made without prior Board of Education approval, but will be referenced and approved as part of the monthly Itemized Estimate.

Transfers within major object codes may be made without prior Board of Education approval, but will be referenced and approved as part of the monthly Itemized Estimate.

Notice of major object codes falling into a negative balance will also be included in the monthly Itemized Estimate.

If an emergency transfer of \$50,000 or less is needed and the Board is unable to meet in advance, the Superintendent may approve the transfer and report to the Board at its next regularly scheduled meeting.

The Board shall not expend more than the amount of the appropriation and the amount of money received from other sources, including any unexpended funds that have been set aside in a nonlapsing account as authorized by law and described below, for educational purposes. If any occasion arises whereby additional funds are needed by the Board, the Chairperson of the Board shall notify the Fiscal Authority and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Unexpended Funds

Notwithstanding any provision of the general statutes, municipal charter, home rule ordinance, or other ordinance, the Board may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation, in an amount not to exceed two per cent of the total budgeted appropriation for such prior fiscal year. Each expenditure from the account must be authorized by the Board and shall be made only for educational purposes, in accordance with state law.

Each fiscal year, the Board shall compile and submit to the Connecticut State Department of Education a report regarding the nonlapsing account, including, but not limited to, the total balance of the account, the amount deposited into such account in a fiscal year, and an accounting of the expenditures made from such account.

Legal Reference:

Conn. Gen. Stat. § 10-221
 § 10-222
 § 10-248a

Public Act 25-175, “An Act Revising the Effective Dates of Provisions Regarding Certain Municipal Referenda and Equity Joint Ventures and Concerning Contracts with the Department of Developmental Services, the Commissioner of Education’s Network of Schools, the Reporting of Certain School District Financial Information, the Failure to File for Certain Grand List Exemptions and the Deferrals of Certain Towns’ Real Property Revaluations.”

Adopted: December 17, 2024
Revised: June 3, 2025

NEWTOWN PUBLIC SCHOOL
Newtown, Connecticut

Passed during the 2025 legislative session, Public Act 25-139 adds sexual assault victim and human trafficking victim as protected classes under Connecticut's anti-discrimination laws. This policy has been revised to reflect these additions. We also updated the location and contact information for the U.S. Department of Education's Office for Civil Rights, as the Boston office has closed. Finally, we have made technical revisions throughout.

**Series 1000
Community/Board Operation**

1050

**POLICY AND ADMINISTRATIVE REGULATIONS REGARDING
NON-DISCRIMINATION (COMMUNITY MEMBERS)**

Protected Class Discrimination Prohibited:

It is the policy of the Newtown Board of Education (the "Board") that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law ("Protected Class") is prohibited in the Newtown Public Schools (the "District"), whether by students, Board employees, Board members or third parties subject to the control of the Board, subject to the conditions and limitations established by law. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, school-sponsored activities, as well as the District website. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

Retaliation Prohibited:

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

Definitions:

The following definitions apply for purposes of this policy:

A. **Discrimination**: Discrimination in violation of this policy occurs when an individual is denied participation in, or the benefits of, a program or activity of the Board because of such individual's actual or perceived membership in a Protected Class.

B. **Harassment**: Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board policy. For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

Frank Purcaro
Assistant Superintendent
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

C. Gender identity or expression: Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

D. Sexual orientation: Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

E. Veteran: A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in the United States Army, Navy, Marine Corps, Coast Guard, Air Force, and Space Force and any reserve component thereof, including the Connecticut National Guard. "Qualifying condition" means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

F. Race: The term race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

G. Domestic violence: Domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. "Coercive control" includes, but is not limited to, unreasonably engaging in

any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

Alleged Discrimination/Harassment of Students or Employees:

Complaints of alleged discrimination and/or harassment of students and/or employees will be investigated in accordance with the non-discrimination policies applicable to students and/or personnel respectively. Complaints pertaining to specific forms of discrimination and/or harassment, such as sexual harassment or disability-based harassment, have specific policies and procedures applicable to these forms of harassment and will be investigated in accordance with the specific procedures for such issues. If a complaint involves allegations of discrimination or harassment of an employee or of a student based on sex, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment. Complaints involving allegations of discrimination or harassment of an employee or of a student based on disability will be addressed in accordance with the procedures set forth in the applicable Board policy regarding Section 504/ADA.

Alleged Discrimination/Harassment of Community Members on the Basis of Sex:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) on the basis of sex, the complaint shall be referred to the District's Title IX Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Alleged Discrimination/Harassment of Community Members on the Basis of Disability:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee)

based on disability, the complaint shall be referred to the District's Section 504/ADA Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment or retaliation.

