

# Southington Board of Education Meeting

Thursday, February 27, 2025 6:30 PM  
John Weichsel Municipal Center Public Assembly Room  
200 North Main Street  
Southington, CT 06489



## COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
  - a. Student Matters
  - b. Pending Litigation
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence
  - a. Connecticut Region Scholastic Art Awards - Ellen Serenson and Riley Welch
6. Approval of Minutes
  - a. January 23, 2025
  - b. February 5, 2025
7. Public Communications
  - a. Communications from Student Board Representatives
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Public - Agenda Items Only
8. Committee Reports
  - a. Policy & Personnel Committee Meeting - February 11, 2025
  - b. Districtwide Facilities Committee Meeting - February 20, 2025
  - c. Finance Committee Meeting - February 24, 2025
    1. Bid 2025-07 - SHS West Gym Floor Resurfacing
    2. Preschool Regular Education Tuition Rates 2025-2026
9. Superintendent's Report
  - a. Personnel Report
10. Old Business
  - a. Town Government Communications
  - b. SHS - Earth Science - NEW Unit: Geodynamics - Energy, Forces & Earth's Crust - Second Reading
  - c. SHS - Accelerated Biology - NEW Unit - Unit 7: Evolution - Second Reading
  - d. SHS - Accelerated Biology - NEW Unit - Unit 8: Ecology - Second Reading
  - e. SHS - Health I - Revised Curriculum - Second Reading
  - f. SHS - Health II - Revised Curriculum - Second Reading
  - g. SHS - Artificial Intelligence - NEW Course Proposal - Second Reading
  - h. SHS - Video Game Design - NEW Course Proposal - Second Reading

11. New Business
  - a. STEPS Presentation
  - b. Approval of Out of State/Overnight Field Trips
    1. SHS - DECA - Orlando, FL
    2. SHS - Spanish - Grades 10-12 - Salamanca, Spain
    3. SHS - Jazz Ensemble - Philadelphia, PA
  - c. Southington High School Graduation Date
  - d. Leonard & Gladys Joll Scholarship Committee Appointment
  - e. Policy 1312 - Public Complaints - Revised - First Reading
  - f. Policy 1316 - Relations Between Public and School Personnel - Revised - First Reading
  - g. Policy 6144 - Controversial Issues - Revised - First Reading
  - h. Policy 6146 - Graduation Requirements - Revised - First Reading
  - i. Approval of Job Descriptions
    1. Administrative Assistant - Accounts Payable - REVISED
    2. Administrative Assistant - Athletics - REVISED
    3. Administrative Assistant - Human Resources - REVISED
    4. Administrative Assistant - Information Technology - REVISED
    5. Administrative Assistant - Operations - REVISED
    6. Administrative Assistant - Payroll and Benefits - REVISED
    7. Administrative Assistant - Production/Maintenance/Purchasing - REVISED
    8. Administrative Assistant - Pupil Personnel Services - REVISED
    9. Administrative Assistant - Pupil Personnel Services/Data Management - REVISED
    10. Administrative Assistant - Pupil Personnel Services/Pre-K - REVISED
    11. Administrative Assistant - Pupil Personnel Services/Transportation - REVISED
    12. Administrative Assistant - Purchasing - REVISED
    13. Administrative Assistant - Technology - REVISED
    14. Executive Assistant - Human Resources - REVISED
    15. Executive Assistant - Superintendent/Assistant Superintendent - REVISED
    16. District Registrar - NEW
    17. Therapy Department Lead - NEW
12. Public Communications
  - a. Public
13. Adjournment

*The minutes presented within the document provide a summary of the discussion the 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 <https://www.southingtonschools.org>. These minutes are considered a draft until approved at the following regular Board of Education Meeting.*

**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT**

**Regular Meeting**

**Committee of the Whole – Instruction**

January 23, 2025, at 7:00 PM

John Weichsel Municipal Center Public Assembly Room  
200 North Main Street Southington, CT 06489

**1. CALL TO ORDER**

Board Members Present: Mr. Robert Brown, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams

Board Members Absent: Mr. Joseph Baczewski, Mrs. Terri Carmody

Cabinet Members Present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Dr. Rebecca Cavallaro, Director of Pupil Personnel Services.

Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Lauren Mellitt, Ms. Akary Win

**2. Executive Session:**

Executive session did not take place.

**3. Reconvene Meeting – Regular session**

Mrs. Clark, Board Chairperson, called the regular meeting to order at 7:00 p.m.

**4. Pledge of Allegiance**

**5. Approval of Minutes**

a. January 9, 2025

**MOTION made by Mr. Brown, seconded by Mr. Derynoski, “Move to approve the minutes of the January 9, 2025, meeting.” Motion carried unanimously 7-0**

**Attachments: (1)**

b. January 10, 2025 - Special Meeting

**MOTION made by Mr. Brown, seconded by Mr. Derynoski, “Move to approve the January 10, 2025, minutes.” Motion carried unanimously 7-0**

**Attachments: (1)**

**MOTION made by Mr. Oshana, seconded by Mr. Williams, “Movie item 9.a., item 1 and 2 to item 6.e.” Motion carried unanimously 7-0.**

Mr. Baczewski arrived at 7:02 p.m.

**6. Public Communications**

a. Communications from Student Board Representatives

Ms. Win presented the Student Report:

- Midterms officially wrapped up at the High School, marking the conclusion of the first semester. Students are eager to dive into Semester 2; they are ready to tackle new challenges and opportunities.
- The drama club is making excellent progress. Rehearsals have been running smoothly, and the team has shifted their focus to preparing music for their upcoming performance. They have begun working on choreography, bringing their production to life. We look forward to seeing their hard work showcased on stage during Spring.
- The Annual Oratorical Contest, sponsored by the American Legion, will take place Monday, January 27, 2025, at 6:00 p.m. in the High School auditorium. This contest is an incredible opportunity for students to demonstrate their public speaking skills while reflecting on the importance of the Constitution. Participants will deliver a memorized speech on this topic and then present an impromptu speech about a randomly selected amendment in the Constitution. We encourage everyone to attend and support these talented students as they take the stage.
- We wanted to share an issue we’ve noticed and heard about. Students at Depalo Middle School, living in nearby areas, have expressed concerns about the long walk to school, approximately 20 minutes away. This walk becomes especially difficult during colder months. This is impacting students’ ability to arrive at school comfortably. Students and parents in the neighborhood are working to gather signatures to bring this issue to the Board’s attention. This reflects the level of concern within the community and their interest in exploring a potential solution, such as a seasonal bus. Looking forward to discussing possible steps that can be taken to support these students during the colder months.

Ms. Mellitt presents the District Report:

- This month, Oshana Elementary School hosted its winter choral and instrumental concerts. These events showcased the incredible talent and dedication of our young musicians. Congratulations to everyone involved for such wonderful performances.
- We'd also like to recognize two outstanding 5th graders, Tessa Rosin and Maya Sasso, who will be celebrated at the Aqua Turf on February 3rd as recipients of the Celebration of the Arts award. This is a tremendous honor, and we are so proud of their achievements in the arts.
- Our Math Olympiad students at Oshana continue to shine as they engage in weekly practices and competitions through March. Their commitment and effort to learning new, extremely challenging concepts is a testament to the strength of our school system.
- The drama club at Oshana Elementary School is hard at work preparing for this year's production of Frozen Jr. Rehearsals are going well, and the excitement is building as they prepare for performances during the first week of April. We can't wait to see this production come to life.
- The South End Elementary School PTO recently hosted a craft night for students in grades K-2, with over 50 participants painting ceramic sharks and suncatchers. Building on this success, they are now preparing for their first "Cocoa and Craft" night for grades 3-5. Art teacher and published children's author, Joelle Castonguay will lead this special event, guiding 25 students as they create their own masterpieces. We are so grateful for the PTO's continued efforts to foster creativity and community engagement.
- Kelley Elementary School will be presenting its production of Seussical Jr. produced by two of our Southington High school students. The show will take place on February 7 and 8, 2025, at Kennedy Middle School
- Congratulations to JFK 8th grader Ekamjot Singh, this year's recipient of the First Baptist Church's Martin Luther King Jr. Award. Ekamjot embodies Dr. King's legacy through his kindness, leadership, and commitment to fostering understanding and unity. He serves as a role model for his peers, embracing diversity and inspiring others with his compassion and empathy.
- Kennedy school counselors recently presented an informational session to 6th and 7th grade students, explaining the new scheduling system. This session provided valuable insights and helped students prepare for the changes ahead.
- The JFK community is looking forward to welcoming Mr. Derek Hall, who will present on the topic of "Community Builders and Community Breakers." His work with students will enhance our ongoing efforts to create a more inclusive and accepting school environment.
- At DePaolo, algebra students will be taking their midterm exams on Monday, January 27, 2025. Special thanks to our Algebra teachers for going above and beyond to provide extra assistance to students during review sessions.

- DePaolo is also preparing for the highly anticipated annual Taste of Culture event, which will take place on February 6, 2025. This event gives DePaolo families the opportunity to showcase their heritage and celebrate the rich diversity of our community.
- January 23, 2025, DePaolo participated in an assembly focused on building a community of belonging, acceptance, and connection. This is part of an ongoing series of assemblies designed to enhance the school climate and foster a positive environment for all students.

Mr. Hoffman presented the Sports Report:

- The High School Girls' Basketball Team comes into the January 23, 2025, home game vs. Lewis Mills with an 11-1 record and is currently ranked #3 in the Class LL state rankings.
- The Boys' Basketball team has a record of 8-4 and has already qualified for the Class LL State Tournament headed into January 24, 2025, home game vs. Newington.
- The Girls' Ice Hockey Club Team is 7-5 with 1 tie after January 22, 2025, 3-1 win at Simsbury and the Boys' Ice Hockey Co-op Team meets South Windsor January 25, 2025, at the Champions Ice Rink in Cromwell.
- The High School Wrestling Team hosts the CT Challenge Invitational Meet on February 1, 2025, and the SHS Gymnastics Team takes its undefeated 3-0 record to Farmington January 23, 2025.
- The SHS Boys' and Girls' Indoor Track Teams are preparing for the upcoming CCC Championships in New Haven on February 6, 2025. Six different school records have been broken this year.
- The Blue Knights Cheerleaders participate at the Wolcott Invitational on January 25, 2025.
- The Girls and Boys Basketball Teams and the Unified Sports Basketball Teams at DePaolo and Kennedy participate at SHS on January 25, 2025, at 3:00 p.m. in the annual Middle School Booster Club Fundraiser Games.

Mrs. Clark asked who the directors of Seussical Jr. are.

Ms. Mellet responded with herself, Lauren Mellitt and Marin Tarfano.

b. Communications from Board of Education

Mr. Derynoski was impressed with the Town's efforts to clean up and get the streets cleared after the weather January 20, 2025.

c. Communications from Administration

Mr. Madancy gave a shout out to the Southington Highschool DECA who were among 4 Connecticut DECA Chapters that received Thrive Level Recognition during the 2024-2025 school year for both the membership and chapter campaigns.

They will be commended at DECA's International Career Development Conference held April 25 - 30, 2025, in Orlando, FL.

Mr. Madancy gave the dates for the Budget Workshop. The dates will be sent out to the Board and Families.

- February 12, 2025, at 6:30 p.m. – Town Council Chambers – Present the budget to the Board of Finance
- March 3, 2025, at 7:00 p.m. – DePaolo Middle School – Public Hearing
- March 6, 2025, and March 11, 2025, at 6:30 p.m. - Town Hall, Lower-Level Conference room - Workshops. March 13, 2025, date if needed
- March 26, 2025, at 7:00 p.m. – Board of Finance will recommend the budget
- April 28, 2025, at 7:00pm – Municipal Center –Town Council Public Hearing
- May 12, 2025, at 7:00 p.m. – Municipal Center – Adoption of the Budget

Mr. Madancy spoke about the Sloper Plunge that will be held at Camp Sloper on February 22, 2025. Check in starts at 12:30 p.m., Jumping will begin at 1:00 p.m.

**Attachments:** (1)

d. Communications from Public - Agenda Items Only

No public Comment.

e. Approval of Out of State/Overnight Field Trips

1. SHS Italian Classes 11th & 12th Grades - Florence & Lucca, Italy

**MOTION made by Mr. Oshana, seconded by Mr. Williams, “Move to approve the out of state/overnight field trip for the SHS Italian Classes 11th & 12th Grades to Italy” Motion carried unanimously 8-0.**

**Attachments:** (1)

2. SHS - Winter Color Guard - Bethlehem, PA

**MOTION made by Mr. Oshana, seconded by Mr. Williams, “Move to approve the out of state/overnight field trip for the SHS- Winter Color Guard to Bethlehem, PA.” Motion carried unanimously 8-0.**

**Attachments:** (1)

## 7. Committee Reports

a. Curriculum & Instruction Committee Meeting - January 10, 2025

Mr. Williams spoke about the new courses presented at the Curriculum & Instruction meeting.

- SHS - Earth Science - NEW Unit: Geodynamics - Energy, Forces & Earth's Crust - First Reading

- Help students build an understanding of the relationship between energy transfer and unbalanced forces as they explore concepts related to plate tectonics, radio activity, convection and rock formation.
- SHS - Accelerated Biology - NEW Unit - Unit 7: Evolution - First Reading
  - Students investigate various lines of evidence to understand how flightlessness evolved in birds. To deepen their understanding, students explore multiple examples of evolution- from flightless birds to tuskless elephants, antibiotic resistance, and rock pocket mice.
- SHS - Accelerated Biology - NEW Unit - Unit 8: Ecology - First Reading
  - Students use the phenomena of the decline of sea otters in Alaskan waters to examine the interconnectedness of biology across all levels of organization- from cells to organisms, to ecosystems and beyond.
- SHS - Health I - Revised Curriculum - First Reading and SHS - Health II – Revised Curriculum - First Reading
  - The new curriculum includes the same content within the state and national standards as the existing curriculum but is taught through a new approach, skills-based health. In skills-based health, skills are taught through content, with content being the vehicle for skill instruction. The focus skills taught throughout the Health I and II curriculum include: Analyzing Influences, Accessing Information, Interpersonal Communication, Decision Making, Goal Setting, Self-Management, and Advocacy.
- SHS - Artificial Intelligence - NEW Course Proposal - First Reading
  - Semester-long course titled Artificial Intelligence, which would be offered to students in grades 10-12. The course involves teaching important programming concepts that enable the use of Artificial Intelligence in computer science and society at large.
- SHS - Video Game Design - NEW Course Proposal - First Reading
  - Semester-long course that would be offered to students in grades 10-12. This course will provide students with the foundations for creating video games, with an emphasis on helping students develop logical thinking and problem-solving skills needed to program.

Mr. Williams clarified both proposed high school math electives do not require additional staff. The math department plans to offer one section of each of the proposed courses on an alternating basis each year. The curriculum for both proposed courses would come from an open educational resource, CodeHS.com. There would be no cost to the Board for these courses.

Mr. Brown spoke about how impressed he is with this committee and how he is looking forward to hearing about the course pertaining to Cyber Security. Mr. William and Mr. Casron commented how they are excited to see the courses evolving and pertaining to real life as well as getting students ready for the workforce.

**Attachments: (1)**

b. Districtwide Facilities Meeting - January 14, 2025

Mr. Madancy spoke about last spring when they investigated the construction of a new Derynoski Elementary and a new Kelly Elementary School simultaneously in the hopes it would save money on escalation costs. After doing a debt service analysis it was clear the allotted 9.5% debt service limit would be exceeded if both schools were done at the same time. Mr. Madancy thanked Mrs. Mellitt for all her hard work on the project. Mrs. Mellitt concluded we could do Kelley Elementary School in 2025 along with a South End build-out. The updated scenario has Kelley's new construction and South End build-out occurring first, allowing for redistricting and school consolidation, coupled with a future Derynoski.

Mr. Madancy then spoke about the timeline and indicated a special meeting may need to be held to share the information with the Board but also allow for some public engagement and comment. There is a June 30<sup>th</sup> grant application deadline. A Districtwide Facilities Meeting will be held in the near future so a quorum can be held. The recommendation will then be brought to the Board for deliberation and possible action.

Mr. Carson asked for clarification on the 9.5% debt service analysis. Mr. Madancy will get back to Mr. Carson with the date the limitation was made. Mrs. Clark explained the 9.5% has to do with the Town's bond rating; they did not want to impact the rating by changing the policy.

Mr. Whitehead asked to clarify what the special meeting would be held to decide. Mr. Madancy replied, it would be for the approval of the school construction projects. The decision on redistricting could happen on a later date. Mr. Madancy will provide the committee's recommendation once they meet.

**Attachments: (1)**

## 8. Old Business

### a. Town Government Communications

Mrs. Clark asked if there was an official date for when the Board of Education's budget is due to the town. Mr. Madancy indicated, no, there is not an official date at this time.

### b. Special Education Cost Analysis Follow-Up

Mr. Madancy reminded everyone of Mr. Oshana's question about outplacement costs associated with our students' tuition at the previous meeting. "How many students were we able to bring back into the district that were outplaced and what did that save the district?" Mr. Madancy explained there are many layers to that question.

- Some students came back into the district where other students were then outplaced, it is not a direct wash.
- Excess cost reimbursement needs to be considered for both in-district and outplaced students.
- How many students would have been outplaced but we kept in-district because of our in-district programs.

Dr. Cavallaro and Mrs. Mellitt worked on getting the information to answer those questions. Mr. Madancy introduced Dr. Cavallaro to give the presentation.

- Question #1 – "How many students came back to district in the 2024-2025 school year? What was the outplaced cost in the 2023-2024 school year?"
  - 7 students returned to the district in the 2024-2025 school year.
  - Dr. Cavallaro presented the cost associated with the seven students as well as what programs they entered when they returned to the district.
- Question #2 – "How many additional students were outplaced last year?"
  - 27 students were outplaced in the 2023-2024 school year.
  - Dr. Cavallaro discussed different factors we do not have control of as to why students were outplaced.
    - Moved into district with an IEP
    - Law changes extending age for students
    - Students newly identified with IEP's supporting outplacement
    - Outplaced due to in-district programs being at maximum capacity.
  - Dr. Cavallaro then presented information on each of the 27 students indicating when they started and ended outplacement. The information showed that the student numbers change all through the year; numbers are unpredictable.
  - Mr. Madancy emphasized the needs of the students change throughout the year as does the need for certified staff if it is more

financially prudent to add certified staff than to outplace the students. The staffing level is dictated by the needs of the students.

- Question #3 – “How many students were placed in the district program in the 2023-2024 school year who would have been outplaced?”
  - 16 students were placed in our in-district programs in favor of outplacement either PreK or their homeschool.
  - Dr. Cavallaro presented a slide of the approximate cost if these students were outplaced. The numbers represent solely tuition; transportation cost was not included.
  - Mr. Madancy stated staff is requested upon the projected information we do have as well as what cannot be predicted.

The Board Member had follow up questions about the information presented.

- Mr. Whitehead asked about the Excess Cost Revenue and if it was considered “a savings.” Mrs. Mellitt clarified that amount would be what we would hope to receive through grant money.
- Mr. Carson wanted to clarify transportation was included in the excess cost grant. Dr. Cavallaro confirmed.
- Mr. Madancy spoke about how the costs are continuing to go up but the reimbursement rate from the state is going down.
- Mr. Williams spoke about how there is no control over the budget in this area as it is unpredictable.
- Mr. Derynoski clarified on this slide, the \$1.7 million is really a cost avoidance due to our district being able to keep the students in-district and budgeting for the staff needed for the SLC Program.
- Mr. Whitehead wanted clarification about the in-district students and the outplaced students. Mrs. Mellit explained the slides show the projected cost of the in-district students if we had to outplace them.
- Mr. Madancy spoke about districts lobbying to get a larger percentage reimbursed for in-district programs.
- Mr. Williams asked for the 2025-2026 budget proposal to indicate what it would look like if we could get 100% reimbursement in comparison to the 65% we are actually receiving at this time.
- Mr. Carson asked if we received a heads up when students are moving into the district with an IEP. Dr. Cavallaro responded with, we are not aware. If we can bring the outplaced students into our programs, we do our best to do so. That is always our goal.
- Mr. Carson asked about home bound instruction and the cost. Dr. Cavallaro indicated it is more like tutoring. We would provide this to students who get special education, students expelled or have a medical condition not allowing them to get to the school. Dr.

Cavallaro said she would be able to provide that information, but it typically does not happen very often.

- Mr. Baczewski asked to see a full breakdown of cost to indicate how one student could cost so much. Mr. Madancy indicated he could provide that information. Outplaced students may have a full-time nurse, teacher, para, etc... and there is no cap on private tuition. Planning and placement meetings happen to make sure each student is getting their needs met and for them to get the best education. Some students are always going to be outplaced; the in-district programs are determined by the amount of students who need the programs.
- Mr. Oshana stated it's not only about money, but also about students as well.
- Mr. Derynoski stated Southington does a great job with its special education programing. Families are moving into the town because of the programing. But there is a cost to doing a good job.
- Mr. Madancy stated we have a great continuum of services, but a challenge is every child is unique. you must always do right by the students and sometimes that means outplacing them.

**Attachments: (1)**

**9. New Business**

- a. SHS - Earth Science - NEW Unit: Geodynamics - Energy, Forces & Earth's Crust - First Reading  
**Attachments: (1)**
- b. SHS - Accelerated Biology - NEW Unit - Unit 7: Evolution - First Reading  
**Attachments: (1)**
- c. SHS - Accelerated Biology - NEW Unit - Unit 8: Ecology - First Reading  
**Attachments: (1)**
- d. SHS - Health I - Revised Curriculum - First Reading  
**Attachments: (1)**
- e. SHS - Health II - Revised Curriculum - First Reading  
**Attachments: (1)**
- f. SHS - Artificial Intelligence - NEW Course Proposal - First Reading  
**Attachments: (1)**

- g. SHS - Video Game Design - NEW Course Proposal - First Reading  
**Attachments: (1)**

If you have any questions about the new courses, you can reach out to Mr. Williams or Mrs. Zappone

**10. Public Communications**

- a. Public  
No public Comment.

**11. Adjournment**

**MOTION made at 8:16 p.m. by Mr. Derynoski, seconded by Mr. Oshana, “Move to Adjourn.” Motion carried unanimously 8-0.**

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Jackie Hudson".

Recording Secretary

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**SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT  
Special Meeting**

February 5, 2025, at 7:00 PM

John Weichsel Municipal Center Public Assembly Room  
200 North Main Street Southington, CT 06489

**1. CALL TO ORDER**

Board Members Present: Mr. Joseph Baczewski, Mrs. Terri Carmody Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams

Board Members Absent: Mr. Robert Brown

Cabinet Members Present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Dr. Rebecca Cavallaro, Director of Pupil Personnel Services.

Mrs. Clark, Board Chairperson, called the special meeting to order at 7:03 p.m.

**2. Review / Adoption of Board of Education 2025-2026 Operating Budget**

Mr. Madancy provided opening remarks and offered thanks to the Board members for holding this Special Meeting purposefully after the Governor's budget was released. Although no relief is anticipated, there does not appear to be any further major reductions.

