

Southington Board of Education Meeting

Thursday, April 27, 2023 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
 - a. Unaffiliated Compensation
 - b. SAA Contract Language
 - c. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence
 - a. Oratorical Contest Winner - Amanda Thompson
 - b. Veterans Recognition Award to J.F. Kennedy Middle School
6. Approval of Minutes - March 23, 2023
7. Public Communications
 - a. Communications from Student Board Representatives
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Public - Agenda Items Only
8. Committee Reports
 - a. Districtwide Facilities Committee Meeting - April 4, 2023
 - b. Finance Committee Meeting - April 20, 2023
 1. Bid Award #2024-05: Contracted Custodial Services - JAD, JFK & DES
 2. Bid Award #2024-06: Contracted Custodial Services - SHS (Summer Only)
 3. YMCA Before & After Care Program Rates 2023-2024
 4. Select Physical Therapy 3-Year Contract Extension
 5. Mobile Device Management 5-year Agreement
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
 - b. Policy 4118.5 - Responsible Use of Staff Technology - Second Reading
 - c. Policy 4118.7 - Social Networking - Second Reading
 - d. Policy 5131.2 - Use of Private Technology Devices by Students - Second Reading
 - e. Policy 6141.9 - Responsible Use of Technology - Second Reading
 - f. Policy 6141.10 - Bring Your Own Device Policy (BYOD) and Protocol for Use in Schools - Second Reading

- g. SHS - Asian Studies Course - Second Reading
- h. SHS - Criminal Justice Course Proposal - Second Reading
- 11. New Business
 - a. NEASC Reaccreditation Report
 - b. Titan Presentation of ConEd Battery Storage Project
 - c. Approval of Out of State/Overnight Field Trips
 - 1. SHS - Beijing and Chengdu, China
 - 2. SHS - Madrid and Salamanca, Spain
 - 3. SHS - Paris and Normandy, France
 - d. Adoption of 2024 Board of Education Meeting Dates
- 12. Public Communications
 - a. Public
- 13. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING
MARCH 23, 2023**

The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, March 23, 2023, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with an Executive Session preceding at 6:30 p.m.

1. CALL TO ORDER

Mrs. Colleen Clark, Chairperson, called the meeting to order at 6:35 p.m.

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mr. Sean Carson (*arrived at 6:43 p.m.*), Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams

Board members absent: Mrs. Terri Carmody, Mr. James Chrzanowski

Cabinet administrators present: Mr. Steve Madancy, Superintendent of Schools, and Mr. Frank Pepe, Assistant Superintendent (*left executive session at 6:38 p.m.*)

2. EXECUTIVE SESSION – Unaffiliated Compensation, Contract Negotiations – UPSEU, and Student Matters

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Unaffiliated Compensation, UPSEU Contract Negotiations, and Student Matters, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

Mrs. Clark ended Executive Session at 7:04 p.m.

The Regular Board Meeting was reconvened at 7:09 p.m.

3. RECONVENE MEETING – REGULAR SESSION

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mr. Sean Carson, Mr. James Chrzanowski, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams. Absent: Mrs. Terri Carmody

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; and Mrs. Jennifer Mellitt, Director of Business & Finance
Student Representatives present: Angelina Micacci, Uptej Singh, and Ryan Ogren

4. PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE

The student representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a moment of silence in memory of Gloria Brown, who passed away on March 18, 2023. She was the wife of former Board member and teacher, Bob Brown. Gloria was a retired educator who taught in Wolcott for 37 years. Bob asked that all who knew Gloria perform an extra act of kindness in Gloria's memory.

5. APPROVAL OF MINUTES – February 23, 2023

MOTION: by Mr. Derynoski, seconded by Mr. Baczewski:

“Move to approve the regular Board of Education Minutes of February 23, 2023, as submitted.”

Motion carried unanimously by voice vote.

6. PUBLIC COMMUNICATIONS

a. Communications from Student Board Representatives

Uptej Singh stated that the Student Representatives were creating a survey to be taken during the BCAP class period for a larger sample size. He reported on the current events and festivities at the high school that included: Unified Theatre on March 16; SAT's start on March 22; third quarter ends on March 29; CyberKnights Robotics Team first competition, and FBLA (Future Business Leaders of America) competed at the annual Spring Leadership Conference competition and out of 19 members who competed, 12 placed at the top of their category with the opportunity to compete in Atlanta, Georgia in June.

Angelina Micacci reported on the SHS athletic winter sports season that ended and the results to date. The Boys Swim & Diving Team ended the season with the best season in school history taking eighth place at states out of 98 schools and won the CCC Conference Championship; Girls Gymnastics won the CIAC Class L Championship and the CCC Conference Championship with four gymnasts competing in the State Open Championship; Cheerleading Team won the CCC West Conference Championship and finished fifth at the Class LL Championship. All the other SHS Interscholastic winter sports teams qualified for the CIAC State Tournament post season play including Girls Ice Hockey, Boys Ice Hockey, Wrestling, and Boys & Girls Indoor Track. Spring sports tryouts are underway.

Ryan Ogren reported that Kennedy (JFK) Middle School students and staff participated in the Taste of Culture event on March 22; Teams 8A and 8B visited Newport, Rhode Island on March 23; JAD and JFK Middle Schools combined Drama Club production this year is “Matilda, the Musical” presented on March 30, 31, April 1, 5, 6 at JFK at 7:00 p.m.; Library Leaders at JAD collected used books for all age groups to be donated; JAD students were encouraged to wear green on St. Patrick's Day to support a Cerebral Palsy Awareness fundraiser; Derynoski Elementary School began their one school, one book project with the book Charlie and the Chocolate Factory; students at South End Elementary School are working on a May performance of “Matilda.”

b. Communications from Board Members

Mr. Oshana reported that he attended the Business Advisory Luncheon with community members in attendance, which was held for the first time since Covid, with presentations from the presidents and vice presidents of FBLA and DECA. He also noted that Gloria Brown also worked on the state and national level advocating for students and educators. Mr. Oshana addressed the budget for 2023-2024 and that he received questions about the McKinney-Veneto Law to bus homeless students. He explained that this is an unfunded mandate by President Reagan since 1987 that has a significant impact on transportation costs in the budget. He wanted to clarify that it is not a new budget item.

c. Communications from Administration

1. Community Forum: Mr. Madancy reported on the Elementary Facilities Project and Community Forum that was held on March 16, 2023 to review enrollment projections and the recent facilities study with various scenarios. There were 20 parents in attendance. Patrick Gallagher from SLAM, the architectural and engineering firm, provided a presentation at the forum. Unfortunately, the video worked but the audio for the recorded livestream was not working. Mr. Madancy explained that the previous presentations to the BOE from SLAM and other documents were added to the Southington Public Schools website along with a “Submit Questions” link for parents who have additional questions.

2. FBLA State Competition Results: Mr. Madancy pointed out that Student Board Representative and FBLA President, Ryan Ogren, won first place for the “Local Chapter Report” state competition.

3. First Robotics Competition: Mr. Madancy reported that Robotics has a competition in Hartford the upcoming weekend before they attend the World Competition. He planned to have the Robotics Team give a demonstration at the first May Board meeting.

4. Upcoming Budget Meetings: Mr. Madancy explained that the Town Board of Finance would be making their budget recommendation to the Town Council at their meeting on March 29, 2023 at 7:00 p.m. in the Town Hall Chambers. The next public hearing on the budget would be on April 24 with the Town Council in the Municipal Center Public Assembly Room.

Mr. Madancy explained that March was Board of Education Appreciation Month and that his Executive Assistant, Mrs. Teresa Colegrove, put together gift bags that were at the Board members seats to thank them for their time, commitment advocating for the students and staff, attending committee meetings, and civic engagement as unpaid elected officials as their role has become more complex over the years.

d. Communication from Public – Agenda Items Only

There were three (3) speakers (*Michael Kryzanski, Ryan Dumond, and Melissa Belanger who all live on Hitching Post Drive – Attachment #1*) that came to the podium advocating to keep Flanders School open and addressed redistricting, enrollment, cost savings, daycare, area growth, and questioned the process and what would happen to the building and property if Flanders were to close. Also questioned was if the costs associated with all the elementary school scenarios were transparent. Mr. Kryzanski also addressed his disappointment on the policy changes regarding Public Communications on general topics that was moved to the end of the

agenda like the Town Council meetings and discourages public comment. Mr. Madancy asked Mr. Kryzanski to follow-up with him on stewardship if school buildings were to close.

7. COMMITTEE REPORTS

a. District-wide Facilities Committee Meeting – February 27, 2023

Mr. Madancy reported that along with the Elementary Facilities Project the committee also discussed FY'24 Capital Plan Projects. The committee recommends including the Town Board of Finance and Town Council in partnership on all these projects because the projects include debt service that impact operating budgets. He addressed timelines and processes if the projects were to go to Referendum. The next District-Wide Facilities Committee meeting has not been scheduled.

Mr. Carson questioned if there was feedback and guidance from the state regarding Renovate-to-New versus New Construction. Mr. Madancy stated that he would address that later on the agenda.

b. Policy & Personnel Committee Meeting – March 1, 2023

Mr. Williams reported that the committee met and had Ms. Nya Welinsky, current Food Service Director who will be retiring at the end of the school year offer revisions to the Food Service Director job description, which is non-union. She proposed a new job description of District Chef to be housed at the high school. Mrs. Rebecca Savelkoul, Digital Learning Coordinator, presented revisions to Policy 4118.5 – Responsible Use of Technology for Staff; Policy 4118.7 – Social Networking; Policy 5131.2 – Use of Private Technology Devices by Students; Policy 6141.9 – Responsible Use of Technology for Students; and Policy 6141.10 – Bring Your Own Device, and gave rationales for these revisions. Mr. Williams stated that Mr. Pepe presented a review of Policy 5113 – Excused Absences and Truancy and offered examples. Mr. Pepe also discussed the Open Choice Stipend for each middle school, which is the same as the approved high school stipend. Mr. Pepe reviewed the Curriculum Specialist Stipends after he was directed by the Board at a previous meeting to develop the stipend description.

Mr. Carson questioned Policy 4118.5 – Responsible Use of Technology for Staff and asked for a synopsis of the discussion including oversight for personal use during work hours and after hours. Mr. Baczewski questioned software that can block certain apps and the responsible use of technology by students including their digital footprint. Mr. Chrzanowski questioned what was being done regarding Smartwatches. Mr. Carson questioned the Curriculum Specialist Stipends and grant funding with Title II funds.

c. Curriculum & Instruction (C&I) Committee Meeting – March 10, 2023

Mrs. Anastasio reported that the committee met with Kara Foley and Kilian Murphy presenting the SHS Asian Studies Course proposal, which is a half-year course; Candace Patten presented the SHS Criminal Justice Course proposal, which is a half-year course; Jan Verderame reviewed “First Tee” K-5 Physical Education that exposes elementary students to golf through a grant from the Calvanese Foundation; and Mr. Pepe explained concerns about the SHS Math Curriculum that was received after the first reading by the Board at their February 23, 2023 meeting. Mr. Pepe offered an informational letter that summarized the concerns, which was

shared with the Full Board by Mrs. Anastasio via email. The next C&I meeting is Friday, April 21, 2023.

d. Finance Committee Meeting – March 15, 2023

Mr. Chrzanowski reported that the Finance Committee met virtually and discussed the Select Physical Therapy three (3) year proposal and the shortage of athletic trainers and the required master's degree to become certified. Their proposal for 2023-2024 was for \$45,000. The consensus was to approve the three-year proposal adding contract language stating that Laurie Martin, the current Athletic Trainer, continue to be assigned to the Southington Public Schools. Mr. Chrzanowski reported that the committee discussed the bid results for Bid 2023-10 for lawn mowing and trimming services at Kennedy Middle School and that three bids were submitted.

MOTION: by Mr. Carson, seconded by Mr. Derynoski:

“Move to award Bid #2023-10 for the three-year growing seasons of 2023-2025 to Wygant Construction of Bristol, CT for Lawn Mowing and Trimming Services at Kennedy Middle School.”

Motion carried unanimously by voice vote.

Mr. Chrzanowski reported that the committee were presented an update on the food service financials by Ms. Hill, Accounting Manager, as of February 28, 2023. The current student debt was \$4,113.15 with 76% of the debt at the high school. All meals are offered free through the rest of the academic year through SMART Funds 2.0. The committee also discussed the Preschool Regular Education Tuition Rates and a rate increase of 5% for the 2023-2024 school year. The last rate increase was in 2019-2020. The rate increase would bring Southington in line with other surrounding districts.

MOTION: by Mr. Carson, seconded by Mr. Williams:

“Move to approve the Preschool Regular Education Tuition Rates for the 2023-2024 school year.”

Motion carried unanimously by voice vote.

Mr. Carson addressed the reimbursement by the state for school meals and noted that the district went from January-February 2023 without state funding resulting in an outstanding bill in student accounts of over \$4,000. He noted that in the past, anonymous donors came forward and paid all those student meal debt accounts and stated that any help would be welcome again this year. Mr. Baczewski questioned the meal counts.

8. SUPERINTENDENT'S REPORT

a. Personnel Report

MOTION: by Mr. Derynoski, seconded by Mr. Oshana:

“Move to approve the Personnel Report, as submitted.”

Motion carried unanimously by voice vote.

9. OLD BUSINESS

a. Town Government Communications

There was no Town Government Communications to report.

b. SHS Multi-Language Learner Course Programming Change Proposal – Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:

“Move to approve the SHS Multi-Language Learner Course Programming Change Proposal, as presented by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

c. SHS Industry Internship Proposal - Student Help Desk – Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:

“Move to approve the SHS Industry Internship Proposal - Student Help Desk, as presented by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

d. SHS Industry Internship Proposal – Teacher Assistant – Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:

“Move to approve the SHS Industry Internship Proposal – Teacher Assistant, as presented by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

e. SHS – Physical Education I Course – Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:

“Move to approve the SHS Physical Education I Course, as presented by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

f. SHS – Physical Education II Course – Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:

“Move to approve the SHS Physical Education II Course, as presented by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

g. Lifesaving Certification Course – Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:

“Move to approve the Lifesaving Certification Course, as presented by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

h. SHS Math Department Curriculum Adoption – Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:

“Move to approve the SHS Math Department Curriculum Adoption, as presented by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

10. NEW BUSINESS

a. Elementary Facilities Report

Mr. Madancy reported that district officials met with the state on February 14, 2023 after last year putting the projects on hold due to uncertainty at the state level with personnel changes. He explained that there are ongoing changes of personnel at the state level and how uncertainty at the state level effected other school districts that moved forward with school construction last year. The person that they recently met at the state Department of Administrative Services told them that the state would not advise the district to Renovate-to-New or build New and that the decision was up to the town after costing out scenarios and other considerations. However, the person that they met with resigned shortly after that meeting, which leave still uncertainty on how to proceed and how much they would receive from the state. The current challenge was to meet the June 30 deadline to submit an application to the state to be considered for a December approval to be placed on the priority list. He noted that the challenge with the costing out of the different scenarios was that there was no scenario where all three of the school projects were going to be done at one time and whether the project would be Renovate-to-New or New Construction. Mr. Madancy noted that Colliers was still working on forecasting out what the cost of the various scenarios would be if one scenario was to be adopted. He addressed debt service, state grant reimbursement, pre-referendum work, uncertainty at the state level, the three elementary schools in need of work, outdated electrical loads, and equitable experiences.

Mr. Carson questioned if the state reimbursed for demolition costs when there was new construction. Mr. Baczewski proposed a rendition of temporarily closing Flanders, demolition of Flanders and rebuilding new on the site. He stated that he preferred neighborhood schools. Mr. Carson stated that he attended a Planning & Zoning meeting where they approved the apartment

complex on West Street with 255 units and the expectation was that the project would only generate 13 additional students into the school district. One of his concerns was for affordable housing in town and the West Street project was approved with a 10% density of affordable housing.

b. Leonard & Gladys Joll Scholarship Committee Appointment

MOTION: by Mr. Derynoski, seconded by Mr. Williams:

“Move to approve the recipient recommended by the Leonard & Gladys Joll Scholarship Committee.”

Mr. Derynoski stated that he has served on this scholarship committee for many years. In the past, they would receive 30 scholarship applications from students interested in pursuing a career in education. This year, they only received three applications, which was difficult to select the recipient because all three were exceptionally good candidates. He would like to see more applications and encouragement by administration for students to apply. Mr. Oshana experienced the same thing with his father’s scholarship.

Motion carried unanimously by voice vote.

c. Southington High School Graduation Date

MOTION: by Mr. Oshana, seconded by Mr. Carson:

“Move to approve Wednesday, June 14, 2023 as the date for the Southington High School Graduation Ceremony.”

Motion carried unanimously by voice vote.

d. 2023-2024 Healthy Food Certification

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

“Pursuant to C.G.S. Section 10-215f, the Southington Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.”

Mr. Baczewski thought that the district could do better than what they provide the students to eat for meals and that what qualified as “Healthy Foods” by the state he thought were not healthy. He was disappointed by what the state deems healthy and that the Board must adhere to this to receive money from the state and federal government programs.

Motion carried by voice vote with seven in favor and Mr. Baczewski opposed.

e. 2023-2024 Food and Beverage Exemption

MOTION: by Mr. Oshana, seconded by Mr. Derynoski:

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

Motion carried unanimously by voice vote.

- f. Bid Award #2023-10: Lawn Mowing & Trimming Service – JFK (*Action taken under Finance Committee Meeting Report*)**
- g. Policy 4118.5 – Responsible Use of Staff Technology – First Reading**
- h. Policy 4118.7 – Social Networking – First Reading**
- i. Policy 5131.2 – Use of Private Technology Devices by Students – First Reading**
- j. Policy 6141.9 – Responsible Use of Technology – First Reading**
- k. Policy 6141.10 – Bring Your Own Device Policy (BYOD) and Protocol for Use in Schools – First Reading**

Mrs. Clark noted that these were First Readings and that if anyone had any questions to contact Mr. Williams, Chair of the Policy & Personnel Committee.

- l. Approval of Job Descriptions**
 - 1. Open Choice Stipend – New**

MOTION: by Mr. Williams, seconded by Mr. Derynoski:

“Move that the Board of Education approves the new job description for Open Choice – Stipend, as presented.”

Motion carried unanimously by voice vote.

- 2. Curriculum Specialist Stipend Review – New**

MOTION: by Mr. Williams, seconded by Mr. Derynoski:

“Move that the Board of Education approves the new job description for Curriculum Specialist Stipend, as presented.”

Motion carried with seven in favor and Mr. Oshana opposed.

3. Food Service Director Job Description – Revised

MOTION: by Mr. Williams, seconded by Mr. Derynoski:

“Move that the Board of Education approves the revised job description for Food Service Director, as presented.”

Motion carried unanimously by voice vote.

4. District Chef Job Description – New

MOTION: by Mr. Williams, seconded by Mr. Derynoski:

“Move that the Board of Education approves the new job description for District Chef, as presented.”

Motion carried unanimously by voice vote.

- m. SHS – Asian Studies Course – First Reading
- n. SHS – Criminal Justice Course Proposal – First Reading

11. PUBLIC COMMUNICATIONS

a. Communications from Public on Non-Agenda Items

There was no communication from the public.

12. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Baczewski:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:35 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Southington Public Schools

ATTACHMENT #1

PUBLIC COMMUNICATIONS

| DATE | SPEAKER | ADDRESS | TOPIC |
|--------------------|-------------------|------------------------|--|
| 3/23/2023 19:07 | michael kryzanski | 27 hitching post drive | school closings |
| 3/23/2023 19:07 | ryan dumond | 89 hitching post dr | schools |
| 3/23/2023 19:08 | Ashley Gould | 273 Queen ST | school closing |
| 3/23/2023 19:09 | Melissa Belanger | 147 Hitching Post | school closing on behalf of my children |

Board of Education
Administrative Report
April 27, 2023



1. Team 195
2. NAMM Music award

You've Received a Best Communities for Music Education Award

Congratulations! The NAMM Foundation is proud to recognize your community for the outstanding efforts of teachers, administrators, parents, students, and community leaders who are making music part of a well-rounded education for every child. We salute the commitment of your community to ensure that every child can learn and grow with music.

3. SHS Softball Field
4. Innovation Grant submission



SOUTHTON PUBLIC SCHOOLS

DISTRICTWIDE FACILITIES COMMITTEE MEETING

Tuesday, April 4, 2023 – 4:00 p.m. - via Zoom

Members Present: Steven Madancy, Peter Romano, Mark Sciota, Victoria Triano, Edward Pockock, Colleen Clark, Zaya Oshana, Sean Carson.

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
BOARD CHAIRPERSON

JOSEPH BACZEWSKI
VICE CHAIRPERSON

DAWN L. ANASTASIO
SECRETARY

TERRI C. CARMODY

SEAN M. CARSON

JAMES J. CHRZANOWSKI

DAVID J. DERYNOSKI

ZAYA G. OSHANA

JASPER P. WILLIAMS

1. Meeting called to order at 4pm.

2. Follow-up to recent Community Forum and BOE Meeting

- a. The committee discussed recent attendance at the Community Forum where SLAM presented the various scenarios associated with elementary construction projects. There were about 20 parents present at this forum. Unfortunately, something occurred with the video equipment and although the forum was streamed and recorded, no sound was captured. In order to ensure information was shared with the larger community the superintendent sent out the 2 prior presentations done for the Board on Enrollment and Facilities and has also built out the homepage of the website with all associated Elementary Project Information.

3. Consideration and discussion of timelines for grant application submission and referendum

- a. The committee discussed the upcoming deadline for the grant submission and the tight timelines associated with an application submission given that the Board has yet to endorse any specific scenario given the following:
 - i. Enrollment projections not supporting closing of a school.
 - ii. Current cost of new construction is 495 sq. ft. which will have a major impact on town debt service which has already been a challenge to navigate relative to BOE and Town Operating budgets during the current fiscal year.
 - iii. Continued uncertainty at the state level with yet another turnover in OSCGR leadership.
 - iv. Concern over closing a neighborhood school and/or building larger elementary schools.

200 NORTH MAIN ST.
SOUTHTON, CT 06489

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(860) 628-3202

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(860) 628-3205



SOUTHTON PUBLIC SCHOOLS

With the committee reaching consensus to hold off on a June 2023 grant application for school construction, discussion continued relative to timing and referendum dates of November 2023, consideration of a special referendum for May 2024, with a June 2024 application submission, or the need to wait until 2025 given the town's commitment to paving referendums every 4 years and not wanting to combine requests for funding to the community.

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
BOARD CHAIRPERSON

JOSEPH BACZEWSKI
VICE CHAIRPERSON

DAWN L. ANASTASIO
SECRETARY

TERRI C. CARMODY

SEAN M. CARSON

JAMES J. CHRZANOWSKI

DAVID J. DERYNOSKI

ZAYA G. OSHANA

JASPER P. WILLIAMS

4. Discussion of Master Districtwide Facilities Plan

a. The committee agreed that although future construction is imminent and needed, prioritizing all projects including:

School Construction

- i. Hardening of entry ways
- ii. Ongoing roof replacements
- iii. Athletic facilities projects
- iv. Various paving projects
- v. Installation of upgraded HVAC in all elementary schools.

A comprehensive DW Master facilities plan that effectively priorities and costs out projects with inflation accounted for is needed to better inform the community of needs and larger scope of work needed leading up to referendums.

5. Meeting Adjourned at 5:10pm.

200 NORTH MAIN ST.
SOUTHTON, CT 06489

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SOUTHINGTON PUBLIC SCHOOLS

FINANCE COMMITTEE MEETING

Thursday, April 20, 2023, 6:30 p.m.

Video Conference

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
BOARD CHAIRPERSON

JOSEPH M. BACZEWSKI
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Board Members Present: James Chrzanowski, Chair; David Derynoski; Zaya Oshana

Present from Administration: Jennifer Mellitt, Director of Business & Finance; Kaiya Hill, Accounting Manager; Tyler Savage, Network Manager

The Finance Committee meeting was called to order at 6:30 p.m.

BID AWARD #2024-06: CONTRACTED CUSTODIAL SERVICES – SHS (SUMMER ONLY):

Ms. Hill presented the bid results for BID #2024-06 for contracted custodial services at Southington High School, summer only. Four vendors submitted bids. The lowest bidder for all three years is Coastal Cleaning of Stratford, CT. The administration recommends awarding a three-year award to Coastal Cleaning. The committee agreed to award the bid as presented by the administration.

