

**To view this meeting, the livestream link is: <https://vimeo.com/event/729428>**

**To make a public comment, the call in number is**

**(US) 1-650-980-4311 PIN: 630 683 780#**

Regular BOE Agenda  
November 18, 2025

Council Chambers  
3 Primrose St.  
Newtown, CT 06470  
7:30 PM

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

## AGENDA

1. PLEDGE OF ALLEGIANCE
2. CONSENT AGENDA
  - A. Minutes of November 5, 2025
  - B. Donation to Head O'Meadow School
  - C. Correspondence Report
3. \*\*PUBLIC PARTICIPATION
4. REPORTS
  - A. Chair Report
  - B. Superintendent's Report
  - C. Committee and Liaison Reports
  - D. Student Representatives Report
  - E. Action on Itemized Estimate for Month Ending October 31, 2025
5. PRESENTATIONS
  - A. MP Planning
6. OLD BUSINESS
  - A. Discussion and Possible Action on Anatomy and Physiology Curriculum
  - B. Discussion and Possible Action on Writing Center Theory and Practice Curriculum
  - C. Policy 3524.1 Pest Management, Pesticide Application to be Rescinded
7. NEW BUSINESS
  - A. Discussion and Possible Action on Ratified Paraeducators Association Contract

B. First Read of Non-Mandated Policies to Rescind

1. 2000 First Read of Non-Mandated Policies to Rescind
2. 2000.1 Board-Superintendent Relations
3. 2111 Equal Opportunity
4. 2112 Professional Development
5. 2120 Organizational Responsibilities
6. 2122 Transfer of Administrators
7. 2130 Job Descriptions
8. 2131.1 Appointment of Designee of Superintendent
9. 2132 Assistant Superintendent
10. 2133 Principals
11. 2134 Director of Business
12. 2135 Director of Pupil Services
13. 2137 Athletic Director

8. PUBLIC PARTICIPATION

9. 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](mailto:NewtownBOE@newtown.k12.ct.us)*

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

Minutes of the Board of Education Meeting held on November 5, 2025 at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane, Newtown, CT.

A. Plante, Chair	A. Uberti
J. Vouros, Vice Chair	F. Purcaro
D. Zukowski, Secretary	T. Gouveia.
S. Tomai (absent)	7 Staff
C. Gilson	38 Public
D Linnetz	1 Press
B. Leonardi (absent)	

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

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Athletic Director Matt Memoli introduced students in the Unified Program and head coach Kimya Knecht. Barbara Horn, Unified Champion Schools Coordinator with CIAC, was here to recognize our group. Pablo Necco, team captain, expressed gratitude and thanks to Mr. Memoli, Dr. Longobucco and Mrs. Horn for supporting this program. He and Mallory Angelovic spoke about the soccer season. Pablo also spoke about the basketball season and Andrew Beylouni spoke about being on the Unified Leadership Council also spoke about the program. The other students attending include Isaiah Morris, Jaden Newnham, Libby Miller, Thomas Selner, and Julian Revere.

Mrs. Horn said she was here to celebrate Newtown High School being renewed as a Nationally recognized Unified Champion School. The team participates in soccer, basketball and track and also hosts competitions with other unified programs. Newtown High School also offers unified PE and fitness and the team was showcased at the State basketball championships at Mohegan Sun. Newtown High School has the support of the school district and town that ensures the program is embedded in the fabric of a student's educational experience. She congratulated Newtown High School on this well-deserved honor. Mrs. Plante was so proud of the students and appreciated them being here tonight.

Item 3 – Consent Agenda

MOTION: Ms. Zukowski moved that the Board of Education approve the consent agenda which includes the Newtown Middle School trips to Spain and Greece in 2027, the minutes of October 21, 2025, and the correspondence report. Mr. Vouros seconded. Motion passes unanimously.

Item 4 – Public Participation

Item 5 – Reports

Chair Report: Mrs. Plante congratulated Mrs. Linnetz, Ms. Tomai, Mr. Ramsey and Mrs. Beylouni for being elected to the Board of Education. Being a member of this Board is a privilege and a big responsibility and we appreciate that everyone takes this seriously and is willing to devote the time for our students.

Superintendent's Report: Mrs. Uberti seconded those sentiments, looks forward to working with the new Board on December 2, and thanked them all for what they do. She reported that with the recent heavy rain there were two schools with some water intake. There was an issue at

the high school from a faulty drain which has since been repaired and at Reed water entered a downstairs classroom due to clogged drains which were cleared by the town. She welcomed Dr. Longobucco, Mr. Ross and Mrs. DiBartolo who will be presenting their strategic goals. After tonight there is one more presentation from Mrs. Petersen at the November 18 meeting. At that meeting, AP Planning will present their findings to the Board based on their research regarding space needs for our schools.

#### Committee and Liaison Reports:

Dr. Gilson reported that the DEAI subcommittee met October 22 and had a continuing discussion about how the committee can impact the schools. Mrs. Uberti spoke about the climate committees in the schools and expanding the participation in our outreach and reporting back to the Board. We would also reassess and broaden the existing mission statement. They also spoke about the harmful language protocol and how staff would handle issues. There is a big emphasis on following up with parents and students to let them know we will work for a better environment for them.

#### Student Representatives Report:

Mr. Hoag reported that counselors are checking with seniors to be sure they're on track with financial aid and college applications. American Legion Post 202 is holding their annual oratorical contest on November 19 at 6:00 p.m. at Newtown High School. Yearbook club photos will be taken in two weeks and seniors have submitted their quotes for the yearbook and selected their portraits. The Senior Class Council supplied t-shirts for seniors to wear for spirit week. Homecoming Dance was held last Friday at the Amber Room.

Ms. DiNoto said that Unified Sports was meeting every Monday and Wednesday and she reported on the fall sports winding down. Girls Volleyball won their state open last night and the marching band celebrated their win as the U.S. Connecticut two open champions. A report was given on the honor societies and the school climate and the DEI committees, which merged through the district and had their first meeting this past week.

#### Item 6 – Presentations

##### Newtown Middle School Strategic Goals:

Mr. Ross presented the Newtown Middle School Strategic Plan and began with Goal 1 regarding curriculum and instruction which is to cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.

Strategy 1 will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction. Strategy 2 will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions. Strategy 3 will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.

Goal 5 (Family and Community Relations) will cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being. Strategy 1 is for district and school climate improvement. Strategy 2 is inclusive and welcoming schools and Strategy 3 is to enhance communication to community stakeholders.

Dr. Gilson asked to explain the grading beliefs document.

Mr. Ross noted that there were some differences in grading between clusters and we are looking at making grading more accurate and consistent. It will also give students another

chance for a better test score with extra help. We have a retake policy for students who need a little extra time and not be penalized.

Mrs. Plante asked if this should be looked at the elementary and Reed Schools.

Mr. Ross identified this in the middle school but he thinks those schools are in a good place with grading.

Mr. Vouros referred to chronic absenteeism and asked what the Board could do to help.

Mr. Ross said they have a substantial plan to deal with this. He gathered data over a three-year period for those with 10 or more absences. We have an action plan for students who have more absences. We are starting our process earlier and have to make school as great as possible to get them to attend.

Mrs. Linnetz referred to the harmful language protocol and asked how he feels the staff's reception was.

Mr. Ross said the staff was very receptive and appreciates a more consistent approach. Its been helpful and we want to take a kind approach.

Mrs. Linnetz asked how he partnered with continuing education to be sure the program offered is what the students need.

Mr. Ross meets with Jennifer Arnold and the teachers on the curriculum aspect. We make it more well-rounded and last year we had a swimming and PE program. The middle school identifies the students and decides the curriculum. Student data is also collected from this program which we would like to expand to an extra week next summer. Nadia Papalia and Eric Myhill also check students over the summer.

Mr. Vouros asked about the child who won't go to summer school.

Mr. Ross said they are probably tier 2 or 3 and getting supports during the year. We also invite students to attend summer school.

Ms. Zukowski asked that all Board members receive a copy of the harmful language protocol.

Newtown High School Strategic Goals:

Dr. Longobucco presented the Newtown High School Strategic Goals and began with Goal 1 regarding curriculum and instruction and the first action addresses the portrait of a graduate. 100% of the staff has been trained and all teachers are providing opportunities for students to think critically. In October, students created an e-portfolio where they will put their reflections for all of these opportunities in their classes. She also discussed the learning walks protocol and streamlining math and science course offerings. Goal 2 addressed analyzing data where key performance indicators were listed and the benefit of the dean of students dealing with absenteeism. Smartpass is working well and the next phase will roll out next week where teachers can schedule a pass for students. Strategy 3 deals with professional learning opportunities for staff and we have a comprehensive plan with ACES to provide professional trainers for our mathematics teachers and we are contracting with a national consultant to work on the portrait of a graduate. For Goal 5 we will implement the Connecticut School Climate Policy and promote respectful language in our school. We also continue to update families on what our students are doing.

Dr. Longobucco noted that the NEASC process has started with a presentation to our staff at our October faculty meeting. It is a two-year process with the first visit the fall of 2026 and they will be back in 2028 for the second visit.

Mrs. Linnetz asked if there were art scheduling issues.

Dr. Longobucco noted that they were working with the counseling department and students who like to take these classes. We found that students triple and double up on them over four years.

Mr. Vouros asked if labs affected the scheduling of art classes.

Dr. Longobucco said that the labs affect all classes but there are less now than in the past.

Mrs. Plante asked if teachers detect if a student is using AI.

Dr. Longobucco noted that English teachers take a lot of time in determining whether their work is AI or not. Teachers are looking for more of a policy on its use and they need to be able to understand AI also.

Mr. Vouros asked if there are consequences for students using it.

Dr. Longobucco said we are calling it plagiarism now and working on a policy on its use. We want to train students that it has to help them learn.

Director of Teaching and Learning Goals:

Mrs. DiBartolo presented her goals and mentioned that her leadership role has shifted this past year. She now oversees Curriculum and Instruction, special education Pre-K, Kindergarten, the MTSS process, and the Wellness Committee. Goal 1 is creating a dynamic learning environment and she will be focusing on strengthening the identification process for our PAL program, developing and piloting the Pre-K transition protocol, and supporting the full implementation of the teaching strategies curriculum. She will also ensure consistent and equitable MTSS implementation across the elementary schools by aligning protocols and data practices in EduClimber. The Wellness Committee will be developing a three-year implementation plan for health and wellness for students and staff. We will also be working on a revised wellness policy.

Ms. Zukowski noted her work is multi-directional and wished her the best.

Dr. Gilson asked for information on EduClimber.

Mrs. DiBartolo said it was a secure online platform where all large data for students is uploaded and attached to each child and includes all interventions.

Mrs. Linnetz acknowledged Mrs. DiBartolo for the harmful language protocol, the extensive work she did, and thanked her for this important work.

Mrs. Plante thanked everyone for their presentations.

### Item 7 – Old Business

Action on Policy 1090:

MOTION: Ms. Zukowski moved that the Board of Education approve Policy 1090 Pesticide Application on School Property. Mr. Vouros seconded.

Mrs. Linnetz said this policy was postponed to have questions answered this evening. We feel the policy as written is appropriate as well as the regulation. Superintendent Uberti will be working to ensure that the practices in the district align with this policy and will be part of the new student registration. No restrictive products will be used so we are comfortable moving forward with the policy and regulation.

Mrs. Uberti said the policy takes into account that parents and staff should have the ability to register for a notice prior to when this will occur. We provide a process for that to happen and know who we can contact. An emergency application would be highly unlikely but we would still have an obligation to ensure safety for everyone.

Ms. Zukowski would not be able to vote in favor of this policy but expects it to pass.  
Vote: 4 ayes, 1 nay (Ms. Zukowski) Motion passes.

MOTION: Ms. Zukowski moved that the Board of Education approve policies 1-3 in Section B under Old Business. Mr. Vouros seconded. Motion passes unanimously.

Items of information are regulations.

MOTION: Ms. Zukowski moved that the Board of Education rescind policies 1-3 in Section D under Old Business after the adoption of replacement policies. Mr. Vouros seconded.

Ms. Zukowski asked if the Board will have a public statement on the value of community relations and if the strategic plan is the only thing available. She doesn't see anywhere the Board of Education is showing a commitment to our community, which was somewhat imbedded in policies 1300 and 1300.1.

Motion passes unanimously.

MOTION: Ms. Zukowski moved that the Board of Education rescind non-mandated policies 1-17 Section E under Old Business. Mr. Vouros seconded.

Mrs. Linnetz responded to Ms. Zukowski's question by saying that the strategic plan addresses that commitment and is also part of our values on the Board of Education page on our website. That messaging is integrated across platforms that we communicate with the community. Mrs. Uberti added there was also a discussion about the bylaws of the Board and will be reviewed in the coming months.

Ms. Zukowski feels it belongs in the bylaws too. She referred to policy 1360 Awards and Policies and asked if outside organizations can give awards that might influence behavior during the school day. If we don't have this policy, how will the district will make it clear to enforce our guidelines.

Mrs. Uberti said this is operational but things that have happened in the past might have caused some controversy in the community. There is another policy that lists the type of gifts or financial awards they could receive with some authority by the district of what is going to be purchased. It has to be approved in case it might not be in alignment with the values of the district.

Motion passes unanimously.

#### Item 8 – New Business

First Read of Anatomy and Physiology and Writing Center Theory and Practice Curricula:  
Dr. Gilson spoke about the faculty presentations on these policies and asked for questions.

Ms. Zukowski asked if students will learn about how the body is supposed to work, how it may not work as designed, and if the autoimmune diseases and hormone balance disorders are included.

Dr. Gilson said the immune system is taught at the end and uses examples of when the body goes wrong. Lupus was discussed at the meeting.

Mr. Purcaro said this a very thorough anatomy and physiology course.

Ms. Zukowski would send further questions to Dr. Gilson before the next meeting and also wanted to know if there were aspects of sex education being taught.  
Mrs. Uberti said sex education is covered in the health curriculum.

Item 9 – Public Participation

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

Item 10 – Adjournment

The meeting adjourned at 9:29 p.m.

Respectfully submitted:

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Deborra J. Zukowski  
Secretary



**Head O'Meadow School  
94 Boggs Hill Road  
Newtown, CT 06470  
203-426-7670**

To: Newtown Board of Education

From: Tim Napolitano

Date: November 13th, 2025

The Head O Meadow PTA and parents have generously donated \$1,512 to offset the costs of our annual "One School, One Read" book purchases. Each student and staff member will receive a copy of the book which has been chosen by committee. The book will be read in January in classrooms and homes.

Please consider accepting this donation.

Thank You,

A handwritten signature in black ink, appearing to be "Tim Napolitano", with a long horizontal flourish extending to the right.