**Mrs. Carmody moved to approve the Board of Education's Operating Budget for the 2025-2026 year in the amount of One Hundred Twenty-Three Million, Six Hundred Fourteen Thousand, Four Hundred Forty Eight dollars for a budget increase of 6.60%. Mr. Williams seconded.**

Chairwoman Mrs. Clark opened the floor for discussion. Questions were asked about the increase in contracted refuse as well as the decrease in the oil heat. Mrs. Mellitt explained the changes in those accounts.

Board members thanked the Superintendent for meeting with the governor on Monday to support special education funding. Board members expressed frustration with education affordability problems in Connecticut with the consequence of relying on local tax dollars.

The vast majority of the requested increase covers salaries, benefits and transportation. A consensus was expressed that there was nothing left to cut without impacting students.

The Board members expressed gratitude to Superintendent Madancy and his administration for their work on a comprehensive budget. Board members offered to be available to meet with schools and parent groups to support the budget.

**Chairwoman Clark called for a roll call vote:**

**Mr. Derynoski - yes**

**Mrs. Carmody - yes**

**Mr. Oshana - yes**

**Mr. Baczewski - yes (via phone)**

**Mr. Williams - yes**

**Mr. Carson - yes**

**Mr. Whitehead - yes**

**Mrs. Clark - yes**

**Motion passed unanimously 8-0.**

### **3. Adjournment**

**MOTION made at 7:24 p.m. by Mr. Derynoski, seconded by Mr. Oshana, "Move to Adjourn." Motion carried unanimously 8-0.**

Board of Education  
Administrative Report  
February 27, 2025



1. SHS Basketball, Girls first time ever CCC Champs
  - i. State Tourney
    1. Boys playing Monday night
    2. Girls Wednesday night
2. Senior Night Terrier Hockey, Cromwell, Sat Night
3. BoF Public Hearing, Monday night, 3/3/25, 7p.m. at JAD
4. Testimony in Hartford, 2/13 with the Select Committee on Special Education, and again yesterday 2/26/2025
5. Sloper Plunge
6. Southington High School DECA recognized for outstanding School-based Enterprise (SBE)

**Board of Education Southington, Connecticut**

***Policy & Personnel Committee Meeting Minutes***

**Superintendent's Conference Room**

**Municipal Center, 200 North Main Street**

**Tuesday, February 11, 2025 – 5:30 p.m.**

**Members Present: Colleen Clark (Board Chairperson), Dave Derynoski, Cecil Whitehead**

**Members Absent: Joe Baczewski (Chair), Zaya Oshana**

**Administration Present: Assistant Superintendent - Frank Pepe, HR Manager – Michelle Passamano, Director of Pupil Services - Rebecca Cavallaro**

Meeting Called to Order – 5:32 p.m.

Revised job descriptions listed as agenda items (8) Administrative Assistant Accounts Payable, (9) Administrative Assistant Athletics, (10) Administrative Assistant Human Resources, (11) Administrative Assistant Information Technology, (12) Administrative Assistant Operations, (13) Administrative Assistant Payroll and Benefits, (14) Administrative Assistant Production/Maintenance/Purchasing, (15) Administrative Assistant Pupil Personnel Services, (16) Administrative Assistant Pupil Personnel Services/Data Management, (17) Administrative Assistant Pupil Personnel Services/Pre-K, (18) Administrative Assistant Pupil Personnel Services/Transportation, (19) Administrative Assistant Purchasing, (20) Administrative Assistant Technology, (21) Executive Assistant Human Resources, (22) Executive Assistant Superintendent/Assistant Superintendent. These job description revisions were made to update and more accurately reflect the associated performance responsibilities of each based on the organization of each department. The consistency of qualifications was implemented as well.

Agenda item (23) Job Description for District Registrar Human Resources was presented as new. The position was created because of internal reorganization with no additional associated costs to the Board. The position serves as an efficiency as it oversees all student registration spanning from kindergarten screening to McKinney Vento, Open Choice, any new student registration and residency verification.

**Board of Education**

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*  
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead

Agenda item (24) Job Description for Therapy Department Lead was presented as new. Previously this position was a \$15,000 stipend for a member of the ABA department. Based on internal reorganization and redefining the associated responsibilities, the stipend was reduced to \$1,053 and will follow the salary schedule per union contract.

Agenda item (2) **Policy 1312 Public Complaints** was reviewed. The suggested changes separate complaints against staff and or building and grounds from complaints about curricular items. The curricular items, titled “Challenged Materials” is relocated within **Policy 6144 Controversial Issues**. Within **Policy 1312**, a cross reference to **Policy 1316 Relations Between Public and School Personnel** was listed.

Agenda item (3) **Policy 1316 – Relations Between Public and School Personnel** was reviewed. The first three paragraphs serve as the policy. The remaining content is redundant since it appears verbatim in the associated regulations which is where it belongs. Bolstered language was added under the subsection **Disruptions**.

Agenda item (4) **Policy 5125 Student Records Confidentiality** was reviewed, and no changes were suggested. The associated regulations aligned the process for a parent or guardian of a student or former student to challenge the content of records with the process as defined by the Family Educational Rights and Privacy Act.

An additional edit within R-5125 restricts the district from releasing **Directory Information** to only federal, state, and local governmental agencies. This shift adds a layer of protection for all Southington Public School students.

Agenda item (5) **Policy 6144 Controversial Issues** was reviewed as the **Challenged Material** section from **Policy 1312** and the associated regulations were relocated within.

Agenda item (6) **Policy 6146 Graduation Requirements** was reviewed. The suggested changes reflect the legislated requirement of adding Personal Finance as well as adjusting the required amount of credits necessary each year for a student to be on track to graduate as a senior.

Agenda item (7) **Policy 6171 Special Education** was reviewed and only changes to the associated regulations were suggested. The proposed edit removes the request for Mediation Procedures under Section 504 since there is no such process as defined by **Section 504 of the Rehabilitation Act of 1973** and **Title II of the Americans with Disabilities Act of 1990**.

Meeting adjourned - 6:45 p.m.

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**Board of Education**



## DISTRICTWIDE FACILITIES COMMITTEE MEETING MINUTES

Thursday, February 20, 2024 - 11:00 a.m.

Virtual Meeting via Zoom

**Present:** BOE Members – Colleen Clark, Chairperson, Sean Carson; Town Council Chair - Paul Chaplinsky; P&Z Member - Tessa Mah; Board of Finance Secretary - Ed Pocock Jr; SPS Superintendent – Steven Madancy, Director of Operations - Peter Romano; Town Manager - Alex Ricciardone; Director of Business & Finance - Jen Mellitt

**Absent:** BOE Member – Sean Carson

**Guests:** Charles Warrington & John Koplas, Colliers

1. Call to Order at 11:05 a.m.
2. Review and Discussion of Scenarios Against Debt Service. There was recap that in the previous meeting, the debt service models run showed that doing two building projects simultaneously would put the town over its debt service policy limit of 9.5%.
3. KES / South End Scenario Review

Colliers shared a side-by-side comparison of costs associated with renovate to new, and new construction. (Slide attached to these meeting minutes)

It was shared that costs as presented do not include bonding and financing costs. The question was posed as to who pays for those costs. The consultant shared that the town pays for those costs as they are ineligible cost for reimbursement by the state.

Need clarification on whether portables are eligible for reimbursement from the state.

Question on how long renovate to new building would be expected to perform or last.

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### Board of Education

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*  
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead



Answer, by statute the district would not be able to pursue any further projects related to a renovate to new building for at least 20 years.

Pros and Cons of renovate to new vs. new construction were reviewed and discussed.  
(Also attached)

A consensus was taken by the Board Chair. All 5 committee members in attendance endorsed the concept of new construction versus renovating to new.

Timelines and tasks to be completed leading up to the grant application submission deadline were discussed.

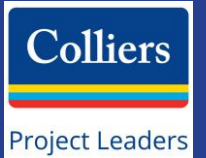
4. Meeting Adjourns at 12:10 p.m.

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**Board of Education**

Colleen W. Clark, *Board Chairperson* - Jasper P. Williams, *Vice Chairperson* - Joseph Baczewski, *Secretary*  
Robert S. Brown - Terri C. Carmody - Sean M. Carson - David J. Derynoski - Zaya G. Oshana - Cecil Whitehead

# Southington Public Schools



<b>Kelley Elementary School</b>	<b>New</b>	<b>Renovation</b>
Total Project Budget	\$66.1M	\$60.7M
Estimated District Share	\$43.6M	\$35.4M
<b>South End Lower Build Out</b>	\$7.5M	\$7.5M
Estimated District Share	\$4.1M	\$4.1M
Total Referendum	\$73.6M	\$68.2M
Total Estimated District Share	\$47.7M	\$39.5M

**Pros:**

- Building designed to 21<sup>st</sup> Century Learning
- More efficient building
- New construction doesn't require swing space & occupied construction
- More attractive to bidders
- Shorter construction duration

**Cons:**

- Renovation will require occupied construction/swing space
- Existing 60s era building may not accommodate new MEP systems as well
- More unknown conditions in renovation
- Longer construction time (est. 6 months more)
- Forcing program spaces into existing footprint
- Renovation status not guaranteed



**FINANCE COMMITTEE MEETING**  
**Conference Room #2 Municipal Center**  
**Monday, February 24, 2025, 6:00 p.m.**

**Steven G. Madancy**  
*Superintendent of Schools*

**Frank M. Pepe**  
*Assistant Superintendent  
of Schools*

**Jennifer S. Mellitt**  
Director of Business &  
Finance

**Peter J. Romano, Jr.**  
Director of Operations

**Rebecca J. Cavallaro, EdD**  
Director of Pupil Services

**Michelle Passamano**  
Human Resource Manager

**Kyle R. Fickel**  
Accounting Manager

200 North Main St.  
Southington, CT 06489

[www.southingtonschools.org](http://www.southingtonschools.org)

**OFFICE TELEPHONE**  
(860) 628-3200

**HUMAN RESOURCE FAX**  
(860) 628-3211

**GENERAL FAX**  
(860) 628-8056

**Board Members Present:** Sean Carson, Chair, David Derynoski and Zaya Oshana  
(by phone until approximately 6:25 then in person)

**Present from Administration:** Jennifer Mellitt, Director of Business & Finance;  
Kyle Fickel, Accounting Manager

The Finance Committee meeting was called to order at 6:09 p.m.

**1. BID 2025-07 Award-SHS West Gym Floor Resurfacing Bid:**

Mr. Fickel presented the results of Bid 2025-07 to refinish the west gymnasium floor at the high school. The bid will sand the floor down to bare wood, then repaint the court lines, including lines for the new courts for the new basketball hoops to be hung in the gym. The bid award is recommended to the low bidder including the add alternate scope of removal of the existing floor trim and replacement with new cove base.

Mr. Fickel explained the preferred bidder ordinance was considered for the second bidder who is local, however neither the base bid nor the combined base bid and the add alternate bid met the threshold.

The administration recommends awarding the base bid and the add alternate bid to New England Overland Floor Specialists from Madison, CT, in the amount of \$43,150. The funding for this project is part of the town's one-time funding for FY25 with a \$44,000 budget. The committee agreed to bring the award to the full board as presented.

**2. Preschool Regular Education Tuition Rates 2025-2026:**

Mrs. Mellitt shared a summary of the current preschool enrollment broken out into special education and regular education students, including the new PreK 5 class. The tuition rates of area preschools for the 2025-26 SY were also presented. Based on the tuition rates of other area preschools, the administration is recommending an increase in rates of 10%. The 10% increase equates to an annual increase of \$189 for the two day program, \$226 for the three day program and \$276 for the four day program.

Mr. Derynoski asked if the higher tuition rate would impact enrollment of the community peers (regular education students). Mrs. Mellitt shared that we try to keep our rates in line with the area preschools and the special education coordinator reviewed the rates as well.

Mrs. Mellitt shared the projected preschool revenues are used when budgeting to reduce the requested budget on the special education paraprofessionals account #83121.

The committee agreed to bring the recommendation for the new preschool rates to the full board for approval.

### **3. Food Service Financial Update FY 2024-25:**

Mr. Fickel provided an update on the Food Service operations through the end of January 2025. A comparison of the meal counts through the end of January show a decrease in Lunch meal counts of 10,913 and a decrease in breakfast meal counts of 70,666. The decrease in breakfast meals is directly related to the state funding (STABLE) in the prior year which provided free breakfast to **all** students. In the current school year, students not eligible for free or reduced meals pay for their breakfast.

Mr. Fickel presented a comparative income statement through January 2025 showing a net loss of \$13,689 compared to net income in the prior year of \$128,295. The lower meal counts along with the reduction in STABLE funding contributed to the lower profit over the prior year.

A discussion about concerns of the negative student meal debt was held. The negative meal debt was \$17,038 as of January 31, 2025. On February 14, the letters were mailed home to all families with \$10 or more in meal debt. Phone calls, text messages and emails to parents continue in our ongoing effort to make families aware of their unpaid meal balances.

The committee also discussed whether the district should consider putting a line item into the operating budget to pay the negative debt. No action was recommended at this time.

### **4. BOE Financial Update FY 2024-25:**

Mrs. Mellitt shared information regarding the special education excess cost grant reimbursement rate. The state notified the district in January of a 62% reimbursement rate rather than the 67% budgeted by the district for FY 25. This reduction would result in approximately \$220,000 less revenue from the reimbursement grant.

However, the district is closely watching the actions of the state government. A proposal was approved by the state house of representatives on Monday, February 24<sup>th</sup> to provide an additional \$40 million in funding at the state level for excess costs. If also approved by the state senate and the governor's office, Southington would receive approximately \$620,000 more in the special education excess cost grant reimbursements this year (75.8% reimbursement rate). The amounts are subject to change based on the March 1<sup>st</sup> filing and the state totals.

If the above action is not approved, the district will enter a spending freeze. Another update will be provided prior to the March 20<sup>th</sup> BOE meeting.

**5. Miscellaneous:**

**a. Proposal for an Americans with Disabilities Act (ADA) compliance inspection for Southington High School**

A current high school student has approached the board chairwomen, the superintendent and the high school administration team about improving the accessibility of the high school for students with disabilities. Some background was shared in a memo to the committee and the administration is requesting approval for a Voluntary ADA Compliance Inspection for the high school. Funding for the proposal cost will be contingent upon the special education excess cost grant funding above. (If the state does not approve the additional funding the source of funding will need to be revisited by the committee).

The committee asked the administration to gather more information about the inspection. The Superintendent and the Director of Business and Finance will follow up with additional details.

The meeting adjourned at 7:05pm.

Respectfully submitted,



Jennifer S. Mellitt  
Director of Business & Finance

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 8 c. 1.

**AGENDA REPORTING FORM**

**Agenda Topic:** Bid 2025-07 – SHS West Gym Floor Resurfacing.

**Summary of Issue:** Southington High School went out to bid for the resurfacing of the west gym floor. The attachments include the recommendation based on the price of services as defined in the bid scope.

**Background:** Three vendors attended a non-mandatory walkthrough of the west gym. Two of those vendors submitted timely bids. The funding of this project is through the Town of Southington's funding for one- time projects account.

**Alternative Strategies:** N/A

**Cost (if applicable):** \$43,150 **Funding Source:** Town of Southington

**Beginning Date of Program or Project:** June 2025


**Ending Date of Program or Project:** July 2025

**Recommendation or Comment:** Move that the Board of Education award BID 2025-07, Southington High School West Gym Floor Resurfacing as recommended by the Administration.

**Titles of Attachments:**

1. Bid Award Request: BID 2025-07
2. Bid Award Memo
3. Bid Compilation

  
\_\_\_\_\_  
Signature of Staff Member Submitting Report

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**Southington Public Schools  
Purchasing Department**

**BID AWARD REQUEST – BID 2025-07  
SOUTHINGTON HIGH SCHOOL  
WEST GYM FLOOR RESURFACING**

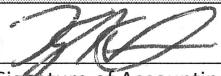
The above bid is submitted for AWARD by the Finance Committee and Board of Education.

PROPOSED SUMMARY: This request seeks to award the resurfacing of the west gym floor at the high school. The bid was advertised in the newspaper, posted to the websites of the Town of Southington and the Southington Public Schools, and posted on Planet Bids. Two vendors submitted bids, including one vendor new to Southington Public Schools.

The bid was opened on February 18, 2025. New England Overland Floor Specialists of Madison, CT was the low bidder with a base bid price of \$35,650. An add-alternate to replace or refinish the base trim was also included in the bid. We recommend awarding BID 2025-07 to New England Overland Floor Specialists, with a total bid price of \$43,150 which includes the \$35,650 base bid and \$7,500 trim replacement add-alternate.

The award recommendation memo and bid compilation are attached.

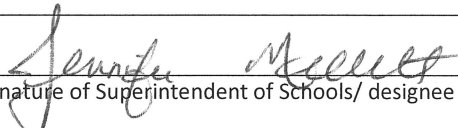
Beginning Date of Project:	June 2025	Ending Date of Project:	July 2025
Funding Source:	Town of Southington Account C1043	Proposed Cost of Project:	\$43,150
		Budgeted Amount	\$44,000

 \_\_\_\_\_ 2/24/25 \_\_\_\_\_  
 Signature of Accounting Manager Date

Superintendent's Direction:

**Approved As Submitted**  
 **Hold** (pending future action)  
 **Rejected** \_\_\_\_\_ all \_\_\_\_\_ part (adjust as directed below)


Direction: \_\_\_\_\_

 \_\_\_\_\_ 2/24/25 \_\_\_\_\_  
 Signature of Superintendent of Schools/ designee Date

Finance Committee's Direction:

**Approved As Submitted**  
 **Hold** (pending future action)  
 **Rejected** \_\_\_\_\_ all \_\_\_\_\_ part (adjust as directed below)

Direction: \_\_\_\_\_

 \_\_\_\_\_ 2/24/25 \_\_\_\_\_  
 Signature of Finance Committee Chairperson Date

Board of Education's Direction:

**Approved As Submitted**  
 **Hold** (pending future action)  
 **Rejected** \_\_\_\_\_ all \_\_\_\_\_ part (adjust as directed below)

Direction: \_\_\_\_\_

\_\_\_\_\_  
 Signature of Board of Education Chairperson Date



## MEMO

**TO:** Finance Committee, Board of Education  
**DATE:** 02/24/2025  
**RE:** Bid Award Recommendation for BID 2025-07  
Southington High School, West Gym Resurfacing

Bid 2025-07 sought pricing for the west gym resurfacing at the high school. Three vendors attended a non-mandatory walkthrough of the gym on February 11, 2025, at 9:30 AM. The bids were opened publicly on February 18, 2025, at 10:00 AM with two vendors submitting bids.

New England Overland Floor Specialists from Madison, CT was the lowest bidder with a base bid price of \$35,650. The base bid includes the following:

- Sand to bare wood the existing west gym floor at the High School.
- Apply two seal coats, game lines, lettering, and all paint as recommended by Southington Public Schools on the floor.
- New court lines added to the existing to account for four new basketball hoops being installed this Spring.
- Apply three finish coats of oil-based gym finish.
- A vector file of all artwork logo, and script shall be provided by the flooring contractor for graphics people to do the mask templates needed.
- Repairs and occasional flooring replacement from old water damage, as necessary, may be added to the bid cost.

Several add-alternates were requested as part of the bid. Currently, the administration is recommending approval of the add-alternate to address the base trim in the gym. Given the constraints of the budget, the other options are not recommended for award.

The second bidder is a Plantsville vendor, so the preferred bidder ordinance was considered. Neither their base bid nor the combined base bid plus the add alternate for trim replacement were within the 10% preferred bidder threshold.

With New England Overland Floor Specialists being a new vendor to the district, references provided to three other CT school districts were contacted. Each of these references provided positive reviews, having used the vendor numerous times, and praising the exceptional quality of their work.

Based on the above, and with support from the Director of Operations, Mr. Romano, the Administration recommends awarding the resurfacing of the high school, west gym floor to New England Overland Floor Specialists in the amount of \$43,150 for the resurfacing as defined in the bid scope, as well as the add-alternate to the replace the current base trim to 3x4 vented cove base. Funding for this project is through the Town of Southington's funding for one-time projects account, with a budget amount of \$44,000.

Please find attached the Bid Compilation for BID 2025-07.

**BID 2025-07 SHS WEST GYM FLOOR RESURFACING**  
**SOUTHINGTON PUBLIC SCHOOLS**  
**BID OPENING: Tuesday, February 18, 2025 at 10:00 a.m.**

VENDOR	BID PRICE FOR SCOPE OF WORK PG 1	Add-Alternate Pricing			
		Additional Cost per sq. ft. for floor repair	Cost of Special Blended Colors	Base Trim Refinishing Cost	Removal of Apparatus Mounts, Floor Repair (per unit cost)
New England Overland Floor Specialists	\$ 35,650	\$750 per repair up to 10 sq. ft. \$25/sq. ft. after 10 sq. ft.	To be determined by area	<b>Remove existing base and replace with 3" by 4" vented cove base - \$7,500</b>	\$ 175
Gugliotti Associates, Inc.	\$ 47,725	\$55/sq ft.	\$200/gal.	\$2.50/LF- Re-sand existing trim \$5.25/LF- Replace with similar wood \$14/LF- Replace with rubber vented cove base	\$ 65

\*based on 450 linear ft.

Attended the non-mandatory walkthrough:

**New England Overland Floor Specialists**  
**311 River Road**  
**Madison, CT 06443**

Gugliotti Associates, Inc.  
P.O. Box 352  
Plantsville, CT 06479

Gymnasium Floors Inc.  
187 Page St. Unit 5  
Stoughton, MA 02072

\* Did not submit a bid

Note: Preferred town-based bidder did not meet threshold.



## MEMO

**TO:** Board of Education Finance Committee  
**DATE:** February 24, 2025  
**RE:** PRESCHOOL REGULAR EDUCATION TUITION RATES

Annually, the Finance Committee reviews the preschool fee structure and makes recommendations to the full Board of Education for tuition paid by the regular education community peers. Attached is comparative tuition data from local area preschools for the 2025-2026 school year.

A summary of the current preschool enrollments at Hatton and Strong is shown below.

	<b>Pre-K 3</b>	<b>Pre-K 4</b>	<b>Pre-K 5</b>	<b>Total</b>
Special Education	16	14	10	40
Regular Education	10	12	6	28
Total Hatton	26	26	16	68
Special Education	17	23	0	40
Regular Education	11	17	0	28
Total Strong	28	40	0	68
Total Preschool Enrollment	<b>54</b>	<b>66</b>	<b>16</b>	<b>136</b>

Based on the attached data, the administration recommend a 10% increase in preschool tuitions for the 2025-2026 school year.

