Southington Board of Education Meeting

Thursday, November 9, 2023 7:00 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489

COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER BY SUPERINTENDENT OF SCHOOLS
2. Pledge of Allegiance
3. Swearing in of Board Members by the Town Clerk
4. Election of Board Officers started by the Superintendent of Schools
5. Approval of Minutes - October 26, 2023
6. 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
7. Superintendent's Report
   a. Personnel Report
8. Old Business
   a. Town Government Communications
   b. Policy 3542.1- Purposes and Facilities: Food Service - Revision - Second Reading
   c. SHS - Comprehensive Learning Center (formerly ACHIEVE) Artshop Curriculum - Second Reading
   d. SHS - Computer Science Course Proposal - Second Reading
   e. SHS - Accelerated Biology Unit #3 - Cell Energetics - Second Reading
9. New Business
   a. Approval of Out of State/Overnight Field Trips
      1. SHS Wrestling Team, Lowell, MA
      2. SHS Wrestling Team - Plaistow, NH
   b. Capital Improvement Plan 2024-25 to 2028-29 - First Reading
10. Public Communications
    a. Public
11. 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
OCTOBER 26, 2023

The regular meeting of the Southington Board of Education (Committee of the Whole - Instruction) was held on Thursday, October 26, 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 6:30 p.m.

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mr. Sean Carson, Mr. James Chrzanowski *(arrived 6:52 p.m.),* Mrs. Colleen Clark, Mr. David Derynoski, Mr. Jasper Williams
Absent: Mr. Zaya Oshana
Cabinet administrators present: Mr. Steve Madancy, Superintendent of Schools, and Mr. Frank Pepe, Assistant Superintendent

2. EXECUTIVE SESSION –TECHNOLOGY DEPARTMENT STAFF, STUDENT MATTERS

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

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Unaffiliated Compensation - Technology Department Salaries and Student Matters, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mrs. Clark ended the Executive Session at 7:01 p.m.
The Regular Board meeting was reconvened at 7:06 p.m.

3. RECONVENE MEETING – REGULAR SESSION

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mr. Sean Carson, Mr. James Chrzanowski, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana *(Virtual)*, Mr. Jasper Williams
Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Ms. Rebecca Cavallaro, Director of Pupil Personnel Services
Student Representatives present: Uptej Singh, Chelsey Arduini, Akari Win

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:

John Fiondella passed away on October 16, 2023. He was hired as a teacher by the Southington Public Schools in 1960 and held positions of teacher, interim principal, and principal until his retirement in 1996.

Mary Hobson passed away on October 20, 2023. She was hired as a Paraeducator in 1971 and held positions in the elementary schools until her retirement in 2006.

Robert Wood passed away on October 17, 2023. He was hired as the principal of Plantsville Elementary School in 1972 and retired in 1998.

5. APPROVAL OF MINUTES – October 12, 2023

MOTION: by Mrs. Carmody, seconded by Mr. Derynoski:

"Move to approve the regular Board of Education Meeting Minutes of October 12, 2023, as submitted."

Motion carried unanimously by voice vote.

6. PUBLIC COMMUNICATIONS

a. Communications from Student Board Representatives

Chelsey Arduini reported on the following high school events: Student Representatives were panelists at the Town Council Forum, 30th Annual Music of the Knight, FBLA & DECA Halloween Party for younger students, National Honor Society Blood Drive, SHS Fall Concert, , college deadlines, International Field Trip to Italy November 3-11, 2023.

Akari Win reported on the SHS fall athletic events and scores to date: Softball field new lights installation, CIAC post-season play started on Saturday with Boys & Girls Cross Country, Girls Volleyball (17-1), Girls Soccer (9-4), Boys Soccer held their Senior Night Celebration.

Uptej Singh gave the district report for the other schools. Oshana Elementary School: Grade 5 students participated in the CT Kid Governor Program. Kennedy Middle School (JFK): Halloween Dress Up Day October 31st with students who dress up asked to bring in canned food items to be donated to the Southington Food Pantry. JFK Trivia Team named a "Cip of Sunshine" in honor of former JFK teacher Mr. Joseph Cipollini will represent JFK at the Southington Education Foundation annual Trivia Bee. JFK's First Robotics Team "The Eagle Engineers" was preparing for the upcoming championship. Students in the CLC (Comprehensive Learning Center) program visited Lyman Orchards for pumpkin picking. JFK thanked Christopher Matusik, owner of the Southington Dairy Queen for his continued support of the Eagle Excellence Program. DePaolo Middle School (JAD): JAD fall sports teams had a successful season. First Advisory lesson held this week to build positive adult relationships in a caring environment. Unity Day was October 18; Annual Light a Pumpkin Event held; students participated in Red Ribbon Rally; JAD Paraeducator Dawn Dickau was named Connecticut 2024 Paraeducator of the Year with Governor Ned Lamont and other state and local dignitaries visiting JAD on October 13 to celebrate Ms. Dickau.

Mr. Williams stated that he and other Board members attended the Town Council Forum and thanked the student representatives for doing a great job representing the Board of Education and student body. Mr. Carson questioned what the SHS Robotics Team was working on. Uptej

Singh spoke in detail about the Robotics Team challenge with regular season starting in January, the team's current preparations, mentoring elementary students and sharing STEM knowledge. Mrs. Clark believed that January 6, 2024 was the date for the Robotics Team kick-off at the Municipal Center and loved that the upperclassmen were mentoring the younger students.

b. Communications from Board Members

Mr. Derynoski commented on the BOE student representatives' representation as panelists at the Town Council Forum and that he heard positive comments from those in attendance about the great job that they did.

c. Communications from Administration

1. School Swatting Webinar: Mr. Madancy stated that he and Mr. Pepe attended a timely webinar on Tuesday that helped navigate Thursday morning with a swatting situation at the high school. The police department is working to track down the perpetrator of the swatting phone call to the high school. There is a national uptick in the new trend of "swatting", which is disruptive to law enforcement and education causing unnecessary stress to students and staff. Mr. Madancy noted that Michael Crocco, SHS Principal, sent a letter to families about the patience the families demonstrated, which was instrumental in how well things unfolded at the high school. Mr. Madancy praised the police, staff, students, and families on how well they all handled the situation.

2. Kindergarten Guidance from Connecticut State Department of Education: Mr. Madancy stated that he recently received communication from the State Department of Education that they would not be providing specific assessments for students who must be 5 years old on September 1 to enter kindergarten starting the 2024-2025 school year. The previous cut-off was January 1st. He plans to share with other superintendents what assessments they are considering because the state indicated they must utilize an assessment that is standardized and less subjective. He was also looking at enrollment of students turning age 5 to potentially plan for alternate Early Childhood programming for families that are told that it was not a good time for their child to start kindergarten, which may cause a burden to some families. He was meeting with a community group regarding grant funding sources for subsidies to help families.

3. Athletic Facilities Update: Mr. Madancy acknowledged that the SHS Girls' Softball field lights were received and scheduled to be installed next week. He thanked Mr. Romano, Director of Operations, Mrs. Mellitt, Director of Business & Finance, Mr. Fickle, Accounting Manager, and Mrs. Pocock, Assistant to Mr. Romano, for completing the volume of paperwork that it takes for the state to give a formal approval for funding for the partial roof replacement at the high school, which was approved at the referendum in November 2022. It will be going out to bid and is expected to be completed in the summer of 2024.

4. Threat Assessments and (UCC's): Mr. Pepe reported that he recently organized professional development sessions for inline administration, school social workers, school psychologists, and school counselors at all grade levels. The professional development topics were 1) threat assessment and, 2) training for urgent response for students in mental health crisis. He explained these topics in more detail including a presentation given by a director of one of the Urgent Care Crisis Centers (UCC) in Connecticut (out of four centers), that included the options for when they have a child in crisis.

d. Communication from Public – Agenda Items Only

There was no communication from the public on agenda items.

7. COMMITTEE REPORTS

a. Policy & Personnel Committee Meeting – October 11, 2023

Mr. Williams reported that the committee met and reviewed Policy 3542.1-Purposes and Facilities (Food Services) revisions due to recent legislative changes; Policy 6141.4-Curriculum Exemptions to be further reviewed; Regulations language for Policy 6172-Curriculum Exemptions Extensions-Gifted and Talented Program; and revisions to Policy 9160-Student Representatives on Board of Education to include additional edits and refining the procedures for the Selection Committee.

b. Curriculum & Instruction Committee Meeting – October 20, 2023

Mrs. Anastasio reported that the committee met and received presentations on the following: Comprehensive Learning Center (formerly ACHIEVE) ArtShop Curriculum to teach art and photography to students with varying disabilities; revisions to Computer Science Principles that is currently taught only at the AP level and to be offered at the accelerated level; and SHS-Accelerated Biology-Unit 3: Cellular Energetics. The dates for Curriculum & Instruction meetings for the 2023-2024 school year were reviewed.

Committee members were impressed with the CLC ArtShop Curriculum presentation and asked if the students could be invited to a future Board meeting to show their work. Mr. Williams thought the Computer Science Principles Accelerated and AP courses would give students more technology experience and competitive when applying to college.

c. Finance Committee Meeting – October 19, 2023

1. New Maintenance Vehicle Purchase – Four-year Financing *(formerly Agenda Item 7.c.3)*

Mr. Chrzanowski reported that the committee met and discussed in detail purchasing a new Maintenance Transit Cargo Van at a cost of $53,000 including funding options. Received was a Ford Financial lease quote at a 9% interest rate and Municipal Leasing Credit Corporation at 8.25%. The committee discussed the condition of the current fleet of maintenance vehicles. Mrs. Mellitt added that by utilizing budgeted Rental of Equipment funds and a transfer of $35,544 from the Connecticut Municipal Retirement (MERs) account financing would not be needed and the vehicle would be cash funded.

MOTION: by Mr. Chrzanowski, seconded by Mr. Baczewski:
"Move to approve the purchase of the Maintenance Vehicle using the budgeted rental of equipment funds and a transfer of $35,544 from the CT Municipal Retirement Account.

Mr. Chrzanowski supported buying the vehicle outright versus financing it. Mr. Madancy summarized that the motion on the floor was to purchase the vehicle with $18,000 in rental funds from the operating budget and $35,544 of unencumbered MERS funds. Mr. Baczewski questioned the amount of interest payment at 8.25% over the course of the four-year loan ($10,000). Mr. Derynoski cautioned that they still did not know the unexpected Special Education costs and needed a cushion. Mr. Williams pointed out that vehicle loan interest rates would continue to increase.

Motion carried unanimously by voice vote.

2. Transfer of Funds – STEAP Athletic Project *(formerly Agenda Item 7.c.1)*

Mr. Chrzanowski reported that the committee reviewed the Transfer of Funds request to move funds from the Connecticut Municipal Retirement Account (MERS) into a Major Project and Equipment Account to fund the STEAP Athletic Projects that were approved by the Board of Education at their October 12 meeting.

MOTION: by Mr. Chrzanowski, seconded by Mr. Williams:
"Move to approve Transfer of Funds from the CT Municipal Retirement Account into a Major Project and Equipment Account to fund the STEAP Athletic Project, as presented."
Motion carried unanimously by voice vote.

3. Transfer of Funds – Computer Lab Update *(formerly Agenda Item 7.c.2)*

Mr. Chrzanowski reported that the committee reviewed the Transfer of Funds request made by Mr. Tyler Savage and Mrs. Rebecca Savelkoul from the Technology Department to transfer funds from the Computer Software Account to Computer Hardware Account to update the computers in three labs at the high school.

MOTION: by Mr. Chrzanowski, seconded by Mr. Derynoski:
"Move to approve the Transfer of Funds from the Computer Software Account to Computer Hardware Account to update the computers in three labs at the high school, as presented."
Motion carried unanimously by voice vote.

Mr. Chrzanowski explained that the committee also received a School Lunch update on the $300,000 loan made to the School Lunch Program in October of 2020 during COVID that has yet to be paid back and that administration requested the loan be released from being repaid. Auditors will be onsite the week of October 30th and Mrs. Mellit will meet with them.

8. OLD BUSINESS

a. Town Government Communications

There was no Town Government Communication.

b. ConEd Battery Storage Project

MOTION: by Mrs. Carmody, seconded by Mr. Carson:
"**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."**

Mr. Derynoski addressed the Solar Panels installed a few years ago at multiple school sites and that he had yet to hear anything regarding how well they were doing and if the town was generating any revenue. He would like feedback. Mr. Madancy stated that he would follow-up. He reminded the Board that the RWE battery storage lease was for five years with an

optional five additional years at no cost to the district in terms of being locked in because they were not investing in anything. Mr. Derynoski was interested in the revenue stream for the battery packs and questioned who pays for the power source that charges the batteries. Mr. Oshana requested Mr. Madancy to repeat the motion. Mr. Oshana stated that he was in favor of moving forward with receiving the $50,000 lease payment from the beginning and questioned the placement of an Electric Vehicle (EV) battery charging station. Mr. Madancy explained the RWE Proposal offered the option to install for free one (1) EV battery charging station at the high school, which could be discussed at a future time. Mr. Baczewski questioned the assessment value on the battery packs and was satisfied with the answers and transparency. His concern was over any unforeseen problems with the battery packs. Mr. Carson, having been the person who tabled the motion at the last BOE meeting, was in favor with moving forward with the project after receiving additional information. He discussed in detail the benefit and tax revenue to the town, which he stated was significant beyond the lease payment. He wanted the taxpayers and residents to know that.

ROLL CALL VOTE: YES – Mrs. Anastasio, Mr. Baczewski, Mrs. Carmody, Mr. Carson, Mr. Chrzanowski, Mr. Derynoski, Mr. Oshana, Mr. Williams, Mrs. Clark.
Motion carried unanimously 9-0.

c. SHS Accelerated Physics Unit #3 Momentum & Impulse - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the SHS Accelerated Physics Unit #3 - Momentum & Impulse, as presented by the Curriculum & Instruction Committee."
Motion carried unanimously by voice vote.

d. SHS Accelerated Physics Unit #4 - Work & Energy - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the SHS Accelerated Physics Unit #4 - Work & Energy, as presented by the Curriculum & Instruction Committee."
Motion carried unanimously by voice vote.

e. SHS Accelerated Physics Unit #5 - Simple Harmonic Motion - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the SHS Accelerated Physics Unit #5 – Simple Harmonic Motion, as presented by the Curriculum & Instruction Committee."
Motion carried unanimously by voice vote.

f. SHS Accelerated Physics Unit #6 - Electrostatics & Circuits - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the SHS Accelerated Physics Unit #6 – Electrostatics & Circuits, as presented by the Curriculum & Instruction Committee."
Motion carried unanimously by voice vote.

g. SHS Accelerated General Chemistry Unit #3 - Matter & Energy Changes - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the SHS Accelerated General Chemistry Unit #3 – Matter & Energy Changes, as presented by the Curriculum & Instruction Committee."
Motion carried unanimously by voice vote.

h. SHS Accelerated General Chemistry Unit #4 - Gas Law & Kinetics - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the SHS Accelerated General Chemistry Unit #4 – Gas Law & Kinetics, as presented by the Curriculum & Instruction Committee."
Motion carried unanimously by voice vote.

i. SHS Accelerated General Chemistry Unit #5 - Flint Water Crisis - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the SHS Accelerated General Chemistry Unit #5 – Flint Water Crisis, as presented by the Curriculum & Instruction Committee."
Motion carried unanimously by voice vote.

j. Middle School Needs Assessment - Second Reading

MOTION: by Mrs. Anastasio, seconded by Mr. Williams:
"Move that the Board of Education approve the Middle School Needs Assessment, as presented by the Curriculum & Instruction Committee."

Mr. Derynoski questioned if this would be reviewed by the parents. Mr. Pepe explained that once it was approved, a letter would be sent to the families with the actual survey attached.

Motion carried unanimously by voice vote.

9. NEW BUSINESS

a. Student Data Presentation – 2022-2023

Amy Zappone, Director of Teaching & Learning for Second Education, Stephanie Lawlor, District Curriculum Coordinator ELA (English Language Arts) & Social Studies; and Alicia Naleway, Math & K-5 Science Coordinator, gave a detailed PowerPoint presentation on the data for the Smarter Balanced Summative Assessments, NGSS (Next Generation Science Standards), and SAT (Scholastic Aptitude Test) results in Reading, Writing, and Math given in the 2022-2023 school year for the Southington Public Schools. They spoke at length on the Smarter Balanced District Performance Indicators given to all students in grades 3-8 to measure performance in ELA and Math; NGSS is given to students in grades 5, 8, and 11 to measure

performance in science; and the SAT is given to all grade 11 students. Reviewed was Connecticut's Next Generation Accountability System, which is a broad set of 12 indicators that demonstrates how well a school and district prepares students for success in college, career, and life and the indicators that were connected to those data points. Addressed in detail was the percentage of students demonstrating mastery in grade level standards in ELA, Math and Science and the percentage of students exceeding those standards. The achievement levels fall in a scale from Level 4 (exceeding the standard), Level 3 (meeting the standard), Level 2 (approaching), and Level 1 (does not meet). Addressed were the data comparisons to other districts in Southington's DRG "D" (District Reference Group) and the state average, achievement data, meeting goals, growth data, historical data, and performance of high needs students.