BID AWARD #2024-05: CONTRACTED CUSTODIAL SERVICES – JAD, JFK & DES (12 MONTHS):

Ms. Hill presented the bid results for BID #2024-05 for contracted custodial services at DePaolo Middle School, Kennedy Middle School, and Derynoski Elementary School. Four vendors submitted bids. The lowest bidder for all three sites is Champion Maintenance & Construction of Fairfield, CT. Champion Maintenance has previously provided cleaning services for Derynoski Elementary School and the Director of Operations supports the award. The administration recommends awarding a three-year award to Champion Maintenance & Construction.

The committee agreed to award the bid as presented by the administration.

YMCA BEFORE & AFTER CARE PROGRAM RATES 2023-2024:

Mrs. Mellitt presented the proposed rental rates for the YMCA before and after care for the 2023-2024 school year. The rates are developed each year to reflect the increases in the hourly custodial rates, MERS (Municipal Employees' Retirement System) and supplies.

Mrs. Mellitt stated the YMCA will notify the district about which sites will operate in the Fall after their enrollments are finalized.

The committee approved the rates as presented.



SOUTHINGTON PUBLIC SCHOOLS

BOARD OF EDUCATION FINANCIAL UPDATE:

A financial update was presented by Mrs. Mellitt through April 20th. Changes from the previous update include:

- The state has announced the final reimbursement for SEECG (Special Education Excess Cost Grant) at 76.31% for our ranking. This is an increase over the prior assumption of 73.25%. As a result, the district will receive an additional \$147,000 in grant revenues in May.
- A previously denied unemployment claim has been approved by the state in the amount of \$17,000. This has been encumbered and will be paid when billed by the state.
- An outplaced tuition settlement in the amount of \$86,000 has been encumbered and will be paid in accordance with the settlement agreement.

The district does not anticipate having a large surplus at the end of June.

SELECT PHYSICAL THERAPY CONTRACT EXTENSION:

As a follow up to the discussion held at the March 15th meeting, Mrs. Mellitt reviewed the three-year contract extension with Select Physical Therapy. Language was added stating that Laurie Martin, the current trainer at Southington High School, will continue to be assigned to Southington Schools.

The committee agreed to approve the three-year contract extension with Select Physical Therapy as recommended by the administration.

MOBILE DEVICE MANAGEMENT 5-YEAR AGREEMENT:

Mr. Savage, Network Manager, presented a request to the committee to sign a new five-year agreement for mobile device management software. There is an increase in annual costs from \$15,000 to \$24,450. Pricing was sought from other vendors with SHI, our current vendor, being the lowest cost. Another vendor matched the pricing of SHI, however Mr. Savage discussed that a switch in vendors would cause a need to convert each device manually. A discussion was held about the need and benefits of MDM software.

The committee agreed to approve the five-year proposal for MDM Software through SHI our current vendor.

MISCELLANEOUS:

- a. Update on Self-Insurance Meeting

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

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JASPER P. WILLIAMS

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06489

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SOUTHINGTON PUBLIC SCHOOLS

A self-insurance meeting was held on Wednesday, April 19th. The March claims paid, and claims incurred were both higher than budgeted and higher than March of the prior year. Based on the March claim increases, no adjustments were proposed to the 2023-24 budget.

The meeting adjourned at 7:15 p.m.

Respectfully submitted,

Jennifer Mellitt
Director of Business & Finance

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
*ASSISTANT SUPERINTENDENT
OF SCHOOLS*

BOARD OF EDUCATION

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SOUTHINGTON PUBLIC SCHOOLS

KAIYA HILL
ACCOUNTING MANAGER
PURCHASING DEPARTMENT

MEMO

TO: Board of Education Finance Committee

Date: April 18, 2023

RE: **Recommendation for Bid Award for BID 2024-05**
Contracted Custodial at three sites
Summer Cleaning at three sites

BID 2024-05 sought pricing for contracted custodial services at DePaolo Middle, Kennedy Middle, and Derynoski Elementary Schools as well as alternate pricing for summer cleaning at the same three sites. The bid was opened on April 4, 2023; four vendors submitted bids. The bid compilation for the contracted custodial services is attached.

The lowest bidder for all three sites is Champion Maintenance and Construction of Fairfield, CT. This includes the pricing for ten- month cleaning and alternate summer cleaning. Champion Maintenance has previously provided cleaning services for Derynoski Elementary School (ten- month regular cleaning and summer cleaning). The Director of Operations supports the award and is comfortable they have the manpower and resources to complete the work at all three schools. No local vendors submitted bids, therefore the preferred bidders ordinance was not considered.

The Administration recommends awarding a three-year award for ten- month contracted custodial cleaning along with alternate summer cleaning at DePaolo Middle, Kennedy Middle, and Derynoski Schools to Champion Maintenance and Construction of Fairfield, CT. The total cost of the proposed award is \$193,560.

**SOUTHINGTON PUBLIC SCHOOLS
 BID COMPILATION 2024-05
 COMBINED CUSTODIAL SERVICES**

DEPAOLO

FY24 Budget \$ 61,383

| VENDOR NAMES: | SJ Services | Champion Maintenance | Affineco, LLC | SMG |
|-----------------------|-------------|----------------------|---------------|--------|
| Base Bid: | | | | |
| 10 month YR 1 2023-24 | 84,856 | 48,412 | 98,349 | 51,980 |
| 10 Month YR 2 2024-25 | 87,400 | 49,622 | 101,155 | 53,540 |
| 10 Month YR 3 2025-26 | 90,000 | 50,862 | 103,975 | 55,250 |

| | | | | |
|--|---|---|---|---|
| Length of daily Shift in hours/day | 6 | 6 | 6 | 6 |
| Number of working employees excluding Supervisor | 1 | 4 | 3 | 2 |
| Number of Daily Hours for Supervisor on Site - Working | 6 | 3 | 6 | 2 |
| Number of Daily Hours for Supervisor on Site - Non Working | - | | | |

Alternate Summer Cleaning

| | | | | |
|----------------------|--------|--------|-----------|--------|
| Summer Cleaning 2023 | 33,550 | 17,000 | 14,461.39 | 18,325 |
| Summer Cleaning 2024 | 34,500 | 17,425 | 14,895.23 | 18,725 |
| Summer Cleaning 2025 | 35,500 | 17,860 | 15,342.09 | 19,125 |

| | | | | |
|-----------------------------------|-------|-------|---------|-----|
| Alternate Performance Bond | 1,000 | 1,440 | 114,503 | 780 |
|-----------------------------------|-------|-------|---------|-----|

| | | | | |
|--|---|---|---|---|
| Length of daily Shift in hours/day | 8 | 8 | 7 | 8 |
| Number of working employees excluding Supervisor | 2 | 5 | - | 6 |
| Number of Daily Hours for Supervisor on Site - Working | 8 | 8 | 7 | 4 |
| Number of Daily Hours for Supervisor on Site - Non Working | | | | |

| | | | | |
|---------------------------------|---------|--------|---------|--------|
| Annual Cost YR 1 2023-24 | 118,406 | 65,412 | 112,810 | 70,305 |
| Annual Cost YR 2 2024-25 | 121,900 | 67,047 | 116,051 | 72,265 |
| Annual Cost YR 3 2025-26 | 125,500 | 68,722 | 119,317 | 74,375 |

Vendors attended walkthrough with no bid response

PES (Perfromance Environmental Services

Coastal Cleaning

| VENDOR NAME | Address | City/Town |
|----------------------|--------------------|-------------------|
| SJ Services | 235 Newbury St | Danvers, MA |
| Champion Maintenance | 301 Commerce Drive | Fairfield, CT |
| SMG | 25 Controls Drive | Shelton, CT |
| Affineco, LLC | 330 Roberts Street | East Hartford, CT |

**SOUTHINGTON PUBLIC SCHOOLS
 BID COMPILATION 2024-05
 COMBINED CUSTODIAL SERVICES**

KENNEDY

FY24 Budget \$ 61,383

| VENDOR NAMES: | SJ Services | Champion Maintenance | Affineco, LLC | SMG |
|-----------------------|-------------|-------------------------|---------------|--------|
| Base Bid: | | | | |
| 10 month YR 1 2023-24 | 84,856 | 48,412 | 98,350 | 51,980 |
| 10 Month YR 2 2024-25 | 87,400 | 49,622 | 101,155 | 53,540 |
| 10 Month YR 3 2025-26 | 90,000 | 50,862 | 103,975 | 55,250 |

| | | | | |
|--|---|---|---|---|
| Length of daily Shift in hours/day | 6 | 6 | 6 | 6 |
| Number of working employees excluding Supervisor | 1 | 4 | 3 | 2 |
| Number of Daily Hours for Supervisor on Site - Working | 6 | 3 | 6 | 2 |
| Number of Daily Hours for Supervisor on Site - Non Working | - | - | - | - |

Alternate Summer Cleaning

| | | | | |
|----------------------|--------|--------|-----------|--------|
| Summer Cleaning 2023 | 33,500 | 17,000 | 14,461.39 | 18,325 |
| Summer Cleaning 2024 | 34,500 | 17,425 | 14,895.23 | 18,725 |
| Summer Cleaning 2025 | 35,500 | 17,860 | 15,342.09 | 19,125 |

| | | | | |
|-----------------------------------|-------|-------|------------|-----|
| Alternate Performance Bond | 1,000 | 1,440 | 114,503.30 | 780 |
|-----------------------------------|-------|-------|------------|-----|

| | | | | |
|--|---|---|---|---|
| Length of daily Shift in hours/day | 8 | 8 | 7 | 8 |
| Number of working employees excluding Supervisor | 2 | 5 | - | 6 |
| Number of Daily Hours for Supervisor on Site - Working | 8 | 8 | 7 | 4 |
| Number of Daily Hours for Supervisor on Site - Non Working | - | - | - | - |

| | | | | |
|---------------------------------|---------|--------|---------|--------|
| Annual Cost YR 1 2023-24 | 118,356 | 65,412 | 112,811 | 70,305 |
| Annual Cost YR 2 2024-25 | 121,900 | 67,047 | 116,051 | 72,265 |
| Annual Cost YR 3 2025-26 | 125,500 | 68,722 | 119,317 | 74,375 |

Vendors attended walkthrough with no bid response

PES (Perfromance Environmental Services

Coastal Cleaning

| VENDOR NAME | Address | City/Town |
|----------------------|--------------------|-------------------|
| SJ Services | 235 Newbury St | Danvers, MA |
| Champion Maintenance | 301 Commerce Drive | Fairfield, CT |
| SMG | 25 Controls Drive | Shelton, CT |
| Affineco, LLC | 330 Roberts Street | East Hartford, CT |

**SOUTHINGTON PUBLIC SCHOOLS
 BID COMPILATION 2024-05
 COMBINED CUSTODIAL SERVICES**

DERYNOSKI

FY24 Budget \$ 73,466

| VENDOR NAMES: | SJ Services | Champion Maintenance | Affineco, LLC | SMG |
|-----------------------|-------------|-------------------------|---------------|--------|
| Base Bid: | | | | |
| 10 month YR 1 2023-24 | 73,700 | 42,336 | 79,448 | 53,300 |
| 10 Month YR 2 2024-25 | 75,900 | 43,394 | 81,706 | 54,900 |
| 10 Month YR 3 2025-26 | 78,100 | 44,479 | 83,976 | 56,550 |

| | | | | |
|--|---|---|---|---|
| Length of daily Shift in hours/day | 6 | 6 | 6 | 6 |
| Number of working employees excluding Supervisor | 1 | 3 | 3 | 2 |
| Number of Daily Hours for Supervisor on Site - Working | 6 | 4 | 5 | 2 |
| Number of Daily Hours for Supervisor on Site - Non Working | - | - | - | - |

Alternate Summer Cleaning

| | | | | |
|----------------------|--------|--------|-----------|--------|
| Summer Cleaning 2023 | 29,000 | 20,400 | 17,918.28 | 18,325 |
| Summer Cleaning 2024 | 29,800 | 20,808 | 18,455.83 | 18,725 |
| Summer Cleaning 2025 | 30,600 | 21,224 | 19,009.50 | 19,125 |

| | | | | |
|-----------------------------------|-----|-------|--------|-----|
| Alternate Performance Bond | 600 | 1,260 | 98,827 | 800 |
|-----------------------------------|-----|-------|--------|-----|

| | | | | |
|--|---|---|---|---|
| Length of daily Shift in hours/day | 8 | 8 | 8 | 8 |
| Number of working employees excluding Supervisor | 2 | 5 | - | 6 |
| Number of Daily Hours for Supervisor on Site - Working | 8 | 8 | 8 | 4 |
| Number of Daily Hours for Supervisor on Site - Non Working | - | - | - | - |

| | | | | |
|---------------------------------|---------|--------|---------|--------|
| Annual Cost YR 1 2023-24 | 102,700 | 62,736 | 97,366 | 71,625 |
| Annual Cost YR 2 2024-25 | 105,700 | 64,202 | 100,162 | 73,625 |
| Annual Cost YR 3 2025-26 | 108,700 | 65,703 | 102,986 | 75,675 |

Vendors attended walkthrough with no bid response

PES (Perfromance Environmental Services

Coastal Cleaning

| VENDOR NAME | Address | City/Town |
|----------------------|--------------------|-------------------|
| SJ Services | 235 Newbury St | Danvers, MA |
| Champion Maintenance | 301 Commerce Drive | Fairfield, CT |
| SMG | 25 Controls Drive | Shelton, CT |
| Affineco, LLC | 330 Roberts Street | East Hartford, CT |



SOUTHTON PUBLIC SCHOOLS

KAIYA HILL
ACCOUNTING MANAGER
PURCHASING DEPARTMENT

MEMO

TO: Board of Education Finance Committee

Date: April 18, 2023

RE: **Recommendation for Bid Award for BID 2024-06**
Custodial Services- Summer Only at Southington High School

BID 2024-06 sought pricing for contracted custodial services- summer only at Southington High School. The bid was opened on April 4, 2023; four vendors submitted bids. The bid compilation for the contracted custodial services- summer only is attached.

The lowest bidder for all three years is Coastal Cleaning of Stratford, CT. This company will be new to Southington Schools but references from Bradley International Airport and other school districts stated that Coastal Cleaning has provided exceptional work. The Director of Operations interviewed Coastal Cleaning to ensure that the company could also complete the work at Southington High School. No local vendors submitted bids, therefore the preferred bidders ordinance was not considered.

The Administration recommends awarding a three-year award for contracted custodial cleaning- summer only at Southington High School to Coastal Cleaning of Stratford, CT. The total cost of the proposed award is \$48,900.

SOUTHINGTON HIGH SCHOOL
 SUMMER CONTRACTED CUSTODIAL
 BID COMPILATION 2024-06

FY24 Budget 51,644

| | | | | |
|----------------------|--------------------|--------------------------|-----------------------------|------------|
| VENDOR NAMES: | SJ Services | AffinEco, LLC | Coastal Cleaning | SMG |
|----------------------|--------------------|--------------------------|-----------------------------|------------|

ALTERNATE PRICING

| | | | | |
|----------------------------------|--------|--------|--------|--------|
| Summer Cleaning YR 1 - June 2023 | 83,500 | 48,776 | 48,900 | 59,720 |
| Summer Cleaning YR 2 - June 2024 | 86,000 | 50,239 | 48,900 | 61,520 |
| Summer Cleaning YR 3 - June 2025 | 88,500 | 51,746 | 48,900 | 62,770 |

| | | | | |
|------------------------|---------|---------|---------|---------|
| Total 2023-24 Cost | 83,500 | 48,776 | 48,900 | 59,720 |
| Three- Year Total Cost | 258,000 | 150,761 | 146,700 | 184,010 |

| | | | | |
|--|---|---|---|---|
| Length of daily Shift in hours/day | 8 | 8 | 8 | 8 |
| Number of working employees excluding Supervisor | 7 | 3 | 6 | 8 |
| Number of Daily Hours for Supervisor on Site - Working | 8 | - | 8 | 8 |
| Number of Daily Hours for Supervisor on Site - Non Working | - | - | - | - |

Vendors attended walkthrough with no bid response

PES/GTS

Eppsolutely Clean LLC

Christiana Enterprise

| Vendor Name | Address | City/Town |
|---------------|----------------------------|-------------------|
| SJ Services | 235 Newbury Street | Danvers, MA |
| Affineco, LLC | 330 Roberts St., Suite 103 | East Hartford, CT |
| Coastal | 99 Hawley Ln., Suite 1002 | Stratford, CT |
| SMG | 25 Controls Dr. | Shelton, CT |



SOUTHTON PUBLIC SCHOOLS

Jennifer S. Mellitt
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: April 20, 2023
RE: **YMCA RATES 2023-2024**

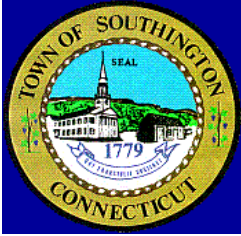
Annually, the Finance Committee recommends reimbursement rates for the use of our buildings by the YMCA for their School-Age Child Care Program. The rates reflect estimated contractual wage increases along with the increased MERS pension contributions of 19.57%.

The YMCA is currently providing childcare programs at Flanders, Derynoski, Strong, Thalberg, Hatton and Oshana.

YMCA Proposed Rate Calculations 2023-24

| | FLANDERS 1 hour | DERYNOSKI 1.5 hours | STRONG 1.25 hours | THALBERG 1.25 hours | HATTON 1.25 hours | KELLEY 1 hour | DERYNOSKI AM .5 hours | KELLEY AM .5 hours | Oshana 1 hour |
|--|--------------------|------------------------|----------------------|------------------------|----------------------|------------------|--------------------------|-----------------------|------------------|
| TOTAL BILLABLE TIME AT TIME AND A HALF | 43.61 | 66.18 | 54.22 | 54.22 | 54.22 | 43.61 | 22.06 | 21.23 | 43.61 |
| SCHOOL DAYS | 181.00 | 181.00 | 181.00 | 181.00 | 181.00 | 181.00 | 181.00 | 181.00 | 181.00 |
| Payroll | 7,892.51 | 11,979.26 | 9,813.37 | 9,813.37 | 9,813.37 | 7,892.51 | 3,993.09 | 3,841.73 | 7,892.51 |
| SOCIAL SEC/MEDICARE | 603.78 | 916.41 | 750.72 | 750.72 | 750.72 | 603.78 | 305.47 | 293.89 | 603.78 |
| (rate increase to 19.57%) MERF 19.57% | 1,544.56 | 2,344.34 | 1,920.48 | 1,920.48 | 1,920.48 | 1,544.56 | 781.45 | 751.83 | 1,544.56 |
| TOTAL MONTHLY (10) | 10,040.84 | 15,240.01 | 12,484.57 | 12,484.57 | 12,484.57 | 10,040.84 | 5,080.00 | 4,887.44 | 10,040.84 |
| Monthly Custodial reimbursement | 1,004 | 1,524 | 1,248 | 1,248 | 1,248 | 1,004 | 508 | 489 | 1,004 |
| Wear & Tear | 80 | 80 | 80 | 80 | 80 | 80 | 70 | 70 | 80 |
| Electricity (incr by 5%) | 136 | 141 | 367 | 367 | 367 | 377 | 141 | 141 | 367 |
| Supplies (incr by 7%) | 38 | 39 | 38 | 38 | 38 | 37 | 39 | 39 | 39 |
| PER YMCA AGREEMENT | 120 | 120 | 120 | 120 | 120 | 120 | | | 120 |
| | 1,378 | 1,904 | 1,853 | 1,853 | 1,853 | 1,618 | 758 | 739 | 1,610 |
| Proposed Rates 23-24 | 1,375 | 1,905 | 1,855 | 1,855 | 1,855 | 1,615 | 755 | 740 | 1,610 |
| TOTAL MONTHLY (10) | | | | | | | | | |
| 2022-2023 | 1,330 | 1,835 | 1,800 | 1,790 | 1,790 | 1,560 | 730 | 710 | 1,550 |
| 2021-2022 | 1,295 | 1,780 | 1,745 | 1,730 | 1,730 | 1,515 | 705 | 690 | 1,385 |
| 2020-2021 | 1,265 | 1,745 | 1,710 | 1,700 | 1,700 | 1,485 | 685 | 675 | 1,360 |
| 2019-2020 | 1,230 | 1,690 | 1,655 | 1,645 | 1,645 | 1,440 | 670 | 655 | 1,310 |

NOTE: Kelley Elementary is not currently a site being used by the YMCA, however, a rate is shown in case the site is re-opened by the YMCA for the 2023-24 year.



SOUTHINGTON PUBLIC SCHOOLS

Jennifer S. Mellitt
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: April 20, 2023
RE: Select Physical Therapy Contract Extension

At the March 15th Finance Committee meeting, the committee agreed to approve the three-year contract extension with Select Physical Therapy for athletic training services at Southington High School. As mentioned previously by Athletic Director Risser, many districts are having trouble contracting with vendors for these services due to staffing issues.

Select Physical Therapy will be providing a contract this week that will include language stating that Laurie Martin, the current athletic trainer, will continue to be assigned to Southington.

The proposed annual fees are as follows:

2023-2024 school year: \$45,000

2024-2025 school year: \$47,000

2025-2026 school year: \$49,000

The Administration recommends a three-year renewal of athletic training services with Select Physical Therapy.



SOUTHINGTON PUBLIC SCHOOLS

Tyler Savage
Network Manager

MEMO

TO: Board of Education Finance Committee
DATE: April 20, 2023
RE: Mobile Device Management Software 5-Year Agreement

Our five-year agreement for Meraki Mobile Device Management (MDM) software ends in June 2023. The Administration is requesting approval to enter a new five-year agreement with the same vendor. A proposal has been made for a five-year agreement for a total of \$24,450.08/year. Please see some information below.

Q. What is MDM?

A. This is a software that allows us to remotely monitor and manage Windows and Mac PCs. It also pulls device information that allows us to apply critical security updates to devices and its software. Another benefit is we can remotely lock a device if it is lost or stolen which allows us to track the device and secure the data stored on it.

Q. Why did the yearly amount go up from \$15,000 to \$24,450?

A. A partial factor for the increase is inflation since the district entered the agreement 5 years ago. Also due to the increase in the number of devices post COVID, MDM software has become a necessity to allow school districts to manage their devices. This has caused demand to skyrocket. The initial quote from January 2023 included a higher renewal and the district pushed for a lower cost for our agreement. The Meraki team worked with upper management to reduce the initial increase. The current proposal shows:

| Term Length | Total Term | Per Year Cost |
|--------------------|-------------------|----------------------|
| 1 Year | \$70,228.94 | \$70,228.94 |
| 3 Year | \$105,776.93 | \$35,258.97 |
| 5 Year | \$122,250.38 | \$24,450.08 |

The Administration also received quotes from 5 different vendors to get the best possible price. The district was also able to lower our total device count due to retiring various computer labs throughout the district.

| Vendor | 1 Year | 3 Year | 5 Year |
|----------------------|---------------|---------------|---------------|
| SHI (current vendor) | \$70,228.94 | \$105,776.93 | \$122,250.38 |
| Total Comm | \$70,228.94 | \$105,776.93 | \$122,250.38 |
| CT COMP | \$74,520.00 | \$74,520.00 | \$127,440.00 |
| Whalley | \$87,500.00 | \$130,000.00 | \$145,000.00 |
| CDW | NA | NA | NA |

Q. Why would we want to enter into a five-year agreement?

A. This software is something that is crucial to managing our over 4,000 Windows and Mac PCs. It is something that will be a long-term requirement and something the district has utilized for roughly 6 years.

Q. Is this software required or a benefit to our cyber insurance policy?

A. There isn't anything that specifies that you need to have an MDM. One of the requirements of our cyber insurance policy is that we perform security updates which Meraki MDM does for us.