Southington Area Preschool Fee Comparison  
Proposed Southington Preschool Rates  
For 2025-26 School Year

**Half Day Programs**

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>New 2025-26 Rate</b> Bright Beginnings Child Care Center (10 mo.)	3.5	\$2,080	\$2,560	N/A	\$3,850
<b>New 2025-26 Rate</b> St. Luke's (Southington Catholic) PK <b>Half Day</b> (10 mo.)	3.75	N/A	\$4,650	\$5,450	\$6,350
<b>New 2025-26 Rate</b> YMCA <b>Non Y member</b> (10 month)	2.5	<b>\$2,470</b>	<b>\$2,930</b>	<b>N/A</b>	<b>N/A</b>
<b>New 2025-26 Rate</b> Village Green Nursery School (10 mo.)	3	\$2,000	\$2,450	N/A	N/A
<b>New 2025-26 Rate</b> YMCA <b>Y member</b> (10 month)	2.5	<b>\$2,170</b>	<b>\$2,630</b>	<b>N/A</b>	<b>N/A</b>
<b>New 2025-26 Rate</b> Zion Lutheran Nursery School (10 month)	2.5	<b>\$2,200</b>	<b>\$2,600</b>	<b>N/A</b>	<b>\$3,400</b>
<b>Average for 2.5 Hour Half Day Programs show above</b>	2.5	\$2,123	\$2,560	N/A	\$3,400

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>Current Rate</b> Southington Integrated Preschool Community Peer Rates	2.67	\$1,888	\$2,294	\$2,764	N/A
<b>Proposed 2025-26 Rate at 10%</b>	2.67	<b>\$2,077</b>	<b>\$2,520</b>	<b>\$3,040</b>	<b>N/A</b>
<b>Annual increase at 10%</b>		<b>\$189</b>	<b>\$226</b>	<b>\$276</b>	<b>N/A</b>

**Full Day or Extended Programs - For Information Only**

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
<b>New 2025-26 Rate</b> St. Luke's (Southington Catholic) PK <b>Full Day</b> (10 mo.)	6.25	N/A	\$5,950	\$6,850	\$7,800
<b>New 2025-26 Rate</b> Village Green Nursery School <b>Extended Day</b> (10 mo.)	4.5	N/A	\$3,700	N/A	N/A
<b>New 2025-26 Rate</b> YMCA <b>Y member Extended Day</b>	4	N/A	\$4,010	N/A	N/A
<b>New 2025-26 Rate</b> YMCA <b>Non Y member Extended Day</b>	4	N/A	\$4,310	N/A	N/A
<b>New 2025-26 Rate</b> YMCA Nursery School JumpStart (5 y/o) <b>Member</b>	4	N/A	N/A	N/A	\$6,600
<b>New 2025-26 Rate</b> YMCA Nursery School JumpStart (5 y/o) <b>Non Member</b>	4	N/A	N/A	N/A	\$6,900

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 2025  
Decision Requested X Agenda Code 9 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2024-2025 school year. This report includes activity for the month of January 2025.

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

**Alternative Strategies:** \_\_\_\_\_

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

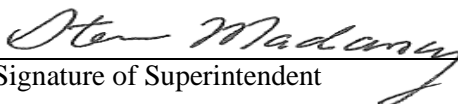
**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

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



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent

**Included:**  
Personnel Report  
Agenda – February 2025

**Personnel Report  
January 2025**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
CLASS	Blaise III, William	Paraeducator	OES	1.0	1-13-2025	N/A	\$18.86
CLASS	Paley, Erin	Administrative Assistant	CO	1.0	2-3-2025	N/A	\$27.57
CLASS	Parisi, Michael	Custodian	CO	0.49	2-3-2025	N/A	\$16.83
CLASS	Varley, Rachel	Paraeducator	FES	1.0	1-21-2025	N/A	\$18.86
CLASS	White, Adam	Paraeducator	SEES	1.0	2-19-2025	N/A	\$18.86

*\*Arun Ranganathan – Rescinded Acceptance, reported on 1/9/25 Personnel Report*

**RESIGNATIONS/RETIREMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
CERT	Calandra, Gina	Grade 2 Teacher	DES	6-30-2025	23	RETIRE
CERT	Ehmka, Matthew	Art Teacher	SHS	6-30-2025	21	RETIRE
CERT	Gagne, Crystal	Special Education Teacher	HES	2-22-2025	6 mo.	RESIGN
CERT	Haber, Stacey	Special Education Teacher	SHS	6-30-2025	19	RETIRE
CLASS	Khalil, Salma	Paraeducator	JFK	2-8-2025	3 mo.	RESIGN
CERT	Mirando, Annette	Grade 2 Teacher	OES	6-30-2025	34	RETIRE
CLASS	Mukai, Rachele	Paraeducator, PT	KES	1-23-2025	1	RESIGN
CERT	Mullen, Christopher	Grade 2 Teacher	FES	6-30-2025	2	RESIGN
CERT	Rajagopal, Priya	Computers Teacher	JAD/JFK	2-1-2025	6 mo.	RESIGN
CERT	Roberts, Vera	Music Teacher	JFK	6-30-2025	28	RETIRE
CERT	Sterner, Elizabeth	Math Teacher	JFK	6-30-2025	30	RETIRE
CLASS	Welburn, Shannon	ABA Therapist, SLC	HES	2-19-2025	4	RESIGN
CLASS	Wilson, Kim	Administrative Assistant	SHS	6-30-2025	9	RETIRE
CLASS	Wojenski, Elana	Literacy/Math Tutor	HES	2-1-2025	4	RESIGN

**ASSIGNMENT CHANGE**

<b>NAME</b>	<b>FROM (PREVIOUS ASSIGN)</b>		<b>TO (NEW ASSIGN)</b>		
	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>
Buonanducci, Daniel	Head Evening Custodian/JFK	1.0	Head Day Custodian/JFK	1.0	2-3-2025
Szymanski, Barbara	Art Teacher/JFK	1.0	Art Teacher/SHS/KSA	1.0	1-22-2025
Vigdorichik, Ilona	Paraeducator/DES	1.0	Paraeducator, TLC/DES	1.0	1-6-2025

**TRANSFERS**

<b>CERT NAME</b>	<b>FROM (PREVIOUS ASSIGN)</b>		<b>TO (NEW ASSIGN)</b>		
	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>

*None to report*

**STIPENDS**

**COACHING**

*Resignations/Non-Renewals*

*None to report*

*Appointments*

*None to report*

**OTHER**

*Resignations/Non-Renewals*

*None to report*

*Appointments*

*None to report*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Earth Science - New Unit: Geodynamics – Energy, Forces & Earth’s Crust - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Earth Science - New Unit: Geodynamics – Energy, Forces & Earth’s Crust.

**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 – Earth Science - New Unit: Geodynamics – Energy, Forces & Earth’s Crust – as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

RESOURCE: [☰ Energy, Forces, & Earth's Crust Skeleton \(Pilot Spring 2024\)](#) -[OPENSCI ED UNIT WEBINAR](#),

[☰ Plate Tectonics Skeleton updated 2020](#)

Unit Overview	
Unit Title:	Geodynamics - <i>Energy, Forces, and Earth's Crust</i>
Teacher:	Kelsey Duffy and Jaime Hatch
Grade Level/Course:	9 Earth Science
Length/Dates:	8 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	<p>How do forces in Earth's interior determine what will happen to the surface we see? This unit is designed to help students build an intuitive understanding of the relationship between energy transfer and unbalanced forces as they explore science ideas related to plate tectonics, radioactivity, convection, and rock formation. Students read about a crack that opened up suddenly in the Afar region of Ethiopia in 2005, accompanied by earthquakes and volcanoes. They compare this to other earthquake events that occur in North America. This prompts them to model the events that occurred before, during, and after the crack was discovered. They figure out that changes in the structure of matter involve unbalanced forces and energy transfer, and use this idea to explain earthquakes and volcanoes at plate boundaries. They explore Earth's interior using tomography and modeling, including radioactivity, to explain the unbalanced forces driving changes in Earth's crust. They then investigate the interactions happening at plate boundaries and the nature of the relationship between mass and forces on the movement of tectonic plates to explain the past, present, and potential future of the Afar region. Finally, students apply these ideas in a transfer task to explain why a rift similar to the rift in the Afar region failed to create an ocean in the middle of North America 1.1 billion years ago.</p> <p>This unit is building off the following grade 6 unit "<a href="#">Plate Tectonics and Rock Recycling</a>"</p>

Performance Expectations
<a href="#">HS-PS1-8</a> . Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. <b>[Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.]</b> <b>[Assessment Boundary: Assessment does not</b>

*include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]*

**HS-ESS2-3** Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection. [Clarification Statement: Emphasis is on both a one dimensional model of Earth, with radial layers determined by density, and a three dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth’s three-dimensional structure obtained from seismic waves, records of the rate of change of Earth’s magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth’s layers from high-pressure laboratory experiments.]

**HS-ESS1-5** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. [Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages of oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust decreasing with distance away from a central ancient core of the continental plate (a result of past plate interactions).]

**HS-ESS2-1** Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth’s surface.]

SEP Implications (Science and Engineering Practices)	DCI Implications (Disciplinary Core Ideas)	CCC Implications (Cross Cutting Concepts)
<p><b>Developing and Using Models</b> Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> <li>Develop a model based on evidence to illustrate the relationships between systems or between components of a system.</li> </ul> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 9– 12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> <li>Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments.</li> </ul>	<p><b>PS1.C: Nuclear Processes</b></p> <ul style="list-style-type: none"> <li>Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.</li> <li>Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary)</li> </ul> <p><b>ESS2.A: Earth Materials and Systems</b></p> <ul style="list-style-type: none"> <li>Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth’s surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a</li> </ul>	<p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.</li> <li>Energy drives the cycling of matter within and between systems.</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Empirical evidence is needed to identify patterns.</li> </ul> <p><b>Stability and Change</b></p> <ul style="list-style-type: none"> <li>Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible.</li> </ul>

hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

**ESS2.B: Plate Tectonics and Large-Scale System Interactions**

- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.
- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS2.B Grade 8 GBE) (secondary)
- Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2.B Grade 8 GBE)

**ESS1.C: The History of Planet Earth**

- Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old.

## Transfer Goals (Vision of the Graduate)

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

**Delete the transfer goals that do not apply to your unit:**

### Critical Thinking Transdisciplinary Goal:

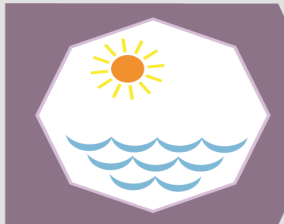
Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

### Communication Transdisciplinary Goal:

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

## Phenomenon

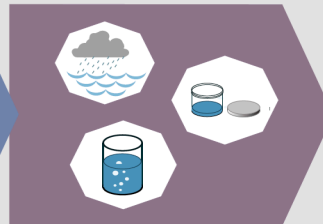
Explore Anchoring Phenomenon



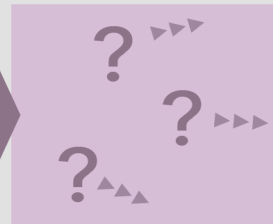
Attempt to Make Sense



Identify Related Phenomena



Develop Questions & Next Steps



**Explore Anchoring Phenomenon: Afar Rift Image**

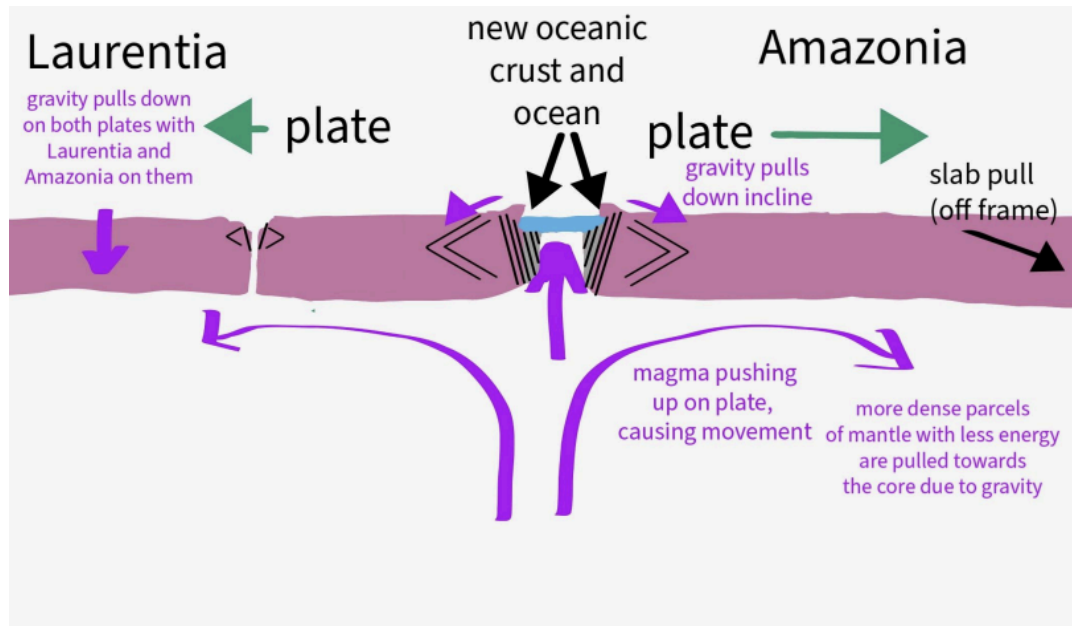
**Attempt to Make Sense: Story Map of Afar (See below)**

**Identify Related Phenomena: Earthquake Cases**

**Develop Potential Student Questions:**

- *What is cracking or shaking, and how?*
- *What is happening to the surface in an earthquake?*
- *What is causing the changes at the surface in our cases and Afar?*
- *Are the processes at Afar and all the cases the same? What evidence do we have?*

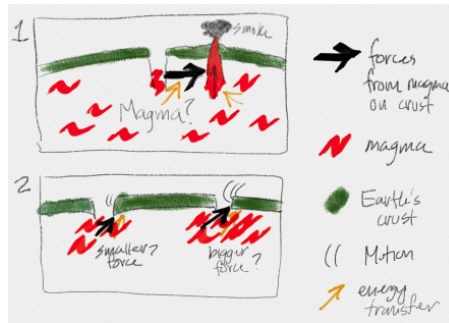
## Sample Explanation:



## Resources:

- [Energy, Forces, & Earth's Crust Skeleton \(Pilot Spring 2024\)](#)
- [OpenSciEd Unit P.2 Energy, Forces, & Earth's Crust \(All resources in Google Drive\)](#)
- [https://opensci-ed-uploads-production.s3.amazonaws.com/G11\\_UPF/parts/storyline.pdf](https://opensci-ed-uploads-production.s3.amazonaws.com/G11_UPF/parts/storyline.pdf) (OpenSci Edu Skeleton Storyline)
- [OpenSci Ed Unit Supplies](#)
- [Driving Question Board](#)
- [Question Formulation Technique \(QFT\)](#)
- [KOL](#)
- [Talk Activities](#)
- [Summary Table](#)
- [Final Scientific Modeling](#)
- [Final Scientific Modeling](#)
- [CCC Discussion Cards](#)
- [321 Strategy active viewing](#)
- [60 Formative Assessment Ideas](#)
- [CER](#)

<b>Target Question</b> <b>Learning Sequence 1:</b> <b><i>Forces, Stability, and Deformation</i></b>	<b>Activity</b>	<b>Standard Objectives/Learning Target</b>	<b>Student will know and wonder</b>
<p>What is happening in the Afar region? (Phenomena Routine)</p>	<p><b>EXPLORE <a href="#">Afar Crack Anchoring Phenomenon</a>:</b>  <i>What might have caused this change in Earth's surface?</i></p> <p><b>ATTEMPT TO MAKE SENSE: (20-40 min)</b></p> <ol style="list-style-type: none"> <li>1. Explore the <a href="#">StoryMap</a> about a series of events that left a giant crack in Earth's crust in the Afar region. Students will create a NOTICE/WONDER T chart</li> <li>2. Explore the Earthquake/volcanism ArcGIS map <a href="#">ArcGIS Header Controller Earthquake and Volcanism Map</a>. Students will record 3 patterns/noticings)</li> </ol> <p><b>IDENTIFY RELATED PHENOMENA: (10-15 min)</b></p> <ol style="list-style-type: none"> <li>1. Case Comparison Jigsaw  <ul style="list-style-type: none"> <li>☰ P.2 Lesson 1 Handout Earthquake Cases</li> <li>☰ P.2 Lesson 1 Handout Case Comparisons</li> </ul> </li> <li>2. <b>OPTIONAL:</b> Referred to as "Home Learning", but can be done in class. Students will quickly research an earthquake they or someone they know have heard about/experienced and compare it to the Afar crack.</li> </ol> <p><b>DEVELOP QUESTIONS AND NEXT STEPS:</b>  <i>We develop questions for the Driving Question Board and ideas for investigations.</i></p> <ul style="list-style-type: none"> <li>• Scientist circle: <ul style="list-style-type: none"> <li>○ Initial Model of a Profile of Afar based on learning</li> </ul> </li> </ul> <p>(What do we agree on? Teacher constructed composite model)</p>	<p><b>LEARNING TARGET: I can develop a model that explains what causes land to crack and to predict what will happen in the future.</b></p> <p><b>Success Criteria: I can...</b></p> <ul style="list-style-type: none"> <li>• Obtain information about the crack in the Afar region by analyzing observational data, ArcGIS data, as well as comparison events around the world.</li> <li>• develop an initial model to explain what causes the land to crack, break, move.</li> <li>• use my model to predict what will happen to the land in Afar in the future.</li> <li>• ask questions about the mechanisms driving changes in earth's surface</li> <li>• rank the events of Afar according to their scale</li> </ul>	<p>A crack opened up in the Afar region in 2005. A volcanic eruption and an earthquake also occurred. Earthquakes seem connected to faults, and most, but not all, happen along plate boundaries. Earthquakes happen underground and can cause cracking/moving of Earth's surface. There are similarities and differences between the earthquake cases and Afar events.</p> <p><b><i>What's next?</i></b></p> <p>We have explored multiple cases of earthquakes causing cracks in the ground. We wonder what could be causing the ground to shake and break.</p>



- [Scale Poster - Energy, Forces, Earth's Crust](#) (Student can get an individual one and/or Teacher can make a consensus one)
- Add/revise DQB

(Next class possibly) gallery walk of models, then go back to add something to own model, then another gallery walk to choose best/most agreed upon model

#### LESSON 1 RESOURCES:

- ☐ P.2 Lesson 1 Slides (Student slides)
  - ☐ Class Notes (P.2 Lesson 1 Slides) Du...
- ☒ P.2 Lesson 1 Teacher Edition (Teacher Notes)
- ☒ P.2 Lesson 1 Student Procedure (Student Procedure via OpenSciEd)

What happens to the matter and energy in a system when the magnitude of balanced forces on it increases?

\*Prior to this lab, incorporating handling of rocks to make better connections to foam slabs.

#### **Engage:**

- Blocks represent plates- move the blocks 2-3 different ways, draw what you did/movement with follow up questions (what did you do to move the blocks?)

- ☒ Contact Force Investigations ACA
- ☒ Contact Force Investigations ACC

**LEARNING TARGET:** I can plan and conduct an investigation about contact forces in order to consider stability vs. change in the motion of an object.

**Success Criteria:** I can..

- **Develop and use free-body diagrams to predict the behavior of matter when forces are applied.**

We analyze plate motion data. We develop a model of force interactions between plates. We investigate the conditions that result in stability and change in motion of an object when multiple forces act on it. We use free-body diagrams to explain and predict how the magnitude of the forces applied at different scales impact the stability and changes in the matter within the system. We figure out:

- All systems change; "stability" is

	<p><b>LESSON 2 RESOURCES:</b></p> <ul style="list-style-type: none"> <li>📄 P.2 Lesson 2 Slides <ul style="list-style-type: none"> <li>• 📄 Class Notes (Energy, Forces, and Ea...</li> </ul> </li> <li>📖 P.2 Lesson 2 Teacher Edition (Teacher Notes)</li> <li>📖 P.2 Lesson 2 Student Procedure (Student Procedure via OpenSciEd)</li> </ul> <p><b>ENGAGE:</b>  <i>What could be causing the land to move or crack? Discussion recalling anchoring phenomenon</i></p> <ul style="list-style-type: none"> <li>• Does land only move and crack during an earthquake, or could it happen when or where there is no perceptible shaking?</li> <li>• What measurements or data would you want to analyze to see whether any of these things are happening before an earthquake occurs?</li> </ul> <p><b>EXPLORE:</b>  <i>We make observations and inferences using GPS Plate Map with Vector data</i></p> <ul style="list-style-type: none"> <li>• Add time as a y-axis value to the class scale poster</li> </ul> <p><i>We develop a plate structure model.</i></p> <ul style="list-style-type: none"> <li>• We analyze photographs of exposed plate material and layers of sediment. Use these to develop an initial model of the general structure of two plates.</li> <li>• We represent the relative scale and composition of a plate.</li> </ul> <p><i>We develop models to represent the relative scale and composition of a plate.</i></p> <ul style="list-style-type: none"> <li>• We draw an initial model in our notebooks.</li> <li>• We orient to a physical model of plates (foam blocks) to explore stability and change in the system.</li> </ul> <p><i>We conduct investigations to determine the forces involved in stability vs changes in motion.</i></p> <ul style="list-style-type: none"> <li>• 📄 <b>Contact Force Investigation Data Sheet</b></li> </ul> <p>Make predictions based on free body diagrams about an object's motion.</p>	<ul style="list-style-type: none"> <li>• <b>Consider stability and motion changes from applied forces at different scales.</b></li> </ul>	<p>dependent on scale.</p> <ul style="list-style-type: none"> <li>• Changing scales is an important tool that scientists and engineers use to help develop explanations for why phenomena occur in every science discipline.</li> <li>• Objects in contact exert contact forces on each other.</li> <li>• The net force is the sum of all the forces acting on an object; it is zero when the forces are balanced along every axis.</li> <li>• Forces at different scales can help explain why matter remains in a stable state and why its motion changes.</li> <li>• Large-scale changes in Earth systems such as earthquakes, variation in plate motion, or the sudden crack in Afar could be the result of differences in forces acting on the matter in the system.</li> </ul> <p><b>What's next?</b>  We have identified the net force of contact forces as a contributing factor in explaining the stability and changes within both matter and Earth' systems. We wonder about the changes in matter when external forces on an object continue to increase.</p>
<p>What happens to the matter and energy in a system when the</p>	<p>Engage:</p> <ul style="list-style-type: none"> <li>- Bell work to review tension</li> <li>- Show vector map and pangea to</li> </ul>	<p><b>LEARNING TARGET: I can develop a model to show how tectonic plates behave when varying forces are applied.</b></p>	<p>We explore changes in a piece of foam as higher magnitude forces are applied to it. We develop a model relating how unbalanced forces cause the observed</p>

