To view this meeting, the livestream link is:

To make a public comment, the call in number is

(US) 1 240 560 3860 PIN:188 957 163#

Regular BOE Meeting
June 2, 2026

Reed Intermediate School Library
3 Trades Lane
Newtown, CT 06470
6:30 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. CELEBRATION OF EXCELLENCE
   A. Middle Gate School Store
   B. Head of Meadow Grade 4 School Community Team
   C. Retiree Recognition
   D. CABE Student Leadership Awards
   E. Top 5% of the 2026 Graduating Class
3. CONSENT AGENDA
   A. Minutes from May 5, 2026
   B. Correspondence Report
4. **PUBLIC PARTICIPATION
5. REPORTS
   A. Chair Report
   B. Superintendent's Report
   C. Committee and Liaison reports
   D. Action on Financial Report and Transfers for Month Ending April 30, 2026
   E. Student Representative Report
6. OLD BUSINESS
7. NEW BUSINESS
   A. Discussion and Possible Action on 2026-2027 Budget Adjustments
   B. Discussion and Possible Action on Chartwell's Contract Renewal

C. First Read Philosphy and Mixed Media Curriculum

D. First Read of Policies

1. Policy 1200 — Use of School Facilities
   Policy 2131 - Superintendent
   Policy 5155 - Wellness
   9650 - Committees
   9670 - Conflict of Interest
   9660 - Oath of Office
   9640 - Role of Board Members

E. First Read — Items of Information

1. Use of Private Transportation 3541 R
   Suicide Prevention and Intervention Guidelines 5151.5R

F. First Read - Bylaws to Rescind

1. Bylaw 9000 — Roles of Board Members—Powers, Purposes, Duties
   Bylaw 9130 - Committees
   Bylaw 9270 — Conflict of Interest
   Bylaw 9272 - Code of Conduct on Data Use

G. Policies to Rescind and Replace with Policies listed in 7.D1 of New Business

1. Policy 1200 — Use of School Facilities
   Policy 2131 - Superintendent
   Policy 6142.101 — School Wellness Policy

8. PUBLIC PARTICIPATION
9. EXECUTIVE SESSION — To Discuss Personnel Matters and Non-Union Contracts
10. POSSIBLE ACTION on EXECUTIVE SESSION ITEMS
11. 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*





SCT Community Service Project

By Ava Champagne

Name of Project

I went to Whiskers in Southbury to donate supplies for the cats. I brought food, toys, and treats.



How does your project benefit the community?

My project helps benefit the community because the cats need food and toys. Whiskers is a non-profit organization. They need volunteers and donations.



Why is this project meaningful to you?

This project is meaningful to me because I love cats! I got my two kittens from Whiskers. When I saw all the cats, it made me want to help them all get adopted.



How will you continue to demonstrate that you are a good citizen?

I will continue to demonstrate that I am a good citizen by becoming a volunteer at Whiskers. I might take all the cats home!



Whiskers Pet Rescue

23m ·

Ava stopped by the other day with lots of donations as part of her community service project. She said that she knows that lots of cats need homes, and she wants to help support them. Thank you, Ava, you are already helping to make the world a better place! 💜🐈‍⬛🐈‍⬛🐈

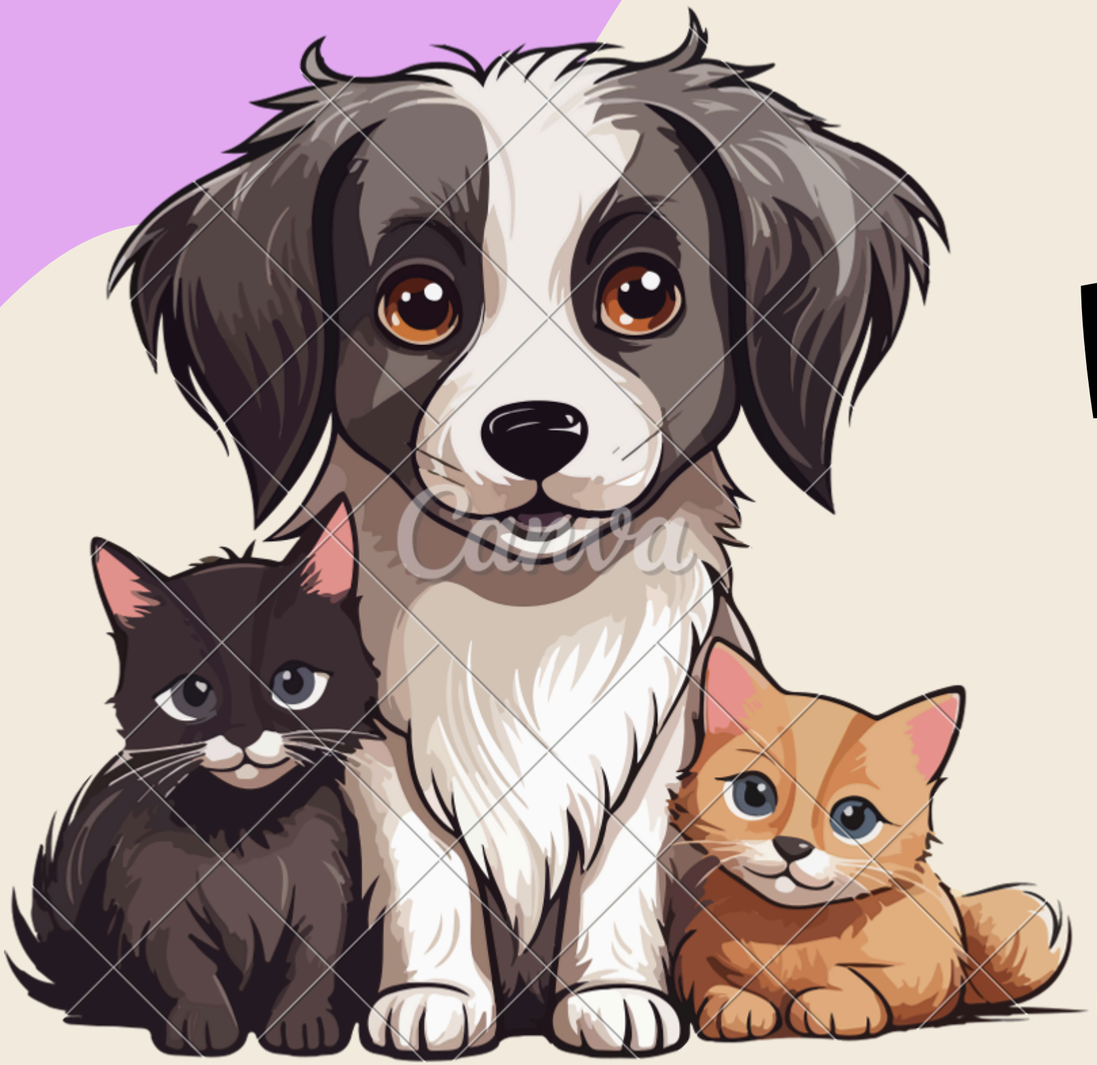




BELLA'S

DOG & CAT ENRICHMENTS

TO SUPPORT NEWTOWN ANIMAL SHELTER



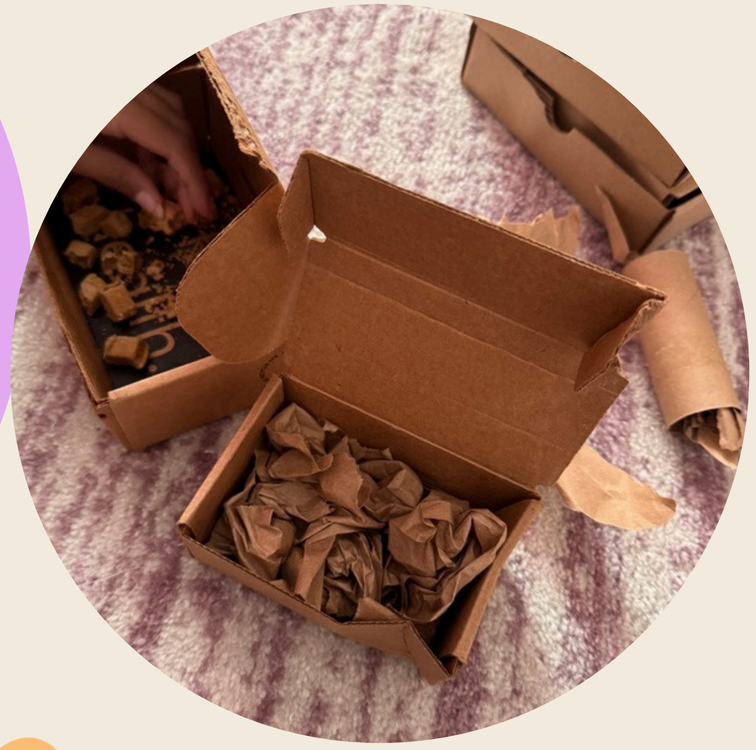
Bella Mehra SCT
May 2026

COMMUNITY PROJECT



I chose to make enrichments for the dogs and cats in the Newtown Animal Shelter because

- I love animals
- to entertain animals during the day
- to help their brain development



First I collected cardboard boxes and paper and treats. I made an activity for dogs to sniff to find treats.





Then I also collected snuffle mats, puzzles and toys. I hid the treats inside them.



Next, I set the date and went to the shelter to go visit the animals.







I got to meet a pitbull named Thor and a beagle named Bird.





They had lots of fun!
The rest of the dog and cat toys were donated to the animals that I was not able to see.















MOVIE:

Bird was such a smart puppy. She was getting adopted next week!



CONCLUSION

I was a very fulfilling event and I would like to do more projects like this in the future.

You can help our community by being kind to animals, picking up litter, helping seniors, and more!





Board of Education
Newtown, Connecticut

Please Note: These minutes are pending Board approval.

Minutes of the Board of Education Meeting held on May 5, 2026

Location: Reed Intermediate School Library, 3 Trades Lane, Newtown, CT **Time:** 6:30 p.m.
Members Present: A. Plante (Chair), D. Linnetz (Vice Chair), D. Ramsey (Secretary), J. Vouros, S.Tomai, M. Beylouni, C. Gilson (Remote).
Staff Present: A. Uberti (Superintendent), F. Purcaro (Assistant Superintendent).
Public: Many family members and staff attended the celebration portion of the meeting.

Mrs. Plante called the meeting to order at 6:30 p.m.

ITEM 1: PLEDGE OF ALLEGIANCE

ITEM 2: CELEBRATION OF EXCELLENCE The Board conducted the "Profiles in Professionalism" presentation. Fifteen Newtown Employees were recognized by their peers.

ITEM 3: CONSENT AGENDA

MOTION: *Mrs. Linnetz moved that the Board of Education approve the Consent Agenda, which includes the Minutes from April 21, 2026, and the Correspondence Report.*

Seconded by Mr. Vouros. Motion passes unanimously.

ITEM 4: FIRST PUBLIC PARTICIPATION None

ITEM 5: REPORTS

Chair Report: None

Superintendent's Report

- **Facilities Planning Committee:** The committee interviewed three different consultants offering distinct service models. There is a consensus to seek a "blend" of these services. The Superintendent will now outline the specific process based on committee feedback and reach back out to the consultants to customize their proposals to district needs. The May 14th meeting is cancelled; the next meeting is scheduled for May 28th.

- **Budget Referendum:** The Superintendent addressed the failed referendum and a noted 25% drop in voter turnout. A voice message was sent to the community today, May 5th, as a follow-up to the newsletter to encourage participation in the upcoming vote. The Superintendent is scheduled to appear on the "Two Guys at a Time" podcast with Bruce Walczak next week to deliver a joint message regarding the budget.

Committee and Liaison Reports

Policy: The subcommittee continues work on the 9000 series bylaws and other updates. The next meeting is scheduled for June 2nd.
Newtown Night of Jazz: Recognition was given to the music progression of students in grades 5 through 12, featuring the Reed Jazz Band, the Newtown Middle School Jazz Band, and the Newtown High School Jazz Band.
Curriculum & Instruction: The subcommittee received a presentation on the Philosophy curriculum (Socrates to Existentialism) given by Larry Saladin, Amy Deeb, and Ryan Eberts. They also reviewed the Mixed Media art course presented by Kim Noone and Annette Woback, which focuses on diverse artistic expression at the high school.

Musicals: Recognition was given to the successful productions at Reed and NMS, highlighting the significant interdisciplinary effort and collaboration involved.
Student Representative Report

- AP Testing began this week.
- College Shirt Day was celebrated on May 1st.
- Senior Prom is scheduled for May 8th.
- Senior week activities begin May 18th, starting with USA Day.
- A Career Fair for seniors is tentatively set for May 21st.
- Senior graduation is set for June 16th.
- The "Hawks Bites" program has seen success in providing afternoon snacks to promote healthy eating before practice.

ITEM 6: OLD BUSINESS

MOTION: *Mr. Vouros moved that the Board of Education adopt the revised Bylaws proposed under Item 6A (9520, 9630, 9522, 9530, 9540, 9523, 9550).*

Seconded by Mrs. Linnetz. Motion passes unanimously.

MOTION: *Mr. Vouros moved that the Board of Education rescind Bylaws listed in 6B (9323, 9325.4, 9322, 9325.1, 9250, 9321, 9325.2).*

Seconded by Mrs. Linnetz. Motion passes unanimously.

ITEM 7: NEW BUSINESS

The Superintendent noted that the district sells between 300,000 and 400,000 reimbursable meals annually. Opting into the Connecticut Nutrition Standards provides a state incentive of $0.10 per meal, yielding approximately $30,000 for the district.

MOTION: *Mrs. Linnetz moved that the Board of Education or governing authority, pursuant to C.G.S. Section 10-215f, certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2026, through June 30, 2027. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.*

Seconded by Ms. Tomai. Motion passes unanimously.

MOTION: *Mrs. Linnetz moved that the Board of Education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) The sales is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official Board of Education school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.*

Seconded by Ms. Tomai. Motion passes unanimously.

ITEM 8: SECOND PUBLIC PARTICIPATION

Lisa St. Louis (137 Currituck Road): Provided comments regarding the PAL program. She highlighted the need to maintain the integrity of this program.

ITEM 9: ADJOURNMENT MOTION: *Mr. Vouros moved to adjourn.*

Seconded by Mr. Ramsey. Motion passes unanimously.

The meeting adjourned at 7:42 p.m.

Respectfully Submitted,

_____

Donald Ramsey, Secretary

Newtown Public School District

Newtown Board of Education

Correspondence Report
05/05/2026 – 06/01/2026

Date	Sender Name	Subject
05/07/2026	Alison Plante	Stop Arm Ordinance
05/07/2026	Alison Plante	Expulsion Hearing Canceled
05/11/2026	Anne Uberti	NPS Weekly Update 5.11.2026
05/13/2026	Kymberly Noone	Come Check out the 11th Annual "Teen Vision" 2026
05/15/2026	Anne Uberti	Friday Notes 5.15.2026
05/18/2026	Anne Uberti	NPS Weekly Update 5.18.2026
05/18/2026	Kymberly Noone	Congratulations to NHS Artists!
05/19/2026	Anne Uberti	NPS Weekly Update 5.18.2026
05/19/2026	Alison Plante	All Referendum Votes Passed
05/20/2026	Melissa Martucci Gomez	Urgent Request for Information Regarding Health/Safety Incident on Monday, May 18th 2026
05/24/2026	Mandi Poseno	Invitation: BOE Meeting at RIS – Moved from 6/16 @ Wed June 24, 2026 – 7PM – 9PM
05/24/2026	Mandi Poseno	Invitation: BOE @ Tuesday June 2, 2026 – 6:30PM – 8:30PM
05/22/2026	Anne Uberti	Friday Notes 5.22.2026
05/26/2026	Anne Uberti	NPS Weekly Update 5.26.2026
05/27/2026	BoardBook	Meeting Notification: June 2, 2026 at 6:30PM Regular BOE Meeting
05/28/2026	Mandi Poseno	Upcoming Graduation Events: Attendance and Coordination
05/29/2026	Anne Uberti	Friday Notes 5.29.2026
05/31/2026	Alison Plante	Weekly Update – May 31, 2026
06/01/2026	Anne Uberti	NPS Weekly Update 6.1.2026

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.