The administration recommends approval to enter into a new five-year agreement with SHI/CISCO for Meraki Mobile Device Management for an annual cost of \$24,450.08.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 2023

Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2022-2023 school year. This report includes activity for the month of March 2023.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

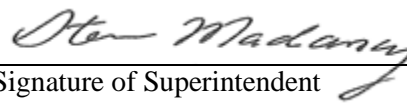
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:
Personnel Report
Agenda – March 2023

**Personnel Report
March 2023**

APPOINTMENTS

| | NAME | POSITION | SCHOOL | FTE | EFFECTIVE | DEGREE | SALARY |
|-------|-------------------|----------------------|---------------|------------|------------------|-----------------|---------------|
| CLASS | Belas, David | Technology Assistant | District | 1.0 | 4-3-2023 | N/A | \$23.00 |
| CERT | Calandra, Paula | SLP, Pre-K | SES | .6 | 3-13-2023 | 6 th | \$63,500 |
| CLASS | Dellafera, Jill | Open Choice Tutor | SHS | N/A | 3-20-2023 | N/A | \$39.64 |
| CERT | Egan, Gregory | Special Education | DES | 1.0 | 1-17-2023 | MA | \$54,000 |
| CLASS | McNamara, Jordyn | Paraeducator, PT | SHS | .88 | 3-14-2023 | N/A | \$18.36 |
| CLASS | Perry, Debra | Crossing Guard | JAD | 1.0 | 3-27-2023 | N/A | \$18.92 |
| CLASS | Rossignol, Rachel | Paraeducator, FT | FES | 1.0 | 3-27-2023 | N/A | \$18.36 |

RESIGNATIONS/RETIREMENTS

| | NAME | POSITION | SCHOOL | EFFECTIVE | YRS | RET/RES |
|-------|-------------------|---------------------------------|---------------|------------------|------------|----------------|
| CLASS | Arnold, Amy | Registered Nurse, FT | FES | 6-30-2023 | 4 | RESIGN |
| CLASS | Brayall, Kyra | Paraeducator, FT | JFK | 3-17-2023 | 1 mo. | RESIGN |
| CLASS | Bussett, Nicole | Paraeducator, FT | SHS | 6-30-2023 | 7 | RETIRE |
| CLASS | Cannan, Mary | Paraeducator, FT | KES | 6-30-2023 | 25 | RETIRE |
| CLASS | Guzze, William | Crossing Guard | HES | 3-25-2023 | 8 | RESIGN |
| CERT | Hamel, Patrick | Special Ed., CLP, Teacher | SHS | 3-3-2023 | 3 | RESIGN |
| CERT | Isner, Karin | Math Teacher | SHS | 6-30-2023 | 38 | RETIRE |
| CLASS | Kaseta, Linda | Secretary, Attendance, Class II | SHS | 6-17-2023 | 18 | RETIRE |
| CERT | Luise, Kari | Technology Teacher | SHS | 9-1-2023 | 12 | RETIRE |
| CLASS | Meccariello, Mary | Paraeducator, FT, TEAM | JAD | 4-7-2023 | 5 | RESIGN |
| CLASS | Ramsdell, Allison | ABA Therapist, Pre-K | SES | 4-1-2023 | 2 | RESIGN |
| CLASS | Sena, Deanna | Principal Secretary, Class I | OES | 3-11-2023 | 7 | RESIGN |

ASSIGNMENT CHANGE

| NAME | FROM (PREVIOUS ASSIGN) | | TO (NEW ASSIGN) | | |
|------------------|---------------------------------|------------|-----------------------------------|------------|------------------|
| | POSITION/SCHOOL | FTE | POSITION/SCHOOL | FTE | EFFECTIVE |
| LeBlanc, Jillian | Paraeducator, FT, EASE, JFK | 1.0 | ABA, FT, EASE, JFK | 1.0 | 4-3-2023 |
| McLaughlin, Owen | Director, AgSci | 1.0 | AgSci Teacher | 1.0 | 7-1-2023 |
| O'Neil, Melissa | Interventionist, SEES | 1.0 | Gr. 4 Teacher, HES | 1.0 | 3-16-2023 |
| Pahl, Nancy | Crossing Guard, JAD | 1.0 | Crossing Guard, HES | 1.0 | 3-27-2023 |
| Pettit, Patricia | English Teacher, SHS | 1.0 | Interim TESOL Teacher | 1.0 | 3-15-2023 |
| Rioual, Brett | Gr. 4 Teacher, HES | 1.0 | Gr. 6 Math Teacher, JFK | 1.0 | 3-21-2023 |
| Sitilides, Tara | School Secretary, Class II, DES | | Principal Secretary, Class I, OES | 1.0 | 3-21-2023 |

TRANSFERS

| CERT NAME | FROM (PREVIOUS ASSIGN) | | TO (NEW ASSIGN) | | |
|------------------|-------------------------------|------------|------------------------|------------|------------------|
| | POSITION/SCHOOL | FTE | POSITION/SCHOOL | FTE | EFFECTIVE |

None to report

Personnel Report
March 2023

STIPENDS

COACHING

Resignations/Non-Renewals

- *None to report*

Appointments

| | | |
|------------------------|----------------|-----|
| Lyons-DeSouza, Tabitha | Softball Coach | JAD |
| Volpe, Elvira | Softball Coach | JAD |

OTHER

Resignations/Non-Renewals

| | | | |
|--------------|--------------------------|-----|--------|
| Lee, Jessica | Asst. Cheerleading Coach | SHS | RESIGN |
|--------------|--------------------------|-----|--------|

Appointments

| | | |
|---------------------|--------------------------------|----------|
| Bouffard, Kirsten | MS FCS Curr Specialist | JAD/JFK |
| Cahill, Effie | Career Pathways Liaison | SHS |
| Castonguay, Joelle | K-8 Art Curriculum Specialist | District |
| Colantonio, Michael | K-8 PE/Health Curr. Specialist | District |
| Hinckley, Jennifer | Open Choice Liaison | JAD |
| O'Keefe, Kenneth P. | Dept. Leader AgSci | SHS |
| Wojtkowski, Brett | MS Science Curr Specialist | JAD/JFK |

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Policy 4118.5 – Responsible Use of Staff Technology - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4118.5 – Responsible Use of Staff Technology.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

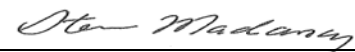
Recommendation or Comment: Move that the Board of Education approve Policy 4118.5 as presented by the Policy & Personnel Committee

Titles of Attachments:

1. DRAFT Policy 4118.5



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 4118.5
Responsible Use of Staff Technology
– Revised Policy
Draft

Series 4000: Personnel**Rights, Responsibilities, and Duties****Responsible Use of Staff Technology**

The Board of Education provides computers, networks, and **curricular related software, collectively known as staff technology**, ~~Internet access~~ to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. Employees are to utilize **staff technology** ~~these computers, networks, and Internet services~~ for school-related purposes and performance of job duties. Reasonable personal use of school computers is permitted **if it** ~~as long as such use~~ does not interfere with the employee's job duties **or** ~~and~~ performance, with system operations or other system users. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

All **staff technology remains** ~~SPS computer systems remain~~ under the control, custody, and supervision of the district. The district reserves the right to monitor all computer and **internet** ~~Internet~~ activity by employees. Employees have no expectation of privacy in their use of school computers.

Any employee who violates this policy or any rules governing **the** use of **staff technology** ~~district computers~~ shall be subject to disciplinary action, up to and including termination of employment. Illegal uses **of** **staff technology** ~~district computers~~ shall result in referral to law enforcement authorities.

Each employee ~~authorized to access these computers, networks, and Internet services~~ is required to **acknowledge** this policy and the accompanying regulations **on a yearly basis**. ~~This acknowledgement form will be retained in the employee's personnel file.~~

~~(cf. 6141.321 – Student Use of the Internet~~

~~(cf. 6141.322 Web Sites/Pages~~

Legal References:

- Connecticut General Statutes
- The Freedom of Information Act
- 53A-182B Harassment in the first degree.
- P.A. 98-142 An Act Requiring Notice to Employees of Electronic Monitoring by Employers.
- **P.A. 16-189 An Act Concerning Student Data Privacy**

Policy adopted: January 2011

Policy Updated: January 2023

Series 4000: Personnel**~~Rights, Responsibilities, and Duties~~****~~Acceptable Computer, Network, and Internet Use Procedures~~****Responsible Use of Staff Technology Procedures****Access to Staff Technology School Computers, Networks, and Internet Services**

The level of access to staff technology that employees have to District computer systems is based upon specific employee job requirements and needs.

Acceptable Use

Employee access to staff technology District computer systems is provided for administrative, educational, communication, and research purposes consistent with the District's educational mission, curriculum, and instructional goals.

Expectations for professional behavior and communication apply to use of all aspects of the District's computer systems.

Employees are to utilize staff technology these computers, networks, and Internet services for school-related purposes and job performance of job duties. Reasonable personal use of school computers is permitted if as long as such use does not interfere with the employee's job duties or and performance, with system operations or other system users. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

Prohibited Use

Employees are responsible for their actions and activities involving staff technology District computer systems and for their computer files, passwords, and accounts. General examples of unacceptable uses which are expressly prohibited include, but are not limited to, the following:

1. Any use that is illegal or in violation of other Board policies, including harassing, discriminatory or threatening communications and behavior, violations of copyright laws, etc.;
2. Any use involving materials that are obscene, pornographic, sexually explicit, or sexually suggestive.;
3. Any inappropriate communications with students or minors.;
4. Any use for private financial gain, commercial advertising, or solicitation purposes.;
5. Any use as a forum for communicating by e-mail or any other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school-sponsored organization; to solicit membership in or support of any non-school-sponsored organization; or to raise funds for any non-school-sponsored purpose, whether for-profit or not-for-profit unless approved by the Superintendent or his designee.;
6. No employee shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes.;

Series 4000: Personnel

7. Any communication that represents personal views as those of the Board or that could be misinterpreted as such.;
8. Downloading or loading software or applications without permission from the system administrator.;
9. Opening or forwarding any e-mail attachments (executable files) from unknown sources that may contain viruses.;
10. Sending mass e-mails to the school community or outside parties for school or non-school purposes without the permission of the system administrator or other designated administrator.;
11. Any malicious use or disruption of **staff/district technology** ~~District computers, networks, and Internet services~~ or breach of security features.;
12. Any misuse or damage to **staff technology** ~~District computer equipment~~.;
13. Misuse of computer passwords or accounts.;
14. Any communications that are in violation of generally accepted rules of network etiquette, and/or professional conduct.;
15. Any attempt to access unauthorized sites except when such access is authorized by a designated administrator for the purpose of monitoring or investigating computer, network or Internet use.;
16. Failing to report a known breach of computer security to the system administrator.;
17. Using **staff technology** ~~District computers, networks, and Internet services~~ after such access has been denied or revoked.;
18. Any attempt to delete, erase or otherwise conceal any information stored on a ~~D~~district computer that violates these rules.;

No Expectation of Privacy

All staff technology is owned by Southington Public Schools ~~retain control, custody, and is always intended for educational purposes.~~ ~~supervision of all computers, networks, and Internet services owned or leased by the District.~~ **Staff shall have no expectation of privacy when using staff technology.** ~~The administration~~ ~~The District~~ reserves the right to monitor, ~~Internet activity by employees and other system users.~~ **inspect, copy, review, and store (at any time and without prior notice) all usage of staff technology.** ~~Employees have no expectation of privacy in their use of school district computer systems, including e-mail messages and stored files.~~ **All material and information accessed or received through staff technology shall remain the property of Southington Public Schools.**

Confidentiality of Information

Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.

Staff Responsibilities to Students

Southington Public Schools will make every effort to see that student technology is used responsibly by students. Administrators, teachers, and staff have a

Series 4000: Personnel

professional responsibility to work together to monitor students' use of student technology, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels and evaluate and use information to meet their educational goals. All students shall be supervised by staff while using student technology.

~~Teachers, staff members, and volunteers who utilize school computer systems for instructional purposes with students have a duty of care to supervise such use. Teachers, staff members, and volunteers are expected to be familiar with the District's policies and rules concerning student computer and Internet use and to enforce them. When, in the course of their duties, employees become aware of student violations, they must stop the activity and inform the building principal or other appropriate administrator.~~

Compensation for Losses, Costs, and/or Damages

It is understood that reasonable repair/replacement of staff technology is the responsibility of the district. Should a staff laptop, charger, or other peripheral device need to be repaired or replaced, the district will incur the cost. If it is determined that the repair/replacement was due to negligence on the part of the staff member, a letter will be placed in the employee file. Subsequent repairs/replacements will be the responsibility of the staff member.

~~Further, The employee shall be responsible for any losses, costs, and/or damages incurred by the Board which are not related to the employee laptop, charger, or district issued peripheral device, but are the result of violations of this policy and/or these regulations, will be the responsibility of the employee.~~

School District Assumes No Responsibility for Inappropriate Unauthorized Charges, Costs, or Illegal Use of Staff Technology

The district assumes no responsibility for any unauthorized charges made by employees. These include, but are not limited, to credit card charges, subscriptions, long distance telephone charges, equipment, and line costs, ~~or for any illegal use of its computers such as copyright violations.~~

The district assumes no responsibility for the inappropriate use of copyrighted materials, non-approved student online resources, or non-approved curricular materials.

Electronic Copies of Curriculum Resources

All curricular resources, including but not limited to Google files, Microsoft files, Canvas courses, and Google Classroom files, created while employed by Southington Public Schools, and/or using staff technology, is the property of Southington Public Schools. Staff will not knowingly delete or remove access to any curricular materials at any time during their employment or at the end of their employment. Staff may choose to make copies of those resources to take with them when they leave the district.

Employee Acknowledgment Required

~~Each employee authorized to access school District computers, networks, and Internet~~

Series 4000: Personnel

~~services is required to sign an acknowledgment form stating that they have read policy 4118.5/4218.5 and these regulations. This acknowledgment form will be retained in the employee's personnel file.~~

Regulation Adopted: January 2011

Regulation Updated: January 2023

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: Policy 4118.7 – Social Networking - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4118.7 – Social Networking.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

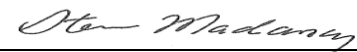
Recommendation or Comment: Move that the Board of Education approve Policy 4118.7 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4118.7



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 4118.7
Social Networking
– Revised Policy
Draft

Series 4000: Personnel**Social Networking**

The Board of Education recognizes the use of social media by its employees. As used in this policy, “social media” includes, but is not limited to, forums, and social networking sites, such as Twitter, Facebook, LinkedIn, YouTube, ~~etc and MySpace~~. Moreover, the Board acknowledges that its employees have the right under the first amendment to speak on matters of public concern. Use of social media by employees, however, may become a problem if it:

- interferes with the work of the school district.;
- is used to harass coworkers or other members of the school community.;
- creates a hostile work environment.;
- breaches confidentiality of school district students or employees.;
- harms the goodwill and reputation of the Board of Education in the community.

The Board has the following standards for the use of social media by employees:-

- Any social media account created to represent the district or school must be approved by the Superintendent, or designee.
- Staff who post on social media and refer to the Board of Education or school system, must make clear that they are employed by the Board and that the views posted are theirs alone and do not represent those of the Board.
- Posts shall not mention other school employees or members of the school community without their expressed consent.
- Any official logo may The Board or District Logo may not be used in posts without written consent from the Superintendent, or designee.
- Posts that reflect a disagreement with others should respond with factual information, not inflammatory comments.
- Staff members are responsible for what they write on social media.
- Employees may not use social media on the Board of Education equipment for non-work-related activities provided it does without permission. Social media activities shall not interfere with duties at work. The Board reserves the right to monitor its network and computers for compliance with this restriction.
- All social media posts must comply with the Board’s policies concerning confidentiality.
- Social media posts may not link to the Board website or contain Board materials without written permission from a supervisor.
- All Board policies that regulate off-duty conduct apply to social media activity.

Violation of this policy may lead to discipline up to and including the termination of employment.

Policy Adopted: June 2010

Series 4000: Personnel
Policy Updated: January 2023

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 10 d.

AGENDA REPORTING FORM

Agenda Topic: Policy 5131.2 – Use of Private Technology Devices by Students - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5131.2 – Use of Private Technology Devices by Students.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve Policy 5131.2 as presented by the Policy & Personnel Committee

Titles of Attachments:

1. DRAFT Policy 5131.2



Signature of Staff Member Submitting Report

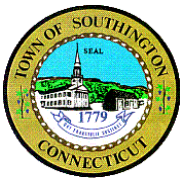


Signature of Superintendent of Schools

Policy 5131.2

**Use of Private Technology Devices by Students
– Revised Policy**

Draft



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Students

USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

Students may possess privately-owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

Definitions

District Board Technology Resources

For the purposes of this policy, “District Board Technology Resources” refers to the district-issued Board’s computers and instructional technologies; communications and data management systems; informational technologies and network the Internet; and any other technology resources owned and/or used by the school district and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, “Privately Owned Technological Devices” refers to privately owned wireless and/or portable electronic equipment that can be used for word processing, wireless network Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, personal laptops, Smartphones, network enabled access devices, Kindles, Nooks, cellular telephones, radios, personal audio players, iPads, Androids, and other electronic devices.

Use of Privately-Owned Technological Devices

Privately-owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff, as outlined in Policy 6141.10 Bring Your Own Device. Use of any such device must comply with Policy 6141.9 Responsible Use of Student Technology.

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- ~~Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);~~
- ~~Gaining or seeking to gain unauthorized access to Board technology resources;~~
- ~~Damaging Board technology resources;~~
- ~~Accessing or attempting to access any material that is obscene or contains pornography;~~
- ~~Cyberbullying;~~
- ~~Using such device to violate any school rule, including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member; or~~



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Students

USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

- ~~Taking any action prohibited by any Federal or State law.~~

Search of Privately-Owned Technological Devices

A student's privately-owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive **considering** in light of the age and sex of the student and the nature of the infraction.

Responsibility for Privately Owned Technological Devices

Students are responsible for the safety and use of their privately-owned technological devices. If a privately owned technology device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the **district Board** is not liable for any privately-owned technological device that is stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately-owned technological devices with other students.

Disciplinary Action

Misuse of ~~the Board's technology resources and/or the use of~~ privately-owned technological devices to access or utilize the **district Board's** technology resources in an inappropriate manner or the use of such devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action, **as deemed appropriate by the Superintendent or designee. See Policy 6141.9 Responsible Use of Student Technology.** ~~For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately-owned technological devices on school property or at school sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.~~

Access to Board Technology Resources

Southington Public Schools provides technology to all students to facilitate instruction. See Policy 6141.10 Bring Your Own Device for details on using personal devices for educational purposes.

~~It is the policy of the Southington Board of Education to permit students, using their privately-owned technology devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible to by students. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all~~



SOUTHINGTON PUBLIC SCHOOLS

Series 5000 Students

USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The Board considers access to its technology resources to be a privilege and not a right. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log on and access procedures for using school accounts. No user may deviate from these log on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and any privately owned technological devices that access the same.

Harm to Board Technology Resources

Any act by a student using a privately-owned technological device that harms the district's Board's technology resources, or otherwise interferes with or compromises the integrity of Board technology resources, will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Any user or device identified as a security risk, or as having a history of problems with other student technology computer systems, may be denied access to student technology.



SOUTHTON PUBLIC SCHOOLS

Series 5000 Students

USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

Closed Forum

This policy shall not be construed to establish a public forum or a limited open forum.

Legal References:

- Conn. Gen. Stat. § 10-233j Conn. Gen. Stat. § 31-48d
- Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250, *et seq.*
- Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 28
- U.S.C. §§ 2510 through 2520

Policy Adopted: July 2016
Policy Revised: August 2020
Policy Revised: January 2023

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 10 e.

AGENDA REPORTING FORM

Agenda Topic: Policy 6141.9 – Responsible Use of Technology - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 6141.9 – Responsible Use of Technology.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

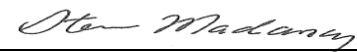
Recommendation or Comment: Move that the Board of Education approve Policy 6141.9 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 6141.9



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 6141.9
Responsible Use of Technology
– Revised Policy
Draft

Series 6000: Instruction

Student Technology

Responsible Acceptable Use of Technology and Internet Safety

The Board of Education provides student devices computers, a computer network, and curricular related software, known including Internet access and an email system, as well as electronic devices such as cellular telephones and personal data assistants (referred to collectively as “student technology, the computer systems” in order to enhance both the educational opportunities for our students and the business operations of the district.

The Board believes the educational opportunities inherent in these tools far outweigh the possibility that users may procure material no consistent with the education goals of Southington Public Schools. that student technology enhances the learning experience for all students. However, the Internet and electronic communications are is a fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. The Board acknowledges that while it is impossible to predict with certainty what information students might locate or encounter come into contact with, it shall comply with take all state and national child protection and student data privacy laws reasonable steps to protect students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors.

The Board shall implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students. Additionally, students shall take responsibility for their own use of all student technology school computers and computer systems to avoid contact with material or information that may be harmful.

All use must be in support of education and consistent with the educational goals, objectives, and priorities of Southington Public Schools. All tools and use shall be subject to the same scrutiny as school lockers. All use may be monitored to maintain the integrity of the system and to ensure proper and responsible use. Teachers and administrators will exercise supervision of student use and educate students on responsible use. It is expected students also self-monitor and comply with this policy, rules, procedures, and guidelines.

The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for educational purposes. The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

Series 6000: Instruction**Legal References:**

- Children's Internet Protection Act, Pub. L. 106-554, codified at 47 USC §254h CT General Statute: §§53a-182b; 53a-183; 53a-250
- Electronic Communication Privacy Act, 18 USC §§2510-2520
- No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 USC §6777
- Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 USC §254(h)(5)(B)(iii)

Policy Adopted: February 2009

Policy Revised: May 2011

Policy Revised: June 2012

Policy Revised: January 2023

Series 6000: Instruction

Internet and Computers

Responsible Use of Technology ~~Acceptable Use and Internet Safety Procedures~~

Southington Public Schools provides ~~We are pleased to offer students access to~~ online instructional materials that enhance the overall learning experience through student technology. The district's computers and computer networks, including access to electronic mail (email) and the Internet, as well as electronic devices (all of which will be referred to collectively as "computer systems"). Access to the school's computer systems will enable students to explore libraries, databases, and bulletin boards while exchanging messages with others. Such access is provided solely for education-related purposes. Use of the district's computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems. Access to the computers systems is a privilege and not a right. Students **must** will be required to adhere to a set of policies and procedures, as **detailed** set forth in detail below. Misuse of **student technology** the computer systems, or violations of these policies and regulations, may result in loss of access to **student technology** such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct in accordance with the Board's student discipline policy.

Monitoring

Students are responsible for good behavior **while using student technology** on school computer systems, just as they are in a classroom or a school hallway. **Online communications** Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with district standards and will act in a responsible and legal manner, **always** at all times in accordance with district standards, as well as with state and federal laws.

It is important that students and parents understand that the district, ~~as the owner of the computer systems,~~ reserves the right to monitor and review the use of **student technology** these computer systems. The district intends to monitor and review in a limited fashion but will do as needed to ensure that the systems are being used for district-related educational purposes.

As part of the monitoring and reviewing process, the district will retain the capacity to bypass any individual password of a student or other user. The system's security aspects, such as personal passwords and the message delete function for email, can be bypassed for these purposes. The district's ability to monitor and review **encompasses all district devices, all district accounts, and all district provided networks** ~~is not restricted or neutralized by these devices.~~ The monitoring and reviewing process ~~also includes, but is not limited to,~~ oversight of Internet site access, the right to review emails sent and received, the right to track students' access to blogs, electronic bulletin boards and chat rooms, the right to review a student's document downloading and printing. Therefore, all users must be aware that they should not have any expectation of personal privacy in the use of these computer systems.

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Blocking or Filtering Obscene, Pornographic, and Harmful Information

Southington Public Schools complies with all federal and state laws to filter or block software blocks or filters material and information that is obscene, pornographic, or otherwise harmful to minors, as defined by the Board, from reaching all school computers having Internet or electronic communications access. If that filter allows- Students shall report access to material and information that is obscene, pornographic, harmful to minors or otherwise in violation of this policy, students have the responsibility to report it to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No Expectation of Privacy

All student technology School computers and computer systems are is owned by Southington Public Schools and is are always intended for educational purposes at all times. Students shall have no expectation of privacy when using student technology- the Internet or electronic communications. Like locker searches, the administration reserves the right to monitor, inspect, copy, review, and store (at any time and without prior notice) all usage of student technology- district computers and computer systems, including all Internet and electronic communications access and transmission or receipt of materials and information. All material and information accessed or received through student technology- district computers and computer systems shall remain the property of Southington Public Schools.

Unauthorized and Unacceptable Users

Students are permitted to use student technology- the district's computer systems for legitimate educational purposes. Personal use of student technology must adhere to the rules and regulations set in this policy, as well as Policy 6141.10. If a student engages in personal use of student technology, it must not interfere with district learning activities- computer systems is expressly prohibited.

Students may not use personal or district-issued devices in physical spaces (restrooms, locker rooms, etc.), where students or staff have a reasonable expectation of privacy.