Any individual who believes a community member has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to **the Assistant Superintendent** in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Community, which accompany this policy, and are available online at <https://www.newtownpolicies.org/>. or upon request from the main office of any District school.

Reporting to State and Federal Agencies:

In addition to reporting to District officials in accordance with this policy, individuals also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
(202 453-6020)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Equal Employment Opportunity Commission (employees only):

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who:

1. has questions or concerns about this policy or its accompanying regulations;
OR
2. wishes to request or discuss accommodations based on religion; OR
3. who would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination or harassment:

may contact any District administrator or the following District official:

Frank Purcaro
Assistant Superintendent
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of sex may contact the District's Title IX Coordinator:

Frank Purcaro
Assistant Superintendent
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the District's Section 504/ADA Coordinator:

Frank Purcaro
Assistant Superintendent
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Connecticut General Statutes § 1-1n, “Gender Identity or Expression”
defined
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51, Definitions
Connecticut General Statutes § 46a-58, Deprivation of rights
Connecticut Fair Employment Practices Act, Connecticut General
Statutes § 46a-60
Connecticut General Statutes § 46a-81c, Sexual orientation
discrimination: Employment
Connecticut General Statutes § 46b-1, Family relations matters and
domestic violence defined
Public Act No. 25-139, “An Act Concerning Human Trafficking and
Sexual Assault Victims”

ADOPTED: _____

REVISED: _____

9/18/2025

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (COMMUNITY MEMBERS)

Protected Class Discrimination Prohibited:

It is the policy of the Newtown Board of Education (the “Board”) that any form of discrimination or harassment on the basis of race, religion, color, national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law (“Protected Class”) is prohibited in the Newtown Public Schools (the “District”), whether by students, Board employees, Board members or third parties subject to the control of the Board, subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

Retaliation Prohibited:

The Board further prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class harassment or discrimination. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Alleged Discrimination/Harassment of Students or Employees:

Complaints of alleged discrimination and/or harassment of students and/or personnel will be investigated in accordance with the non-discrimination policies applicable to students and/or personnel respectively. Complaints pertaining to specific forms of discrimination and/or harassment, such as sexual harassment or disability-based harassment, have specific policies and procedures applicable to these forms of harassment and will be investigated in accordance with the specific procedures for such issues. If a complaint involves allegations of discrimination or harassment of a student or an employee based on sex, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment. Complaints involving allegations of discrimination or harassment of an employee or of a student based on disability will be addressed in accordance with the procedures set forth in the applicable Board policy regarding Section 504/ADA.

Alleged Discrimination/Harassment of Community Members on the Basis of Sex:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g. an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) on the basis of sex, the complaint shall be referred to the District's Title IX Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Alleged Discrimination/Harassment of Community Members on the Basis of Disability:

In the event the District receives a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) based on disability, the complaint shall be referred to the District's Section 504/ADA Coordinator, who shall take steps designed to ensure that applicable state and federal law are followed.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any individual who believes that they, or another individual, has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing to Frank Purcaro, Assistant Superintendent, 3 Primrose Street Newtown, CT 06470, Telephone: 203-426-7617, purcarof@newtown.k12.ct.us in accordance with the Board's complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Community.

Complaint Procedure:

Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

As soon as an individual feels that they, or another individual, has been subjected to Protected Class discrimination or harassment, the individual should make a written complaint to the Superintendent or designee.

The individual who is alleged have experienced Protected Class discrimination/harassment (the "complainant") and any individual accused of Protected Class discrimination/harassment (the "respondent") (if applicable) will be provided a copy of the Board's policy and regulation and made aware of the individual's rights under this policy and regulation. In the event reported conduct allegedly violates more than one policy, the Board will coordinate an investigation in compliance with the applicable policies, laws and regulations.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,

- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the alleged harasser(s) or discriminator(s),
- E. Location where such alleged harassment/discrimination occurred,
- F. Names of any witness(es) to the alleged harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any individual who makes an oral complaint of discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the employee receiving the oral complaint will either reduce the complaint to writing, assist the individual with completing the written complaint form, or request the assistance of a District administrator to do so.