NEWTOWN BOARD OF EDUCATION
2025-26 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING APRIL 30, 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
	GENERAL FUND BUDGET										
100	**SALARIES**	$ 56,238,201	$ 57,241,834	$ -	$ 57,241,834	$ 41,450,741	$ 15,488,505	$ 302,589	$ 174,207	**$ 128,382**	99.78%
200	**EMPLOYEE BENEFITS**	$ 13,615,332	$ 15,955,591	$ -	$ 15,955,591	$ 15,382,900	$ 5,224	$ 567,467	$ 613,147	$ (45,680)	100.29%
300	**PROFESSIONAL SERVICES**	$ 624,970	$ 699,864	$ 106,640	$ 806,504	$ 601,326	$ 123,734	$ 81,444	$ 101,534	**$ (20,091)**	102.49%
400	**PURCHASED PROPERTY SERV.**	$ 1,748,399	$ 1,970,169	$ (8,520)	$ 1,961,649	$ 1,399,081	$ 220,846	$ 341,722	$ 348,090	$ (6,368)	100.32%
500	**OTHER PURCHASED SERVICES**	$ 11,110,494	$ 11,687,061	$ (106,831)	$ 11,580,230	$ 10,697,892	$ 2,016,349	$ (1,134,011)	**$ (1,061,700)**	**$ (72,311)**	100.62%
600	**SUPPLIES**	$ 3,433,354	$ 3,549,863	$ 5,161	$ 3,555,024	$ 2,643,720	$ 182,368	$ 728,937	$ 712,719	**$ 16,218**	99.54%
700	**PROPERTY**	$ 391,070	$ 453,718	$ 3,550	$ 457,268	$ 204,154	$ 136,216	$ 116,897	$ 116,897	**$ -**	100.00%
800	**MISCELLANEOUS**	$ 76,658	$ 86,544	$ -	$ 86,544	$ 69,715	$ 810	$ 16,019	$ 16,019	**$ -**	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**	**$ 72,449,530**	**$ 18,174,051**	**$ 1,121,063**	**$ 1,020,913**	**$ 100,150**	**99.89%**
						78.97%	19.81%		1.11%	0.11%	
900	**TRANSFER NON-LAPSING** *(audited)*	*$ 170,588*									
	amount recommended for transfer into BoE's Non-Lapsing Fund										
	GRAND TOTAL	**$ 87,409,066**	**$ 91,744,644**	**$ 0**	**$ 91,744,644**	**$ 72,449,530**	**$ 18,174,052**	**$ 1,121,063**	**$ 1,020,913**	**$ 100,150**	**99.89%**

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	$ 3,490,692	$ 911,700	$ (45,374)	$ 4,730	$ (50,104)	101.15%
	Teachers & Specialists Salaries	$ 35,826,938	$ 36,487,451	$ (86,487)	$ 36,400,964	$ 25,265,327	$ 11,150,504	$ (14,866)	$ (29,361)	$ 14,494	99.96%
	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	$ 112,572	$ 11,088	$ 11,413	$ 11,413	$ -	100.00%
	Homebound & Tutors Salaries	$ 163,771	$ 172,919	$ 2,621	$ 175,540	$ 109,303	$ 25,811	$ 40,426	$ 16,500	$ 23,926	86.37%
	Certified Substitutes	$ 894,415	$ 889,140	$ -	$ 889,140	$ 675,612	$ 125,563	$ 87,965	$ 100,250	$ (12,285)	101.38%
	Coaching/Activities	$ 712,091	$ 730,180	$ -	$ 730,180	$ 713,156	$ 3	$ 17,021	$ (4,374)	$ 21,395	97.07%
	Staff & Program Development	$ 117,219	$ 107,450	$ -	$ 107,450	$ 28,954	$ 50,244	$ 28,252	$ 27,402	$ 850	99.21%
	CERTIFIED SALARIES	$ 42,347,194	$ 42,930,841	$ (59,475)	$ 42,871,366	$ 30,471,926	$ 12,274,912	$ 124,528	$ 126,560	$ (2,032)	100.00%
	Supervisors & Technology Salaries	$ 1,009,850	$ 988,625	$ 15,133	$ 1,003,758	$ 732,759	$ 176,845	$ 94,153	$ 28,161	$ 65,992	93.43%
	Clerical & Secretarial Salaries	$ 2,342,800	$ 2,351,223	$ -	$ 2,351,223	$ 1,830,093	$ 515,997	$ 5,133	$ 5,505	$ (372)	100.02%
	Paraeducators	$ 2,989,568	$ 2,955,471	$ 227,491	$ 3,182,962	$ 2,392,174	$ 768,231	$ 22,556	$ 12,494	$ 10,062	99.68%
	Nurses & Medical Advisors	$ 971,552	$ 1,045,915	$ 810	$ 1,046,725	$ 715,574	$ 302,874	$ 28,277	$ 3,398	$ 24,880	97.62%
	Custodial & Maint. Salaries	$ 3,478,357	$ 3,525,661	$ 2,060	$ 3,527,721	$ 2,737,672	$ 760,718	$ 29,331	$ (5,458)	$ 34,789	99.01%
	Non-Certified Adj	$ -	$ 273,743	$ (273,743)	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!
	Career/Job Salaries	$ 179,226	$ 199,583	$ 381	$ 199,964	$ 215,874	$ 71,148	$ (87,058)	$ (80,698)	$ (6,360)	103.18%
	Special Education Svcs Salaries	$ 1,740,220	$ 1,869,839	$ 53,376	$ 1,923,215	$ 1,418,415	$ 455,744	$ 49,056	$ 13,906	$ 35,150	98.17%
	Security Salaries & Attendance	$ 735,754	$ 679,619	$ 33,967	$ 713,586	$ 566,588	$ 162,035	$ (15,038)	$ 2,608	$ (17,646)	102.47%
	Extra Work - Non-Cert.	$ 120,562	$ 140,314	$ -	$ 140,314	$ 78,728	$ -	$ 61,586	$ 25,730	$ 35,856	74.45%
	Custodial & Maint. Overtime	$ 277,497	$ 249,000	$ -	$ 249,000	$ 264,878	$ -	$ (15,878)	$ 37,000	$ (52,878)	121.24%
	Civic Activities/Park & Rec.	$ 45,620	$ 32,000	$ -	$ 32,000	$ 26,059	$ -	$ 5,941	$ 5,000	$ 941	97.06%
	NON-CERTIFIED SALARIES	$ 13,891,006	$ 14,310,993	$ 59,475	$ 14,370,468	$ 10,978,815	$ 3,213,593	$ 178,061	$ 47,647	$ 130,414	99.09%
	SUBTOTAL SALARIES	**$ 56,238,201**	**$ 57,241,834**	**$ -**	**$ 57,241,834**	**$ 41,450,741**	**$ 15,488,505**	**$ 302,589**	**$ 174,207**	**$ 128,382**	**99.78%**
200	**EMPLOYEE BENEFITS**										
	Medical & Dental Expenses	$ 10,305,046	$ 12,725,821	$ -	$ 12,725,821	$ 12,712,501	$ 873	$ 12,447	$ 11,447	$ 1,000	99.99%
	Life Insurance	$ 97,889	$ 90,000	$ -	$ 90,000	$ 66,708	$ -	$ 23,292	$ 23,292	$ -	100.00%
	FICA & Medicare	$ 1,748,488	$ 1,710,554	$ -	$ 1,710,554	$ 1,307,086	$ -	$ 403,468	$ 456,468	$ (53,000)	103.10%
	Pensions	$ 993,552	$ 959,110	$ -	$ 959,110	$ 884,920	$ 250	$ 73,940	$ 98,940	$ (25,000)	102.61%
	Unemployment & Employee Assist.	$ 64,851	$ 81,600	$ -	$ 81,600	$ 23,184	$ 4,100	$ 54,316	$ 23,000	$ 31,316	61.62%
	Workers Compensation	$ 405,506	$ 388,506	$ -	$ 388,506	$ 388,501	$ 1	$ 4	$ -	$ 4	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	**$ 13,615,332**	**$ 15,955,591**	**$ -**	**$ 15,955,591**	**$ 15,382,900**	**$ 5,224**	**$ 567,467**	**$ 613,147**	**$ (45,680)**	**100.29%**
300	**PROFESSIONAL SERVICES**										
	Professional Services	$ 426,441	$ 478,743	$ 106,640	$ 585,383	$ 482,739	$ 71,447	$ 31,197	$ 57,351	$ (26,153)	104.47%
	Professional Educational Serv.	$ 198,529	$ 221,121	$ -	$ 221,121	$ 118,588	$ 52,287	$ 50,246	$ 44,184	$ 6,062	97.26%
	SUBTOTAL PROFESSIONAL SERV.	**$ 624,970**	**$ 699,864**	**$ 106,640**	**$ 806,504**	**$ 601,326**	**$ 123,734**	**$ 81,444**	**$ 101,534**	**$ (20,091)**	**102.49%**

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
400	**PURCHASED PROPERTY SERV.**										
	Buildings & Grounds Contracted Svc.	$ 634,247	$ 664,800	$ -	$ 664,800	$ 601,962	$ 58,693	$ 4,145	$ 1,851	$ 2,294	99.65%
	Utility Services - Water & Sewer	$ 104,087	$ 114,940	$ -	$ 114,940	$ 84,265	$ -	$ 30,675	$ 27,075	$ 3,600	96.87%
	Building, Site & Emergency Repairs	$ 518,657	$ 495,000	$ -	$ 495,000	$ 344,429	$ 23,186	$ 127,385	$ 127,385	$ -	100.00%
	Equipment Repairs	$ 203,541	$ 248,642	$ (8,520)	$ 240,122	$ 130,915	$ 13,047	$ 96,160	$ 98,144	$ (1,984)	100.83%
	Rentals - Building & Equipment	$ 287,868	$ 301,787	$ -	$ 301,787	$ 219,738	$ 55,920	$ 26,129	$ 36,407	$ (10,278)	103.41%
	Building & Site Improvements	$ -	$ 145,000	$ -	$ 145,000	$ 17,772	$ 70,000	$ 57,228	$ 57,228	$ -	
	SUBTOTAL PUR. PROPERTY SERV.	**$ 1,748,399**	**$ 1,970,169**	**$ (8,520)**	**$ 1,961,649**	**$ 1,399,081**	**$ 220,846**	**$ 341,722**	**$ 348,090**	**$ (6,368)**	**100.32%**
500	**OTHER PURCHASED SERVICES**										
	Contracted Services	$ 1,379,117	$ 1,218,580	$ 149,649	$ 1,368,229	$ 1,325,934	$ 162,891	$ (120,597)	$ 110,622	$ (231,219)	116.90%
	Transportation Services	$ 4,968,771	$ 5,317,149	$ -	$ 5,317,149	$ 4,665,497	$ 774,738	$ (123,085)	$ 81,415	$ (204,500)	103.85%
	Insurance - Property & Liability	$ 452,745	$ 461,357	$ -	$ 461,357	$ 432,096	$ 1	$ 29,261	$ 20,018	$ 9,243	98.00%
	Communications	$ 220,429	$ 220,320	$ -	$ 220,320	$ 179,476	$ 46,409	$ (5,565)	$ (0)	$ (5,565)	102.53%
	Printing Services	$ 24,575	$ 27,570	$ -	$ 27,570	$ 11,591	$ 13,741	$ 2,239	$ 2,239	$ -	100.00%
	Tuition - Out of District	$ 3,851,072	$ 4,235,113	$ (255,240)	$ 3,979,873	$ 3,924,296	$ 1,010,428	$ (954,851)	$ (1,304,612)	$ 349,761	91.21%
	Student Travel & Staff Mileage	$ 213,785	$ 206,972	$ (1,240)	$ 205,732	$ 159,003	$ 8,142	$ 38,588	$ 28,618	$ 9,969	95.15%
	SUBTOTAL OTHER PURCHASED SVC	**$ 11,110,494**	**$ 11,687,061**	**$ (106,831)**	**$ 11,580,230**	**$ 10,697,892**	**$ 2,016,349**	**$ (1,134,011)**	**$ (1,061,700)**	**$ (72,311)**	**100.62%**
600	**SUPPLIES**										
	Instructional & Library Supplies	$ 871,340	$ 889,058	$ 5,161	$ 894,219	$ 626,726	$ 106,762	$ 160,731	$ 160,731	$ -	100.00%
	Software, Medical & Office Supplies	$ 253,148	$ 223,475	$ -	$ 223,475	$ 181,635	$ 21,722	$ 20,117	$ 20,117	$ -	100.00%
	Plant Supplies	$ 340,100	$ 343,000	$ -	$ 343,000	$ 276,860	$ 39,526	$ 26,614	$ 26,614	$ -	100.00%
	Electric	$ 1,272,054	$ 1,292,646	$ -	$ 1,292,646	$ 766,501	$ -	$ 526,145	$ 336,145	$ 190,000	85.30%
	Propane & Natural Gas	$ 347,578	$ 372,000	$ -	$ 372,000	$ 387,526	$ -	$ (15,526)	$ 89,474	$ (105,000)	128.23%
	Heating Oil	$ 41,133	$ 74,045	$ -	$ 74,045	$ 65,995	$ -	$ 8,050	$ 8,050	$ -	100.00%
	Fuel for Vehicles & Equip.	$ 133,110	$ 158,821	$ -	$ 158,821	$ 180,330	$ -	$ (21,509)	$ 49,491	$ (71,000)	144.70%
	Textbooks	$ 174,891	$ 196,818	$ -	$ 196,818	$ 158,147	$ 14,357	$ 24,314	$ 22,096	$ 2,218	98.87%
	SUBTOTAL SUPPLIES	**$ 3,433,354**	**$ 3,549,863**	**$ 5,161**	**$ 3,555,024**	**$ 2,643,720**	**$ 182,368**	**$ 728,937**	**$ 712,719**	**$ 16,218**	**99.54%**
700	**PROPERTY**										
	Technology Equipment	$ 319,910	$ 402,799	$ -	$ 402,799	$ 156,999	$ 129,500	$ 116,300	$ 116,300	$ -	100.00%
	Other Equipment	$ 71,160	$ 50,919	$ 3,550	$ 54,469	$ 47,156	$ 6,716	$ 597	$ 597	$ -	100.00%
	SUBTOTAL PROPERTY	**$ 391,070**	**$ 453,718**	**$ 3,550**	**$ 457,268**	**$ 204,154**	**$ 136,216**	**$ 116,897**	**$ 116,897**	**$ -**	**100.00%**
800	**MISCELLANEOUS**										
	Memberships	$ 76,658	$ 86,544	$ -	$ 86,544	$ 69,715	$ 810	$ 16,019	$ 16,019	$ -	100.00%
	SUBTOTAL MISCELLANEOUS	**$ 76,658**	**$ 86,544**	**$ -**	**$ 86,544**	**$ 69,715**	**$ 810**	**$ 16,019**	**$ 16,019**	**$ -**	**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
910	**SPECIAL ED CONTINGENCY**	**$ -**	**$ 100,000**	**$ -**	**$ 100,000**	**$ -**	**$ -**	**$ 100,000**	**$ -**	$ 100,000	0.00%
	Adjustment - TBD	***$ (4,926)***									
	TOTAL LOCAL BUDGET	**$ 87,233,552**	**$ 91,744,644**	**$ 0**	**$ 91,744,644**	**$ 72,449,530**	**$ 18,174,051**	**$ 1,121,063**	**$ 1,020,913**	**$ 100,150**	**99.89%**
900	Transfer to Non-Lapsing	$ 170,588									
	GRAND TOTAL	**$ 87,404,140**	**$ 91,744,644**	**$ 0**	**$ 91,744,644**	**$ 72,449,530**	**$ 18,174,051**	**$ 1,121,063**	**$ 1,020,913**	**$ 100,150**	**99.89%**

SPECIAL REVENUES

	EXCESS COST GRANT REVENUE	EXPENDED 2024-2025	APPROVED BUDGET @ 68%	SUBMITTED Dec 1 @	STATE ESTIMATE Jan 1 @ 67.93%	STATE ESTIMATE March 1 @ 67.93%	ESTIMATED Total	VARIANCE to January	% TO BUDGET
51266	*Special Education Svcs Salaries ECG*	*$ (12,082)*	$ -				***$ -***	$ -	#DIV/0!
	Additional Services*	*$ (22,502)*	$ -				*$ -*	$ -	
forecast	*Transportation Services - ECG*	*$ (365,019)*	$ (382,891)	*$ (463,293)*	*$ (468,308)*	*$ (428,821)*	*$ (428,821)*	$ (39,487)	112.00%
54160	*Tuition - Out of District ECG*	*$ (1,295,828)*	$ (1,227,925)	*$ (1,460,973)*	*$ (1,456,191)*	*$ (1,415,612)*	*$ (1,415,612)*	$ (40,579)	115.28%
	Total	*$ (1,695,431)*	$ (1,610,816)	*$ (1,924,266)*	*$ (1,924,499)*	*$ (1,844,433)*	*$ (1,844,433)*	$ (80,066)	114.50%
	***Additional services**								
	Nursing (professional service)	*$ (15,990)*		*$ (23,598)*	*$ (39,288)*	*$ (35,716)*	*$ (35,716)*	$ (3,572)	
	Para Salaries / BT Services	*$ (6,512)*		*$ (10,000)*	*$ (32,427)*	*$ (32,148)*	*$ (32,148)*	$ (279)	
	Total	**$ (1,717,933)**	**$ (1,610,816)**	**$ (1,957,864)**	**$ (1,996,214)**	**$ (1,912,297)**	**$ (1,912,297)**	**$ (83,917)**	
	Transportation Grant for Magnet *(included in transportation forecast)*	*$ (13,000)*	*$ (15,600)*	*$ (8,450)*		*$ (7,150)*	***$ (15,600)***	$ -	

BOARD OF EDUCATION FEES & CHARGES - SERVICES	APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	$33,325	$33,325	$27,300	$6,025	81.92%
HEALTH GRANT	$26,886	$27,516	$27,516	($630)	102.34%
HIGH SCHOOL FEES FOR PARKING PERMITS	$30,000	$30,000		$30,000	0.00%
MISCELLANEOUS FEES	$6,000	$6,000	$5,450	$550	90.83%
TOTAL SCHOOL GENERATED FEES	$69,325	$69,325	$32,750	$36,575	47.24%

	Health Grant	E.C.G	E.C.S	Tuition	Misc.	Other	
August				$6,000.00			
September				$3,150.00			
October			$1,123,923.00	$4,950.00			
November				$1,350.00	$1,293.52	$2,117.00	Equipment Sales
December				$3,750.00	$115.00		
January	$27,516.00			$3,150.00	$1,338.55		
February			$1,123,923.00	$2,400.00	$1,293.52		UNUM Stock
March				$3,900.00	$1,409.00		
April				$3,150.00			
May							
June							
Total	$27,516.00	$0.00	$2,247,846.00	$31,800.00	$5,449.59	$2,117.00	

2025 - 2026
NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
APRIL 30, 2026

AMOUNT	FROM CODE	FROM DESCRIPTION	TO CODE	TO DESCRIPTION	REASON
ADMINISTRATIVE					
$520	400	EQUIPMENT REPAIRS	500	CONTRACTED SERVICES	TO CORRECT BUDGETING FOR SHREDDING SERVICES
$100,000	910	SPECIAL ED CONTINGENCY	500	CONTRACTED SERVICES	TO MOVE CONTINGENCY FUNDS TO BE USED FOR CONTRACTED BEHAVIORAL THERAPISTS SERVICES
$25,000	600	PLANT SUPPLIES	600	PLANT SUPPLIES	TO REALLOCATE BUILDINGS & GROUNDS SUPPLY FUNDS FROM MAINTENANCE TO CUSTODIAL SUPPLIES
PRINCIPALS' REQUESTS					
$5,000	100	CERTIFIED SUBSTITUTES	500	CONTRACTED SERVICES	TO TRANSFER FUNDS FROM REED INTERMEDIATE SCHOOL SUBS TO DISTRICT CURRICULUM & STAFF DEVELOPMENT CONTRACTED SERVICES
$3,550	600	INSTRUCTIONAL SUPPLIES	700	OTHER EQUIPMENT	FOR THE MIDDLE SCHOOL TO REPLACE BROKEN DESKS WITH CLASSROOM TABLES
$13,500	500	STUDENT TRAVEL	500	STUDENT TRAVEL	TO MOVE HIGH SCHOOL STUDENT TRAVEL FUNDS FROM MUSIC AND CLASSROOM TO SPORTS
$147,570		**TOTAL TRASNFER REQUEST**			