Tim Napolitano  
Principal



# Newtown Public School District

## Newtown Board of Education

### Correspondence Report 11/05/2025 – 11/17/2025

Date	Sender Name	Subject
11/03/2025	Deborra Zukowski	An interesting aside re: the immune system
11/06/2025	Deborra Zukowski	Correspondence Report: 11/06/2025
11/05/2025	Wilmarie D. Newton	TOMORROW: CABA Webinar Invitation: Digital Wellbeing in the Age of Social Media and AI
11/05/2025	Nancy Propfe	What's Going On at CABA 11.05.25
11/07/2025	Nancy Propfe	Two weeks until the CABA/CAPSS Convention!
11/09/2025	Alison Plante	Week in Preview - November 9
11/10/2025	Nancy Propfe	2025 New Board Member Orientation and Leadership Conference- CABA
11/10/2025	Anne Uberti	NPS Weekly Update 11.10.25
11/12/2025	Nancy Propfe	What's Going On at CABA 11.12.25
11/12/2025	Tina Broccolo	Invitation to NMS Career Day on December 5th
11/14/2025	BoardBook	Meeting Notification: November 18, 2025 at 7:30 PM - Regular BOE Agenda
11/14/2025	Anne Uberti	Friday Notes 11.14.25
11/16/2025	Alison Plante	Week in Preview - November 16
11/17/2025	Anne Uberti	NPS Weekly Update 11.17.25

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 Public Schools

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## Executive Summary Enrollment Projections, Capacity & Utilization, and Planning Considerations

November, 2025

Newtown Public Schools



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- Enrollment Drivers – Demographics and Housing
- Enrollment Trends and Projections
- Capacity & Utilization Analysis
- Planning Considerations

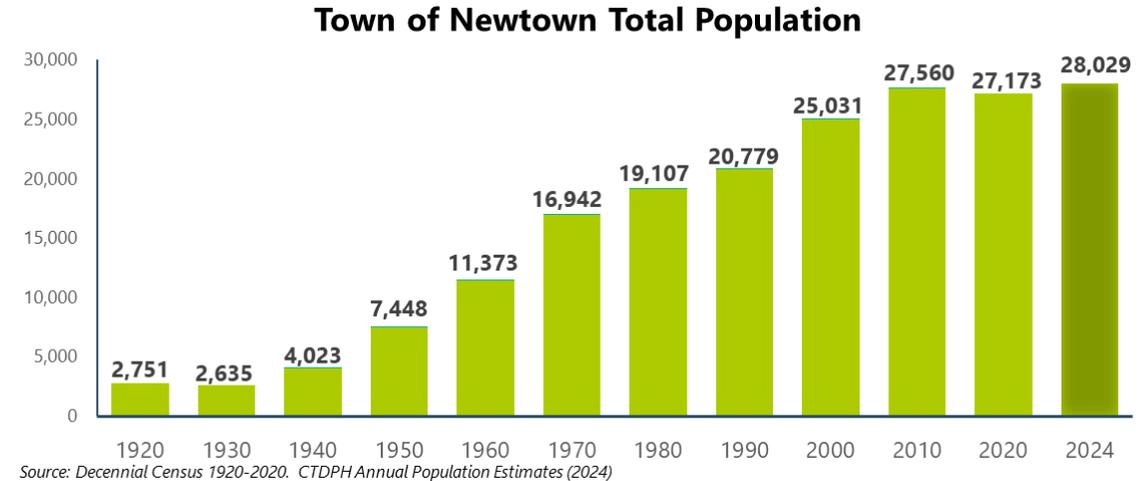


# Enrollment Drivers



# Demographics Summary

- **Newtown's population is stable.** After experiencing a small decrease between the 2010 and 2020 Census, the latest population estimates show modest increase to about 28,000 residents in 2024.
- **Newtown's population is aging.** There is a growing population of residents age 65 years old and over. This age group increased from 13% of the population in 2010 to 18% of the population in 2020. However, Newtown also saw a growth in the 20- to 34-year-old age group between 2010 and 2020.

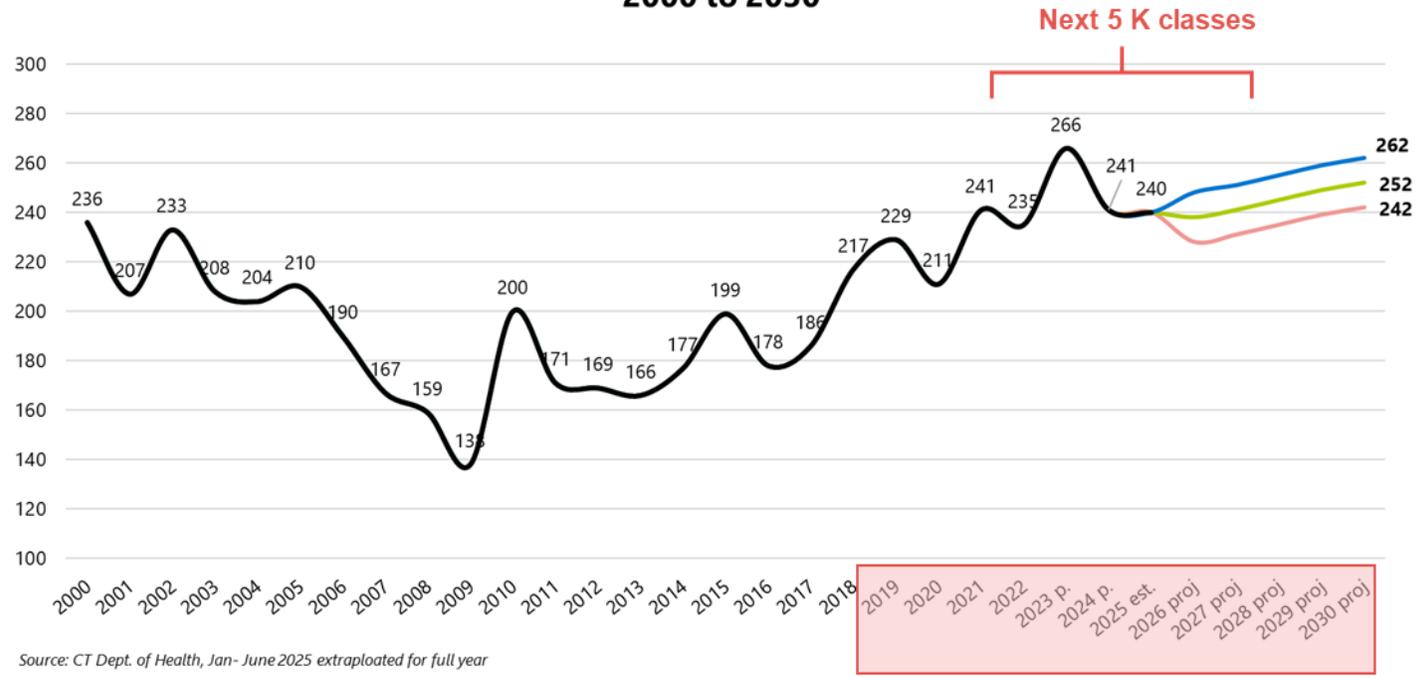




# Demographics Summary

- **Births are increasing.** Since 2016, increasing from under 180 to over 240 annually, including a peak of 266 in 2023. Births have remained elevated in 2024 and 2025 YTD.
- **Increasing births are anticipated to lead to larger kindergarten classes.**

Newtown Actual and Projected Births  
2000 to 2030



Source: CT Dept. of Health, Jan- June 2025 extrapolated for full year

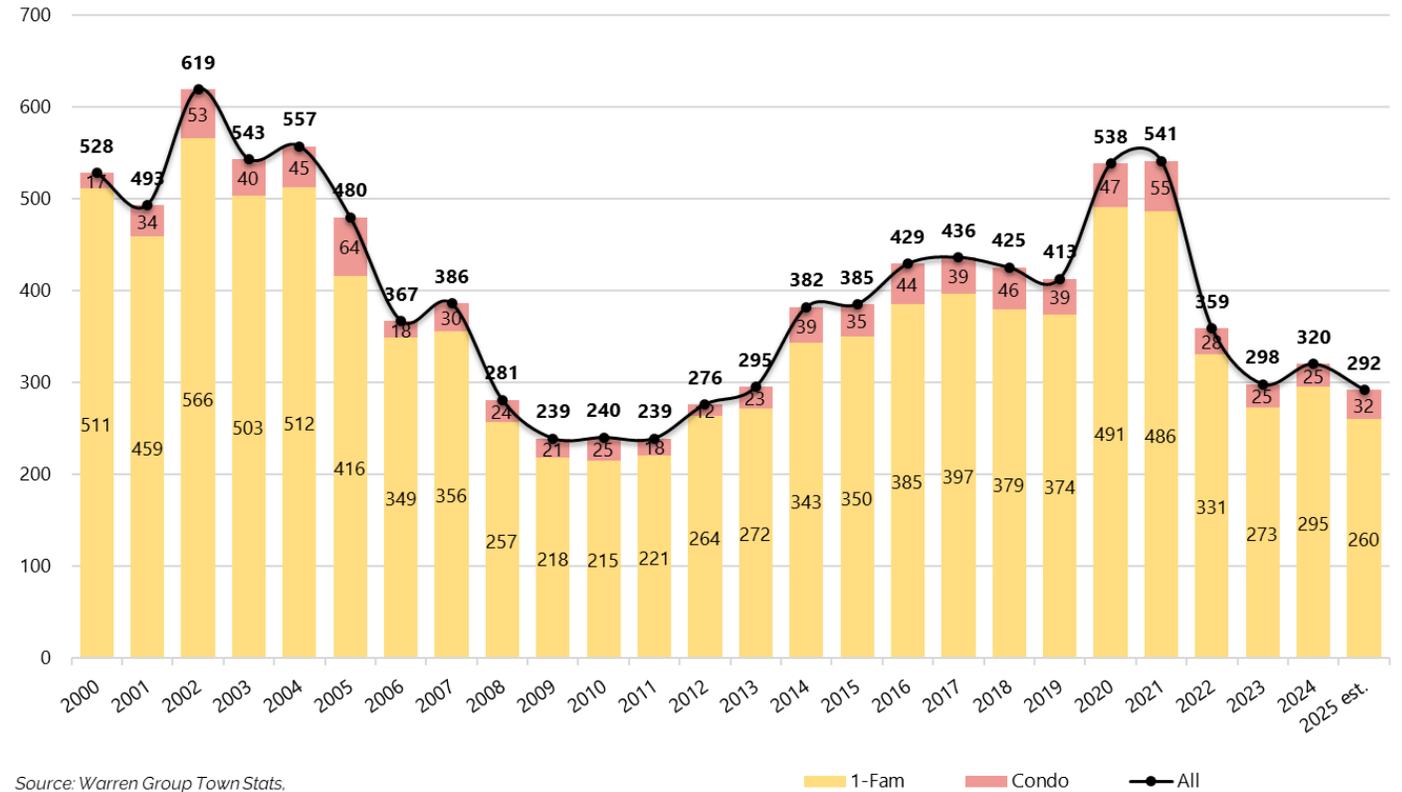
Note change from calendar year to Sept-Aug births starting in 2019 to align with new state entry age requirements



# Housing Summary

- **Housing turnover has slowed.** Prior to the pandemic, Newtown averaged about 425 home sales annually. After experiencing a spike to over 530 sales in 2020 and 2021, home sales have averaged just 303 annually over the last three years.
- **Home sale prices continue to climb.** For 2025 YTD, the median single-family home sale price in Newtown was \$629,500, up 68% from 2019.
- **Modest rate of new home construction.** Over the last ten years, Newtown has permitted over 640 housing units, about 53% of which are multi-family.
- **Several residential projects have been approved in recent years** including the Castle Hill Subdivision, Taunton Press Redevelopment, and Riverside Road Redevelopment. These are accounted for in the projections.

Newtown Home Sales (2000-2025 est.)



Source: Warren Group Town Stats.  
2025 Jan.-August YTD extrapolated full year

1-Fam Condo All



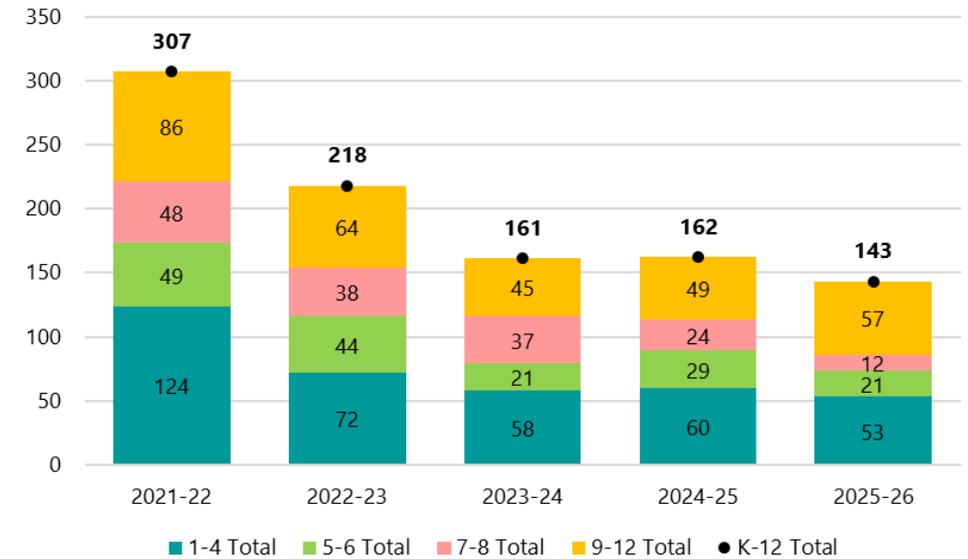
# Districtwide Projections



# Enrollment Trends: Migration

- **Migration is down from peak levels seen in 2021-22 and 2022-23.** For grades 2-8, NPS saw an average in-migration of nearly 3.5% for 2021-22 and 2022-23, aligning with the home sale peak. For 2025-26, migration has decreased to 1.5%.
- **New-to-District (NTD) students are declining.** NPS saw just 143 NTD students in 2025-26, which is less than half the number of NTD students in 2021-22.
  - NTD students are identified by comparing state student IDs in the district’s enrollment database from one year to the next.
- **Migration trends are closely tied to the housing market. Notable decrease in in-migration and new-to-district students aligns with decline in home sales.**