All complaints received by employees are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment of a community member (e.g., an individual affiliated with the District, accessing or seeking access to District facilities who is not a student or an employee) under this complaint procedure, the Superintendent shall promptly investigate the complaint, or designate a District administrator or other trained individual to do so. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the reporter (if different from the complainant), the respondent and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination or harassment of a community member, the investigator should:

1. Offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to

discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;

2. Provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals deemed relevant to the complaint;
4. Review any records, notes, statements, or other documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (e.g., "Consequences were imposed.").
7. Communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will take steps designed to remedy the discrimination or harassment, adhering to the requirements of state and federal law;
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary;

9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;
10. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

Complaint Procedure for Superintendent/Board Member Complaints:

Any District administrator or Board member who receives a complaint of discrimination, harassment or retaliation of a community member by a Board Member and/or the Superintendent shall forward the complaint promptly to the Assistant Superintendent. Complaints pertaining to the Superintendent or Board of Education members will be forwarded to the Chair of the Board of Education. Complaints pertaining to the Board Chair will be forwarded to the Board Vice Chair. In all cases, the individual receiving the complaint shall take appropriate steps to cause the matter to be investigated in a manner consistent with the procedures described above.

If a complainant or a respondent is not satisfied with the findings and conclusions of an investigation in which the Superintendent or a member of the Board is the respondent, within ten (10) school days of receiving the findings such party may present the complaint and written outcome to the Board Chair (or, if initially presented by the Board Chair, the Board Vice Chair), who will take appropriate steps to cause the matter to be reviewed in a manner consistent with the Board's non-discrimination policy and regulation. Such steps may include retention of an investigator different from the investigator who investigated the complaint.

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a community member, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

Staff Development:

The District will periodically provide staff development for District administrators and periodically distribute the Board's Non-Discrimination policies and the implementing administrative regulations to staff, students and parents in an effort to maintain an environment free of discrimination and harassment.

Reporting to State and Federal Agencies:

In addition to reporting to District officials in accordance with this policy, individuals also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
(202 453-6020)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who:

1. has questions or concerns about this policy or its accompanying regulations;
OR
2. wishes to request or discuss accommodations based on religion; OR
3. who would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination or harassment:

may contact any building administrator or the following District official:

Frank Purcaro
Assistant Superintendent
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of sex may contact the District's Title IX Coordinator:

Frank Purcaro
Assistant Superintendent
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member (e.g., other individual affiliated with the District, accessing or seeking access to District facilities) who has questions or concerns about the Board's policies regarding discrimination or harassment on the basis of disability, and/or who may wish to request or discuss accommodations for a disability, may contact the District's Section 504/ADA Coordinator:

Frank Purcaro
Assistant Superintendent
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

9/18/2025

DISCRIMINATION/HARASSMENT COMPLAINT FORM
(For complaints based on race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, or status as a victim of domestic violence, sexual assault, or human trafficking)

Name of the reporter _____

Relationship of reporter to the District _____

Name of the complainant/victim _____

Relationship of complainant/victim to the District _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the alleged discriminator(s) or harasser(s) _____

Location where such alleged discrimination/harassment occurred _____

Name(s) of any witness(es) to the alleged discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Proposed remedy: _____

9/18/2025

Passed during the 2025 legislative session, Public Act 25-139 adds sexual assault victim and human trafficking victim as protected classes under Connecticut's anti-discrimination laws. This policy has been revised to reflect these additions. We also updated the location and contact information for the U.S. Department of Education's Office for Civil Rights, as the Boston office has closed. Finally, we have made technical revisions throughout

**Series 5000
Students**

5110

NON-DISCRIMINATION (STUDENTS)

Protected Class Discrimination Prohibited:

The Newtown Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the Newtown Public Schools (the "District"). The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

Retaliation Prohibited:

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment and is therefore prohibited by this policy.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination:

With respect to students, unlawful discrimination occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student's actual or perceived membership in a Protected Class.

B. Harassment:

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board policy. For more information regarding harassment based on sex, contact the District's Title IX Coordinator at:

Frank Purcaro
Assistant Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

C. Veteran:

A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in the United States Army, Navy, Marine Corps, Coast Guard, Air Force and Space Force and any reserve component thereof, including the Connecticut National Guard. "Qualifying condition" means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

D. Gender identity or expression:

Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

E. Sexual orientation:

Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of

any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

F. Race:

The term race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

G. Domestic violence:

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person’s free will and personal liberty. “Coercive control” includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member’s movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person’s sexuality or threats to release sexual images.