2025 - 2026
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
APRIL 30, 2026

	FROM					TO				
OBJECT CODE	AMOUNT	ACCOUNT CODE		DESCRIPTION		OBJECT CODE	AMOUNT	ACCOUNT CODE		DESCRIPTION	
ADMINISTRATIVE											
400	$520	EQUIPMENT REPAIRS				500	$520	CONTRACTED SERVICES			
		$520	001100010000-53300	HAW. - ADMIN.	REPAIRS			$520	001100010000-54000	HAW. - ADMIN.	CONTRACTED SERV
910	$100,000	SPECIAL ED CONTINGENCY				500	$100,000	CONTRACTED SERVICES			
		$100,000	001750500000-59100	SP ED - ADMIN.	UNFORESEEN EXPENSES			$50,000	001750640000-54000	SP ED - PAL	CONTRACTED SERV
								$50,000	001750660000-54000	SP ED - TRANSITION	CONTRACTED SERV
600	$25,000	PLANT SUPPLIES				600	$25,000	PLANT SUPPLIES			
		$25,000	001900940000-55900	B&G - MAINTENANCE	B&G SUPPLIES			$25,000	001900960000-55900	B&G - CUSTODIAL	B&G SUPPLIES
PRINCIPALS' REQUESTS											
100	$5,000	CERTIFIED SUBSTITUTES				500	$5,000	CONTRACTED SERVICES			
		$5,000	001450380000-51311	RIS. - CLASSROOM	CERT SUBS			$5,000	001800800000-54000	DISTRICT - CURRICULUM	CONTRACTED SERV
600	$3,550	INSTRUCTIONAL SUPPLIES				700	$3,550	OTHER EQUIPMENT			
		$3,550	001500060000-55100	M.S. - COMPUTER ED	INSTRUCTIONAL SUPPLIES			$3,550	001500380000-57200	M.S. - CLASSROOM	EQUIPMENT
500	$13,500	STUDENT TRAVEL				500	$13,500	STUDENT TRAVEL			
		$6,500	001600220000-54300	H.S. - MUSIC	STUDENT TRAVEL			$13,500	001600320000-54300	H.S. - SPORTS	STUDENT TRAVEL
		$7,000	001600380000-54300	H.S. - CLASSROOM	STUDENT TRAVEL						
	$147,570	**TOTAL TRANSFER REQUEST**					**$147,570**	**TOTAL TRANSFER REQUEST**			

FY27 Board of Education Budget Adjustments

Approved by BoE 6/2/2026

2025-26 BoE Approved Budget	**$91,744,644**	
2026-27 BoE Approved Budget	**$96,086,919**	**4.73%**
BoF Adjustment	-$125,000	
Budget at Referendum	**$95,961,919**	**4.60%**

BoF Adjustments

OPEB	-$100,000	-$100,000		
Cyber Insurance ($26,160)	-$25,000	-$125,000		
Total BoF Adjustment	**-$125,000**	**-$125,000**	**$95,961,919**	**4.60%**

Technical Adjustments	**Amount**	**Cumulative**	**Budget**	**% Increase**
Balance of Cyber Insurance Adj	-$1,100	-$1,100	$95,960,819	4.60%
Maintenance - Contracted Services	-$75,300	-$76,400	$95,885,519	4.51%
Energy Accounts	-$30,000	-$106,400	$95,855,519	4.48%
Total Adjustments	**-$106,400**	**-$106,400**	**$95,855,519**	**4.48%**

Equipment & Repairs

Carry Forward		**-$106,400**	**$95,855,519**	**4.48%**
Radio Refresh	-$162,500	-$268,900	$95,693,019	4.30%
District Wide - adjust HVAC testing	-$16,000	-$284,900	$95,677,019	4.29%
Hawley - replace broken blinds	-$12,000	-$296,900	$95,665,019	4.27%
Hawley - replace carpet	-$4,000	-$300,900	$95,661,019	4.27%
Middle Gate - sidewalk	-$25,000	-$325,900	$95,636,019	4.24%
Middle Gate - replace doors	-$16,000	-$341,900	$95,620,019	4.22%
Middle Gate - café ceiling tile	-$7,500	-$349,400	$95,612,519	4.22%
Reed - sidewalk repairs	-$14,000	-$363,400	$95,598,519	4.20%
NHS - flooring replacements Math	-$16,800	-$380,200	$95,581,719	4.18%
NHS - flooring replacements A102	-$15,300	-$395,500	$95,566,419	4.17%
NHS - flooring replacements B219	-$4,500	-$400,000	$95,561,919	4.16%
Total Adjustments	**-$293,600**	**-$400,000**	**$95,561,919**	**4.16%**

Total Budget Adjustment	**-$525,000**	**-$525,000**	**$95,561,919**	**4.16%**

2026 - 2027: FSMC Contract Renewal Amendment

(Fixed Fees: Fixed Management and Fixed Administrative Fees)

This renewal amendment is between Newtown Board of Education (SFA)

and Compass Group USA, Inc., by and through its Chartwells Division (FSMC)

and constitutes Amendment No. 4.

WITNESSETH:

WHEREAS, the parties entered into a certain Food Service Management Agreement, dated 08/23/2022 as amended by Addendum No. 1 dated 05/23/2023 and Addendum No. 2 dated 05/21/2024 and Addendum No. 3 dated 06/12/2025 (collectively, the "Agreement") whereby, the FSMC manages and operates the SFA's USDA Child Nutrition food service program in Newtown, CT; and

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

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

1. Both parties mutually agree to extend the Agreement beginning July 1, 2026 and ending June 30, 2027, unless terminated by either party as hereinafter provided. (Section 16.7 - 16.9)

2. This agreement may be further amended for up to 0 (zero) one-year renewal(s) with mutual agreement. (Section 16.1 B)

3. Any and all references to the "2025-26" school year shall be amended to read "2026-27"

4. Section 12.10 (C) shall be amended to read "The FSMC's Management Fee for August/September – June is: $ 3,312.58 per month for ten (10) months. Fee Total: $ 33,125.78 (Per calculation below based on the agreed upon percentage not to exceed the March 2026 Consumer Price Index (CPI) – Food Away From Home, Northeast Urban 3.9 %)".

Management Fee				
2025-26 Fee	CPI%	Fee Increase	2026-27 Fee	Fee Per Month for 10 Months
31,974.69	3.6	1,151.09	33,125.78	3,312.58

5. Section 12.10 (D) shall be amended to read "The FSMC's Administrative Fee for August/September – June is: $ 12,888.94 per month for ten (10) months. Fee Total: $128,889.36 (Per calculation below based on the agreed upon percentage not to exceed the March 2026 Consumer Price Index (CPI) – Food Away From Home, Northeast Urban 3.9 %)".

Administrative Fee				
2025-26 Fee	CPI%	Fee Increase	2026-27 Fee	Fee Per Month for 10 Months
124,410.58	3.6	4,478.78	128,889.36	12,888.94

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

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

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

Add the following to Section III Food Service Program:

A school food authority participating in the Program, or a person approved by a school participating in the Program, must not directly or indirectly restrict the sale or marketing of fluid milk (as described in § 210.10(d)(4) of this chapter) at any time or in any place on school premises or at any school-sponsored event.

This renewal amendment is effective July 1, 2026, provided both parties execute this renewal by June 30, 2026. If this renewal amendment is executed after June 30, 2026, the effective date will be the date this document is fully executed.

Signature of Food Service Management Company's Authorized Representative	Title	Date
Printed Name of Food Service Management Company's Authorized Representative		
	Chair, Board of Education	06/02/2026
Signature of School Food Authority's Authorized Representative	Title	Date
Alison Plante		
Printed Name of School Food Authority's Authorized Representative		

Newtown Public Schools

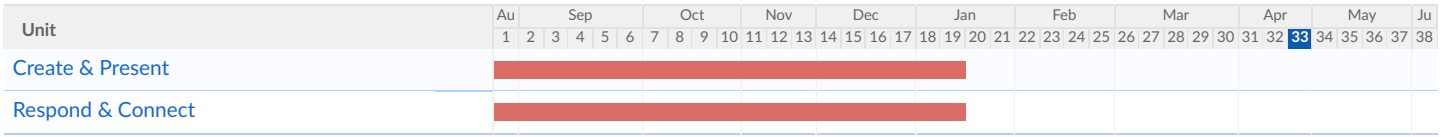
Atlas

Mixed Media (Under Review/Revision)

Newtown High School / High School / F&AA: Art & Music

3 Curriculum Developers | Last Updated: Wednesday, Apr 8, 2026 by Purcaro, Frank

Unit Calendar by Year



2 Units found

Unit Plan

Create & Present

Newtown High School / High School / F&AA: Art & Music

Week 1 - Week 19 | 3 Curriculum Developers | Last Updated: Feb 4, 2026 by Womack, Annette

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will explore the creative process through idea generation, research, experimenting, & producing mixed media artworks. Throughout the process, students will create, think, analyze, reflect, and interpret art all while developing their own, unique artistic voice.

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.

Conceptual Lens:
Experimentation

Concepts:

- Ideas
- Development
- Experiment
- Mixed-media materials
- Creativity
- Risk Taking
- Disciplines
- Research
- Reflecting
- Revising
- Planning
- Process
- Product
- Artistic voice
- Personal Expression
- Audience
- Story
- Message
- Perception
- Communication
- Interpretation
- Designing
- Craftsmanship
- Presentation
- Display
- Artistic value

Generalizations

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

Students will understand that:

1. Artistic experimentation leads to creative expression.
2. Materials shape the viewer's perception.
3. Intentional planning and reflection deepens conceptual understanding within and beyond the studio environment.

Guiding Questions

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

1a. What are the steps of the creative process? (F)
1b. What are sources of inspiration for artists? (C)
1c. Does the mixed-media process enable acquisition of one's artistic voice? (P)

4. A strong visual presentation of work enhances conceptual clarity.
5. Craftsmanship contributes to perceived artistic value.
6. Risk-taking in art helps flexibility in thinking.

2a. What are some common materials used in mixed-media artwork (F)
2b. How can materials tell a story? (C)

3a. What is an artistic plan? (F)
3b. Why do artists reflect on personal work? (C)
3c. Is a plan always necessary? (P)

4a. What are ways artists display work? (F)
4b.What's more important, the process or the product? (P)

5a. Why is craftsmanship important? (F)
5b. How can an artist balance spontaneity with quality? (C)

6a. How can mixed media art influence creation in other artistic disciplines? (C)
6b. How do artists come up with ideas? (C)
6c. What does it mean to take a creative risk? (P)

Content Knowledge

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

Students will know:

- The steps of the creative process (brainstorming, research, experimenting, planning, creating, refining, reflecting, presenting)
- Elements and principles of art & design
- How to research and brainstorm through specific browser searches, inspiration through other media, sketchbooks, journaling, mind-mapping, etc.
- How different materials behave and interact with each other.
- How to use tools and materials safely
- How to reflect and revise one's own work
- How to prep artwork for display and publication
- How presentation can influence interpretation

Standards

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

NCCAS: Visual Arts
NCCAS: HS Proficient
Creating

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

☑ VA:Cr1.1.Ia: Use multiple approaches to begin creative endeavors.

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

☑ VA:Cr1.2.Ia: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

☑ VA:Cr2.1.Ia: Engage in making a work of art or design without having a preconceived plan.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- [ ] VA:Cr2.2.Ia: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

- [ ] VA:Cr2.3.Ia: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Reflect - Refine – Continue Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- [ ] VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Presenting

Select Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

- [ ] VA:Pr4.1.Ia: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Analyze Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

- [ ] VA:Pr5.1.Ia: Analyze and evaluate the reasons and ways an exhibition is presented.

Share Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s):What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

- [ ] VA:Pr6.1.Ia: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

NCCAS: HS Accomplished

Creating

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

- [ ] VA:Cr1.1.IIa: Individually or collaboratively formulate new creative problems based on student's existing artwork.

Investigate - Plan - Make Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

- [ ] VA:Cr1.2.IIa: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

- [ ] VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

- [ ] VA:Cr2.2.IIa: Demonstrate awareness of ethical implications of making and distributing creative work.

Investigate Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

- [ ] VA:Cr2.3.IIa: Redesign an object, system, place, or design in response to contemporary issues.

Reflect - Refine – Continue Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

- [ ] VA:Cr3.1.IIa: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Presenting

Select Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

- [ ] VA:Pr4.1.IIa: Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Analyze Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

- [x] VA:Pr5.1.IIa: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Share Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s):What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

- [x] VA:Pr6.1.IIa: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

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.

- Sketchbook prompts
  - Look to websites like...
    - The Art of Education Sketchbook Prompts
    - Inktober
    - Nature Journaling
- Visual journaling, list making, or mind-mapping
- Artistic investigations into historical and/or contemporary artists
- Experiment sheets or stations
- Demonstrations
- Project-directed studio time
- Exit tickets, bell ringers, and check-ins
- Critiques
- Process documentation
- Artists statements

Portrait of the Newtown Graduate

Vocabulary

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

- Composition
- Contrast
- Balance
- Emphasis
- Unity
- Rhythm
- Movement
- Space
- Texture
- Layers
- Collage
- Assemblage
- Found objects
- Transfer
- Relief (bas and alto)
- Repurpose
- Print
- Resist
- Texture
- Pattern
- Brainstorm
- Thumbnails
- Refine
- Experiment

Resources

Teacher and student resources used to support the learning.

- Collage Techniques: A Guide for Artists and Illustrators
  by Gerald Brommer
- The Printmaking Bible, Revised Edition: The Complete Guide to Materials and Techniques
  by Ann d'Arcy Hughes and Hebe Vernon-Morris
- The Art Teacher's Book of Lists
  by Helen D. Hume
- Artists' Techniques and Materials (A Guide to Imagery) Paperback – October 2, 2006
  by Antonella Fuga
- Printing by Hand: A Modern Guide to Printing with Handmade Stamps, Stencils, and Silk Screens Hardcover-spiral – August 1, 2008
  by Lena Corwinh
- Andy Goldsworthy: A Collaboration with Nature
- Banksy
  by Stefano Antonelli and Gianluca Marziani
- El Anatsui: Art and Life Hardcover – January 5, 2021
  by Susan M. Vogel (Author)
- https://theartofeducation.edu/
- https://artsandculture.google.com/

- Craftsmanship
- Medium/media
- Technique
- Visual impact
- Symbolism
- Interpret
- Revise
- Critique

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.

Mixed Media_Environmental Art_Artist Statement_Rubric.docx creative rubric.pdf Copy of Sketchbook Rubric.jpg Basic photo Editting

Differentiation

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

- Using TAB or other choice-based lesson formats could allow students to take directions that best fit their needs.
- Check-ins with students are vital to monitoring pacing and adjusting content/quantity.

Test Prep Connections

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

- Artist statements provide an avenue for purposeful writing and descriptive language
- Analyzing artworks, artistic styles, contemporary artists' statements, and articles help students learn the skill of summarizing
- Opportunities to compare and contrast artists/artworks/genres
- Possible Tier 2 & 3 vocab. Could make a word wall.

Unit Plan

Respond & Connect

Newtown High School / High School / F&AA: Art & Music

Week 1 - Week 19 | 3 Curriculum Developers | Last Updated: Mar 31, 2026 by Womack, Annette

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will analyze artworks in a variety of mediums through discussion, critique, and creative interpretation. Students will develop visual literacy and use mixed-media creation as a means to visually respond, reflect, and connect across perspectives.

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.

Conceptual Lens: Art is a conversation

Possible Concepts:

- Identity
- Self-reflection
- Perception
- Interpersonal connections
- empathy
- Dialogue
- communication
- Narrative
- Blend
- Layer
- Interpret
- Social justice
- Othering
- Art Activism
- Impact
- Environmentalism
- Consumption
- Cultural Voice
- Representation

Generalizations

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

Students will understand that:

1. Engaging with art deepens understanding of the world and the self.
2. Art is a visual dialogue that transcends time and place.
3. Visual communication bears ethical responsibility.
4. Artists respond to and reflect on the world.

Guiding Questions

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

1a. What are some ways that a viewer can engage with art? (F)
1b. How does an artist's background influence the meaning of their artwork? (C)
1c. Can a person ever truly understand an artwork if that person didn't walk in the same shoes as the original artist? (P)

2a. What are some common symbols or visual imagery in historical or contemporary artworks? (F)

5. Mixed-media art empowers artists with freedom to integrate diverse materials, blend processes and layer.

2b. How can materials themselves add to a story? (C)
2c. How might artists from the past feel about the way we interpret, celebrate, or critique their work today? (P)

3a How can mixed media techniques express complex emotions or duality? (C)
3b. How can personal biases affect how one responds to a piece? (P)
3c. Can art be harmful? What level of social responsibility do artists have? (P)

4a. What are some cultural or historical themes in artwork throughout time? (F)
4b. In what ways can artists use different materials and techniques to emphasize or challenge societal norms? (C)
4c. Is it possible for artists to create without being influenced by the world around them? (P)

5a. What are some materials or techniques that mixed-media artists use? (F)
5b. How does combining different materials expand an artist's ability to communicate ideas or emotions? (C)
5c. Does using found objects or unconventional materials in art make a statement--or distract from the message? (P)

Content Knowledge

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

Students will know:

- Artwork can be read by analyzing the elements, principles, and symbolism within the composition.
- Interpretation is a two-way street--both the artist and viewer contribute their own personal perspectives.
- Symbolism has historical, cultural, and personal significance.
- Mediums themselves can evoke different sensory and emotional reactions.
- Mixing media can create layered meanings or contrasting ideas.
- Art is a form of expression that allows for a complex understanding of personal identity, cultural context, historical significance, or socio-political messages.

Standards

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

NCCAS: Visual Arts
NCCAS: HS Proficient
Responding

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

- [x] VA:Re.7.1.Ia: Hypothesize ways in which art influences perception and understanding of human experiences.

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- [x] VA:Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.

Analyze Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- [x] VA:Re8.1.Ia: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Interpret Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

- [x] VA:Re9.1.Ia: Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

Synthesize Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- [x] VA:Cn10.1.Ia: Document the process of developing ideas from early stages to fully elaborated ideas.

Relate Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- [x] VA:Cn11.1.Ia: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

NCCAS: HS Accomplished

Responding

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

- [x] VA:Re.7.1.IIa: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Perceive Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- [x] VA:Re.7.2.IIa: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Analyze Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- [x] VA:Re8.1.IIa: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Interpret Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

- [x] VA:Re9.1.IIa: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

Connecting

Synthesize Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

- [x] VA:Cn10.1.IIa: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Relate Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- [x] VA:Cn11.1.IIa: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.

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.

Portrait of the Newtown Graduate

- Sketchbook prompts
- Visual journaling
- Critiques
- Artist statements
- Comparative Art Analysis
- Material exploration--materials as a means for expression
- Research into artistic voice (artist-centered)
- Art as a response to a specific event (historical, cultural, pop culture, etc.)
- Investigating personal connections to land, place, or nature.

ESSENTIAL QUESTIONS FOR ART CRITIQUE

Vocabulary

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

- Symbolism
- Narrative
- Allegory
- Mood
- Composition
- Juxtaposition
- Appropriation
- Voice
- Empathy
- Personal identity
- Collective memory
- socio-political
- Intent
- Audience
- Viewer
- Human experience
- Interpretation
- Analysis
- Theme
- Perspective or point of view
- Bias
- Texture
- Contrast
- Layers
- Transparency
- Assemblage
- Relief
- Depth
- Integration
- Unity
- Balance
- Movement
- Rhythm
- Fragmentation
- Accumulation
- Embed
- Obscure
- Transfer
- Implied narrative
- Tactile Communication

Resources

Teacher and student resources used to support the learning.