**NPS New-to-District Student Trends, by Grade Grouping: 2021-22 to 2025-26**



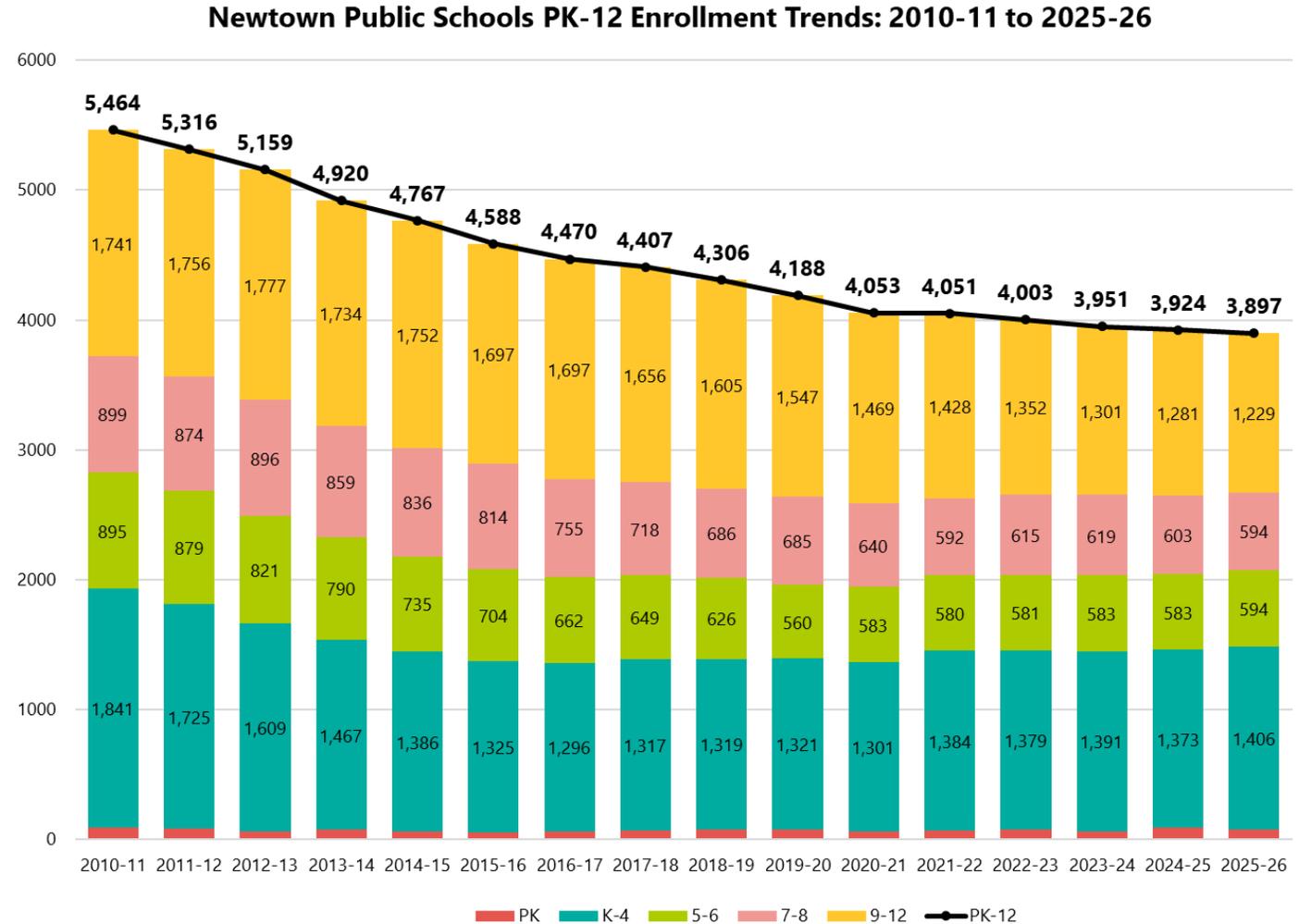
**NTD Elementary Students, by School**

Year	Hawley	Head O Meadow	Middle Gate	Sandy Hook
2021-22	27	34	35	27
2022-23	19	21	16	15
2023-24	9	13	19	15
2024-25	16	13	8	22
2025-26	11	17	14	10
<b>Average</b>	<b>16</b>	<b>20</b>	<b>18</b>	<b>18</b>



# Districtwide Historic Enrollment Trends

- Enrollment was on a relatively consistent declining trend between 2010-11 and 2020-21, dropping from 5,464 to 4,053 PK-12 students.
- The rate of enrollment decline has slowed since 2020-21, although trends vary by grade grouping.
- Since 2020-21:
  - Elementary school (K-4) enrollment has increased by 105 students, or 8%
  - Intermediate school (5-6) enrollment has increased by 11 students or 2%.
  - Middle school (7-8) enrollment has decreased by 46 students, or -7%.
  - High school (9-12) enrollment has decreased by 240 students, or -16%.





# Projections Assumptions

These projections are predicated on the following assumptions:

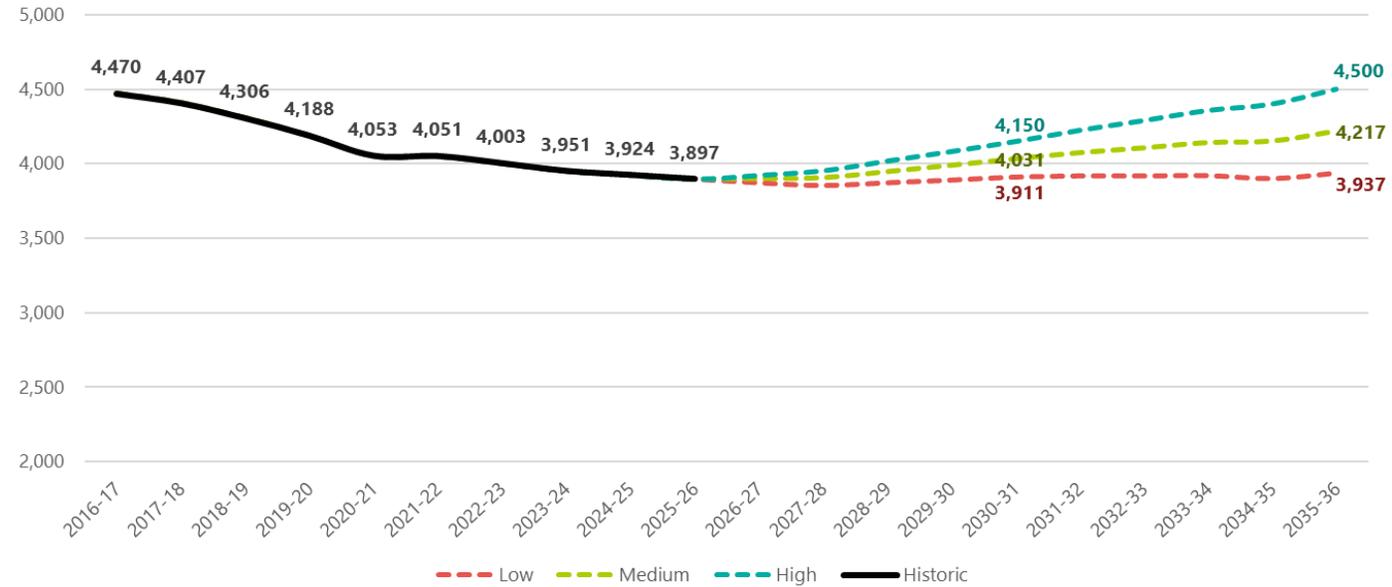
- Pre-K enrollment will remain at October 1, 2025 levels (74 students)
- PAL enrollment in the elementary schools will grow to 25 K-4 students (5 per grade)
- Housing and future birth assumptions at the districtwide level will prove accurate
- Net migration assumptions were lowered for the next two years for all models due to housing market conditions.
- **High projections:** Assume high birth projections (average 255 annually) and student in-migration averages 2.6% for the next 10-years, which is in line with the long-term average
- **Medium projections:** Assume medium birth projections (average 245 annually) and student in-migration averages 2.2% for the next 10-years, slightly below long-term average.
- **Low projections:** Assume low birth projections (average 235 annually) student in-migration averages 1.8% for the next 10-years, which is well below the 10-year average.
- There won't be changes to the elementary attendance zones or placement of districtwide programs over the next decade.



# District Projections

- In first 5-years, all three models show a range of ~240 K-12 students (3,911-4,150), which increases in the last 5-years, ranging from approx. 3,937 to 4,500 students by 2035-36.
- **Housing conditions, demographics and enrollment in-migration align best with Medium Model and represents the most likely direction.**
- Under the medium model, PK-12<sup>th</sup> enrollment is projected to grow modestly with an average of 4,045 students over the next decade.
- Recent changes to the housing market conditions bear watching (rising median sale price, stagnant home sales), as this will annually impact student in-migration, both districtwide and localized.

Newtown Public Schools Historic and Projected PK-12 Enrollment  
2016-17 to 2035-36

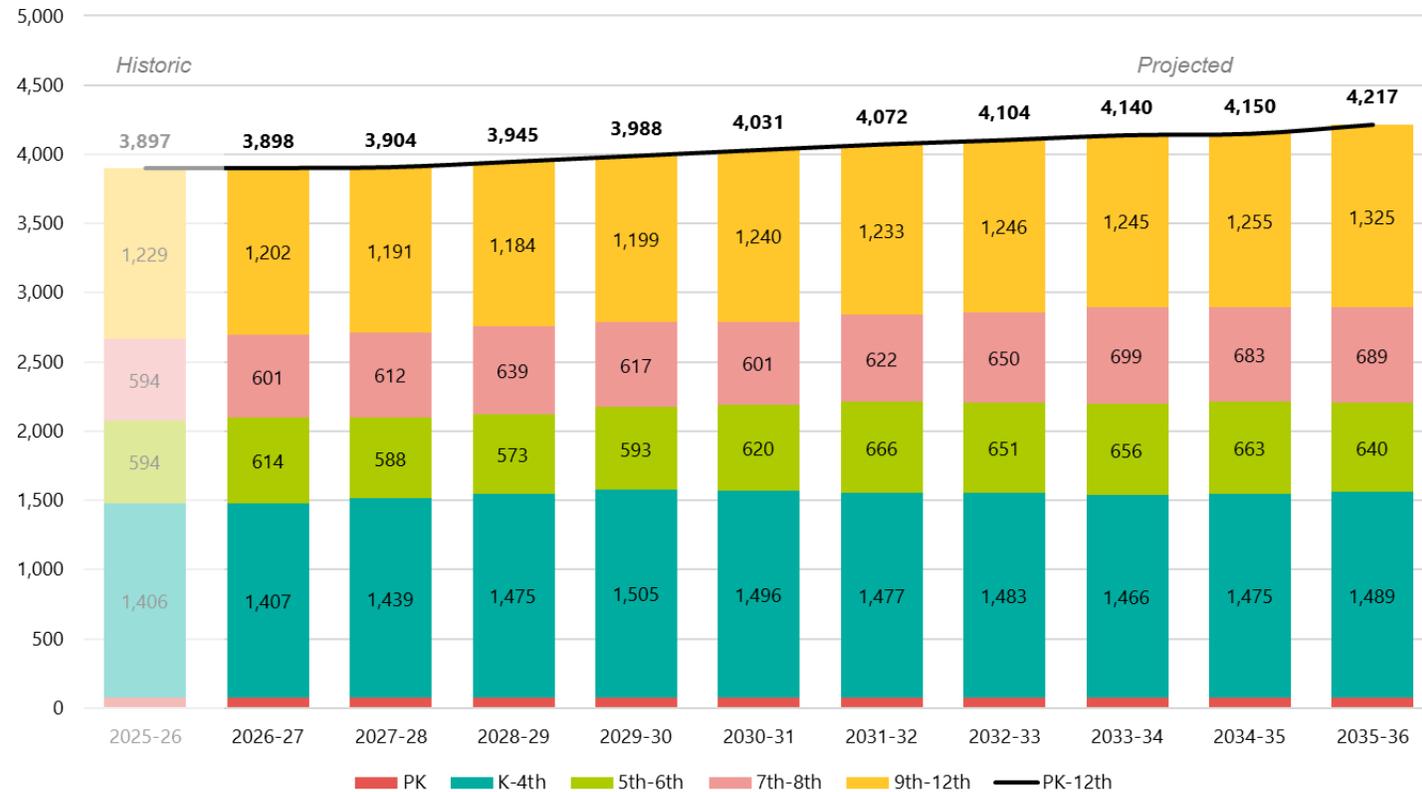




# District Projections (Medium)

- **Elementary (K-4)** enrollment is projected to grow by about 100 students through 2029-30 and then stabilize at just under 1,500 students.
- **Intermediate School (5-6)** enrollment is projected to stay relatively stable over the first five years, then increase to over 650 students over the final years as larger elementary cohorts move up.
- **Middle School (7-8)** enrollment is projected to grow slightly over the first five years, with enrollment increasing to near 700 students over the final five years.
- **High School (9-12)** enrollment is projected to stay relatively stable over the first five years at just over 1,200 students, followed by growth over the final five years as larger cohorts begin moving up.

Newtown Public Schools District Historic and Projected PK-12 Enrollment: 2025-26 to 2035-36





# Elementary School Projections, Capacity & Utilization



# Elementary School (K-4) Projections (Medium)

### K-4 Enrollment Projections, by School (Medium Model)

School	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	First 5-Year Avg	First 5-Year Change	10-Year Change
Hawley	294	309	316	326	321	316	317	313	316	318	313	6.6%	5.6%
Head O' Meadow	362	362	380	371	365	360	363	357	359	362	368	5.8%	4.9%
Middle Gate	391	402	404	421	424	421	420	417	420	424	408	7.3%	7.3%
Sandy Hook	335	341	350	362	361	355	358	354	355	360	350	4.0%	3.7%
PAL Program	25	25	25	25	25	25	25	25	25	25	-	-	-
<b>Total K-4</b>	<b>1,407</b>	<b>1,439</b>	<b>1,475</b>	<b>1,505</b>	<b>1,496</b>	<b>1,477</b>	<b>1,483</b>	<b>1,466</b>	<b>1,475</b>	<b>1,489</b>	<b>1,464</b>	<b>6.5%</b>	<b>6.0%</b>

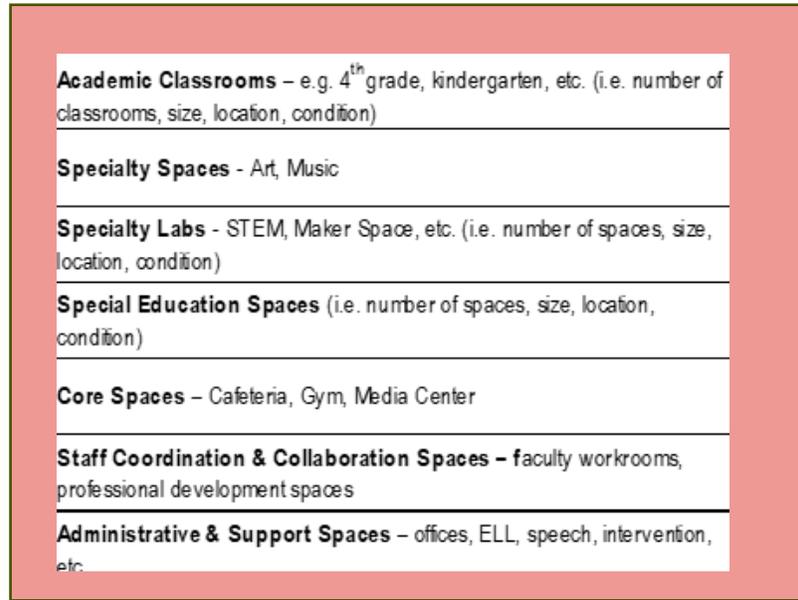
- Overall elementary enrollment is projected to grow by 6.4% over the next five years before stabilizing at just under 1,500 K-4 students.
- All schools are projected to grow over the next five years, although trends vary by school:
  - Middle Gate (7.3%) and Hawley (6.6%) are projected to see greatest growth while Head of Meadow (5.8%) and Sandy Hook (4.0%) are projected to grow more modestly.
- Note that PAL Program enrollment was held constant at 25 students. The state classifies enrollment in this program separately from the other elementary schools.