<p>magnitude of balanced forces on it increases?</p>	<p>today video to make connection on that the plates are moving</p> <ul style="list-style-type: none"> <li>- Using their phones, use fingers to add tension to make it not move/stabilize. This represents the Caribbean plate, which is 'not moving', what's happening to it? What are the forces doing to the matter/rock/plate? (might say nothing- not an option- lead them to pressure and temperature)</li> </ul> <p><b>3. Analyzing Rock Behavior</b></p> <p><b>LESSON 3 RESOURCES:</b></p> <ul style="list-style-type: none"> <li><b>P.2 Lesson 3 Slides</b></li> <li><b>P.2 Lesson 3 Teacher Edition</b></li> <li><b>P.2 Lesson 3 Teacher Reference Developing t...</b></li> <li><b>P.2 Lesson 3 Handout Analyzing Rock Behavior</b></li> </ul>	<p><b>Success Criteria: I will..</b></p> <ul style="list-style-type: none"> <li>• <b>Use foam blocks to model how plates/rocks behave when different pressures and forces are applied.</b></li> <li>• <b>Explain how rocks can be plastically and elastically deformed</b></li> <li>• <b>Explain what is happening to the rocks at the Afar crack in terms of varying forces</b></li> </ul>	<p>changes in matter and energy transfer. We predict whether rock would behave like the piece of foam. We gather information from a reading. We ask questions about the relationship of our new ideas to what is happening in Earth systems. We figure out:</p> <ul style="list-style-type: none"> <li>• Changes in matter and energy transfers happen together.</li> <li>• Unbalanced forces transfer energy.</li> <li>• All solid materials deform elastically when force is applied to them, up to a point.</li> <li>• When solids deform past their elastic limit, they permanently deform; this includes a permanent change in shape, cracks, and/or breaking into smaller pieces.</li> </ul> <p><b>What's next?</b></p> <p>We raised new questions about the force interactions, elastic behavior and elastic limits, and energy transfers in solids that could help explain how earthquakes occur</p>
<p>Why do solid materials (like rock) elastically deform or break?</p>	<p><b>LESSON 4 RESOURCES:</b></p> <ul style="list-style-type: none"> <li><b>4. Particle Investigations</b></li> </ul>	<p><b>LEARNING TARGET: I can use a computer simulation to explain how particles behave when rocks are being deformed.</b></p> <p><b>Success Criteria: I will..</b></p> <ul style="list-style-type: none"> <li>• <b>Collect data on one variable of particle behavior using a computer simulation</b></li> <li>• <b>Explain how the forces acting on a solid affect its energy and behavior.</b></li> </ul>	<p>We evaluate different models for understanding and explaining earthquakes, elastic deformation, and breaking of solid matter. We use a computer simulation to investigate how external forces on a solid affect matter changes and energy transfers at the particle level. We revise our M-E-F poster to account for the roles of fields, and we use these ideas to explain volcanic eruptions in an Electronic Exit Ticket. We figure out:</p> <ul style="list-style-type: none"> <li>• External forces applied to or removed from a solid create a temporary imbalance of forces</li> </ul>

			<p>between particles. In elastic deformation, those particles rearrange until they reach a place in the system where the forces on them are balanced.</p> <ul style="list-style-type: none"> <li>● All changes in matter (bending, breaking, state change) are changes in motion, either macroscopic or at the particle level.</li> <li>● If unbalanced forces deform a solid too much, some of the particles in it move far enough apart that their bonds break.</li> <li>● Matter produces various fields (electric, magnetic, gravitational); fields exert forces that act across a distance on other particles.</li> <li>● Energy can be transferred to, transferred from, and stored in fields.</li> </ul> <p><b>What's next?</b> Though we can explain earthquakes and volcanoes at plate boundaries, Afar is not near a plate boundary, so we need additional data to determine what is different about what is happening in the plates or below them at Afar.</p>
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**LS1 Assessment-HS ESS2-1**  
**Energy, Forces, and Earth's Crust (LS1 Quiz)**  
[Afar - Lesson 4 Electronic Exit Ticket](#)

**Learning Sequence 2:**  
**Energy Transfer, Density, Earth's Interior**

<p>How do we investigate the connection between matter in Earth's interior and surface features above?</p>	<p>The following readings may need to be modified to make the stations more equal depending on how you run the lesson.</p>	<p><b>LEARNING TARGET: I can analyze seismic velocity data to identify the relationship between wave speed and medium of Earth's interior.</b></p>	<p>We wonder what could be happening in Earth's interior that could cause unbalanced forces on the crust of the Afar region. We investigate how energy transfers differently through different types</p>
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	<ul style="list-style-type: none"> <li>☰ 5. How Do Scientists Explore Earth's Interior?</li> <li>☰ 5.5 Seismic Waves</li> </ul> <p>POSSIBLY consider doing act 5 after act 6</p> <p>Adapted from <a href="#">LESSON 5 RESOURCES:</a></p> <ul style="list-style-type: none"> <li>📄 P.2 Lesson 5 Slides</li> <li>☰ P.2 Lesson 5 Teacher Edition</li> <li>☰ P.2 Lesson 5 Handout How Do Scientists</li> </ul>	<p><b>Success Criteria: I can...</b></p> <ul style="list-style-type: none"> <li>● Obtain information to differentiate between P-and S-waves.</li> <li>● Analyze seismic velocity graphs to determine any anomalies.</li> <li>● Analyze an online simulation to make observations of seismic waves as they travel through the Earth.</li> <li>● Identify the state of matter of Earth's layers.</li> <li>● Explain how scientists have been able to develop a model of Earth's interior.</li> </ul>	<p>of matter. We create a scale model to predict how long it should take seismic waves to reach various distances around Earth if the planet is made of solid rock. We analyze seismic data to determine how long it actually takes the waves to reach these distances. We graph the data to explore how well our model fits reality. We figure out:</p> <ul style="list-style-type: none"> <li>● The speed of a wave through matter depends on the matter through which it is passing.</li> <li>● Seismic velocity data provide evidence that Earth is composed of layers.</li> <li>● Earth has a solid inner core, a liquid outer core, a semi-solid mantle, and a solid crust.</li> </ul> <p><b>What is next?</b></p> <p>We wonder how temperature differences and motion in mantle matter could explain forces that cause change on Earth's surface</p>
<p>How is temperature related to the behavior of the matter in the mantle?</p>	<ul style="list-style-type: none"> <li>☰ 6. Investigating Cross Sections</li> </ul> <p><a href="#">LESSON 6 RESOURCES:</a></p> <ul style="list-style-type: none"> <li>📄 P.2 Lesson 6 Slides</li> <li>☰ P.2 Lesson 6 Handout Afar Mantle Model</li> <li>☰ P.2 Lesson 6 Handout Mantle Tank Model</li> </ul>	<p><b>LEARNING TARGET: I can develop a model of Earth's mantle and crust at various locations on Earth using seismic velocity data.</b></p> <p><b>Success Criteria: I can...</b></p> <ul style="list-style-type: none"> <li>● Draw a cross section of the mantle beneath Southington CT and compare it to the Afar region.</li> <li>● Analyze cross sections of seismic velocity and temperature of the mantle to</li> </ul>	<p>We develop a model to explain the movement of material in the mantle. We compare this model to tomography data and revisit our DQB. We figure out:.</p> <ul style="list-style-type: none"> <li>● Differences in matter in the mantle cause unbalanced forces in different locations, which is why some regions have different kinds of surface features than others.</li> </ul>

		<p>identify its state of matter and surface feature above.</p>	<p><b>What is next?</b>  <i>We saw that the mantle is not homogenous; it varies in temperature and state of matter which dictates the type of surface feature that is seen at the surface. Now we wonder why/how the material of the mantle and its temperature relates to the movement of the tectonic plates.</i></p>
<p>Where does the energy that drives convection come from?</p>	<p><b>EXPLORE:</b>  station lab (convection tank, lava lab, OpenSci Video)</p> <p><b>EXPLAIN:</b> class consensus model</p> <p><b>ELABORATE/EVALUATE:</b> <a href="#">7. Afar Mantle Model</a></p> <p><b>LESSON 6 RESOURCES:</b>  <a href="#">P.2 Lesson 6 Slides</a>  <a href="#">P.2 Lesson 6 Handout Afar Mantle Model</a>  <a href="#">P.2 Lesson 6 Handout Mantle Tank Model</a></p>	<p><b>LEARNING TARGET:</b> I can develop a model of the mantle at the Afar region that shows and explains why tectonic plates move.</p> <p><b>Success Criteria:</b> I can...</p> <ul style="list-style-type: none"> <li>Analyze various models of fluids to make observations of how heat is transferred.</li> <li>Model how water behaves when heated to draw how magma behaves in the mantle.</li> <li>Develop a model to explain the Afar region using the models seen in class.</li> </ul>	<p>We analyze a video of a tank simulating the matter in the mantle to figure out what happens to the matter when heat is added. We observe convection in the tank and revise our model to represent it.</p> <ul style="list-style-type: none"> <li>Increasing the temperature of matter in the mantle causes particles to move faster and farther apart, occupying a larger volume that results in a lower density.</li> <li>In different parts of the mantle, the relationship between the gravitational force and the pushing force from the matter beneath explains the cycling of matter in Earth's interior through convection.</li> </ul> <div data-bbox="1591 1036 1957 1291" data-label="Diagram"> </div> <p><b>What's next?</b>  <i>We saw that heat affected the density of parcels in the mantle tank, and we think this is also happening in the matter in the</i></p>

			<p><i>mantle. Now we wonder what might be causing this increase in energy that causes the differences in parcel density</i></p>
<p>Why is causing the increase in energy below Earth's crust?</p>	<p><b>ENGAGE:</b> <a href="#">The Hawaiian Islands Bell Work</a></p> <p><b>EXPLORE:</b> <a href="#">Radioactive Decay (Forces)</a>, <a href="#">Radioactive Decay (Matter)</a>, <a href="#">Radio</a></p> <p><b>EXPLAIN:</b> cause and effect statements  <b>ELABORATE/EVALUATE:</b> exit ticket  <a href="#">Cause-Effect Model ACA - Duffy</a>  <b>-COMMUNICATION ASSESSMENT</b></p> <p><b>LESSON 7 RESOURCES:</b></p> <p><a href="#">P.2 Lesson 7 Slides</a></p>	<p><b>LEARNING TARGET:</b> I can explain how radioactive decay provides the heat that drives mantle convection.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none"> <li>• Synthesize what I have learned from past assignments about the relationship between matter, energy, and fusion with new evidence</li> <li>• Ask questions about what is happening at the subatomic scale to explain the heat in earth's interior</li> </ul>	<p><i>We want to know where the heat comes from that drives mantle convection. We jigsaw a series of articles that answer this question from a forces perspective, a matter perspective, and an energy perspective. We develop a cause-effect model that integrates these three perspectives to explain how radioactive decay results in the release of enough heat to drive convection in the solid rock of Earth's mantle. We figure out:</i></p> <ul style="list-style-type: none"> <li>• <i>Nuclear energy can be modeled as being stored in the mass of the atomic nucleus itself.</i></li> <li>• <i>An imbalance of forces (strong and electric) in an atomic nucleus can cause particles to leave the atom, transferring kinetic energy into the surrounding material. This is a type of radioactive decay</i></li> <li>• <i>Radioactive decay at the subatomic scale continually generates new energy, providing the primary source of the energy that drives mantle convection at the macroscopic scale.</i></li> </ul> <p><b>What's next?</b>  Radioactive decay helped us understand what might be driving some of the processes we see in Earth's mantle. We wonder whether we will find radioactive material in the rock in the Afar region.</p>
<p><b>LS2 Assessment</b></p> <p><a href="#">Energy, Forces, and Earth's Crust (LS2 Quiz)</a></p> <p><a href="#">MS-ESS2-3 Assessment - The Juan de Fuca Ridge</a> Build out to include decay PS1-8</p> <p><a href="#">Afar - Lesson 7 Exit Ticket</a> (Build this out to include decay problems, see Raccio's on Canvas for one idea)</p>			
<p><b>Learning Sequence 3:</b></p>			

**Radioactive Decay, Plate boundary Interactions, Surface Features**

Is the rock at Afar radioactive, and what can that tell us?

**ENGAGE:** Show fossil/rock forming and make a prediction

**EXPLORE**

9. Rock Transformation Process - Duffy

8. Radioactive Decay

**LESSON 8 RESOURCES:**

P.2 Lesson 8 Slides

**LEARNING TARGET:** I can use a model to explain how scientists use radioactive isotopes to age date rocks.

**Success Criteria:** I can...

- make a prediction about how a rock's parent and daughter elements will change over time
- use a [computer model](#) to conduct an investigation about how rocks parent and daughter elements change over time
- Graph the relationship between parent and daughter atoms
- Analyze decay trends in different isotopes
- Construct an explanation of the geologic history of the Afar crack

We analyze the radioactive element composition of rocks from Afar. We use a simulation to collect data on how the amount of radioactive material in a rock crystal changes over time. We use mathematical thinking to compare patterns in our graphs to those in an equation of exponential decay, and we use that equation to determine the age of rocks from Afar. We figure out:

- Radioactive decay of elements follows a characteristic exponential decay law, with a specific lifetime (timescale) for each; we can use this to determine the ages of rocks and other materials from the ratio of parent to daughter elements present.
- Some of the rock on the western and eastern edges of Afar formed hundreds of million years ago. But most of the rock in the middle of the Afar region is very young, appearing over the last few million years.

**What's next?**

Radioactive decay helped us understand what might be driving some of the processes we see in Earth's mantle. We wonder whether we will find radioactive material in the rock in the Afar region.

How can we determine the radioactive age of the rock?

**EXPLORE:** [computer model](#) (Share a group copy of <https://www.openscienced.org/general/radioactive-decay/>)

10. Predicting and Analyzing Decay Trends - ...

**EXPLAIN:** Class discussion about findings

**EVALUATE**

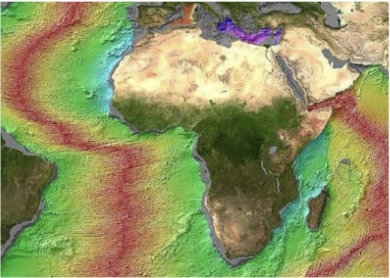
Raccio Predicting and Analyzing Decay Trends

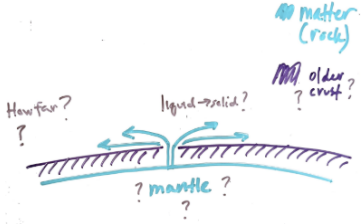
**LEARNING TARGET:** I can analyze data from a model to determine the various ages of rock in the Afar region to reconstruct the geologic history of Afar over the last 700 million years.

**Success Criteria:** I can...

- use a spreadsheet to graph and compare patterns across different crystal sizes and different parent elements and

We analyze the radioactive element composition of rocks from Afar. We plan and carry out an investigation using a simulation to collect data on how the amount of radioactive material in a rock crystal changes over time. We use mathematical thinking to compare patterns in our graphs to those in an equation of exponential decay, and we use that equation to determine the age of rocks from Afar.

		<p>compare these to patterns predicted by an exponential decay law.</p> <ul style="list-style-type: none"> <li>analyze the data to create a graphical and mathematical model for how parent and daughter elements change over time, including calculating the half-lives for various elements</li> <li>Analyze data using a spreadsheet and an exponential decay law to find the age of various rock using half-lives</li> </ul>	<p><b>What's next?</b></p> <p>We will look at the crustal ages of rocks around the world in both oceans and continents, and notice a number of patterns, including that the continental rock is significantly older, and that the farther the rock is from some plate boundaries in the ocean, the older it is. We will determine the density of basalt (oceanic crust) and granite (continental crust) and wonder about how that affects forces and energy transfer. We will add questions to the Driving Question Board about plate boundaries and types of crust.</p>
<p>How does the rock in Afar compare to the rock around the world, and what does this tell us about the history and future of the region?</p>	<p>☰ 11. Age of Earth's Surface</p>  <p>A map of crustal ages on continents and in the ocean shows several puzzling patterns, including very young basalt in the Afar region.</p> <p><a href="#">Lesson 9 Resources</a></p> <p>START OF 11</p> <p>📄 Copy of P.2 Lesson 9 Slides</p> <p><b>ENGAGE:</b> what do you notice about the age of the rocks in Afar? (Provide age data)  <b>EXPLORE:</b> Age of sea floor map and sea floor</p>	<p><b>Learning Target:</b> I can analyze data to refine our model of how new ocean crust is formed at plate boundaries.</p> <p><b>Success Criteria:</b> I can...</p> <ul style="list-style-type: none"> <li>Identify patterns about the age of Earth's crust</li> <li>use a manipulative model to reproduce the patterns around plate boundaries</li> <li>plan and carry out an investigation of oceanic and continental rock density</li> <li>analyze the rock types in the Afar region to argue if a new ocean floor is forming</li> <li>develop questions about plate boundaries and crustal types.</li> </ul>	<p>We look at data on the crustal ages of rocks around the world and notice that the farther the rock is from some plate boundaries in the ocean, the older it is. We model what might be going on at these boundaries. We determine the density of basalt (oceanic crust) and granite (continental crust) and wonder about how that affects forces and energy transfer. Finally, we add questions to the DQB about plate boundaries and types of crust. We figure out:</p> <ul style="list-style-type: none"> <li>Continental crust is, on average, significantly older and less dense than oceanic crust.</li> <li>As you move outward from some plate boundaries in the middle of the ocean, the basalt rocks get older, suggesting that the material originated at the boundary and was pushed outward over a large timescale.</li> <li>The new rock in Afar is young basalt, suggesting that a similar process may be occurring there.</li> </ul>

	<p>spreading activity  <b>EXPLAIN:</b> why are rocks younger in the center?  <b>ELABORATE:</b> Basalt and Granite Density Activity  <b>EVALUATE:</b> <a href="#">Raccio Afar Rock Sample Site Data</a></p> <p><a href="#">11.5 Solids Density Lab</a></p> <p>(could be done before or after “age of earth’s surface” assignment, definitely should be done before convergent boundaries)</p>		<p><u>Initial Class Consensus: New Crust</u></p>  <p><b>What’s next?</b>  We want to know whether all places where plates are in contact look like these lines in the ocean where basalt is forming. We decide to look more closely at plate boundaries where continental crust meets oceanic crust and where continental crust meets continental crust.</p>
<p>What is happening at plate boundaries?</p>	<p><a href="#">Lesson 10 Resources</a>  <a href="#">Copy of P.2 Lesson 10 Slides</a></p> <p><b>ENGAGE:</b> <a href="#">CT Geology</a> (add in rock types)  <b>EXPLORE:</b> <a href="#">computer model</a> )  <a href="#">Raccio Investigating Plate Interactions</a>  <a href="#">12. Investigating Plate Interactions</a></p> <p><b>EXPLAIN:</b> Class discussion, what did we learn</p> <p><b>EVALUATE:</b>  <a href="#">13 ? Earth's Surface Features</a></p>	<p><b>LEARNING TARGET:</b> I can analyze an interactive simulation to determine the types of plates Earth is composed of, how they move in relation to each other and their connection to forming Earth’s features.</p> <p><b>Success Criteria:</b> I can..</p> <ul style="list-style-type: none"> <li>• Use a computer simulation to draw models of the various plate interactions</li> <li>• Differentiate between convergent and divergent boundaries</li> <li>• Explain how different plate interactions create different features on Earth’s surface</li> </ul>	<p>We use a simulation to investigate how plates interact at divergent and convergent plate boundaries. We analyze data to compare the surface features on Earth to the surface features represented in the simulation. We develop a model that explains how the interactions of plates result in the surface features we identified. We wonder which forces are acting on plates that can help us explain the patterns we identified in their motion. We figure out:</p> <ul style="list-style-type: none"> <li>• The movement of plates and their interactions at plate boundaries shape the planet’s surface features, such as mountains, islands, earthquakes, and volcanoes.</li> </ul>

<p>What happened at Afar?</p>	<p>COMMUNICATION-Final Afar Model (Use the framework from the Future Earth Model)</p>	<p><b>Learning Target: I can construct an explanation for the formation and future of the Afar Crack.</b></p>	<p>The students will develop a final model showing how the Afar crack formed. They will include the mechanism that caused this features. They will also include a prediction on how the future will help.</p>

**LS3 Assessment–TWO Assessments (one traditional and one model)**

**ESS1-5( [The Future Earth ACC](#), [The Future Earth ACA](#))**

**[Copy of P.2 Lesson 13 Assessment Midcontinent Rift Transfer](#) This will be a traditional Canvas assessment in addition to a model**

**Other Possible Assessments**

**[MS-ESS2-1 Assessment - Manupuner Rock Formations \(Edited\)](#)**

**[HS-ESS1-5 Assessment - Updating Alfred's Argument](#)**

**INTERIM ASSESSMENT: Plate Tectonics/Earth's Interior (HS ESS2-1).**

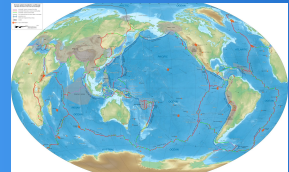
Final Exam

[Lesson 13 Resources](#)

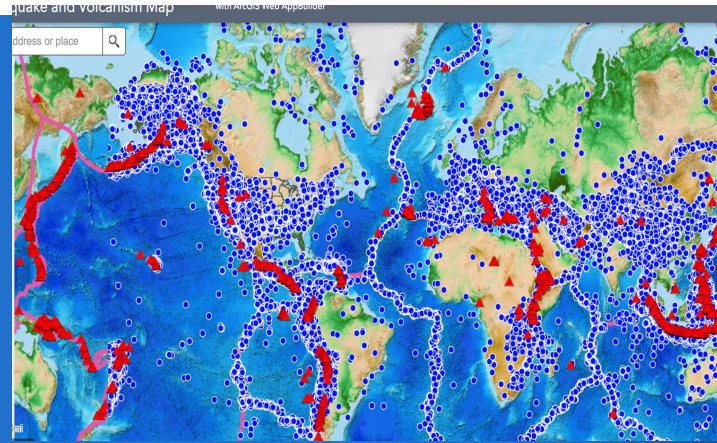


# Freshman Earth Science:

## *Unit 4: Geodynamics*



# Anchoring Phenomenon



## Initial Model of Afar Crack

### On your own

Develop an initial model that shows and explains what happened **below Earth's surface** *before and during the Afar case* (the past) to cause these sudden phenomena we observed at the surface:

- a large crack in the ground at Afar
- short-term shaking of areas near Afar

Consider your earthquake case. What will happen to that region in the *future* (after)? What might be causing change? What interactions might be happening?

# Unit Overview

## Learning Sequence 1: Forces, Stability, and Deformation

### Students will:

- ▶ develop a model that explains what causes land to crack and to predict what will happen in the future.
- ▶ plan and conduct an investigation about contact forces in order to consider stability vs. change in the motion of an object.
- ▶ develop a model to show how tectonic plates behave when varying forces are applied.
- ▶ use a computer simulation to explain how particles behave when rocks are being deformed.

## Learning Sequence 2: Energy Transfer, Density, Earth's Interior

### Students will:

- ▶ analyze seismic velocity data to identify the relationship between wave speed and medium of Earth's interior.
- ▶ develop a model of Earth's mantle and crust at various locations on Earth using seismic velocity data.
- ▶ develop a model of the mantle at the Afar region that shows and explains why tectonic plates move.
- ▶ explain how radioactive decay provides the heat that drives mantle convection.

## Learning Sequence 3: Radioactive Decay, Plate Interactions, Surface Features

### Students will:

- ▶ use a model to explain how scientists use radioactive isotopes to age date rocks.
- ▶ analyze data to refine our model of how new ocean crust is formed at plate boundaries.
- ▶ analyze an interactive simulation to determine the types of plates Earth is composed of, how they move in relation to each other and their connection to forming Earth's features.
- ▶ construct an explanation for the formation and future of the Afar Crack.

# Driving Questions & Learning Sequences

<p>What is happening in the Afar region?</p>	<p>What happens to the matter and energy in a system when the magnitude of balanced forces on it increases?</p>	<p>Why do solid materials (like rock) elastically deform or break?</p>	<p>How do we investigate the connection between matter in Earth's interior and surface features above?</p>	<p>How is temperature related to the behavior of the matter in the mantle?</p>
<p>What is happening at the plate boundaries, and What happened at Afar?</p>	<p>How does the rock in Afar compare to the rock around the world, and what does this tell us about the history and future of the region?</p>	<p>Are the Afar rocks radioactive, and How can we determine the radioactive age of rocks?</p>	<p>Why is causing the increase in energy below Earth's crust?</p>	<p>Where does the energy that drives convection come from?</p>

# Final Unit Assessment Task



## Learning Target

### Students will...

- **collaborate to create a model of what Earth will look 100 million years.**
- **use evidence current tectonic processes to draw and explain major changes to Earth's features that will continue to occur on and below Earth's surface.**

## **The Future Earth (Circa 100,002,024)**

We have been studying how the surface of the Earth has changed. Your task is to pick a model map that represents what the Earth will look like in 100 million years. Your map must show at least four main changes, and each change must be justified by a plate boundary cross section and a caption.