- "Design in Nature" by Vivian Varney Guyler (student resource, in classroom, the elements and principles of art in nature)
- "The Shape of Ideas" by Grant Snyder (Teacher resource, in classroom, Comics centered on the creative process and idea generation)
- "Design Th!nking" by Gavin Ambrose & Paul Harris (Teacher resource, in classroom, Visual resource explaining the creative process, particularly research, idea generation, refinement, prototyping, & implementation)
- "Beyond Words" (In classroom, Visual examples from an exhibition exploring experimental poetry and avant-garde collage)

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.

Critique rubric_Mixed Media.pdf Copy of Sketchbook Rubric.jpg Single point Rubric for Comparative Art Analysis

Differentiation

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

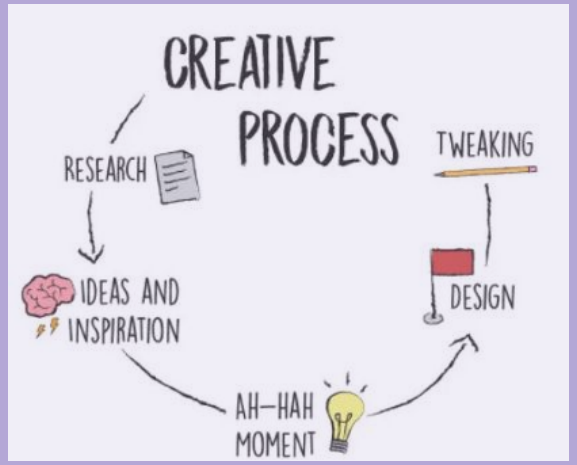
- Small group mini-lessons. More advanced learners can work more independently.
- Word banks & word walls
- Flexible timelines

Test Prep Connections

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

- Comparing/contrasting visual artwork
- Teaching aesthetics can help with argument development

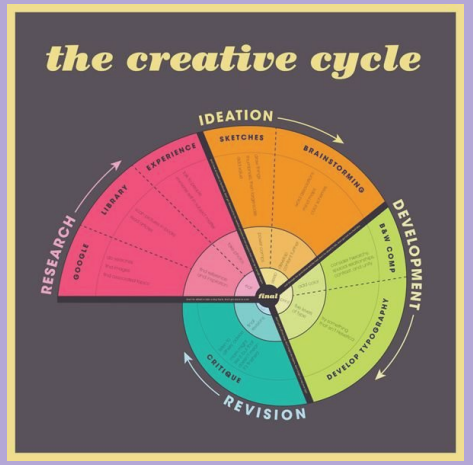
Mixed Media Curriculum



Create and Present

-

Respond and Connect



Goal in revising

Complete and expand

My goal in revising this curriculum was to keep it open and align with core art standards. The previous curriculum was not complete and seemed targeted toward specific lessons. The way this is structured aligns vertically with middle school curriculum as well.

What changed/What it looked like before

Previously the course was divided into 4 separate projects.

For instance, one focused on Pop Art. Although many Pop Artists like Andy Warhol or Roy Lichtenstein utilized silk screening, Pop art does not -need- to be addressed in a mixed media class.



Andy Warhol, Part of his Marilyn Series, 1964-1967



Roy Lichtenstein, “Vicki! I-I Thought I Heard Your Voice! “ 1964

What is mixed media?

When galleries display “mixed-media” artwork, they are usually referring to art that uses more than one medium. At the high school level, there is no prerequisite for our mixed-media class, so students often come in as a blank slate, so technique are separated out with embedded mixed-media opportunities.



Basquiat, “Pez Dispenser”, 1984



Matisse, The Sheaf, 1953

Techniques and materials

The class explores a variety of **techniques** including r*ecycled art, relief work, spraypainting, monotype printing, linocuts, weaving, macreme, other fiber arts, or collage.*

Possible **materials** include *corrugated cardboard, magazines, newspapers, gelli plates, akua inks (water-soluble oil), relief ink, rubber, blocks, linoleum, gauges, bench hooks, extacto blades, yarn, cordage, raw wool, driftwood, beads, spray paint, stencils, paint pens, etc.*

The possibilities are endless.

A quick look at the units - embedded overlap

Create and present

This unit is really about the doing and displaying, Its about both the process and the product–and how one influences the other.

Respond and connect

This unit is about understanding and communicating. Art is a visual language. At times we need to read others work and when we create, we are trying to speak our truth.

Guiding Questions

Create and Present

1a. What are the steps of the creative process? (F)

The mixed media classroom should be like like a laboratory. Students should experiment and see the parallels between the scientific method and the creative process

2b. How can materials tell a story?

Found objects often find their way into mixed media work. Their source can guide a work or add to it.

Transparency or purposless placement or layering can embed meaning into a work. Maybe an object obscured or the artist led the viewer in a particular direction.

Respond and Connect

3c. Can art be harmful? What level of social responsibility do artists have? (P)

-Materials can be harmful (toxic).
-Consumption and waste can be harmful to the environment.
-Art is a form of expression. The artist has a social responsibility not to incite hate.

Conceptual framework

Experimentation

Ideas, Development, Experiment, Mixed-media, materials, Creativity, Risk-Taking, Disciplines, Research, Reflecting, Revising, Planning, Process, Product, Artistic voice, Personal Expression, Audience, Story, Message, Perception, Communication, Interpretation, Designing, Craftsmanship, Presentation, Display, Artistic value

Conversation

Identity, Self-reflection, Perception, Interpersonal connections, Empathy, Dialogue, communication, Narrative, Blend, Layer, Interpret, Social justice, Othering, Art Activism, Impact, Environmentalism, Consumption, Cultural Voice, Representation

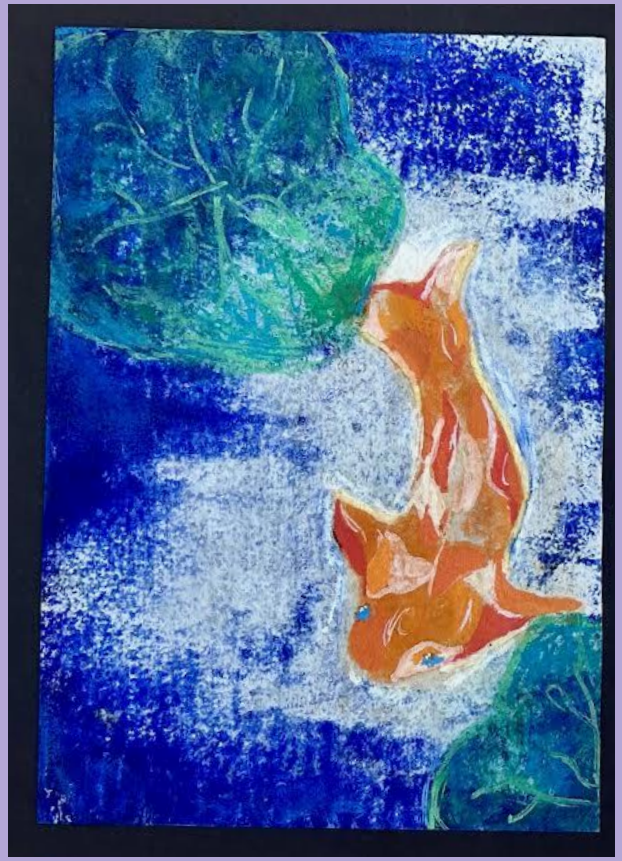
Current & past projects



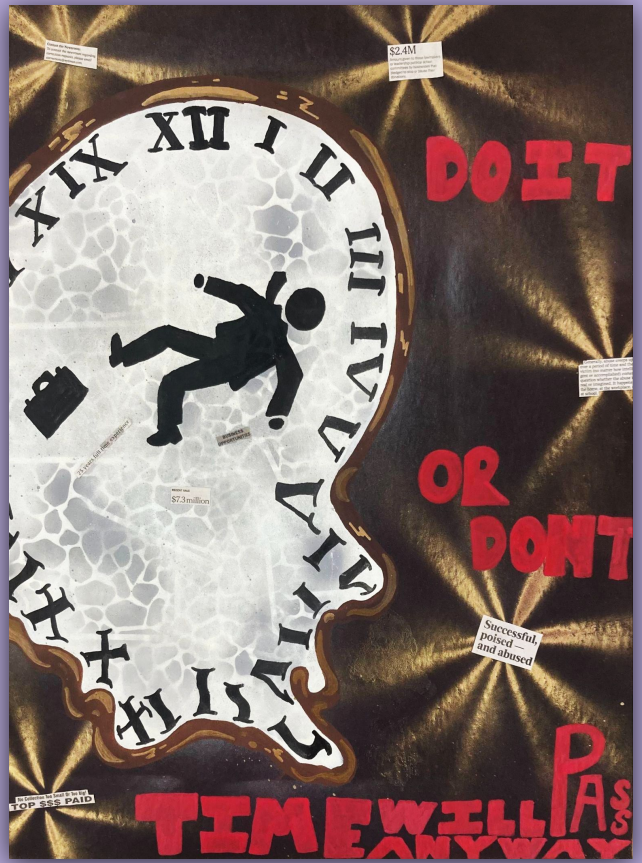











DO IT
OR DON'T
TIME WILL PASS ANYWAY
$2.4M
$7.3million
Successful, poised and abused
TOP $$$ PAID




Anger
Warmth
Joy
Calming
Sadness
Jealousy



Assessment

Peer critiques, artists statements, personal reflections on process, and peer-based constructive criticism are all part of the process.

These shouldn't be all done for every piece, but these activities all help students become more comfortable with writing and talking about artwork.

https://docs.google.com/document/d/1OO8TjSGG8rqYyT1b8_rwM160EJy4GZKuqliqFN5avgo/edit?usp=sharing

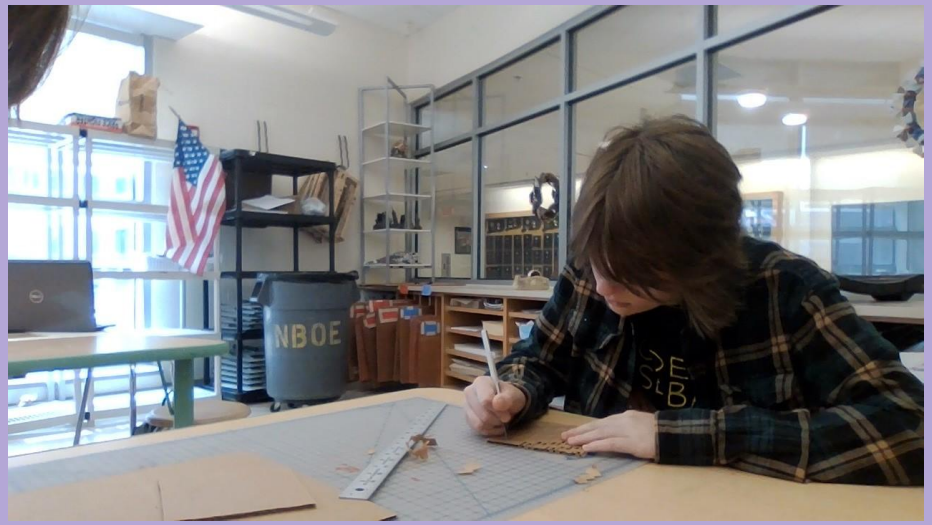
Final Revisions

Most of the revisions were based on my being new to this. I've done some curriculum writing before, but not quite this formal. There was a big learning curve in terms of proper curriculum language.



Student Impact

-Alignment with core standards
-Vertical alignment with the middle school curriculum
-Freedom to explore for both new teachers and students–In line with the experimental nature of this artistic genre



Newtown Public Schools

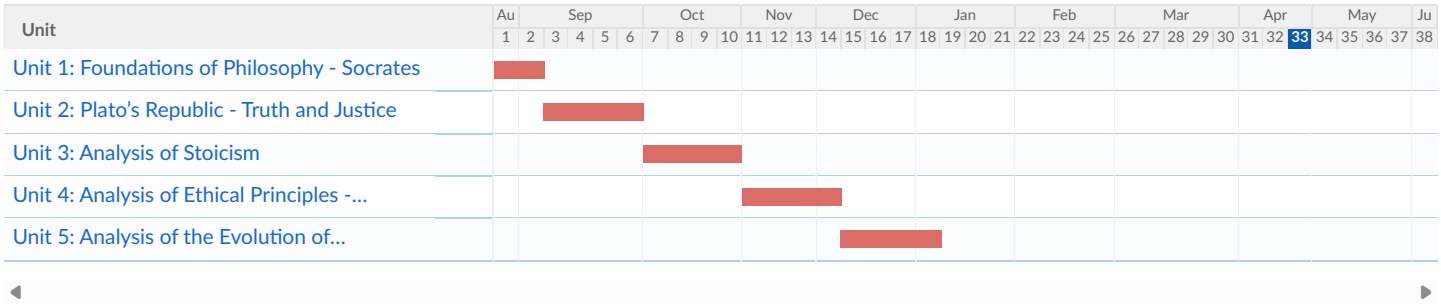
Atlas

Philosophy (Due for Review/Revision)

Newtown High School / Grade 11 / Social Studies

5 Curriculum Developers | Last Updated: Wednesday, Apr 8, 2026 by Eberts, Ryan

Unit Calendar by Year



5 Units found

Unit Plan

Unit 1: Foundations of Philosophy - Socrates

Newtown High School / Grade 11 / Social Studies

Week 1 - Week 2 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Purpose of the Unit: This unit will examine the life and times of Socrates in order to understand the the genesis of Socratic discourse.

Overarching goals for this unit are to examine the following:
The Students will:

- Develop students' ability to think critically through class discourse, particularly the Socratic Method.
- Explore key ethical questions about virtue, justice, and courage.
- Understand Socrates' life as a truth seeker and his willingness to sacrifice his life for it.

Essential Question(s)

Is an unexamined life worth living?

Where do we see the impact of Socrates?

Conceptual Lens/Concepts

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

Lens: Questioning

Concepts: Inquiry, Ignorance, Wisdom, Choice, Reflection, Status Quo, Consequences, Discomfort

Generalizations

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

1. Effective inquiry both reveals and combats ignorance.
2. Questioning challenges the status quo which generates a consequence.
3. Wisdom develops through discomfort and reflection.

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).

1. Effective questioning both reveals and combats ignorance.

1a. What is Philosophy? (F)
1b. How does philosophy enrich life for both the individual and the collective?(C)
1c. Who was Socrates? What did he do? (F)
1d. What is the Socratic Method? (C)
1e. How did the life and experiences of Socrates shape his world view? (C)
1f. Is the unexamined life worth living? (P)

2. Questioning that challenges the status quo has consequences.

2a. Why was Socrates put on trial? (F)
2b. In what ways did the death of Socrates prove that ideas are dangerous? (C)
2c. In what ways could constant questioning be dangerous to a society? (C)

2d. Is the risk of social conflict worth the benefit of challenging long standing beliefs?(P)
2e. Should individuals follow unjust laws? (P)

3. Wisdom grows through discomfort and reflection.
3a. How is wisdom traditionally defined? (F)
3b. How can admitting ignorance be a form of wisdom? (C)
3c. How does professing ignorance accelerate acquisition of knowledge? (C)
3d. Can there be growth without discomfort? (P)

Content Knowledge

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

Definition of Philosophy, Life of Socrates, Trial of Socrates, Socratic Method, Definition of Wisdom, Ignorance

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.

1. **What is Philosophy - Students learn what philosophy is by wrestling with big life questions and the importance of thinking deeply**
2. **Socratic Circle - Students take part in a guided discussion building on each others ideas.**
3. **Trial of Socrates Simulation - Students act out the trial of Socrates to exploring the ideas of truth, justice and the courage of challenging the powerful.**
4. **Unexamined Life - Personal Inquiry Journal - Students write statements of belief and choices to see how questioning can aid understanding.**
5. **Where do we see Socrates today?- Students look for examples in today's world where people question ideas or stand up for truth like Socrates did.**

Core Learning Activities_ Unit 1a -What is Philosophy.pdf
Core Learning Activities_ Unit 1a -What is Philosophy (1).pdf
Core Learning Activities - Unit 1 - Unexamined Life - Personal Journal.pdf
Core Learning Activities - Unit 1 - Where do we See Socrates Today.pdf
Core Learning Activities_ Unit 1 -Trial of Socrates .pdf

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate
All Grades
Critical Thinker
A critical thinker is a learner who analyzes and evaluates information to make connections and draw conclusions.

- [x] Considers and understands multiple perspectives
- [x] Uses credible data to support ideas

Vocabulary

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

Philosophy, Socratic Method, Socratic Paradox, Wisdom, Unexamined Life, Status Quo, Militus, Chaerphon

Resources

Teacher and student resources used to support the learning.

Socrates.pdf | Socrates and Democracy | SAIL SOCRATES.pdf | Socrates and Plato.pptx | Plato's Apology | Plato's Crito

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.

Socrates Unit Test | Written Test

This assessment measures student understanding of the major ideas connected to the life and philosophy of Socrates. Students demonstrate knowledge of the Socratic Method, the importance of questioning beliefs, and the idea that “the unexamined life is not worth living.” The test also reviews the historical events surrounding the trial of Socrates in Athens, where he was accused of corrupting the youth and disrespecting the city’s gods. Finally, students should understand how Socrates defended his commitment to truth and accepted death rather than abandon philosophy or his principles.

No Standards Assessed

Expository Writing: The Life and Importance of Socrates | Summative | Expository Essay

Expository Essay

This assessment asks students to explain the life, ideas, and historical importance of Socrates. Students should describe how Socrates used questioning, known as the Socratic Method, to challenge people to think more carefully about truth, knowledge, and morality. The essay should also explain the events surrounding his trial in Athens and why he chose to accept death rather than abandon his philosophical principles. Finally, students should discuss why Socrates’ ideas were so influential and how they shaped the philosophy of his student Plato and the development of Western philosophy.

No Standards Assessed

Socrates Unit Test.pdf | Expository Writing_ The Life and Importance of Socrates — Assessment Overview.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

Unit 2: Plato's Republic - Truth and Justice

Newtown High School / Grade 11 / Social Studies

Week 3 - Week 6 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Unit 2: Plato's Republic - Truth and Justice

Purpose of the Unit: This unit builds on the study of Socrates from the first unit. It moves into the work of Plato and the theory of the philosopher king, examining the role of truth and justice in leadership, government and society.

Overarching goals for this unit

The Students will:

- Understand the impact of Plato on modern philosophy.
- Examine the influence that Socrates had on Plato.
- Establish standards for what is considered right and wrong.
- Explore the principles of justice and fairness- are they always aligned?