# ES Capacity Process



**Floor Plan Markups**



**Questionnaires**

Grade Level Instruction		
Grade	Full Size CRs	Small Spaces
Pre-K	0	0
Kindergarten	4	
1st Grade	3	
2nd Grade	4	
3rd Grade	2	
4th Grade	3	
Flex		
<b>Total</b>	<b>16</b>	<b>0</b>
Specials		
Use	Full-Size CRs	Small Spaces
Art	1	
Music	1	
Math/Science	1	

**Inventory**

- Inventory of standard classrooms, special purpose rooms, and core facilities at each school facility was developed from floor plans, schedules, placement of districtwide programming, and walkthroughs of each facility.
- NPS classroom loading levels were applied to the various types of teaching spaces
- Capacity inventory was developed in the Summer of 2025 and reflects the planned 2025-26 use of space.



# Capacity Methodology

**Capacity should reflect NPS Educational Program and Class Size policies.**

**Loading Levels:** Applied "Current BOE Class Size Max Guidelines"

- 20 for Kindergarten and 1st grade
- 22 for 2<sup>nd</sup> through 4<sup>th</sup> grade

**Efficiency Factor:**

- Applied an efficiency factor of 90% to account for neighborhood demographic variability and buffer headroom needed to accommodate future enrollment growth and bubbles. Typically, smaller elementary schools that operate at 2- or 3-sections per grade are inherently less efficient than schools that operate at 4- or 5-sections per grade.

**Maximum Capacity:** Assumes that all classrooms are loaded to maximum levels

- This is not a feasible operational target to hit in a district that groups by neighborhood.
- Only schools with 100% choice/magnet programs can operate near maximum capacity.

**Planning Capacity:** Maximum capacity multiplied by the efficiency factor of 90%. Represents the ideal operating capacity at each school under a consistent number of sections per grade. Represents an overall average class size of ~19 students per classroom.

**Special Programs:**

- PAL Program – 25 student Program Maximum is reflected in the Sandy Hook capacity.



# Elementary Space Program

## Grade Level Instruction

**Kindergarten** (with in room toilet)

**1<sup>st</sup> Grade**

**2<sup>nd</sup> Grade**

**3<sup>rd</sup> Grade**

**4<sup>th</sup> Grade**

**1 "Flex" CR**

**Number of Classrooms:** Varies based on enrollment.

**Desired Adjacency:** All classrooms in one grade should be located near each other to promote collaboration.

## Special Education

**Special Education Resource** (minimum of 2)

**OT/PT Room**

**PAL**

Mindfulness/Quiet Room

## Administrative

Main Office Suite  
Nurse & Health Services Suite  
Conference Room  
Teacher Workroom  
Faculty Lounge

## Specials

**Art** (with kiln room and storage)

**Music**

**Spanish** (ideally dedicated, could be scheduled).

## Support Services

**Math/Science – Intervention**

Reading/Literacy

Enrichment

School Counselor

Psychologist

Speech Language Pathologist

ELL

## Core Spaces

Cafeteria  
Gymnasium  
Media Center

**Core spaces should be sized appropriately based on enrollment**

### Programs that need full-sized classrooms

Note that full-sized classrooms are relative to the use itself. Some rooms (such as OT/PT, may be smaller than grade-level instructional classrooms)



# Elementary Planning Capacity

## ES Classrooms Contributing to Capacity

School	Total CRs	K-4 CRs (Planned 2025-26)	Additional Flex CRs (could be used for K-4 instruction)	CR Deductions for Program Deficiencies	Existing CRs + Flex CRs (used to calculate capacity)	PAL	Planning Capacity (90% Efficiency)	K-4 Enrollment (2025-26)	Utilization
Hawley	29	16	2	0	18	0	<b>342</b>	301	88%
Head O'Meadow	25	18	0	0	18	0	<b>342</b>	345	101%
Middlegate	31	22	0	0	22	0	<b>418</b>	395	94%
Sandy Hook <sup>1</sup>	32	17	3	0	20	4	<b>405</b>	364	90%
<b>Total</b>	<b>117</b>	<b>73</b>	<b>5</b>	<b>0</b>	<b>78</b>	<b>4</b>	<b>1,507</b>	<b>1,405</b>	<b>93%</b>

1. Capacity at Sandy Hook includes PAL with a program enrollment target of 25 students

Note: PAL Program is included in the Sandy Hook enrollment totals

- Planning Capacity is based on existing K-4 classrooms, "flex" rooms, and Self-Contained Programs (PAL).
  - Two flex classrooms were included in the capacity for Hawley
  - Three flex classrooms were included in the capacity for Sandy Hook.
- Note that Sandy Hook's Capacity accounts for the PAL Program, with a program enrollment target of 25 students.
- **Total Elementary Planning Capacity of 1,507 students.**



# Current and Projected Elementary Utilization

## Projected Utilization, by School (Based on Medium Projections)

School	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	First 5-Year Avg	Planning Capacity (K-4)
Hawley	88%	86%	90%	92%	95%	94%	92%	93%	92%	92%	93%	91%	342
Head O' Meadow	101%	106%	106%	111%	108%	107%	105%	106%	104%	105%	106%	108%	342
Middle Gate	94%	94%	96%	97%	101%	101%	101%	100%	100%	100%	101%	98%	418
Sandy Hook <sup>1</sup>	90%	89%	90%	93%	96%	95%	94%	95%	94%	94%	95%	93%	405
<b>Total K-4</b>	<b>93%</b>	<b>93%</b>	<b>95%</b>	<b>98%</b>	<b>100%</b>	<b>99%</b>	<b>98%</b>	<b>98%</b>	<b>97%</b>	<b>98%</b>	<b>99%</b>	<b>97%</b>	<b>1,507</b>

1. Utilization for Sandy Hook also includes enrollment in the PAL program.

### 100% to 110% Utilization:

Potential for some operational impacts (larger class sizes, less resilience to “bubbles,” programs moved to carts, etc.)

### Greater than 110% Utilization:

Overcrowded conditions resulting in operational impacts. School will be challenged to meet space needs of district’s educational program requirements

- Systemwide, NPS is projected to average 97% utilization across its elementary schools, ranging from a low of 91% at Hawley to a high of 108% at Head O’ Meadow.
- Head O’ Meadow is projected to exceed 100% of the Planning Capacity for the duration of the projections, peaking at 111% utilization in 2028-29.
- Middle Gate is projected to exceed the Planning Capacity beginning in the 2029-30 school year.
- Both Hawley and Sandy Hook are projected to be efficiently utilized, averaging 91% and 93% utilization, respectively over the next five years. Neither school is projected to exceed the Planning Capacity over the next ten years.



# Elementary School Takeaways

- **Overall, the elementary schools are projected to be well utilized, averaging 97% over the next five years and 98% over the ten-year period. However, imbalances exist between schools.**
  - Hawley and Sandy Hook are projected to operate at 91% and 93% utilization over the next five years.
  - Middle Gate is projected to operate at 98% utilization and is anticipated to exceed the Planning Capacity beginning in 2029-30.
  - Head O' Meadow is projected to average 108% utilization over the next five years, which could result in operational impacts.
- There is limited space within the elementary schools for future program growth.
- In addition, there is not sufficient space to return the Pre-K program to the elementary schools over the next ten years.
- District should consider short-term strategies to better balance enrollment across the four elementary schools.
  - Consider proactively re-zoning future housing developments (e.g. approved 99-unit cluster subdivision is in the Head O' Meadow attendance zone, but could be rezoned to Hawley prior to occupation).
  - "Pocket" redistricting



# Intermediate School Projections, Capacity & Utilization



# Intermediate School Space Program

## Grade Level Instruction

**5<sup>th</sup> Grade**  
**6<sup>th</sup> Grade**

**Number of Classrooms:** *Varies based on enrollment.*

**Desired Adjacency:** *All classrooms in one grade should be located near each other to promote collaboration. 2 teacher teams.*

## Special Education

**Special Education Resource**  
**OT/PT Room**

## Administrative

Main Office Suite  
Nurse & Health Services Suite  
Conference Room  
Teacher Workroom  
Faculty Lounge

## Specials

**Art** *(with kiln room and storage)*

**Music** *(Band, Orchestral, Choral, Digital Lab)*

**Science Lab**

**STEM**

**Health**

**Spanish**

**Maker Space**

## Support Services

Reading/Literacy

Enrichment

Social Worker

Psychologist

ELL

Speech Language Pathologist

Project Challenge

## Core Spaces

Cafeteria

Gymnasium

Media Center

***Core spaces should be sized appropriately based on enrollment***

### ***Programs that need full-sized classrooms***

Note that full-sized classrooms are relative to the use itself. Some rooms (such as Makerspaces, may be smaller than grade-level instructional classrooms)



# IS Planning Capacity

## With Pre-K/NECL Programs

Grade	Full Size CRs
5th Grade	14
6th Grade	14
Flex Classrooms	4
<b>Total</b>	<b>32</b>
Class Size Target	22
Pre-K/NECL Classrooms (Do Not Contribute to Capacity)	7
<b>Planning Capacity</b>	<b>704</b>
<b>Enrollment (10/1/2025)</b>	<b>594</b>
<b>Utilization</b>	<b>84%</b>

## Without Pre-K/NECL Programs

Grade	Full Size CRs
5th Grade	14
6th Grade	14
Flex Classrooms	11
<b>Total</b>	<b>39</b>
Class Size Target	22
<b>Planning Capacity</b>	<b>858</b>
<b>Enrollment (10/1/2025)</b>	<b>594</b>
<b>Utilization</b>	<b>69%</b>

- Planning Capacity was calculated based on current grade-level instructional classrooms, flex classrooms, and a class size target of 22 students per classroom.
  - Four “flex” classrooms were identified (two per floor) which could be converted to 5-6 instruction without impacts to the educational program.
- Assuming Pre-K and the NELC program remain in place at 7 classrooms, the **Planning Capacity of Reed IS is 704 students**. Note that Pre-K and NELC classrooms do not contribute to the capacity of the building. Compares to a current 5-6 enrollment of 594 students.
- Should Pre-K and the NELC program relocate, Reed IS would gain an additional 7 classrooms and the Planning Capacity would increase to 858 students.

Enrollment totals exclude  
Pre-K and NELC



# Current and Projected Intermediate Utilization

- Under the current configuration with Pre-K and NELC in place, Reed is projected to average 85% utilization over the next five years and range from 81% to 94% over the coming decade.
- **It is anticipated that there is sufficient space at Reed IS for the intermediate school grades, Pre-K, and NELC program for the foreseeable future.**
- Should Pre-K and NELC be relocated, utilization at Reed would average 70% over the next five years.

## Projected IS (5-6) Enrollment and Utilization With Pre-K and NELC Remaining at Reed

School	5	6	5-6 Total	Utilization
2025-26	295	299	<b>594</b>	<b>84%</b>
2026-27	314	300	<b>614</b>	<b>87%</b>
2027-28	268	320	<b>588</b>	<b>84%</b>
2028-29	298	275	<b>573</b>	<b>81%</b>
2029-30	287	306	<b>593</b>	<b>84%</b>
2030-31	325	295	<b>620</b>	<b>88%</b>
2031-32	332	334	<b>666</b>	<b>95%</b>
2032-33	310	341	<b>651</b>	<b>92%</b>
2033-34	338	318	<b>656</b>	<b>93%</b>
2034-35	316	347	<b>663</b>	<b>94%</b>
2035-36	315	325	<b>640</b>	<b>91%</b>
<b>Planning Capacity</b>			<b>704</b>	

## With Pre-K and NELC Relocated

School	5	6	5-6 Total	Utilization
2025-26	295	299	<b>594</b>	<b>69%</b>
2026-27	314	300	<b>614</b>	<b>72%</b>
2027-28	268	320	<b>588</b>	<b>69%</b>
2028-29	298	275	<b>573</b>	<b>67%</b>
2029-30	287	306	<b>593</b>	<b>69%</b>
2030-31	325	295	<b>620</b>	<b>72%</b>
2031-32	332	334	<b>666</b>	<b>78%</b>
2032-33	310	341	<b>651</b>	<b>76%</b>
2033-34	338	318	<b>656</b>	<b>76%</b>
2034-35	316	347	<b>663</b>	<b>77%</b>
2035-36	315	325	<b>640</b>	<b>75%</b>
<b>Planning Capacity</b>			<b>858</b>	

Enrollment totals exclude Pre-K and NELC  
The Planning Capacity reserves classroom space for these programs.



# Intermediate School Takeaways

- **It is anticipated that there is sufficient space at Reed IS for the intermediate school grades, with utilization projected to average 89% over the next decade.**
- Building is well organized with each grade occupying a separate floors.
- Pre-K Program and NELC currently leveraging available space at Reed, with 4 classrooms currently used for Districtwide Pre-K Program and 3 for NELC.
  - **There is anticipated to be adequate space at Reed to support the Pre-K and NELC programs at current enrollment levels.**
  - Current space does not have in-room toilets, so Pre-K students use dedicated bathrooms adjacent to computer lab.
- Need to consider 5-6 enrollment growth and Pre-K program growth as part of future planning.