The Board members had many questions. Mr. Chrzanowski questioned if the school district had any internal goals in these areas. He wanted to know what the Board could do to reverse any negative trends. Mrs. Zappone, Mr. Pepe, and Mr. Madancy answered in detail. Mrs. Carmody pointed out that school districts nationally were still being affected by the years of COVID compared to the data from years before the pandemic. She thought that Southington was doing an excellent job with curriculum and professional development. Mr. Williams addressed an article in the Wall Street Journal that he read about the learning loss through COVID and what it equated to in dollars, which was alarming. He appreciated that Southington did not wait and made changes to curriculum to make up for COVID learning loss.

Mr. Carson had many questions. He asked the teachers what they needed from the Board moving forward. Mrs. Zappone and Mrs. Lawlor answered in detail. Mr. Carson questioned what the community could do to better support the parents in preparing their child(ren) to be successful students in K-grade 2. He addressed the Connecticut Next Generation Accountability System and noted that metrics and data were important and that he wanted to place the high school back to an award-winning Blue-Ribbon school and thought the accountability systems were what would get them there. He challenged the administration to make sure that the state of Connecticut knew of Southington Public Schools successes. Mr. Carson did not agree with the 12 indicators that the State Department of Education had listed. He wanted to know what the district was doing to make sure that Southington was achieving in all areas such as the arts, physical fitness, etc., and not just one snapshot in time, which does not show the full picture. He wanted to know what was being done to identify and improve other areas outside of language, math, and science. Mr. Carson questioned the chronic absenteeism percentage in the district. Mrs. Zappone answered Mr. Carson's questions at length. Mr. Carson addressed the state's LEAP Program that is federally funded and fully funded at the state level through 2026 and specifically designed to identify the chronic absenteeism and learning loss that has occurred because of the pandemic. He wanted to know Southington's connection to that program, how the school district was using it, and if the state is a partner or not. Mr. Pepe praised Mr. Madancy for revitalizing the District Data Team as they were coming out of COVID and addressed Mr. Carson's concerns at length. Mr. Carson questioned the measured learning loss from the pandemic and was given the statistics and data by the superintendent. Mr. Carson thought that Southington was doing a phenomenal job compared to other school districts and asked the superintendent to address at another Board meeting how the district was using the LEAP Program. Mr. Madancy acknowledged that Southington had a 12% chronic absenteeism in truancy, which was far lower than other school districts in the state. He noted that Southington's chronic absenteeism was not the percentage of students, it was the same students.

Mrs. Carmody summarized that the pandemic affected the school district, and they need more staff for mental health issues, emotional and social issues of the children, which would help

to alleviate a lot of the district's problems. She thought that the curriculum offered prepared the students with 21st century skills and to be competitive. She believed it would improve with additional staff.

Mr. Baczewski questioned the definition of a high need's student (multi-language learner, free and reduced lunch, or special needs). He thought that the person in the home of the student was the most important teacher in a child's life. He addressed creating community and public partnerships.

b. Policy 3542.1 – Purposes and Facilities: Food Service – Revision – First Reading
c. SHS – Comprehensive Learning Center (formerly ACHIEVE) Art shop Curriculum – First Reading
d. SHS – Computer Science Course Proposal – First Reading
e. SHS – Accelerated Biology Unit #3 – Cell Energetics – First Reading

The above are First Readings and will come before the Board members for action at the next Board of Education meeting.

f. Approve of Special Education Positions

MOTION: by Mr. Baczewski, seconded by Mr. Carson:
"Move that the Board of Education approves the Special Education positions, as recommended by administration."
Motion carried unanimously by voice vote.

g. Unaffiliated Compensation – Technology Department

MOTION: by Mr. Baczewski, seconded by Mr. Derynoski:
"Move that the Board of Education approves compensation for Technology Department Unaffiliated Staff, as proposed by the administration."
Motion carried unanimously by voice vote.

h. Superintendent's Proposed Goals 2023-2024

MOTION: by Mr. Baczewski, seconded by Mr. Williams:
"Move to approve the Superintendent's Proposed Goals for 2023-2024."

Mr. Derynoski was concerned that Superintendent Madancy's goals were very ambitious and hoped that he could achieve all the many goals that he set forth. He was concerned with other issues that come up during the school year that would take away the effectiveness of achieving some of the goals. He wanted to make sure that the superintendent succeeded when the Board reviews whether he met or completed the goals.
Motion carried unanimously by voice vote.

10. PUBLIC COMMUNICATIONS

a. Public

There was no public communication.

Mrs. Clark noted that this was the last meeting of the Board members before the elections in November and thanked Mrs. Anastasio, who was not seeking re-election, for her service to the town and school district. She wished the Board members the best of luck.

11. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mr. Carson:
"Move to adjourn."
Motion carried unanimously by voice vote.

The meeting adjourned at 9:00 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Board of Education

Administrative Report

November 9, 2023

1. SHS Marching Band, State & Nationals
2. Inaugural Southington *FIRST* LEGO League Qualification Event!
3. Channel 8, What's Right in Schools
4. Record Journal, Teacher Profiles
5. SHS softball lights
6. K Age Change Entry work

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only_____ Board Meeting Date___November 2023_____
Decision Requested_____X_____ Agenda Code___7 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 2023-2024 school year. This report includes activity for the month of October 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.

Michelle Passamano
Signature of Staff Member Submitting Report

Steven Madaras
Signature of Superintendent

Included:
Personnel Report

Personnel Report
October 2023

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CERT	Burns, Samantha	Special Education Teacher	SHS	1.0	12-04-2023	6th	$77,500
CLASS	Butterly, Steven	Evening Custodian, PT	SHS	0.49	11-06-2023	N/A	$16.38
CLASS	Conaty, Patrick	Technology Assistant	District	1.0	10-30-2023	MA	$24.00
CLASS	Gousse, Amy	Paraeducator	SHS	1.0	11-06-2023	N/A	$18.36
CLASS	Johnson Frohling, Jessica	Paraeducator	FES	1.0	10-11-2023	N/A	$18.36
CLASS	McNamara, Kaitlyn	Paraeducator	OES	1.0	10-18-2023	N/A	$18.36
CLASS	Robinson, Lakeisha	Paraeducator	JAD	1.0	10-17-2023	N/A	$18.36
CLASS	Rodriguez, Ninoshka	Evening Custodian, PT	FES	0.49	10-26-2023	N/A	$16.38
CLASS	Santee, Ashley	ABA Therapist, SLC	HES	1.0	10-16-2023	N/A	$19.59
CLASS	Smith, Steven	ML Tutor	DES/OES	1.0	10-30-2023	BA	$18.36
CLASS	Stath, John	Paraeducator, TLC	HES	1.0	11-13-2023	N/A	$19.59
CLASS	Torres, Jennifer	Paraeducator, Pre-K	SES	0.88	10-23-2023	N/A	$18.36
CLASS	Vasil, Sherlie	Paraeducator	SES	1.0	10-30-2023	N/A	$18.36

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Andreini, Linda	Paraeducator, CLC, FT	JFK	10-28-2023	2	RETIRE
CERT	Clark, Gregory	Science Teacher	JFK	12-23-2023	4	RESIGN
CLASS	Greaves, Marissa	Paraeducator, FT	JAD	10-19-2023	2 mo.	TERM
CLASS	Harrold, Tricia	Paraeducator, PT	HES	12-23-2023	9	RESIGN
CLASS	Nealon, Jesse	Evening Custodian, PT	SHS	09-30-2023	3	RESIGN
CLASS	Maia, Ann	Paraeducator, FT	SES	10-12-2023	4	RETIRE
CLASS	Munoz, Ashley	Math Tutor	JFK	10-28-2023	2 mo.	RESIGN
CLASS	Naparstek, Cassandra	Paraeducator, SLC, FT	HES	10-27-2023	2 mo.	TERM
CLASS	Pedroncelli, Dawn	Paraeducator, FT	FES	11-04-2023	6	RESIGN
CERT	Salamida, Maeve	English Teacher	SHS	10-9-2023	5 mo.	RESIGN
CLASS	Santiago, Dyana	Paraeducator, FT	HES	10-27-2023	1 mo.	TERM

ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Massi, Allyson	EL Tutor, JFK/KES	1.0	Technology Assistant	1.0	10-30-2023
Santiago, Dyana	Paraeducator, OES	1.0	Paraeducator, HES	1.0	10-13-2023

TRANSFERS

	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
CERT NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
None to report					

Personnel Report
October 2023

STIPENDS

COACHING

Resignations/Non-Renewals

Drury, Charles	Freshman Football Asst. Coach	SHS	RESIGN
Solarz III, Charles	Freshman Baseball Coach	SHS	RESIGN

Appointments

Hewitt, Howard	Associate Athletic Director – Fall	SHS	STIPEND
Mayoussier, Chase	Freshman Football Asst. Coach	SHS	STIPEND
Smelski, Cooper	Asst. Cross Country Coach	SHS	STIPEND

OTHER

Resignations/Non-Renewals

LaCombe, Brianne	Extended School Year & Jump Start Program Coord.	District	RESIGN
Martin, Megan	Student Council Advisor	SHS	RESIGN

Appointments

Cahill, Effie	Department Facilitator - STELLAR	SHS	STIPEND
Davenport, Lindsay	Middle School Science Curriculum Specialist	District	STIPEND
Eisele, Bethany	Lego Advisor	JAD	STIPEND
Linnell, Kelsey	Key Club Advisor	SHS	STIPEND
Loomis, Anthony	Student Council Advisor	SHS	STIPEND
Roman, Kathryn	Lego Advisor	JAD	STIPEND

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **November 9, 2023**

Decision Requested X **Agenda Code** **8 b.**

AGENDA REPORTING FORM

Agenda Topic: Policy 3542.1 – Purposes and Facilities: Food Service - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 3542.1 – Purposes and Facilities: Food Service.

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 3542.1 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 3542.1

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 3542.1

Purposes and Facilities: Food Service – Revised Policy

Draft

Purposes and Facilities: Food Service

The goal of the District's food services program is to provide students with nutritious and healthy foods that enhance learning.

The Southington Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced-price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced-price meals is completed and approved. All applications for free and reduced-price lunch and any related information is considered strictly confidential and not to be shared outside of the District's food services program.

Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

~~Although not required by law~~, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the nonprofit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through prepaid accounts.

The Board prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.

Purposes and Facilities: Food Service

Charging

A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a la carte items, for any school breakfast, lunch or other feeding.

To sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The Board encourages all families who may have a child eligible for free or reduced-price lunch to apply.

Elementary and Secondary Students

1. The District uses an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals ~~up to an amount not to exceed the cost of thirty (30) meals~~. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the automated prepayment website.

2. ~~Students shall be allowed up to thirty (30) reimbursable meal charges~~. All other a-la-carte items shall not be charged. After thirty charges, the parents/guardians of such child will be referred to the District's homeless education liaison. When a charge is incurred, a written notification shall be sent home to parents. All credited meals must be repaid.

Purposes and Facilities: Food Service

Charging (continued)

3. No student shall be deprived of a reimbursable meal due to forgotten or lost meal money. ~~The school Principal is responsible for maintaining a fund of money to loan to students without meal money~~. The Principal or his/her designee is responsible for collecting money loaned to students. Students will be responsible for repaying all loaned money within an established timeframe. A note shall be given to the student to take home or mailed to the student's home to inform parents of the loan obligation. In situations in which a student is consistently without meal money, the Principal or his/her designee should encourage the parent/guardian to apply for free or reduced price meals.

4. All charges must be paid in 10 days. Parents will be notified and asked for prompt payment after 3 charges.

5. Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced-price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.

~~**Secondary Students**~~

~~1. Students may charge up to two meals at the middle school level and two meals at the high school level and be subtracted from the Food Service House Account.~~

~~2. Students shall be allowed to charge up to two meals. The student will be given the same reimbursable meal that other children are provided. Parents of students who charge shall be notified by phone, after their child has received the meal. After charging four meals, the parents shall receive written notification. If a pattern of charging continues, attempts will be made to discuss the issue with the parents/guardians and encourage them to complete a free and reduced meal application.~~

Purposes and Facilities: Food Service

Charging (continued)

Delinquent Debt and Bad Debt

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for

providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections. Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective within the current school year.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

Definitions

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.

The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

Purposes and Facilities: Food Service

Dissemination of Policy

This policy shall via an electronic post on each school's web page.

This policy shall be available to all households at all times via student/parent handbooks, on online portals that households use to access student accounts, placed on the District's website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding

programs. State Board of Education Regulations:

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No paying Full and Reduced Price Students"
National School Lunch Program and School Breakfast Program; Competitive

Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"

SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"

SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"

SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy adopted: October 1988

Policy reviewed: April 2003

Policy revised: February 2022
Policy revised: September 2023

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** November 9, 2023

Decision Requested X **Agenda Code** 8 c.

AGENDA REPORTING FORM

Agenda Topic: SHS – Comprehensive Learning Center (formerly ACHIEVE) Artshop Curriculum – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Comprehensive Learning Center (formerly ACHIEVE) Artshop Curriculum.

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 – Comprehensive Learning Center (formerly ACHIEVE) Artshop Curriculum as presented by the Curriculum & Instruction Committee

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

ACHIEVE ARTSHOP UNIT PLANNING

Unit: Achieve ArtShop AM #1 - Elements and Principles of Design

Number of Weeks: 10 **Class Periods: 10**

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
Students will understand how each art element and design principle applies to each lesson and unit of study.
Students will apply the art elements and the principles of design to their artwork.

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

Unit Materials:

Line:
11X14" white paper, Sharpie markers, colored pencils

Shape & Contrast:
11X14" black board, colored paper, light & dark paper, textures & patterned paper, scissors, glue sticks

Value:
11x14" white board, acrylic paint, brushes, water cups, palettes, value scale template

Form & Space:
Basic shapes to build with, acrylic paint, palettes, water cups, modeling clay, Sharpie markers, paintbrushes, hot glue, tacky glue, possibly armature wire

Color & Color Mixing:
Cake watercolor sets, cup of water, brushes, palettes, mixing chart, color wheel template, dragon fly or chameleon template

Texture:
Bins of textured items, school glue/glue sticks, foam brushes, corrugated cardboard, pasta, white rice, crumpled tissue, colored paper, yarn, fabric, brown craft paper

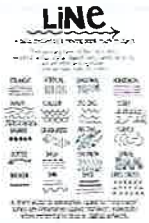
Pattern, Repetition & Balance:
Manipulatives, 12" disks, tacky glue, colorful craft objects like buttons, stones, beads, mosaic tiles or glass, dowel pieces, etc., yarn/string for hanging

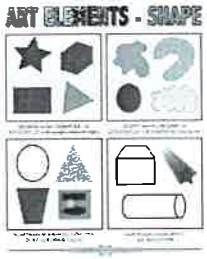
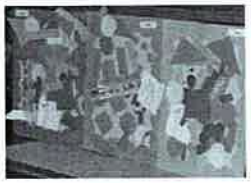
Movement & Rhythm:
Glue sticks, scissors, 11X14" white board, 5X5" cardboard, colored papers, markers, pencil

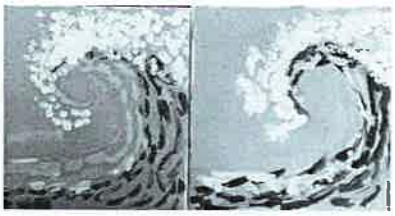
Emphasis:
8X10" white paper, pencil, black Sharpie markers, colored markers, colored pencils

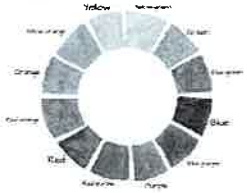
Unity & Harmony:
12x12" gray paper, oil pastels, blending stumps, heart template, pencil