Essential Question: What role does truth play in creating a fair and just society?

Conceptual Lens/Concepts

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

Lens: Truth and Justice

Concepts: The Political State, Philosopher-king, Corruption, Leadership, Laws, Morality/Moral Responsibility

Generalizations

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

1. **The political state determines what is just and implements and enforces just laws.**
2. **No state can be truly just without the leadership of a philosopher king.**
3. **Philosopher kings see truth clearly and therefore have a moral responsibility to lead and enlighten others.**
4. **Corruption violates the principles of justice.**
5. **Justice relies on truth but in some cases, justice may require its omission.**

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).

1. The duty of the political state is to determine what is moral and implement and enforce moral laws.

1a. Who is Plato and how was he influenced by Socrates? (F)
1b. What are some of the key ideas of Plato's philosophy? (F)
1c. What is morality? (C)
1d. What makes a law moral? (C)
1e. What is a Philosopher King? What is the role of the philosopher king? (F)
1f. How does the philosopher king determine morality? (F)
1g. What is the theory of forms? (F)
1h. How do different societies evaluate competing rights claims? (C)

2. No state can be truly just without the leadership of the philosopher king.

2a. What is justice? (F)
2b. Should a just political state advocate for equal distribution of wealth? (C)
2c. Is the adoption of democratic principles the best way to maintain justice and morality? (C)
2d. Should the rights of the minority be sacrificed for the benefit of the majority? (C)
2e. Has there ever been a just state? (P)

3. Philosopher kings see truth clearly and therefore have a moral responsibility to lead and enlighten others.

3a. How is traditionally truth defined? (F)
3b. What are defining metrics for one who sees truth clearly? (F)
3c. Is truth ever open to interpretation? (C)
3d. Is it ethical to withhold truth from those who are not ready to hear it? (P)
3e. Can a leader who understands truth be trusted to act selflessly? (P)
3f. Can leadership that does not understand truth be trusted? (P)

4. Corruption violates the principles of justice.

4a. What constitutes corruption? (F)
4b. How does leadership that seeks personal gain affect the state? (C)
4c. To what extent does corruption exacerbate class stratification? (C)
4d. Is a reluctant ruler (philosopher king) the most just? (C)
4e. Does personal wealth or private attachment always diminish the potential for just rule? (P)

5. Justice relies on truth but in some cases, justice may require its omission.

5a. When is it appropriate for leaders to lie to their citizens if it's for the greater good? (C)
5b. How can lying lead to justice? (C)
5c. Would an absolute commitment to truth ever lead to justice? (P)
1e. Why is lying sometimes necessary in the maintenance of the political state? (C)

Content Knowledge

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

Morality, Justice, Duty, Plato, Truth, Philosopher King, Theory of Forms, The Noble Lie, Allegory of the Cave

Standards

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

Portrait of the Newtown Graduate

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.

1. Allegory of the Cave Visual Analysis - Students analyze images from Plato's Allegory of the Cave to understand the importance of the Philosopher King and the futility of his position.

2. Philosopher King Debate - Students debate whether society should be led by knowledgeable experts with total power or the uncertainty of democracy. Do we let the passengers steer the ship

3. Justice Scenario Stations - Students rotate through real-world ethical scenarios

4. Noble Lies- Students examine Plato's concept of the "Noble Lie" and discuss whether deception can be justified by the government in order to promote stability

5. Build the Just State Project Students design their own model society using Plato's principles of justice, leadership, and moral structure.

6. Modern Leadership - A connection to Plato - Students analyze modern leaders and determine whether their leadership reflects Plato's ideals of truth, wisdom, and moral responsibility.

Core Learning Activities - Unit 2 - Allegory of the Cave.pdf
Core Learning Activities - Unit 2 -Philosopher King Debate.pdf
Core Learning Activities - Unit 2 - Justice Scenarios.pdf
Core Learning Activities - Unit 2 - Noble Lie.pdf
Core Learning Activities - Unit 2 - Just State Project.pdf
Core Learning Activities -Unit 2 - Modern Leadership.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.

Philosopher King.pptx
Plato's Republic.pdf
SAIL SOCRATES (1).pdf
Socrates and Plato (1).pptx
plato_-_the_republic.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.

Plato Unit Test: An overview of key concepts from Unit 2 | Summative | Written Test

This assessment measures the understanding of the major ideas we studied in Plato's philosophy, especially those presented in *The Republic*. Students will need to demonstrate knowledge of key concepts such as justice, the tripartite soul, philosopher kings, and the Allegory of the Cave. The test also asks you to apply these ideas to real-world situations and explain how Plato believed a just society and a just person should behave

No Standards Assessed

Unit Assessment - Storyboard Assignment_ The Lives and Philosophies of Socrates and Plato (1).pdf

Plato & The Republic – Multiple Choice Test

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

Unit 3: Analysis of Stoicism

Newtown High School / Grade 11 / Social Studies

Week 7 - Week 10 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

- Explore how stoicism began with Zeno's shipwreck
- Evaluate how Seneca dealt with the consequences of anger
- Understand the challenges that Marcus Aurelius had as emperor of Rome
- Understand the core principles of Stoic philosophy
- Explore how stoicism responds to suffering and adversity
- Apply Stoic ideas to modern life and personal experience
- Evaluate the limits and criticisms of Stoic philosophy
- Examine Admiral Stockdale and his famous paradox

Conceptual Lens/Concepts

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

Lens: Resilience

Concepts: Reason, Self Discipline, Detachment, Equanimity, Acceptance, Suppression of Emotion, Self-Mastery, Dichotomy of Control, Stockdale Paradox

Generalizations

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

1. **Reason and self discipline empower individuals to rise above *(consider a verb like overcome? respond with conscious choice? refrain from acting on? transcend?)* emotional impulse.**
2. **Detachment and acceptance cultivate equanimity in the face of life's uncertainties.**
3. **Understanding the dichotomy of control makes it possible to endure hardship with both realism and hope, as expressed in the Stockdale Paradox.**

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).

1. Reason and self discipline empower individuals to rise above emotional impulse.

1a. How did Seneca define anger? (F)
1b. Why did Seneca view anger as destructive? (F)
1c. What is the difference between responding and reacting? (C)
1d. How can reason help people respond to suffering rather than react to it? (C)
1e. How do Stoics distinguish between feeling an emotion and being ruled by it? (C)
1f. Does emotional suppression diminish the humanity of an individual? (P)

2. Detachment and acceptance cultivate equanimity in the face of life's uncertainties.

2a. What happened to Zeno in the historic shipwreck? (F)

2b. How did the shipwreck shape the philosophical path of Zeno? (C)
2c. How do Stoics define equanimity? (F)

2d. Why is equanimity considered a virtue in Stoicism? (C)

2e. Why do Stoics emphasize detachment from external events and outcomes? (C)
2f. Can detachment from people or goals ever become unhealthy or selfish? (P)
2g. Is it possible to fully accept suffering without becoming passive? (P)

3. Understanding the dichotomy of control makes it possible to endure hardship with both realism and hope, as expressed in the Stockdale Paradox.

3a. What is the Stockdale Paradox? (F)
3b. How did Admiral Stockdale embody Stoic principle during his captivity? (C)
3c. How does understanding what we can and cannot control, the Dichotomy of Control, change the experience of adversity? (C)
3d. Why is hope compatible with Stoic acceptance of fate? (C)

3e. *How* can focusing only on what can be controlled lead to ignoring social responsibility? (C)

3f. In extreme suffering, is it realistic—or even possible—to maintain hope without self-deception? (C)
3g. How does the acceptance of what we cannot control change the way we experience pain or adversity? (C)
3h. How do historical or modern examples (e.g., Viktor Frankl, Nelson Mandela, Malala Yousafzai) illustrate the power of internal control in the face of hardship? (C)
3i. Does focusing solely on the dichotomy of control neglect responsibility in *(for?)* changing unjust external conditions? (P)

Content Knowledge

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

Update needed
Deontology, Utilitarianism, Kant, Jeremy Bentham, John Stuart Mills

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.

Portrait of the Newtown Graduate

Core Learning Activity - Unit 3 - Zeno' s Shipwreck .pdf

Core Learning Activity - Unit 3 - Seneca and Anger.pdf

Core Learning Activity - Unit 3 - Dichotomy of Control Sorting Activity .pdf

Core Learning Activity - Unit 3 - Marcus Aurelius Leadership Case Study.pdf

Core Learning Activity - Unit 2 - The Stockdale Paradox Discussion.pdf

Core Learning Activity - Unit 3 - Stoicism in Modern Life Personal Application.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.

Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA: Mayfield Pub., 2000. Print.

Marcus Aurelius, one of Rome's most admired emperors, is known both for his rule and for his contrib

Stoicism_.pdf

https://www.youtube.com/watch?v=cUStWm_AkaY

https://www.youtube.com/watch?v=vHonWT6849A&t=370s

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.

Critical Analysis | Summative | Expository Essay

- **Construct a critical analysis** of which of the ethical approaches is most similar to your own beliefs. When writing your summary try to provide an example of where you have faced a dilemma and how you decided upon your actions, as a result of your beliefs. Please include: What would happen if everyone in the world followed this theory? How does this theory compare to the others you have studied?

3 Standards Assessed

Ethics Championship | Formative | Other oral assessments

- This will be a set of debate-like competitions in which groups try to make the strongest case in discussing a moral issue using a prescribed ethical system.

3 Standards Assessed

Stoicism & My Life – Personal Reflection Assessment.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

Unit 4: Analysis of Ethical Principles - Utilitarianism and Deontology

Newtown High School / Grade 11 / Social Studies

Week 11 - Week 14 | 5 Curriculum Developers | Last Updated: Apr 8, 2026 by Eberts, Ryan

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

- Analyze how Kant, Bentham, and Mill evaluate ethical choices through different philosophical lenses.
- Explore the relationship between intention, duty, and consequences in determining moral action.
- Understand key distinctions between deontological and utilitarian ethics.
- Critique the moral arguments made by Kant, Bentham, and Mill, including strengths and weaknesses.
- Examine the possibility of moral autonomy in the face of social and biological constraints
- Apply ethical frameworks to real-world moral dilemmas in law, public policy, and daily life
- Evaluate how ethical theories shape concepts of justice, rights, and the collective good.

Essential Question(s):

Does the end justify the means?

Can doing the ethically right thing ever lead to a bad outcome?

This unit bridges ancient schools of thought from previous units with modern thinking.

Conceptual Lens/Concepts

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

Conceptual Lens: Morality

Concepts: Human dignity, collective good, hypothetical vs categorical imperative, egalitarian ethics, higher vs lower pleasures, the harm principle, deontology, duty, heteronomy, pure practical reason, individual rights, social conditioning

Generalizations

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

1. **Duty defines moral action more than consequences.**
2. **The collective good justifies the sacrifice of individual rights.**
3. **Reason overcomes the heteronomy and social conditioning that constrain moral autonomy.**
4. **Ethical theories illuminate, but cannot fully resolve, complex moral dilemmas.**

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).

1. **Duty defines moral action more than consequences.**
   1a. What is duty? (F)
   1b. What are deontological ethics? (F)
   1c. What does Kant mean by acting in accordance with duty? (C)
   1d. How does emphasizing duty over consequences shape deontological ethics? (C)
   1e. Can an action be moral if it leads to harm, as long as the intention was good? (P)
   1f. Should leaders prioritize moral rules even if the result is less happiness overall? (P)

2. **The collective good justifies the sacrifice of individual rights.**

2a. What is the principle of utility as proposed by Bentham and Mill? (F)
2b. What is utilitarianism? (F)
2c. How does utilitarianism define the "greater good"? (C)
2d. Should one person be harmed to save many? Why or why not? (P)
2e. Does the collective good alway supersede the rights of the individual? (P)

3. Reason overcomes the heteronomy and social conditioning that constrain moral autonomy.

3a. What does Kant mean by “heteronomy”? (F)
3b. How do upbringing and culture interfere with truly free moral choices? (C)
3c. How does reason affect morality? (C)
3d. Can moral decisions ever be fully autonomous? (C)
3e. Are people responsible for immoral actions if environment shapes behavior? (P)

4. Ethical theories illuminate, but cannot fully resolve, complex moral dilemmas.

4a. What are the key features of both utilitarian and deontological ethics? (C)
4b. Why do different ethical frameworks reach different conclusions about the same dilemma? (C)
4c. Would following a single ethical theory produce better practical decisions? (P)
4d. Is it possible for any ethical theory to offer universal moral answers? (P)

Content Knowledge

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

Update needed
Rawls, Nozick, Justice, economic success, Karl Marx

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.

Core Learning Activities - Unit 4 - Kant vs Bentham.pdf
Trolley Problem Decision Stations.pdf

Portrait of the Newtown Graduate

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA: Mayfield Pub., 2000. Print.

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 Debate | Formative | Other oral assessments

- Liberalism v Libertarianism - Students will be assigned both one side of the resolution and write a speech in support of their position.

3 Standards Assessed

Video | Summative | Other Visual Assessments

- Create a video of what life would be like if we strictly applied the ideals of Nozick and Rawls to today's society.

3 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

Unit 5: Analysis of the Evolution of Existential Thought

Newtown High School / Grade 11 / Social Studies

Week 15 - Week 18 | 5 Curriculum Developers | Last Updated: Mar 19, 2026 by Foss, David

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Overarching goals for this unit are to examine the following:

- Understand the ideas of Nietzche, Frankl, Sartre, Camus.
- Examine the relationship between suffering and existence.
- Critique the benefits and shortcomings of organized religion.
- Analyze the value of living an authentic life (reject living in bad faith).
- Evaluate the acceptance of the mundane - the value of Sisyphean tasks.
- Determine if morality can exist without religion.
- Determine if “existence precedes essence.”

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.

Conceptual Lens: Freedom

Concepts: Bad Faith, Freedom, Anxiety, Death, Leap of Faith, “ubermensch”, last man, eternal recurrence, will to power, God, Sisyphean tasks, absurdity, Existentialism, religion, indifferent universe, meaning, “slave morality”, “master morality”

Generalizations

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

1. **Existentialism posits that meaning is found in and through life not through religion.**
2. **Overcoming moral constraints to individually define values will lead to freedom.**
3. **Freedom requires embracing the pain and agony in life.**
4. **Individuals must create their own values without external moral absolutes.**
5. **The absurd arises when humans, searching for meaning, confront an indifferent universe.**

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).

1. Existentialism posits that meaning is found in and through life not through religion.

1a. What is existentialism? (C)
1b. Which comes first- essence or existence? (C)
1c. What constitutes religion? (C)
1d. What is “slave morality”? (C)
1e. How does slave morality inhibit human progress? (C)
1f. Can life have meaning without religion? (P)
1g. What purpose does religion serve? (P)

2. Overcoming moral constraints to individually define values will lead to freedom.

2a. How do philosophers like Camus and Sartre approach the meaning of suffering? (C)
2b. What is the role of pain in the formation of one’s authentic self? (C)
2c. How can meaning be found in suffering? (C)
2d. Is an existential awakening the truth? (P)

3. Freedom requires embracing the pain and agony in life.

3a. What is “master morality”? (C)

3b. What can we learn from Nietzsche’s Superman (“ubermensch”)? (C) *Consider the following to remove personal pronoun and determine what is needed to scaffold the generalization: According to Nietzsche, what makes/defines an “ubermensch”? (C) What is the value/benefit of Nietzsche’s “ubermensch”? How can individuals benefit from*

3c. How does Nitzsche view suffering in relation to human growth and creativity? (C)

3d. Would a society that promotes (or Would a society devoted to) the development of “ubermensch” devolve into chaos? (P)

4. The absurd arises when humans, searching for meaning, confront an indifferent universe.

4a. What does Albert Camus mean by "the absurd"? (C)

4b. How can “meaning” be found in a “meaningless life”? (C)

4c. What are some literary or historical examples of people facing an absurd situation? (C)

4d. Can a person live a fulfilling life without believing that life has inherent meaning? (P)

4e. Is Camus correct in stating that “religion is philosophical suicide”? (P)

4f. What makes life worth living? (P)

Content Knowledge

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

Nietzsche
Sartre

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.

Portrait of the Newtown Graduate

Vocabulary

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

Resources

Teacher and student resources used to support the learning.

Lawhead, William F. *The Philosophical Journey: An Interactive Approach*. Mountain View, CA: Mayfield Pub., 2000. Print.

Assessments

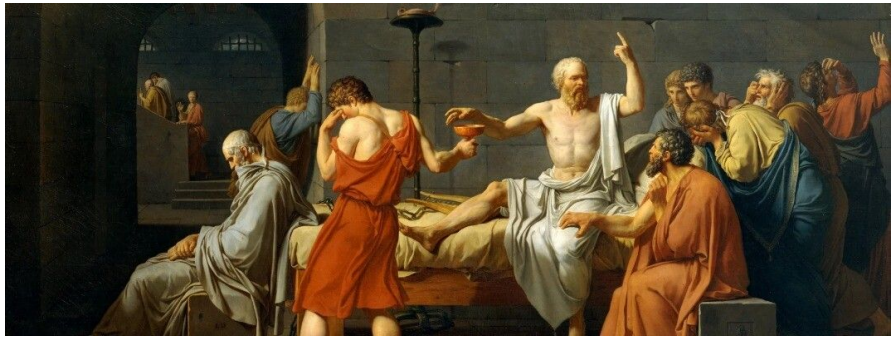
The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

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.



Philosophy Curriculum

Presented by: Larry Saladin
Curriculum Writers: Larry Saladin, Ryan Eberts, Dave Foss
Department Chair: Amy Deeb

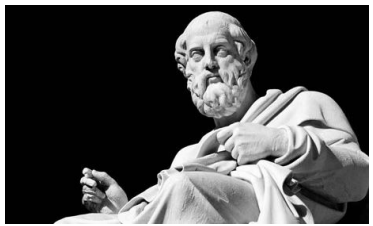
(Unit 1) Foundations of Philosophy: Socrates



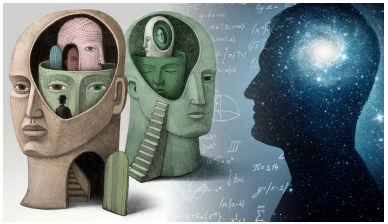
Lens: Questioning
Concepts: Inquiry, Ignorance, Wisdom, Choice, Reflection, Status Quo, Consequences, Discomfort

Core Learning Activities

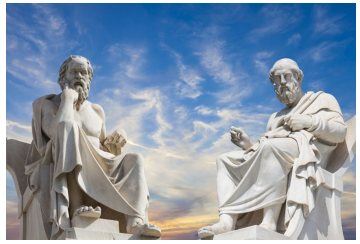
1. What is Philosophy - Students learn what philosophy is by wrestling with big life questions and the importance of thinking deeply
2. Socratic Circle - Students take part in a guided discussion building on each others ideas.
3. Trial of Socrates Simulation - Students act out the trial of Socrates to exploring the ideas of truth, justice and the courage of challenging the powerful.
4. Unexamined Life - Personal Inquiry Journal - Students write statements of belief and choices to see how questioning can aid understanding.
5. Where do we see Socrates today?- Students look for examples in today's world where people question ideas or stand up for truth like Socrates did.