Because technology and ways of using technology are constantly evolving, every unacceptable use of student technology- school computers and computer systems cannot be specifically described in this policy. Therefore, the examples of unacceptable uses below should not be considered an include, but are not limited to, the following

No student shall intentionally access, create, transmit, retransmit, or forward material or information that:

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- Interferes with student learning objectives.;
- Promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.;
- Contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings.;
- Harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability or handicap.;
- Is for personal profit, financial gain, advertising, commercial transaction, or political purposes.;
- Plagiarizes the work of another.;
- Uses inappropriate or profane language offensive in the school community.;
- Is knowingly false or could be construed as intending to purposely damage another person's reputation.;
- Is in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret.;
- Contains personal information about themselves or others, including information protected by confidentiality laws.;
- Uses another individual's Internet or electronic communications account.
- Impersonates another or transmits through an anonymous remailer.;
- Accesses fee services without specific permission from the system administrator.;
- Constitutes cyberbullying.;
- Accesses, or attempts to access social networking sites (e.g. Facebook, Twitter, MySpace, etc.) without a legitimate educational purpose.;
- Bypasses district Firewall or other blocking software.

Security

Security on the district **network** computer systems is a high priority. Students who identify a security problem while using **student technology** ~~the Internet or electronic communications~~ must immediately notify an administrator. Students shall not demonstrate the problem to other users. **Impersonating or gaining access to another user's account while using student technology** ~~Logging on to the Internet or electronic communications as a system administrator~~ is prohibited.

~~Students shall not:~~

- ~~• Use another person's password or any other identifier;~~
- ~~• Gain or attempt to gain unauthorized access to district computers or computer systems; and~~
- ~~• Trespassing in or tampering with any other person's folders, work, or files.~~

Any user identified as a security risk, or as having a history of problems with other **student technology** ~~computer systems~~, may be denied access to **student technology** ~~the Internet and electronic communications~~.

Safety

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The administration will take measures to:

- Assure the safety and security of students when using student technology-email, chat rooms, and other forms of direct electronic communications;
- Prohibit unauthorized access, including “hacking” and other unlawful activities by minors online;
- Prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students;
- Educate minor students about appropriate online behavior, including interacting with other individuals while online and cyberbullying awareness and response;
- Restrict students’ access to online materials harmful to minors, including obscene materials and child pornography;

Vandalism

Vandalism will result in a fine for the cost of replacement, or the removal-cancellation of student technology privileges, and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt operation of student technology-and-network within the district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software. See also Policy 6162 Care of Instructional Materials.

Unauthorized Software

Students are prohibited from using or possessing any software on district owned devices that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner.

Assigning Student Projects and Monitoring Student Use

Southington Public Schools will make every effort to see that student technology-the Internet and electronic communications-are is used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students’ use of technology-the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and evaluate and use information to meet their educational goals. All students shall be supervised by staff while using student technology-Students shall have specifically defined objectives and search strategies prior to accessing materials and information on the Internet and through electronic communications.

Providing Student Technology Use is a Privilege

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Use of **student technology** ~~the Internet and electronic communications~~ demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. While the use of **technology** ~~the Internet and electronic communications~~ is **an integral component of the curriculum**, ~~a privilege, not a right~~, failure to follow the procedures contained in this policy ~~could~~ **will** result in the loss of **technology access** ~~the privilege to use these materials~~, **reverting to the use of print materials**, and may result in school disciplinary action and/or legal action. Administration may deny, revoke, or suspend access to **student** ~~district~~ technology or close user accounts at any time.

No Warranties

The district makes no warranties of any kind, whether expressed or implied, related to the use **student technology**. The district will make every effort to **review** ~~of school computers and vet online curricular related materials~~ ~~computer systems, including access to the Internet and electronic communications services~~. Accessing ~~Providing access to~~ **non-curricular related** these services does not imply endorsement of the content, nor make any guarantee as to the accuracy or quality of **non-vetted** information received. The district shall not be responsible for any damages, losses or costs a student suffers in using **student technology** ~~the Internet and electronic communications~~. This includes loss of data and service interruptions. Use of any information obtained via **student technology** ~~the Internet and electronic communications~~ is at the students' own risk.

Southington Public Schools Policy References:

- (cf. 5114 - Suspension/Expulsion)
- (cf. 5130 - Bullying)
- (cf. 5130 - Cyberbullying)
- (cf. 5131 - Conduct)
- (cf. 5144 - Discipline)
- (cf. 6141.9 - Responsible Use of Technology for Students)

Legal References:

- Children's Internet Protection Act, Pub. Law 106-554, codified at 47 U.S.C. § 254(h) Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520
- No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. § 6777
- Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. § 254(h)(5)(B)(iii)
- 18 U.S.C. § 2256 (definition of child pornography)
- Miller v. California, 413 U.S. 15 (1973) (definition of obscene)
- Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 (computer-related offenses)
- Conn. Gen. Stat. § 53a-193 (definition of obscene)

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Regulation Adopted: February 2009

Regulation Revised: May 2011

Regulation Revised January 2023

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 10 f.

AGENDA REPORTING FORM

Agenda Topic: Policy 6141.10 – Bring Your Own Device Policy (BYOD) and Protocol for Use in Schools - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 6141.10 – Bring Your Own Device Policy (BYOD) and Protocol for Use in Schools.

Background: The Policy and Personnel Committee reviews policies with the administration to ensure they are current and appropriate.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve Policy 6141.10 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 6141.10



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 6141.10
Bring Your Own Device Policy (BYOD) and
Protocol for Use in Schools
– Revised Policy
Draft

Series 6000: Instruction

Bring Your Own Device Policy (BYOD) and Protocol for the Use of Technology in the Schools

Use of Personal Devices for Instruction

Southington Public Schools provides all students with district-issued devices capable of participating in and completing all schoolwork.

At times, and only with the permission of the instructional staff, students may use personal devices (laptops, cell phones, etc.) to complete work. If students choose to do so, they will comply with Policy 6141.9, Responsible use of Student Technology and Policy 5131.2 Use of Private Technology Devices by Students.

Electronic Devices

~~The Board adopts this policy in order to maintain/promote an educational environment that is safe and secure district students and employees. The Board established that the acceptable use of electronic devices is to support instruction and as a means of communication under approved circumstances.~~

~~For the purposes of BYOD, a “device” means a privately owned wireless and/or portable electronic piece of equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), hand-held entertainment systems, laptops, netbooks, tablets/slates, iPod Touches, eReaders, cell and smart phones. While the District intends to permit such broad access, the District’s technology resources (Internet Bandwidth) have not been established as a public access service or as a public forum. Additionally, it is the expectation of the Board of Education that students and employees who access these resources while using personal electronic devices will act at all times in responsible and ethical ways which are in accordance with the District’s Acceptable Use Policies and with all local, state, and federal laws.~~

~~Students, with permission of their parent(s)/guardian(s), or the student him/herself if over eighteen years of age, may be in possession of personal electronic devices such as, but not limited to, smart phones, cellular telephones, laptops, tablets, eReaders, or other related electronic devices on school property.~~

~~The Board limits the use of these and other electronic devices by students during the school day in District buildings; on District property; on District buses and vehicles; during the time the students are under the supervision of the District. The Board may limit other electronic devices as appropriate. The District shall not be liable for the loss, damage or misuse of any electronic device.~~

~~The devices shall not be used in a manner that disrupts the educational process including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.~~

-

~~Access to the devices is a privilege and not a right. Each student will be required to~~

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~~follow the Acceptable Use and Internet Safety Policy.~~

Internet

~~Students may only access the Internet through the filtered District connection, regardless of whether they are using their personal device or a District-issued device. District staff will not provide software or technical assistance for student-owned devices. Personal internet-connective devices such as, but not limited to, cell phones/cell network adapters, are not permitted to be used to access outside internet sources at any time. Access to the District's wireless network, including the Internet shall be made available to students for instructional purposes in accordance with administrative regulations.~~

Security and Damages

~~The District, or any of its schools, is not liable for any device that is stolen or damaged. Responsibility to keep the device secure rests with the individual owner. If a device is stolen or damaged, it will be handled through the administrative office as other personal items are stolen or damaged. It is recommended that skins, decals, and other custom touches be used to physically identify a student's device from others. Additionally, protective cases for technology are encouraged. Personal devices cannot be left on campus before or after school hours.~~

Bring Your Own Device Student and Parent Agreement

~~The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his/her electronic devices while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole.~~

~~Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Acceptable Use and Internet Safety policy.~~

Policy Adopted: September 2014

Policy Revised: January 2023

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Bring Your Own Device Policy (BYOD) and Protocol for the Use of Technology in the Schools Procedures

This regulation has been removed. All use of personal devices will fall under Policy 5131.2, Use of Private Technology Devices by Students and Policy 6141.9, Responsible use of Student Technology.

The following guidelines shall govern the manner in which the Bring Your Own Device (BYOD) policy and program are to operate within the District.

Definitions

A “device” means a privately owned wireless and/or portable electronic piece of equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable internet devices, Personal Digital Assistants (PDAs), hand held entertainment systems, laptops, netbooks, tablets/slates, iPod Touches, eReaders, cell and smart phones.

Teacher’s Role

1. Teachers are facilitators of instruction in their classrooms. Therefore, they will not spend time on fixing technical difficulties with students’ personal devices in the classrooms. They will educate and provide guidance on how to use a device and troubleshoot simple issues, but they will not provide technical support. This responsibility resides at home with parents/guardians.
2. Teachers may communicate information regarding educational applications and suggest appropriate tools that can be downloaded to personal devices at home. Parents will need to assist their younger children with downloads if
3. they wish to follow teachers’ suggestions. No applications are to be downloaded at school.
4. Teachers will monitor to ensure appropriate use of technology in the classrooms.
5. It is understood that not every student has his/her own electronic device. To ensure equal accessibility to technology resources, teachers will provide students with technology available within the school.
6. The use of these student personal devices, as with any personally owned device, is strictly up to the teacher.

Student’s Roles

Operating Principles for Use of Personal Devices on School Campus

1. Devices cannot be used during assessments, unless otherwise directed by a teacher.
2. Students must immediately comply with teachers’ requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers.
3. Students are not permitted to transmit or post photographic images/videos on public and/or social networking sites that are taken of any person on campus during the school day.

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4. ~~Personal devices must be charged prior to bringing them to school and run off their own batteries while at school.~~
5. ~~To ensure appropriate network filters, students will only use the District's wireless BYOD connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network.~~
6. ~~Students must be instructed that bringing devices on campus or infecting the networking with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the District's Acceptable Use and Internet Safety Policy and will result in disciplinary actions.~~
7. ~~The District has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.~~
8. ~~Students must be instructed that possessing or accessing information on school property related to "hacking", altering or bypassing network security policies is in violation of the Acceptable Use and Internet Safety Policy 6141.9, and will result in disciplinary actions.~~
9. ~~Students can only access files on the computer or Internet sites which are relevant to the classroom curriculum and suggested by a teacher.~~
10. ~~Students are expected to print work at home, not at school.~~
11. ~~Personal devices may not be used to cheat on assignments or tests.~~
12. ~~Personal devices may not be used for non-instructional purposes, such as making personal phone calls and text/instant messaging with the exception of high school students during lunch and study hall in the cafeteria.~~
13. ~~Personal devices may not be used to send inappropriate e-messages while under the supervision of the district.~~

Standards of Responsible Use

All students in District schools must adhere to the following standards of responsible use:

1. ~~The district may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.~~
2. ~~Students are responsible at all times for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.~~
3. ~~Students must log in and use the District filtered wireless network during the school day on personal electronic devices.~~
4. ~~Students must not access, modify, download, or install computer programs files, or information belonging to others.~~
5. ~~Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).~~
6. ~~Students must not alter computers, networks, printers or other equipment except as directed by a staff member.~~
7. ~~Technology, including electronic communication, should be used for~~

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~~appropriate educational purposes only and should be consistent with the educational objectives of the District.~~

- ~~8. Students must not release personal information on the Internet or electronic communications.~~
- ~~9. If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.~~
- ~~10. Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.~~
- ~~11. Students shall adhere to all laws and statutes related to issues of copyright or plagiarism.~~
- ~~12. Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.~~

Regulation Adopted: — September 2014

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 10 g.

AGENDA REPORTING FORM

Agenda Topic: SHS – Asian Studies Course – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Asian Studies Course.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS - Asian Studies Course as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

| Unit Overview | Asian Studies |
|---|---|
| Unit Title: | Unit 1: History |
| Teacher: | Kilian Murphy & Kara Foley |
| Grade Level/Course: | 10-12th grade |
| Length/Dates: | 4 weeks |
| Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit. | This unit examines how to construct thorough & complete explanations using historical sources provided by the instructor. Students can choose to construct their explanations using one of the following lenses: Women's Rights, China's treatment of the Uyghurs, or Ancient Chinese Dynasties & Shogunate Japan. Students are encouraged to focus on a topic listed above that interests them personally. |

Stage 1: Desired Results

Transfer Goals

List the long-term and/or school-wide independent student behaviors that this unit will address.

Communication Transdisciplinary Goal:

Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Citizenship Transdisciplinary Goal

Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- What content standards will be assessed and drive your unit?
 - **INQ 9-10.11:** Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.
 - **Hist 9-12.5:** Analyze how historical contexts shaped and continue to shape people's perspectives.
 - **Hist 9-12.8:** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Essential Question(s):

These questions are related to the enduring

Unit Overarching Essential Questions:

- What role does perspective play in how history is told?
- Who writes history? (European, Chinese, Rich, Poor, Male, Female, etc...) Does it matter who writes history? Are historical records enough to give us a comprehensive look into the past?

understandings and provide relevance for the learning in the unit.

- What makes an explanation strong, weak, or limited?
- Why is acknowledging details with significant and pertinent information & data important in constructing an explanation?

Student-Driven Compelling Questions (Students will select one to explore further):

- To what extent do women share the same rights as men in China and Japan?
- How have womens' rights in China and Japan changed over time?
- To what extent does nationalism play a role in genocide?
- Is there anything wrong with being proud of your country, heritage, culture, etc...? When would being proud of your country, heritage, culture, etc...become a problem?
- To what extent were Chinese Dynasties & Shogunate Japan more advanced than Western Culture?

Enduring Understanding(s):
What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

- Using sound reasoning, correct sequencing, and pertinent information and data creates a more clear explanation.
- Comparing the quality of information and data will help you determine what is pertinent and significant as well as help you acknowledge the strengths and weaknesses of the explanation.

Understandings that will vary based on student compelling questions (examples):

- Even though China and Japan have tremendous economic influence in the region and the world, women in these two countries do not have the same rights as men.
- Over time, China and Japan have become economically progressive, but treatment of women has not progressed at the same rate.
- Uyghurs are an ethnic minority in China that is experiencing a modern-day genocide at the hands of the Chinese government.
- Genocide follows 10 stages that often occur simultaneously and are not impossible to be stopped.
- Ancient Chinese Dynasties have influenced China's culture
- Ancient Chinese Dynasties & Shogunate Japan were more culturally, technologically and militarily advanced than Western cultures

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do (skilled at)...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

| | |
|--|--|
| <ul style="list-style-type: none"> ● Identify Historical Sources ● Historical Contexts ● Recognize perspectives/points of view ● Data ● Find Examples in sources ● Explanations—what is an explanation and what are the parts of an explanation ● Correct sequence of events/cause and effect ● <u>Logical Fallacies</u> ● Know Vocabulary: <ul style="list-style-type: none"> ○ Womens' rights- ○ Limitations on womens' rights- ○ Genocide- ○ Stages of genocide- ○ Uyghurs- ○ Nationalism- ○ Dynasty- ○ Shogun- ○ Feudal Societal Structure- ○ Samurai- | <ul style="list-style-type: none"> ● Understand & articulate the connection between historical context and people's perspectives ● Examine sources for accuracy, relevance, expertise, bias, and perspective ● Distinguish significant and pertinent information and data ● Construct an explanation ● Use sound reasoning ● Identify logical fallacies ● Use correct sequence ● Use relevant examples ● Identify strengths and weaknesses in an explanation ● Examine and acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples (data and/or information) ● Compare past interpretations with Current Interpretations |
|--|--|

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Option 1: Netflix Special

1. **Goal:** Construct a thorough explanation of your topic using sound reasoning, sequencing, examples, and details.
2. **Role:** You have been hired by Netflix to create the next hit documentary mini-series.
3. **Audience:** Your mini-series will be viewed by the general public aged 14 and up. Netflix is expecting to categorize your work under the “Historical TV Documentaries” and “Based on Real Life” categories.
4. **Situation:** You have been asked to develop a 5 episode mini-series that thoroughly explains your topic to the audience.
5. **Product/Performance/Purpose:** You need to summarize each of your 5 proposed episodes. Each episode should focus on a significant aspect of your topic and the summary for that episode should provide adequate detail and information in order to educate and inform the audience. You can use the provided example as a template or create your own.
6. **Standards and Criteria for Success:** Netflix requires that your product meet the following standards:
 - Documentary must be titled
 - Documentary must contain 5 episodes
 - Each episode must have a title & related image
 - Each episode summary must provide significant information & detail
 - Provide a works cited slide at the end (MLA format)

- [Project Rubric](#)

Option 2: Slideshow/Presentation

- 7. Goal:** Construct a thorough explanation of your topic using sound reasoning, sequencing, examples, and details.
- 8. Role:** You are a historian presenting your knowledge about your topic.
- 9. Audience:** High school students visiting the museum on their annual field trip.
- 10. Situation:** You have been asked to speak at your local museum about your topic in order to educate the visiting high school students.
- 11. Product/Performance/Purpose:** You will create a Google Slide presentation to assist you in educating the museum visitors about your topic. You have been allotted 15 minutes to speak to your audience.
- 12. Standards and Criteria for Success:** Your product must meet the following standards:
 - Slideshow must be titled
 - Slideshow must contain images & graphics
 - Slideshow must provide audience with significant information & detail
 - Slideshow must provide a works cited slide (MLA format)
 - [Project Rubric](#)

Stage 3: Instructional Design

| Big Picture: | | |
|--|--|---|
| What will I learn? | Why will I learn this? | How will I know when I have learned it? |
| I will choose one of the below topics and learn more about one of them: <ul style="list-style-type: none"> ● women’s rights in China or Japan, ● genocide of Uyghurs in China ● ancient Chinese dynasties and Shogunate Japan | I will learn about one of these topics to: Develop an understanding of different perspectives about historical events. | When I can successfully complete one of the GRASP options. |
| How I will get there: | | |
| What will I learn? | Why will I learn this? | How will I know when I have learned it? |
| Lesson 1 I will learn: Who writes history? Does it matter who writes history? Terms include: Historical sources, historical context, perspective. | I will learn this because it is important to understand that history is influenced by circumstances such as perspective & available sources. | I will know I have learned this when I can examine & compare sources for accuracy, relevance, expertise, vested interest, and perspective and decide which source or combination of sources is most reliable. |
| Lesson 1 Resources: Tiananmen Square/Chinese government primary sources. (Embed links to different perspectives later:) | | |

| | | |
|--|---|---|
| <p>Lesson 2 I will learn about logical fallacies and why they are used.</p> | <p>Identifying logical fallacies will help me analyze primary source documents, explanations, and arguments.</p> | <p>Identify logical fallacies (worksheet?- start with general examples and then provide specific examples from Asian History)</p> |
| <p>Lesson 3 I will explain the role perspective plays in the usefulness of historical sources.</p> | <p>It's important to think critically about all available historical sources because viewing a select few sources may not give a well-rounded view of the past.</p> | <p>I can understand & articulate the connection between historical context and people's perspectives. <i>Could be a debate or turn and talk.</i></p> |
| <p>Lesson 4 I will learn the components of a strong explanation.</p> | <p>I will learn this because knowing the different components of a strong explanation can help me create my own strong explanations in the future as well as identify weaknesses in the arguments of others.</p> | <p>I will know I have learned this when I can use relevant examples, correct sequence and sound reasoning in an explanation of my own (can be about any topic). As well as examine & acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples in the explanation of a peer.</p> |
| <p>Lesson 5 I will apply the components of a strong explanation.</p> | <p>I will learn this because constructing explanations is an important life skill.</p> | <p>I will know I have learned this when I can construct an explanation about what happened at Tiananmen Square on 4/15/1989.</p> |
| <p>ASSESSMENT -Fallacies and Characteristics of Strong Explanations and Support (Interim x3)</p> | | |
| <p>I will learn what dynasties are.</p> | <p>I will learn this because dynasties were the political, cultural and economic foundations of Ancient Chinese society. If I select Ancient China and Japan for my GRASP I will need to understand the meaning and influence of dynasties.</p> | <p>I will know I have learned this when I can create a modern example of a dynasty from ONE of the following genres: politics, music, literature (?) sports. (Voice and Choice option- students may propose another option if inspiration sparks their genius/creativity!)</p> |
| <p>I will learn what Feudal Social Structure is. (The learning target could be omitted from the board on this day. The students could be required to come up with the learning target based on the "Feudal M & Ms/ Starburst" Activity. This could be an EXIT TICKET.)</p> | <p>I will learn this because feudal societal structure formed the political, cultural and economic foundations of Ancient and Medieval Japanese society. If I select Ancient China and Japan for my GRASP, I will need to understand the meaning and implications of feudal societal structures..</p> | <p>I will know I have learned this when I can create a diagram of Feudal Japanese societal structure and explain the dynamics of Feudal Japanese society.</p> <p>VOICE AND CHOICE: Have students CHOOSE ONE of these options: I can create a SEE-IT MODEL that explains a feudal society.</p> |

| | | |
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| | | <p>I can create an analogy that explains a feudal society.</p> <p>I can create a mathematical equation/formula that explains a feudal society.</p> <p>(NOTE TO SELF: use this as an activity-Modified "Feudal M & M's" (Starburst) Simulation Analysis-explain activity to Kara)</p> |
| <p>I will learn who the Shogun and Samurai were and how they influenced Feudal Japanese society.</p> | <p>I will learn this because feudal societal structure formed the political, cultural and economic foundations of Ancient and Medieval Japanese society. If I select Ancient China and Japan for my GRASP, I will need to understand the meaning and implications of feudal societal structures</p> | <p>I will know I have learned this when I can create a diagram of Feudal Japanese societal structure and explain the dynamics of Feudal Japanese society.</p> |
| <p>I will learn what rights women had in Ancient China and Japan.</p> | <p>I will learn that the male dominant/paternalistic perspective in history is not necessarily the women's perspective - an extremely important perspective of history that is often untold. Opening up your mind to a different perspective encourages growth.</p> <p>If I have selected women's rights in China and Japan as my GRASP, I will need to understand the historical evolution of women's rights in these nations as well as the political, social and economic implications of the evolution of these rights.</p> | <p>I will know I have learned this when I can create a timeline that explains or illustrates the evolution of women's rights and limitations in Ancient China and Japan.</p> |
| <p>I will learn what rights women had in China and Japan during the 1700s and 1800s.</p> | <p>I will learn that the male dominant/paternalistic perspective in history is not necessarily the women's perspective - an extremely important perspective of history that is often untold. Opening up your mind to a different perspective encourages growth.</p> <p>If I have selected women's rights in China and Japan as my GRASP, I will need to understand the historical evolution of women's rights in these nations as well as the political, social and economic</p> | <p>I will know I have learned this when I can create a timeline that explains or illustrates the evolution of women's rights and limitations in China and Japan during the 1700s and 1800s..</p> |

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| | implications of the evolution of these rights. | |
| I will learn what rights women in China and Japan have gained during the 20th and 21st centuries. | <p>I will learn that the male dominant/paternalistic perspective in history is not necessarily the women's perspective - an extremely important perspective of history that is often untold. Opening up your mind to a different perspective encourages growth.</p> <p>If I have selected women's rights in China and Japan as my GRASP, I will need to understand the historical evolution of women's rights in these nations as well as the political, social and economic implications of the evolution of these rights.</p> | I will know I have learned this when I can create a timeline that explains the evolution of women's rights and limitations in China and Japan during the 20th and 21st centuries. |
| I will learn what nationalism and extreme nationalism are. | I will learn this because nationalism is a major contributing factor to genocides. If I select the genocide of Uyghurs in China as my GRASP, I will need to understand the role nationalism plays in genocide. | I will know I have learned this when I can complete the Frayer Model about nationalism. |
| I will learn what genocide is, including the ten stages of genocide. | <p>I will learn this because it is important to understand how nationalism influences the behaviors of individuals and groups.</p> <p>I will learn this so that I can use my prior knowledge to correctly identify historical examples of genocide that have already taken place.</p> | <p>Completion of a jigsaw activity about the ten stages of genocide and/or write a summary that explains the ten stages of genocide.</p> <p>What about the idea of creating a FLOW MAP for the stages? The Jigsaw activity could be used for collaborative purposes. The FLOW MAP could be used for students to demonstrate they have learned the 10 stages of genocide..</p> |
| I will learn who the Uyghurs are. I will learn about the history of the Uyghurs. | <p>I will learn this because it's important to understand the background and perspective of different cultural groups in society.</p> <p>I will learn this to be able to PREDICT how the Chinese government has treated and is treating the Uyghurs in the 21st century.</p> | I will know I have learned this when I can summarize who the Uyghurs are and their history. (Too much?) |

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| <p>I will learn how the Chinese government has treated the Uyghurs and its motivations for doing so. I will learn how the treatment of the Uyghurs has been viewed or seen by non-Chinese government officials.</p> | <p>I will learn this because it's important to understand different perspectives of an historical event.</p> | <p>I will know I have learned this when I can complete a graphic organizer that explains the different perspectives of the treatment of the Uyghurs.</p> |
| <p>I will learn which stages of genocide are applicable to the Uyghur's experiences and how.</p> | <p>If I select the genocide of the Uyghurs as my GRASP, I will need to be able to correctly identify the stages of genocide that have been and are taking place in 21st century China.</p> | <p>I will know I have learned this when I can create a FLOW MAP about the genocide of the Uyghurs by the Chinese government.</p> <p>OR</p> <p>I will know I have learned this when I can create a DOUBLE-BUBBLE MAP that compares the genocide of the Uyghurs with The Holocaust.</p> |
| <p>GRASPS - Netflix Special or Slideshow Presentation</p> | | |

| Unit Overview | |
|---|--|
| Unit Title: | Unit 2: Culture |
| Teacher: | Kilian Murphy & Kara Foley |
| Grade Level/Course: | 10th - 12th grade |
| Length/Dates: | 4 weeks |
| Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit. | This unit examines how to construct thorough & complete explanations using independent research. Students can choose to construct their explanations using the lens of their choice. Students are encouraged to focus on a topic relating to Asian Culture that interests them personally. |

Stage 1: Desired Results

| Other Goal(s) |
|--|
| List the Disciplinary Transfer Goals that this unit will address |
| Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. (INQ 1, 4, 5) (Disciplinary Transfer Goals) |

| Transfer Goals |
|---|
| List the long-term and/or school-wide independent student behaviors that this unit will address. |
| <p>Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p>Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.</p> <p>Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> |

| Priority Standards for the Unit Grade Level/Subject Standard(s) |
|---|
| List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address |
| What content standards will be assessed and drive your unit? (Macro) (CT Frameworks) |
| <p>Hist 9-12.6: Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p>INQ 9-10.11: Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information & data, while acknowledging the strengths & weaknesses of the explanation given its purpose.</p> <p>INQ. 9-10.6: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide</p> |

Essential

Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Unit Overarching Essential Questions:

- How do art and music reflect cultural ideas and personality?
- How are art and music a reflection of history?