### **Requirements for the Physiographic Map**

- 1) **NEW WORLD MAP:** With a partner, pick from one of the 3 models of what you think Earth will look like in 100 million years. You need to add a caption on the back of the map explaining why this model makes sense to you. Discuss and compare plate movement occurring today that would lead to changes in the future.
- 2) **FOUR** changes must be present and labeled as zoom-ins (For a group of 3 you will need 6 changes). The changes must be clearly numbered to correspond with the plate boundary profiles. **Each person is responsible for two of the four changes.** Your group should show at least 3 different types of boundaries (Convergent:O-O, O-C, C-C, Divergent: O-O, C-C, Transform). Each profile must be CLEARLY labeled with the partners name or initials. Each profile/zoom-in must include the following.

**Creativity**

**Critical Thinking**

**Collaboration**

**Communication**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 10 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Accelerated Biology- New Unit - Unit 7: Evolution - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Accelerated Biology- New Unit - Unit 7: Evolution.

**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 – Accelerated Biology- New Unit - Unit 7: Evolution – 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:	Unit 7: Evolution
Teacher:	S. Kirsche and K. Radziwon
Grade Level/Course:	Accelerated Biology
Length/Dates:	4 weeks (~10 blocks)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will examine multiple different lines of evidence in order to build a model that communicates how flightlessness evolved in birds. In doing so, they will explore multiple examples of evolution- from the flightless birds to tuskless elephants, antibiotic resistance, and rock pocket mice- all of which will allow them to refine their original models of evolution by communicating the driving force of natural selection, the mechanisms of speciation, and how adaptations can accumulate over time. The skills of creating and interpreting cladograms and phylogenetic trees will be embedded throughout the entire unit, as will the ability to evaluate the strengths of different types of evidence for evolution.

Explanation
<p><b>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.</b></p>
<p>PE(s) to be addressed (include assessment boundaries and clarification statements).</p> <p><a href="#">HS-LS4-1</a>. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p><a href="#">HS-LS4-2</a>. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p><a href="#">HS-LS4-3</a>. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (Not assessed but in activities)</p> <p><a href="#">HS-LS4-4</a>. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p><a href="#">HS-LS4-5</a>. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of</p>

individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

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

SEP Implications	DCI Implications	CCC Implications
<p><b>Engaging in Argument from Evidence</b></p> <ul style="list-style-type: none"> <li>Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. Evaluate the evidence behind currently accepted explanations to determine the merits of arguments.</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs. Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).</li> </ul> <p><b>Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>Analyzing data in 9–12 builds on K–8 experiences and progresses to</li> </ul>	<p><b>LS2.D: Social Interactions and Group Behavior</b></p> <ul style="list-style-type: none"> <li>Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.</li> </ul> <p><b>LS4.A: Evidence of Common Ancestry and Diversity</b></p> <ul style="list-style-type: none"> <li>Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.</li> </ul> <p><b>LS4.B: Natural Selection</b></p> <ul style="list-style-type: none"> <li>Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information — that is, trait variation — that leads to differences in performance among individuals.</li> <li>Natural selection leads to adaptation,</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.</li> </ul>

introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.

### Constructing Explanations and Designing Solutions

- Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, 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.

that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.

### LS4.C: Adaptation

- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline — and sometimes the extinction — of some species. Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.
- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4)

	<p>the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.</p> <ul style="list-style-type: none"> <li>• Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.</li> <li>• Adaptation also means that the distribution of traits in a population can change when conditions change.</li> <li>• Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.</li> </ul>	
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### Transfer Goals (Vision of the Graduate)

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

#### **Critical Thinking Transdisciplinary Goal:**

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

# TEACHER LEARNING PLAN (including Assessments)

**Starting:**

## Unit 7- Evolution

**Anchoring Phenomenon:**

**Why do the physical characteristics of populations change over time?**

**MATERIALS NEEDED**


Variation Lab  
Frog Dissection

Teacher Target Question	Activity	Learning Targets and Success Criteria	Students Will Know and Wonder
<p><b>Anchoring Phenomenon Routine</b> <i>(1-2 blocks)</i></p> <p><b>How can we use models of evolution to investigate change over time?</b></p>	<p><b>Anchoring Activity-</b> Students analyze several characteristics of flightless birds in order to create a preliminary model of evolutionary relatedness and describe evolution.</p> <ul style="list-style-type: none"> <li>1- Evolution Intro</li> </ul> <p><b>Extension-</b> Use either or both of these activities to have students further develop their model of evolution.</p> <ul style="list-style-type: none"> <li>AnalyzingDataTuskl...</li> <li><a href="#">Three Stories</a></li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>Identify patterns in data to generate both questions and a preliminary model as to how and/or why a population would exhibit changes over time.</li> <li>Create or use models to illustrate evolutionary relationships.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>There have been observed changes in biological populations over time.</li> <li>Phylogenetic trees and cladograms are models of biological relatedness.</li> <li>Observed changes in populations over time can help scientists to establish biological relatedness.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>What types of observations are the most reliable for generating hypotheses of evolutionary relationships?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Explore the difference between similarities due to common ancestry vs. similarities</li> </ul>

			based on common habitats.
<p><i>How can we use cladograms to graphically depict and analyze evolutionary relationships?</i> (1 block)</p>	<p>Students learn about homologous vs. analogous structures and adjust their preliminary models of bird evolution accordingly.</p> <ul style="list-style-type: none"> <li>2- Homologies</li> </ul> <p><b>Supporting Materials:</b></p> <ul style="list-style-type: none"> <li>Tree-Thinking POGI...</li> <li>CladogramAnalysis....</li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>Evaluate the quality of data with which models of evolutionary relatedness are constructed.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Homologous structures are evidence of shared ancestry, while analogous structures are evidence of shared environmental pressures.</li> <li>Homologies come in many forms- structural, embryological, molecular, etc- and are reliable sources of data to form evolutionary hypotheses with.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>What is <u>causing</u> the observed changes in the population that lead to the branches in the cladograms and/or phylogenetic trees?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>What criteria must be met for natural selection to act over time?</li> </ul>
<p><i>What must occur for populations to change over time?</i> (2-3 blocks)</p>	<p>Students build upon their working definition of evolution by identifying natural selection as a driving force behind observed change over time in populations.</p> <ul style="list-style-type: none"> <li>Rock Pocket Mouse... OR Variation in Elephan... Rock Pocket Mouse...</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li><a href="#">Utah Genetics - Is it Natural Selection?</a></li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>Create and/or use models to explain the process of natural selection.</li> <li>Explain how selective pressures can cause a shift in the allelic frequencies of a population.</li> <li>Predict how allelic frequencies shift in response to the environment.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>For natural selection to occur, the following criteria must be met: change over time, variation, reproductive advantage and heritability of adaptive traits.</li> <li>Natural selection acts most directly on phenotypes, but can be observed via the change in genotypes in a population over time.</li> <li>Hardy-Weinberg equilibrium is a tool to evaluate whether evolution is occurring in a population.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>Do adaptations <u>always</u> enhance the fitness of a population?</li> <li>What happens to adaptations when selective pressures change?</li> </ul>

			<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>How can we explain the adaptations/phenotypes observed in a population?</li> </ul>
<p><b>How do adaptations increase the fitness of a population?</b> (2 blocks)</p>	<ul style="list-style-type: none"> <li><b>W</b> Frog Dissection 202... <ul style="list-style-type: none"> <li>May use questions about internal and external frog adaptations as a performance grade CER on how they emerged due to natural selection.</li> </ul> </li> <li><a href="#">HHMI Case Study on Selection for Human Pigmentation</a></li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>Describe how selective pressures in the environment can affect an organism's fitness.</li> <li>Evaluate whether or not natural selection is occurring on the basis of variation, change over time, reproductive advantage, and heritability of adaptive traits.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Adaptations maximize the fitness of a population by increasing the likelihood that organisms with adaptations will be more likely to survive, reproduce, and pass down their genes which code for the advantageous characteristics than individuals without the same adaptations.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>What happens when a population accumulates so many adaptations that they have significant differences from their parent population?</li> <li>How do new species arise?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>How do we define a species?</li> </ul>
<p><b>How can adaptations lead to the emergence of new species?</b> (1 period)</p>	<ul style="list-style-type: none"> <li><b>E</b> Speciation Activity</li> <li><b>I</b> The Species Contin...</li> <li><a href="#">Speciation Modes</a></li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>Explain how geographic separation events can lead to the formation of new species.</li> <li>Describe mechanisms that contribute to reproductive separation that could lead to speciation.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>The Biological Species Concept defines a species as a population of individuals that can interbreed and produce viable, fertile offspring.</li> <li>Reproductive barriers result in populations that no longer interbreed.</li> <li>There are multiple different ways of defining species.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>What evidence is there besides observed changes in a population over time that supports the theory of evolution?</li> </ul>

			<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Are all types of evidence for evolution of equal value/weight?</li> </ul>
<p><b>How does the alignment of multiple types of evidence support common ancestry and the theory of evolution? (2 blocks)</b></p>	<p><b>Evidence of Evolution in Big Birds Jigsaw</b>  <i>If using this activity, students can be divided into groups to create cladograms of flightless bird evolution using different types of evidence. They should then regroup and determine which pieces of evidence carry the greatest weight, in other words, which cladograms based on which evidence are likely to be the most accurate.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">3a-Evidence- Bioge...</a></li> <li>• <a href="#">3b- Evidence- Embr...</a></li> <li>• <a href="#">3c- Evidence- DNA</a></li> </ul> <p><b>Alternate Activity:</b>  HASPI Evidence of Evolution Lab</p> <ul style="list-style-type: none"> <li>○ <a href="#">Stations Directions</a></li> <li>○ <a href="#">Student Answer Sheet</a></li> </ul> <p><b>Supporting Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence of Evolution</a></li> </ul> <p><b>Performance Assessment:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Tale of Two Pandas ... CER</a></li> <li>• <a href="#">Birds Final Cladogram</a></li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• Use scientific evidence to justify a claim of an evolutionary relationship between species.</li> <li>• Describe shared characteristics (homologies) among organisms that provide evidence for common ancestry</li> <li>• Describe the scientific evidence that supports the theory of evolution.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Key evidence supporting the theory of evolution includes biogeography, the fossil record, comparative anatomy &amp; embryology, and molecular genetics.</li> <li>• Molecular homologies offer the strongest evidence of relatedness among organisms.</li> </ul>
<p><b><a href="#">Unit 7 Assessment</a> (addresses all PEs)</b></p> <p><b>Other Performance Assessments from Unit</b></p>			

1. [Utah Genetics - Is it Natural Selection?](#)
2.  [Tale of Two Pandas Lab](#)  
CER

SOUTHINGTON HIGH SCHOOL

# Unit 7: Evolution

Accelerated Biology



# Unit Overview

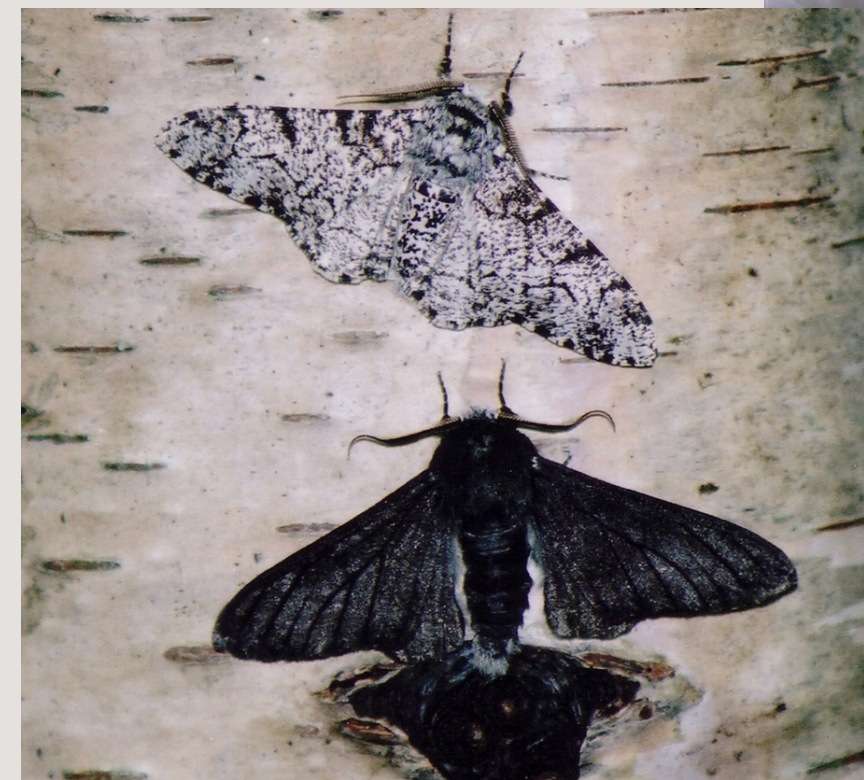
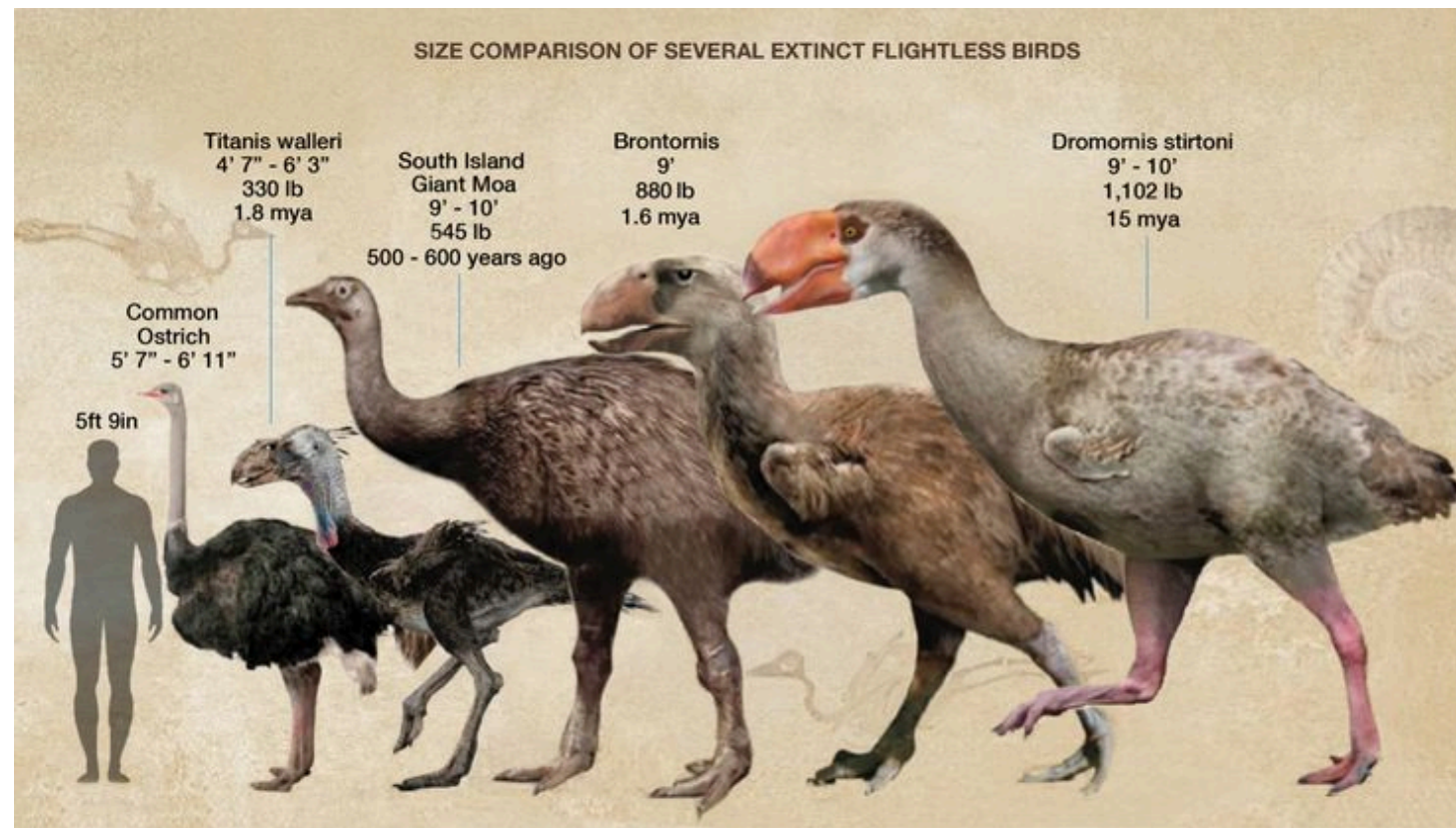
Students will...

- Build a model that communicates how flightlessness evolved in birds as they examine different lines of evidence.
- Explore multiple examples of evolution such as tuskless elephants, antibiotic resistance, and rock pocket mice.
- Communicate the driving force of natural selection, the mechanisms of speciation, and how adaptations can accumulate over time.
- Develop the skills of creating and interpreting cladograms and phylogenetic trees.
- Evaluate the strengths of different types of evidence for evolution.



# Anchoring Phenomenon: *Flightless Birds*

*Accompanying Subphenomena:*

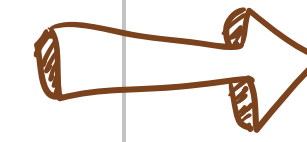


# Driving Questions & Learning Sequence

*How can we use models of evolution to investigate change over time?*



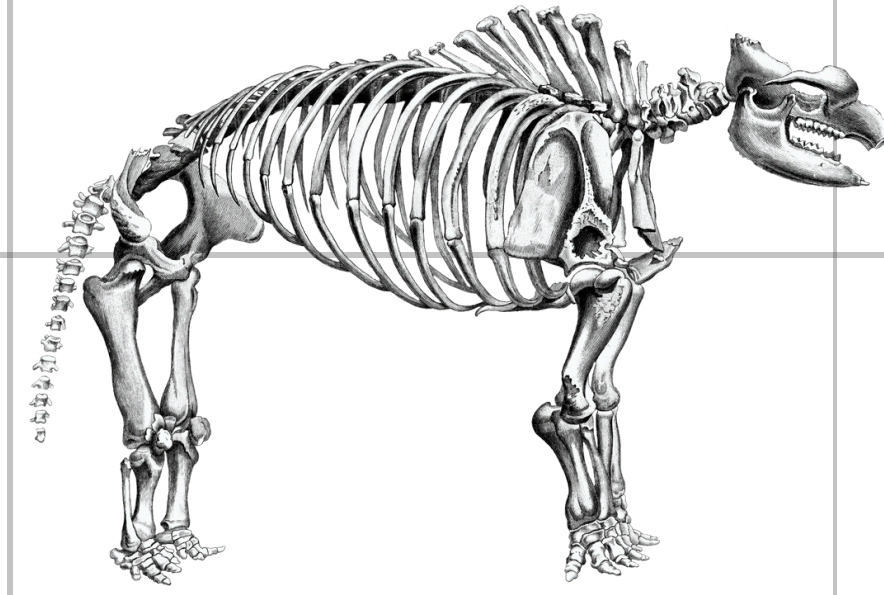
*How can we use models to depict and analyze evolutionary relationships?*



*What must occur for populations to change over time?*



*How does the alignment of multiple types of evidence support common ancestry and the theory of evolution?*



*How can adaptations lead to the emergence of new species?*



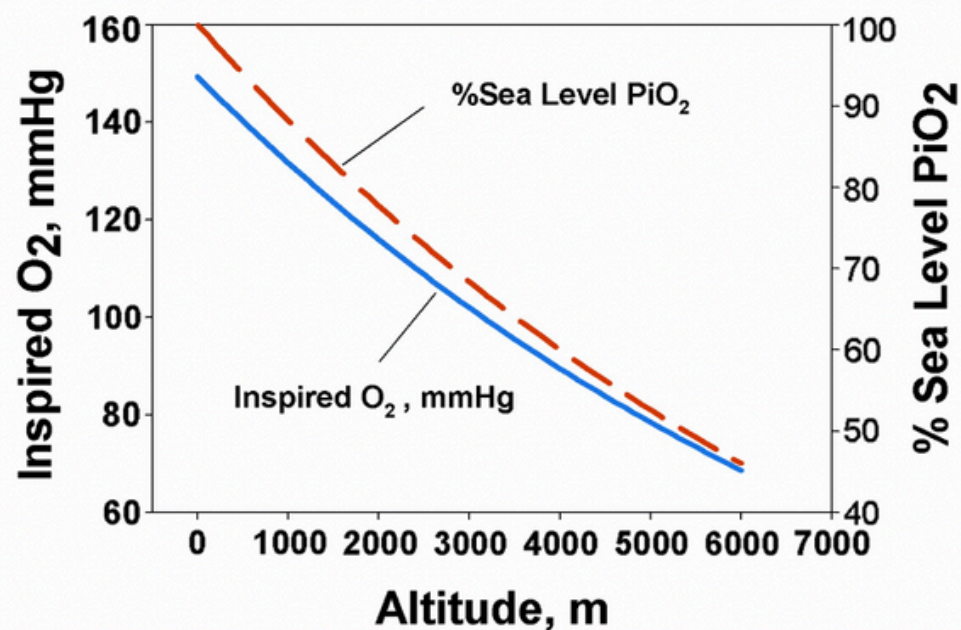
*How do adaptations increase the fitness of a population?*

# Assessment Highlight: Critical Thinking

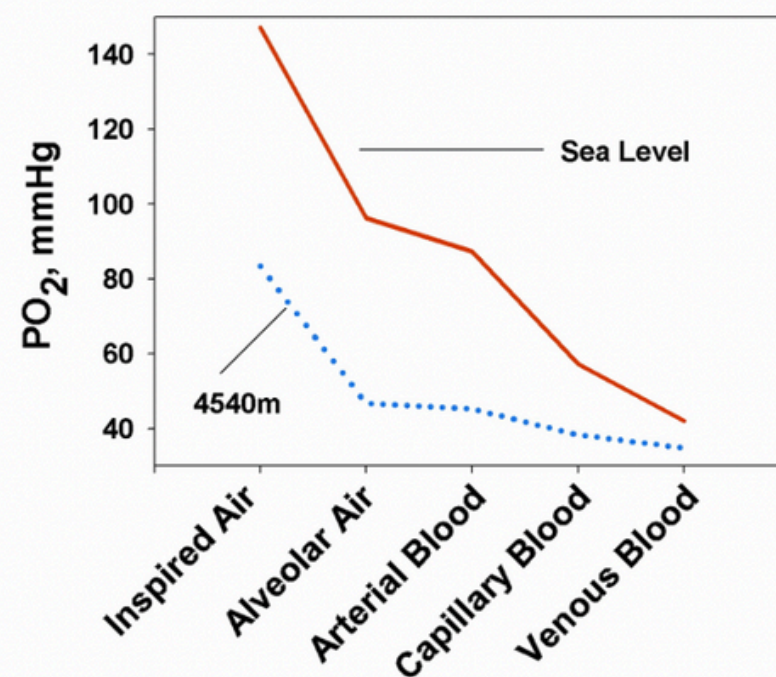
## Human Adaptation on the Tibetan Plateau

Tibet is a mountainous region in Asia, with altitudes between 4,000-5,000m above sea level. The environmental stress of high altitude, as shown in Figure 1, is hypoxia (low-oxygen levels) that, in turn, creates the conditions for physiological hypoxia (less than the normal amount of oxygen in the organism). Studies of adaptation to high-altitude hypoxia usually focus on populations living at  $\geq 2,500$  m, where physiological effects become more easily detectable with more severe stress.