[In response to requests from many of our clients, Shipman has developed the language below to in order to address incidents of biased conduct and/or communications by students. Please note that bias in this context is not currently defined by law, except when such bias raises to the level of unlawful discrimination and/or harassment. That said, it is commonly acknowledged that incidents of bias may be precursors to discriminatory and/or harassing conduct. Boards that wish to explicitly include reference to bias in this policy may utilize the language below in order to acknowledge the concerns presented regarding bias:

Biased Conduct:

The Board recognizes that certain student conduct or communications may be considered indicative of bias towards individuals who are members of a Protected Class, even when such conduct or communications do not rise to the level of discrimination and/or harassment. The Board directs the District administration to address any such biased conduct or communications in a manner consistent with the Board's legal obligations under state and federal law and Board policy, including free speech considerations, in order to promote a school environment that is welcoming and safe for all individuals.]

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to **Assistant Superintendent** in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which accompany this policy and are available online at www.newtownpolicies.org or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any Board employee.

If a complaint involves allegations of discrimination or harassment of a student based on sex, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment. Complaints involving allegations of discrimination or harassment of a student based on disability will be addressed in accordance with the procedures set forth in the applicable Board policy regarding Section 504/ADA. In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents

are verbal or physical or amount to discrimination, harassment or retaliation in other forms. **Reports should be made to any District administrator or to:**

**Frank Purcaro
Assistant Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us**

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

Reporting to State and Federal Agencies:

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
(202 453-6020)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
 2. wishes to request or discuss accommodations for a student based on religion;
- may contact:

Frank Purcaro
Assistant Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board’s policies regarding discrimination or

harassment of students on the basis of sex may contact the District's Title IX Coordinator:

Frank Purcaro
Assistant Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
2. wishes to request an accommodation for a student on the basis of disability

may contact the District's Section 504/ADA Coordinator:

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-246-7628
petersend@newtown.k12.ct.us

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
Connecticut General Statutes § 1-1n, "Gender Identity or Expression"
defined
Connecticut General Statutes § 10-15c
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51, Definitions
Connecticut General Statutes § 46a-58, Deprivation of rights
Connecticut General Statutes § 46b-1, Family relations matters and
domestic violence defined
Public Act No. 25-139, "An Act Concerning Human Trafficking and
Sexual Assault Victims"

ADOPTED: _____
REVISED: _____

10/21/2025

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

Protected Class Discrimination Prohibited:

The Newtown Board of Education (the “Board”) complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law (“Protected Class”), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the Newtown Public Schools (the “District”). The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

Retaliation Prohibited:

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. Any such reprisals or retaliation may result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities)

are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The following non-exhaustive list provides examples of the type of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing to

Frank Purcaro

Assistant Superintendent

Newtown Public Schools

3 Primrose Street

Newtown, CT 06470

Telephone: 203-426-7617

purcarof@newtown.k12.ct.us

in accordance with the Board's complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Students.

If a complaint involves allegations of discrimination or harassment of a student based on sex, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment. Complaints involving allegations of discrimination or harassment of student based on disability will be addressed in accordance with the procedures set forth in the applicable Board policy regarding Section 504/ADA. In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Students are encouraged to immediately report any concerns about Protected Class discrimination, harassment, or retaliation.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. **Reports should be made to any District administrator or to:**

**Frank Purcaro
Assistant Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us**

Complaint Procedure

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

As soon as a student feels that they, or another student has been subjected to Protected Class discrimination, harassment or retaliation, the individual should make a written complaint to Frank Purcaro, Assistant Superintendent, or to the building principal, or designee.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any Board employee. Board employees receiving such reports shall promptly forward them to any District administrator or to Frank Purcaro, Assistant Superintendent.

The student and/or parent/guardian or other individual will be provided a copy of the Board's policy and regulation and made aware of the student's rights under this policy and regulation. In the event the **Assistant Superintendent, Frank Purcaro** receives a complaint alleging discrimination or harassment of a student based on sex, the **Assistant Superintendent, Frank Purcaro** shall follow the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment. In the event the **Assistant Superintendent, Frank Purcaro** receives a complaint alleging discrimination or harassment of a student based on disability, the Director of Pupil Personnel, **Deborah Mailloux-Petersen** shall follow the procedures set forth in the applicable Board policy regarding Section 504/ADA.

The complaint should state the:

- A. Name of the complainant/victim,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the alleged harasser(s) or discriminator(s),
- E. Location where such alleged harassment/discrimination occurred,
- F. Names of any witness(es) to the alleged harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any student and/or parent/guardian or other individual who makes an oral complaint of alleged discrimination or harassment of a student to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the Board employee receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form or ask a District administrator for assistance in doing so.