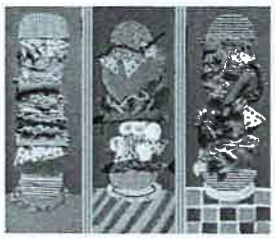
Lesson Level

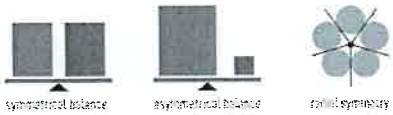
(Progression of Learning that Leads to Unit Goal)		
Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Line** Students will learn that line is a path created by a moving point, mark or object. Students will learn that there are many types of line: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. and are often very expressive. Students will learn how to create a landscape using defining and decorative lines.   	• Discuss and practice making different qualities of line • Create a landscape that uses line to separate the foreground, middle ground and background • Use lines to add defining features like mountains, rolling hills, lake, natural vegetation, sun, etc. • Insert decorative lines within all of the landscape features (thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc.) • Shade the landscape using color media • Locate and share the different qualities of line within the artwork • Put away all art materials and clean the working space	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric
Class #2 **Shape & Contrast** Students will learn that shape is the outward form of an object defined by a line. • Shapes can be geometric or rectilinear with straight sides and angles. • Shapes can be organic and curvilinear with rounded lines and curves. • Shapes can be defined by line, texture, color or value. • Shapes can enclose space and define form.	• Discuss shape and make comparisons • Make piles of contrasting geometric and organic shapes of distinctly different size, color, pattern, and texture • Create a unique collage using the contrasting shapes making sure to have flat and secure connections • Identify the different and contrasting shapes within one's collage • Put away all art materials	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric

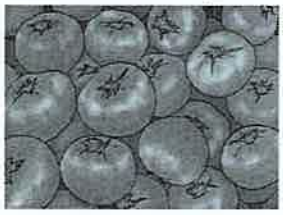
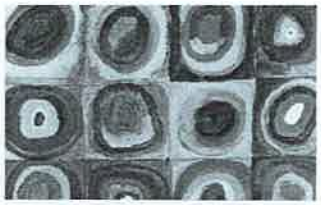
Students will learn that contrast is the strong difference between art elements. Students will learn how to make a collage using a variety of contrasting shapes. • Small and large • Geometric and organic • Solid and patterned • Light and dark • Smooth and rough • Shiny and dull   	and clean the working space	
Class #3 **Value** Students will learn that value defines how light or dark a given color or hue can be. Values are best understood when visualized as a scale from light to dark. Students will learn that a monochromatic color scheme uses the tints, tones and shades of one color. Students will learn that highlights are the areas on an object where light is hitting the object. Highlights are generally created by using the tint of the color. The opposite of highlights are shadows. Shadows are the areas on the object where light is not hitting. They are created by using the shade of a	• Practice creating a tint of a color by adding white and practice making a shade of a color by adding black • Create a value scale using acrylic paint by mixing tints, tones and shades of one color • Create a monochromatic painting that demonstrates knowledge of value by adding highlights and shadows • Identify the differences in value within the painting • Put away all art materials and clean the working space	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric

color.  		
Class #4 **Form & Space** Students will learn that forms are 3 dimensional, freestanding and interesting in the round. Students will learn the four basic forms: sphere, cylinder, cone, cube. Students will learn to make connections between the four basic forms and real life objects. Students will learn how to make a free standing sculpture using the four basic forms. Students will learn that positive space refers to space occupied by the forms and sculpture. Students will learn that negative space refers to the unoccupied space that can be found around or in between an object in an artwork. 	• Identify the four basic forms and find real life examples within the classroom • Debate freestanding vs. attached and "in the round" vs. attached • Determine what is positive and negative space in and around a form or sculpture • Choose from a variety of materials that represent basic forms such as toilet paper roll, wood block, foam ball, etc and color them with marker or paint • Create basic forms using colored modeling clay • Combine basic forms to build a sculpture that is aesthetically pleasing and has secure attachments • Review unit terms as they pertain to their individual sculptures • Put away all art materials and clean the working space	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric

		
Class #5 **Color & Color Mixing** Students will learn that color is what we see because of reflected light. Light contains different wavelengths of energy that our eyes and brain "see" as different colors. Students will learn the primary, secondary and tertiary colors through color mixing and painting with watercolors. Students will learn that colors exude temperature. Some are warm and some are cool.   	• Watch the introductory color video Basic Color Theory • Use watercolor materials and practice control of the medium • Complete the color mixing chart • Discuss the results of the color mixing exploration and the temperature of color • Fill in the color wheel by first adding Primary colors, and then mixing Secondary and Tertiary colors • Using basic color theory and animal templates, paint with learned color mixing strategies and control of the medium • Point out the primary and secondary colors within the artwork and determine the overall temperature within the piece • Put away all art materials and clean the working space	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric
Class #6 **Texture**	• Discuss, compare and contrast the surface quality of particular objects from a	Teacher observation Completed learning task/artwork Project sharing

Students will learn that texture is the surface quality of an object or environment. It defines how something feels when touched. (hard, soft, smooth, rough, slimy, gritty, etc.) Students will learn to create visual impact in their art by using materials with distinctly different textures. 	bin of items • Create a work of art using materials that have distinctly different textures such as corrugated cardboard, crumpled tissue, yarn, fabric, pasta, rice, etc. • Check for sturdy connections • Describe how various parts of the artwork feel • Put away all art materials and clean the working space	Achieve ArtShop Unit Rubric
Class #7 **Pattern, Repetition & Balance** Students will learn that a pattern is a design that repeats and can be found anywhere. They can be made by repeating shape, line, or color. Balance is the distribution of the visual weight of objects, colors, texture, and space. • Symmetrical - visual elements are arranged on both sides of a center line in equal weight • Asymmetrical - using differing visual elements of unequal weight on both sides of a composition to achieve a sense of balance • Radial - the arrangement of visual elements around a central point. Radial balance is often a type of symmetrical balance that is circular in nature as visual elements radiate from a central point.  Symmetric Asymmetric Radial	• Use manipulative to practice creating symmetrical, asymmetrical and radial balance • Make connections by Identifying types of balance within famous works of art • Use manipulatives to practice creating patterns • Use a combination of radial balance and pattern to create a mandala-like work of art with materials such as buttons, stones, beads, mosaic tiles or glass, dowel pieces, etc. • Identify the balance and different pattern combinations within the artwork • Put away all art materials and clean the working space	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric

 		
Class #8 **Movement & Rhythm** Students will learn that movement is the path the viewer's eye takes through a work of art. Students will learn that rhythm is created when one or more elements are used repeatedly to create a feeling of movement. Students will learn paper building techniques and how to attach them to create a sculpture. Students will learn to make connections between the paper sculpture techniques and the feeling of movement and rhythm Students will learn the importance of solid attachments to create a secure structure.  	• Study the sample "Paper Technique Board". Talk about all the different techniques, their names, what they look like and how they are made • Create a paper technique board with all the identifying labels • Discuss movement and rhythm • Share how the paper sculpture techniques can represent movement and rhythm (possibly make connections to a roller coaster and theme park rides) • Build an abstract paper sculpture using the paper sculpture techniques that causes the viewer to travel through the piece and create a feeling of movement • Check for sturdy connections • Share the path of movement within and around the artwork • Put away all art materials and clean the working space	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric
Class #9 **Emphasis** Students will learn that emphasis is the part of the design that catches the viewer's attention.	• Create an abstract composition using lines similar to doodling • Insert geometric or organic shapes spaced out on top	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric

Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc. Students will learn that a focal point is the area of a picture that attracts the eye.  	• To show emphasis and direct the viewer's eye, add color only to the defined shapes • Separately, create a composition of an overlapping and repeated object that fills the page. • To create an obvious focal point, shade only one a complimentary or different color than the others • Identify the focal point or emphasis within the artwork • Put away all art materials and clean the working space	
Class #10 **Unity & Harmony** Students will learn that unity is about separate parts working together in a composition. In an artwork, unity creates a sense of harmony and wholeness by using similar elements and placing them in a way that creates a feeling of "oneness."  	• Discuss how different parts of a composition can work together to create unity and harmony • Discuss how different parts of a composition can cause chaos and tension • Using sample works of art, debate the difference • As individuals, create a single part of a work of art that will ultimately become part of a whole class unified piece with common elements • As a class, decide the success of creating a unified and harmonious piece and share evidence of the elements included to support this • Put away all art materials and clean the working space	Teacher observation Completed learning task/artwork Project sharing Achieve ArtShop Unit Rubric

Unit: Achieve ArtShop AM#2 - Drawing & Painting	
Number of Weeks: 6	**Class Periods:** 6

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To explore the use of multiple drawing and paint mediums, their associated skills and techniques and create a compelling and unique visual statement.

Standards:
VA:Cr1.1.la Use multiple approaches to begin creative endeavors.
VA:Cr2.2.la Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Pr4.1.la Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Re.7.2.la Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re8.1.la Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Unit Materials:

Name Design:
4X10" Oaktag, pencils, rulers, letter stencils, markers, colored pencils

Abstract Non Objective Color Burst:
12X18" gray drawing paper, pencil, oil pastels, blending stumps, rulers, drawing compass, newspaper

Figure Drawing with ForeShortening:
16X20" white drawing paper, pencil, colored pencils, markers

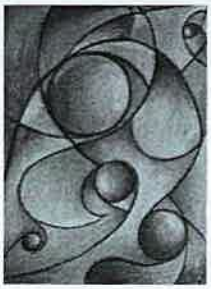
Animal in its environment:
12X18" white drawing paper, pencil, black ultra fine point sharpie, color media

Crayon/Salt Resist Painting:
11X14" watercolor paper, cake watercolor paint, brushes, palettes, water cups, pencil, white crayons, salt, sea animal templates

Splatter Painting:
11X14" canvas paper, containment cardboard boxes, acrylic paint, waterdown acrylic paint in squirt bottles, toothbrushes, paint brushes

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Name Design** Students will learn that lettering is an art form where each letter in a	• View samples of name designs and discuss ways in which you can design lettering	Teacher observation Completed drawing Project sharing Achieve ArtShop Unit Rubric

word, phrase or quote acts as an illustration. Each letter is created with attention to detail and has a unique role within a composition. Students will learn to design the letters of their name in a unified artistic manner.   	• Identify materials and basic tools, their uses and handle them effectively • Practice designing letters that have thickness • Create a 4X10" name design on oaktag using all of the letters of your first name that reveals one's personality and likes • Expand on the design by adding defining symbols or objects • Shade in the design using colored pencil and/or marker • Share the personal meaning or characteristics of the name design • Put away all drawing materials and clean the working space	
Class #2 **Abstract Non-ObJective Color Burst** Students will learn that non-objective art defines a type of abstract art that is usually, but not always, geometric and aims to convey a sense of simplicity and purity. Students will learn to create an abstract non-objective design.  	• Prepare the workspace for art making • Identify materials and basic tools, their uses and handle them effectively • Use several approaches to create a 12x18" abstract non-objective design: free flowing lines, ruler made rigid lines and shapes, a compass for circles, tracing objects, etc. • Consider using curved lines, zigzags, bumpy lines, overlapping lines and shapes, geometric and organic shapes, etc. • Shade the drawing using oil pastel with flat colors, color blending and color mixing • Express how the drawing makes one feel • Put away all drawing materials and clean the working space	Teacher observation Completed drawing Project sharing Achieve ArtShop Unit Rubric

Class#3 **Figure Drawing with Foreshortening** Students will learn that figure drawing entails drawing someone who is standing or sitting in a pose that emphasizes the figure. Students will learn to draw the human figure in an expressive manner, with desired mood or emotional nuance. Students will learn that foreshortening in art means: Objects that go back in space get small. Objects that project closer to us get larger.  	• List the different parts of our bodies that can be seen with clothes on and how they are connected • Discuss different size comparisons (size of our hand spread out is similar to the size of our head, etc.) • Realize how we can distort the proportions for visual effect (dramatic foreshortening) • Identify materials and basic tools, their uses and handle them effectively • On 16X20" white drawing paper, draw one's head and body • Trace one's hands and shoes so that they overlap the face and body and appear extra large and up front • Add defining detail to all parts of the composition (hair, face, clothes, hands, shoes, background) and then trace everything with black sharpie marker • Shade in the drawing using colored pencils and/or colored markers • Disclose where you are floating • Put away all drawing materials and clean the working space	Teacher observation Completed drawing Project sharing Achieve ArtShop Unit Rubric
Class #4 **Animal in its Environment** Students will learn that animal drawing emphasizes developing an understanding of the anatomy of wildlife and domestic animals. Students will learn to use line shading techniques such as stippling(dotting or dashing), hatching, cross hatching, and scribbling to add texture to their animal drawing.	• Research and find a reference of an animal in its environment • Identify materials and basic tools, their uses and handle them effectively • On 12x18" white drawing paper, using the reference, draw the animal in its environment so that it fills the page • Make edits to correct the anatomy or proportions and detail of the animal • On a separate drawing paper, practice using line shading techniques to create texture	Teacher observation Completed drawing Project sharing Achieve ArtShop Unit Rubric

 	• Add texture to the animal drawing using pencil first and then ultra fine black Sharpie marker • Add color to the drawing using a medium of choice • Explain 2 characteristics of your animal • Put away all drawing materials and clean the working space	
Class #5 **Crayon/Salt Resist Painting** Students will learn that crayon resist in a painting is made with crayons, where watercolor is applied over the crayons. The crayons resist the paint. Students will learn that salt resistance happens when the area where the salt touches the paper the watercolor will be lighter in color. The salt will push the watercolor pigment away and thus the lighter spot will be surrounded by a darker shade. Students will learn to make a sea animal painting using both crayon and salt resist methods. 	• Prepare the workspace for art making • Identify materials and basic tools, their uses and handle them effectively • Using pencil lightly, on 11x14" watercolor paper, draw a sea animal that fills the page (jellyfish, crab, seahorse, etc.) • Trace the sea animal and all of the defining detail with white crayon making sure it is thick and able to resist • Paint the sea animal using warm colors • Paint the background water using contrasting cool colors • Add salt to the background water while the paint is wet in a thick manner so it will resist or soak up watercolor • Once dry, brush off the salt to see the faux bubble effect • Describe 2 way in which the resist process works • Put away all painting materials and clean the working space	Teacher observation Completed painting Project sharing Achieve ArtShop Unit Rubric
Class #6 **Splatter Painting** Students will learn that Splattering is a painting technique in which paint is flung, sprayed, dripped or squirted onto the painting surface instead of brushing it on with a paintbrush.	• View and discuss the work of artist Jackson Pollock • Prepare the workspace for art making • Identify materials and basic tools, their uses and handle them effectively • Tape the 11X14" canvas paper to the base of a cardboard box	Teacher observation Completed painting Project sharing Achieve ArtShop Unit Rubric

Students will learn that splatter painting celebrates spontaneity, improvisation and is a highly physical approach to art.  	• Apply acrylic paint to the entire canvas using only one color • Using a variety of application methods and water thinned acrylic paint to create a splatter painting (fling, spray, drip, squirt) while also continuously layering different colors • Repeat the process to reach a personal desired effect • Share your favorite part of the splattering process • Put away all painting materials and clean the working space	

Unit: Achieve ArtShop AM#3 - Crafts	
Number of Weeks: 8	**Class Periods:** 8

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To enhance craftsmanship through exposure to various types of craft media.