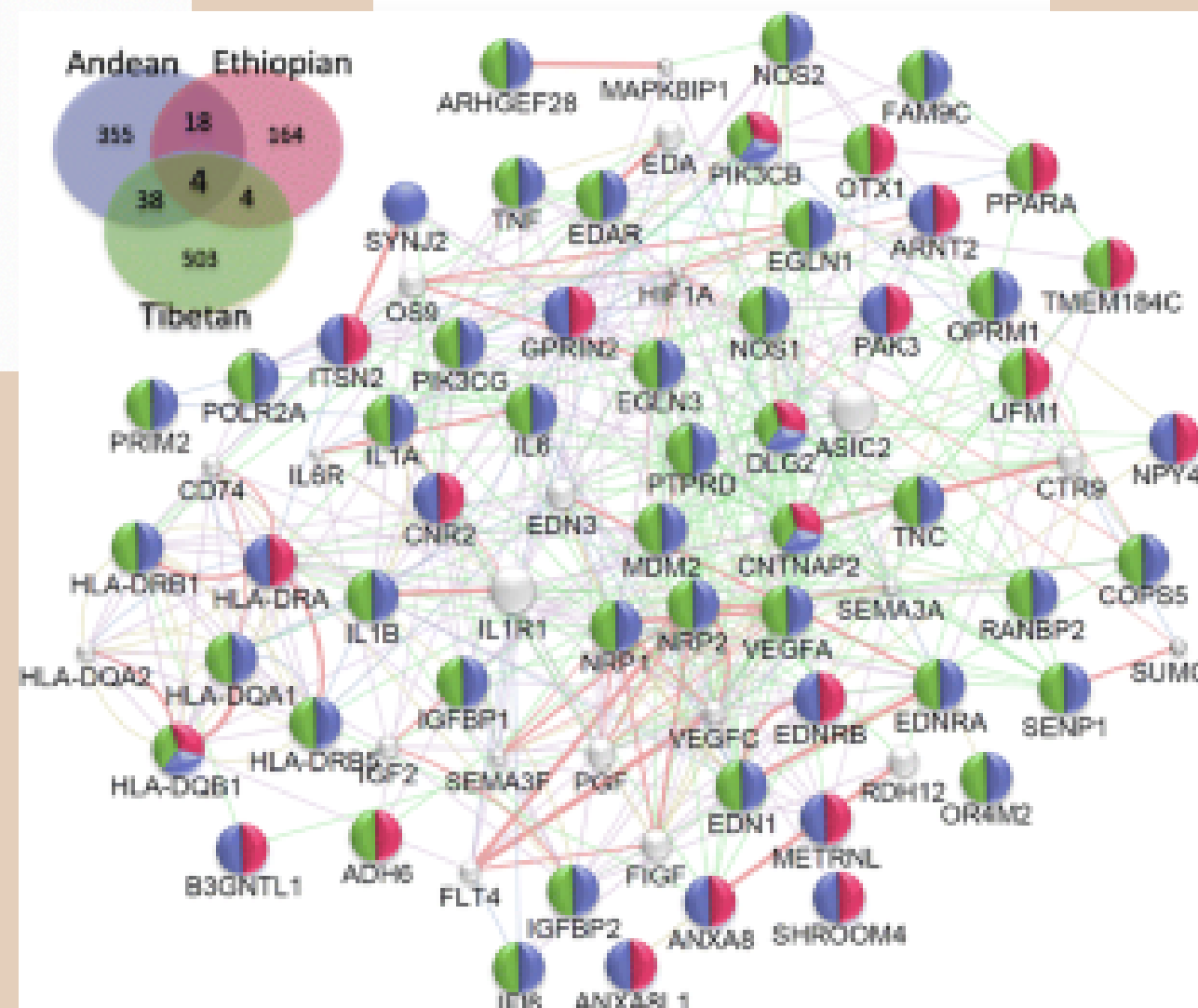
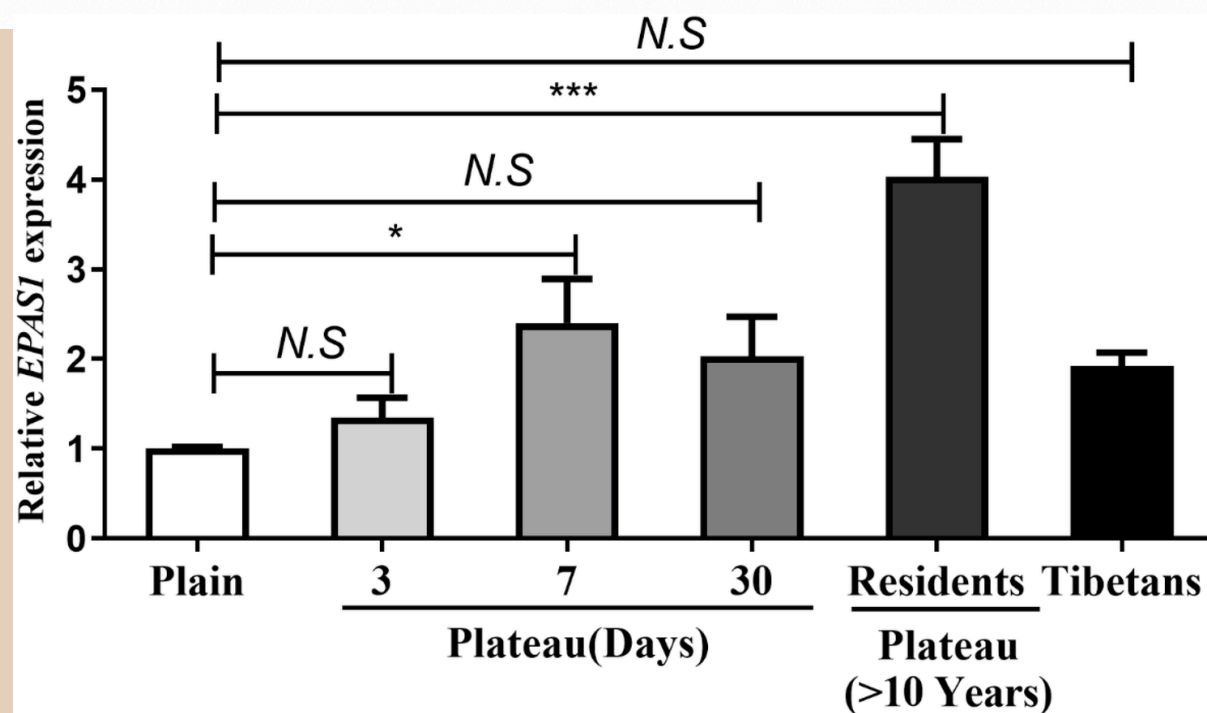
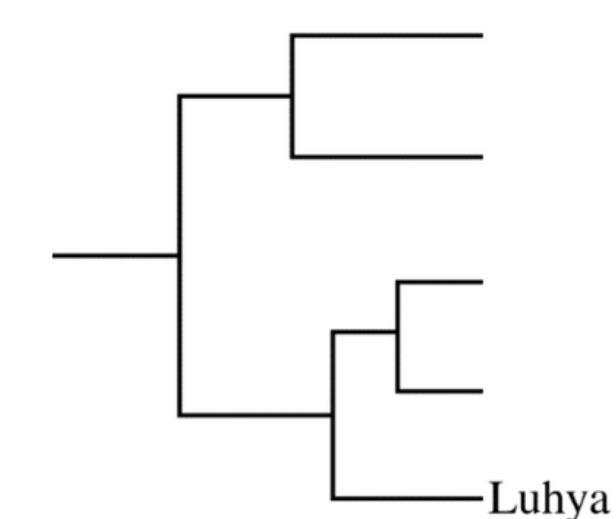
**Figure 1: Comparison of available oxygen (% Sea Level  $PiO_2$ ) and inhaled oxygen (inspired  $O_2$ ) at different altitudes.**



**Figure 2: Comparison of available oxygen between sea level and high elevation (4540m) at different locations of the cardiopulmonary system.**



Population	SNP Position					
	1	2	3	4	5	6
Han	G	A	A	G	G	A
Yoruban	C	A	A	G	G	A
Luhya	G	A	A	A	G	A
Tibetan	C	T	T	A	C	A
Denisovan	C	T	T	A	C	T



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 10 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Accelerated Biology- New Unit - Unit 8: Ecology - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Accelerated Biology- New Unit - Unit 8: Ecology.

**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

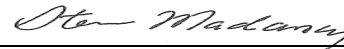
**Recommendation or Comment:** Move that the Board of Education approve the SHS – Accelerated Biology- New Unit - Unit 8: Ecology – as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 8: Ecology
Teacher:	S. Kirsche and K. Radziwon
Grade Level/Course:	Accelerated Biology
Length/Dates:	5 weeks (~13 Blocks)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will use the phenomenon of the decline of sea otters in Alaskan waters to examine the interconnectedness of biology across all levels of organization- from cells to organisms to ecosystems and beyond. As such, a central understanding of this unit is biologic homeostasis at the broadest and most diverse level. Students will examine and investigate concepts such as energy transfer, matter cycling, community dynamics, biodiversity, and human impact on the living environment. Ultimately, students will recognize that small changes in population biology can potentially have wide-ranging consequences within an ecosystem. At the end of the unit, students will be asked to use what they have learned to develop conservation plans for other protected and/or declining ecosystems in an effort to maintain biodiversity, an important indicator of ecosystem health.

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.
<p>PE(s) to be addressed (include assessment boundaries and clarification statements).</p> <ul style="list-style-type: none"> <li>• <a href="#">HS-LS2-1</a>. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</li> <li>• <a href="#">HS-LS2-2</a>. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</li> </ul>

- [HS-LS2-4](#). Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- [HS-LS2-6](#). Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- [HS-LS2-7](#). Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

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

SEP Implications	DCI Implications	CCC Implications
<ul style="list-style-type: none"> <li>● <b><u>Engaging in Argument from Evidence</u></b> <ul style="list-style-type: none"> <li>○ Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments.</li> </ul> </li> <li>● <b><u>Using Mathematics and Computational Thinking</u></b> <ul style="list-style-type: none"> <li>○ Use mathematical and/or computational representations of phenomena or design solutions to support explanations.</li> </ul> </li> </ul>	<p><b><u>LS4.D: Biodiversity and Humans</u></b></p> <ul style="list-style-type: none"> <li>● Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.</li> </ul> <p><b><u>LS2.A: Interdependent Relationships in Ecosystems</u></b></p> <ul style="list-style-type: none"> <li>● Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation,</li> </ul>	<ul style="list-style-type: none"> <li>● Cause and Effect <ul style="list-style-type: none"> <li>○ Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul> </li> <li>● Energy and Matter <ul style="list-style-type: none"> <li>○ Energy cannot be created or destroyed; it only moves between one place and another place, between objects and/or fields, or between systems</li> </ul> </li> <li>● Stability and Change <ul style="list-style-type: none"> <li>○ Much of science deals with constructing explanations of how things change and how they remain stable.</li> </ul> </li> </ul>

competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources.

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and

	<p>much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.</p>	
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### Transfer Goals (Vision of the Graduate)

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

#### Critical Thinking Transdisciplinary Goal:

Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).

## TEACHER LEARNING PLAN (including Assessments)

**Starting:**

### Unit 8- Ecology

*Anchoring Phenomenon:*

*Why is declining biodiversity a concern for the health of ecosystems across the globe?*

**MATERIALS NEEDED**

Teacher Target Question	Activity	Learning Targets and Success Criteria	Students Will Know and Wonder
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<p><i>What is causing the population of Aleutian Island sea otters to decline?</i> (0.5 Blocks)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Sea Otter Intro</a></li> <li>• <a href="#">Food Webs Analysis &amp; HW</a></li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• Develop preliminary models of ecological energy flow (food chains).</li> <li>• Use basic food chains to develop questions that will direct your investigation into the cause of the sea otter population collapse.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Energy flows through an ecosystem in one direction.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>• How can disruptions to a food web or chain impact an ecosystem?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Use models to predict the consequences to an ecosystem when food webs are disrupted.</li> </ul>
<p><i>Did a lack of prey lead to the collapse of the otter population?</i> (2 -2.5 Blocks)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Trophic Cascades - Kelp Sim</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Kelp Sim Instructions &amp; Game Board</a></li> <li>◦ <a href="#">Trophic Cascades - Alt Sim</a></li> </ul> </li> <li>• <a href="#">Kelp Forest Prey Data</a></li> </ul> <p><b>**Students should add to their Evidence/Data Tracker after the kelp forest activity.**</b></p> <p><b>Supporting Activities:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HHMI Food chain/web activity</a></li> <li>• <a href="#">Serendip Food Webs. Energy Flow</a></li> <li>• Serendip 10% Rule worksheet</li> <li>• <a href="#">How Wolves change rivers</a> (5 min. video emphasizes complexities of trophic cascades using Yellowstone wolf example)</li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• Create and/or use models to explain predictions about the possible effects of bottom up vs top-down regulation in an ecosystem.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Ecosystems can be controlled from the “bottom up” or “top down”.</li> <li>• Limiting factors to population growth include nutrient and energy availability and competition.</li> <li>• The Aleutian Island ecosystem is regulated from the top-down.</li> <li>• A lack of prey is not likely to be the cause of the sea otter collapse.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>• Are there other limits, besides food availability, to population growth?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Use models to show the effects of competition on population size and distribution.</li> </ul>
<p><i>Did competition from</i></p>		<p><b>Learning Target:</b></p>	<p><b>Know:</b></p>

<p><i>another predator cause the sea otter population collapse?</i></p> <p><i>(2 Blocks)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Modeling Competition</a></li> <li>• <a href="#">Sea Otter Competitors</a></li> </ul>	<ul style="list-style-type: none"> <li>• Collect and/or use data to predict population size, density, and/or distribution.</li> <li>• Use data to analyze how competition influences niche-partitioning in an ecological community</li> <li>• Explain the role abiotic and/or biotic resources play in defining the niche of a species.</li> </ul>	<ul style="list-style-type: none"> <li>• The competitive exclusion principle allows only one population to occupy a given niche, but niche partitioning allows organisms to work around this.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>• What other factors can limit and/or influence populations in an ecosystem?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Are there ways in which populations can interact that help each other?</li> <li>• What are the other ways that populations can interact in an ecosystem?</li> </ul>
<p><i>Could another type of ecological interaction have caused the sea otter collapse?</i></p> <p><i>(0.5 block)</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Ecological Relationships</a></li> </ul> <p><b>**Students should add to their Evidence/Data Tracker after each appropriate activity**</b></p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>• Explain how a symbiotic relationship provides an advantage for an organism by reducing one or more environmental pressures.</li> <li>• Use graphs and data to show the impact of ecological relationships on a population.</li> <li>• Describe what type of symbiotic relationships exist between two organisms.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Symbiotic relationships include parasitism (+/-), commensalism (0/+), and mutualism (+/+) and occur between organisms living in direct contact with one another.</li> <li>• Parasitism and/or disease are not likely causes of the sea otter decline.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>• How could predation or herbivory have impacted the sea otter population?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• What was happening to the two main sea otter predators- killer whales and bald eagles- during</li> </ul>


			the period in which the population decreased?
<p><i>Could a change in predator populations have caused the decline in sea otters?</i></p> <p><i>(2 -3 blocks)</i></p>	<ol style="list-style-type: none"> <li>1. <a href="#">Ecological Pyramids &amp; Killer Whales</a></li> <li>2. <a href="#">9- Bald Eagles &amp; Biomag</a></li> <li>3. <a href="#">Invasive Species</a></li> </ol> <p><b>**Students should add to their Evidence/Data Tracker after each appropriate activity**</b></p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>● Use computational thinking and data analysis to determine whether or not there is sufficient evidence to suggest that a change in predation was the cause of the sea otter collapse.</li> <li>● Explain the relationship between resource availability and a population's growth pattern.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>● Predation and herbivory are other ecological relationships that can impact populations in an ecosystem.</li> <li>● Logistic or exponential curves can describe the growth patterns of a population, depending on resource availability.</li> <li>● Invasive species can limit biodiversity when they outcompete native species for resources.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>● Are there abiotic factors that can impact an ecosystem?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>● How does nutrient availability and climate change impact biodiversity?</li> </ul>
<p><i>How do abiotic factors influence an ecosystem?</i></p> <p><i>( 1 Block)</i></p>	<ul style="list-style-type: none"> <li>● <a href="#">Nutrient Cycling</a> (Nitrogen Cycle)</li> <li>● <a href="#">Climate Data</a></li> </ul> <p>Other Activities: <a href="#">Nutrient cycling in the Serengeti (HHMI)</a></p>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>● Explain how natural changes in the ecosystem affect ecosystem dynamics.</li> <li>● Describe how changes to the biotic components of an</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>● Phosphorus and nitrogen are important limiting factors in an ecosystem.</li> <li>● Increases or decreases of rainfall and temperature can impact population size.</li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>● Do plants or animals adapt to a</li> </ul>

		ecosystem can influence abiotic nutrient availability.	habitat based on abiotic factors? <b>Next steps:</b> <ul style="list-style-type: none"> <li>How do abiotic conditions guide the plant and animal communities of ecosystems?</li> </ul>
<p><i>Can biodiversity be recovered after an ecosystem collapse?</i></p> <p><i>(1 block)</i></p>	<ul style="list-style-type: none"> <li><a href="#">Ecological Succession</a></li> </ul>	<ul style="list-style-type: none"> <li>Use models to develop an explanation of how ecosystems can recover after collapse.</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Ecological succession is the process by which an undisturbed ecosystem gradually recovers from a loss of biodiversity. <ul style="list-style-type: none"> <li>Primary succession occurs when an ecosystem is devoid of all life and involves the formation of soil to support life.</li> <li>Secondary succession occurs when an event occurs that wipes out an ecosystem, but soil remains.</li> </ul> </li> </ul> <p><b>Wonder:</b></p> <ul style="list-style-type: none"> <li>Does human activity interrupt succession, and can human damage be persistent in an ecosystem?</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Are there actions that humans can take to preserve local biodiversity and prevent ecosystem collapse?</li> </ul>
<p><i>How does human interaction affect</i></p>	<ul style="list-style-type: none"> <li><a href="#">Conservation Profiles</a></li> <li><a href="#">Conservation Profile Organizer</a></li> </ul>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>Given a human activity,</li> </ul>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>Biodiversity, the variety of life on Earth,</li> </ul>

<p><i>biodiversity?</i> (2-3 Blocks)</p>	<ul style="list-style-type: none"> <li>• <a href="#">HHMI Design a solution to biodiversity loss</a></li> </ul>	<p>predict the potential biological consequences for an ecosystem's Biodiversity.</p> <ul style="list-style-type: none"> <li>• Use evidence to support the claim that changes in ecosystems have resulted from human activities.</li> <li>• Create and/or use models to design solutions that mitigate the adverse effects of a human-induced environmental change on the biodiversity of an ecosystem.</li> </ul>	<p>is important for both ecological processes and human communities.</p> <ul style="list-style-type: none"> <li>• Human activities can threaten biodiversity through habitat loss, invasive species, pollution, population growth, and overharvesting (represented by the acronym HIPPO).</li> <li>• A variety of solutions can be designed to address biodiversity loss.</li> <li>• Designing a solution includes defining a specific problem, identifying potential partners, considering constraints, and refining based on feedback.</li> </ul>
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### Unit 8 Assessment (addresses all PEs)

#### Other Performance Assessments from Unit

1. [Population Trends & Ecosystem Dynamics Quiz](#)
2.  [HS-LS2-6 Assessment - The Big Biodiversity Experiment](#)

**SOUTHINGTON HIGH SCHOOL**

# Unit 8: Ecology

Accelerated Biology



# Unit Overview

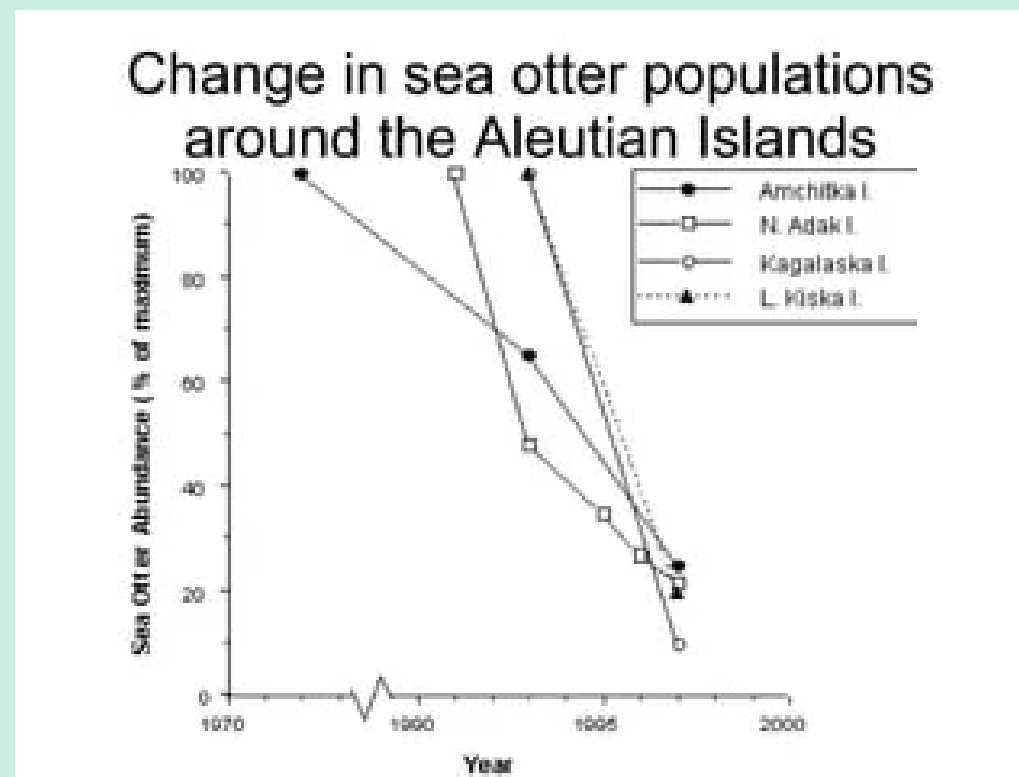
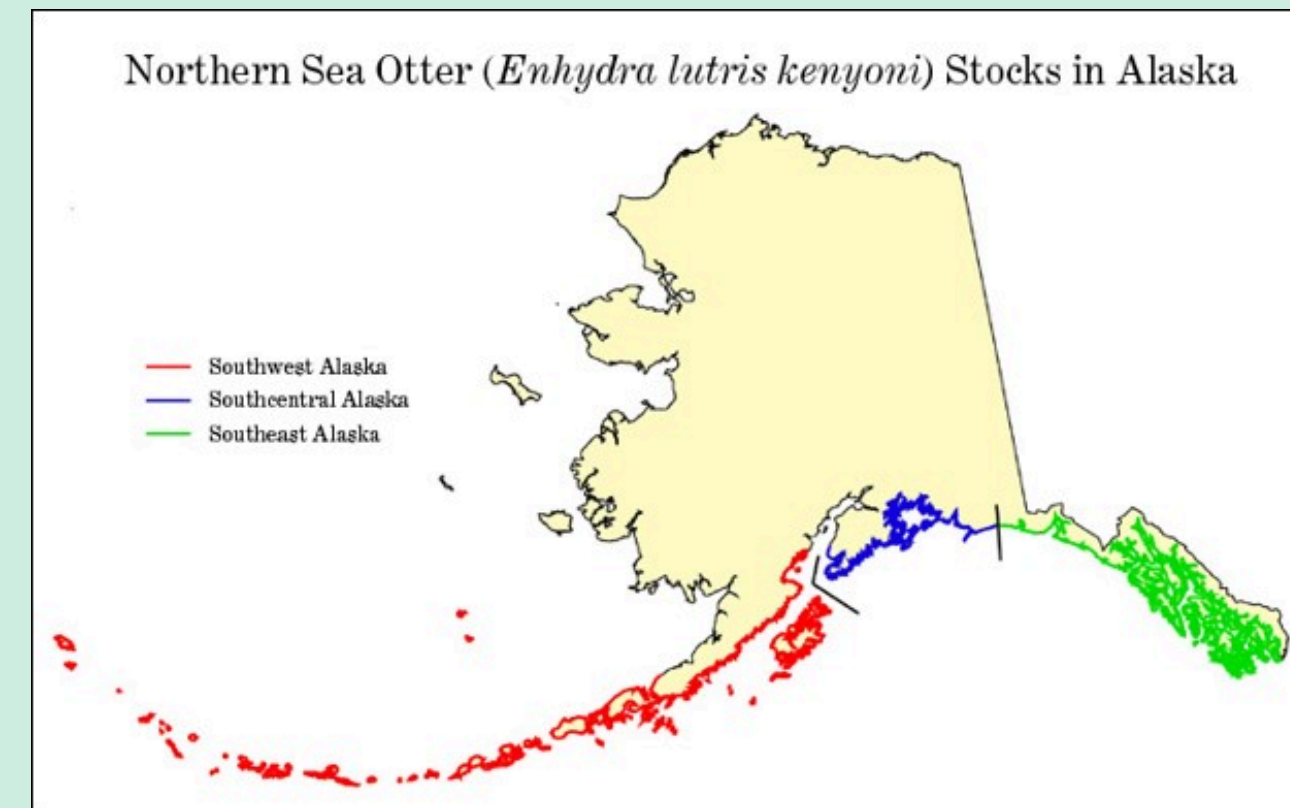
Students will...