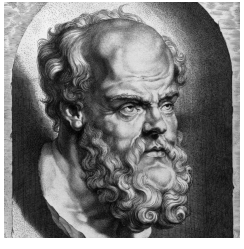
Assessments

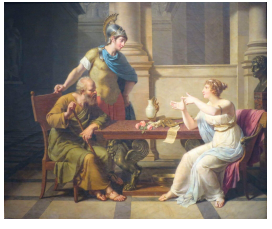


Test measuring student understanding of the major ideas connected to the life and philosophy of Socrates. Students demonstrate knowledge of the Socratic Method, the importance of questioning beliefs, and the idea that "the unexamined life is not worth living." The test also reviews the historical events surrounding the trial of Socrates in Athens, where he was accused of corrupting the youth and disrespecting the city's gods. Finally, students should understand how Socrates defended his commitment to truth and accepted death rather than abandon philosophy or his principles

Expository Writing: This assessment asks students to explain the life, ideas, and historical importance of Socrates. Students should describe how Socrates used questioning, known as the Socratic Method, to challenge people to think more carefully about truth, knowledge, and morality. The essay should also explain the events surrounding his trial in Athens and why he chose to accept death rather than abandon his philosophical principles. Finally, students should discuss why Socrates' ideas were so influential and how they shaped the philosophy of his student Plato and the development of Western philosophy.

Plato Story Board: This covers the life and times of Socrates -Socrates death through the ideas in the Republic - This assessment asks students to illustrate and explain the major events in the life of Socrates, including his trial and death in Athens. Students will also show how these events influenced the ideas developed by his student Plato. The storyboard should connect Socrates' questioning of authority, the Socratic Method, and the problems of Athenian democracy to the political ideas presented in *The Republic*. By combining images and explanations, students demonstrate how historical events shaped Plato's philosophical vision of justice, education, and leadership.





Introduction to Philosophy:

Topics Covered

What is Philosophy?

- Exploring life's biggest questions
- Learning to think deeply and critically

Socratic Circle

- Student-led discussions
- Building on others' ideas respectfully

Trial of Socrates Simulation

- Reenacting a historic trial
- Exploring truth, justice, and courage

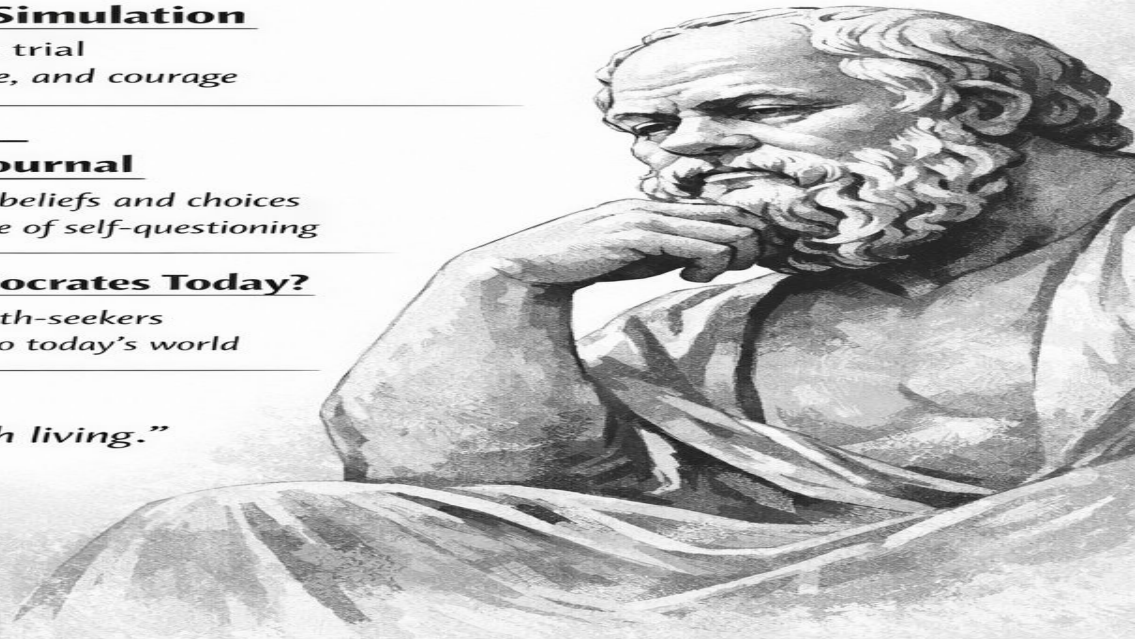
Unexamined Life — Personal Inquiry Journal

- Reflecting on personal beliefs and choices
- Understanding the value of self-questioning

Where Do We See Socrates Today?

- Identifying modern truth-seekers
- Connecting philosophy to today's world

"The unexamined life is not worth living."



(Unit 2) Plato's Republic: Truth and Justice



Lens: Truth and Justice

Concepts: The Political State, Philosopher-king, Corruption, Leadership, Laws, Morality/Moral Responsibility

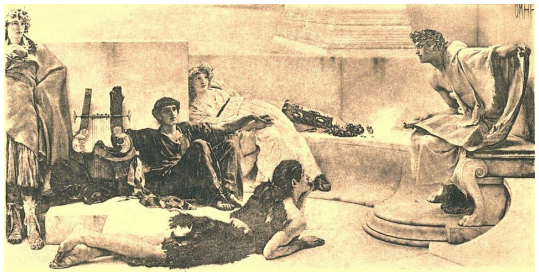
Core Learning Activities:

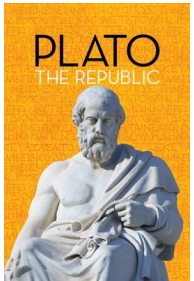
1. Allegory of the Cave Visual Analysis - Students analyze images from Plato's Allegory of the Cave to understand the importance of the Philosopher King and the futility of his position.
2. Philosopher King Debate - Students debate whether society should be led by knowledgeable experts with total power or the uncertainty of democracy. Do we let the passengers steer the ship
3. Justice Scenario Stations - Students rotate through real-world ethical scenarios
4. Noble Lies- Students examine Plato's concept of the "Noble Lie" and discuss whether deception can be justified by the government in order to promote stability
5. Build the Just State Project Students design their own model society using Plato's principles of justice, leadership, and moral structure.
6. Modern Leadership - A connection to Plato - Students analyze modern leaders and determine whether their leadership reflects Plato's ideals of truth, wisdom, and moral responsibility.

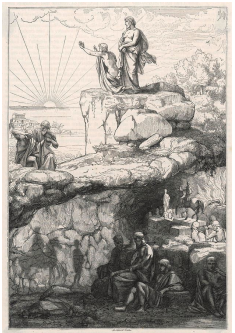
Assessment:

Plato Unit Test: This assessment measures the understanding of the major ideas we studied in Plato's philosophy, especially those presented in *The Republic*. Students will need to demonstrate knowledge of key concepts such as justice, the tripartite soul, philosopher kings, and the Allegory of the Cave.

Utopia: Students will design a utopian government inspired by ideas from The Republic, including justice, leadership, and the role of citizens. They must explain how their system works and justify whether it creates a just society utilizing Plato's principles.







Plato's Republic:
Topics Covered



Allegory of the Cave Visual Analysis

- Analyzing Plato's Allegory of the Cave
- Understanding the Philosopher King's challenges & importance



Philosopher King Debate

- Debating rule by philosopher kings vs. democracy
- Should experts with total power lead society?



Noble Lies

- Examining Plato's concept of the "Noble Lie"



Modern Leadership — A Connection to Plato

- Analyzing today's leaders
- Comparing them to Plato's ideals of truth and wisdom



Noble Lies

- Examining Plato's concept of the "Noble Lie"

"Justice means minding your own business and not meddling with other men's concerns." — Plato

(Unit 3) Analysis of Stoicism



Lens: Resilience

Concepts: Reason, Self Discipline, Detachment, Equanimity, Acceptance, Suppression of Emotion, Self-Mastery, Dichotomy of Control, Stockdale Paradox

Core Learning Activities

Zeno' s Shipwreck - Students analyze/ how Zeno turned tragedy into wisdom
Seneca on Anger - Students analyze Seneca's warnings about anger and how all of it is irrational.
Dichotomy of Control - Students learn to distinguish between what they can and cannot control and apply this Stoic principle to real-life challenges
Marcus Aurelius Case Study - Students evaluate how Marcus Aurelius applied Stoic philosophy while leading Rome during crisis and hardship.
Stockdale Paradox - Students study Admiral James Stockdale's experience to understand how combining realistic acceptance with enduring hope reflects Stoic resilience.
Stoicism in Modern Life Students connect Stoic principles to contemporary situations

Assessments:

Reflection: This assessment asks students to reflect on the ideas of Stoic philosophy and consider how they apply to their own lives. Students should demonstrate an understanding of the key Stoic thinkers—such as Zeno of Citium, Seneca, Epictetus, and Marcus Aurelius—and the principles they taught about character and self-control.

Stoicism Unit Test: Zeno, Seneca, Aurelius, Epictetus and Stockdale - This assessment measures your understanding of the major ideas of Stoic philosophy and the thinkers who developed and practiced it, including Zeno of Citium, Seneca, Epictetus, Marcus Aurelius, and James Stockdale.







Top

Core Learning Activities: Unit 3 – Stoicism



1

Zeno's Shipwreck

- Students analyze how Zeno turned tragedy into wisdom



2

Seneca on Anger

- Students analyze Seneca's warnings about anger and how all of it is irrational



3

Dichotomy of Control

- Students learn to distinguish between what they can and cannot control and apply this Stoic principle to real-life challenges



4

Marcus Aurelius Case Study

- Students evaluate how Marcus Aurelius applied Stoic philosophy while leading Rome during crisis and hardship



5

Stockdale Paradox

- Students study Admiral James Stockdale's experience to understand how combining realistic acceptance with enduring hope reflects Stoic resilience



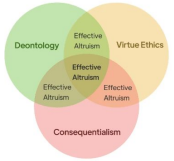
6

Stoicism in Modern Life

- Students connect Stoic principles to contemporary situations



(Unit 4) Ethical Principles: Normative Ethics



Conceptual Lens: Morality

Concepts: Human dignity, collective good, hypothetical vs categorical imperative, egalitarian ethics, higher vs lower pleasures, the harm principle, deontology, duty, heteronomy, pure practical reason, individual rights, social conditioning

Core Learning Activities

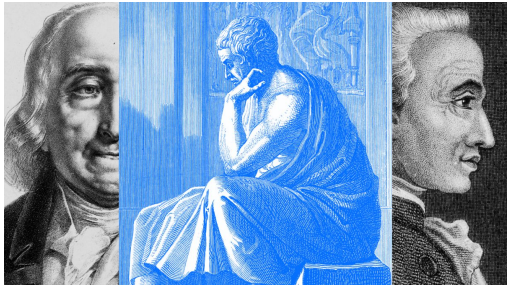
Kant vs Bentham - Students learn how Kant believes rules should always be followed while Bentham believes we should choose what makes the most people happy.
Trolley Decision Stations - Students move through different scenarios where they must decide who to help and explain why their choice is right.
Categorical Imperative Role Play- Students act out situations to see if their choices could become rules that everyone should follow.
Sandel Justice Seminar - Students discuss real-life fairness problems and share their ideas about what makes something just or unfair.
Personal Philosophical Discussion - Students talk about their own beliefs and practice explaining their reasons for what they think is right or wrong.

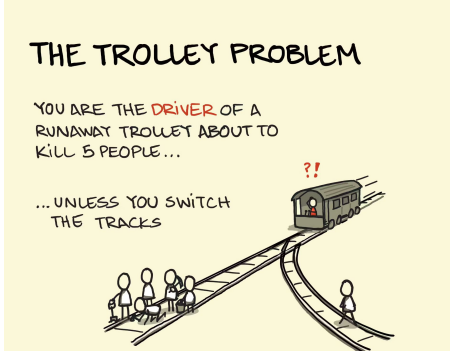
Assessments:

Normative Ethics Unit Test - Deontology, Utilitarianism: This assessment measures your understanding of the major theories of normative ethics, which explore how people should decide what is morally right or wrong. Students should demonstrate knowledge of key ethical frameworks: deontology, utilitarianism, and virtue ethics.

Normative Ethics Podcast:This assessment asks students to explain and discuss the major ideas of normative ethics through a recorded podcast. Students should demonstrate their understanding of the three major ethical frameworks—deontology, utilitarianism, and virtue ethics—and explain how each approach evaluates moral decisions differently.







Normative Ethics:
Topics Covered

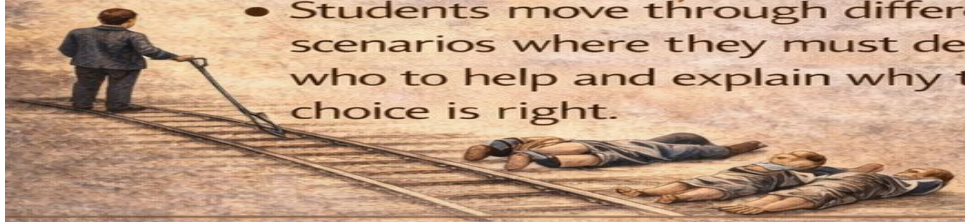
Kant vs Bentham

- Students learn how Kant believes rules should always be followed while Bentham believes we should choose what makes the most people happy.



Trolley Decision Stations

- Students move through different scenarios where they must decide who to help and explain why their choice is right.





Categorical Imperative Role Play

- Students act out situations to see of their choices could become rules that everyone should follow.



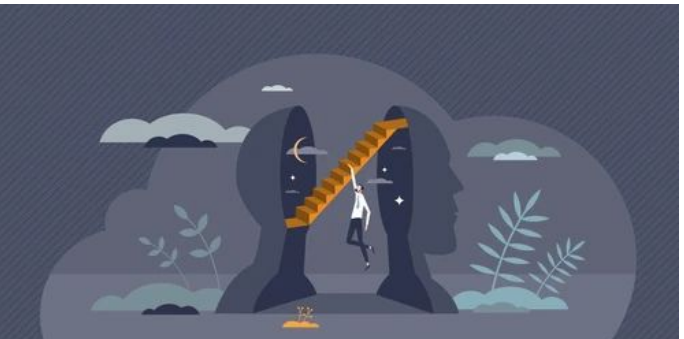
(Unit 5) Analysis of the Evolution of Existential Thought

Conceptual Lens: Freedom

Concepts: Bad Faith, Freedom, Anxiety, Death, Leap of Faith, “ubermensch”, last man, eternal recurrence, will to power, God, Sisyphean tasks, absurdity, Existentialism, religion, indifferent universe, meaning, “slave morality”, “master morality”

Core Learning Activities

Existentialism Concept Map: Students create a visual chart to show the main ideas of existentialism, like freedom, choice, and finding meaning in life.
Thinker Focus Stations - Nitzsche - Students rotate through activities to learn about Nietzsche’s ideas and why he believed people should create their own values.
Bad Faith vs Authenticity -Students learn the difference between pretending they have no choices and taking responsibility for who they truly are.
The Absurd and the Myth of Sisyphus - Students explore Camus’ story of Sisyphus to understand how people can keep going even when life feels unfair or confusing.
Religion and Meaning - Students discuss whether meaning in life comes from religion, personal choice, or something else.
Existential Choice Reflection - Students think about a big choice in their own life and explain how their decisions help shape who they become.







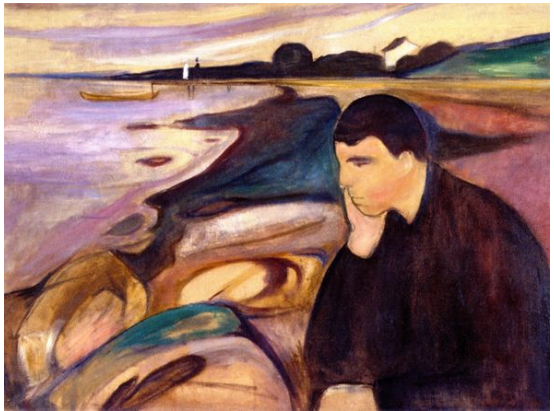
Continued

Assessments:

Unit Test: This assessment measures your understanding of the major ideas and thinkers associated with existentialist philosophy. Students should demonstrate knowledge of key concepts such as freedom, responsibility, authenticity, and the idea that individuals must create their own meaning in life. Existentialist thinkers such as Jean-Paul Sartre, Albert Camus, Friedrich Nietzsche, and Viktor Frankl explored how human beings confront an often uncertain or absurd world through personal choice and action.

Podcast: This assessment asks students to explain and discuss the major ideas of existentialist philosophy through a recorded podcast. Students should demonstrate an understanding of key thinkers such as Friedrich Nietzsche, Jean-Paul Sartre, Albert Camus, and Viktor Frankl and explain the themes they explored about human existence. Existentialism emphasizes individual freedom, responsibility, and the idea that people must create meaning in their own lives rather than relying on society, religion, or tradition to define it for them.

Shawshank Existential Analysis: This assessment asks students to analyze the film *The Shawshank Redemption* through the philosophical lens of existentialism. Students should demonstrate an understanding of existentialist themes such as freedom, personal responsibility, suffering, hope, and the search for meaning in difficult circumstances. The film explores how individuals can maintain inner freedom and dignity even when they are physically imprisoned, as seen through the character of Andy Dufresne and his refusal to let the prison define his identity.







Existentialism:
Topics Covered

Existentialism Concept Map

- Students create a visual chart to show the main ideas of existentialism, like freedom, choice, and finding meaning in life.



Thinker Focus Stations — Nietzsche

- Students rotate through activities to learn about Nietzsche's ideas and why he believed people should create their own values.