# Middle School Projections, Capacity & Utilization



# Middle School Space Program

## Team-Based Subjects

**English**  
**Math**  
**Social Studies**  
**Science Lab**  
**World Language**

*Desired Adjacency: All classrooms in a team should be located near each other to promote collaboration. Resource should be embedded within each grade level team*

## Special Education

**Special Education Resource** (1 per team)  
**OT/PT Room**  
**RISE & SAIL** (self contained)

## Administrative

Main Office Suite  
Nurse & SBHC  
Conference Room (large and small)  
Teacher Workroom  
Faculty Lounge  
School Resource Officer

## Specials

**Art**  
**Music** (band, choral, orchestra, music lab)  
**Kitchen Science**  
**Tech Ed.**  
**Computer Integration**  
**Health**

## Support Services

Project Challenge  
Counseling Suite  
Literacy  
Math  
Speech Language Pathologist (SLP)  
Psychologist  
English Language Learner Tutor (ELL)  
ARC Tutors  
Paraprofessionals  
Book Room

## Core Spaces

Cafeteria  
Gymnasium  
Project Adventure  
Media Center  
Auditorium

*Core spaces should be sized appropriately based on enrollment*

**Programs that need full-sized classrooms or dedicated spaces**



# MS Planning Capacity

## Classrooms that Contribute to Capacity

	NMS
<b>Team-Based Academics</b>	
7th Grade	12
8th Grade	12
World Language	7
<b>Specials</b>	
Art	2
Music	5
Kitchen Science	2
Tech Ed	1
Computer Integration	1
Health	2
<b>Special Education</b>	
Self-Contained Programs	2
<b>Other</b>	
Flex Classrooms	7
<b>Total Classrooms</b>	<b>68</b>
<b>Capacity</b>	<b>854</b>
<b>Enrollment (10/1/2025)</b>	<b>594</b>
<b>Utilization</b>	<b>70%</b>

- Planning Capacity was calculated based on team-based academic classrooms, specials, and flex classrooms with a class size target of 23 students per classroom, with a scheduling factor of 71% applied.
- Self-contained classrooms were loaded at 8 students per classroom.
- Includes 7 flex classrooms (six on lower level plus one in the Upper A Wing).
- **Planning Capacity of 854 students** (inclusive of “flex” classrooms and lower level).



# Current and Projected Middle School Utilization

- Current utilization of 70%.
- Over the first five years:
  - Middle school utilization is projected average 72% (range of 70% to 75%)
  - Average cohort size of 307 students, with a maximum cohort size of 333 students.
- Over the second five years:
  - Middle school utilization is projected increase to an average 78% (range of 73% to 82%), as larger cohorts begin to move up.
  - Average cohort size of 334 students, with a maximum cohort size of 358 students.

## Projected MS (7-8) Enrollment and Utilization

School	7	8	7-8 Total	Utilization
2025-26	297	297	594	70%
2026-27	305	296	601	70%
2027-28	307	305	612	72%
2028-29	330	309	639	75%
2029-30	284	333	617	72%
2030-31	315	286	601	70%
2031-32	304	318	622	73%
2032-33	344	306	650	76%
2033-34	352	347	699	82%
2034-35	328	355	683	80%
2035-36	358	331	689	81%
<b>Planning Capacity</b>			<b>854</b>	



# Middle School Takeaways

- **NMS building is anticipated to have adequate space to meet 7-8 enrollment needs over the next decade, with utilization projected to average 75% over the next decade.**
  - Underutilized space on the lower level currently used for districtwide storage could support future needs, if needed.
  - **There is not enough space at Newtown Middle School to accommodate an additional grade.**
- Building organizational challenges
  - “Sprawling” building with long travel distances between different areas of the building.
  - Science classrooms not clustered within teams.
  - Administrative offices are not centralized – spread across multiple areas.
  - Lack of breakout spaces for small groups of students.
  - No elevator.
- Age and condition issues should be considered as part of long-range planning



# High School Projections, Capacity & Utilization



# High School Space Program

## Core Subjects

**English**  
**Math**  
**Social Studies**  
**Science Lab**  
**World Language**

*Desired Adjacency: Core subject classrooms should be located near one another to promote staff collaboration.*

## Special Education

**Special Education Resource**  
**OT/PT Room**  
**SPARK & SAIL** (self contained)

## Alternative HS Program

**TAP** (alternative program)

## Specials

**Art** (art, photo lab, graphic art)  
**Music** (band, choral, general music)  
**Performing Arts**  
**Culinary**  
**Tech Ed.** (automotive, robotics)  
**Business**  
**Computer/Digital Labs**  
**Health**

## Support Services

Project Challenge  
Counseling Suite  
Career Center  
Writing Center  
Support Center  
Speech Language Pathologist (SLP)  
Social Worker  
Psychologist  
English Language Learner Tutor (ELL)  
Paraprofessionals  
Book Room  
School Store

## Administrative

Main Office Suite  
Nurse  
Conference Room (large and small)  
Workrooms (By Subject)  
Faculty Lounge  
School Resource Officer

## Core Spaces

Cafeteria  
Gymnasium  
Media Center  
Auditorium  
Lecture Hall

*Core spaces should be sized appropriately based on enrollment*

**Programs that need full-sized classrooms or dedicated spaces**



# HS Planning Capacity

	NHS
<b>Core Subjects</b>	
English	13
Math	12
Social Studies	14
Science Lab	22
World Language	11
<b>Specials</b>	
Visual Arts	5
Music	3
Performing Arts	1
Tech Ed.	2
Culinary	2
Computer//Digital Labs	4
Business	3
Health	2
<b>Special Education</b>	
Self-Contained Programs	3
<b>Other</b>	
Flex Classrooms	1
<b>Capacity</b>	<b>1,772</b>
<b>Enrollment (10/1/2025)</b>	<b>1,185</b>
<b>Utilization</b>	<b>67%</b>

- Planning Capacity was calculated based on core subject classrooms, specials, and flex classrooms with a class size target of 23 students per classroom and a scheduling factor of 80%. SPARK and SAIL programs were loaded at 8 students per program.
  - Includes 1 flex classroom.
- **Planning Capacity of 1,764 students.**
- Compares to a current enrollment of 1,185 students.



# Current and Projected High School Utilization

- Current utilization of 67%.
- Over the first five years:
  - High school utilization is projected average 65% (range of 64% to 67%)
  - Average cohort size of 290 students, with a maximum cohort size of 324 students.
- Over the second five years:
  - Middle school utilization is projected increase to an average 69% (range of 67% to 72%), as larger cohorts begin to move up.
  - Average cohort size of 304 students, with a maximum cohort size of 345 students.

**Projected HS (9-12) Enrollment and Utilization**

School	9	10	11	12	9-12 Total	Utilization
2025-26	290	307	294	294	<b>1,185</b>	<b>67%</b>
2026-27	285	287	305	281	<b>1,158</b>	<b>65%</b>
2027-28	285	283	286	293	<b>1,147</b>	<b>65%</b>
2028-29	296	285	284	275	<b>1,140</b>	<b>64%</b>
2029-30	300	296	286	273	<b>1,155</b>	<b>65%</b>
2030-31	324	300	297	275	<b>1,196</b>	<b>67%</b>
2031-32	277	324	301	287	<b>1,189</b>	<b>67%</b>
2032-33	309	277	325	291	<b>1,202</b>	<b>68%</b>
2033-34	297	309	278	317	<b>1,201</b>	<b>68%</b>
2034-35	337	297	310	267	<b>1,211</b>	<b>68%</b>
2035-36	345	337	298	301	<b>1,281</b>	<b>72%</b>
<b>Planning Capacity</b>					<b>1,772</b>	

Note: Projected High School enrollment excludes NCP and outplacements



# Newtown HS: Takeaways

- **NHS is anticipated to have adequate space to support enrollment for the foreseeable future.**
  - Utilization is projected to average 67% over the next decade.
- Despite relatively low utilization, there are few empty classrooms at NHS – results in smaller class sizes, expanded course offerings, and more flexible scheduling.
- Collaborative work rooms/teacher offices are underutilized, as most teachers have dedicated classrooms due to declining enrollment.
  - Opportunity to reimagine these spaces to better align with current educational/instructional needs.
- Future opportunities to modernize Library Media Center, Lecture Hall, and Teacher Workspaces.



# High Level Planning Considerations



# Facility Condition Considerations

- In 2025, NPS commissioned a Facility Condition Assessment (FCA) conducted by Bureau Veritas, which identified anticipated capital costs for each building.
- Capital Needs were quantified for a twenty-year period, including immediate, short-, near, and medium-, and long-term needs.
- Current NPS planning should focus on the first ten years.
- **Newtown Middle School has the highest capital needs over the next ten years (\$39.9 million).**
- Middle Gate ES has the highest capital needs of the four elementary schools (\$25.8 million).
- Newtown High School (\$21.8 million) and Reed IS (\$9.8 million) also have moderate capital needs.
- District’s Long Range Planning efforts should account for Facility Condition Needs, educational deficiencies, and projected enrollment.

## FCA Identified Capital Needs (10-Year)

School	FCA Identified Capital Needs (10-Yr)
<i>Hawley ES</i>	\$ 3,026,800
<i>Head o Meadow ES</i>	\$ 4,299,000
<i>Middle Gate ES</i>	\$ 25,783,700
<i>Sandy Hook ES</i>	\$ 1,657,400
ES Subtotal	\$ 34,766,900
Reed Intermediate	\$ 9,779,500
Newtown Middle School	\$ 39,856,500
Newtown High School	\$ 21,758,800

Source: Bureau Veritas Facility Condition Assessments, January 2025



# Grade Configurations & Educational Considerations

## **As part of next steps, NPS should identify its preferred grade configurations and educational model.**

- Is the current educational model working well?
  - Maintain current K-4/5-6/7-8/9-12 model? "Status Quo" or 7 school model.
- Consider alternative grade configurations? Would require new construction.
  - K-3/4-5/6-8/9-12 – requires 6-8 Middle School
  - K-5/6-8/9-12 – requires 6-8 Middle School. Can Reed be converted to a K-5?
  - Based on the findings of the capacity study, even with a grade configuration and a 6-8 middle school, there does not appear to be enough space to consolidate any of the remaining facilities.



# Pre-K Considerations

## **NPS needs to define future Pre-K needs.**

- Capacity study noted that there is sufficient space at Reed IS to house the Pre-K and NELC programs at current levels for the foreseeable future.
- However, there will be limited opportunities to expand Pre-K programs, especially as 5-6 enrollment grows.
- As part of next steps, district should identify a long-term plan for Pre-K.
  - Stay at Reed – maintain current program levels.
    - Consider investments in Pre-K space (in room toilets, etc.)
  - Create purpose-built space – potential state reimbursement “bonuses” for early childhood centers.
    - Would need to identify preferred site.
  - Note that there is not sufficient space in the elementary schools to accommodate Pre-K under the current grade configuration.



# ES Enrollment Balancing Considerations

## **NPS elementary schools are projected to operate close to the planning capacity over the next decade.**

- Systemwide, NPS is projected to average 97% utilization across its elementary schools, ranging from a low of 91% at Hawley to a high of 108% at Head O' Meadow.
- Head O' Meadow is projected to exceed 100% of the Planning Capacity for the duration of the projections, peaking at 111% utilization in 2028-29, resulting in potential operational impacts.
- Middle Gate is projected to exceed the Planning Capacity beginning in the 2029-30 school year.
- District should consider short-term strategies to better balance enrollment across the four elementary schools.
  - Consider proactively re-zoning future housing developments (e.g. approved 99-unit cluster subdivision is in the Head O' Meadow attendance zone, but could be rezoned to Hawley prior to occupation).
  - "Pocket" redistricting
- Long-term strategies include grade reconfigurations or targeted space additions at the elementary schools to address utilization needs.



# Middle School Capital Needs Considerations

## **How does NPS best address capital needs at Newtown Middle School?**

- Highest capital needs of any NPS facility over the next ten years (\$39.9 million).
- Educational and organizational challenges – sprawling building.

## **Potential Options**

- Option 1: Renovate Existing MS
- Option 2: Build New 7-8 MS
- Option 3: Build New 6-8 MS



# MS Option 1: Renovate Existing Building

## Considerations

- Peak projected enrollment of 699 students.
- State “allowable area” is lower than actual building square footage, which would result in a lower reimbursement rate from the state.
- Occupied renovation.
- Doesn’t overcome “sprawling” footprint of existing building.
- Maintain 7-8 grade configuration. Not enough physical classroom space in existing building to accommodate an additional grade.
- Future architectural study should look at renovation vs. alteration vs. partial demolition/reconstruction options.

## State Allowable Area Calculation

Allowable Area: 124,254 SF  
Square footage that state will reimburse for school construction grant based on peak projected 8-year enrollment

Existing Building Area: 175,000 SF  
Existing Newtown Middle School square footage (based on state ED050 report)

Eligibility Factor: 0.71  
Grant reduction based on building square footage in excess of allowable area (calculated by dividing allowable area by existing building area). Newtown’s reimbursement rate would be multiplied by 0.71.



# MS Option 2: Build New 7-8 Middle School

## Considerations

- Build a new middle school while maintaining current 7-8 grade configuration.
  - Peak projected enrollment 8-year enrollment of 699 students
- Site would need to be identified.
- Would allow NPS to “right size” middle school to projected enrollment.
- New building could be designed and organized around modern middle school instructional model.
- Architectural test-fit and cost estimate needed in order to better understand costs.

## State Allowable Area Calculation

Allowable Area: 124,254 SF

Square footage that state will reimburse for school construction grant based on peak projected 8-year enrollment of 699 7-8 students.



# MS Option 3: Build New 6-8 Middle School

## Considerations

- Build a new 6-8 Middle School
  - Peak projected 8-year enrollment of 1,017 students
  - Would allow grade reconfiguration of Reed IS and the elementary schools
- Site would need to be identified.
- Would allow NPS to “right size” middle school to projected enrollment.
- New building could be designed and organized around modern middle school instructional model.
- Architectural test-fit and cost estimate needed in order to better understand costs.

**Projected MS (6-8) Enrollment**

School	6	7	8	6-8 Total
2025-26	299	297	297	893
2026-27	300	305	296	901
2027-28	320	307	305	932
2028-29	275	330	309	914
2029-30	306	284	333	923
2030-31	295	315	286	896
2031-32	334	304	318	956
2032-33	341	344	306	991
2033-34	318	352	347	1,017
2034-35	347	328	355	1,030
2035-36	325	358	331	1,014
<b>Peak Projected Enrollment</b>				<b>1,030</b>

## State Allowable Area Calculation

Allowable Area: 167,121 SF

Square footage that state will reimburse for school construction grant based on peak projected 8-year enrollment of 1,017 6-8 students.