- Examine the interconnectedness of biology across all levels of organization- from cells to organisms to ecosystems and beyond.
- Examine and investigate concepts such as energy transfer, matter cycling, community dynamics, biodiversity, and human impact on the living environment.
- Recognize that small changes in population biology can potentially have wide-ranging consequences within an ecosystem.
- Use what they have learned to develop conservation plans for other protected and/or declining ecosystems in an effort to maintain biodiversity, an important indicator of ecosystem health.

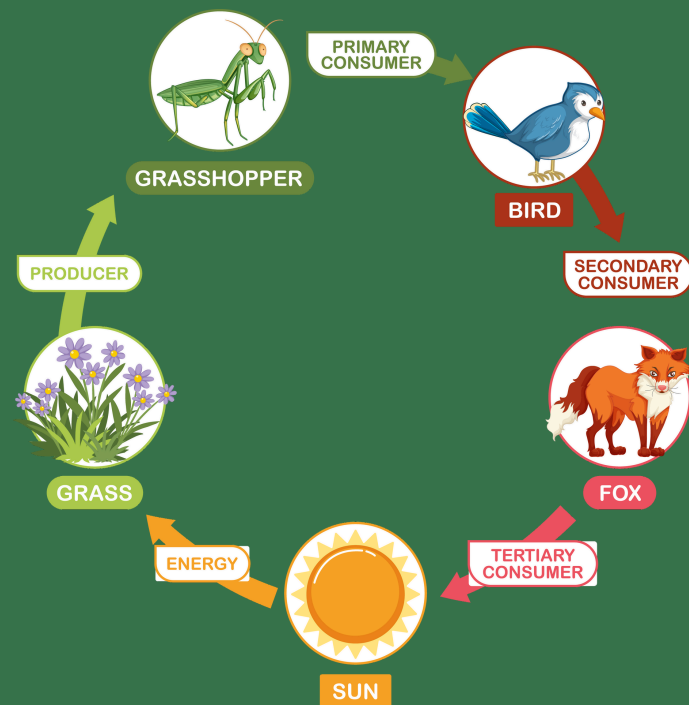


**WHY IS  
DECLINING  
BIODIVERSITY  
A CONCERN  
FOR THE  
HEALTH OF  
ECOSYSTEMS  
ACROSS THE  
GLOBE?**

# Anchoring Phenomenon: *Sea Otter Decline*



# Driving Questions & Learning Sequence



Acc Biology Unit 8

*What is causing the population of Aleutian Island sea otters to decline?*

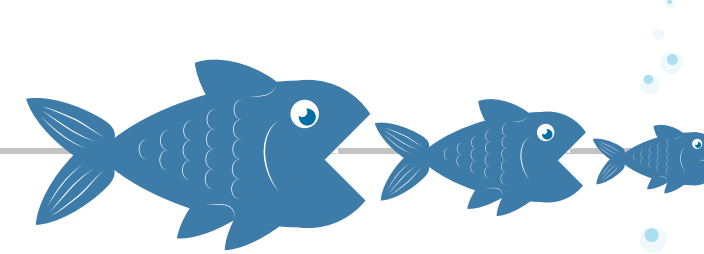


*Did a lack of prey lead to the collapse of the otter population?*

*Did competition from another predator cause the sea otter population collapse?*



*Could another type of ecological interaction have caused the sea otter collapse?*



*How do abiotic factors influence an ecosystem?*



*Could a change in predator populations have caused the decline in sea otters?*



*How does human interaction affect biodiversity?*



*Can biodiversity be recovered after an ecosystem collapse?*

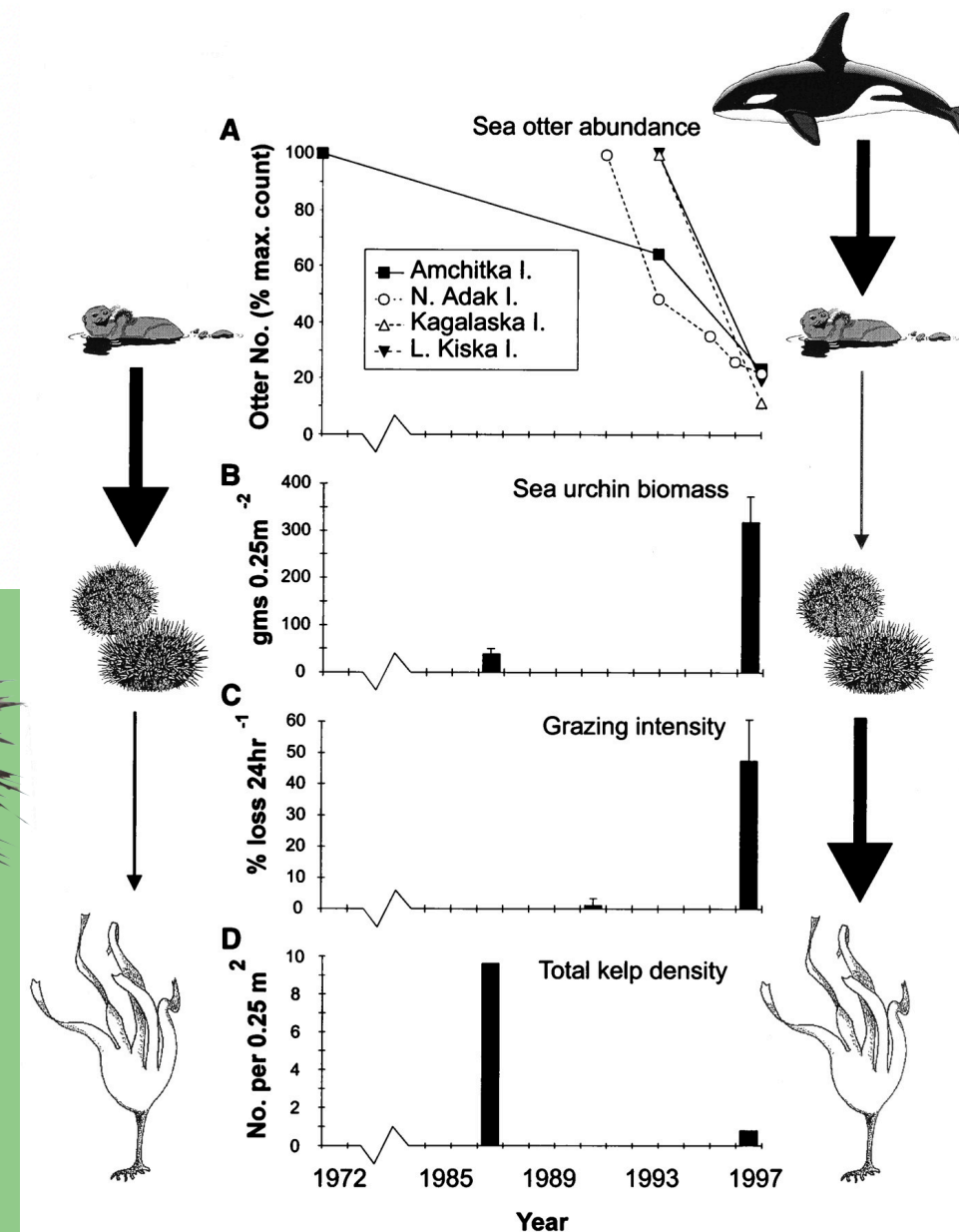


# Can You Explain Why the Sea Otters Declined?

## Collapse: Cause Report on Sea Otter Collapse

Using the ideas that you generated with your group, you will work **individually** to write a one page report explaining the initial cause of the sea otter collapse. Your report must:

- Clearly state your theory of the collapse.
- Create a story of the sea otter collapse that explains how the main and contributing causes led to the decline of the Aleutian sea otter population. You may do this with text or an annotated model.
- Use specific evidence gathered during classroom investigations to justify your argument.



Assessment Highlight:  
Critical Thinking



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 10 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Health I - Revised Curriculum - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Health I - Revised 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

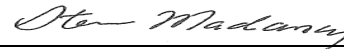
**Recommendation or Comment:** Move that the Board of Education approve the SHS – Health I - Revised Curriculum – as presented by the Curriculum & Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



\_\_\_\_\_  
Signature of Staff Member Submitting Report



\_\_\_\_\_  
Signature of Superintendent of Schools

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 1: Goal Setting through Wellness
<b>Grade Level/Course:</b>	9th Grade Health I
<b>Length/Dates:</b>	8-10
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit is the first introduction to high school health that students will have. The skill being covered is goal setting. The content being covered is wellness. Students likely have never heard of a skills-based health approach, and therefore a little bit of time should be spent explaining this model. Basically: There are 7 health enhancing skills that we will teach you throughout high school (the first being goal setting).

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
Standard 6: Use a goal-setting process to support health and well-being of self and others. <ul style="list-style-type: none"> <li>6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.</li> <li>6.12.3 Develop a goal and analyze how it supports health and well-being.</li> <li>6.12.5 Monitor progress and adjust the goal or plan as appropriate.</li> </ul>	
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> <li>A: Examine the wellness continuum.</li> <li>B: Examine the controllable factors that contribute to optimal wellness and chronic diseases.</li> </ul>	

<b>Transfer Goals (Vision of the Graduate)</b>	
List the long-term and/or school-wide independent student behaviors that this unit will address.	
<b>Creativity/Innovation Transdisciplinary Goal:</b>	
Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.	

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>Goal setting is a habit of highly successful people.</li> <li>By following specific steps, you can achieve what you need in life.</li> <li>To be “healthy” means you work towards a balance of the 8 dimensions of wellness.</li> </ul>
What are the big picture understandings that are transferable across contexts, places, and times?	

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>How can I apply goal setting to my life?</li> <li>How can I increase my chances of achieving/getting something I need/want?</li> <li>How can someone tell if they are healthy or not?</li> </ul>
These questions are related to the enduring understandings and provide relevance for the learning in the unit.	

<b>What will students <u>know</u>...</b>	<b>What will students <u>be able to do</u>...</b>
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Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Define goal setting definition and identify the steps</li> <li>● Explain the word relevant</li> <li>● Describe the 8 Dimensions of Wellness</li> <li>● Explain what the term “Skill Cues” means</li> <li>● Describe the term “Vision Board”</li> </ul>	<ul style="list-style-type: none"> <li>● Create a SMART Goal with short and long-term action steps</li> <li>● Monitor progress toward an individualized goal</li> <li>● Analyze the quality of a goal and make improvements to a poor goal</li> <li>● Practice writing strong goals</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** For students to demonstrate effective goal setting through the “Assess, Identify, Create, Apply, Record” (AICAR) skill cues.
- **Role:** Students conduct the analysis and are in charge of the creation of a SMART Goal.
- **Audience:** The audience is the students themselves. The teacher reviews the goal and action plan, but the student is creating a goal for themselves.
- **Situation:** At the beginning of the unit, students will analyze how they are doing with each dimension of wellness. Based on data, students will pick a dimension that they want to improve upon. After learning the skill cues to goal setting, students will create an individualized and meaningful health related goal.
- **Product/Performance/Purpose:** Students will follow the AICAR skill cues and create a health-related goal. This will include action steps for completing the goal and progress monitoring. Students should give themselves the semester to complete the goal. In the middle of the semester, the teacher will have students complete a check-in, and at the end of the semester, students will evaluate the effectiveness of their efforts.
- **Standards and Criteria for Success:**
  - Standard 6:
    - 6.12.3 Develop a goal and analyze how it supports health and well-being.
    - 6.12.5 Monitor progress and adjust the goal or plan as appropriate.
  - See below Resources for Criteria for Success

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

1. [Creating Your Personal Goal](#)
2. [Checking In On Your Goal](#)
3. [Final Goal Setting Reflection](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

The above assignments are graded on point value (see each assignment). The teacher is expected to grade each assignment in a timely fashion and include feedback.

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- Quiz on goal-setting skill cues
- [Dimensions of Wellness Self Assessment](#)
- [Self Assessment Analysis](#)
- [Goal Setting Vision Board](#)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ul style="list-style-type: none"><li>● <i>Describe how setting goals can affect my health</i></li><li>● <i>Explain how health is affected across a variety of dimensions</i></li></ul>	<ul style="list-style-type: none"><li>● <i>Define goal setting &amp; wellness</i></li><li>● <i>Identify 8 dimensions of wellness</i></li></ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

**Hook:** We are starting our first unit! The skill is goal setting. By the end of this unit, I hope you are convinced of the value of this skill. By the end of this unit, you will be able to set a quality goal.

#### **Activity 1:** What is goal setting?

- In small groups, talk to each other about what does that (goal setting) mean?

#### **Activity 2:** Create a definition

- In the same small groups, write down a definition of goal setting that you all can agree upon.
- When done, all groups share with the larger class
- Then compare to the teacher's definition

#### **Activity 3:** Large group relevancy discussion

- Teacher leads whole class discussion using the following prompts
  - Are there things you want to achieve?
  - Do you have "wishes"?
  - What are they? If realistic, they can be achieved

#### **Activity 4:** Think, Pair, Share - What is wellness?

- Individually, students complete the ["Do Now: Think, Pair, Share"](#) worksheet
  - Part 2 requires students to pair up, talk and reflect

#### **Activity 5:** Healthy behavior brainstorm

- Give each student a post-it note

- Write down two behaviors you try to do everyday to keep yourself healthy, and one behavior you think is important to do more often than you already do.

**Brain Boost:** 4-3-2-1 BLAST-OFF

- Firmly shake 4 different classmate’s hands and say HI
- Touch 3 different walls
- Give 2 compliments out (to different people than handshake)
- Do 1 set of 10 squats... get low!

**Activity 6:** Dimensions of wellness

- Instruction on the 8 dimensions of wellness (financial, occupational, environmental, spiritual, physical, intellectual, emotional, social)
- When done, circle back to the behaviors the students wrote. Ask them/discuss: what dimension do they belong in?

**Closure:** How can dimensions of wellness help us set goals?

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Collect and grade the “Do Now. Think, Pair, Share”

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>• Describe 8 dimensions of wellness</li> <li>• Assess my current health</li> <li>• Identify areas of strength and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Define goal setting &amp; wellness</li> <li>• Describe 8 dimensions of wellness</li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

**Hook:** Review this quote... what does it have to do with goal setting?

- “A goal without a plan is just a wish.”

**Activity 1:** Review, reteach

- Definition of goal setting
- Relevance of goal setting
- 8 Dimensions of Wellness

**Activity 2:** Dimensions of Wellness Group Brainstorm

- Chart paper will be hanging around the room with one dimension of wellness written on the top. You will rotate around the room to each paper, and list different health behaviors that fall under that dimension.

**Activity 3:** [Short story](#)

- Read a short story aloud that highlights some of the different dimensions of wellness. Students will work to identify the different dimensions within the story.

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

Closure: to a partner or in small groups

- Define goal setting
- List & describe each of the 8 dimensions of wellness

### Learning Target:

- *Remember the goal setting skill cues*
- *Assess my current health*
- *Identify areas of strength and improvement*

### Success Criteria:

- *Self-Assessment & Analysis*

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

**Hook:** What are they?

- Picture representations of the 8 dimensions of wellness are displayed; students have to figure out what each category title is

**Activity 1:** Goal setting skill cues

- Provide instruction on what the term “skill cues” means
- Introduce the goal setting skill cues: AICAR (assess, identify, create, apply, record)
- Teacher AICAR acronym: All Individuals Care About Respect (or have students create own saying to remember AICAR)

**Activity 2:** Interactive activities for dimensions of wellness

- Suggested activities:
  - Physical Domain: Reaction test
  - Spiritual Domain: Meditation
  - Financial Domain: Money managing
  - Occupational Domain: Dream job

**Activity 3:** [Wellness self-assessment 7 analysis](#)

- Students complete a health related [self-assessment](#) based on the 8 dimensions
- Students then complete the [data analysis](#) piece in order to determine an area of need

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

- [Wellness Self-Assessment](#)
- [Wellness Data Analysis](#)

### Learning Target:

- *Identify the goal setting skill cues*

### Success Criteria:

- *Turn your wish into a goal by creating a plan*

<ul style="list-style-type: none"> <li>● Assess my current health/well-being</li> <li>● Create a health related goal</li> </ul>	<ul style="list-style-type: none"> <li>● Students identify the style of goal setting that best suits them</li> </ul>
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### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

#### [Unit Slide Deck Linked Here](#)

**Hook:** Remember the skill cues!

- What's our trick for remembering them?
- What are they?
- Review the acronym and skill cues with the students

**Activity 1:** Styles of Goal Setting

- There are different styles of goal setting. Let's learn about some of the most effective:
  - SMART goals
  - Telescopes & Microscopes
  - Eisenhower Box
  - Forming Habits (Atomic Habits/James Clear)

**Activity 1:** What's Your Style?

- After learning about the different styles of goal setting, students reflect on which style best fits their personalities/wants/life
- Students then create a goal using that style
  - Provide students with a graphic organizer that matches their chosen style
    - Example: Students complete [SMART Goal Creation assignment](#)

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

- [SMART Goal Creation Assignment](#)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<ul style="list-style-type: none"> <li>● Explain how to goal set</li> <li>● Analyze the quality of a goal</li> </ul>	<ul style="list-style-type: none"> <li>● Fist to Five: Improve my ability to create a strong goal</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

#### [Unit Slide Deck Linked Here](#)

**Quiz:** How to goal set

- On a post-it, piece of paper, or electronically have students explain how to goal set
- When done and completed/submitted, review the skill cues (correct answer) with the class

**Activity 1:** Good goal bad goal

- Provide examples of good and bad goals
- First individually and then in small groups, have students analyze and adjust the goals

**Activity 2: Review your goal**

- Have students go back into Canvas and look at the goal they set. Have them analyze their own goal and adjust it as necessary

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- Quiz on how to goal set
- Student-created goal assignment

**Learning Target:**

- Summarize my goal and plan through a vision board

**Success Criteria:**

- Vision Board

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**[Unit Slide Deck Linked Here](#)**

**Hook:** "A goal without a plan is just a wish."

- What are some WISHES you had growing up?
- What are some wishes you know other people have?

**Activity 1: [Vision board](#)**

- Create a vision board that represents your goal through various pictures, words, or phrases. Your vision board should represent your chosen dimension of wellness (ex; physical, social, emotional, etc).

**Closure:** Be the light

- It's okay to work on your wellness. It's okay to talk about your wellness. No one is perfect in each dimension! Progress, not perfection.

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Vision board](#)

**Learning Target:**

- Reflect on and make adjustments to my health related SMART Goal

**Success Criteria:**

- SMART Goal Check-In

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

This lesson should be taught half way through the semester. Using the [SMART Goal Check-In assignment](#), students will reflect on their progress in regards to their SMART Goal generated during the beginning of the course, and make any necessary adjustments to that goal.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [SMART Goal Check-In Assignment](#)

### Learning Target:

- *Reflect on process and effectiveness of their health related SMART Goal*

### Success Criteria:

- *SMART Goal Final Reflection*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

This lesson should be taught at the end of the semester. Using the [Goal Setting Final Reflection](#), students will reflect on the process and effectiveness of their health related SMART Goal generated during the beginning of the course and worked on throughout the semester.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Goal Setting Final Reflection](#)

### Alternative Learning Activities.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

- Core Values & Decision Making
  - These are covered in Health 2, but given the connection to Goal Setting, teachers may be inclined to run a few activities related to core values and decision making.