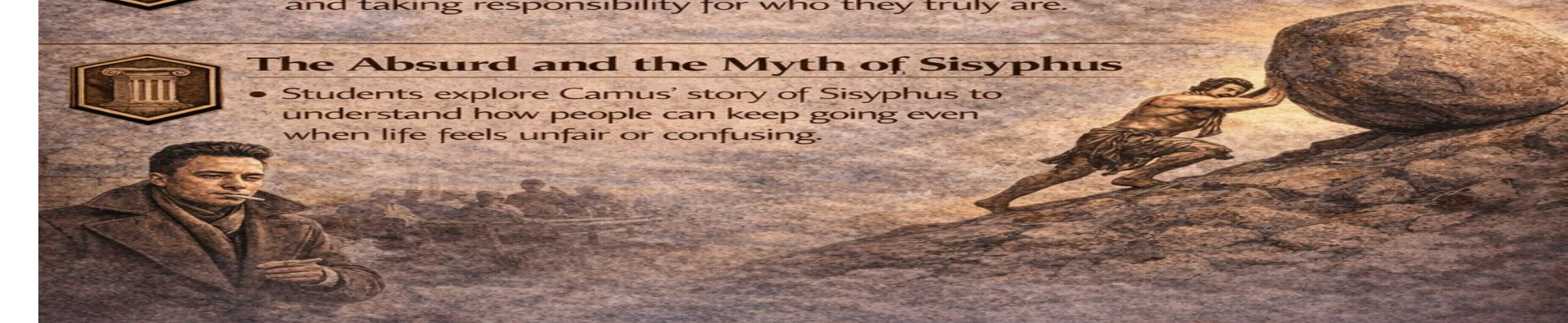


Bad Faith vs Authenticity

- Students learn the difference between pretending they have no choices and taking responsibility for who they truly are.

The Absurd and the Myth of Sisyphus

- Students explore Camus' story of Sisyphus to understand how people can keep going even when life feels unfair or confusing.



Curriculum Writing Self-Reflection Part 1

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

The newest revision of the philosophy curriculum has greatly improved through the implementation of a clearer and more organized concept driven focus. Rather than simply learning about a series of thinkers, students now fully engage with existential questions about truth, morality, justice, resilience, and freedom. These connections are made across all units. Moreover, the curriculum offers a myriad of student centered activities and these include debates, scenario analysis, and real-world applications that focus on connecting to the student's own experience. This revision creates a greater understanding of the material and directly connects the students to the larger world around them.

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?

Reflecting on the process, the improvement I look forward to implementing most is deepening the use of inquiry and real-world application across all units. Whether students are critiquing the implementation of Plato's Republic or examining the moral implications of the current war in Iran, I like that this revision has opened the door to fully connecting the ideas of the past with the events of the present.

Normative ethics is applicable across all fronts!

USE OF SCHOOL FACILITIES

In accordance with Conn. Gen. Stat. § 10-239, the Newtown Board of Education (the "Board") may permit the use of any school facility for nonprofit educational or community purposes whether or not school is in session. The Board may also grant the temporary use of any school facility for public, educational or other purposes, including the holding of political discussion, at such time the facility is not in use for school purposes. In addition, the Board shall grant such use for any purpose of voting under the provisions of Title 9 of the Connecticut General Statutes whether or not school is in session. In accordance with 20 U.S.C. § 7905, the Board shall not deny equal access to or a fair opportunity to meet, or otherwise discriminate, against any group officially affiliated with the Boy Scouts of America (or any other youth group listed as a patriotic society in Title 36 of the United States Code) that wishes to conduct a meeting using school facilities pursuant to this policy. Such uses shall be governed by the following rules and procedures, and shall be subject to such restrictions as the Superintendent or his/her designee considers expedient.

Consistent with this policy, the Superintendent shall develop and promulgate Administrative Regulations and associated forms governing use of school buildings and facilities by community and other groups. Since the primary purpose of school facilities is for educational activities, such activities will have priority over all other requested uses.

A. Application Procedures

Applications for use of facilities shall be submitted to the following individuals, in accordance with the Administrative Regulations:

Facility	**Application Submitted To**
For use of school buildings	Building Principal
For use of athletic fields and facilities	Athletic Director
For use of other school facilities	Superintendent of Schools

Groups requesting use of school buildings and facilities must identify the specific facilities desired, and approval will be for those specific facilities only. All school equipment on the premises shall remain in the charge and control of the building principal or responsible administrator, and shall not be used without the express written permission of the administrator.

Principals and other responsible administrators shall submit copies of each building use form with a notation of whether such uses have been approved. Approval of school facilities by the principal or other responsible party may be revoked at any time by the Superintendent or his/her designee.

B. Eligible Organizations and Priority of Use

Administrators responsible for approving/disapproving requests for use of school district facilities will use the following guidelines regarding priority of usage of such facilities:

Order of priority:

1. School-sponsored programs and activities.

2. Activities of school-related organizations (*e.g.,* PTO, Booster Clubs, After Graduation Committees and similar organizations).

3. Town department or agency activities.

4. Activities of non-profit organizations operating within the Town, other than school-related organizations covered by category #2 above.

5. Activities of for-profit organizations operating within the Town.

6. Out-of-town organizations.

C. Restrictions on Use of School Facilities

The following restrictions shall apply to the use of school facilities:

1. Illegal activities will not be tolerated.

2. Use or possession of tobacco, vapor products, alcoholic beverages or unauthorized controlled substances shall not be permitted on school property.

3. Refreshments may not be prepared, served or consumed without the prior approval of the responsible administrator. Notwithstanding, only those beverages permitted by state law may be sold during the school day. The responsible administrator may permit other beverages to be sold at the location of events occurring after the end of the regular school day or on the weekend as long as they are not sold from a vending machine or at a school store. Upon approval by the administrator, refreshments may be prepared, served and consumed only in areas designated by the responsible administrator.

4. Obscene advertising, decorations or materials shall not be permitted on school property.

5. Advertising, decorations or other materials that promote the use of illegal drugs, tobacco products, vapor products, or alcoholic beverages shall not be permitted.

6. Activities that are disruptive to the school environment are not permitted.

Any violation of this Policy or any applicable Administrative Regulations may result in permanent revocation of the privilege to use school facilities against the organization and/or individuals involved.

D. Fees and Other Costs

Users of school facilities shall be responsible for the fees and costs set out in a fee schedule established by the Superintendent ~~with the approval of the Board of Education~~. The following guidelines shall be incorporated into such fee schedule:

	Category	**Fee**
1.	School-sponsored programs and activities.	No rental fee or associated costs.
2.	Activities of school-related organizations (*e.g.,* PTO, Booster Clubs, After Graduation Committees and similar organizations).	No rental fee or associated costs.
3.	Town department or agency activities.	Associated costs.
4.	Activities of non-profit organizations operating within the Town, other than school-related organizations covered by category #2 above.	Associated costs.
5.	Activities of for-profit organizations operating within the Town.	Rental fee and associated costs.
6.	Out-of-town organizations.	Rental fee and associated costs.

"Associated costs" shall include, but shall not be limited to, fees for the services of any custodial personnel, food service personnel, security personnel or other personnel deemed by the responsible administrator to be necessary in connection with the use of a school district facility. Such costs shall be at the rates set forth in the fee schedule. ~~Rental fees and/or associated costs otherwise applicable may be waived by~~

~~the Superintendent or his/her designee if such waiver is deemed by the Superintendent or his/her designee to be in the best interest of the school system and/or the Town.~~

Waivers and Exceptions

Rental fees and/or associated costs otherwise applicable may be waived by the Superintendent or his/her designee if such waiver is deemed to be in the best interest of the school system and/or the Town.

Notwithstanding the above, all rental fees and associated costs shall be waived for Town departments or agencies using school district facilities for emergency preparedness, training, or response-related activities.

E. Responsibility for Damage to Property or Loss of Property

In order to use school district facilities, any organization or individual requesting such use must agree to assume responsibility for any damage to and/or theft or loss of any school district property arising out of the use of the facilities.

F. Health and Safety Protocols

In order to use school district facilities, any organization or individual requesting such use must agree to abide by all health and safety protocols in place by the school district at the time of use, including but not limited to protocols relating to cleaning of the facilities, signage, and health screenings of individuals requesting access to the facilities.

Legal References:

Conn. Gen. Stat. § 10-239
Conn. Gen. Stat. § 10-215f
Conn. Gen. Stat. § 10-221q
Conn. Gen. Stat. Title 9

Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Patriotic and National Organizations, 36 U.S.C. § 1010 et seq.

ADOPTED:_____
REVISED:_____

7/5/2021

Series 1000
Community/Board Operation

NEWTOWN PUBLIC SCHOOLS

APPLICATION FOR COMMUNITY USE OF SCHOOL FACILITIES

(Campus Under Video Surveillance / No Alcohol Or Tobacco Allowed On Any School Campus)

NO FOOD OR DRINK IN LOBBY, AUDITORIUM, GYMNASIUMS OR POOL AREAS
Any Violation of these Rules Will Result In Loss of Facility Usage

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All activities must be in compliance with Title IX regulations that prohibit discrimination on the basis of sex!

Security – Requirements for security and / or police will be reviewed by Security / Facilities Directors, and security will be assigned as needed. Fees for security will be added to any billable overtime as listed under facilities service fees on the back side of this form. **As per BOE Policy, doors shall NEVER be propped open per Fire Code.**

If the cafeteria/kitchen area is being used, the Director of Food Services needs to be contacted 2 weeks prior to the event at 426-7637.

A certificate of insurance must be on file at our Business Office before the date of use. Amounts of coverage required are:

$2,000,000	General Aggregate
$2,000,000	Products/Completed Operations Aggregate
$1,000,000	Each Occurrence
$1,000,000	Personal and Advertising Injury
$100,000	Fire Damage – Any One Fire
$5,000	Medical Expense – Any One Person

Per Diem Schedule of Room Fees **Revised 3/18/25**

Facility Rental Fees:

	Minimum	**Hourly After 4 Hrs**
High School Auditorium *(including 2 dressing rooms)*	$1,000.00	$250.00
Middle School Auditorium	$500.00	$125.00
High School Gym	$500.00	$125.00
Middle School Gym	$250.00	$62.50
Reed Intermediate School Gym	$250.00	$62.50
Elementary School Gyms	$200.00	$50.00
Cafeteria	$200.00	$50.00

Kitchen (High School / Reed Intermediate)	$250.00	$62.50
Kitchen (Middle / Elementary Schools)	$200.00	$50.00
Classrooms	$100.00	$25.00
Library	$125.00	$31.25
Shop, Art Room, Science Labs	$200.00	$50.00
High School Lecture Hall	$200.00	$50.00
Pool	$800.00	$50.00
Stadium	$1,000.00	$250.00
High School Project Adventure Challenge Course	$300.00	$75.00

Service Fees:

Sound & Lighting Supervisor	$50.00 / hour
Sound & Lighting Technician	$15.69 / hour
Trained Project Adventure Facilitator	$75.00 / hour

Sunday Energy Fees:

High School	$313.00
Middle School	$313.00
Reed Intermediate	$313.00
Head O'Meadow	$188.00
Hawley	$188.00
Middle Gate	$188.00
Sandy Hook	$188.00

Security Fees - Applicable on Saturday, Sunday, holidays, and weeknights when security is requested and/or deemed necessary by school administration.

$32.53 - $41.15 hourly rate (Weeknights and Saturdays)
$43.38 - $54.86 hourly rate (Sundays and Holidays)

Custodial Fees - Applicable on Saturday, Sunday, holidays, and weeknights when a custodian needs to be called in for the activity.

$43.95 - $56.85 hourly rate (Weeknights and Saturdays)
$58.60 - $75.80 hourly rate (Sundays and Holidays)

Food Service Coordinator *(Required when Kitchen Use is Requested)*

$16.50 - $18.50 hourly rate (Weeknights)
$24.75 - $27.75 hourly rate (Saturdays, Sundays and Holidays)

NEWTOWN PUBLIC SCHOOLS
COMMUNITY USE OF SCHOOL FACILITIES

INDEMNIFICATION AND RELEASE

This form is valid for a period of one calendar year from the date signed for each application of usage which is made.

In consideration of the permission granted to it by the Newtown Board of Education to use the school building, grounds, facilities, and/or equipment, the undersigned does hereby indemnify and hold harmless the Newtown Board of Education and the Town of Newtown (CT), their employees, agents, contractors and assigns against any and all loss or expense, including attorneys' fees, court costs, damages, liability and any other amounts for any and all bodily injuries, including death, and/or for any and all property damage sustained accidentally or otherwise sustained by any person arising out of or connected with the undersigned's use of the school building, grounds, facilities, and/or equipment.

The undersigned further waives the right to initiate and/or pursue in any manner any and all lawsuits and any other claims in any forum against the Newtown Board of Education or the Town of Newtown, its individual Board members, officers, employees, agents, contractors and assigns for any injury or harm connected to the undersigned's use of the Board's facilities, including but not limited to claims for negligent acts or omissions and/or claims for death and/or serious bodily injury and/or claims for property damage.

The undersigned assumes responsibility for any damage to and/or theft or loss of any school district property arising out of the use of the buildings, grounds, facilities, and/or equipment.

The undersigned has read and agrees to abide by the terms of the Newtown Board of Education policies and procedures pertaining to the use of Board buildings, grounds, facilities, and/or equipment.

SUPERINTENDENT OF SCHOOLS

Role and Authority

The Superintendent of Schools shall serve as the chief executive officer of the District and shall be responsible for the administration of the public schools in accordance with applicable law and the policies of the Board of Education.

The Superintendent shall have the authority to implement Board policy, manage the District's day-to-day operations, and provide leadership to ensure the effective and efficient operation of the school system.

Responsibilities

The Superintendent shall:

- Implement and administer the policies and decisions of the Board of Education;
- Provide leadership in the development, implementation, and evaluation of educational programs and services;
- Supervise and evaluate District staff, directly or through appropriate delegation;
- Prepare and present recommendations to the Board on matters including budget, curriculum, personnel, facilities, and operations;
- Keep the Board informed of District needs, progress toward goals, and emerging issues;
- Ensure compliance with all applicable federal, state, and local laws and regulations; and
- Serve as the primary advisor to the Board on educational and operational matters.

Relationship with the Board of Education

The Board of Education acts as a collective body. Individual Board members shall not direct the Superintendent or other District staff.

The Superintendent is responsible to the Board for the execution of its policies and decisions and shall serve as the primary point of contact between the Board and the District's administration.

Delegation of Authority

The Superintendent may delegate responsibilities to District staff as appropriate but shall remain accountable to the Board for the proper execution of all delegated duties.

The Superintendent is authorized to develop and implement administrative regulations necessary to carry out Board policy.

Evaluation

The Board of Education shall evaluate the Superintendent's performance on a regular basis in accordance with a process established by the Board

Legal Reference

Connecticut General Statutes §10-157

~~6142.101~~

~~Instruction~~

Series 5000
Students **5155**

POLICY REGARDING WELLNESS

It is the policy of the Newtown Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created a District Wellness Committee to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This District Wellness Committee includes parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public. The District Wellness Committee is responsible for the development of the policy and for monitoring implementation through the administration of the triennial assessment, which will inform necessary updates to the policy.

School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

Nutrition Guidelines for Foods in Schools

Students will be offered and schools will promote nutritious food choices consistent with the current dietary guidelines published by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Nutrition Guidelines for Foods in Schools (continued) Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health

organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold or served to students separately from school meals meet the District's Nutrition Standards. All food and beverages sold to students during the school day shall comply with USDA nutrition standards (Smart Snacks in School). https://www.fns.usda.gov/cn/smart-snacks-school.

All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. Students will have access to free drinking water in the cafeterias and throughout the school day. The following link is the CSDE list of acceptable foods and beverages: https://portal.ct.gov/SDE/Nutrition/List-of-Acceptable Foods-and-Beverages

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores, before & after school care and fundraisers. The District shall ensure that**:** all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law. Food preparation and food service staff will receive required training and certification to meet the USDA Professional Standards for Child Nutrition Professionals.

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program. The district will ensure that students eligible for free or reduced-price meals are not overtly identified or stigmatized. All students will be served a reimbursable meal regardless of unpaid balances, and families will be contacted discreetly to determine eligibility for free or reduced-price meal assistance.

Non-sold Foods and Beverages

Non-sold foods and beverages brought into the schools by students and other persons for school sponsored events shall comply with federal nutrition standards.

Physical Education Guidelines in Schools

Schools will support and promote an active lifestyle for students. Physical education is taught in all grades by state certified and endorsed educators and is in alignment with state physical education standards. Physical and Health educators will be given relevant and specific professional development opportunities each year. The curriculum will be standards based, developmentally planned and sequentially delivered. The curriculum will foster the development of movement skills, enhance health related fitness, increase students' knowledge, offer direct opportunities to learn how to work cooperatively in a group setting and encourage healthy habits and attitudes for a healthy lifestyle.

Monitoring

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school's three year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation.

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy. The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Triennial Assessment

At least every three years, the District Wellness Committee shall conduct an assessment of the implementation of the wellness policy and provide its findings to the Board of Education. The assessment shall measure the extent to which schools are in compliance with the wellness policy, compare the District's policy to model school wellness policies, and include a description of progress made in attaining the goals of the wellness policy.

The Board of Education shall review the assessment and make it available to the public. The assessment shall serve as the basis for any appropriate updates or modifications to the wellness policy.

Community Input

The District shall maintain a **District School Wellness Committee** to provide opportunities for input on the development, implementation, periodic review, and improvement of the School Wellness Policy.

The Committee shall include, to the extent practicable, representation from parents, students, the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public.

The District School Wellness Committee shall meet at least two times per year, and as needed, to review and discuss health and wellness topics relevant to the school community.

Evaluation of Wellness Policy

The District School Wellness Committee shall be responsible for monitoring the implementation of the School Wellness Policy and conducting an assessment of its effectiveness. The Superintendent or designee shall support the work of the Committee and ensure coordination across schools.

At least every three years, the District School Wellness Committee shall conduct a comprehensive assessment of the implementation of this policy, including:

- The extent to which schools are in compliance with the School Wellness Policy;
- A comparison of the District's policy to model school wellness policies; and
- A description of progress made in attaining the goals of the policy.

The Board of Education shall review the assessment and make the results available to the public. The assessment shall serve as the basis for any appropriate updates or modifications to the School Wellness Policy.

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs.

10-216 Payment of expenses.

10-215e Nutrition standards for food that is not part of lunch or breakfast program.

10-215f Certification that food meets nutrition standards.

10-221o Lunch periods. Recess.

10-221p Boards to make available for purchase nutritious, low-fat foods.

10-221q Sale of beverages.

Regulations of Connecticut State Agencies

10-215b-1 Competitive foods.

10-215b-23 Income from the sale of food items.

National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12,)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220

Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751

Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)
School Breakfast Program, 7 C.F.R. Part 220 (2006)
National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)
Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Policy adopted: October 5, 2022 NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

R6142.101(a)

Instruction

School Wellness

Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition Education Curriculum will be comprehensive and sequential and will be integrated into other classroom content areas, as appropriate, including education on agriculture and the food system. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks

Goals for Physical Activity

The goals for addressing physical activity include the following:

Schools will support and promote an active lifestyle for students.