Student-Driven Compelling Questions (Students will select one to explore further):

- What types of art and music are there in Chinese and Japanese culture?
- What are Kabuki and Noh Theater and how do they compare with western theater/Broadway?
- What genres of Asian movies are there and how do they differ from western cinema?
- How do Asian movies influence western culture and western moviemaking?
- Who is Akira Kurosawa and how has he influenced moviemaking internationally?
- What types of martial arts are there?
- How and why did martial arts originate?
- What are the martial arts and how do they reflect culture?
- How does technology impact the influence that (art, music, films, martial arts) has on western culture?

Enduring

Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

- Art and music are used as forms of communication and self-expression.
- Art and music are a reflection of how people live and what they value.

Understandings that will vary based on student compelling questions (examples):

- Akira Kurosawa has had a significant influence on western films and filmmakers.
- Martial Arts was and remains both a type of philosophy and form of self-defense, personally and internationally.
- Martial Arts influences Eastern and Western cultures.
- K-pop & J-pop have influenced Eastern and Western cultures.
- Kabuki & Noh theater reflect medieval Japanese history & culture.

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do (skilled at)...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

| | |
|---|--|
| <ul style="list-style-type: none"> ● Historical Contexts- ● Perspectives- ● Significant and pertinent information and data- ● Concept Map ● Martial Arts ● Anime ● Manga ● K-Pop ● Kabuki Theater and Noh Theater ● Akira Kurosawa ● Shodo (Japanese Calligraphy) ● Ikebana (Art Arrangement) ● Taiko (Japanese Drums) ● Green Tea Ceremony ● Bonsai Trees ● Ukiyo-e (Woodblock prints) ● Shadow Puppets (Chinese) ● Chinese Zither (Musical Instrument) ● Shu Fa (Chinese Calligraphy) ● Paper Cutting (Chinese) ● Jing Ju/ Peking Opera (Chinese) | <ul style="list-style-type: none"> ● Examine sources for accuracy, relevance, expertise, and perspective ● Construct an explanation ● Use sound reasoning ● Identify logical fallacies ● Use correct sequence ● Use relevant examples ● Identify strengths and weaknesses in an explanation ● Examine and acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples (data and/or information) |
|---|--|

Stage 2: Evidence of Student Learning

Performance Tasks

Assessment Evidence

What will the student produce?

Museum Exhibits

- **Goal:** To transform the classroom into a museum on Asian Culture.
- **Role:** You have been hired by the Murphy Museum to create an exhibit on the topic of your choice relating to Asian Culture.
- **Audience:** Your audience will be your contemporaries as well as other museum visitors.
- **Situation:** You have been asked to create 1 exhibit on your topic, your exhibit can contain any medium/form that best suits your topic. Examples include: artwork, audio, videos, etc... Each piece of your exhibit must be accompanied by a “wall panel” (label).
- **Product/Performance/Purpose:** You need to explain your answer to your essential question through your exhibit and accompanying labels. Your exhibit should provide adequate detail and information in order to educate and inform the audience.
- **Standards and Criteria for Success:** The Murphy Museum requires that your exhibit meet the following standards:

- Exhibit must be titled (example: *Broadway vs Kabuki - a Cultural Comparison*)
- Each portion of the exhibit must have a label accompanying it to explain its significance and relation to the essential question.
- Each exhibit must provide significant information & detail
- Submit works cited (MLA format) via Canvas (KILLIAN - have the MLA page be an assignment on Canvas so things are organized and kids get a reminder to complete it)
- [Project Rubric](#)

Stage 3: Instructional Design

| Big Picture: | | |
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| What will I learn? | Why will I learn this? | How will I know when I have learned it? |
| I will choose a topic about Asian Culture that interests me. Options include but are not limited to : <ul style="list-style-type: none"> ● Martial Arts ● Theater ● Music ● Art ● Horticulture ● Movies ● Books ● Manga & Anime ● Calligraphy ● Tea Ceremonies ● Architectural Style | I will learn about one of these topics to: Gain a greater understanding of the cultural similarities and differences that exist between Asian and Western culture and the impact that these cultures have on one another. | When I can successfully complete the GRASP. |
| How I will get there: | | |
| What will I learn? | Why will I learn this? | How will I know when I have learned it? |
| Lesson 1 I will learn what types of sources are reliable. I will learn where to locate reliable sources of information. | I will learn this because it is critical to the research process to be able to incorporate accurate content in any outcome/project. | I will know I have learned this when I can correctly identify reliable sources from a menu of options of sources about The Nanjing Massacre. |
| Lesson 2 I will learn the difference between websites and databases. | I will learn this because it is critical to the research process to be able to incorporate accurate content in any outcome/project. | I will know that I have learned the difference between databases and generic websites when I am able to complete a graphic organizer that distinguishes between these two types of sources. |
| Lesson 3 I will learn how to correctly cite my | I will learn this because it is important to give credit to the | I will know that I have learned this when I can create a works cited |

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| sources. Use SCRIBBR for this. | individual(s) who provided me with the content for my performance task. | page with at least 3 correctly cited sources using MLA format. |
| ASSESSMENT - Student Outcome of Previous Lesson (works cited page) will be graded as an interim assessment. | | |
| Lesson 4 I will learn what a concept map is. I will learn what Essential and Supporting Questions are. | I will learn this because designing a guide/map/outline is important in organizing and preparing my research. | I will know that I have learned what a concept map is when I have created my own concept map for my performance task. I will know that I have learned what EQs and SQs are when I have created my own concept map for my performance task. |
| Lesson 5 I will learn about the topic that I have selected to research. (3-5 days) | I will learn about this because it interests me and will help me complete the performance task. | I will know that I have learned about my chosen topic when I have completed my museum exhibit. (Criteria and rubric located in GRASP) |
| GRASP-Museum Exhibits | | |
| Lesson 6 I will learn about the topics my peers have selected to research and provide meaningful feedback. | I will learn about this because my feedback will help improve my own work and the work of my peers. | I will know that I have learned about this when I can answer the questions provided about my peer exhibits. |

| Unit Overview | |
|--|---|
| Unit Title: | Unit 3: Economics, Environment and Ecology |
| Teacher: | Kilian Murphy & Kara Foley |
| Grade Level/Course: | 9th-12th |
| Length/Dates: | 4 Weeks |
| Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit. | <p>This unit examines how to construct complete and thorough arguments using a variety of historical sources provided by the instructor. Students can choose to construct their argument from one of the following compelling issues:</p> <ul style="list-style-type: none"> ● China's Belt & Road Initiative ● Fukushima Nuclear Power Plant ● Population Growth ● Tiananmen Square Massacre's impact on China's political & economic development ● Covid-19's impact on globalization in relation to China, Japan, Korea & India. ● China's status as a "superpower" vs a regional power. |

Stage 1: Desired Results

| Other Goal(s) |
|--|
| List the Disciplinary Transfer Goals that this unit will address |
| <p>Students identify, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6)</p> <p>Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)</p> <p>As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)</p> <p>(Disciplinary Transfer Goals)</p> |

| Transfer Goals |
|--|
| List the long-term and/or school-wide independent student behaviors that this unit will address. |
| <p>Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p>Communication Transdisciplinary Goal: Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p> <p>Citizenship Transdisciplinary Goal: Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.</p> |

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit? ([Macro](#)) ([CT Frameworks](#))

INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling & supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, & the potential uses of the sources.

INQ 9-12.8 Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

INQ 9-12.10 Construct **arguments** using precise & knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Unit Overarching Essential Questions:

- What is economics?
- What are capitalism, socialism, and communism?
- What is the difference between an agrarian and industrial economy?
- What is ecology?
- What is the relationship between economics, ecology and the environment? OR How does economics impact the environment?

Student-Driven Compelling Questions:

- To what extent has China's Belt and Road Initiative benefited society?
- To what extent was Japan prepared for the 2011 Sendai Earthquake and Tsunami? Or To what extent was the Fukushima Nuclear Power Plant prepared for the 2011 earthquake and tsunami?
- To what extent has China addressed its concerns about population growth?
- What is globalization? To what extent has it impacted international relations? How has the pandemic impacted international relations and globalization, with respect to China, Japan, and India?
- To what extent did Tiananmen Square impact China's political and economic development in the late 20th/ 21st century?
- To what extent is China a legitimate "superpower" or is it just a regional power?

Enduring Understanding(s):

What are the big picture understandings that are transferable

Students will understand that...

- Capitalism, socialism and communism are different economic systems.
- The type of economic system a nation has impacts political, social and business priorities.
- There is a correlation between the type of economy, agrarian or industrial, and the impact on the environment.

across contexts, places, and times?

Understandings that will vary based on student compelling questions (examples):

- The Tiananmen Square Massacre had global/international, economic and political implications for China.
- China’s modernization in the late 20th Century to the early 21st Century has enabled it to be considered a modern day “superpower”, alongside the United States.
- Population growth in Asia has put enormous strains on economic, political and social relationships regionally and globally.
- China’s Belt and Road Initiative has broad political, economic, and environmental implications.
- The COVID-19 pandemic has had a significant impact on globalization.
- The Fukushima Nuclear Power Plant meltdown has political, economic and environmental implications for the future of nuclear power/energy.

What will students know...

Factual information, vocabulary and basic concepts related to each indicator

What will students be able to do (skilled at)...

Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material

Concept Maps
 Compelling Questions
 Supporting Questions
 Claims
 Counterclaims/rebuttals

Know Vocabulary:
 Capitalism
 Socialism
 Communism
 Malthus Population Theory
 China’s One Child Policy
 China’s Two Child Policy
 China’s Three Child Policy
 Ecology
 Environment
 Globalization
 COVID-19
 Superpower
 Tiananmen Square Massacre
 Belt & Road Initiative
 Sendai Earthquake and Tsunami
 Fukushima Nuclear Power Plant

- Examine sources for accuracy, relevance, expertise, and perspective
- Find relevant information from multiple sources.
- Identify the relationship the author makes between the claim made and the evidence used to determine strengths and/or limitations/inconsistencies.
- Use the evaluated evidence to revise or strengthen claims.
- Synthesize evidence and choose what’s most effective to support an argument
- Identify and craft a counterclaim and prove it weaker than other evidence

Stage 2: Evidence of Student Learning

Performance Tasks

March 2023

Assessment Evidence

What will the student produce?

- **Goal:** To write a persuasive piece
- **Role:** You are a writer publishing an opinion piece in the national newspaper about your chosen topic.
- **Audience:** Newspaper readers
- **Situation:** You are a passionate writer looking to write an argumentative/persuasive letter in your favorite newspaper about your chosen topic.
- **Product/Performance/Purpose:** You need to convince the reader that your stance on your topic is correct by backing up your claim with sufficient evidence and a compelling counterclaim.
- **Standards and Criteria for Success:** Your letter should be:
 - Typed
 - Times New Roman
 - font size 12
 - double spaced
 - Include a works cited page (MLA format)
 - [Rubric](#)

Stage 3: Instructional Design

| Big Picture: | | |
|--|--|---|
| What will I learn? | Why will I learn this? | How will I know when I have learned it? |
| I will choose a topic about Asian Economics or Politics that interests me. Options include: <ul style="list-style-type: none">● China's Belt & Road Initiative● Fukushima Nuclear Power Plant● Population Growth● Tiananmen Square Massacre's impact on China's political & economic development● Covid-19's impact on globalization in relation to China, Japan, Korea & India.● China's status as a "superpower" vs a regional power. | I will develop an understanding of the complex relationship between political and economic systems. I will develop empathy for those who have faced social and economic challenges created by natural disasters and political unrest. | When I can successfully complete the GRASP. |
| How I will get there: | | |
| What will I learn? | Why will I learn this? | How will I know when I have learned it? |

| | | |
|--|--|--|
| <p>Lesson 1 I will learn 3 types of economic systems.</p> | <p>I will learn this because I need to understand the 3 different economic systems and how they influence the world today.</p> | <p>I will know I have learned this when I can correctly define each economic system and match the definition to an example of each.</p> |
| <p>Lesson 2 I will explain the difference between a farming/agrarian economy and an industrial economy.</p> <p>I will identify the advantages and disadvantages of farming and industrial economies.</p> | <p>I will learn this because I need to understand how the foundation or base of an economy influences a nation's culture and environment.</p> | <p>I will know I have learned this when I create a Canva poster that differentiates between a farming and industrial economy.</p> |
| <p>Lesson 3 I will learn the basic principles of ecology.</p> | <p>I will learn this because I need to understand the relationship between ecology, culture and economics.</p> | <p>I will know I have learned this when I complete an exit ticket/slip that requires me to summarize ecology and explain the relationship between ecology, culture and economics.</p> |
| <p>Lesson 4 I will summarize how globalization affects the modern world.</p> | <p>I will learn this because I will need to understand this if I select this issue from my performance task.</p> | <p>I will know I have learned this when I create a political cartoon that explains globalization.</p> |
| <p>Lesson 5 I will explain Malthus' Theory of population.</p> | <p>I will learn this because I will need to understand Malthus' Theory if I select the performance task about population growth and the strain on society.</p> | <p>I will know I have learned this when I analyze a variety of political cartoons and excerpts about Malthus' Theory of Population.</p> |
| <p>Lesson 6 I will choose one of the topics below to investigate in depth:</p> <ul style="list-style-type: none"> ● China's Belt & Road Initiative ● Fukushima Nuclear Power Plant ● Population Growth ● Tiananmen Square Massacre's impact on China's political & economic development ● Covid-19's impact on globalization in relation to China, Japan, Korea & India. ● China's status as a "superpower" vs a regional power. <p>I will create a concept map for my chosen performance task topic.</p> | <p>I will need to use the concept map to guide and organize my research for the performance task.</p> | <p>I will know that I have learned what a concept map is when I have created my own concept map for my performance task. I will know that I have learned what EQs and SQs are when I have created my own concept map for my performance task</p> |

GRASP-PERSUASIVE NEWSPAPER ARTICLE

| Unit Overview | |
|--|---|
| Unit Title: | Unit 4: Conflict Resolution/Problem Solving |
| Teacher: | Kilian Murphy & Kara Foley |
| Grade Level/Course: | 9th-12th |
| Length/Dates: | 2 Weeks |
| Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit. | <p>This unit examines how to construct complete and thorough arguments using a variety of historical sources that they have conducted research from. Students can choose to construct their argument from one of the following compelling issues:</p> <ul style="list-style-type: none"> ● China-Taiwan Crisis ● Amending Article 9 of the Japanese Constitution ● Japanese Internment Camps ● Immigration and treatment of Chinese in the U.S. during the 19th Century ● Urbanization and overpopulation in India ● Public Health (including disease & water scarcity) issues in India |

Stage 1: Desired Results

| Other Goal(s) |
|--|
| List the Disciplinary Transfer Goals that this unit will address |
| <ol style="list-style-type: none"> 1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. (INQ 1, 4, 5) 2. Students identify, explain, & determine the most relevant & valid sources that take into consideration multiple points of view (INQ 6) 3. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11) 4. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17) |
| (Disciplinary Transfer Goals) |

| Transfer Goals |
|--|
| List the long-term and/or school-wide independent student behaviors that this unit will address. |
| <p>Critical Thinking Transdisciplinary Goal: Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p>Creativity/Innovation Transdisciplinary Goal: Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p>Citizenship Transdisciplinary Goal Students demonstrate an empathetic understanding of social issues and value different perspectives so that they can contribute to local and global communities.</p> |

Priority Standards for the Unit Grade Level/Subject Standard(s)

List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

What content standards will be assessed and drive your unit? ([Macro](#)) ([CT Frameworks](#))

INQ 9-12.5 Determine the kinds of sources that will be helpful in answering compelling & supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, & the potential uses of the sources.

INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9-12.8 Identify evidence that draws information directly & substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

INQ 9-12.10 Construct **arguments** using precise & knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Essential Question(s):

These questions are related to the enduring understandings and provide relevance for the learning in the unit.

Unit Overarching Essential Questions:

Student- Driven Compelling Questions:

For this unit students will craft their own unique compelling questions beginning with the sentence starter “To What Extent...” based on the topic they have chosen from the menu provided. Students will also choose the perspective of the issue from which they will craft their argument from.

Enduring Understanding(s):

What are the big picture understandings that are transferable across contexts, places, and times?

Students will understand that...

Understandings that will vary based on student compelling questions (examples):

- There is a correlation or connection between urbanization and overpopulation in India.
- There is a correlation or connection between overpopulation in India and the public health issues confronting India.
- India’s failure/struggles to address overpopulation and public health issues has global implications.
- The Taiwan Strait Crisis has broad political and economic implications in the 21st century.
- Amending Article 9 of the Japanese Constitution has broad political, military and economic implications for Japan and the world.
- The idea of reparations for Japanese and Chinese Americans who were discriminated against in the United States. (19th Century -Chinese Exclusion Acts. 20th Century- Japanese Internment Camps)

What will students know...

What will students be able to do (skilled at)...

| Factual information, vocabulary and basic concepts related to each indicator | Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material |
|--|---|
| <p> Concept Maps Compelling Questions Supporting Questions Claims Counterclaims/rebuttals Know Vocabulary: First Taiwan Strait Crisis 1954 Second Taiwan Strait Crisis 1958 Third Taiwan Strait Crisis 1995-96 China-Taiwan Crisis- 21st Century Amendment 9 of Japanese Constitution Burlingame-Seward Treaty 1868 Chinese Exclusion Acts 1882 <ul style="list-style-type: none"> • Resource 1; Resource 2 Geary Act of 1892 Japanese Internment Camps Reparations Korematsu v. United States (1944) Urbanization Sanitation Infectious disease Water Scarcity </p> | <ul style="list-style-type: none"> • Find relevant information from multiple sources. • Examine sources for accuracy, relevance, expertise, and perspective • Construct an explanation • Use sound reasoning • Use correct sequence • Examine and acknowledge the strengths and weaknesses of the reasoning, sequencing, or examples (data and/or information) • Identify and craft a counterclaim and prove it weaker than other evidence |

Stage 2: Evidence of Student Learning

Performance Tasks

| Assessment Evidence What will the student produce? |
|--|
| <p>Goal: To educate the public about your chosen topic.</p> <p>Role: You are a news anchor.</p> <p>Audience: Your audience will be the viewers of your national news channel.</p> <p>Situation: You are a passionate reporter reporting about your chosen topic.</p> <p>Product/Performance/Purpose: You need to educate the viewer on your topic, giving the audience both perspectives of the event.</p> <p>Standards and Criteria for Success: Your report should:</p> <ul style="list-style-type: none"> • Be recorded via flipgrid (<i>you are the news anchor providing us with the story!</i>) • Include a minimum of 3 pictures to give your audience context and reference. • Provide significant detail regarding the topic |

- Be a minimum of 2 minutes in length
- Include a works cited page (MLA format)
- [Rubric](#)

Stage 3: Instructional Design

| Big Picture: | | |
|--|--|--|
| What will I learn? | Why will I learn this? | How will I know when I have learned it? |
| <p>I will choose a topic about Conflict Resolution/Problem Solving that interests me. Options include:</p> <ul style="list-style-type: none"> ● China-Taiwan Crisis ● Amending Article 9 of the Japanese Constitution ● Japanese Internment Camps ● Treatment of Chinese in the U.S. during the 19th Century ● Urbanization and overpopulation in India ● Public Health (including disease & water scarcity) issues in India | <p>I will develop empathy for those who have faced social and economic challenges created by natural disasters and political unrest.</p> <p>I will develop an understanding of different perspectives about historical events.</p> | <p>When I can successfully complete the GRASP.</p> |
| How I will get there: | | |
| What will I learn? | Why will I learn this? | How will I know when I have learned it? |
| <p>Lesson 1 I will identify causes of historical conflict and ways conflicts have been resolved.</p> | <p>I will learn this because I need to be able to identify the reasons why conflicts occur and how they have been resolved.</p> | <p>I will know I have learned this when I have identified an example of historical conflict and explained how that conflict was resolved.</p> |
| <p>Lesson 2 I will choose one of the topics below to investigate in depth:</p> <ul style="list-style-type: none"> ● China-Taiwan Crisis ● Amending Article 9 of the Japanese Constitution ● Japanese Internment Camps ● Treatment of Chinese in the U.S. during the 19th Century | <p>I will need to use the provided organizers to guide and organize my research for the performance task.</p> | <p>I will know that I have learned my topic when I have created my script for the performance task and have gotten it approved before I record my video.</p> |

| | | |
|---|--|--|
| <ul style="list-style-type: none">• Urbanization and overpopulation in India• Public Health (including disease & water scarcity) issues in India | | |
|---|--|--|

GRASP - Reporting the News





Asian Studies

$\frac{1}{2}$ year course
9th - 12th grade



Course Overview



This course will explore the long relationship among the countries of China, India, Japan, Korea and other southeast Asian countries as well as their influence on the global stage. This course focuses on the themes of **“History”, “Culture”, “Economics, Environment, and Ecology”, and “Conflict Resolution”** to investigate compelling events and trends that have impacted the lives of the Asian community both internationally and in the United States.

Units of Study

1

History

Skills:
Analyzing
historical
evidence &
constructing
explanations

2

Culture

Skills: Gathering
& analyzing
relevant
historical
evidence &
constructing
explanations

3

Economics,
Environment
& Ecology

Skills: Determine
weaknesses &
strengths in
historical
evidence &
constructing
arguments

4

Conflict
Resolution

Skills: Gathering,
evaluating &
analyzing relevant
historical evidence
& constructing
arguments

Each unit of study builds upon the skills established in the previous unit. This course is structured to encourage student growth, perseverance, & independence.

Unit 1: History

- Students will choose from the following topics and be provided with the appropriate historical sources for that topic. Students will then learn how to construct logical, sequential explanations using the historical evidence as support for their claims.

Unit 1 Topics:

- Women's Rights in China & Japan
- Genocide of Uyghurs in China
- Ancient Chinese dynasties & Shogunate Japan

Unit 1 Performance Task

Students will have 2 options to showcase their skills.

Option 1: Create a 5 episode Netflix Special to explain their topic to the viewers.

Option 2: Create a museum presentation explaining their topic to the museum visitors.