# Next Steps

- Identify preferred grade configuration/educational model.
- Define future Pre-K needs and expansion.
- Explore short-term enrollment balancing strategies at the elementary schools while long-term plan is developed.
- Middle School Due Diligence
  - Site analysis – if new MS building is pursued, need to identify a suitable site.
  - Architectural due diligence – assess building renovation and addition options at existing middle school. Conduct architectural “test fit” of new middle school.
  - Understand renovation vs. new construction costs, taking into account state reimbursement.
  - Identify preferred alternative.
  - Grant application process/referendum.
- Create capital improvement plan/waterfall plan (address capital needs at remaining facilities)

# Anatomy and Physiology

Facilitator- Tara Allegretto



# Anatomy and Physiology

## Goals:

- Understand the basic organization of the human body and major body systems.
- Identify key structures and describe general functions of organs and tissues.
- Recognize the importance of homeostasis and its role in health.
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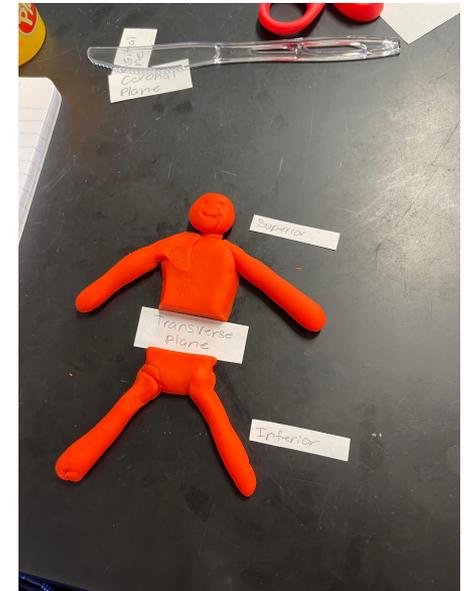
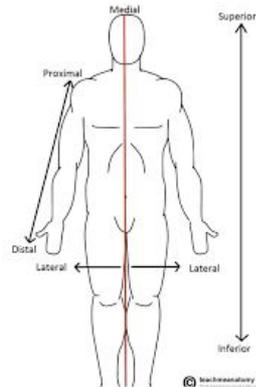
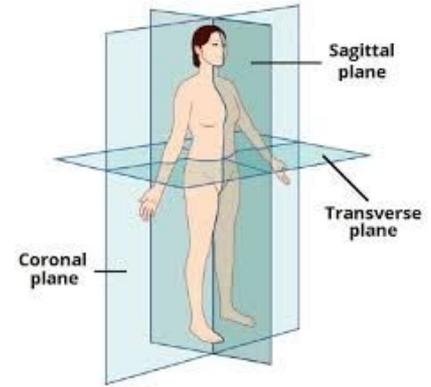
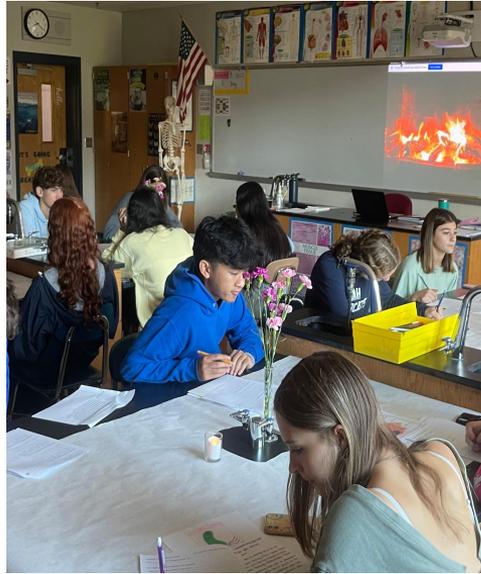
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**Activities:** Sheep Brain Dissection (Directional Terms and Body Planes), “Mini-me” Model Activity (Body Cavities), Organelle Speed Dating



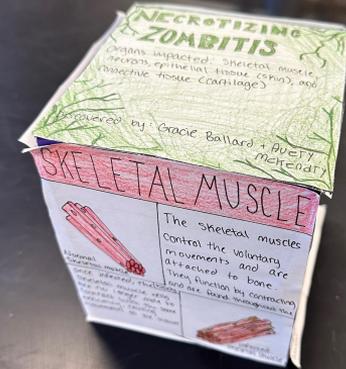
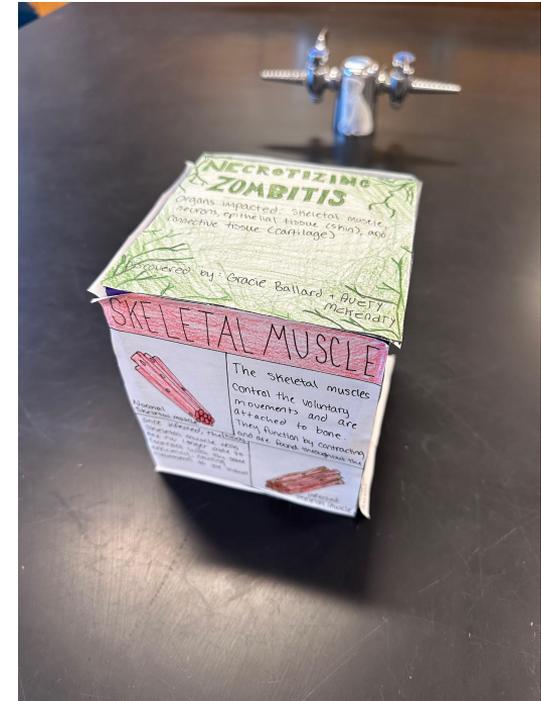
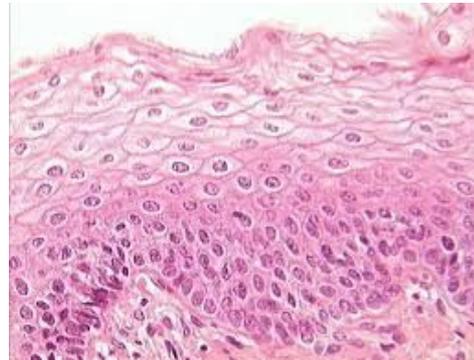
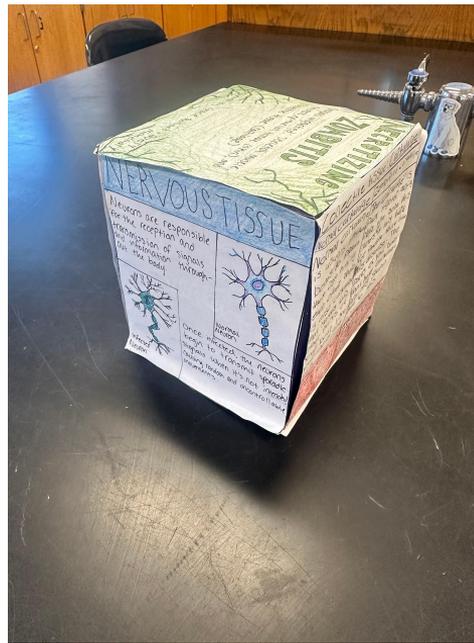
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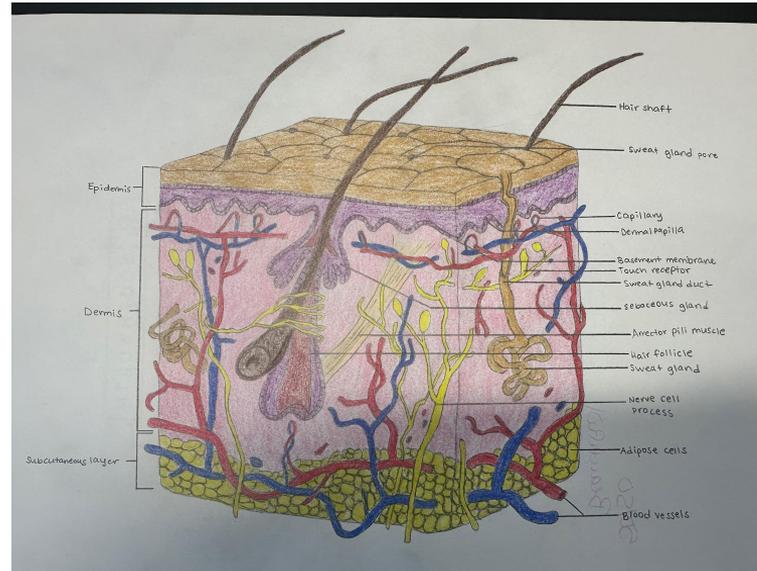
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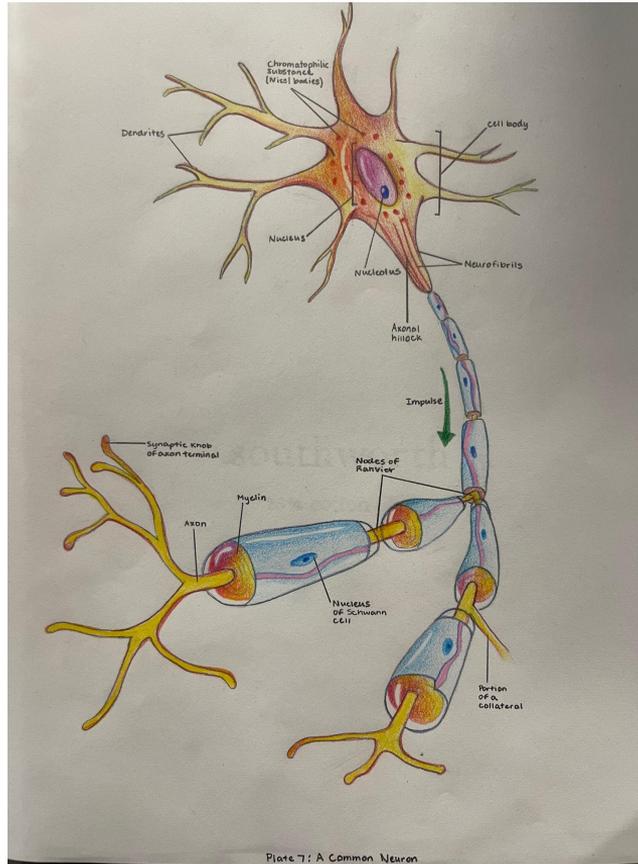
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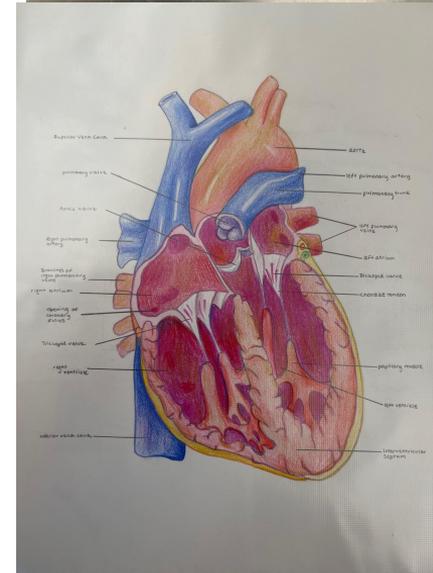
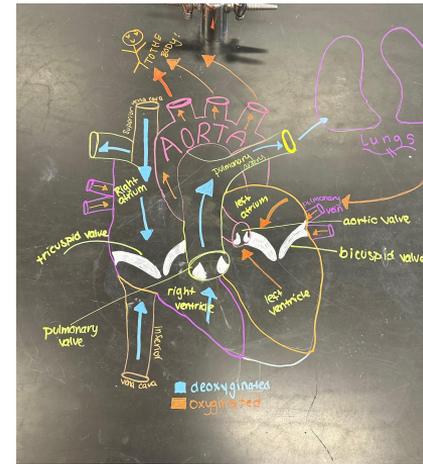
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**Lens: Structure and Function**

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

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



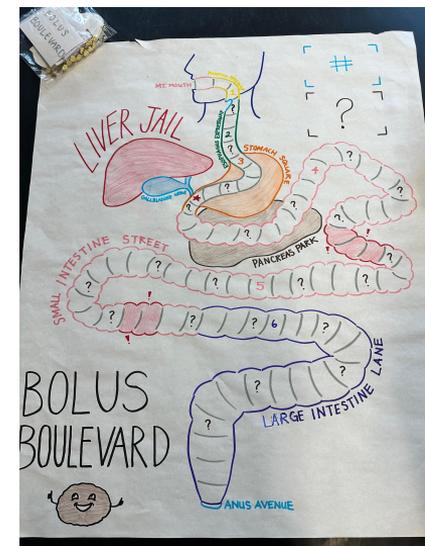
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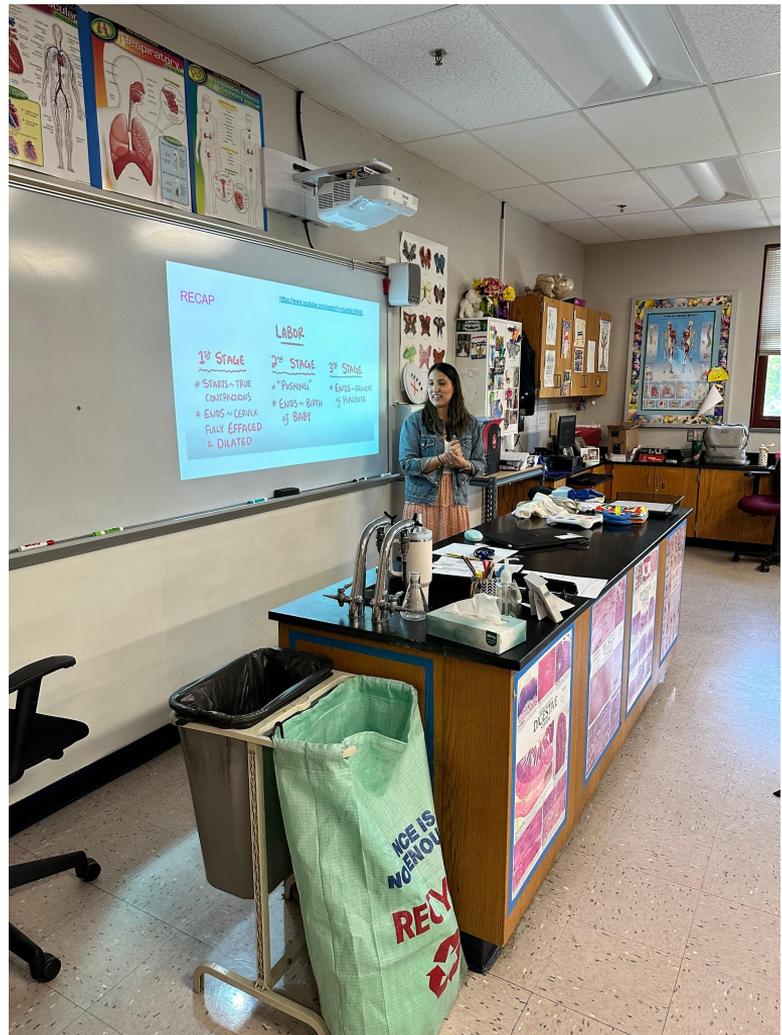
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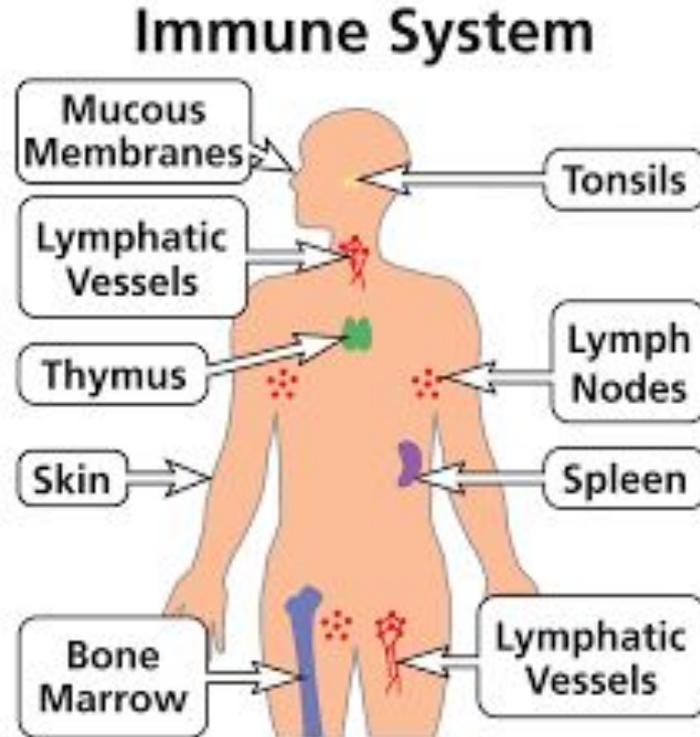
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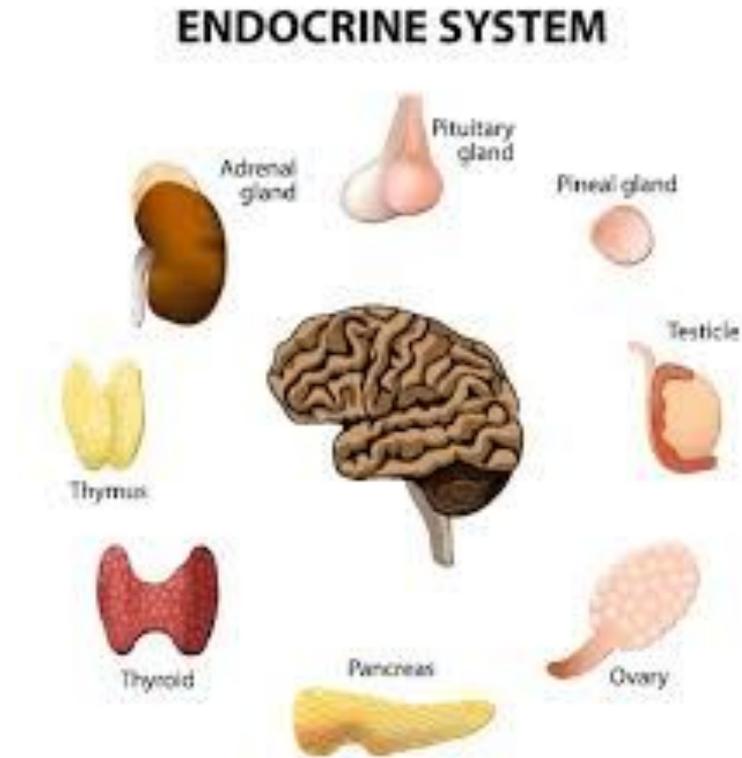