Physical education is taught in all grades by state certified and endorsed educators and is in alignment with state physical education standards. Physical and Health educators will be given relevant and specific professional development opportunities each year. The curriculum will be standards based, developmentally planned and sequentially delivered. The curriculum will foster the development of movement skills, enhance health related fitness, increase students' knowledge, offer direct opportunities to learn how to work cooperatively in a group setting and encourage healthy habits and attitudes for a healthy lifestyle.

- All students will be required to engage in the District's physical education program unless formally exempt.
- All students in grades K-6 will have at least 20 minutes of recess daily in addition to physical education.
- Staff will not use activity or withhold activity as a punishment or a classroom management tool (i.e. assigning laps or pushups or withholding recess)
- Physical activity breaks in addition to opportunities for students and families to participate in before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.

R6142.101(b)

Instruction

School Wellness

Goals for Physical Activity (continued)

- The district will maintain agreements with Newtown Parks and Recreation and with other community organizations to allow use of school facilities and grounds when school is not in session.
- Schools will work toward promoting sixty minutes of physical activity daily for students.
- Schools will promote wellness opportunities for staff. In cooperation with local organizations, reduced rates for fitness classes and technology assisted programs will be offered. School fitness equipment will be available to staff before or after school.

Goals for Social-Emotional Wellness

- A comprehensive, school-wide system of social-emotional learning and behavioral supports will be offered K-12.
- Research based programs that support social-emotional development will be implemented and provided K-12

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day, including marketing on school equipment, in educational materials, on vending

machines and near food purchasing areas, will meet or exceed the USDA "Smart Snacks in School" nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

R6142.101(c)

Instruction

School Wellness

Communication of Wellness

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

Regulation adopted: October 5, 2022 NEWTOWN PUBLIC SCHOOLS Newtown, Connecticut

6142.101
Appendix 1

Suggestions for Creative & Fun Fundraising

- Gift wrapping
- Fun runs
- Walk a thons
- Bike a thons
- Jump rope a thons
- Rent a teenager (rake leaves, water gardens, mow lawns, walk a dog)
- Car wash
- Singing telegrams
- Talent show
- Read a thons
- Spelling bees
- Science fairs
- Carnivals
- Recycling cans/bottles
- Garage sales
- Sell items with school logo
- Bowl-a-thon
- Skate night
- Auction

- Treasure hunt
- Penny wars

Resource Ideas

www.creativelearning.cc
www.123fundraising.com
www.fundraisingdepot.com
www.partnerforkids.com
www.giftfriends.com
www.ptoideas.com
www.actionforhealthkids/resources/files/healthyfundraisers-for-schools.pdf
www.fundraisingfruit.com
www.citrusfruit.com

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Appendix 2

Food Free Birthday Celebrations

- Birthday child selects book to donate to the library. Their name and picture goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom "leader" for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads "book" to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child brings in special gifts to share with classmates (e.g. pencils, stickers, notepads, erasers etc.)

- Birthday child's name is announced over the school PA system or at "All School Meeting."
- Birthday child's name is announced at lunch in cafeteria and everyone sings "Happy Birthday To You."
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time.

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Appendix 3

Ideas for Alternatives to Using Food as a Reward

Elementary Schools

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with Teacher or Principal
- Eat lunch outdoors with class
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, or bookmarks
- Certificates
- Fun Video
- Extra recess
- Walk with Teacher or Principal
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, or desktop tents)

- Dance to favorite music in class
- Paperback book
- Show and Tell
- Bank system – Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Read outdoors or enjoy class outdoors
- Extra Art time
- Have "Free Choice" time at the end of the day or end of class period
- Listen to headset to a book on tape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Eat lunch outside or have class outside

High School Students

- Fun video
- Late homework pass
- Donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards

COMMITTEES

1. The Newtown Board of Education (the "Board") shall act as a committee of the whole on all matters coming before it except that special committees for the consideration or investigation of certain problems, or for the performance of certain Board functions, may be created by vote of the Board.

   A. Such special committees shall submit their reports at such regular meetings of the Board as may be determined, and when such reports have been submitted and accepted by the Board, shall be discharged.

   B. All special committee reports affecting Board policy shall be submitted in writing.

   C. A special committee's only authority is to make recommendations to the Board regarding matters that that have been referred to it, unless the Board specifically authorizes otherwise, and such action conforms to the Connecticut General Statutes.

2. Meetings of committees shall be posted in accordance with the Freedom of Information Act. A record shall be maintained by the chairperson of each committee of each meeting, which shall include the names of committee members in attendance, listing of topics discussed and committee recommendations.

3. The Superintendent shall notify all Board members of committee meetings.

Legal Reference

Conn. Gen. Stat. § 10-218 Officers. Meetings

ADOPTED:_____
REVISED:_____

CONFLICT OF INTEREST

1. No member of the Newtown Board of Education (the "Board") shall be employed for compensation by the Board in any position in the school system.

2. If any member of the Board is employed contrary to the provisions of this bylaw, the office to which the Board member was elected or appointed shall become vacant.

Legal Reference:

Connecticut General Statutes
10-232 Restrictions on employment of members of board of education

ADOPTED: _____
REVISED: _____

OATH OF OFFICE

Members of the Board of Education shall, before entering upon their official duties, take the oath of office provided in Connecticut General Statutes Section 1-25.

Legal Reference:

Connecticut General Statutes
10-218a Oath of office
1-25 Forms of oaths

ADOPTED:_____
REVISED:_____

ROLE OF BOARD AND MEMBERS

1. General Duties

   A. The Newtown Board of Education (the "Board") represents the residents of Newtown (the "Town"), in carrying out the mandates of the Connecticut General Statutes pertaining to education.

   B. The Board shall determine all questions of general policy to be employed in the conduct of the schools.

   C. In determining school policy, the Board shall:

      (1) hear and consider facts and recommendations;
      (2) adopt a plan, policy or course of action; and
      (3) authorize the Superintendent of Schools, its chief executive officer, to carry out its policy.

2. Specific Powers and Duties

The Board shall have authority to take all action necessary or advisable to meet its responsibilities under the Connecticut General Statutes and Town Charter including but not limited to the following:

   A. To create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise.

   B. To elect a Superintendent of Schools in accordance with the Connecticut General Statutes.

   C. To consider and adopt an annual budget, prepared by the Superintendent of Schools.

   D. To determine the number, classification, duties and remuneration of employees.

   E. To establish policies for employment, promotion and dismissal of personnel in accordance with the Connecticut General Statutes.

   F. To provide for the appraisal of the efficiency of personnel.

G. To provide for the proper maintenance of facilities; initiate and approve the acquisition and disposition of school sites; and initiate and approve plans for school buildings.

H. To consider any specific recommendations made by the Superintendent of Schools.

I. To keep the citizenry informed of the purposes, values, conditions and needs of public education in the Town.

J. To establish a curriculum committee to recommend, develop, review and approve all curriculum for the district.

K. To take any other actions required or permitted by law.

L. To make reasonable provision to implement the educational interests of the State, as defined by law, so that

(1) each child shall have for the period prescribed in the Connecticut General Statutes equal opportunity to receive a suitable program of educational experiences;

(2) the school district shall finance at a reasonable level an educational program designed to achieve this end;

(3) the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds; and

(4) the mandates in the Connecticut General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.

Legal References:

Connecticut General Statutes

1-200	Definitions (public agency)
10-4a	Educational interest of state identified
10-4b	Complaint alleging failure or inability of board of education to implement educational interests of state. Investigation; inquiry; hearing. Remedial process. Regulations
10-220	Duties of boards of education
10-221	Board of education to prescribe rules, policies and procedures
10-241	Powers of school districts

ADOPTED:_____
REVISED:_____

10/18/2021

SUICIDE PREVENTION AND INTERVENTION REGULATIONS

1. LEGAL AUTHORITY AND BOARD POLICY

These procedures and guidelines are governed by the legal framework established under Connecticut General Statutes § 10-220a and § 10-221(f). They are maintained and updated in accordance with the mandates of Public Act 23-167 ("An Act Concerning Transparency in Education").

Board Policy Statement (Series 5000 / 5151.5) The Newtown Board of Education (the "Board") recognizes that suicide is a complex issue and that schools are not mental health treatment centers. The Newtown Public Schools (the "District") cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, school personnel may become aware of specific factual circumstances in which a student has communicated a suicidal intent or other specific circumstances in which a student is perceived by school staff to be at risk for suicide. School staff are required to refer students who come to their attention as being at risk of attempting suicide for professional assessment and treatment services outside of the school.

MANDATORY RESPONSE The Board is committed to respond in a supportive manner, both "aggressively and immediately," to any student who has attempted, has threatened, or who communicates that they are considering attempting suicide.

2. DISTRICT-WIDE PREVENTION STRATEGIES AND UNIVERSAL SCREENING

Universal Screener Mandate The **Signs of Suicide (SOS) Program** is the district's designated universal screener for students in grades 7, 9, and 11. This evidence-based program is utilized to identify risk factors for depression and suicide and to empower students to act on behalf of their peers.

Program Implementation Requirements

- **Scheduling:** SOS implementation occurs quarterly within the health curriculum for the designated grade levels.
- **Materials:** Implementation materials must include student screener forms, student response forms, the teacher's SOS script, and ACT (Acknowledge, Care, Tell) cards for students to take home.
- **Opt-Out Procedures:** Parents/guardians are notified at the start of the school year. They may opt their student out of the program via a formal opt-out form. Each school is mandatorily required to keep a record of the families who have opted-out.
- **Documentation:** Staff must complete SOS follow-up forms for any student identified through the screening criteria, and, when indicated, refer the student to the appropriate staff member to administer the Columbia-Suicide Severity Rating Scale (C-SSRS).

Personnel Roles

- **Administrators & Director of Pupil Personnel:** These individuals are responsible for providing yearly suicide prevention training (or refresher programs) such as QPR: Question, Persuade, Refer to all teachers, staff, and administrators.
- **Crisis Intervention Team (CIT):** Building administrators lead the CIT, which meets as needed to oversee school response, review relevant data, and ensure all staff understand their procedural responsibilities.

3. STUDENT REFERRAL AND MANDATORY ASSESSMENT PROTOCOLS

Standardized Assessment Requirement

The C-SSRS is the district's required clinical tool for assessing suicide risk.

Trigger for C-SSRS Administration

The C-SSRS must be administered by a school psychologist, social worker, or school counselor for any student:

- Presenting with suicidal ideation or behaviors.
- Identified with an elevated risk through the SOS universal screener (e.g., indicating thoughts of suicide/past attempts or meeting depression thresholds).

Level of Assessed Risk Guidelines

Level of Assessed Risk	**Indicator(s) (Verbal, Social Media, or Peer-Reported)**
Emergency	Student has taken a life-threatening action. A serious, self-inflicted injury or a life-threatening circumstance has occurred.
Risk Level III: Imminent Danger	Student is in imminent danger of suicide. The student has thoughts of suicide with intent to act; has started working out details of a plan; has prepared means (e.g., purchasing pills/weapon/rope, giving away possessions, or writing a will); or cannot verbalize a safety plan.
Risk Level II: High Risk	Student is at high risk for self-directed violence. The student has thought about suicide and methods but has no current intent to act; or expresses a wish to be dead/not wake up.

Risk Level I: At Risk	Student is at risk, but not presently in danger. The student exhibits changes in behavior associated with suicide risk but has not expressed suicidal intentions.

4. INTERVENTION PROCEDURES BY RISK LEVEL

Immediate Action Steps

Emergency / Risk Level III (Imminent Danger)

1. **Continuous Supervision:** Ensure the student is **not left alone at any time**.
2. **Emergency Activation:** Call 911 immediately and notify building administration to activate the Emergency Response Team (ERT).
3. **Parent/Guardian Notification:** Contact parent/guardian immediately and provide the name of the hospital where the student is being transported.
4. **Liaison Requirement:** A school psychologist, social worker, or school counselor must meet the student at the emergency room if the parent is not present at the school.
5. **Hospital Notification:** The school nurse or appointed staff must notify the hospital's emergency room that the student is en route.
6. **DCF Mandate:** School staff must contact the Department of Children and Families (DCF) for all students under 18 years of age if the parent/guardian does not follow the recommendations of the professionals assigned to the student.

High Risk (Level II)

1. **Mobile Crisis Activation:** Call Emergency Mobile Crisis (211) and request a counselor to come to the school for a suicide risk evaluation.
2. **Parent/Guardian Involvement:** Notify the parent/guardian by phone and **mandate their attendance at the school** to discuss the situation.
3. **Refusal Protocol:** If a parent refuses 211 services, the 211 counselor must be told not to come. Staff must recommend an outside clinician for risk assessment and **explicitly note the parent's refusal of 211 services** on the Crisis Intervention Form.

At Risk (Level I)

1. **Consultation:** Notify and discuss the situation with the parent/guardian by phone; request a meeting if appropriate.
2. **Resource Mandate:** Mandatory provision of the professional resource directory to the family.
3. **Monitoring:** Monitor the student's behavior and consult with outside providers if applicable.
4. **DCF Mandate:** Contact DCF for all students under 18 if the parent/guardian does not follow professional recommendations.

Mandatory Documentation For all levels of intervention, a **Crisis Intervention Form (Appendix 1)** must be completed and submitted to the building administration and the Director of Pupil Personnel at the Central Office.

5. POSTVENTION AND RE-ENTRY PROTOCOLS

Post-Crisis Re-entry A mandatory re-entry meeting involving school administration and Pupil Personnel staff must occur before a student returns to school following an Emergency or Imminent Danger (Level III) event.

Response to Suicide (Contagion Mitigation) In the event of a suicide within the school community, the Crisis Intervention Team (CIT) will:

- Use verified, brief scripts for student notification; notification should occur in classrooms rather than via the public address system.
- Identify and assign staff to follow up with at-risk peers and close friends of the deceased.
- Monitor social media for rumors, distress, or sensationalized content.

Administrative Tasks

- Immediately remove the student's name from all distribution lists and PowerSchool attendance.
- Notify the bus company.
- Prepare the student's belongings (desk/locker) for delivery to the family.
- **Review and Assessment:** Condolence letters and art created by students must be carefully reviewed by staff before being delivered to the family to ensure they do not contribute to contagion or contain inappropriate content.

6. APPENDICES AND COMMUNITY RESOURCES

Appendix 1: Crisis Intervention Form

Administrator's Report to the Superintendent

Student Name: _____ School: _____ Date: _____
Reporter: _____ Referred by: _____ IEP / 504 (Circle) (If IEP/504) Name of Staff Notified: _____

Time/Situation Report:

_____
_____ **Time/Crisis Intervention Team alerted:** _____ **Time Convened:** _____

Intervention Plan: _____

Time/Parent Guardian Contacted: _____ **Follow-Up Plan:**
_____ **Follow-Up Responsibility:**
_____ **Pupil Service Director Notified:**
_____

Signature of Reporter: _____ Date: _____ Signature of Person Responsible for Follow-Up: _____ Date: _____ Signature of Administrator: _____ Date: _____

Appendix 2: Risk and Protective Factors

Acute Risk Factors:

- Threatening to hurt or kill oneself or talking about wanting to hurt or kill oneself.
- Looking for ways to kill oneself by seeking access to firearms, pills, or other means.
- Talking or writing about death, dying, or suicide, when these actions are out of the ordinary.

Warning Signs (Changes in Behavior/Feelings):

- **No reason for living, no sense of purpose in life.**
- **Anxiety, agitation, unable to sleep or sleeping all the time.**
- **Feeling trapped, like there's no way out.**
- Hopelessness.
- Withdrawal from friends, family, and society.
- Rage, uncontrolled anger, or seeking revenge.
- Acting reckless or engaging in risky activities.
- Dramatic mood changes.
- Increased substance (alcohol or drug) use.

Protective Factors:

- Effective behavioral health care.
- Connectedness to individuals, family, community, and social institutions.
- Life skills (problem-solving, coping, and adaptability).
- Self-esteem and a sense of purpose.
- Cultural, religious, or personal beliefs that discourage suicide.

Appendix 3: Resource Directory

Crisis Services

- Emergency Mobile Psychiatric Services (EMPS): 2-1-1
- Danbury Hospital Crisis Intervention: 1-888-447-3339
- Kids in Crisis 24-hour Helpline: 203-661-1911
- National Suicide Prevention Hotline: 1-800-273-8255 or 1-800-SUICIDE
- LGBTQ Youth Crisis Hotline (The Trevor Project): 1-866-488-7386

Local Resources

- Newtown Center for Support and Wellness (CSW): 203-270-4612
- Newtown Youth and Family Services: 203-270-4335
- Family and Children's Aid (FCA): 203-748-5689

- Women's Center of Greater Danbury: 203-731-5206 (Domestic Violence) / 203-731-5204 (Sexual Assault)
- School-Based Health Center (Newtown Middle School): 203-270-6114
- Student Assistance Counselor (Newtown High School): 203-426-7646 x6125
- Teen Talk Counselor (Newtown High School): 203-661-1911

Appendix 4: SOS Program Guidelines

Follow-Up Criteria: Pupil Personnel staff must interview any student who:

1. Answers "Yes" to seriously thinking about suicide or a past suicide attempt.
2. Requests on the response form to "speak to someone about myself" or "speak to someone about someone else."
3. Scores "Yes" on 3 or more depression screening questions.
4. **Does not name a trusted adult.**

Student Interview Summary Checklist:

- [ ] Student reported history of depression and/or anxiety.
- [ ] Student reported behaviors consistent with depression and/or anxiety.
- [ ] Student reported student is currently meeting with PPS staff in school regarding these concerns.
- [ ] Student currently has a Mental Health Provider outside of school.
- [ ] Release of information obtained for outside provider.
- [ ] Student reported self-harm.
- [ ] Student reported thoughts of self-harm.
- [ ] Student reported Suicidal Ideation (thoughts of suicide).
- [ ] Student reported Suicidal Intent (means of committing suicide, plan to commit suicide).
- [ ] Student reported that responses on form were based on situational/short-term experiences.
- [ ] No concerns at this time.

ADMINISTRATIVE REGULATION REGARDING USE OF PRIVATE TRANSPORTATION BY STAFF WITH STUDENTS

The District shall provide transportation (e.g., school buses, approved vendors, licensed and insured third-party transportation services) for school-sponsored activities whenever possible. If appropriate transportation cannot be arranged, the District may determine that student participation in the activity is not feasible.

Transportation of students by staff in privately owned vehicles is strongly discouraged and permitted only in rare circumstances with administrative approval.

In emergencies where immediate transportation is necessary to protect the health or safety of a student, staff may transport a student if no reasonable alternative exists. The building administrator and parent/guardian must be notified as soon as possible.