Standards:
VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Unit Materials:

Tie Dye:
Shirts/fabric, smocks, containment bins, gloves, rubber bands or string, tie dye patterns, dye packets, water, squirt bottles, drying rack, iron

Mosaic:
8x10" wood backings, mosaic adhesive, grout, mosaic tile, glass and beads, nippers and cutters, application sticks, palette knives, cleaning rags, cleaner

Basketry & Weaving:
Reeds, beads, wooden bases or paper plates, masking tape, scissors, yarn or variety of papers and images or other weaving materials

Mask Making:
Mask forms, acrylic paint,, glue gun and glue sticks, tacky glue, paintbrushes, palettes, water cups, scissors, planning templates, picture references

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Tie Dye** Students will learn that tie-dye describes a pattern of color made by preventing the dye from reaching some areas of the fabric while dyeing others. Students will learn how to make	• Set up themself and their workspace to protect and contain the dye (smock, gloves, table covering and containment bin) • Prepare the shirt/fabric by wetting and wringing out the excess water • Choose a favorite pattern	Teacher observation Completed craft Project sharing Achieve ArtShop Unit Rubric

patterns by folding, tyeing, crumpling or otherwise preparing the fabric to inhibit the flow of the dye to some areas. Students will learn that analogous colors are colors next to each other other on the color wheel  	and with rubber bands or string fold and tie the shirt/fabric according to the pattern • Choose 3 analogous colors to avoid muddy color mixing • Identify materials and basic tools, their uses and handle them effectively. • Apply die to the shirt/fabric according to the pattern • Once it has sat for at least 8 hours, thoroughly wash out the dye and when dry iron the material • Model the completed fashion item, identify the pattern and refer to the materials and tools used • Put away all craft materials and clean the working space	
Class # 2 **Mosaic Part 1** Students will learn that mosaic art is the decoration of a surface with small, variously colored pieces of material, called tesserae. Various materials can be used for tesserae, but stone, glass, and ceramic tile are the most common. Students will learn the function of a mosaic is often floor and wall decoration. Students will learn about shapes and how they fit together.  	• Research and find images of mosaics and identify the varied locations in which they are typically found • Identify materials and basic tools, their uses and handle them effectively • Draw or choose a template suitable for the mosaic process • Adhere the drawing or template to the wood backing • Choose tesserae (tile, glass or beads) that color match the drawing or template • Practice fitting the shapes tightly together within a particular space so as to maintain a clear identifiable area and edge • Prepare the work space • Start applying the tessera to the backing using the adhesive while also carefully preserving the design • Put away all craft materials and clean the working space	Teacher observation Achieve ArtShop Unit Rubric

Class #3 **Mosaic Part 2** Students will learn about shapes and how they fit together.	• Prepare the workspace • Finish applying the tessera to the backing using the adhesive while also carefully preserving the design • Put away all craft materials and clean the working space	Teacher observation Achieve ArtShop Unit Rubric
Class #4 **Mosaic Part 3** Students will learn the finishing process to complete their mosaic.	• Prepare the workspace • Once the adhesive has set, cleanly and precisely fill in the mosaic design with grout • When dry, refine the mosaic by scraping and cleaning the tile, glass or beads • Review the steps, materials and tools used • Put away all craft materials and clean the working space	Teacher observation Completed craft Project sharing Achieve ArtShop Unit Rubric
Class #5 **Basketry & Weaving Part 1** Students will learn that weaving baskets usually combine both functional and aesthetic qualities. Baskets are made for a variety of purposes, including food gathering and storage, furnishings, garments and ceremonial uses. Students will strengthen their understanding of overlapping and over/under as it applies to weaving.   	• Prepare the workspace • Soak the spokes and reeds in bins of water and place them near the workspace • Attach the spokes securely to the base by poking them through the holes at 3" and then bend, overlap and tuck the underneath coils while trimming off any excess • Starting at the base, weave the reeds under and over the spokes • Alternatively add beads onto the spokes every so many rows of reed • Identify materials and basic tools, their uses and handle them effectively.	Teacher observation Achieve ArtShop Unit Rubric

Class #6 **Basketry & Weaving Part 2** Students will strengthen their understanding of overlapping and over/under as it applies to weaving.	• Continue weaving the reeds under and over the spokes • Alternatively add beads onto the spokes every so many rows of reed • Put away all craft materials and clean the working space	Teacher observation Achieve ArtShop Unit Rubric
Class #7 **Basketry & Weaving Part 3** Students will strengthen their understanding of overlapping and over/under as it applies to weaving.	• Finish weaving the reeds under and over the spokes until the desired height is reached • Tuck in any reed ends that are poking out • Soak the top unused spokes and then wrap them through to create the rim • Trim to finish • Alternatively add beads onto the spokes every so many rows of reed • Share the proposed function of the basket • Put away all craft materials and clean the working space	Teacher observation Completed craft Project sharing Achieve ArtShop Unit Rubric
Class #8 **Mask Making** Students will learn that a mask is a form of disguise or concealment usually worn over or in front of the face to hide the identity of a person and by its own features to establish another being. Students will learn the cultural role of masks was usually to represent supernatural beings, ancestors, and fanciful or imagined figures, and they can also be portraits. The localization of a particular spirit in a specific mask must be considered a highly significant reason for its existence. Students will learn the process of making a mask.	• View and discuss masks of many cultures • Research and find reference images for a particular mask form • Identify materials and basic tools, their uses and handle them effectively. • Paint and apply craft materials (faux fur, feathers, sequins, beads and gems, yarn, straw, etc.) to define the features of the mask • Make sure connections are neat and secure • Once dry, demonstrate the role of the mask • Put away all craft materials and clean the working space	Teacher observation Completed craft Project sharing Achieve ArtShop Unit Rubric

Unit: Achieve ArtShop AM#4 - 3D Design

Number of Weeks: 4 **Class Periods: 4**

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To use sculptural techniques to build forms that are aesthetically pleasing, free standing, and interesting in the round that are solidly constructed.

Standards:
VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Unit Materials:

Modeling Clay:
Modeling clay, felting knives, pin tools, sgraffito tools, rolling pins, loop tools

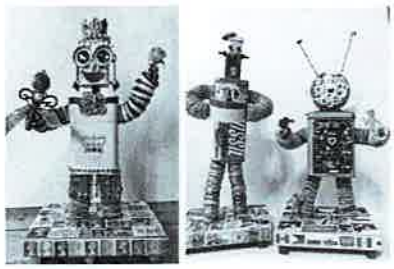
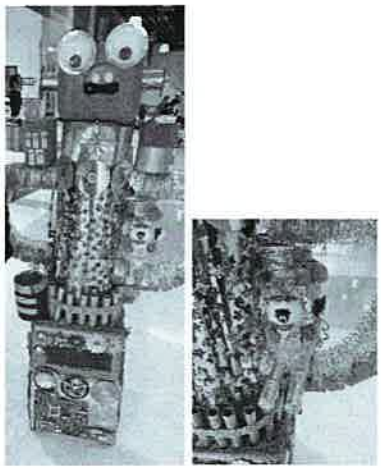
Found Object:
Form: cans, containers, bottles, boxes, egg cartons, paper towel rolls, clothes pins, popsicle sticks, wooden blocks, plastic light bulbs, plastic cups, pool noodles, tubing, etc.
Decorative: paint, paint brushes, water cups, palettes, feathers, fabric, paper clips, puzzle pieces, game pieces, legos, twisties, pebbles, old silverware, compact discs, bottle caps, bubble wrap, etc.
general: glue guns and glue, tacky glue, scissors

Vessel - Draped Plaster of Paris Craft Bandage
Containers, plaster of paris craft bandage, water, plastic tubing, vaseline, acrylic medium, glue guns and glue

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Modeling Clay** Students will learn"Handbuilding" is working with clay by hand using only simple tools. Students will learn that 3-dimensional art forms can be both functional and sculptural.	• Identify materials and basic tools, their uses and handle them effectively • Practice manipulating clay by pushing, pulling, rolling, rubbing, squeezing and smearing. • Mold a functional pinch pot using only their hands to create the form	Teacher observation Completed pot or sculpture Project sharing Achieve ArtShop Unit Rubric

Students will learn that the three methods of handbuilding are pinching, coiling and slab building. Students will learn the clay processes of pushing, pulling, rolling, rubbing, squeezing and smearing.    	• Build a functional coil pot with a slab base and coil walls that are pinched or smeared together to maintain a sturdy structure • Make a sculptural 3-dimensional form like an animal or food • Distinguish which hand building techniques were used to make each 3-dimensional form • Put away all clay building materials and clean the working space	
Class #2 **Found Object Part 1** Students will learn that a found object sculpture is art created from undisguised, but often modified, items or products that are not normally considered materials from which art is made, often because they already have a non-art function. Students will learn how to modify and embellish found object materials.  	• As a whole class, plan out the parts needed to create a collective 3-dimensional sculpture of a robot (head, body, arms, legs, etc.) • As a whole class, brainstorm and make a list of possible found objects • Gather found objects for building • Identify materials and basic tools, their uses and handle them effectively • Paint some or all the main structural elements (boxes, containers, tubing, etc.) • Use decorative found object materials to embellish the main structural elements • Put away all found object building materials and clean the working space	Teacher observation Achieve ArtShop Unit Rubric
Class #3 **Found Object Part 2**	• Continue to use decorative found object materials to embellish the main	Teacher observation Achieve ArtShop Unit Rubric

Students will reinforce learning on how to modify and embellish found object materials. Students will learn to construct and build a 3 dimensional form that is free standing, interesting in the round and built with secure attachments. Students will learn to work together to make one whole class sculpture. 	structural elements • Begin assembling the main structure of the robot • Assess where more structural elements need to be added to complete and balance the robot form so that it is free standing • Put away all found object building materials and clean the working space	
Class #4 **Found Object Part 3** Students will reinforce learning on how to modify and embellish found object materials. Students will reinforce learning on how to construct and build a 3 dimensional form that is free standing, interesting in the round and built with secure attachments. Students will learn to work together to make one whole class sculpture. 	• Continue assembling the main structure of the robot • Assess where more structural and decorative elements need to be added so that the robot is interesting in the round • Make adjustments to the robot form • Put away all found object building materials and clean the working space • Collectively name the robot and prepare an area for its display • Individually share which parts of the robot one contributed to	Teacher observation Completed sculpture Project sharing Achieve ArtShop Unit Rubric
Extra Assignment **Class #5**	• Research and view many draped vessel forms	Teacher observation Completed vessel

Vessel - Draped Plaster of Paris Craft Bandage Students will learn that a vessel is a hollow container, it can take many forms, and can be constructed from a wide variety of materials. Students will learn that vessels can be both functional and sculptural. Students will learn that draping is a decorative piece of material usually hung in loose folds and arranged in a graceful design. Students will learn the process of making a draped fabric vessel that is both functional and aesthetically pleasing. 	• Prepare work area for art creation • Identify materials and basic tools, their uses and handle them effectively • Create a draped vessel form using plaster of paris craft bandage • Use a modified bottle, bowl or container as a mold that is upside down and free standing • Add tubelike structures to the sides to create a ripple effect all the way around the mold • Prepare the surface of the mold with vaseline • Drape layers of wet circle or square plaster of paris craft bandage over the top • Using hands and fingers, manipulate the draping to one's liking. • Carefully massage the bandage smooth • Once dry, pop it off the mold and seal with acrylic medium • Share ways in which the vessel could be used as a functional work of art • Consider adding a plant to it • Put away all art materials and clean the working space	Project sharing Achieve ArtShop Unit Rubric

Unit: Achieve ArtShop AM#5 - Mixed Media	
Number of Weeks: 4	**Class Periods:** 4

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To go beyond the limits between different art forms, and expand the possibilities of the artwork by combining different mediums and materials to create powerful works.

Standards:
VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Unit Materials:

Botanical Garden:
Watercolor paint, 11X14" watercolor paper, brushes, palettes, water cups, colored tissue, plastic water bottles, scissors, colored Sharpie Markers, glue guns and glue, tacky glue, buttons, beads, gems

Expressive Self-Portrait:
Watercolor paint, 16X20" watercolor paper, brushes, palettes, water cups, oil pastels, printed portraits, list of open ended statements, printed personal likes and traits, scissors, school glue, glue sticks

City & Town:
Acrylic paint,11X14" canvas paper, brushes, palettes, cups of water, patterned or colored paper, chalk or oil pastels, magazine or newsprint images, scissors, school glue or glue sticks

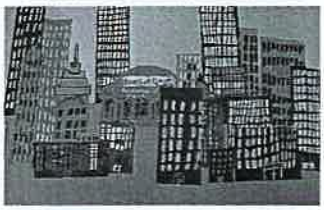
Trees in Season:
Acrylic Paint,11X14" canvas paper, brushes, palettes, cups of water, colored tissue, brown paper, black Sharpie marker, yarn, school or tacky glue

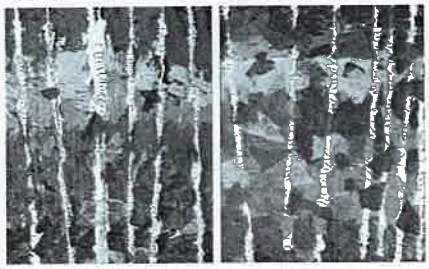
Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Botanical Garden** Students will learn mixed media art involves mixing different creative mediums to make works of art that incorporate two or more	• View Claude Monet's garden paintings • Research and save images of flowers, plants, and gardens to use as references • Prepare work area for art	Teacher observation Completed mixed media artwork Project sharing Achieve ArtShop Unit Rubric

art forms. Students will learn that mixed media is all about breaking the boundaries between different art forms. Students will learn to add layers of different media that work together in a unified manner. 	creation • Identify materials and basic tools, their uses and handle them effectively • Create a botanical garden scene using a variety of layered materials • Use watercolors to paint a garden-like background on 11X14" watercolor paper • Add ripped colored pieces of tissue paper to enhance the texture of the background • Cut off tops and bottoms of plastic water bottles and shade them with bright colored Sharpie markers • Layer the water bottle pieces to create 3-dimensional flowers and plants • Attach the flowers and plants to the backing so that they are balanced throughout the piece • Add defining details to the flowers and plants with buttons, beads, gems, etc. • Describe what it would feel like to be in this work of art • Put away all art materials and clean the working space	
Class #2 **Expressive Self-Portrait** Students will learn that Self-portraiture refers to a genre of art in which the artist depicts his or her self-image. Students will learn to add expressive qualities or depict their subject matter in terms of emotions. Students will reinforce their ability to add layers of different media that work together in a unified manner. Students will learn the process of creating a mixed media self-portrait using at least 2 media options.	• Discuss what makes for a compelling and descriptive self-portrait • Prepare work area for art creation • Identify materials and basic tools, their uses and handle them effectively. • Create a mixed media art piece that includes a painted modeled background, expressive self-portrait print and defining text. • Use watercolor to paint a 16X20" background on watercolor paper that utilizes colors that represent one's personality and likes • Once dry, enhance the colors with oil pastel shades and detail	Teacher observation Completed mixed media artwork Project sharing Achieve ArtShop Unit Rubric

  	• Choose a self-portrait photographic image that is very expressive (from photography unit on people and portraits) and print a black and white copy that is 11X14" in size • Cut out the contour of the self-portrait photographic image • Complete the questionnaire Expressive Self-Portrait Writing Prompts • Print and cut out text • Practice arranging the layout of the image and text pieces to create a thought provoking composition • Glue everything down so that the attachments are clean and secure • Describe how the artwork reflects one's personality • Put away all art materials and clean the working space	
Class #3 **City & Town** Students will learn that in art a cityscape (urban landscape) or town scape is an artistic representation of the physical aspects of a city, urban or town area. Students will learn that architectural expression is the design of a structure or the decision of its form, and it covers all of the characteristics of a building, such as its size, shape, materials, texture, color, decoration, etc. Students will reinforce their ability to add layers of different media that work together in a unified manner. Students will learn the process of creating a cityscape or townscape using a combination of 2 or more media.	• Discuss the characteristics of a city or town and even individual buildings What do we see? • Prepare work area for art creation • Identify materials and basic tools, their uses and handle them effectively • Create a cityscape or townscape that has a foreground, middleground, and background using a variety of layered materials • Use acrylic to paint a sky and ground surface on 11X14" canvas paper • Use colored, patterned, newsprint and magazine papers to cut out a variety of buildings and structures • Attach them securely to the backing • Using chalk or oil pastel, add defining features to the buildings, structures and background (windows,	Teacher observation Completed mixed media artwork Project sharing Achieve ArtShop Unit Rubric

  	doors, awnings, columns, marquees, etc.) • Share an experience going into town or a city • Put away all art materials and clean the working space	
Class #4 **Trees in Season** Students will learn that colors represent the seasons. For instance, we think of oranges and red for autumn, icy white and pale blue for winter, lush green for spring, and light, airy colors for summer. Students will learn that the seasons are represented by different moods. Although all emotions occur in all seasons, we tend to connect spring with hope/renewal; summer with joy/exuberance; autumn with melancholy/acceptance, and winter with sadness/loneliness. Students will reinforce their ability to add layers of different media that work together in a unified manner. Students will learn the process of creating a mixed media seasonal landscape using a variety of media combinations.	• Compare the four seasons as it pertains to a tree What do you see? How does it make you feel? • Prepare work area for art creation • Identify materials and basic tools, their uses and handle them effectively • Create an art piece of a tree that represents a particular season using a variety of layered materials • Using acrylic paint the background 11X 14" canvas with colors that represent the chosen season • Add tissue pieces using similar colors to add texture and detail to the background • On brown paper draw and cut out a tree trunk with branches and glue it to the background securely • Add additional pieces of tissue or yarn on top or defining details with a black Sharpie marker (falling snow or leaves, apples, cherries, flowers, bark texture, etc.)	Teacher observation Completed mixed media artwork Project sharing Achieve ArtShop Unit Rubric

	• Share what you like to do best in your favorite season • Put away all art materials and clean the working space	

ACHIEVE ARTSHOP UNIT PLANNING

Unit: FF#1 - Camera Etiquette

Number of Weeks: 1 **Class Periods: 1**

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To understand and follow the rules and procedures for using a digital camera.

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

Unit Materials:
Digital cameras, neck straps, SD cards, camera chargers, photography subjects, stop and start red and green cards

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 Students will follow proper camera etiquette for when they can and cannot use and/or touch their camera. I can handle the camera when… 	• Understanding the use of red card vs. green card	Teacher Observation Achieve ArtShop Unit Rubric
Class #1 Students will follow proper camera etiquette for holding a camera safe and steady. 	Camera Rules: • Class discussion on cameras are fragile • Practice using the neck strap • Practice placing hands correctly on the camera body and lens • Practice holding the camera steady vs. letting it swing and bump	Teacher Observation Achieve ArtShop Unit Rubric

Unit: FF#2 - Camera Parts & Functions

Number of Weeks: 1 | **Class Periods: 1**

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To use a digital camera to take images effectively.