All complaints are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment of a student under this complaint procedure, the Superintendent shall designate a District administrator (or other trained individual) to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the individual alleged to

have experienced Protected Class discrimination and/or harassment (the “complainant”), the reporter (if different from the complainant) the alleged discriminator/harasser (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible to the extent consistent with principles of due process, as determined by the investigator.

Upon receipt of a written complaint of alleged discrimination or harassment of a student, the investigator should:

1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;
2. Provide the complainant (and respondent, if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;
3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals deemed relevant to the complaint;
4. Review any records, notes, statements, or other documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (e.g., “Consequences were imposed.”).
7. Communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that

such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will take steps designed to remedy the discrimination or harassment, adhering to the requirements of state and federal law;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary;
9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;
10. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

Staff Development:

The District will periodically provide staff development for District administrators and periodically distribute the Board's Non-Discrimination policies and the implementing administrative regulations to staff, students and parents in an effort to maintain an environment free of discrimination, harassment and retaliation.

Reporting to State and Federal Agencies:

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):
Office for Civil Rights, Washington DC Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
(202 453-6020)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
2. wishes to request or discuss accommodations for a student based on religion;

may contact:

Frank Purcaro
Assistant Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of sex may contact the District's Title IX Coordinator:

Frank Purcaro
Assistant Superintendent
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7617
purcarof@newtown.k12.ct.us

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
2. wishes to request an accommodation for a student on the basis of disability

may contact the District's Section 504/ADA Coordinator:

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
Telephone: 203-426-7627
petersend@newtown.k12.ct.us

10/21/2025



DISCRIMINATION/HARASSMENT COMPLAINT FORM

(For complaints based on race, color, religion, age, marital status, national origin, alienage, ancestry, veteran status, or status as a victim of domestic violence, sexual assault, or human trafficking)

Name of the reporter _____

Name of the complainant/victim _____

School/program and grade of the complainant/victim _____

Reporter's relationship to the complainant/victim _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the alleged discriminator(s) or harasser(s) _____

Location where such alleged discrimination/harassment occurred _____

Name(s) of any witness(es) to the alleged discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Proposed remedy _____

10/21/2025

Administrative Regulation to Be Followed in the Event of a School Bus Accident

If a school bus or school transportation vehicle is involved in a traffic accident or incident (any impact) while transporting students, the following procedures shall be followed:

1. Immediate Notification and Emergency Response

- The bus driver shall immediately assess the situation and **call 911** to request police and emergency medical services when injuries are apparent, suspected, or when safety conditions warrant.
- The driver shall then contact the bus company by radio or other available means as soon as possible and provide:
 - Exact location of the accident
 - Nature of the incident
 - Information regarding injuries, if any
- The driver shall remain at the scene of the accident until relieved by law enforcement, emergency personnel, a school district administrator, or a representative of the bus company, unless the driver requires immediate medical attention.

2. Bus Company Responsibilities

- Bus company management shall immediately notify the **Office of the Superintendent or designee** and provide available information regarding the location and severity of the accident.
- A bus company representative shall respond to the scene as appropriate.
- The bus company shall arrange **alternate transportation**, if necessary, for students to home or school once they have been released.

3. District Notification and On-Scene Support

- Central Office shall notify the appropriate school administrator.
- The school Principal or designee may dispatch staff to the scene to assist with student identification, supervision, and communication as appropriate.

4. Student Supervision and Accountability

- Unless safety or security conditions require evacuation, students shall remain seated on the bus and await the arrival of police and emergency personnel.
- The driver and/or responding personnel shall document student names and seating locations when feasible.
- Student identifying information required for official reports, including dates of birth and addresses, shall be provided to law enforcement by the bus company or district administration as appropriate.

5. Release of Students

- **Bus drivers shall not release students** from the scene of an accident unless directed by:
 - A school district administrator or designee, or

- Law enforcement or emergency medical personnel.
- Students requiring medical evaluation shall be transported to the nearest appropriate medical facility.

6. **Medical Assessment**

- If a bus is en route **to school** at the time of the accident and students are released from the scene without medical transport, students shall be assessed by the school nurse upon arrival before returning to class.
- If the bus is en route **from school**, emergency medical personnel shall determine whether further medical evaluation is required.

7. **Parent/Guardian Communication**

- Parents/guardians of students requiring medical attention shall be notified as soon as possible by a school district administrator or designee.
- When appropriate, the district may issue written communication to parents that includes only verified information related to:

Location

- Date and time
- General nature and seriousness of reported injuries

8. **Documentation**

- The bus company and district administration shall complete and retain all required accident and incident reports.
- Documentation shall be reviewed as part of ongoing transportation safety oversight.