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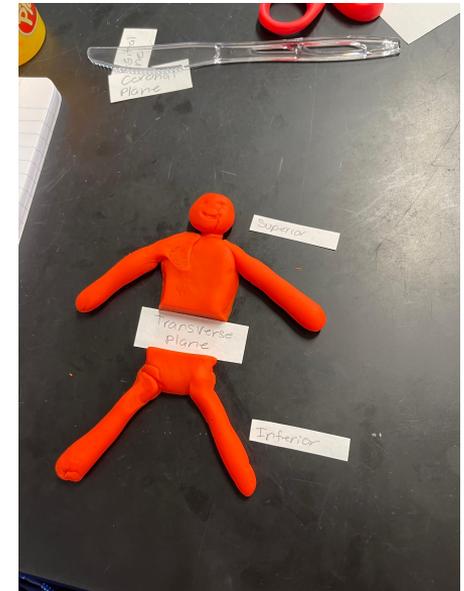
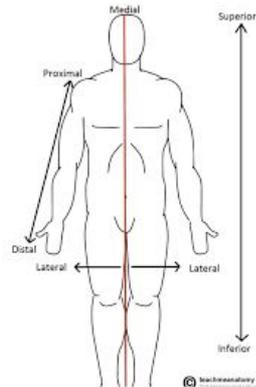
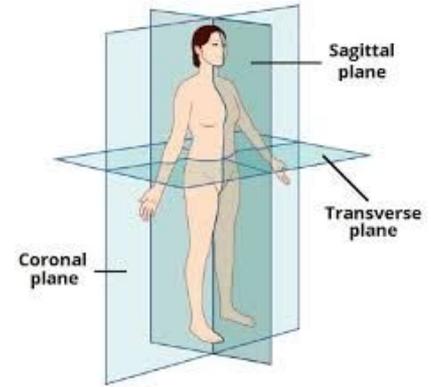
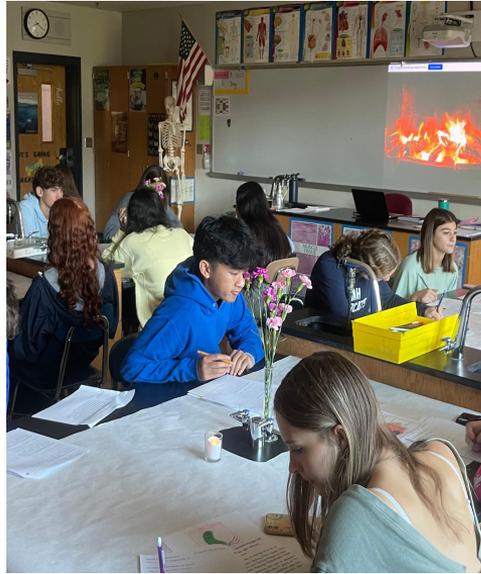
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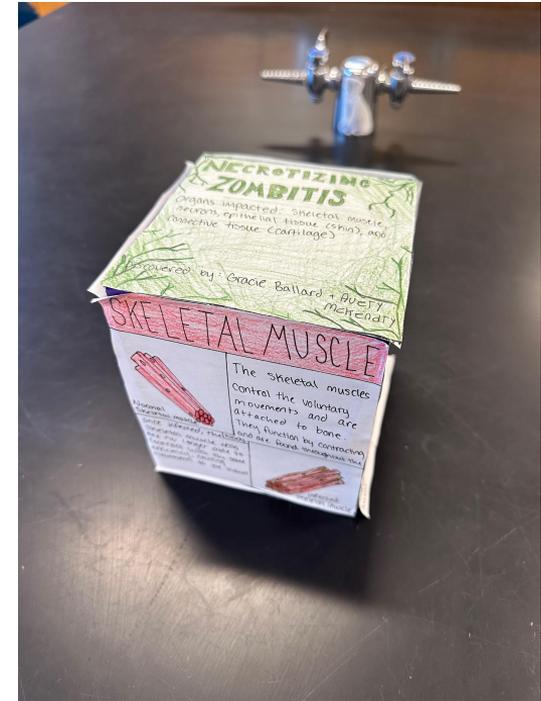
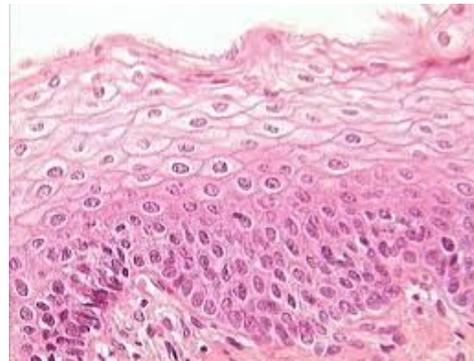
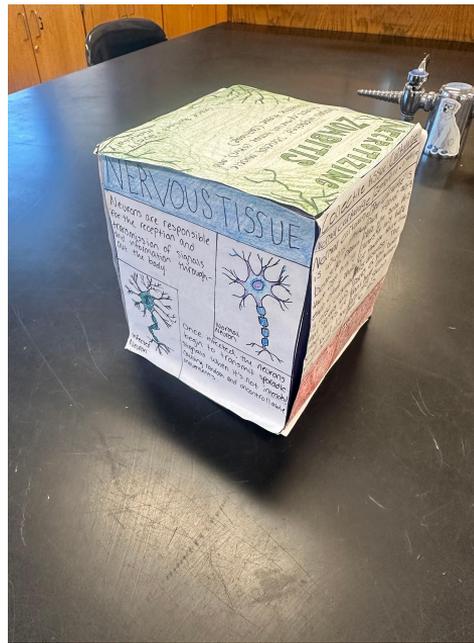
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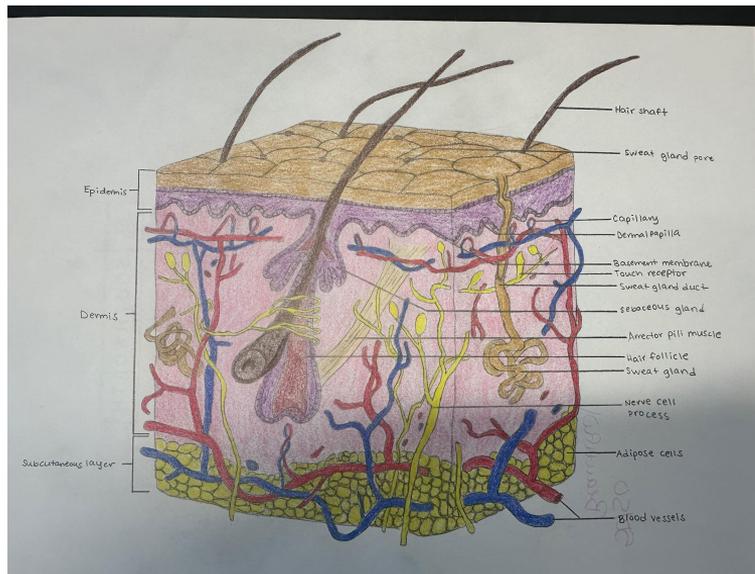
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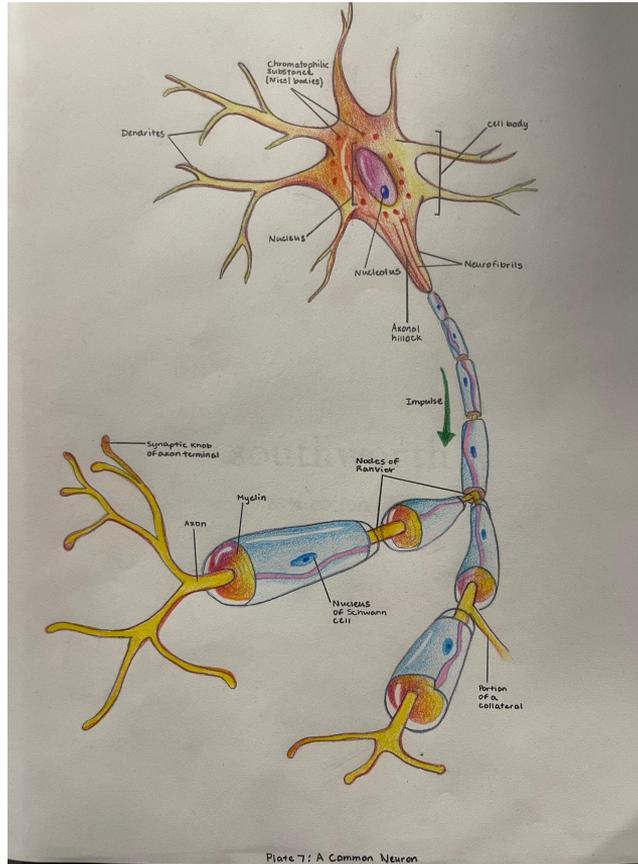
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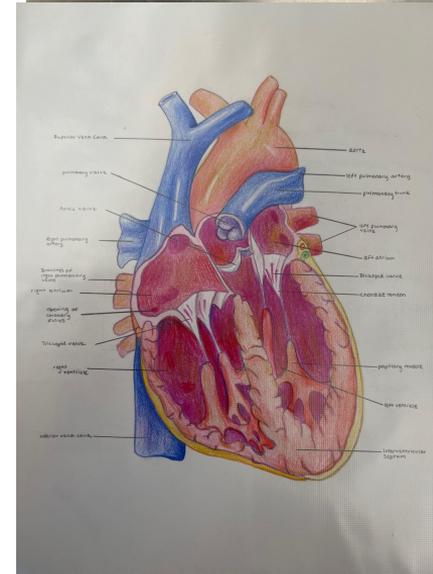
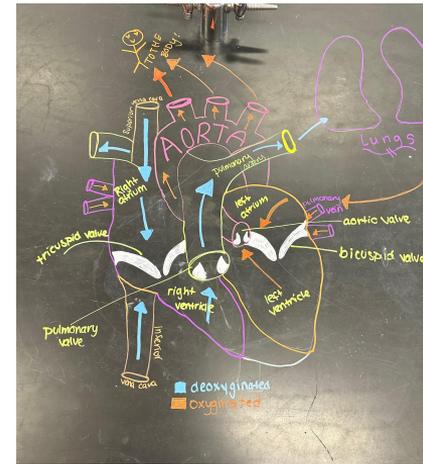
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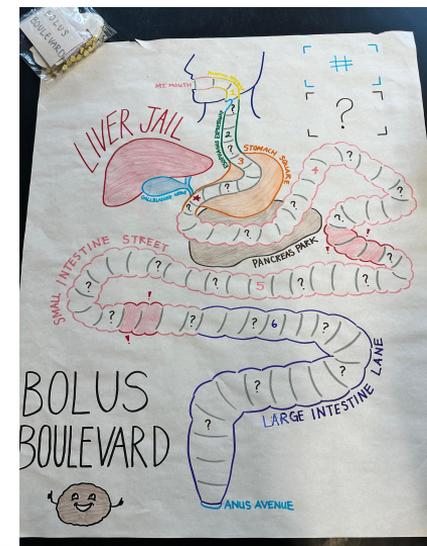
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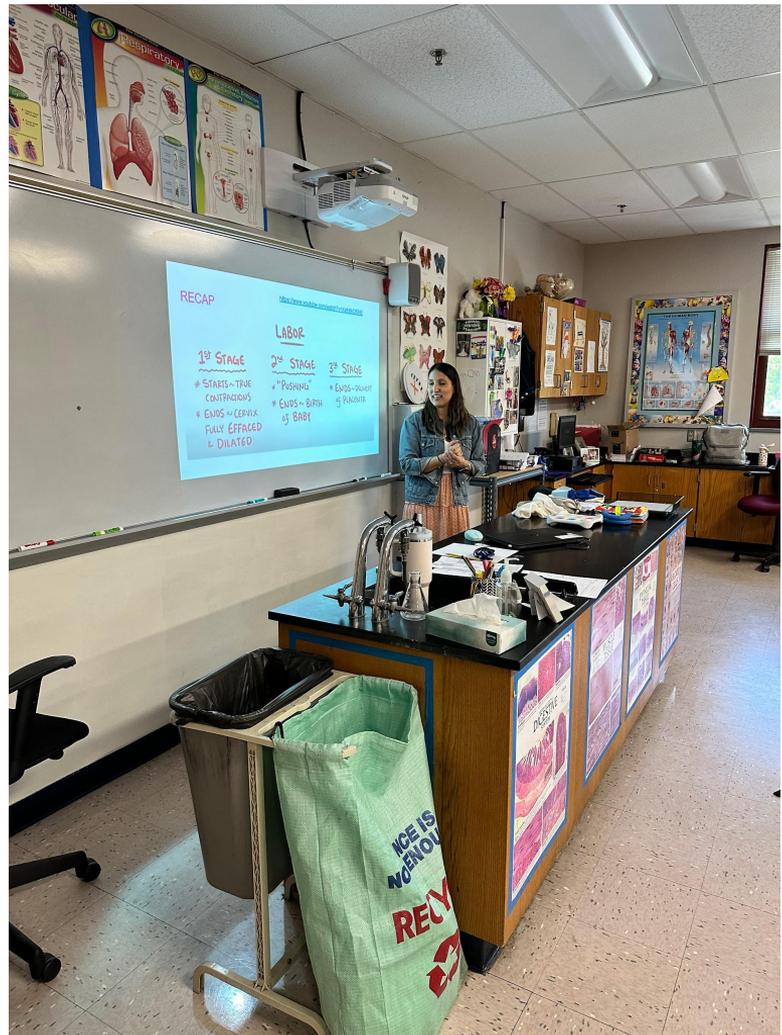
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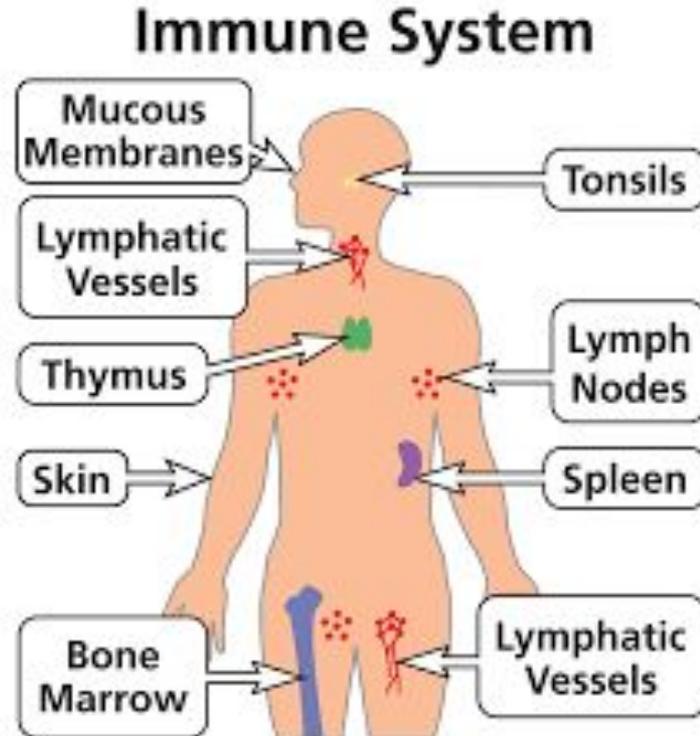
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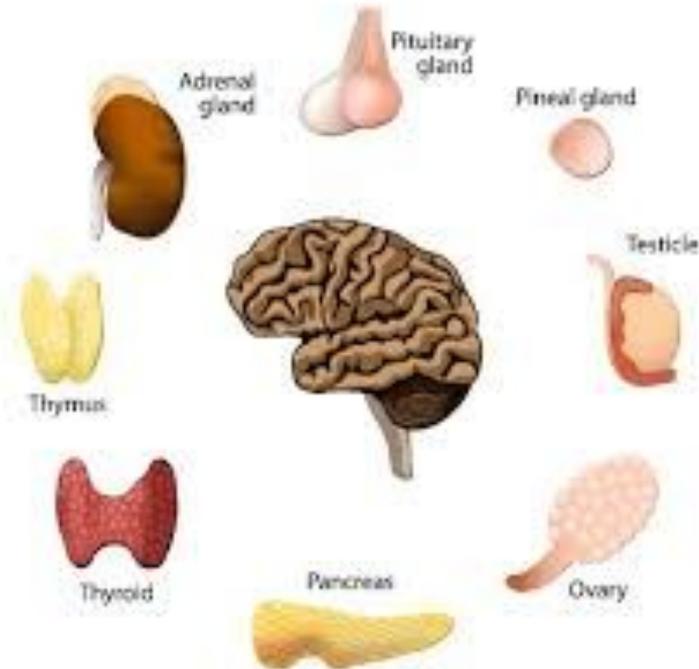
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## ENDOCRINE SYSTEM