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

Unit Materials:
Digital cameras, neck straps, SD cards, camera chargers, photography subjects, stop and start red and green cards, camera map hand out/supplies

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 Students will learn the basic parts & functions of a digital camera. 	Locate and Use: • On/Off • Camera Body • Lens • Shutter Release • Mode Dial • Zoom Lever • Touch Focus • Viewing Screen • Image Playback Create Camera Map	Teacher Observation Camera Map Achieve ArtShop Unit Rubric
Class #1 Students will use the parts and functions of a digital camera to successfully take and evaluate an image. 	• Practice taking sample images • Practice viewing images through image playback	Teacher Observation Achieve ArtShop Unit Rubric
Class #1	• Locating the SD Card	Teacher Observation

Students will follow proper procedures for closing out and recharging and putting away their digital camera. 	Compartment • Removing the SD Card • Locating the Battery Compartment • Charging the battery	Achieve ArtShop Unit Rubric

Unit: FF#3 - Field Assignments

Number of Weeks: 27 **Class Periods: 27**

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To use a digital camera to take targeted artistic images that show a personal artistic voice.

Standards:
VA:Cr1.1.la Use multiple approaches to begin creative endeavors.
MA:Cr3.1.la. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.
VA:Cr1.2.la Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Unit Materials:
Digital cameras, neck straps, SD cards, camera chargers, photography subjects, stop and start Red and green cards, printer, printing paper

Still Life Photography:
Themed still life objects, backdrops, still life photo stations

Focus:
Empty water bottles, sharpie marker, scissors, masking tape, bins of various colored and textured items like feathers, puzzle pieces, leaves, soda cans, etc., photo stations

Perspective:
Objects or environments where you can take images pointing up (worms eye view), pointing down (birds eye view) and eye level. Objects and environments are situated so you can zoom in and out

People/Portraits:
Part 1 - People/classmates, backdrops and/or environments, tripods
Part 2 - Mirrors, personal object

Animals/Texture:
Coordinate with Vocational Agricultural staff, coordinate on location field trips such as a zoo, animals and plants

Shadows:
Light source/flashlights, backdrop table boards, objects that cast interesting shadows, dark room setting

Reflections:
Mirrors, tinfoil, plastic wrap, mug with liquid, bin with water, backdrop table boards, objects that cast interesting reflections

Abstracts in Oil:
Clear bins, water, water pitchers, vegetable oil, cups, paint brushes, food coloring, colored tissue paper, light tables

Handmade Filters:
Rubber bands, tape, fake flower bunches, vases, backdrop table boards
Part 1 - Sandwich bags, colored Sharpies, nylon stockings, construction paper, scissors
Part 2 - Bubble wrap, compact discs, glow sticks

Landscape:
Outdoor settings, coordinate local farm visit

Negative Space:
Bins of small objects, various colored or textured backdrop table boards/fabrics

Food Photography:
Part 1 - place mats, plates, napkins, silverware, drinks, food items, decorative elements
Part 2 - very thin sliced fruits and vegetables, light tables

Light Modifiers:
Flash lights, objects with repeated hole patterns (lace, blinds, stencils, etc.), backdrop table boards, dark room setting

Light Painting:
Tripods, flashlights, colored glow sticks, objects that light up, wall backdrops, slow shutter speeds

Motion Abstracts:
Colorful bins full of objects, colorful environments, people in motion, slow shutter speeds, camera motion

Word Photography:
Art materials to create letters, letter stencils, white glue, paint brushes to apply glue, planned words (about 5 letters), 11X14" white board, printed background images, scissors, glue sticks

Backdrops - Interactive Wall Mural:
Large backdrop paper, wall, tripods, planned backdrop idea, acrylic paint, painting supplies, possible mixed media materials added

Fashion Photography:
Variety of easy, over clothes, dress up outfits, hats, accessories, props, backdrops and/or environments, tripods, spot lights (see drama production closet)

Bokeh Effect:
Variety of colored holiday light strands, mugs, vases, teapots, bowls, backdrops, flashlights, tinfoil, glass plate, dark paper, setups near outlets, dark room

Photo Scavenger Hunt:
List of locations, environments, objects and/or people

Lesson Level **(Progression of Learning that Leads to Unit Goal)**		
Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Still Life Photography** Students will learn that a still life is an arrangement of objects that don't move. Students will learn how to set up a still life.	• Individually and independently set up a backdrop and 3 small objects • Stack those objects in various ways • Practice having the still life fill the camera frame • Photograph the various	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

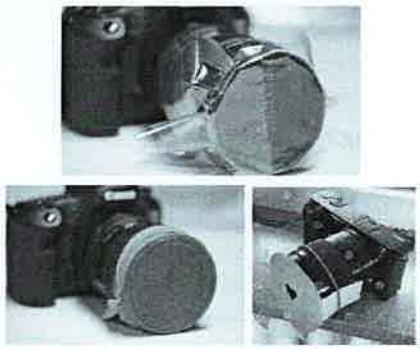
Students will effectively use a digital camera to take clear images. Students will learn how to use the zoom lever to fill the frame. Students will learn how to use the playback feature to compare the quality and success of their image taking. Students will make personal decisions about their approach to photography and image taking. 	stacked still life options • In small groups, create themed still set-ups at photo stations around the room • Rotate to each of the stations • Photograph the various still life set-ups. • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #2 **Focus** Students will learn the difference between in focus and out of focus within a photographic image. Students will learn how to make a water bottle camera hack. Students will learn how to use the focus feature touch screen on their digital camera to direct the focus to a particular area within the frame.  	• Follow the steps to make the water bottle camera hack for practicing focus • Practice how to use the touch screen • Using the bins of objects at the photo stations while also using the touch screen, take 1 image of the objects in focus and then one image where the water bottle frame is in focus • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #3 **Perspective** Students will learn how to take photographic images from	• Gather objects • Place or hang objects that are high, at eye level and low or on the floor • And/or go outside or to	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

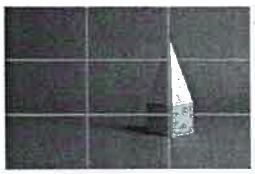
different perspectives or angles. Students will learn to broaden their approach to photography by looking up, at eye level and down when taking images. Students will learn to change their position as the photographer by standing, sitting and lying down when taking images. Students will learn how to use the zoom lever to crop or expand their subject or environment within the camera frame. 	environments where the same conditions exist • Sit/lie on the floor/ground and take images where the camera is pointing up (worms eye view) • Sit or stand so that the subject is at eye level and take images • Stand and take images where the camera is pointed down at the subject and take images • Practice using the zoom lever • Use the zoom lever to zoom in and out as an option for picture taking • Rotate through various stations/environments and take images based on 1 of the 3 above. • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #4 **People/Portraits Part 1** Students will learn how to take people/portrait images more effectively. Students will learn that posing with various attitudes makes for more interesting and powerful photographic images. Students will learn that experimenting with various facial expressions makes for more interesting and powerful photographic images. Students will learn how to set up their camera on a tripod. Students will learn to seek out persons/subjects for variety.	• Practice posing to show various attitudes • Practice facial expressions to show various emotions • Set up various backdrops or environments • Set up camera and tripods at each station/location • In pairs or small groups, rotate as camera person and subject to take people/portrait images • Choose a mentor figure within the building and take a picture (pre-arranged) • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

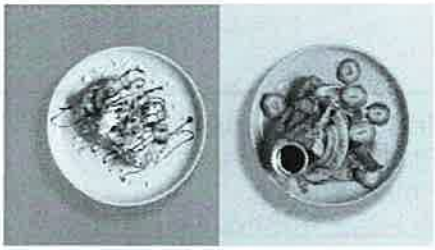
 		
Class #5 **People/Portraits Part 2** Students will learn that a selfie is an image taken of oneself. Students will learn that self-portraits can be represented through headless images by only including the body, just hands, just feet or objects that represent the essence of the person.     	• Practice holding the camera safely and steadily so that it is turned toward oneself • Take selfie images at arm's length, closer with arms bent and then almost touching the face • Experiment using already practiced and learned facial expressions • Take images of oneself in a mirror • Practice placing one's feet in a variety of positions where they are interacting with each other and resting on the table • Lean back and take a variety of images of your feet (shoes on) • Set backdrop boards on the table • Practice a variety of hand gestures • Take images of a variety of hand gestures • With a partner, take pictures of each others hands holding a personal object in a unique manner • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #6 **Animals/Texture** Contingent on school approval/weather Students will learn how to take pictures of plants and animals more effectively. Students will learn both the behavioral and camera rules to follow for alternative locations.	• Follow rules for a new environment • Follow rules for camera transport • Take on location images of a variety of plants and animals. • Practice using the touch focus feature to take clear images • Practice using the zoom lever to take close up, medium range and full	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

Students will reinforce their learning of the zoom and touch screen focus features on their digital camera. Students will learn fieldcraft skills in an uncontrolled environment.  	range images of animals and plants in/showing their environment • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #7 **Shadows** Students will learn how to photograph images in a dark environment. Students will learn how to manipulate and cast interesting shadows and take artistic images of them.  	• In small groups, set backdrop boards on the tables with a selected object on top • Practice using the flashlights in a dark room setting to make dramatic shadows at different angles • Take turns holding the flashlight to cast shadows and the camera to take shadow images • Rotate in various interesting objects and follow the process • In small groups have one person be the model, one be the camera person, one hold the flashlight and take dramatic portrait pictures of each other. • Rotate the roles for taking portrait pictures • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #8 **Reflections** Students will learn how to manipulate and cast interesting reflections and take artistic images of them.	• Individually, set backdrop boards on the tables with a mirror and a selected object on top. • Investigate how placing the object at various resting places and angles affect	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

Students will learn how to use offbeat reflective surfaces to take imaginative photographic images.   	the reflection • Practice getting the object and its reflection to fill the frame • Take images of various objects and their reflections • Test using tinfoil, plastic wrap, a mug with liquid, a bin with water and a floating object and possibly puddles for artistic alternative reflections • Take additional images of various objects and their reflections • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #9 **Abstracts in Oil** Students will learn that abstract art through photography is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It has form, so it has colors, lines and shapes, but they are not designed to represent living things or actual objects.  	• In small groups, on a light tables, set up a clear bin, place a piece of colored tissue paper underneath, add water to the bin using the water pitcher, add droplet of vegetable oil from the cup, and then turn on the light table • Experiment by using the paint brush to stir or spread out the oil droplets into different configurations • Take turns taking pictures of each of the configurations • As an extra, change the color of the tissue underneath or add drops of food coloring to the mix and take more images • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #10 **Homemade Filters Part 1** Students will learn that photographic filters are physical objects that allow light to pass through but modify it in some way. Students will learn how to use everyday items as creative photo filters.	• Use Sharpie markers and a sandwich bag to make a circular two tone filter • Use a piece of nylon stocking to make a soft diffuser filter • Use scissors to cut a heart shape into a piece of construction paper to create a stencil frame filter • Set backdrop boards on the table with a selected	Teacher observation Photographic images Achieve ArtShop Unit Rubric

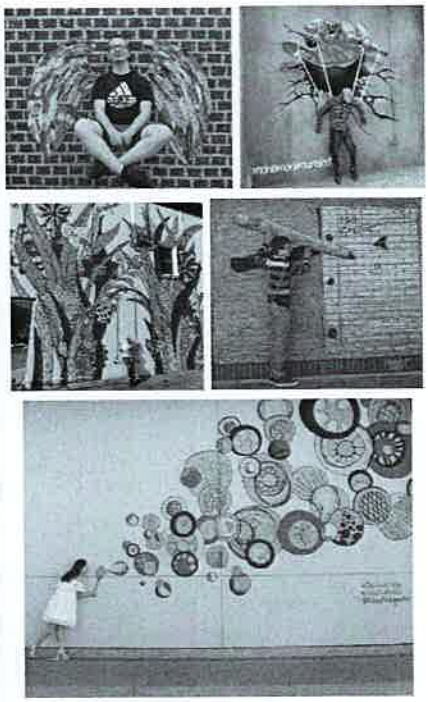
	flower bunch/vase on top • One at a time, Attach filters to the lens of the digital camera • Photograph the flower bunches using the handmade filters • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #11 **Homemade Filters Part 2 Continued** Students will learn that photographic filters are physical objects that allow light to pass through but modify it in some way. Students will learn how to use everyday items as creative photo filters. 	• Use a piece of bubble wrap to create a bubble pattern filter • Use 2 angled compact discs to create a reflective dreamy photo filter • Use multiple colored glow sticks to create a glow effect photo filter • Set backdrop boards on the table with a selected flower bunch/vase on top • One at a time, Attach filters to the lens of the digital camera • Photograph the flower bunches using the handmade filters • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #12 **Landscape** Contingent on school approval/weather Students will learn the visible features of a landscape. Students will learn how to capture the essence of the environment around them. Students will learn to capture images of nature to bring the viewer to the scene. Students will reinforce their learning of using the zoom tool to crop or expand how the environment fills the frame.	• Follow rules for a new environment • Follow rules for camera transport • Take on location images of a various landscape views • Practice singling out a single objects as small as a leaf or as big as a barn • Practice taking images that include the full landscape • Practice stopping and holding the camera steady throughout the process • Practice taking images where the main subject in the environment is slightly to the side, top or bottom of the frame (rule of thirds) • Considering all of the	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

Students will learn the rule of thirds. 	above, alternatively, take images outside and around school property • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #13 **Negative Space** Students will learn that negative space is the empty space around and between the subject(s) of an image. Students will learn that positive space is the object of interest and focus in an image. Students will learn that negative space should have no distracting elements. It is a place to rest and not too busy. Students will learn how to increase negative space to put all the attention on the object or positive space. Students will reinforce their learning of the rule of thirds.  	• As a class, gather a variety of backdrops of different colors and textures and place them at stations around the room • Add a bin of small objects to each station making sure that each object is as small or smaller than ⅓ of the space of the backdrop • Individually choose a station • Practice placing a chosen object on the backdrop following the rule of thirds. (up high, down low, to the right, to the left, to all four corner areas) • When directed, place the object in the announced location • Take an image where the cropping within the frame has ⅔ more negative space than positive space • Rotate around to all the stations with different backdrops, objects and object placement and take a picture • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #14 **Food Photography Part 1** Students will reinforce their learning that a still life is an arrangement of objects that don't move. Students will reinforce their learning on how to set up a still	• Prepare food and drink to be used for the photo shoot • Individually, set up a placemat, plate, napkin, silverware • Add the prepared food and drink to the set-up in an appealing artistic manner considering placement	Teacher observation Photographic images Achieve ArtShop Unit Rubric

life. Students will learn that Food Photography is a still life photography genre used to create attractive still life photographs of food. 	space, overlapping, color, textures, sizes and shapes • Photograph the food set-up from a variety of angles and distances • Eat, drink or take away part of the food set-up and photograph the difference • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #15 **Food Photography Part 2** **Fine Art Food Close-ups** Students will learn that Fine Art Food Photography means taking an artistic and unique approach to shooting food. The lighting, composition, and styling create a distinct mood. And the images may or may not be realistic. Students will learn how to locate and adjust exposure compensation. Students will learn that exposure compensation allows the camera to lighten or darken the image. 	• In small groups, gather a variety of sliced fruits and vegetables to experiment with (best if they have some transparency to them) • Place a like grouping of them on a light table in close proximity to each other • Set camera exposure compensation to +1 through +3 and turn the light table on • Take turns arranging the sliced fruit or vegetable set-up • Take turns taking close up cropped images of the set-up • Rotate in different fruits or vegetables and continue taking images	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #16 **Light Modifiers** Students will learn that a light modifier is a device used to manipulate how much and where light hits an object or person in the photographic process. Students will learn about patterns. Students will learn how to use a variety of specialized objects to cast shadow patterns on their	• In small groups, set backdrop boards on the tables with a selected display on top. • Practice using the flashlights in a dark room setting to shine light through the various light modifiers to create shadow patterns on the display • Take turns holding the flashlight to cast shadow patterns and the camera to take images	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