Unit 2: Culture

- Students will choose a topic of interest regarding Asian culture and learn how to conduct thorough, meaningful, and varied research using reliable sources and databases. Students will also learn how to organize & cite this research before expanding on their previously practiced skill of constructing an explanation of the topic.

Possible topics of student interest: Martial Arts, Theater, Music, Art, Horticulture, Movies, Books, Manga & Anime, Calligraphy, Tea Ceremonies, Architectural Style

Unit 2 Performance Task

To showcase their skills, students will transform their classroom into a museum, creating exhibits on their topics to educate one another. Exhibits can be created using a variety of media forms.



Unit 3: Economics, Environment & Ecology



Unit 3 Performance Task

To showcase their argumentative writing skills, students will write an opinion piece for a newspaper arguing their stance on their topic.

- Students will transition from constructing explanations to constructing arguments about their chosen topic. Historical evidence will be provided by the instructor to ensure students have the structure and time to dedicate to this new and challenging skill.

Unit 3 Topics:

- China's Belt & Road Initiative
- Fukushima Nuclear Power Plant
- Population Growth
- The impact of the Tiananmen Square Massacre on China's political & economic development
- Covid-19's impact on globalization in relation to China, Japan, Korea & India.
- China's status as a "superpower" vs a regional power.

Unit 4: Conflict Resolution

- Students will improve upon their argumentative writing skills by creating their own essential question relating to one of the below topics and conducting their own thorough, meaningful, and varied research using reliable sources & databases.

Unit 4 Topics:

- The China-Taiwan Crisis
- Amending Article 9 of the Japanese Constitution
- Japanese Internment Camps
- Treatment of Chinese in the U.S. during the 19th Century
- Urbanization and overpopulation in India
- Public Health (including disease & water scarcity issues in India)



Unit 4 Performance Task

Students will record a video as if they are guest experts on a nightly news show to report out their educated opinions & arguments regarding their chosen topic.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 10 h.

AGENDA REPORTING FORM

Agenda Topic: SHS – Criminal Justice Course Proposal – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Criminal Justice Course Proposal.

Background: _____

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS - Criminal Justice Course Proposal as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Social Studies

Please check appropriate item:

New Course: X

Revised Course:

Course Title: Criminal Justice

1. **Proposed Change** – Please give a brief description of proposed new course or revision to existing course.

The social studies department does not currently offer any courses that focus on criminal justice. This course would provide an overview of the criminal justice field, including law enforcement, court systems, and corrections. This course would support our shift to career clusters/pathways, particularly the Human Services Cluster. In addition, this course would offer students more direct experiences in the law enforcement pathway by working in collaboration with the Southington Police Department, CT judicial system, and Cheshire correctional facility.

2. **Rationale** – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

This course will benefit students who are interested in a law enforcement career. This will allow them to understand the different branches of the criminal justice system. Students will learn about the following topics within this course:

Unit 1: Criminal Justice System

- Start with amendments dealing with policing and rights
- State law (types of law)
- Motor vehicle law
- Causes of crime
- **Guest speaker**

Unit 2: Law Enforcement

- Oath to the Constitution (rights for PD according to Constitution)
- Rules of Law Enforcement (ethic code, general orders)
- Pre Requirements (physical, oral, written)
- Challenges with policing
- **Southington PD- developing training exercise and booking**

Unit 3: Court System

- Criminal Courts and quest for justice
- Criminal Law
- Punishment and sentence
- **Shadow with State Attorney (John Fahey)**

PROPOSED COURSE/PROGRAM CHANGE FORM

Unit 4: Corrections

- Pre Requirements
- Level of punishments (what level they are- each prison has a level) security level--- tickets they are getting
- What is your job?
- Programs inside Correction
- Juvlines
- Special Restrictive Housing Unit
- All the things offered to inmates
- **Field trip to Cheshire Correctional Institution**

Students will benefit from partnerships with local law enforcement/legal sectors through field trips, job shadows, guest speakers, etc. (*Noted in bold above*)

3. **Target Population** – Which group of students will be directly affected (grade level, academic level)?

This course will target students in grades 9-12; all academic levels. This course will serve as a humanities elective offering.

4. **Evaluation** – How do you plan to assess the implementation of the proposed new course or the course change?

The department will monitor and evaluate the implementation of the course by tracking process on the following state standards:

Ct Social Studies Framework Content Expectations-High School:

Law-Making Process

- Explain the role that deliberation and compromise played, and continues to play, in the lawmaking process in the United States.
- Evaluate how laws both shape and reflect characteristics of American society

Democratic Principles and the Rule of Law

- Explain the place of law in the American constitutional system.
- Evaluate the extent to which citizens' commitment to the rule of law is crucial for self-government.

Civic Engagement

- Describe the obligations and responsibilities of citizens in a democracy.

Structure and Function of Local, State, National, and International Governments

- Explain how power and responsibility are distributed, shared, and limited in a g

Rights and Responsibilities of Citizens

- Explain how a government works to balance the rights of the individual with the overall wellbeing of the society.

Each unit noted in section two will be accompanied by a performance task that will assess content standards and the skills within the Vision of the Graduate. Students will be evaluated on their overall course success through the use of both formative and summative assessments (to be written into the course curriculum). We will monitor the success of this course within the social studies department by tracking enrollment/student interest.

5. **Cost** – What are the anticipated costs for staff, textbooks, materials, other?

PROPOSED COURSE/PROGRAM CHANGE FORM

Field trips- will be covered by students. Staff cost to chaperone field trips will need to be covered by the district.

| | YEAR | | |
|------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | I | II | III |
| Staff | \$ | \$ | \$ |
| Textbooks | \$ | \$ | \$ |
| Materials | \$ | \$ | \$ |
| Other | Field Trips: Up to \$300 for staff | Field Trips: Up to \$300 for staff | Field Trips: Up to \$300 for staff |
| TOTAL | \$ 300 | \$ 300 | \$ 300 |

NEASC

Recommendations and Progress



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Southington High School

Agenda

- Overview of NEASC Mission & Goals
- Recommendations from NEASC
- Status Updates & Next Steps



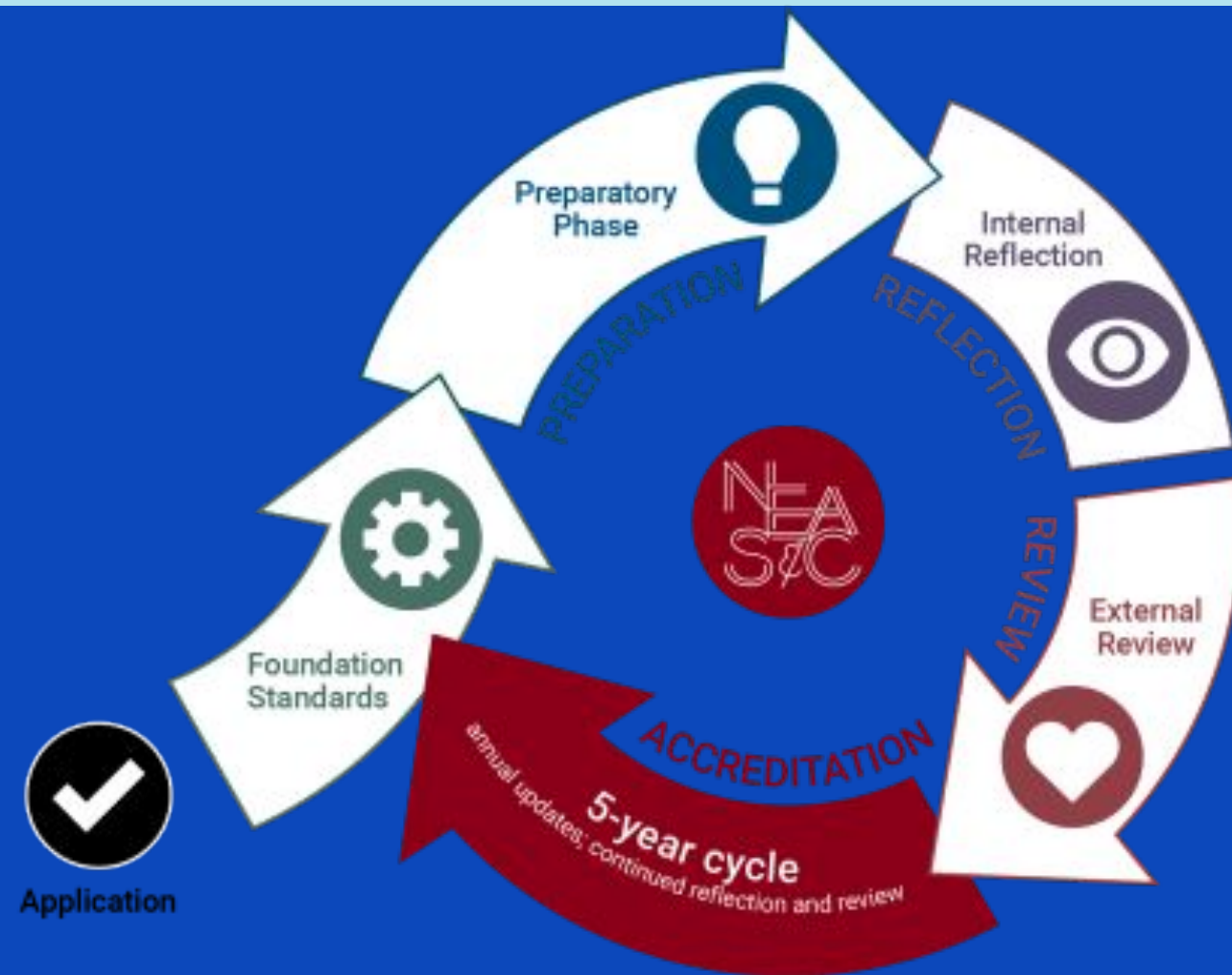
NEASC Mission Statement

The **NEASC Commission on Public Schools**, in partnership with its members, strives to ensure that all students experience an equitable, high quality education necessary for their future success and well-being. We will accomplish this mission through a cycle of continuous improvement and growth that includes:

- *Quality, research based, standards for accreditation*
- *An inclusive, collaborative process of accreditation*
- *An inquiry-based process of self-reflection*
- *Valid and reliable feedback and assessment through peer review*
- *Ongoing monitoring and professional support*



NEASC Accreditation Standards



Learning Culture

Learning Culture promotes shared values and responsibility for achieving the school's vision.

Student Learning

Student Learning practices maximize the impact of learning for each student.

Professional Learning

Professional Practices ensure that practices and structures are in place to support and improve student learning.

Learning Support

Learning Support ensures that the school has appropriate systems to support student learning and well-being.

Learning Resources

Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

Foundational Elements Ratings

| Foundational Elements | Decennial School's Rating | Decennial Visitor's Rating |
|---|---------------------------|----------------------------|
| 1a) Learning Culture <i>*Safe Environment*</i> | Meets | Meets |
| 1b) Learning Culture <i>*Mission and Vision*</i> | Does Not Meet | Does Not Meet |
| 2) Student Learning | Does Not Meet | Does Not Meet |
| 3) Professional Practices | Meets | Meets |
| 4) Learning Support | Meets | Meets |
| 5) Learning Resources | Meets | Meets |

Priority Area 1: Learning Culture

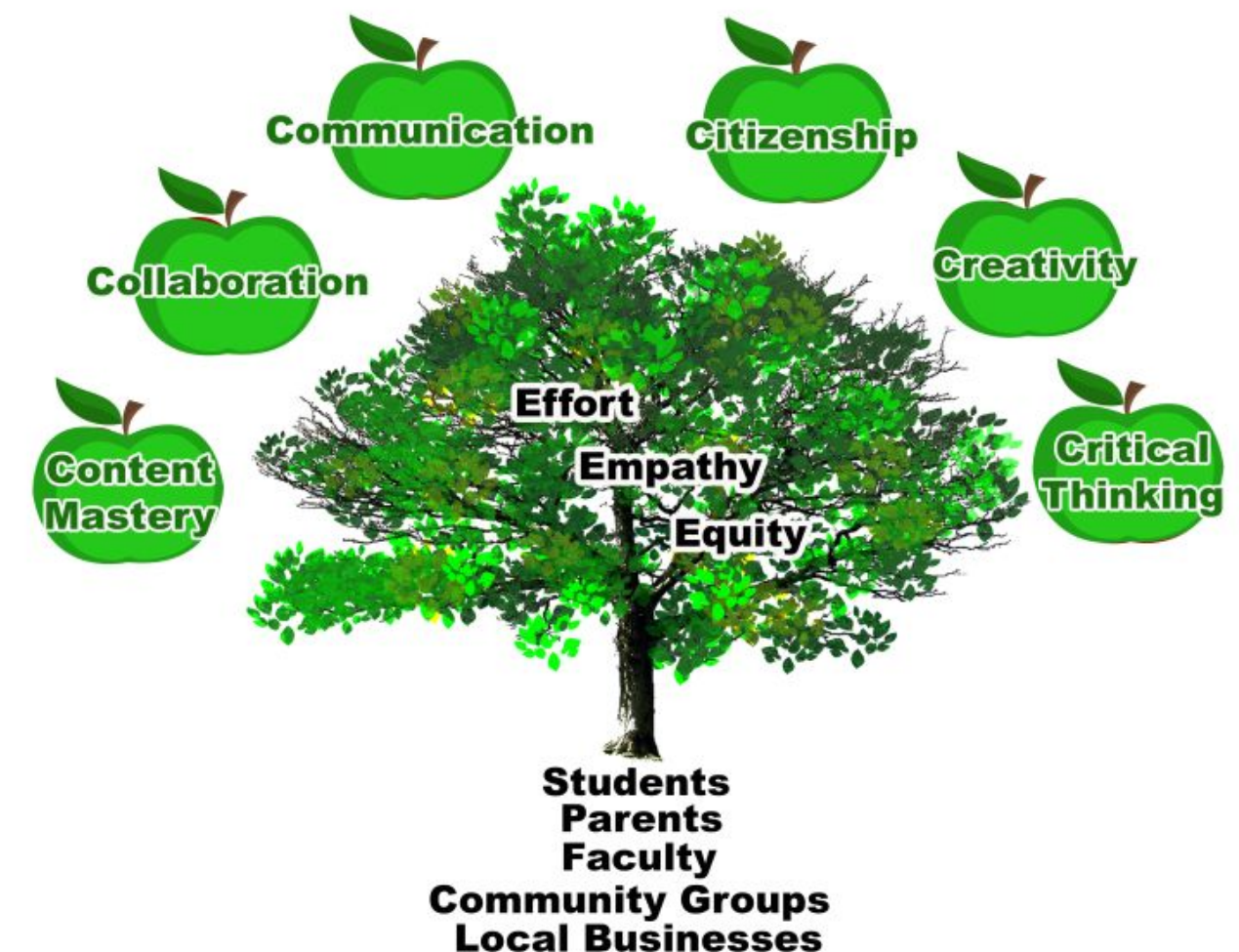
Implement and integrate Southington Public School's vision of the graduate and six Cs and develop core values and beliefs about learning to drive school culture, student learning, professional practices, and the provision and allocation of learning resources.

DOES NOT MEET

NEASC Recommendations:

- Complete implementation of the capstone, ensure the process supports the learning and achievement of all students.
- Revise the 6 Cs rubrics with a focus on paring down the document with more student-friendly language
- Ensure sufficient staffing and leadership to fully implement the capstone process; for example, establish a capstone coordinator
- Continue the development of the capstone period lessons

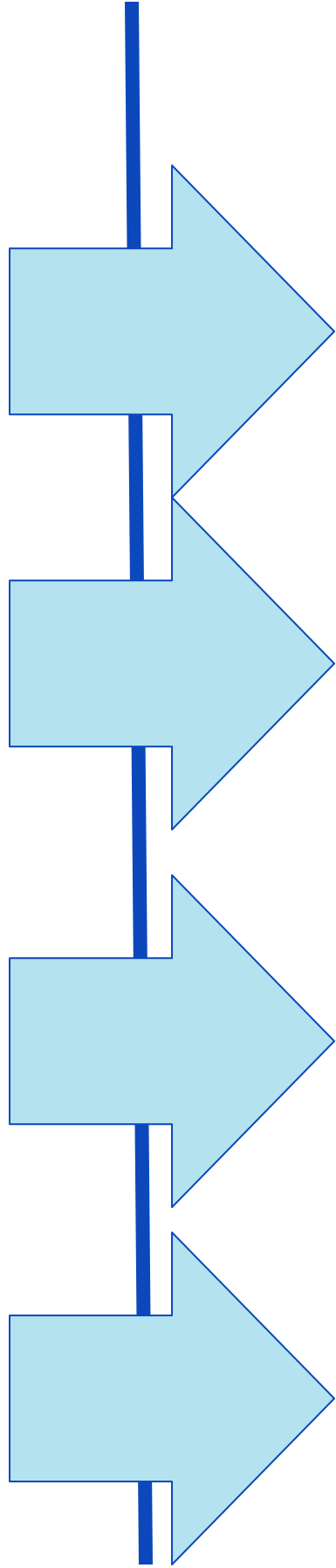
Southington Public Schools Vision of a Graduate



Status Updates

- Implementation of Capstone:
 - Students develop the capstone portfolio over 4 years (*Blue Knights Advisory & Portfolio Program-BKAPP*)
 - Professional learning given to teachers
 - BKAPP block provided for students twice a month
 - 4 Cs Rubrics revised with more student-friendly language
- Identified a BKAPP leadership stipend position
- Student lessons differentiated to meet the needs of each grade level

Next Steps

- 
- Continue eliciting teacher and student feedback to improve and enhance the BKAPP experience
 - Additional professional learning around curricular, instructional, and assessment implications of the vision of the graduate and capstone.
 - Maintain BKAPP leadership stipend
 - Identify Teacher “scorers” for senior portfolio
 - Continue strengthening the relevancy of the senior portfolio and BKAPP lessons based on feedback



PORTFOLIO PROGRAM

For Students



WHAT'S BKAPP?

The **B**lue **K**nights **A**dvisory & **P**ortfolio **P**rogram promotes meaningful relationships between staff and students while providing academic, social-emotional and college or career ready support to students. Through monthly meetings with their advisors, students experience a more personalized learning environment with a structure and set of practices for monitoring and encouraging academic progress, social-emotional development and career/college readiness. Additionally, in order to graduate from Southington High School, students must complete a portfolio that reflects their journey toward the Southington Public Schools Vision of a Graduate.



Priority Area 2: Student Learning

Create curricular documents in a consistent format for all courses in all departments across the school including guiding/essential questions, concepts, content, and skills and integrate the school's vision of the graduate.

DOES NOT MEET

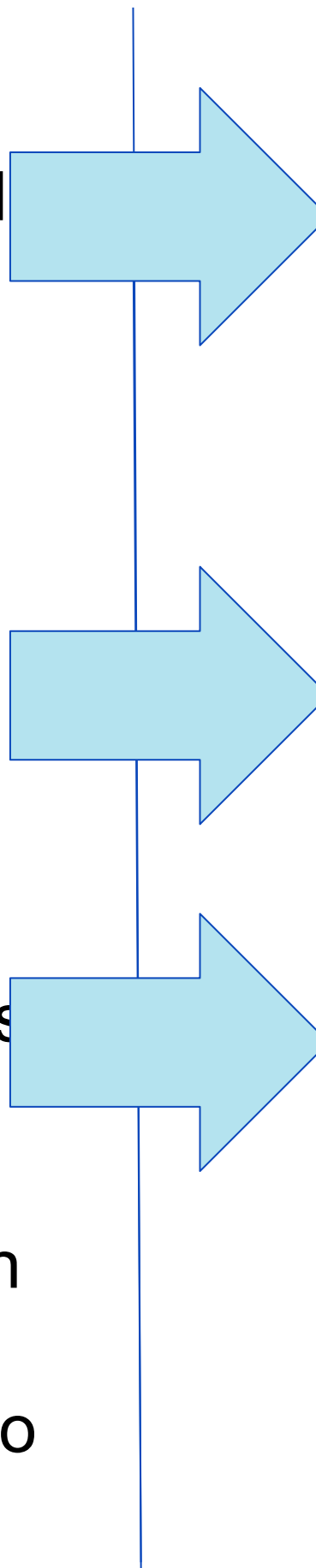
NEASC Recommendations:

- Develop a shared understanding of the components of effective curriculum/unit planning to support all learners
- Incorporate the transferable skills in the district's vision of the graduate into the curriculum
- Update the Curriculum Writing Cycle and process
- Complete curriculum for all courses in UBD format
- Address the curriculum implications of the plan to transition to a block schedule and the collapse of course levels
- Provide training, time and resources necessary to align and maintain curricula in the approved format
- Identify learning targets for each unit in the curriculum and clearly communicate those learning targets to students; align assessments to targets

The image shows a collage of curriculum planning forms. At the top is a 'Unit Overview' form with fields for Unit Title, Teacher, Grade Level/Course, Length/Dates, and Unit Summary (2-4 sentences describing the main ideas, content and skills of the unit). Below it is 'Stage 1: Desired Results' with a section for 'Grade Level/Subject Standard(s)' and 'Other Goal(s)'. To the right is a box for 'Enduring Understanding(s)' with the prompt 'What are the big picture understandings that are transferable across contexts, places, and times?' and a note 'Each EU listed should correspond to at least 1 or more EQ below.' Below that is a box for 'Essential Question(s)' with the prompt 'These questions are related to the enduring understandings and provide relevance for the learning in the unit.' and a note 'Each EQ listed should correspond to at least 1 or more EU above.' At the bottom left is a 'Transfer Goals (Vision of the Graduate)' section with a list of goals: Critical Thinking, Creativity/Innovation, Collaboration, Communication, and Citizenship. At the bottom right is a section for 'What will students know...' and 'What will students be able to do...' with prompts for factual information and skills/processes/knowledge.

Status Updates

- A district curriculum inventory was created and updated to prioritize the curriculum needs by grade/level and department
- Google folder system established to store curriculum for public access
- The district curriculum writing guide and process was updated and now reflects our Vision of the Graduate (VOG)
 - An updated District “Understanding by Design” (UBD) template was finalized in Google
 - The UBD template includes alignment to the 21st skills in the VOG



Next Steps

- Curriculum renewals and revisions in progress through curriculum writing teams
 - Professional development time continues to support curriculum alignment, viability and renewal
- Continue posting curriculum for public access for all courses K-12 on SPS website
- All courses to utilize district UBD framework and processes
 - Alignment of standards and assessments to the VOG rubrics
 - Professional development time continues to utilize support curriculum, instruction and assessment

UNDERSTANDING BY DESIGN

A "Backwards" framework for Instructional Design

1. Identify Desired Results

2. Determine Acceptable Evidence

3. Plan Learning Experiences and Instruction

SPS-Curriculum Maps

Physical Education

Elementary School

Middle School

High School

All curriculum documents are stored in a Google Shared Drive, and are organized by course. Use the link below to access the drive.

Physical Education

Curriculum Maps for Website > Public > Public HS PhysEd

Files

PDF HS Physical Educatio...

Unit Overview

Unit Title: Unit 1: Lifetime Recreational Activities

Author: JUNE Department

Grade: PE (Grade 10)

Level/Version: PE (Grade 10)

Length/Time: 10 Weeks (2000 minutes)

Unit Summary: In this unit students will be participating in a variety of leisure and recreational activities such as bowling and board games. Students will be able to recognize the importance of physical activity for enjoyment, as well as social interactions.

Stage 1: Desired Results

Priority Endorsement

02.A1: Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (02.A1.1)

02.A2: Demonstrates the ability to select and participate in physical activities or games that meet the need for self-expression and enjoyment. (02.A2.1)

Daily Routines

02.A1: Demonstrates the ability to evaluate risks and safety factors that might affect physical activity endorsement throughout the unit. (02.A1.1)

02.A2: Demonstrates the ability to set the proper size, speed, power for rollers and movement skills.

PDF HS Physical Educatio...

Unit Overview

Unit Title: Unit 2: Tennis Skills

Author: JUNE Department

Grade: PE (Grade 11)

Level/Version: PE (Grade 11)

Length/Time: 10 Weeks (2000 minutes)

Unit Summary: A limited set of tennis skills will be conducted prior to implementation of the unit. In this unit, the 18 essential skills that will be expected are Tennis Endorsement standards. Throughout each unit, students will practice concepts and strategies, skills and strategies in a game. Students will demonstrate strategies and tactics and apply to tournament play.

Stage 1: Desired Results

Grade Level/Subject Endorsement

02.A1: Demonstrates competency and/or reflects activity specific movement skills in one or more leisure activities (board games, individual performance activities, squares, outdoor games or target games).