## Writing Center Theory and Practice (Due for Review/Revision)

Newtown High School / High School / English Language Arts

3 Curriculum Developers | Last Updated: Tuesday, Jun 10, 2025 by Lye Jr, Victor

### Unit Calendar by Year

Unit	Au		Sep				Oct			Nov				Dec			Jan			Feb			Mar			Apr			May			Ju						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Tutoring																																						
Effective Writing																																						
Writing Across Disciplines																																						

◀ 3 Units found ▶





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## Unit Plan Tutoring

Newtown High School / High School / English Language Arts

Week 1 - Week 20 | 3 Curriculum Developers | Last Updated: Jun 10, 2025 by Lye Jr, Victor

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### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

To create an understanding of the tutoring process and sessions and the role of a writing center tutor.

---

#### 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: Tutoring

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

---

## Generalizations

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

1. Effective tutors meet the needs of the writer without judgment.
2. Tutoring requires conversations about writing rather than editing someone's work.
3. Tutors anticipate writers' needs and adjust their sessions as necessary.
4. Tutoring makes better writers, not better papers.
5. Constant reflection on writing and tutoring creates a well-rounded tutor.

## 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. How does a rubric direct a tutoring session? (F)
- 1b. How do tutors meet the writer where they are? (C)
- 1c. Can a tutor conduct a session without relying on judgment? (P)
  
- 2a. How does the tutor start a conversation with a writer? (F)
- 2b. How does a tutor establish credibility with a writer? (C)
- 2c. Can a tutor establish rapport with a writer in a short period of time? (C)
  
- 3a. What questions does a tutor ask to understand what a writer needs? (F)
- 3b. How does a tutor know what a writer needs? (C)
- 3c. What adjustments are necessary for a successful tutoring session? (C)
  
- 4a. Why is it necessary for a writer to read their work aloud? (F)
- 4b. How can a tutoring session make someone a better writer? (C)
- 4c. How does a tutor know if a session was successful? (P)
  
- 5a. How does a tutoring session benefit the tutor? (F)
- 5b. How does written reflection on the tutoring experience allow for a better understanding of the process? (C)
- 5c. How do tutors adapt and adjust to meet their needs and the needs of the writer? (P)
- 5d. What makes a good tutor? (P)

## Content Knowledge

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

Students will:

- independently conduct a tutoring session with another student while delivering helpful and insightful guidance.
- react to the needs of a writer in a session
- demonstrate the maturity and understanding to meet a writer where they are
- have a greater understanding of the writing process and the writing center's role in it.
- effectively demonstrate the skills to successfully pass a UCONN class.

## Critical Skills

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

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

## Standards

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

[CCSS: English Language Arts 6-12](#)

[CCSS: Grades 11-12](#)

[Capacities of the Literate Individual](#)

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

- They build strong content knowledge. [Show Details](#)
- They respond to the varying demands of audience, task, purpose, and discipline. [Show Details](#)
- They come to understand other perspectives and cultures. [Show Details](#)

### Writing

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

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

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

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

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

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

### Language

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

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

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## Core Learning Activities

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

- conduct tutoring sessions with students across disciplines and levels
- conduct tutoring sessions with reluctant writers
- constantly reflect on practice and ways to improve

## 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.*

- *Everything is an Argument* by Andrea Lunsford and John Ruszkiewicz
- *They Say/I Say* by Gerald Graff
- OWL at Purdue
- Secondary School Writing Center Association website/conference
- University of Connecticut Writing Center
- University of Connecticut library and resources

<https://www.youtube.com/watch?v=k2JZViSNgPg>

<https://www.jstor.org/stable/377047>

Secondary School Writing Center Association tool kit

- [SSWCA resources](#)  
- [Richard Kent on Writing Centers](#)  
- [Creating Student Leaders in the Writing Center](#)  
- [The Writing Center Revolution](#)  
- [How to build on your writing center experience](#)  
- [Second School Writing Center Association](#)  
- [UCONN Writing Center](#)   [UCONN resources](#)  

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## 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.*

### Reading Journal | Summative | Narrative Writing Assignment

Expository Essay

As part of the UCONN credit for this class, students will maintain a reading journal for the readings that are required for this class.

[3 Standards Assessed](#)

### Tutoring sessions | Summative | Other oral assessments

Other oral assessments

students will be assessed on the tutoring sessions conducted throughout the semester.

[5 Standards Assessed](#)

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## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### Effective Writing

Newtown High School / High School / English Language Arts

Week 3 - Week 13 | 3 Curriculum Developers | Last Updated: Jun 10, 2025 by Lye Jr, Victor

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

#### Conceptual Lens/Concepts

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

Lens: Writing,

Concepts: tutors, rubric, college essay, argument, thesis, feedback

#### Generalizations

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

1. A strong rubric contributes to good writing
2. College essays require constant revisions in order to obtain perfection.
3. All good writing is an argument.
4. Establishing a strong thesis is essential for a competent argument.
5. Feedback is essential in any creative piece to clarify the purpose of the story.

#### 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 does a rubric tell the writer about what the teacher is looking for? (F)
- 1b. How does a tutor use a rubric to conduct a tutoring session? (C)
- 1c. Are rubrics subjective? (P)
- 2a. What is necessary for a good college essay? (F)
- 2b. How does an author decide what the reader should know about them? (C)
- 2c. What is voice? (F)
- 2d. How does an author establish their voice? (C)
- 3a. How does a writer construct an argument? (C)
- 3b. How does evidence support an argument? (C)
- 3c. What's the difference between argument and opinion? (P)
- 4a. What is necessary for a solid thesis statement? (F)
- 4b. How does a thesis establish an argument? (F)
- 4c. How does a strong thesis create the paper? (C)
- 5a. What is the difference between feedback and opinion? (P)
- 5b. What makes good creative writing? (C)
- 5c. How does a reader establish trust with an author? (C)
- 5d. How does a tutor give feedback on a creative piece? (F)

#### Content Knowledge

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

#### Critical Skills

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

## Students Will:

- understand what is necessary for a good college essay
- create their own college essay
- deconstruct a writing rubric to understand what teachers are looking for
- establish what makes a good creative piece
- write their own short story.

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

## Notes

Writing Centers

## Standards

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

## CCSS: English Language Arts 6-12

## CCSS: Grades 11-12

## Capacities of the Literate Individual

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

- They demonstrate independence. [Show Details](#)
- They build strong content knowledge. [Show Details](#)
- They comprehend as well as critique. [Show Details](#)

## Writing

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

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

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

- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

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

## Speaking &amp; Listening

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

- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## Language

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

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

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## Core Learning Activities

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

- peer-to-peer tutoring sessions within the classroom
- modelling effective peer-tutoring sessions
- research assignments on effective writing and tutoring centers
- visit writing center as a student
- develop tutorials based on the needs of the students who visit the writing center.

## Vocabulary

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

## Resources

Teacher and student resources used to support the learning.

- *The Bedford Guide for Writing Tutors* by Leigh Ryan and Lisa Zimmerelli
- *The Longman Guide to Peer Tutoring*
- Selected Essays on peer tutoring, writing, and writing center theory
- University of Connecticut Writing Center
- University of Connecticut Library and Resources

<https://www.youtube.com/watch?v=k2JZViSNgPg>

<https://www.youtube.com/watch?v=pX6FLd3UHJY>

<https://www.youtube.com/watch?v=akNaYTeHVDU>

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

[Writing Rubric](#) [UCONN Library](#)

## 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.

College Essay | Summative | Extended Essay

Expository Essay

[College Essay Rubric.pdf](#)

9 Standards Assessed

Short Story | Summative | Expository Essay

Extended Essay

[Story Story Rubric.doc](#)

5 Standards Assessed

## Differentiation

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

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## Test Prep Connections

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

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## Unit Plan

### Writing Across Disciplines

Newtown High School / High School / English Language Arts

Week 14 - Week 20 | 3 Curriculum Developers | Last Updated: Jun 10, 2025 by Lye Jr, Victor

### Concept-Based Curriculum Unit Template

#### Purpose of the Unit

*The overarching goal(s) of the unit.*

#### Conceptual Lens/Concepts

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

Lens: Interdisciplinary Writing

Concepts: students, disciplines, tutoring, college, reflection

#### Generalizations

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

1. Writing is important in all disciplines
2. Students need to learn to reflect and edit all writing.
3. Tutoring across disciplines requires the same skill set.
4. In college, one must understand that all classes examine a student's ability to write.

#### 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. How are writing rubrics different across disciplines? (F)
- 1b. What are teachers in non-English classes looking for in writing (C)
- 1c. How do tutors approach writing from non-English classes? (C)
- 2a. How do students approach writing outside of English Class? (C)
- 2b. Do students take the same care with writing assignments outside of English classes? (P)
- 2c. What structural changes should take place to make writing across disciplines more important? (P)
- 3a. What services can the writing center offer for other disciplines? (F)
- 3b. What skills do tutors need to tutor other disciplines? (C)
- 3c. Should teachers across disciplines send their students to the writing center? (P)
- 4a. What skills do writers need at the next level? (F)
- 4b. How can tutors transfer their skills to college? (C)

#### Content Knowledge

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

Students will:

- analyze writing across disciplines
- work to promote the writing center for non-English writing

#### Critical Skills

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

- 2. Work independently and collaboratively to solve problems and accomplish goals.

- discuss writing across disciplines with teachers
- present their findings on writing to the class

- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

## Standards

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

**CCSS: English Language Arts 6-12**

**CCSS: Grades 11-12**

**Capacities of the Literate Individual**

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

- They build strong content knowledge. [Show Details](#)
- They value evidence. [Show Details](#)
- They use technology and digital media strategically and capably. [Show Details](#)

**Writing**

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

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

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## 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.

students will have to interview teachers across disciplines to discuss their approach to writing

## 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.

Writing Center Theory and Practice Final | Summative | Oral Report

Other oral assessments

 WCTP Final Project

4 Standards Assessed

## Differentiation

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

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## Test Prep Connections

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

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# UConn Writing Center Theory and Practice

C & I Subcommittee- Oct. 21- Rick Lye

# Writing Center Background

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

# Writing Center Theory and Practice Background

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

# Curriculum Work Goals

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

# Unit 1- Tutoring

## **Conceptual Lens:** Tutoring

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

Summative Assessment: Tutoring sessions with outside classes

# Unit 2- Effective Writing

Conceptual Lens: Writing

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

Summative Assessment: College Essay

# Unit 3- Writing Across Disciplines

Conceptual Lens: Interdisciplinary Writing

Concepts: Students, disciplines, tutoring, college

Summative Assessment: Final Project on Writing Across Disciplines