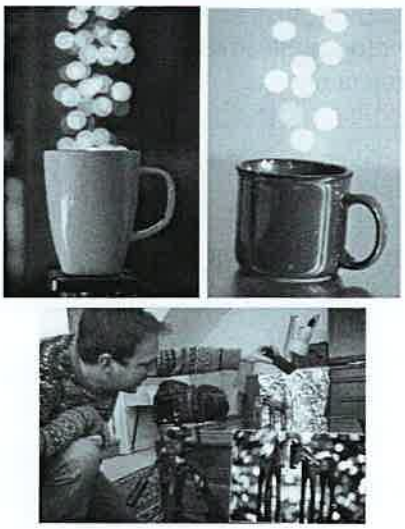
subject or person for picture taking. 	• Rotate in various light modifiers and follow the process • In small groups have one person be the model, one be the camera person, one hold the flashlight, one person hold the light modifier and take dramatic portrait pictures of each other. • Rotate the roles for taking portrait pictures • Consider additionally using a tripod, wall backdrop and stool for light modifier portrait pictures • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #17 **Light Painting** Students will learn how to use light in motion and a dark setting to create a light painting photographic image. Students will learn how to make light move in circular, zig-zag, up/down, cross like and random motions. Students will learn how to set slower shutter speeds on their digital camera.   	• Set up a backdrop board on the table • Individually activate a grouping of glow sticks or light up objects • Personally arrange them in an interesting fashion and tight grouping on the backdrop board • In a dark classroom, photograph the arrangement • Set up black wall backdrops at various stations • Set up camera and tripods for each station • Set camera to a slower shutter speed setting • Practice creating circular, zig-zag, up/down, cross like and random motions with the light up objects • In pairs have one person control the camera and one person control moving the flashlight, glow stick or lighted object and take light painting images • Experiment taking images with the different light up objects • Change rolls with your partners • Use the playback feature to compare the images	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

	• Make decisions that show a personal artistic voice	
Class #18 **Motion Abstracts** Students will learn to use camera motion to transform real objects, environments and people into unexpected, unclear and often unrecognizable scenes within their image. Students will reinforce their learning of how to set slower shutter speeds on their digital camera.   	• Set camera to a slower shutter speed setting • Practice creating circular, zig-zag, up/down, cross like and random motions with a digital camera while simultaneously pressing the shutter release button. • Individually, experiment taking pictures of bins of colorful objects using a variety of camera motions to create abstract images • Practice acceptable ways for the model to be in motion (jumping jacks, hopping on one foot, squatting up and down, etc.) • In pairs, (one being the person in motion and one being the photographer) experiment taking pictures of people while using a variety of camera motions to create abstract images. • Interchange roles as photographer and person in motion • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #19 **Word Photography Part 1** Students will learn to create letters/props for a photo shoot. 	• As a class, use art materials/objects to create all the letters of the alphabet	Teacher observation Achieve ArtShop Unit Rubric
Class #20 **Word Photography Part 2** Students will learn to photograph letters/props as a necessary part to build their words or phrases.	• Set up camera and tripods at each station • As a class, photograph all the letters of the alphabet	Teacher observation Achieve ArtShop Unit Rubric

Class #21 **Word Photography Part 3** Students will learn to use words or phrases as the main component within their photographic image. Students will learn to combine language and visual imagery. 	• Use prints of the photographed letters to make words • Research and print coordinating background images • create a photo collage with the word(s) and background images • Make decisions that show a personal artistic voice	Teacher observation Photographic/collage images Project sharing Achieve ArtShop Unit Rubric
Class #22 **Handmade Backdrops Part 1** Students will learn that a backdrop is a background used to take pictures. Students will learn how to create a unique handmade backdrop for a photo shoot. 	• From a list of options, as a class, choose a backdrop idea (angel wings, floating balloons, marionette hand with dangling strings, etc.) • As a class, use art materials to make a life size backdrop	Teacher observation Completed backdrop Achieve ArtShop Unit Rubric
Class #23 **Handmade Backdrops Part 2** Students will learn how to use body language and posing to meld or merge themselves naturally into the backdrop.	• Practice posing naturally within the backdrop • Set up the backdrop and tripodded digital camera • In pairs, one inserting themself in the backdrop and one being the	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

   	photographer, take animated photographic images • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #24 **Fashion Photography Part 1** Students will learn that Fashion Photography focuses on the display of fashion clothing, accessories, and coordinating props. Students will learn that there are different types of Fashion Photography such as high fashion (one of a kind Haute Couture), street fashion (sneakers, t-shirts and hoodies) and catalog fashion(mass market like Target, Kohls and Old Navy). Students will learn that a fashion photoshoot will include a display of the clothing/model, location, mood, lighting, styling and the appreciation of how these are combined. 	• Students will research and discuss Fashion Photography • Students will differentiate between the three different types of Fashion Photography (high fashion, street fashion and catalog fashion) • As a class, students will set up a location, backdrop, tripods, cameras and lighting for a fashion shoot • Create a list of items for their personal fashion statement	Teacher observation Completed List Achieve ArtShop Unit Rubric

Class #25 **Fashion Photography Part 2** Students will learn that Fashion Photography focuses on the display of fashion clothing, accessories, and coordinating props. Students will learn that there are different types of Fashion Photography such as high fashion (one of a kind Haute Couture), street fashion (sneakers, t-shirts and hoodies) and catalog fashion(mass market like Target, Kohls and Old Navy). Students will learn that a fashion photoshoot will include a display of the clothing/model, location, mood, lighting, styling and the appreciation of how these are combined. 	• Students will choose clothes, accessories and coordinating props to wear and style themself for a fashion photo shoot • Students will individually, in pairs, and in small groups, take turns posing to highlight their fashion • Students will take turns being the fashion photographer • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric
Class #26 **Bokeh Effect** Students will learn the characteristics of the bokeh effect include blurred backgrounds with soft blurred circles of light. Students will learn how to set a wide aperture on their camera. Students will learn how to create the soft blurred circle of light by setting up holiday lights and/or crumpled tin foil as part of the backdrop behind the still life, casting light and having their camera set to a wide aperture.	• View multiple pictures of the bokeh effect. • In small groups, set-up a still life backdrop and drape strands of holiday lights • Place a mug, vase, teapot, or bowl in front of the backdrop so that the strand of lights either appears to go inside the container or actually fills it • Locate the mode dial on the camera and set it to aperture priority with a wide aperture setting (consider tripoding the camera) • Make the room a dark setting • Take turns holding the flashlight(s) to cast light and the camera to take images that exude the	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

	bokeh effect • Substitute the holiday lights with tinfoil and add a glass plate with a dark bottom underneath the container • Cast light on both the background and the subject. • Take turns holding the flashlight(s) to cast light and the camera to take images that exude the bokeh effect • Use the playback feature to compare the images • Make decisions that show a personal artistic voice	
Class #27 **Photo Scavenger Hunt** Students will learn that a photo scavenger hunt challenges your group to complete tasks, find unique items and environments, or do something and photograph it as proof for the whole team to see at the end. Students will reinforce their learning for both the behavioral and camera rules to follow for alternative locations.  PHOTO SCAVENGER HUNT trampoline red truck mailbox fire hydrant something orange license plate trash can swing set someone smiling basketball goal tennis court water hose someone waving for sale sign lawn mower your reflection a shadow the letter T street sign dog mini van tree stop sign porch swing the number 3 water bicycle tall tree stop light motorcycle umbrella cat	• As a class, review the procedural and behavioral expectations for moving about the building and photographing subjects and environments. • In small group teams, take photographic evidence in unique and artistic ways that shows the group found, followed and/or completed the list of items, environments and actions • Use the playback feature to compare the images	Teacher observation Photographic images Project sharing Achieve ArtShop Unit Rubric

Unit: Achieve ArtShop FF#4 - Alternative Processes

Number of Weeks: 3 **Class Periods: 3**

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To create photographic images using processes that do not necessitate the use of a digital camera.

Standards:
VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
MA:Cr3.1.Ia. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.
VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

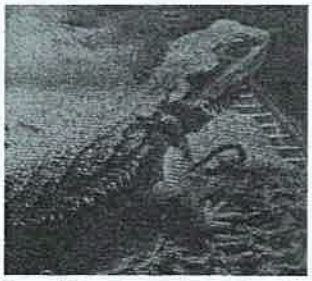
Unit Materials:

Photo Montage:
Student Ipads/Chromebooks, printed images, 11X14" white board, scissors, glue sticks, graphite

Sun Prints:
Photographic images printed on clear acetate, flat objects like pressed leaves or flowers, glass plates, light sensitive fabric/paper, sun, timer, water rinse, drying rack, iron, weight plate

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Photo Montage Part 1** Students will learn the process and the result of making a composite photograph. Students will learn how to gather the necessary parts to build a photo montage. 	• Research/view photo montages • Gather images that follow a particular theme, color and/or texture. • Using graphite, create a drawing plan/layout on their montage board.	Teacher observation Achieve ArtShop Unit Rubric

Class #2 **Photo Montage Part 2** Students will combine several photographs or images joined together for artistic effect in which the pieces form a unified picture or scene. 	• Cut and/or rip gathered pieces to fit particular areas of the layout. • Adhere pieces until the entire layout is full and aesthetically pleasing	Teacher observation Completed artwork Project sharing Achieve ArtShop Unit Rubric
Class #3 **Sun Prints** Students will learn that sunlight is a developing agent. Students will learn that sun print paper or fabric is coated with a photo-sensitive chemical which reacts in light. Students will learn when sunlight interacts with light-sensitive paper or fabric, it changes the color of the exposed paper/fabric and leaves a silhouette (like a shadow).  	• Print one of their photographic images on clear acetate • In a dark room stack their light sensitive paper/fabric with the acetate image on top and place it within the glass plate. • Expose the plate to a predetermined amount of sunlight • Evaluate the sun print for proper exposure • Wash the completed sun print to stop the developing • When dry flatten the paper with the weight plate or iron the fabric • Follow the same process but replace the acetate image with pressed leaves, flowers or other flat objects.	Teacher observation Completed prints Project sharing Achieve ArtShop Unit Rubric

Unit: Achieve ArtShop FF#5 - Photo Editing

Number of Weeks: 1 **Class Periods:** 1

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To adjust, manipulate and combine photographic images and text to create a unified document using Photoshop image editing software.

Standards:
VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
MA:Cr3.1.Ib. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

Unit Materials:
Digital images, Photoshop image editing software, computers, printer, printing paper

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Class #1 **Photoshop Editing** Students will learn how to retrieve images from their SD card and transfer them to their computer. Students will learn basic editing adjustments to improve their image exposure Students will learn basic photoshop editing tools to build or put together their images, text and background. Students will learn how to send their documents to print. 	• Import images from their SD card. Locate and practice using: • Photoshop adjustments with: Levels • Photoshop tools with: Crop tool Move tool Text tool Paint bucket • Adjust each image using levels • Crop images to remove distractive background elements • Transfer images to the background document using the move tool • Adjust the placement of the images using the move tool • Add a word or phrase that matches the vibe of the images using the text tool • Insert a background color	Teacher observation Completed compositional document Achieve ArtShop Unit Rubric

	using the paint bucket tool • Finetune the entire document for completion • Locate, follow instructions, and send the document to print	

ACHIEVE ARTSHOP UNIT PLANNING

Unit: Achieve ArtShop OS#1 - Independent Exploration

Number of Weeks: 16 **Class Periods: 16**

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To enhance or develop art making skills by individually examining art subjects/themes and their creation while also exploring a variety of art making materials.

Standards:
VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.
VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

Unit Materials:
Sketchbooks and sketchbook prompts
Weekly menu for material options

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Same learning plan for all 16 classes **Part A - Sketchbook Prompt** Based on the class day art prompt or creative suggestion, students will respond with a personal, artistic interpretation in their sketchbook. 	Opening class activity (10/15 minutes) • Gather one's sketchbook • Review the posted sketchbook prompt • Reflect on their personal artistic interpretation • Gather materials • Respond through a work of art in their sketchbook	Teacher observation Completed artwork Achieve ArtShop Unit Rubric
Part B - Independent Exploration Students will develop and enhance their awareness of the visual world through the process of art creation. (research, planning, practice, art creation)	Core class activity • Select materials from a weekly menu • Plan out an independent course of action for art creation. (Drawing, painting, craft, sculpture,	Teacher observation Completed artwork Project sharing Achieve ArtShop Unit Rubric

Students will strengthen their art skills by creating an independently motivated work of art or photograph. 	mixed media, photography) • Gather materials needed • Follow a step-by-step process • Create a personally motivated finished work of art or photograph	

Unit: Achieve ArtShop OS#2 - Music, Movement & Dance

Number of Weeks: 16 (Same 16 weeks as OS#1) Class Periods: 16 (Same 16 class periods as OS#1)

UNIT LEVEL
(Overarching-Big Picture)

Overarching Goals *(What you want students to learn/be able to do by the end of the unit)*

Unit Goal:
To help students achieve emotional, cognitive, physical and social integration through meaningful movement with music and dance.

Standards:
DA:Cr1.1.I b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.
DA:Pr4.1.I c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

Unit Materials:
Predetermined music, smart board, external speakers, music videos, dance step tutorials, open space

Lesson Level
(Progression of Learning that Leads to Unit Goal)

Learning Target: *(For each class)*	**Learning Activities/Task:** *(What student are doing)*	**Assessment:** *(Formal and Informal)*
Same learning plan for all 16 classes **Part C - Music, Movement & Dance** Students will learn to process, analyze and respond to sensory information through the language and skills unique to music, movement & dance. Students will demonstrate increased movement skills, concentration and physical control in performing movement for artistic expression. 	Closing class activity (20 minutes) • Choose music genres • Learn a variety movements and dance steps • Follow dance tutorials • Move to the music of popular videos • Work collaboratively with others to produce dance numbers	Teacher Observation Achieve ArtShop Unit Rubric

Achieve ArtShop

Curriculum Presentation

The Achieve ArtShop Course is broken down into 3 main categories and 80 blocks of learning for a full year course.

- Art Minds - 26 Mini-Units in 32 Blocks
- Flash Friends Photography - 26 Mini-Units in 32 Blocks
- Open Studio - Unit total will vary - 16 Blocks

As you can see most units will start and finish spanning only 1 teaching and learning block. This is necessary to sustain student interest, focus and attention to task.

All units are “hands on” with direct instruction.

Art Minds - This exploratory component will introduce students to the foundations of Art. Lessons will present a variety of challenges dealing with personal artistic expression, creativity and exposure to fundamental approaches necessary for the development of basic skills common to artistic endeavors. Students will be involved in a variety of experiences dealing with different art media. Units include: (26 Mini-Units in 32 Blocks)

- Elements & Principles of Design (10 Mini-Units)
- Drawing and Painting (6 Mini-Units)
- Crafts (4 Mini-Units)
- 3D Design (2 Mini-Units)
- Mixed Media (4 Mini-Units)

Some Highlighted Units

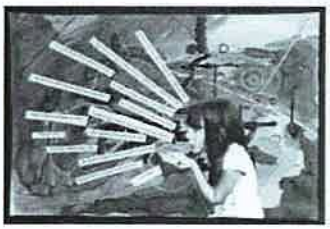
Found Object Sculpture

Crayon Salt Resist Painting

Mosaic

Mask Making

Basket Weaving



Expressive Self-Portrait

City & Town

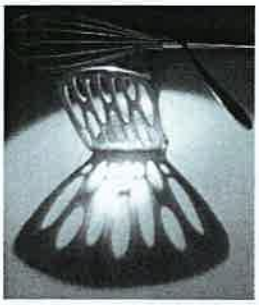
Abstract Non-Objective Color Burst

Modeling Clay Bowls

Flash Friends Photography - This exploratory component will introduce students to the process and techniques of photography, both technically and creatively. They will become familiar with basic digital camera parts and functions and visual communication through a variety of field assignments and photo taking opportunities. Units include: (26 Mini-Units in 32 Blocks)

- Camera Etiquette (1 Mini-Unit)
- Parts & Functions (1 Mini-Unit)
- Field Assignments (20 Mini-Units)
- Alternative Processes (3 Mini-Units)
- Photo Editing (1 Mini-Unit)

Some Highlighted Units



Shadows

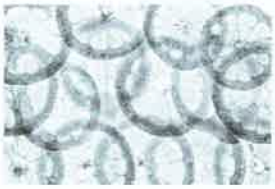
Animals & Texture

Abstracts in Oil

Light Painting

Reflections

Still Life



Food Close-Ups

Homemade filters

Handmade Backdrops

Bokeh Effect

Word Photography

Motion Abstracts

Open Studio - This exploratory component will offer students the ability to choose art media and subject matter of their liking and create artworks from their own personal perspective. Ideas and their implementation will be student driven. Classes include: (16 blocks)

- Sketchbook Prompt (10-15 min.)
- Individual Exploration (40-45 min.)
- Music, Movement and Dance (30 min.)