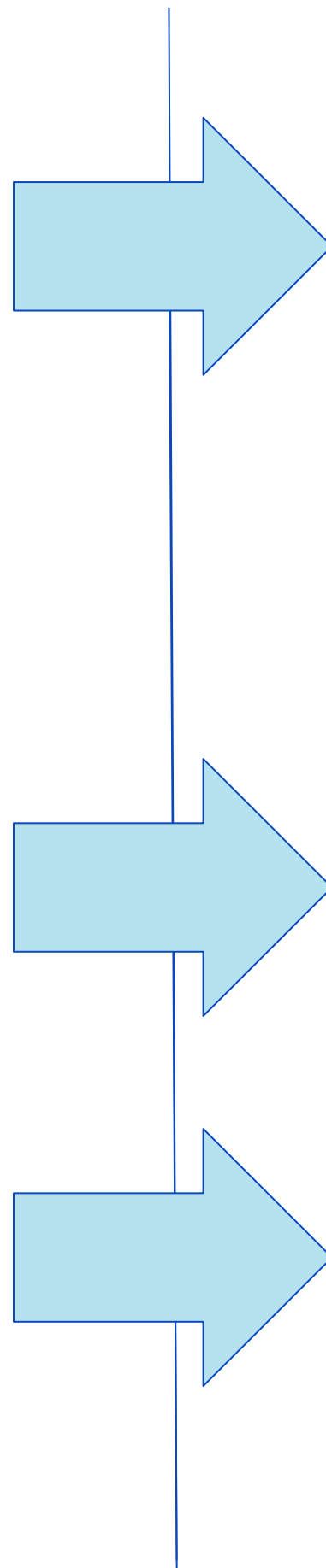
02.A1.1: Demonstrates the ability to identify the stages of learning a motor skill.

02.A1.2: Demonstrates the ability to use strategies and tactics effectively during games to reflect and/or target games.

Daily Routines

Status Updates

- Each department leader, in conjunction with the Director of Teaching and Learning created action plans to support the curriculum and instruction needs of the department
 - Curriculum writing teams established to support writing and revisions
- All academic areas collapsed to two main levels for 23-24 SY
 - Criteria for this collapse was collectively generated with departments to support student placement
- Whole school professional learning around teacher clarity (learning targets and success criteria) was provided



Next Steps

- Continued implementation of department specific action plans to support curriculum and instruction needs
 - Alignment of assessments to the VOG rubrics
 - Curriculum writing during Tuesday meetings and beyond
 - All new and updated curriculum continues to be brought to C/I committee; once approved, stage 1 of UBD is posted for public access
- Preparing curriculum units for teaching in a block to support all levels
 - Additional block PD to be provided in Spring and Fall
- Teachers continue to develop and share learning targets with students to drive lessons
 - Continued professional learning around curriculum, instruction, and assessment practices to support teachers differentiated by need

Priority Area 3: Professional Practices

Create and implement a school-wide improvement/growth plan which reflects the school's core values, beliefs about learning, and vision of the graduate and engage all stakeholders in the process.

MEETS

NEASC Recommendations:

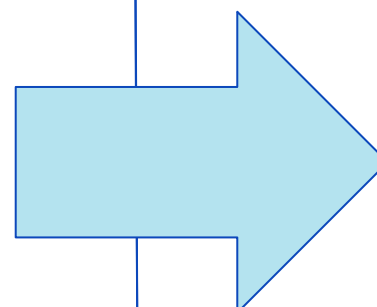
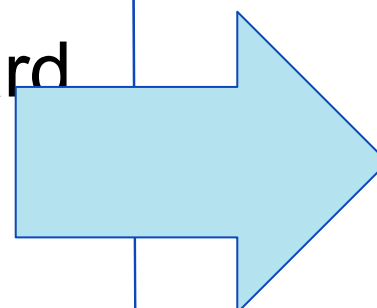
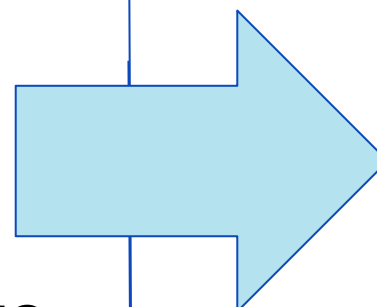
- Engage stakeholders in the process of developing the school improvement/growth plan
- Develop a theory of action for how to ensure that priority areas for growth are fully implemented with sufficient understanding, commitment, competency, and capacity
- Communicate and disseminate the school improvement plan to all staff and the school community
- Provide focus on school-wide initiatives and schedule professional development to support teachers in the implementation of new initiatives



Status Updates

In Progress

- Developed a theory of action and school improvement plan to:
 - Provide students with more opportunities to take classes relevant to college and career
 - Increase day to day instructional time to go deeper into connect and support the VOG
 - Provide professional development on effective Tier 1 strategies for a block
- Presented improvement initiatives to the Board of Education, staff students and parents
 - Hosted informational events for parents throughout the spring.
- Developed a structure of subcommittees to gather feedback from stakeholders and implement steps within the improvement plan



- Administrative team meets weekly; School Improvement Team meets bi-weekly with a focus on school improvement:
 - Integrate more teacher and student voice into school improvement.
 - Develop a structure for professional learning that integrates more teacher collaboration
 - Walkthroughs to identify strengths and growth areas within and across departments
- Ongoing informational sessions about the shifts
- Subcommittees meet twice a month and report progress to the administrative team and the School Improvement Team

Priority Area 4: Learning Resources

Ensure that all students receive appropriate intervention services that support their academic, social, and emotional success, and that counseling services meet the personal, social, emotional, academic, career, and college counseling needs of students.

MEETS

NEASC Recommendations:

- Ensure the continuation of SRBI academic supports, EL support, and funding to keep math and literacy interventionists
- Ensure sufficient mental health support, mental health resources, and support staff are available for all students



Status Updates

- We have supports in place through our counseling and social work department. We have increased mental health related interventions
- Each Assistant Principal leads an SRBI team to intervene when students experience academic and or behavior issues



Next Steps

- Developed a Student and Staff Support team to assist in identifying effective programming for students with mental health issues
- We continue to need dedicated interventions for students and are consistently advocating for more supports

Priority Area 5: Learning Support

Ensure the facility supports the full implementation of the curriculum, that time and financial resources support research-based instruction, professional growth, and the development, implementation, and improvement of programs, services, and curriculum, and that there is adequate funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

MEETS

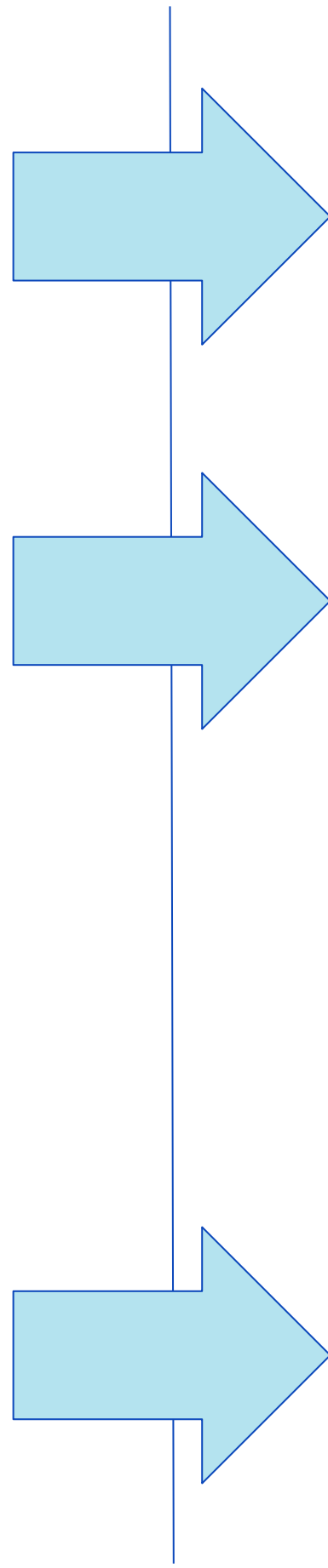
NEASC Recommendations:

- Conduct an audit of space within the building to see if the spaces are being utilized to their fullest potential
- Include input from stakeholders in the new schedule rollout process to develop a schedule that will meet the school's needs and to understand the needs that will develop when the schedule is implemented
- Revise the schedule to allow for researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services

| Period | Start | End |
|--------------|-------|-------|
| 1 A/ 1 B | 7:37 | 9:07 |
| 2 A/ 2 B | 9:11 | 10:39 |
| 3 A/ 3 B | 10:43 | 12:43 |
| Lunch Wave 1 | 10:43 | 11:13 |
| Lunch Wave 2 | 11:13 | 11:43 |
| Lunch Wave 3 | 11:43 | 12:13 |
| Lunch Wave 4 | 12:13 | 12:43 |
| 4 A/ 4B | 12:47 | 2:15 |

Status Updates

- Subcommittees Formed:
 - Building Structure & Process
 - Scheduling Needs
 - Teaching and Learning
 - Communications
- Students made course selections for the year
- Shifted our program of studies to better articulate the relevancy between classes college and career



Next Steps

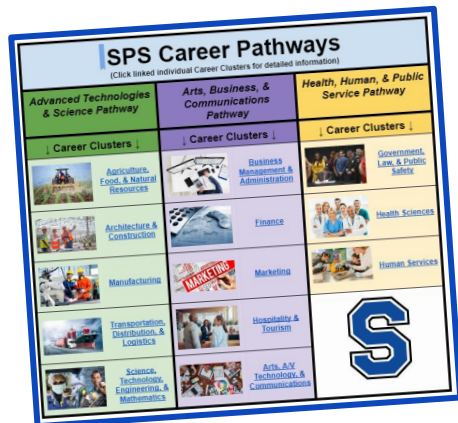
- Assigning rooms/spaces for courses
 - Finalizing teacher schedules and duties
- Course requests doubled for most courses and tripled in some
 - Matching students with course selections that provide opportunities for students to take part in classes relevant to their future plans
 - Being sensitive to the needs of teachers as we shift to a new schedule
- School year 24-25 iteration of program of studies to further highlight career cluster pathways and courses

Elective Course Requests

- Each department saw an increase in elective requests for the 23-24 school year.
- Department leaders have worked to maximize their course offerings keeping in mind teacher and building capacity
- Students will not be able to obtain all course requests

| Department | 22-23 Total Course Requests | 23-24 Total Course Requests | Change |
|----------------------------|-----------------------------|--|--------|
| Ag-Science and Technology | 210 | 184 (Not including core requirements) | -26 |
| Art | 364 | 676 | +312 |
| Business | 909 | 1683 | +774 |
| English | 497 | 498 (Not including core requirements) | +1 |
| Family & Consumer Science | 523 | 758 | +235 |
| Mathematics | 811 | 811 (Not including core requirements) | 0 |
| Music | 257 | 364 | +107 |
| Physical Education | | 76 (New Health & Safety Cert. course only) | +76 |
| Science | 1256 | 1530 (Not including core requirements) | +274 |
| Social Studies | 619 | 892 (Not including core requirements) | +273 |
| Technology and Engineering | 555 | 807 (Not including PLTW courses) | +252 |
| World Language | 1468 | 1516 | +48 |

Course and Career Additions



Courses

- Teaching Assistant Internships for Humanities & STEM
- Medical Terminology Course (*Science Department*)
- Student Help Desk Internship
- Health and Safety Certifications
- Criminal Justice Course
- Asian Studies Course
- Classical Mythology (ECE)

Career Additions

- Creation of Career Pathways promoted through program of studies
- Career Liaison Stipend Position
- Career Related Field Trips
- Career Fair - April 20th
- BKAPP - Career survey completion in Naviance
- CNA Program through Tunxis



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 11 b.

AGENDA REPORTING FORM

Agenda Topic: ConEd Battery Storage Project

Summary of Issue: The Town of Southington is considering entering into an agreement with RWE to lease property at Joseph A. DePaolo and John F. Kennedy Middle Schools for a battery storage system.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: TBD

Ending Date of Program or Project: TBD

Recommendation or Comment: Move that the Board of Education approve moving forward with the concept of the RWE property lease for the battery storage system at Joseph A DePaolo and John F. Kennedy Middle Schools to be considered by the Town Council.



Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 27, 2023

Decision Requested X

Agenda Code 11 c 1.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Chinese Class, Beijing and Chengdu, China
 - 4/4/24 – 4/13/24 OR 4/5/24 – 4/14/24

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

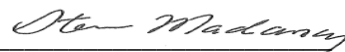
Recommendation or Comment: Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
Chinese Class**

Beijing and Chengdu, China

(4/4/24 – 4/13/24 OR 4/5/24 – 4/14/24)

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Assistant Superintendent

Date: 4/6/23

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: 14000

SHS Chinese class 4/4/24-4/13/24 or 4/5/24--4/14/24
School Class/Group Date of Trip

Name and Address of Destination Beijing and Chengdu, China

Reasons for Field Trip China culture Tour

Itinerary (attach if needed) attached

Departure Date/Time 4/4/24 or 4/5/24 Return Date/Time 4/13/24 or 4/14/24

Type of Field Trip (Required Ratio - Student : Teacher/Chaperone):

Academic (15:1) Non-Academic (10:1)
Abroad (8:1)

#of Students: 12 #of Teachers/Chaperones :2 #of Buses 1

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
Nurse's Signature _____ Date _____

(TRIPS REQUIRING BOE APPROVAL ONLY) - Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

| Source of Funds | Totals | Additional Notes |
|------------------------------------|-------------|--|
| TOTAL Anticipated Cost of Trip | \$5082 | |
| Board of Education Contribution | \$0 | |
| Other | \$ | |
| Fundraising Activity | (\$) | |
| BALANCE | \$ | |
| Student Contribution | | |
| Transportation | \$2500 | 12 Students @ \$2500 each for air travel |
| Entrance Fees, Room & Board | \$2442 | 12 Students @ \$2442 each including local travel |
| | \$ 140 visa | |
| TOTAL Cost of Trip to Each Student | \$5082 | \$ 60984 |

PRINT NAME AND SIGN

Teacher Xun Zheng Date 4/6/23
Dept. Head [Signature] Date 4/6/23
Principal [Signature] Date 4/6/23

Assistant Superintendent [Signature] Date 4/17/23
Approved
Not Approved

Board of Education Approval*** YES NO Date _____

Itinerary for China Trip

| Date | City | Itinerary |
|---------------------------|-------------------|---|
| Friday, April 5, 2024 | Boston | • Depart the Boston for Beijing <i>or From JFK, Newark.</i> |
| Saturday, April 6, 2024 | | En Route |
| Sunday, April 7, 2024 | Beijing | <ul style="list-style-type: none"> • Arrive in Beijing and meet your Real Asia guide. • Try street food from 前门大街 Qian Men street • Free time in 大栅栏, visit time-honored shops (老字号) • Welcome dinner and hotel check-in |
| Monday, April 8, 2024 | Beijing | <ul style="list-style-type: none"> • Cultural tour of Tiananmen Square 天安门 and a scavenger hunt in the Forbidden City 紫禁城寻宝游戏. • Next, check out Beijing's Hutongs 北京胡同 astride a rickshaw and be immersed in language and culture during lunch with Hutong locals. 后海 Shichahai Teahouses and Bars Street for dinner |
| Tuesday, April 9, 2024 | Beijing | <ul style="list-style-type: none"> • Climb the Great Wall 长城 of China and practice your language while hiking. • Stretch your limbs at a Kung Fu Class 功夫课 in the afternoon. • Peking Duck dinner 北京烤鸭. |
| Wednesday, April 10, 2024 | Beijing / Chengdu | <ul style="list-style-type: none"> • Tour the Temple of Heaven 天坛 before traditional • Go to famous market 虹桥市场 • 老北京炸酱面 for lunch Beijing style pork sauce noodle • After lunch, take a flight to Chengdu |
| Wednesday, April 10, 2024 | Chengdu | <ul style="list-style-type: none"> • Arrive in Chengdu • Dinner, and transfer to hotel |

| | | |
|--------------------------|------------------|--|
| Thursday, April 11, 2024 | Chengdu | <ul style="list-style-type: none"> • Spend the day at a local school • Attend classes, meet local students, and engage in cultural activities • Visit Jinli Alley 锦里古街 with your new Chinese friends • Afterwards, enjoy a Sichuan Hot Pot 四川火锅 dinner • Optional Homestay add-on |
| Friday, April 12, 2024 | Chengdu | <ul style="list-style-type: none"> • Volunteer your day with China's beloved pandas 熊猫志愿者 – feed, clean, and play • Attend a Chinese cooking class 中餐烹饪课 in the afternoon • Make your own Sichuan-style dishes so you can cook for your friends and family at home |
| Saturday, April 13, 2024 | Chengdu | <ul style="list-style-type: none"> • Explore People's Park 人民公园 – join local's morning exercises and snacks. • In the afternoon, barter for souvenirs in Kuanzhai Alley 宽窄巷子 • Drawfacial makeup in Beijing Opera 画京剧脸谱 • Close the evening with a Sichuan Face Changing Performance 变脸表演 |
| Sunday, April 14, 2024 | Chengdu / Boston | <ul style="list-style-type: none"> • Transfer to airport • Fly back to Boston or JFK. Newark |

Program Price

Program Prices by Hotel Choices:

Program Prices are based on per person and double occupancy, with optional SRS, based on a 12-student group and 2 chaperones. Prices are subject to change until your itinerary is finalized and deposits are received.

The hotels are ranked by “*”, which denotes the star ranking of each hotel. Prices are based on a group of 12 students by dual occupancy. In addition, an SRS price is provided, which is the extra cost added to an individual’s overall trip cost should that traveler decide to room alone.

| Hotel 1 | City | Hotel | Student Grand Total |
|---------|---------|-------------------|---------------------|
| | Beijing | Capital **** | \$2,442 |
| | Chengdu | Dorsett Grand**** | |

Program Prices Include:

- All accommodations
 - Internet in the hotels
- All meals, which include:
 - Daily American and Chinese breakfasts. All lunches and dinners. Unlimited supply of water or tea during the meals.
- All first entrance fees to tourist sites
- Domestic airfare and train
- 1 coach transport bus
- Local English-speaking guide
- Tips to bus drivers, tour guides and directors
- Unlimited water available at all times
- No shopping stops unless requested
- General liability insurance: \$2 million for each occurrence, \$2 million for aggregate
- Personal online registration*
- Pre-trip orientation*

- USD currency hedging - we guarantee our price in USD regardless of exchange rate once the deposit is rec

Program Prices Do Not Include:

- International Airfare
- Visa processing (see "Optional Services" for details)
- Real Asia Academic Leader (see "Other" for details)
- Travel Insurance (see "Optional Services" for details)

Proposed International Airfare Itinerary:

Due to Covid and many of the uncertainties that come along with it, we cannot determine the best schedule and the best price we can offer for the airfare itinerary at this time. Price is currently estimated into the trip cost. It is our aim to provide the most convenient international air schedule and an affordable price for this special journey. We will share pertinent information about air travel as soon as options become clear to us.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 11 c 2.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – Spanish, Madrid and Salamanca, Spain
 - 4/4/24 – 4/13/24

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

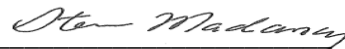
Recommendation or Comment: Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
Spanish**

Madrid and Salamanca, Spain

(4/4/24 – 4/13/24)

Southington Public Schools
Southington, Connecticut

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Assistant Superintendent

Date: 3/28/23

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: 3000

SHS School Spanish Class/Group 4/4/24-4/13/24 Date of Trip

Name and Address of Destination Madrid and Salamanca Spain

Reasons for Field Trip Spanish Language and culture immersion

Itinerary (attach if needed) attached

Departure Date/Time 4/4/24 Return Date/Time 4/13/24

Type of Field Trip (Required Ratio - Student : Teacher/Chaperone):

Academic (15:1) Non-Academic (10:1) Abroad (8:1)

#of Students: 25 #of Teachers/Chaperones: 4 #of Buses: 1

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.

Nurse's Signature _____ Date _____

(TRIPS REQUIRING BOE APPROVAL ONLY) - Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

| Source of Funds | Totals | Additional Notes |
|---|---------------|-----------------------|
| TOTAL Anticipated Cost of Trip | \$3630 | |
| Board of Education Contribution | \$0 | |
| Other | \$ | |
| Fundraising Activity | (\$) | |
| BALANCE | \$3630 | |
| Student Contribution | | |
| Transportation | \$1570 | 25 Students @ \$1570 |
| Entrance Fees, Room & Board | \$2060 | 25 Students @ \$20 60 |
| TOTAL Cost of Trip to Each Student | \$3630 | 90,750 |

PRINT NAME AND SIGN

Teacher Juan M. Riecio T. Riecio Date 3/28/23

Dept. Head _____ Date _____

Principal _____ Date 3/29/23

Comments _____

Assistant Superintendent [Signature] Date 3/30/23 Approved Not Approved

Board of Education Approval*** YES NO Date _____

Salamanca Spain Trip

Southington High School

Colegio Delibes

April 4-13, 2024

Coordinator: Amanda Dow & Tina Riccio

STUDY ABROAD CONTRACT

In order to participate in the Salamanca study abroad program the following criteria must apply to all applicants:

- The student is in good academic standing according to the Southington Board of Education student handbook rules.
- The student currently enrolled in Spanish course.
- The student has a 85% average in Spanish
- The student has completed the "Salamanca makeup work packet" and has signatures and makeup work from all teachers.

N.B No student will be considered for this program if he or she does not meet the above criteria.

Parents please be aware of the following stipulations:

- Your student can be removed from the Salamanca exchange program if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this program will be chosen on the basis of academic, social and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity
- There will be a curfew in place in Salamanca, the host families will report to the teacher each day to ensure that the students are abiding by all rules
- After the first deposit, trip insurance will be purchased within 15 days including terrorism, cancel for no reason, and medical evacuation.
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Southington Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip.
- At the highest [red] alert, no field trips will be allowed out of the Town of Southington for any reason.

Please sign and return by _____

Parent's signature _____

Student's signature _____

Program Outline:

Traveling to Salamanca

This study abroad program is being held April 2024 at the Colegio Delibes. The private school is located in the heart of Salamanca, Spain, 5 minutes from the Plaza Mayor.

Colegio Delibes offers 20 hours of language and culture classes a week with all accompanying study materials. The accommodations with a host family give students the opportunity to experience the culture and practice the language outside of the classroom. The program is tailored to the students' needs and linguistic abilities; they take a written exam in the US a few weeks before the trip and then an oral exam when they arrive in Salamanca. Based on these results they are placed in the class that is appropriate for them - no more than 10 students in their class. The teachers are all native speakers. Additionally, the trip can be tailored to students' interests to include guided cultural visits, literary tours, visits to museums, cooking and dance lessons, picnic at a bull farm, excursions to other cities such as Toledo, Segovia, Avila, etc., and much more. This is a unique learning opportunity for students to immerse themselves in the language and culture in Spain.

The main focus of this program is to enhance language skills, specifically oral proficiency, and cultural appreciation. Being immersed in the Spanish language, requires them to use their skills thus improving their communicative abilities and interpretive skills. In the Spanish households they will learn the daily routines, traditions, and lifestyles of the Spanish people. Students will bring back extensive knowledge of Spain that they will share with students in their classes.

Colegio Delibes guarantees:

1. Availability of all the levels and courses offered in this brochure, whatever the number of students in each level.
2. A maximum of 10 students per class.
3. Correct and adequate placement of each student through an oral and a written test.
4. An exam on the last Thursday of each month, obtaining a certificate of course completion, and/or progress assessment to pass to the next level (for those studying for several months).
5. Native teachers with a degree in Philology.
6. Passing the D.E.L.E. Exam – to each student who has attended at least 95% of the classes for six months. Should a student fulfill these conditions and fail the exam, colegio Delibes will pay for a full month's course and accommodation, as well as for the registration fee for the next D.E.L.E. exam.

7. Accommodation selected following strict rules and requirements, revised and updated periodically and located in a maximum 10-minute walking distance from the school and the city center.
8. The possibility to change the accommodation provided there is a non fulfillment of any characteristics described in this brochure.
9. A detailed programme of activities throughout the week, with organization and accompaniment by colegio Delibes' teachers.
10. A minimum of 70% of free activities throughout the week.
11. An offer of two excursions every weekend – on Saturdays and Sundays.
12. Significant discounts in bookshops, restaurants, bars ,etc... The establishments that offer these discounts are those that have a signed agreement with Colegio Delibes, the names of which will be published on the information leaflet that you will be given on the first day.
13. The confirmation and booking of flight tickets and accommodation.
14. An answer to all your information requests and confirmation of your enrolment within a maximum of 24 hours after your contacting our college.
15. Personalized attention to all our students.