Every other week students will receive a menu highlighting 4 to 5 media and art making options that they review and choose from. (Share sample)

Field Trip Opportunities

We are currently working on scheduling the following:

- Flash Friends Photography - Lewis Farms Fall Foliage - Landscape Photography
- Art Minds - SoCCA Southington Community Arts Center - Workshop Visit
- Flash Friends Photography - Zoo Visit - Animal Photography

In closing, the primary focus of this curriculum is to teach a combination of art and photography to students with varying disabilities the way they think and learn. The curriculum has also been designed with the greater purpose of promoting positive and kind hearted social interactions and compassion for the unique challenges they face.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **November 9, 2023**

Decision Requested X **Agenda Code** **8 d.**

AGENDA REPORTING FORM

Agenda Topic: SHS – Computer Science Course Proposal - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Computer Science 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 SHS – Computer Science 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: **Mathematics**

Please check appropriate item:

New Course: ☐

Revised Course: ☑

Course Title: **AP Computer Science Principles - Javascript, and Computer Science Principles - App Inventor**

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

Computer Science Principles is currently taught at the AP level using the College Board curriculum and assessments. We are proposing that in addition to the AP level, a second course is designed to run in tandem with AP for students who wish to continue in the Computer Science pathway but may not be prepared for the rigor of the AP level. This course would be titled Computer Science Principles, Accelerated. These two levels would be taught in different coding languages and at a different pace and rigor.

In addition to the new course, we would like to change the level of Visual Basic Programming I and II raised to the accelerated level to align with current course expectations and future course proposals.

2. **Rationale & Target Population – What is the purpose of the proposed new course or course change? To what extent will it benefit the students? Which group of students will be directly affected?**

Through conversations with students, teachers in the computer science courses believe that there are some students who do not enroll in our elective courses as they are either not challenging enough or the level of challenge increases too rapidly from one course to the next. Our current AP Computer Science Principles course is taught in App Inventor, which is a block-based coding language. More experienced students see this as a negative, preferring a text-based language, and choose to take a different elective which results in lower enrollment.

In addition to increasing the rigor of the AP course by offering the text-based language, the addition of the accelerated level would provide a continuum of courses offered for students interested in Computer Science that may not be suited for the challenges of an AP level course. This Computer Science Principles course at the Accelerated level will offer them the building blocks to be successful in future computer science courses at a pace more appropriate for them.

The population of students who would be directly affected by this would be our students who are completing Visual Basic I and II and have a desire to continue their education in the field of Computer Science. Experienced, and prepared students would be challenged with the change in language at the AP level while the Accelerated level would provide a greater foundation of knowledge for our students to build toward AP courses in the future.

PROPOSED COURSE/PROGRAM CHANGE FORM

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

Enrollment numbers and student performance in each course will be used to evaluate the proposed changes.

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

None

	YEAR		
	I	**II**	**III**
Staff	$	$	$
Textbooks	$	$	$
Materials	$	$	$
Other	$	$	$
TOTAL	**$**	**$**	**$**

Comments: _____

Director of Teaching & Learning

Principal: Approved ☑ Denied ☐

Signature

mp\Curriculum\Proposed Course Change Form, 2010.doc

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **November 9, 2023**

Decision Requested X **Agenda Code** **8 e.**

AGENDA REPORTING FORM

Agenda Topic: SHS – Accelerated Biology Unit #3 – Cell Energetics - Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Accelerated Biology Unit #3 – Cell Energetics

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 SHS – Accelerated Biology Unit #3 – Cell Energetics 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	
Unit Title:	What is Life: Cell Energetics
Teacher:	K. Radziwon and S. Kirsche
Grade Level/Course:	Accelerated Biology
Length/Dates:e	5 weeks (November-December)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will explore the role of carbon in living things and the ecosystem through the lens of climate change. Students will look at how plants that undergo photosynthesis impact the composition of the atmosphere around us and that there are many factors that impact the rate of photosynthesis. The class will then explore a seed germinating and ask the question where the seed gets its mass and energy from. This will lead to an exploration of cellular respiration and the role of oxygen and carbon dioxide in this process. The unit will conclude with an exploration of how carbon cycles through the ecosystem beyond photosynthesis and respiration and how the carbon cycle impacts climate change. Students will evaluate the solution of planting trees to mitigate climate change and compare it to other climate change solutions.

Explanation
Select PEs that work together (bundle) to promote proficiency in using ideas expressed. Often a bundle will include PEs from a single NGSS topic or DCI, but a bundle could draw in PEs from other topics or DCIs.
PE(s) to be addressed (include assessment boundaries and clarification statements). • HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

- HS-LS1-5.Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
- HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Unpack DCI(s), SEPs, and CCCs coded to the PEs to identify implications for instruction.

SEP Implications	DCI Implications	CCC Implications
Constructing Explanations and Designing Solutions • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, and peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. **Developing and Using Models** • Use a model based on evidence to illustrate the relationships between systems or between components of a system.	**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems** • Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. • Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological **LS1.C: Organization for Matter and Energy Flow in Organisms** • The process of photosynthesis converts light energy to stored chemical energy by converting	**Energy and Matter** • Energy drives the cycling of matter within and between systems. • Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. • Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems. **Systems and System Models** • Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions — including energy, matter and information flows — within and

	carbon dioxide plus water into sugars plus released oxygen. • As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment	between systems at different scales. **Stability and Change** • Feedback (negative or positive) can stabilize or destabilize a system.

Transfer Goals (Vision of the Graduate)
List the long-term and/or school-wide independent student behaviors that this unit will address.

Communication - Students will practice communicating ideas throughout the unit using a variety of strategies and will culminate by constructing an argument that communicates their findings on a climate mitigation strategy.

TEACHER LEARNING PLAN (including Assessments)

***Starting**: mid-November*

Unit 3- Cell Energetics			
Anchoring Phenomenon: Climate Change **MATERIALS NEEDED**			
Teacher Target Question	**Activity**	**Learning Targets and Success Criteria**	**Students Will Know and Wonder**
Why do atmospheric carbon dioxide levels change throughout the year? ***Anchoring Phenomenon Routine (.5 block)***	• **Anchoring Phenomenon-** Climate Change	**Learning Target:** *I can analyze data about atmospheric carbon dioxide levels to identify patterns and generate questions.* **Success Criteria:** • *I can write three open ended questions about what I observe.* • *I can recognize patterns in data.*	**Know**: • Atmospheric CO_2 levels increase during winter months and decrease during the summer. **Wonder**: • What is the relationship between the seasons and atmospheric CO_2? • Is there a connection between greenery and atmospheric CO_2? **Next steps:** • Investigate the effect of trees on the atmosphere.
Do trees really change the	• Activity 2: Do trees really c… ○ Reading	**Learning Target:** *I can explain how the outputs generated by*	**Know**: • Trees take in CO_2 and produce

composition of the atmosphere around us? (1 block)		*plants contribute to the molecules found in the atmosphere.* **Success Criteria:** • *I can analyze and interpret a research paper to pull out relevant data.* • *I can apply the data to explain how the trees change the composition of the atmosphere.*	O_2. • Humans release CO_2 and consume O_2. **Wonder**: • Why does a tree take in CO_2? **Next steps:** • Investigate leaf anatomy for clues as to how CO_2 enters plants. • Track the journey of CO_2 molecules through a tree.
How does carbon dioxide get into a tree and what does the tree do with it? *(1 block)*	Activity 3: How does carbon dioxi… Image source for Act 3 Enrichment/Supplementary Activities: • Hands on stomata lab (enrichment options) • 15 Leaf Reading and Colo… • Interactive overview of Photosynthesis process • Where does plant mass come from Serendip	**Learning Target:** *I can conduct an investigation to determine how the structure of plants allows carbon dioxide to enter and what the tree does with it.* **Success Criteria:** • *I can use microscopic images to identify unique structures in a leaf.* • *I can run a simulation to determine the inputs and outputs of photosynthesis.*	**Know**: • Photosynthesis is an anabolic process that fixes carbon and uses it to build biomass in plants. **Wonder**: • How does the color of a leaf impact its ability to photosynthesize? • Why are most plants green? **Next steps:** • Investigate the relationship between pigments and energy absorption.
What color light does chlorophyll absorb and why do plants look green?	17a Pigment absorption worksheet Updated Pigment absorption ws 17 Chromatography lab 2021 Chromatography Lab 2022 Chromatography simulator Elodea CO2 Lab	**Learning Target:** *I can conduct an experiment to determine the pigments present in spinach leaves.* **Success Criteria:** • *I can explain the relationship between the color of an object and the wavelengths of light that are*	**Know**: • Most plants are green because they reflect green wavelengths of light while most efficiently absorbing red and blue wavelengths. **Wonder**: • How does the plant use the light energy that it absorbs? **Next steps:**

		absorbed and/or reflected. • *I can explain how photosynthetic organisms have specialized pigments, membranes, and/or organelles that absorb solar radiation and convert it into chemical energy.*	• Trace and model the conversation of light energy into chemical energy through the process of photosynthesis.
How can light energy be converted to glucose?	Copy of 11 Photosynthesis-S.pdf photosynthesis_review_packet (1)… HHMI Photosynthesis interactive Photosynthesis RAFT Project Enrichment/Supplementary Activities: • Killing Chloroplasts Case … **students should revise their model here**	**Learning Target:** *I can create and/or use models to explain the process of converting solar energy into chemical energy through photosynthesis.* **Success Criteria:** • *I can identify the inputs and outputs of light-dependent reactions and the Calvin Cycle.* • *I can explain the role of NADPH and ATP in building glucose molecules.*	**Know**: • Photosynthesis is divided into two stages: light-dependent and light-independent reactions. • Light-dependent reactions require sunlight energy and H_2O to transfer energy to ATP and NADPH. A byproduct of this process is oxygen. • Light-independent reactions (Calvin Cycle) use CO_2, ATP, and NADPH to produce sugars. **Wonder**: • What environmental variables might impact the ability of a plant to undergo photosynthesis? **Next steps:** • Evaluate data regarding photosynthesis rates in different environments.
What factors affect the rate of photosynthesis?	Photosynthesis Virtual Lab Photosynthesis Virtual Lab with m… Photosynthesis and Light intensity simulation (works, not flash) Light intensity graphing (no simulation)	**Learning Target:** *I can use data to describe what factors affect rates of photosynthesis.* **Success Criteria:** •	**Know**: • Water, light intensity, and CO_2 are limiting factors for photosynthesis. **Wonder**: • What happens to the CO_2 that is fixed by a tree?

			Next steps: • Investigate the sources of the CO2 in the atmosphere.
Where do living things get the energy and mass they need to grow?	**Seed Germination Intro** Enrichment/Supplementary Activities: • **BioZone** Measuring Respiration	**Learning Target:** *I can develop a model and use experimental data to determine whether or not germinating peas obtain their energy from photosynthesis or cellular respiration.* **Success Criteria:** • *I can use CO_2 levels to identify the process that germinating cells are undergoing.* • *I can develop a preliminary model with appropriate labels of how germinating seeds are able to grow.*	**Know**: • A seed begins to grow underground without sunlight and ends up with much more mass than it started with. • Germinating seeds give off carbon dioxide so they must be undergoing cellular respiration. **Wonder**: • How do plants release energy when there isn't sunlight? • Where does the mass come from? **Next steps:** • Students will trace the flow of carbon through cellular respiration and figure out how this process releases energy.
How is the energy released from molecules stored in the body? *(2-3 blocks)*	Cellular respiration POGIL How organisms use energy - serendip **students should revise their model here.**	**Learning Target:** *I can use models to trace the breakdown of carbon molecules from glucose into CO_2, ATP, and H_2O in cellular respiration.* **Success Criteria:** • *I can identify the inputs and outputs of glycolysis, the Link reaction, the citric acid cycle, and oxidative phosphorylation.*	**Know**: • Glucose is broken down through a series of reactions to generate ATP, carbon dioxide, and water. • A germinating seed uses cellular respiration to generate energy and mass. **Wonder**: • What happens if oxygen isn't present? How can energy be generated? **Next steps:**

		• *I can explain the role of NADH and $FADH_2$ in generating ATP.* • *I can explain why oxidative phosphorylation generates more ATP per glucose molecule than substrate-level phosphorylation.*	• Students will explore how energy can be generated when not in the presence of oxygen.
Can living things generate energy without oxygen? *(1-2 blocks)*	Muscle Fatigue activity (updated) Text Resource for muscle fatigue	**Learning Target:** Conduct an investigation to explore the effect of lack of oxygen on the rate of cellular respiration. **Success Criteria:** • Identify the variable and controls in a muscle fatigue lab. • Gather data on muscle fatigue. • Draw a conclusion explaining what happens when there is less oxygen.	**Know**: • When oxygen isn't present, anaerobic processes such as glycolysis and fermentation occur. These generate energy but in smaller quantities. **Wonder**: • Oxygen is a factor that limits the rate of energy generation through cellular respiration. What other limiting factors are there? **Next steps:** • Students will explore various other factors that affect the rate of respiration.
What factors affect the rate of cellular respiration? *(1-2 blocks)*	• Measuring Rate of Respiration Virtual Lab	**Learning Target:** Analyze the data to draw conclusions about the factors that affect the rate of photosynthesis. **Success Criteria:** • ***Conduct the virtual investigation.*** • ***Write a conclusion***	**Know**: • Various factors affect the rate of cellular respiration including number of living things and temperature. **Wonder**: • If these factors release more or less carbon dioxide, how does this contribute to the global ecosystem? How does carbon

		statement that answers the driving question.	cycle through these systems? **Next steps:** • Students will explore how carbon cycles through an ecosystem and ways that humans can impact it.
How does carbon dioxide cycle through an ecosystem? *(1 block)*	Carbon Cycle Models **students should revise their models here**	**Learning Target:** *Recognize the inputs of photosynthesis and the outputs of cellular respiration are the same compounds.* **Success Criteria:** • *I can trace carbon through a cycle of the ecosystem from photosynthesis to respiration and back*	**Know**: • The inputs of photosynthesis are the outputs of cellular respiration and vice versa. **Wonder**: • How do these processes contribute to climate change? • What other factors influence climate change? **Next steps:** • Students will explore the role of combustion in the carbon cycle and how this impacts climate change.
How can we mitigate climate change? *(2-3 blocks)*	Additional resources Photosynthesis/Respiration cycle interactive slides CO2 modeling simulation	**Learning Target:** *I can explain why the products of photosynthesis are ecologically important through the use of modeling.* **Success Criteria:** • *I can model how combustion contributes to an increase in CO2.* • *I can draw conclusions about the changes in CO2 levels in recent history.*	**Know**: • An increase in photosynthesis would lead to the uptake of the materials that are causing climate change. **Wonder**: • What other solutions are there to climate change? • How effective would planting trees be to mitigate climate change? **Next steps:** • Students will complete a performance task to explore the wonder questions above.

Unit 3 Assessment (all PEs addressed and Communication) **Potential data based summative assessment to develop:** Data Nugget-Surviving the flood			

Accelerated Biology:

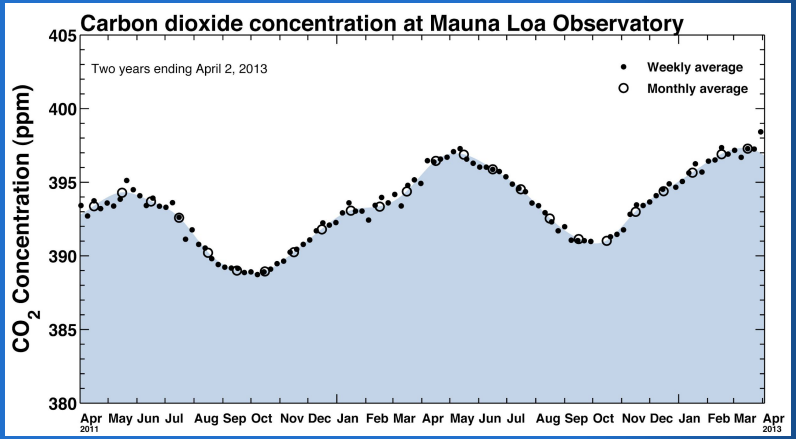
Unit 3: Cellular Energetics

Unit Overview

- Students will explore the role of carbon in living things and the ecosystem through the lens of climate change. Students will look at how plants that undergo photosynthesis impact the composition of the atmosphere around us and that there are many factors that impact the rate of photosynthesis. The class will then explore a seed germinating and ask the question where the seed gets its mass and energy from. This will lead to an exploration of cellular respiration and the role of oxygen and carbon dioxide in this process. The unit will conclude with an exploration of how carbon cycles through the ecosystem beyond photosynthesis and respiration and how the carbon cycle impacts climate change. Students will evaluate the solution of planting trees to mitigate climate change and compare it to other climate change solutions

Anchoring Phenomenon

Can **planting trees** help combat **climate change**?



WRITE/DRAW AN INITIAL MODEL:
The video explained a process of trees taking in CO_2 from the atmosphere and storing it in the wood of the tree as it grows. Draw an initial model showing:

- how a tree might take carbon out of the atmosphere; and
- how it might store it in the tree as it grows.
- other materials that a tree needs in order to grow.

QUESTIONS:
After sharing your initial model with your table group, capture any questions you now have about how trees take carbon dioxide out of the atmosphere. You can use the back of this paper to add your initial ideas. As a group, choose 3 questions to share out on your class jamboard.

Driving Questions & Learning Sequence

Can planting trees help combat climate change?	*Why do atmospheric carbon dioxide level change throughout the year?*	*Do trees change the composition of the atmosphere around us?*	*How does carbon dioxide get into a tree and what does the tree do with it?*	*What color light does chlorophyll absorb and how does this contribute to energy production?*
How can we mitigate climate change?	*How does the product of carbon dioxide cycle through an ecosystem?*	*Can living things generate energy without oxygen?*	*How is the energy released from molecules stored in the body?*	*Where do living things get the energy and mass they need to grow?*

Assessment Highlight: Trees and Climate Change Solutions

Climate Change Solutions - PART 1- Background

What are the best ideas for mitigating climate change?

Over the course of this unit, we have explored the idea that planting a large amount of trees could be a method to reduce the amount of carbon dioxide in the atmosphere and consequently mitigate climate change. This week, we will explore not only the planting of trees as a possible solution, but other avenues as well.

1. What have we figured out about where carbon is located in biological systems? Describe or draw a model of what you know.

Creativity | **Critical Thinking** | Collaboration | Communication

Assessment Highlight: Trees and Climate Change Solutions

Climate Change Solutions - PART 2 - Planting Trees

Just how much carbon can a million trees store?

In order to decide how effective a climate change solution planting trees could be, we must first understand exactly how much carbon that trees can store. In order to do this, we will use a tool called **iTree** (Directions can be found HERE), which will allow us to explore how much carbon would be stored in a given tree, depending on the species of tree and how many trees are planted.

Creativity | Critical Thinking | **Collaboration** | Communication

Assessment Highlight: Trees and Climate Change Solutions

Climate Change Solutions - PART 3 - Analyzing Solutions

How does planting trees compare to other solutions for climate change?

With the threat of an ecological tipping point looming in the future, it is essential that we begin to think creatively to mitigate the effects of anthropogenic sources of greenhouse gas emissions. While some ideas are more fantastical, others are valid and are worthy of being explored to reduce our impact. We all need to work together! For this assignment, you will research a potential solution to reduce carbon emission. Your job is to determine how effective your solution is in reducing atmospheric CO_2, evaluate whether this solution is reasonable, and compare the feasibility and effects of your solution with the effects of planting trees.

1. In a group of 2-3 people, select a solution pertaining to carbon sequestration that interests you from the list below. Only one group per topic will be allowed for each class period. Have your topic approved by your teacher.

- Eating Insects (Entomophagy)
- Lab Grown Meat
- Carbon Engineering
- Carbon Capture & Storage
- Direct Air Capture

Creativity **Critical Thinking** **Collaboration** **Communication**

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** November 9, 2023

Decision Requested X **Agenda Code** 9 a1.

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 – Grades 9-12, Wrestling Team – Lowell, MA
  - 12/22/23 - 12/23/23

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
Grades 9-12, Wrestling Team

Lowell, MA

(12/22/23 – 12/23/23)

R-6153
Revised 1/17/23

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 10/1/23

Out of State: Yes ☒ No ☐

Overnight: Yes ☒ No ☐

Miles Round Trip: 260

SHS — School

WRESTLING TEAM — Class/Group

12/22/23 – 12/23/23 — Date of Trip

Name and Address of Destination: LOWELL, MASS. 01852 TSONGAS ARENA – UMASS, 300 Arcand DR.

Reasons for Field Trip: INCREASED COMPETITION AND EXPERIENCE FOR WRESTLING TEAM

Itinerary (attach if needed):

Departure Date/Time: 12/22/23 @ 5AM

Return Date/Time: 12/23/23 @ 10 PM

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

☐ Academic (*15:1*) ☒ Non-Academic (*10:1*) ☐ Abroad (*8:1*)

#of Students: 14 #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	$ 3100	BOOSTER CLUB WILL COVER COSTS
Board of Education Contribution	$	
Other	$	ENTRANCE FEE PAID BY SAA
Fundraising Activity	($600)	COST OF BUS PAID BY PARENTS
BALANCE	$	
Student Contribution		
Transportation	$	Students @ $
Entrance Fees, Room & Board	$ 2200	14 Students @ $ 150
TOTAL Cost of Trip to Each Student	$ 150	

PRINT NAME AND SIGN

Teacher _____ Date _____

Dept. Head [signature] Director Athletics Date 10/24/23

Principal _____ Date 10/24/23

Comments _____

Assistant Superintendent [signature] Date 10/25/23 Approved ☒ Not Approved ☐

Board of Education Approval*** YES ☐ NO ☐ Date _____

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** November 9, 2023

Decision Requested X **Agenda Code** 9 a2.

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 – Grades 9-12, Wrestling Team – Plaistow, NH
  - 1/20/24 - 1/21/24

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
Grades 9-12, Wrestling Team

Plaistow, NH

(1/20/24 – 1/21/24)

R-6153
Revised 1/17/23

Southington Public Schools
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 10/1/23

Out of State: Yes ☒ No ☐

Overnight: Yes ☒ No ☐

Miles Round Trip: 280

SHS (School) | WRESTLING TEAM (Class/Group) | 1/20/24 - 1/21/24 (Date of Trip)

Name and Address of Destination: TIMBERLANE HS 36 GREENOUGH RD PLAISTOW, NH 03865

Reasons for Field Trip: INCREASED COMPETITION AND EXPERIENCE FOR WRESTLING TEAM.

Itinerary (attach if needed)

Departure Date/Time: 1/20/24 @ 5AM

Return Date/Time: 1/21/24 @ 1:00 pm

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

☐ Academic (*15:1*) ☒ Non-Academic (*10:1*) ☐ Abroad (*8:1*)

#of Students: 14 #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	$ 3100	BOOSTER CLUB WILL COVER COSTS
Board of Education Contribution	$	
Other	$	ENTRANCE FEE PAID BY SAA
Fundraising Activity	($600)	COST OF BUS PAID BY PARENTS
BALANCE	$	
Student Contribution		
Transportation	$	Students @ $
Entrance Fees, Room & Board	$ 2200	14 Students @ $ 150
TOTAL Cost of Trip to Each Student	$ 150	

PRINT NAME AND SIGN

Teacher _____ Date _____

Dept. Head _____ Date 10/24/23

Principal _____ Date 10/24/23

Comments

Assistant Superintendent _____ Date 10/25/23 Approved ☒ Not Approved ☐

Board of Education Approval*** YES ☐ NO ☐ Date _____

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only x Board Meeting Date November 9, 2023

Decision Requested _____ Agenda Code 9b

AGENDA REPORTING FORM

Agenda Topic: Capital Improvement Plan 2024-25 to 2028-29 First Reading

Summary of Issue: The proposed Capital Improvement Plan calls for $1,158,300 in 2024-25 and $260,463,576 over the next four years for a total of $261,621,876

Background: The Board prepares an updated five-year Capital Improvement Plan each year. Our requests are then combined with the town into a long-term Capital Improvement Plan presentation.

Alternative Strategies: Modify Plan as proposed.

Cost (if applicable): _____ **Funding Source:** Capital Budget

Beginning Date of Program or Project: July 1, 2024

Ending Date of Program or Project: June 30, 2029

Recommendation or Comment: This is a first reading and will be on the December agenda as an action item.

Kyle Fickel

Signature of Staff Member Submitting Form

Steven Madaras

Signature of Superintendent of Schools

Southington Public Schools

Capital Improvement Plan
Five-Year Projection
2024/25 to 2028/29

Southington Board of Education
Proposed Capital Improvement Projects
Five Year Plan - By Project

Site	Project Type / Description	Year of Request	2024/25	2025/26	2026/27	2027/28	2028/29	Total Request - Five Years
Air Conditioning- 5 Elementary Schools								
HVAC Improvements to Hatton, Oshana, South End, Strong and Thalberg		2022/23					15,734,400	15,734,400
	Subtotal		**-**	**-**	**-**	**-**	**15,734,400**	**15,734,400**
Boiler Project								
SHS	Replace Boiler	2022/23			115,500			115,500
HES	Replace Boiler	2022/23					185,000	185,000
	Subtotal		**-**	**-**	**115,500**	**-**	**185,000**	**300,500**
Roofing Projects								
HES	Replace 1996 Roofing, 27,000SF; 2003 Roofing, 45,000SF	2017/18			2,354,401			2,354,401
SES	Replace 1993 Roofing, 26,500 SF; 2003 Roofing, 28,870SF	2021/22			2,009,931			2,009,931
TES	Replace 2002 Roofing, 62,068 SF	2021/22			2,253,068			2,253,068
	Subtotal		**-**	**-**	**6,617,400**	**-**	**-**	**6,617,400**
Indoor Air Quality								
DW	Indoor Air Quality Assessment (All Locations)	2024/25	276,000					276,000
	Subtotal		**276,000**	**-**	**-**	**-**	**-**	**276,000**
Maintenance Vehicle								
DW	Ford F250 4WD Pickup Truck	2024/25	60,000					60,000
	Subtotal		**60,000**	**-**	**-**	**-**	**-**	**60,000**
SHS Athletic Facility Improvement Projects								
SHS	Athletic Facility Improvements, Revised 22-23	2021/22	822,300	1,511,276				2,333,576
	Subtotal		**822,300**	**1,511,276**	**-**	**-**	**-**	**2,333,576**
	Subtotal Board of Education Capital Improvement Plan		**1,158,300**	**1,511,276**	**6,732,900**	**-**	**15,919,400**	**25,321,876**
School Construction Projects								
KES	Phase III Elementary Projects Kelley- Revised 22-23	2018/19		71,700,000				71,700,000
FES	Phase III Elementary Projects Flanders- Revised 22-23	2018/19			71,700,000			71,700,000
DES	Phase III Elementary Projects Derynoski- Revised 22-23	2018/19				77,000,000		77,000,000
KSA	Karen Smith Academy- Revised 22-23	2021/22				15,900,000		15,900,000
	Subtotal Phase III: Derynoski, Flanders & Kelley Building Projects		**-**	**71,700,000**	**71,700,000**	**92,900,000**	**-**	**236,300,000**
Grand Total Board of Education Capital Improvement Plan			**1,158,300**	**73,211,276**	**78,432,900**	**92,900,000**	**15,919,400**	**261,621,876**

TOWN OF SOUTHINGTON

CAPITAL IMPROVEMENT PLAN

FISCAL YEAR 2024/25 THROUGH FISCAL YEAR 2028/29

DEPARTMENT: **BOARD OF EDUCATION**

PROJECT TITLE: **AIR CONDITIONING - ELEMENTARY SCHOOLS**

FISCAL YEAR PROPOSED: **2028/29**

DESCRIPTION:

The Administration requested pricing to improve the HVAC systems at five elementary schools. The schools and the approximate cost to improve the HVAC systems are listed below.

School	Estimated Construction Cost
Hatton Elementary	$ 3,822,500
Oshana Elementary (A)	$ 1,213,500
South End Elementary	$ 1,760,000
Strong Elementary	$ 3,287,500
Thalberg Elementary	$ 3,220,500
TOTAL	**$ 13,304,000**
Estimated Architectural costs	$ 1,000,000
Subtotal	$ 14,304,000
Add 10% contingency	$ 1,430,400
Total Estimate for all schools	**$ 15,734,400**

PROJECT COST: 15,734,400

TOWN OF SOUTHINGTON

CAPITAL IMPROVEMENT PLAN

FISCAL YEAR 2024/25 THROUGH FISCAL YEAR 2028/29

DEPARTMENT:	**BOARD OF EDUCATION**	**PROJECT TITLE:**	**BOILER PROJECT**
		FISCAL YEAR PROPOSED:	**2026/27; 2028/29**

DESCRIPTION:

2026/27

SHS - This project would replace two (2) boilers for the Auditorium, DECA and CLP wings of the high school. The gas boilers are 600,000 BTUs each and supply hot water for the heat pumps in the those wings. The boilers were installed in 1998 and are in fair condition. SPS has been repairing sections on the boilers in the past five years due to leaks.
$115,500

2028/29
This Project would replace two (2) boilers at Hatton Elementary School, in accordance with the replacement schedule as advised by the Administration
$185,000

PROJECT COST: 300,500

TOWN OF SOUTHINGTON

CAPITAL IMPROVEMENT PLAN

FISCAL YEAR 2024/25 THROUGH FISCAL YEAR 2028/29

DEPARTMENT:	**BOARD OF EDUCATION**	**PROJECT TITLE:**	**ROOFING PROJECTS**
		FISCAL YEAR PROPOSED:	**2026/27**

DESCRIPTION:

2026/27
HES - This project would replace the 1996 roofing, 27,000 SF and the 2003 roofing, 45000 SF.
$2,354,401
SES - This project would replace the 1993 roofing, 26,500 SF and the 2003 roofing, 28,870 SF.
$2,009,931
TES - This project would replace the 2002 roofing, 62,068 SF.
$2,253,068

PROJECT COST: 6,617,400

TOWN OF SOUTHINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2024/25 THROUGH FISCAL YEAR 2028/29

DEPARTMENT: **BOARD OF EDUCATION**

PROJECT TITLE: **Indoor Air Quality Assessment**

FISCAL YEAR PROPOSED: **2024/25**

DESCRIPTION:

2024/25
Indoor Air Quality Assessment
The State of Connecticut has issued a new mandate requiring an air balancing report of all equipment in all schools prior to January 1, 2025. The below table shows the cost estimates by school.

LOCATION	ESTIMATED COST
Southington High School	$ 79,043
Southington Agricultural Science Building	$ 7,740
Karen Smith Academy	$ 2,520
Depaolo Middle School	$ 32,080
Kennedy Middle School	$ 32,080
Derynoski Elementary School	$ 29,974
Flanders Elementary School	$ 10,820
Hatton Elementary School	$ 18,124
Kelly Elementary School	$ 10,820
Oshana Elementary School	$ 11,020
South End Elementary School	$ 11,624
Strong Elementary School	$ 15,225
Thalberg Elementary School	$ 14,930

PROJECT COST: **276,000**

TOWN OF SOUTHINGTON

CAPITAL IMPROVEMENT PLAN

FISCAL YEAR 2024/25 THROUGH FISCAL YEAR 2028/29

DEPARTMENT:	**BOARD OF EDUCATION**	**PROJECT TITLE:**	**Maintenance Vehicle**
		FISCAL YEAR PROPOSED:	**2024/25**

DESCRIPTION:

2024/25
Maintenance Vehicle- Pickup Truck
New Ford F-250 4WD Pickup Truck for Maintenance Department. Of the 14 fleet vehicles, the average age is 13.9 years old with 60% of those rated less than good.

$60,000

PROJECT COST: 60,000

TOWN OF SOUTHINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2024/25 THROUGH FISCAL YEAR 2028/29

DEPARTMENT:	**BOARD OF EDUCATION**	**PROJECT TITLE:**	**High School Athletic Facility Master Plan based on Kaestle Boos Study from December 2020 Revised December 2022**
		FISCAL YEAR PROPOSED:	**2024/25-2025/26**

DESCRIPTION:
2024/25, 2025/26
Athletic Facility Master Plan Improvements

Various Improvements to the Athletic Fields as outlined in the December 2020 Kaestle Boos Study in December 2020, revised in December 2022. This includes a 5% contingency for the entire project and add alternates.

Project	Cost	Funding Year
Replace Stadium Bleachers and Press Box	$ 822,300	2024/25
Tennis Court Replacement	$ 1,511,276	2025/26

PROJECT COST: 2,333,576

TOWN OF SOUTHINGTON
CAPITAL IMPROVEMENT PLAN
FISCAL YEAR 2024/25 THROUGH FISCAL YEAR 2028/29

DEPARTMENT:	**BOARD OF EDUCATION**	**PROJECT TITLE:**	**SCHOOL CONSTRUCTION PROJECTS**
		FISCAL YEAR PROPOSED:	**2025/26, 2026/27, and 2027/28**

DESCRIPTION:

2025/26, 2026/27, and 2027/28
Phase III Elementary Projects

Three elementary schools remain to be renovated as part of Phase III of the School Construction Projects. The Board of Education has been working with Colliers on a construction plan for each school. The below table shows estimated costs for each school, last updated in November 2022.

Location	Estimated Cost
Kelley Elementary School	$ 71,700,000
Flanders Elementary School	$ 71,700,000
Derynoski Elementary School	$ 77,000,000
Total	**$ 220,400,000**

Karen Smith Academy
The Board of Education is also developing a plan for constructing a new building for the Karen Smith Academy. The estimate was updated November 2022.
$15,900,000

PROJECT COST: 236,300,000