In addition to classes, housing and meals (breakfast, lunch and dinner) the cost includes:

Assessment prior to the start of the course

All learning materials

Their book "los verbos en espanol"

A guided tour of the city

Books from the library

Free use of their 16 computers

Wi-fi connection

Four lectures every week: Spanish regions, Traditions and Myths, History, Arts, etc

Four films in Spanish each week

Sport activities (tennis, football, ping-pong, basketball)

The Benefits of this Experience:

In an ever-changing society, our school system must remain on the cutting edge of education.

This program provides the opportunity for our classroom curriculum and 21st century global education to merge. This opportunity will allow learners of all levels and styles to see, read and experience a facet of Spanish language and culture.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow total immersion in the Spanish language and culture for a reasonable price. The importance of a study abroad program is a topic being discussed in classrooms across the nation. The following list was

compiled by Diversity Abroad (a website) that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and the fact that it is changing the face of education across the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communicate among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, studying abroad is a life-changing experience. Students come back from study abroad more independent, confident and eager to take on any challenge, academic, professional or personal. There are many personal benefits to study abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

The entire experience during this study abroad course can be transferred to the students of Southington High School. The knowledge gained during this program will continue far beyond the week-long time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum.

World-Readiness Standards for Learning Languages:

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

- 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- 5.1 School and Global Communities: Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

One can continue drawing parallels between the benefits of this program and the Southington education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners.

Connections to the Cs:

This program can help the school achieve its maximum potential. This trip addresses the Edleader 21 Communication, Collaboration, Critical thinking, and Creativity rubrics through activities and situations that require students to

- Inquire and problem-solving
- Use higher order thinking
- Make cross-disciplinary connections
- Engage in authentic learning opportunities both in and out of school.

Students on this trip will work collaboratively on creative activities and projects in their language and culture classes. They will improve their communication skills during their daily language classes. They will be required to critically think during their class activities and the fun culture activities. These travel opportunities set us apart from the masses; we focus on **authentic** learning opportunities in the target language and the epicenter of culture and traditions. The students are pushed beyond their comfort zones and are forced to inquire about new topics and problem solve to express themselves in a foreign country.

Additionally, staff will benefit from the learning and the collaborative time to work with other teachers from various countries which will help with the development, evaluation, and revision of the curriculum. This opportunity will allow the teacher to delve deeper into the study of language and culture. The teacher will be able to collaborate with other education professionals and be immersed in the language and culture of Spain. This will become a learning experience that will affect all of the students in the Spanish department at SHS for years to come.

Cross Curricular Connections- Included here are connections to the Southington School District's curriculum across disciplines:

Social Science World History

- Standard 2 Expanding zones of exchange and encounter.
- Standard 3 Demonstrate and understanding of the ways that cultural encounters and interactions of people have shaped new identities and ways of life.

- Standard 3 Give examples of the visual arts and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- Standard 8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
- Standard 8 Describe and analyze the process by which foreign policy decisions are developed and executed.
- Standard 8 Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy.
- Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies.

English

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students will visit the Universidad de Salamanca where Miguel de Unamuno, famous author and poet, was a professor. Students will use literary analysis techniques to analyze his essays and poetry.

Math

- Students will convert currencies
- Students will budget their money for expenses- Curriculum Maps- Consumer Math
 - Understand the importance of budgeting process and determine an appropriate budget (based on your salary and living expenses)
 - Calculate and compare ordering costs of items from different stores
 - Anticipate and determine "hidden fees" and use this information to make purchasing decisions

In conclusion:

This experience will bring a new vision to the Spanish classrooms at Southington High School. The cultural excerpts, grammar concepts and geographical studies one reads about in the textbook text will be brought to life. This groundbreaking educational jump will prove more valuable than simply retelling students about a specific city, concept or tradition; the students will be able to live it. This opportunity will put the Southington school system on the map for offering a study abroad program where the students attend a school in the community and the experience of a homestay program. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

FAQs

How much does the trip cost?

The trip will cost approximately \$3530 per student, not including spending money. This price includes airfare and expenses for excursions. The price **does not** include spending money for gifts, souvenirs or extra meals/drinks.

Who will my child be staying with? How do I know they're safe?

All families that chose to participate in this exchange are committing to the health and well being of a child. All families are vetted by Colegio Delibes and have been working with the school for many years.

Students have the option of a private room or a shared room and each family is required to provide the student a means of transportation and breakfast, lunch, and dinner.

***All students are required to get in touch with their host family at least once before departing for Salamanca. This is highly suggested as a means of getting to know the students and their family prior to your child leaving.

What are they going to be doing while there?

Our students will be engaged in a number of cultural and exploratory activities while in Spain. They will be attending Colegio Delibes every morning for 4 hours from 9-1. Then each day will have an excursion or extracurricular activity. These may include: a tour of the city - buildings and local foods; a cooking class; salsa or flamenco dance classes; museum visits; story and legend readings; etc.

Tentative Trip Schedule of activities:

April 2024

Friday:

leave for Madrid - from Boston

Saturday:

Arrival in Madrid. Tour of Madrid. Stay in a hotel - 1 night.

Sunday:

Madrid to Salamanca, stop in Segovia and Ávila on the way. Arrive in Salamanca early evening. Meet families.

Monday:

Classes 9-1. Tour of Salamanca

Tuesday:

Classes 9-1. Visit the House of Lis - museum of Art Nouveau and Art Deco.
Tapas tasting.

Wednesday:

Classes 9-1. Scavenger hunt in the city. Dance class.

Thursday:

Classes 9-1. Excursion to la Alberca.

Friday:

Classes 9-1. Visit the city cathedrals - roman and gothic architecture and the university of Salamanca
Cooking class

Saturday:

Depart Salamanca and Arrive in Boston.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date April 27, 2023

Decision Requested X

Agenda Code 11 c 3.

AGENDA REPORTING FORM

Agenda Topic: Out of State: Approval of Out of State/Overnight Field Trip

Summary of Issue: The Board of Education must give approval for field trips that are over 200 miles in distance from Southington, trips to foreign countries, or overnight field trips. Presented here is the following trip:

- SHS – French, Paris and Normandy, France
 - 4/5/24 – 4/13/24

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** _____

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

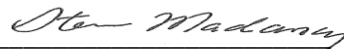
Recommendation or Comment: Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Southington High School
French**

Paris and Normandy, France

(4/5/24 – 4/13/24)

Application for Out-of-State/In-State/Overnight Field Trip

Submit to Assistant Superintendent

Date: 4/6/23

Out of State: Yes No
Overnight: Yes No

Miles Round Trip: 3000

SHS School French Class/Group 4/5/24-4/13/24 Date of Trip

Name and Address of Destination Paris and Normandy France

Reasons for Field Trip French Language and culture immersion

Itinerary (attach if needed) attached

Departure Date/Time 4/5/24 Return Date/Time 4/13/24

Type of Field Trip (Required Ratio - Student : Teacher/Chaperone):

Academic (15:1) Non-Academic (10:1) Abroad (8:1)

✓ #of Students: 25 #of Teachers/Chaperones: 4 #of Buses: 1

Have definite arrangements been made at the field trip destination? Yes No

Have met with nurse to address student health needs.
Nurse's Signature _____ Date _____

(TRIPS REQUIRING BOE APPROVAL ONLY) - Have NOT met with the nurse. Will meet with the nurse to address student health needs when the student roster is complete. This meeting will take place approximately one-month prior to the scheduled trip.

Destination is handicap accessible: Yes No Lift Van Needed? Yes No

COST AND FINANCING

| Source of Funds | Totals | Additional Notes |
|---|---------------|------------------------|
| TOTAL Anticipated Cost of Trip | \$3950 | |
| Board of Education Contribution | \$0 | |
| Other | \$ | |
| Fundraising Activity | (\$) | |
| BALANCE | \$3630 | |
| Student Contribution | | |
| Transportation | \$1993 | 25 Students @ \$ 49825 |
| Entrance Fees, Room & Board | \$ 1957 | 25 Students @ \$48925 |
| TOTAL Cost of Trip to Each Student | \$3950 | \$98750 |

PRINT NAME AND SIGN

Teacher Dianna Mackala Fall Date 4/6/23
 Dept. Head [Signature] Date _____
 Principal [Signature] Date 4/6/23
 Comments _____

Assistant Superintendent [Signature] Date 4/12/23 Approved Not Approved

Board of Education Approval*** YES NO Date _____

French Study Abroad Trip

Friday April 5- Sunday April 13
2024

Southington High School
Coordinator: Mackala Fall

STUDY ABROAD CONTRACT

In order to participate in the Paris study abroad program the following criteria must apply to all applicants:

- The student is in good academic standing according to the Southington Board of Education student handbook rules.
- The student is currently enrolled in a French course.
- The student has a minimum of 85% average in French
- The student has completed the “**makeup work packet**” and has signatures and makeup work from all teachers.
- The student has purchased cancel for any reason insurance.

N.B No student will be considered for this program if he or she does not meet the above criteria.

Parents please be aware of the following stipulations:

- Your student can be removed from the French trip program if there are any academic, legal or school related problems. If this does occur all payments made are non-refundable.
- The students participating in this program will be chosen on the basis of academic, social and emotional stability.
- The teacher has the right to use personal discretion when choosing the participants in this study abroad opportunity
- If there will be a curfew in place in France, the host families will report to the teacher each day to ensure that the students are abiding by all rules
- Due to the uncertain nature of world security and other unforeseeable events, field trip participants must understand that the Board of Education reserves the right to cancel field trips at any time prior to the time of departure of the trip. The Southington Board of Education or its agents will not be responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip
- At the highest [red] alert, no field trips will be allowed out of the City of Southington for any reason

Please sign and return by _____

Parent's signature _____

Student's signature _____

Program Outline:

French in Normandy (FIN) Language School in Rouen offers a unique learning opportunity for teachers and students interested in immersing themselves in the French language and culture. This study abroad program is being held in April 2024.

The focus of this program is to enhance language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide. The students from SHS will have the opportunity to study with people from all over the world. Faculty from French in Normandy (FIN) Language School will teach their lessons in a variety of modalities focusing on the topics of French traditions, past civilization and contemporary society. The rigorous course schedule will allow students to delve deeper into the language by means of the culture, art, architecture, and agriculture. The participants enrolled in this course will be reviewing advanced grammar concepts through verbal and written practice. The teachers and students enrolled in this study abroad opportunity will be required to give written and oral projects based on the subjects explored during this experience. The main goal of this study abroad opportunity is to enhance the participants' communicative abilities and comprehension of the French language, culture, history and arts. The program will offer 15 hours of classroom study (French baking class included), excursions and after school activities. The time spent outside of the classroom will provide resources for written and oral work as well as individual research. Upon the completion of this course study the students will receive a grade and a certificate of completion to add to their college resume. Please see attached a document for a tentative schedule of events.

Students will also spend a day and a half in Paris, France's capital, to see many of its historical and cultural offerings including but not limited to the Châteaux de Versailles, Le Musée du Louvre, La Tour Eiffel and le Musée d'Orsay.

The Benefits of this Experience:

In an ever-changing society, our school system must remain on the cutting edge of education. This program provides the opportunity for our classroom curriculum and 21st century global education to merge. This opportunity will allow learners of all levels and styles to see, read and experience the French language and culture. All students who participate in this study will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow total immersion in the French language and culture for a reasonable price. The importance of a study abroad program is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad (<https://www.diversityabroad.com/>) that discussed the importance of a study abroad experience. This list highlights the effectiveness of a study abroad experience and the fact that it is changing the face of education across the nation.

When studying abroad students will have the opportunity to gain skills such as:

- The ability to adapt to unfamiliar environments
- The ability to learn from different teaching styles
- The opportunity to learn to effectively communication among diverse groups
- The willingness to challenge oneself and comfort zones
- The knowledge of a foreign language

By studying abroad students will benefit from many unique experiences unavailable at the high school level. Such experiences include:

- Learning from students from different cultural, ethnic and national backgrounds
- Honing cross-cultural communication skills
- Mastering a foreign language
- Exposure to new ideas and philosophies

For many students, studying abroad is a life-changing experience. Students come back from study abroad more independent, confident and eager to take on any challenge, academic, professional or personal. There are many personal benefits to studying abroad. Some of these benefits include:

- Increased self-confidence
- Independence and maturity
- Global networking of friends
- Appreciation of other cultures as well as appreciation for the American culture
- Ability to face challenges in the future
- Learn to creatively solve problems
- Better understanding of personal strengths and weaknesses

The entire experience during this study abroad course can be transferred to the students of Southington High School. The knowledge gained during this program will continue far beyond the week time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum.

World-Readiness Standards for Learning Languages:

Communication: *Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes*

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a various audiences of listeners, readers, or viewers.

Cultures: *Interact with cultural competence and understanding*

- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: *Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations*

- 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using language to develop critical thinking and to solve problems creatively.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: *Develop insight into the nature of language and culture in order to interact with cultural competence*

- 4.1 Language Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities: *Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*

- 5.1 School and Global Communities: Learners use language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

One can continue drawing parallels between the benefits of this program and the Southington education standards. The curriculum is based on these as well as other standards set to make the students the highest quality of learners. The French curriculum for all levels discusses topics such as the geography of Paris, the study of ancient history and culture and the study of tradition and daily life.

Four Cs:

This program can help the school achieve its maximum potential using our focus on the four Cs: **communication, critical thinking, creativity and collaboration.**

This program focuses on higher order thinking and cross disciplinary learning. This is an opportunity that will set us apart from the masses; we will be focusing on **authentic** learning opportunities in the target language and the epicenter of culture and traditions. The students will use their **creativity** skills when they are pushed beyond their comfort zones and are required to consistently persevere when presented with linguistic and/or cultural challenges. This experience will force them to take risks and to inquire using

their **communication** skills about new topics and use **critical thinking** skills to problem solve to express themselves in a foreign country. Along with using those skills, students will also be **collaborating** with one another in their French lessons as well as on excursions and at home with their host family. Furthermore, students will make cross-disciplinary connections and experience authentic learning opportunities not possible in their home country or domestic classroom.

This opportunity will also allow the teacher to delve deeper into the study of language and culture. The teacher will be able to attend lessons every day; this will become a learning experience that will affect all of the students in the French Department at SHS for years to come.

Cross Curricular Connections- Included here are connections to the Southington School District's curriculum across disciplines:

Social Science World History

- Standard 2 Expanding zones of exchange and encounter.
- Standard 3 Demonstrate and understanding of the ways that cultural encounters and interactions of people have shaped new identities and ways of life.
- Standard 3 Give examples of the visual arts and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- Standard 8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
- Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies.
- Students will analyze examples of Renaissance art and science-
Curriculum Maps- World History #1-3
- Students will make comparisons of cultural norms and origins that have been brought to the U.S. from France

English

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Science

- Students will go to a local Agricultural Business and observe the process of making different products in this region of France
- Students will observe and analyze the impact that French culture has had on science especially during Renaissance

Math

- Students will convert currencies
- Students will budget their money for expenses- Curriculum Maps- Consumer Math
 - Understand the importance of budgeting process and determine an appropriate budget (based on your salary and living expenses)
 - Calculate and compare ordering costs of items from different stores
 - Anticipate and determine “hidden fees” and use this information to make purchasing decisions

Art-

- Students will analyze examples of Renaissance art and architecture- Curriculum Maps- World History #1-3
- Students will also analyze examples of art in time periods which they will have previously learned about in French class.

Conclusion:

This experience will bring a new vision to the French classrooms at Southington High School. The historical stories, grammar concepts and geographical studies one reads about in the textbook text will be brought to life. This groundbreaking educational jump will prove more valuable than simply retelling students about a specific city, concept or tradition; the students will be able to live it. This opportunity will put the Southington

school system on the map for offering a study abroad program where the students attend an accredited Academy, **15 hours of schooling** and the experience of a **homestay program**. Teachers and students should always be open to furthering their education. This opportunity will allow both the teacher and students to enhance their own knowledge and become better global citizens and lifelong learners.

FAQs

How much does the trip cost?

The trip will cost approximately **\$3630** per student, not including spending money or lunches. This price includes airfare and expenses for excursions. The price **does not** include spending money for gifts, souvenirs or extra meals/drinks.

Who will my child be staying with? How do I know they're safe?

All families that chose to participate in this exchange are committing to the health and well being of a child. All families are vetted by the Department of Justice who delivers them a *Casier Judiciaire*, a document which shows that they are clean.

Students will share a room and each family is required to provide the student a means of transportation, breakfast and dinner.

***All students are required to get in touch with their host family at least once before departing for Paris. This is highly suggested as a means of getting to know the students and their family prior to your child leaving.

| | | | | | | | | |
|--|--|---|---|--|--|--|---------------|--|
| | <p>- Visit to the Eiffel Tower -Souvenirs shopping -Dinner and sleeping at hotel (or penpal host families)</p> | <p>to Normandy -6pm Visit to the Normandy Language School and 1st meeting with host families -7pm Dinner with host family (2 to 3 students per family)</p> | <p>y <i>-visiting the Medieval streets</i> <i>-Cathedral of Notre Dame de Rouen</i> <i>-Botanical Garden</i> <i>-Educational, Medical and Impressionistic Museums</i> -6pm Dinner with host family</p> | <p>for a group of 10 students will be making French macarons) -2pm-5pm the rest of the group will go to the Historical Jeanne D'arc Museum - Drawing contest at Monet's office (at the office of tourism) -5pm-6:30 pm - Games -7pm Dinner with host family</p> | | <p>for the 2nd group of 10 students) -2pm-5pm the rest of the group will go to the Historical Jeanne D'arc Museum - Drawing contest at Monet's office (at the office of tourism) -5pm-6:30 pm - Games and sport activities -7pm Dinner with host family</p> | <p>family</p> | <p>Charles D Gaulle airport in Paris -Snacks at airport by children's expense 5pm-1am Flight duration to Boston (8 hours) Arrival time At Boston 9pm</p> |
|--|--|---|---|--|--|--|---------------|--|

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date April 27, 2023

Decision Requested X Agenda Code 11 d.

AGENDA REPORTING FORM

Agenda Topic: Adoption of 2024 Board of Education Meeting Dates

Summary of Issue: The Board of Education annually adopts their regular meeting schedule for the ensuing year at this time.

Background: Board of Education Policy #9321 indicates that meetings are held on the second and/or fourth Thursday of each month at a time to be determined and at the established Board meeting place (see attached Board Policy #9321).

Alternative Strategies: Modify the Schedule

Cost (if applicable): N/A **Funding Source:** N/A

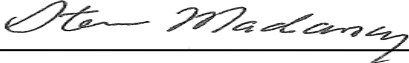
Beginning Date of Program or Project: January 2024

Ending Date of Program or Project: December 2024

Recommendation or Comment: Move that the proposed schedule of regular Board of Education meeting dates for 2024 be approved.

Title of Attachments:

1. 2024 Regular Board Meeting Dates
2. Board of Education Policy #9321



Signature of Superintendent of Schools

**Southington Public Schools
BOARD OF EDUCATION
2024 REGULAR MEETING DATES**

7:00 p.m.

**John Weichsel Municipal Center Public Assembly Room
200 North Main Street, Southington, CT**



January 11, 2024~ Operations

January 16, 2024 (Budget Workshop)

January 18, 2024 (Budget Workshop)

January 25, 2024 ~ Instruction

February 22, 2024~ Operations

March 28, 2024 ~ Operations

April 25, 2024~ Operations

May 9, 2024~ Operations

May 23, 2024~ Instruction

June 13, 2024~ Operations

June 27, 2024~ Instruction

August 8, 2024~ Operations

September 12, 2024~ Operations

September 26, 2024~ Instruction

October 10, 2024~ Operations

October 24, 2024~ Instruction

November 14, 2024~ Operations

December 12, 2024~ Operations

Series 9000: Bylaws of the Board

Methods of Operation

Time, Place, Notification of Meetings

All meetings of the Board of Education shall be conducted in compliance with Public Act 75-342, Sec. 6 (An Act Concerning Freedom of Information).

1. **Regular Meetings** – Regular meetings of the Board of Education shall be held on the second and/or fourth Thursday of each month at a time to be determined and at the established Board meeting place. At a minimum, one (1) meeting date per month will be set by the Board. Meeting dates, times, and places may be changed at the discretion of the Board.
 - a. Regular meetings will be classified as either *Committee of the Whole ~ Operations* or *Committee of the Whole ~ Instruction*. The classification will be indicated on the agenda within the meeting posting. The order of business for each is specified in number 8 within policy 9321.
 - b. The schedule of regular meetings of the Board of Education for the ensuing calendar year shall be filed with the Town Clerk no later than December 1 of each year, and no such meeting of the Board shall be held sooner than thirty (30) days after such schedule has been filed.
2. **Special Meetings** – Special meetings of the Board of Education shall be called by the Chairperson upon written request of three (3) of the members or whenever deemed necessary by the Chairperson. The call shall state the purpose of the meeting and no other business shall be transacted. Special meetings may not be called for the purpose of election of officers or for a vote to fill a vacancy on the Board.
 - a. Notice of special meetings shall be given not less than twenty-four (24) hours prior to the time of such meeting by posting a notice of the time of such meeting in the office of the Town Clerk. In the case of an emergency, a special meeting may be held without complying with the foregoing requirement for the posting of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such meeting.
 - b. Workshops of the Board of Education are held when it is necessary for the Board to discuss and consider, in depth, matters pertaining to Board of Education business. The Chairperson shall call workshops whenever deemed necessary or when requested by three (3) or more Board of

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (continued)**

Education members. Notice of workshops shall be given not less than forty-eight (48) hours prior to the time of such meetings by posting a notice of both the time and place in the office of the Town Clerk. The agenda will state the purpose(s) of the meeting and no other business will be transacted. The Chairperson of the Board may invite those individuals, groups or agencies that have relevant information, knowledge or experience to contribute to the discussion and to the Board's decision making process. Other public input will be allowed at the discretion of the Board Chairperson. No formal votes will be taken during or at the conclusion of workshops.

3. **Committee Meetings** – The Chairperson of each committee will notify the Board as to the location, date, and time of all meetings. (cf 8133)
4. **Adjourned Meetings** – Any meeting of the Board of Education may be adjourned to a time and place specified in the order of adjournment.
5. **Quorum** – Five (5) members of the Board shall constitute a quorum for the transaction of business except where otherwise noted in Board policies.
6. **Parliamentary Procedure** – Robert's Rules of Order shall govern the proceedings of the Board, except when those rules are in conflict with the Board's approved policies and regulations. The Superintendent of Schools is designated as Board of Education parliamentarian.
7. **Agenda Notice** – The agenda for regular meetings of the Board of Education shall be given to all members a minimum of six (6) days prior to the meeting. Other business included on the agenda may be transacted by two thirds vote of all members present unless the subject is specifically referenced in other Board policies.

Series 9000: Bylaws of the Board**Methods of Operation****Time, Place, Notification of Meetings (continued)**

8. **Order of Business** – The order of business at each regular meeting of the Board of Education shall be as follows:

- 8.1 Call to Order
- 8.2 Pledge of Allegiance
 - 8.2.1 Celebration of Excellence (as appropriate)
- 8.3 Approval of Minutes
- 8.4 Public Communications
 - a. Student Representatives
 - b. Board of Education
 - c. Administration
 - d. Public
- 8.5 Committee Reports
- 8.6 Personnel Report (as appropriate)
- 8.7 Old Business
- 8.8 New Business
- 8.9 Public Communications
 - a. Public
- 8.10 Adjournment

Series 9000: Bylaws of the Board

Methods of Operation

Time, Place, Notification of Meetings (continued)

9. **Requests for Hearing on Transportation** – Requests for hearings on transportation must be made in writing. The Board of Education shall hold such hearing within ten (10) days after receipt of written request and shall make a finding within ten (10) days after such hearing and in accordance with regulations of the State Board of Education.

(cf. 9327 – Electronic Mail Communications)

Legal Reference:

Connecticut General Statutes

- 1-200 (2) Definitions. “Meeting”
- 1-206 Denial of access to public records or meetings.
- 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
- 1-227 Mailing of notice of meetings to persons filing written request. •
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 10-218 Officers. Meetings

Bylaw adopted by the Board: January 1990

Bylaw revised by the Board: April 1993

Bylaw reviewed by the Board: April 2003

Bylaw revised by the Board: March 2005

Bylaw revised by the Board: February 2009

Bylaw updated and recoded: June 22, 2017

Bylaw revised by the Board: January 2022

Bylaw revised by the Board: January 2023