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2: Analyzing Influences Through ANOD
<b>Grade Level/Course:</b>	9th Grade Health I
<b>Length/Dates:</b>	8-10
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will develop the skill of analyzing factors that impact their health and the decisions they make. Students will learn about alcohol, nicotine and other drugs as they practice and improve the skill of analyzing influences.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Standard 2: Analyze influences that affect health and well-being of self and others.</p> <ul style="list-style-type: none"> <li>• 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.</li> <li>• 2.12.4 Formulate strategies to manage influences that impact health and well-being.</li> </ul> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> <li>• A: Examine situations that could lead to the use of alcohol and other drugs.</li> <li>• B: Examine the resiliency skills that empower people to remain alcohol- and drug-free.</li> </ul>

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p>

<b>Enduring Understanding(s):</b>	
What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> <li>• We are constantly bombarded with influences all day and night.</li> <li>• Being aware of our influences greatly helps us to make the right choices.</li> <li>• Whatever the reason someone seeks out alcohol, nicotine or other drugs, there is a healthier and more effective outlet.</li> </ul>

<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● How do we know we are being influenced?</li> <li>● In what ways does the skill of analyzing influences impact our day to day lives?</li> <li>● How can someone overcome the pressure to use alcohol, nicotine, and other drugs?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Describe what “analyzing influences” means.</li> <li>● Explain the importance of analyzing influences.</li> <li>● Reflect on real life scenarios where alcohol, nicotine, or other drugs may be used.</li> <li>● Explore risky behavior data of Southington youth.</li> <li>● Discuss why people choose to use alcohol, nicotine and other drugs.</li> <li>● Explain the causes and impacts of addiction.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze influences: recognize what impacts my choices and actions.</li> <li>● Follow healthy pursuits as an alternative to using alcohol, nicotine, or other drugs.</li> <li>● Influence the health decisions of others.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b>
What will the student produce? Use the GRASPS model below to design your performance task.
<p>Two separate performance tasks will be completed by students.</p> <p>Performance Task 1: Natural High</p> <ul style="list-style-type: none"> <li>● <b>Goal:</b> For students to walk away from this task with a legitimate and healthy alternative to using alcohol, nicotine, and other drugs.</li> <li>● <b>Role:</b> Developer and storyteller. First they decide on their healthy hobby and create a plan for participating in it. Then they share with others what their activity is and why.</li> <li>● <b>Audience:</b> Students are sharing their natural high with each other. They are also encouraged to share it with friends and family outside of class. Ultimately, however, this performance task is being completed for themselves. It is an opportunity to learn about yourself, what you enjoy and look forward to, and to pursue that.</li> <li>● <b>Situation:</b> After acknowledging the reasons people seek out alcohol, nicotine and other drugs, students will reflect on what they enjoy doing, research it, and develop a better, healthier, hobby/escape.</li> <li>● <b>Product/Performance/Purpose:</b> Students can make a video, write an essay, or create a slideshow through which to share their natural high.</li> <li>● <b>Standards and Criteria for Success:</b></li> </ul>

- B: Examine the resiliency skills that empower people to remain alcohol- and drug-free.
- 2.12.4 Formulate strategies to manage influences that impact health and well-being.
- **Critical Thinking Transdisciplinary Goal:** Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).
- [Natural High Project Part 1](#)
- [Natural High Project Part 2](#)

#### Performance Task 2: Influence Others Infographic/Billboard

- **Goal:** Convince other teens to avoid drug use.
- **Role:** Graphic Designer. Students are responsible for creating an eye-catching and convincing infographic.
- **Audience:** Other teenagers that live in Southington.
- **Situation:** You are the Director of Health for the town of Southington. After looking at youth risk behavior data you become concerned about alcohol, nicotine, and other drug use by teenagers here in town. You decide to create an infographic or billboard to motivate/inspire teenagers to avoid ANOD.
- **Product/Performance/Purpose:** Students will use Canva to create the infographic/billboard.
- **Standards and Criteria for Success:**
  - 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.
  - 2.12.4 Formulate strategies to manage influences that impact health and well-being.
  - **Creativity/Innovation Transdisciplinary Goal:** Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.
  - [Influencing Others Infographic/Billboard assignment](#)

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- <https://southingtonsteps.org/>
- [kidshealth.org](http://kidshealth.org)
- [https://www.ctclearinghouse.org/topics/fact\\_sheets/](https://www.ctclearinghouse.org/topics/fact_sheets/)
  - Choose from the fact sheet lists of topics that are relevant (articles and resources for students to use)
- [What Is Fentanyl? Infographic](#)
- [Fentanyl PSA](#)
- [Natural High - Storyteller](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Evaluative Criteria are included in the performance tasks below:

- [Natural High Project Part 1](#)
- [Natural High Project Part 2](#)
  - [Natural High Essay](#)
  - [Natural High Slideshow](#)
  - [Natural High Video](#)
- [Influencing Others Infographic assignment](#)

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- [Analyzing Influences Formative Assessment](#)
- BlooKet quiz to check for understanding of analyzing influences skill cues
- [Teenage Alcohol Use Story](#)
- [Small Group Scenario](#)
- 4 Station Rotation:
  - [Addiction Reflection](#)
  - [Vaping Infographic](#)
  - [Nicotine Influence Brain Storm](#)
  - Impaired Vision Station
- Video Discussions (see Stage 3)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"><li>● Define the skill of analyzing influences</li><li>● Discuss the relevance of this skill in your life</li></ul>	<ul style="list-style-type: none"><li>● Identify the skill</li></ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

*Hook:* What concert would you love to go to right now?

- Share with your group
- What type/genre of music is that?
- When did you start listening to them? When did you start listening to that type/genre?
- Why do you think you listen to that group/that type of music?

*Introduction:* We are starting a new unit today called “Analyzing Influences Through ANOD.” This skill is analyzing what influences us. I’ll teach that skill to you through the topic of ANOD. What’s ANOD? We’ll get to that. That’s the content.

### *Learning Card*

#### *Activity 1: Definitions*

- In your small group, define “analyze”
  - Share with class
- In your small group, define “influence”
  - Share with class
- In your small group, define our new skill: “Analyzing influences”

- Share with the class
- Present correct definition: Analyzing influences is a health enhancing skill that gives us the ability to recognize what impacts our choices and actions.
  - Talk as a small group, how was your definition similar? What did you forget?
- What is ANOD?
- What are Gateway Drugs? Why are they called that?

*Activity 2: Good or Bad?*

- Project different alcohol/nicotine/drug situations and have students stand on one side of the room if it is a good idea/situation or the other side of the room if it is a bad idea/situation.
  - Example: parents giving their teenage children a small amount of wine with dinner during a holiday according to their culture
- EXTENSION: Each small group, on their whiteboards, must come up with a morally ambiguous scenario. The goal is to get some students on one side of the room and some on the other
  - Each group gets to lead the class.
- Debrief: ANOD use is not black and white. It's not as easy as "Just Say No"

Closure: Relevance

- What's important to you right now?
  - Large group/class brainstorms ideas from the students & teacher puts them on the board.  
Examples: how you look, the music you listen to, sports you play, grades you get
    - Discuss what influences their choices/preferences
    - Make the point: you are influenced on a regular basis, and it impacts important things!

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>o Describe skill of analyzing influences &amp; its relevance</li> <li>o Discuss different ANOD influences</li> <li>o Recall the trick to remembering the analyzing influences skill cues</li> </ul>	<ul style="list-style-type: none"> <li>● Define analyzing influences</li> <li>● Recall mnemonic device</li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: Women Can't Vote

- Prior to 1878, women could not vote in elections. In 1878, for the first time ever, an amendment was introduced in Congress to allow women to vote. It was not approved until 1920, 42 years later, and it's known as the 19th amendment. It took 42 years of INFLUENCE...
- About 50 years ago, many women weren't allowed to play sports. That changed in 1972 when Congress signed into law Title IX. How? INFLUENCE...
- Debrief: influence is relevant, it's important, for little things and big

*Learning Card*

*Review: Definition of our new skill*

- Analyzing influences is a health enhancing skill that gives us the ability to recognize what impacts our

choices and actions.

### Activity 2: Good or Bad? PART II

- Project the same scenarios/situations from the previous lesson. For each one, have students discuss in small groups what the influences are in that situation. Discuss as a large group after each one.
- Debrief: there are so many influences in our lives. Many we can pinpoint, many we don't even realize.

### Brain Blast/Boost of your choice

#### Instruction: ANOD use in our community

- Share STEPS data on ANOD use at school
- Is this relevant?! YES! Look at the data.

#### Instruction: Analyzing Influences Skill Cues

- First, what does the term "Skill Cues" mean?
- Analyzing Influences Skill Cues: IAEC
  - Identify the Influence
  - Analyze the Influence
  - Examine Factors and Impact
  - Consider an Action Plan
- Mnemonic device: "I Am Easily Convinced"

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- Informal assessment:
  - Can you identify the skill?
  - Can you define the skill?
  - What is the mnemonic device we use to remember the skill cues?

### Learning Target:

*I can...*

- Brainstorm reasons why people may start to and continue using alcohol.
- Summarize how our skill cues can be applied to alcohol use.
- Practice utilizing the 4 analyzing influences skill cues.

### Success Criteria:

- Identify different influences related to alcohol use.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

*Hook:* What does IAEC stand for?

- Possible answers: I Am Easily Convinced (our mnemonic device); skill cues (Identify, Analyze, Examine, Consider)
- Debrief: this is how we remember our skill cues

*Review: Definition & Skill Cues*

- Review definition of “analyzing influences”
  - Have students in small groups pretend their peers have never heard that term before and they are defining it for the first time (each person goes)
- Review analyzing influences skill cues (IAEC)

*Activity 1: Why Alcohol? Brainstorm*

- First, what are we talking about when we say “alcohol”?
- As a small group, brainstorm reasons people START to drink alcohol
  - Combine all responses to top half of one poster paper
- As a small group, brainstorm reasons people continue to drink alcohol
  - Combine all responses to bottom half of one poster paper
- Debrief: These are all different types of influences; are influences obvious or subtle? (answer: they can be either)

*Brain Blast/Boost of your choice*

*Activity 2: Modeling*

- Provide students with part one of a short story about someone their age being influenced to drink alcohol multiple times/ways in the span of a couple days. Individually students must read the story and write down all of the different influences they read.
  - Go over part one as a class. Share and discuss the different influences
- Teacher then reads part two of the story where the person goes through each of the skill cues to analyzing influences

*Activity 3: Student Centered Scenarios*

- In small groups of 3, students must create their own realistic scenarios depicting someone their age either drinking alcohol for the first time or drinking alcohol again. They will also prepare a list of the influence(s) in their scenario.
  - Round robin where each group sits with and reads their story to another group. The other group must try to identify the influences.

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- Blookey quiz to check for understanding of analyzing influences skill cues
- [Small Group Scenario](#)

**Learning Target:**

- I can...*
- *Explore different influences that cause us to use drugs.*
  - *Explore different ways drugs influence us.*

**Success Criteria:**

- *Share an aha moment or follow-up question*

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

## Learning Card

**Quiz:** identifying/recalling definition of analyzing influences & the skill cues

- After students take the quiz and it is collected, go over the answers to provide immediate feedback to students

**Instruction:** throughout today's lesson, think of either an "Aha moment" or a follow-up question; you will have to share this at the end of class

**Activity:** 4 Station Rotation (split class into 4 groups)

- Station 1: Infographic comparison
  - Students presented with 2 infographics on vaping & complete a the [vaping infographic worksheet](#); one worksheet per student
    - [Infographic "A"](#) (make 5 copies)
    - [Infographic "B"](#) (make 5 copies)
- Station 2: Vaping/Cigarette Influence Brainstorm
  - Students brainstorm why people would start and continue to vape; one [worksheet](#) per group
- Station 3: Impaired Vision Station
  - Students wear "beer goggles" and complete a set of tasks; [one station card](#) for the entire class
- Station 4: Addiction Reflection
  - Students complete reflection on addiction; one [worksheet](#) per student

**Closure:** Debrief

- Let students stay in their groups and ask the following questions letting them talk as a group, and then sharing with the entire class:
  - What station did you learn the most?
  - What station did you enjoy the most?
  - At which station did you explore different influences that cause us to use drugs? At which one did you explore different ways drugs influence us?
  - What was your "Aha moment" or follow-up question?

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

- [Analyzing Influences Formative Assessment](#)

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"><li>● Discuss addiction with others despite its stigma.</li><li>● Explain how addiction works.</li></ul>	<ul style="list-style-type: none"><li>● Explain how addiction works through an elevator speech</li></ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

**Hook:** Is there an adult in our school that you look up to/think is cool/interesting? Is there an adult in our school that you feel close to? Is there an adult that you would feel comfortable asking for help if you were struggling?

## *Learning card*

### [Addiction video: no words](#) (5 mins)

Debrief (small groups - 5 mins)

- Was this an effective/compelling/powerful/influential video? Why or why not?
- What's the message? What is it teaching you about addiction?
- How come words aren't needed?

*Brain Boost of your choice*

### [The Science of Joy video](#) (3 mins)

Debrief (small groups - 10 mins)

- What are some "fun" things in your life?
- What happens in our brain when we do something fun?
  - Dopamine released/want more/rank what you like
  - What you like, the combination of things you like, make you you, that makes you unique
- This happens in the part of the brain called the "reward center"; what is the "organized or working" part of the brain called? (prefrontal cortex)
  - This is the part of your brain that is still growing till age 25
- It's an oversimplification, but what are the 2 parts of the brain?
  - Reward center & decision maker

### [The Dark Side of Highs video](#) (3 mins)

Debrief (small groups - 10 mins)

- Can alcohol, vaping and other drugs make you feel good? How so?
- In the brain, with the dopamine release, it's like a reward. What did you do to get that reward?
  - Artificial high; a fake high
- A ton more dopamine is released when using ANOD compared to other natural rewards. What does that do to the internal ranking of habits/fun things in your reward center/brain?
  - This is the beginning of addiction; body has trouble making dopamine on it's own or naturally & you crave it so you push everything else away to get it, but it's a fake high
- What's the part of the brain called that controls reasoning & planning & chooses between risk and reward?
  - Prefrontal cortex

### [Choosing Wisely video](#) (3 mins)

Debrief (small groups - 10 mins)

- The video says drugs create an artificial dopamine "superhighway." What does this mean to you?
- The video says "regular use of even the most common drugs can cause structural damage to your developing brain." What are the common drugs they are referring to?
  - Alcohol, marijuana... any others? (nicotine)
- The damage to your developing brain can last long after you stop using. What functions does drug use impact/influence?
  - Regulating emotions; motivation; impulse control & decision making
    - Can impact you even after you quit
- Again: "with some drugs you need stronger and stronger doses to get the same feeling?" What does that mean again?
- Addiction replaces what your body naturally enjoys with the ever increasing focus on the ripoff of artificial/fake high
- Think about what influences us to use ANOD. What is the biggest or most common reason?
  - Peers; but we only see part of the picture
- How can some people seem to handle ANOD fine while others become addicts?

- You don't know how it will go for you

*Activity: Elevator Speech*

- Give each student an index card. Using bullet points they need to explain what happens when someone gets addicted or how addiction happens
- Have students give their pitch to each other in their groups

Closure: Artificial highs can lead to addiction and isolation. How do you think nurturing natural highs and positive relationships can contribute to your health and happiness?

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.

- Addiction Elevator Speech

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● Describe how to analyze influences in my life.</li> <li>● Explain the difference between a natural &amp; artificial high.</li> <li>● Explore different natural highs &amp; reflect on my own.</li> </ul>	<ul style="list-style-type: none"> <li>● Outline/plan of how you will tell your natural high story</li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: Ambiguous picture

- Write down on a post-it what you see. Describe the picture. Don't tell anyone.
- Raise your hand if you saw 1 lady; raise your hand if you saw 2 ladies
- Those who saw 1 lady, describe her
- Point: people can look at that and see different things. You have no idea what you'll see. Similarly, you have no idea how your brain/body will react to ANOD. Some people can handle it, and some can't

*Learning Card*

*Review:*

- Have small groups define the skill of analyzing influences
  - Show them the definition
- Show students the mnemonic device used to remember the skill cues and ask them: Based on that, what are the analyzing influences skill cues?
  - Students discuss in small groups, then show them the skill cues
- Have students in small groups try to recall the questions in each skill cue
  - Show them the questions
- Have small groups discuss whether or not the skill cues can be simplified to 3 instead of 4
- Ask the small groups to discuss the difference between a natural & artificial high.
  - Review as a large class

- Give each group an index card and have them explain using bullet points how addiction works
  - Show them the correct answer and ask them what comes next?
- Ask small groups to discuss why natural highs are so important for our health & wellbeing?
  - Discuss as a large group (to help us avoid and/or not be influenced to use ANOD)

Brain Boost of your choice

Activity: Natural High Project

- <https://www.naturalhigh.org/storyteller/>
- Have students type the link above into their browser. Explain: These are influential people, sharing their stories about their natural highs.
- Show the Jon Sundt story
  - Reinforce: We want YOU to find your natural high
  - Explain: We are working on the last skill cue; this will help you with the last analyzing influences skill cue (consider an action plan)
- “There are 40 videos on that page. Pick and watch 2 of them. Pick ones that truly seem interesting to you.”
- Students complete the “[Natural High Project: Part 1](#)” assignment in Canvas

Closure:

- Next class will be part 2. You will create a presentation and share your natural high.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Natural High Project Part 1](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>• <i>Explore my natural high.</i></li> <li>• <i>Create a presentation to share my natural high with others.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Present your natural high!</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Hook: (another) Ambiguous picture

- Don't tell anyone, but think about what you see!
- Raise your hand if you saw only a rabbit; raise your hand if you saw only a duck
- Point: people can look at that and see different things. You have no idea what you'll see. Similarly, you have no idea how your brain/body will react to ANOD. Some people can handle it, and some can't

*Learning Card*

*Activity: Natural High Project Part 2*

- “Last class you identified a natural high. Today you will complete part 2 of the project. First you will do research on your natural high. You will type your findings and reflections about your natural high. After your research is complete, you will pick how you want to share your natural high story. You can make a video, write an essay, or put a slideshow together. We will present these in class.”
  - The “Natural High Project: Part 2 Overview” is in Canvas
    - It may help to show students the “Modules” screen in Canvas
- Go through each presentation option, including how they will be graded:
  - Natural High Video
  - Natural High Essay
  - Natural High Slideshow
- Let students get started
- Extension:
  - Pair up students that finish early, and have them present to each other!
    - Video: students that created a video can simply play the video
    - Essay: students that wrote an essay can read their essay
    - Slideshow: students that created a slideshow can present it

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

- [Natural High Project Part 2](#)
  - [Natural High Essay](#)
  - [Natural High Slideshow](#)
  - [Natural High Video](#)

### Learning Target:

- I can...*
- *Explain what analyzing influences means and how to do it.*
  - *Share my natural high with others.*
  - *Research common drugs used in our community.*

### Success Criteria:

- *Awareness and sharing of your natural high*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Hook: (another) Ambiguous picture

- What do you see!
- Talk to the people at your desk clump
- Point: people can look at that and see different things. You have no idea what you’ll see. Similarly, you have no idea how your brain/body will react to ANOD. Some people can handle it, and some can’t

*Learning Card*

*Review:*

- Have small groups define the skill of analyzing influences

- Show them the definition
- Show students the mnemonic device used to remember the skill cues and ask them: Based on that, what are the analyzing influences skill cues?
  - Students discuss in small groups, then show them the skill cues
- Have students in small groups try to recall the questions in each skill cue
  - Show them the questions
- This unit is analyzing influences through ANOD. What other topics/content could this skill be transferred to and used with?

*Activity: Double Circle*

- Set desks up in a double circle
- Explain the activity: One partner presents their natural high (plays video or reads essay or goes through slideshow), then the other person goes
- Review class rules
- Teacher facilitates presentations; inside circle goes first, then outside, then rotate
  - Students present to half of the class.

*Closure:*

- Think about the classmates you were partnered with
- Similarities?
- Impressed?
- The more you learn...
- Be sure to hit submit!

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Natural High Project Part 2](#)
  - [Natural High Essay](#)
  - [Natural High Slideshow](#)
  - [Natural High Video](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● <i>Research common drugs used in our community.</i></li> <li>● <i>Create an infographic to convince other teens to avoid ANOD use.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Influential Infographic</i></li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: Think about this: have you ever influenced someone else before?

- Do not share with anyone
- Your influence may or may not be connected to ANOD
- Your influence might have been bad or good
- We aren't here to judge, simply make ourselves aware that we have the potential to influence others, and in some cases we have already done that

## Learning Card

### Activity: Natural High Fentanyl PSA

- Debrief: students are already in small groups
  - Share with your group your initial impressions
    - Teacher asks students to share with the entire class
  - Share with your group what you learned or what your takeaway is
    - Teacher asks students to share with the entire class

### Activity: Summative Project - Influential Infographic

- You learned how to recognize and analyze things that influence you. Now it's time to be an influence on others.
- You will create an infographic or billboard to influence others
  - What is an infographic? [Model this infographic on fentanyl](#)
- Go to [STEPS website](#) and look at school data on drug use
- Pick a common drug (alcohol, marijuana, vaping, etc.)
- Conduct more research at [kidshealth.org](#) or [CT Clearinghouse](#)
  - For CT Clearinghouse: Choose from the fact sheet lists of topics that are relevant (articles and resources for students to use)
- Develop an infographic or billboard on Canva to influence peers not to use that drug
  - [Influential others infographic/billboard grading](#)

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Influencing Others Infographic/Billboard assignment](#)

## Alternative Learning Activities.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Justin's Story
  - Previously found in the "Health 2 - Addiction" unit
- Gateway to Heroin Video Clips
  - Previously found in the "Health 2 - Addiction" unit
- Vision of Addiction Poster
  - Previously found in the "Health 2 - Addiction" unit
- Fallen Stars
  - Previously found in the "Health 2 - OTC, Rx & Illegal Drugs" unit
- Guest Speaker
  - Police Officers

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 3: Developing Healthy Relationships through Communication
<b>Grade Level/Course:</b>	9th Grade Health I
<b>Length/Dates:</b>	8-10
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on building student's communication skills. Communication is taught through the content of healthy relationships. This transferable skill is vital for student success now, and will be utilized throughout their lives.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
Standard 4: Use interpersonal communication skills to support health and well-being of self and others. <ul style="list-style-type: none"> <li>● 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.</li> <li>● 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.</li> </ul>
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> <li>● A: Identify characteristics of healthy and unhealthy relationships.</li> <li>● B: Connect styles of communication and power/control within a relationship.</li> <li>● C: Explore effective strategies for handling challenges in relationships.</li> </ul>

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> <li>● Effective communication improves our quality of life.</li> <li>● Nonverbal communication is equally important as verbal communication.</li> <li>● We are social beings with a need for quality relationships.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● Why should I strive to become a better communicator?</li> <li>● How do people communicate?</li> <li>● What impact does communication have on one's health?</li> </ul>
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<b>What will students <u>know</u>...</b>	<b>What will students <u>be able to do</u>...</b>
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Factual information, vocabulary and basic concepts related to each indicator	Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Identify characteristics of healthy and unhealthy relationships.</li> <li>● Describe the difference between passive, assertive, and aggressive communication styles.</li> <li>● Explain the “I TELL YOU” skill cues for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply the “I TELL YOU” skill cues when verbally communicating their thoughts and ideas with others.</li> <li>● Demonstrate effective communication in a relationship scenario.</li> <li>● Respectfully communicate with others with different perspectives and values.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

- **Goal:** For students to demonstrate effective communication in a relationship scenario through use of the “I TELL YOU” skill cues.
- **Role:** Develop and deliver a role-play skit. Students serve as producers, directors, and actors.
- **Audience:** Peers
- **Situation:** Romantic relationship conflict/issue
- **Product/Performance/Purpose:** Role play skit demonstrating effective communication in a realistic scenario.
- **Standards and Criteria for Success:** See evaluative criteria below.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Graphic Organizer- [linked here](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

Relationship Role-Play Summative Assessment Rubric - [linked here](#)

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- I TELL YOU skill cue quiz (exit ticket - list the skill cues)
- Communication Check-In- [linked here](#)
- Small Group Activity and Discussion: Qualities of a Healthy Relationship
- Closure: Fist to Five: How important is communication to you? Can you list the steps to sharing your feelings?
- Closure: Standing Spectrum - skill cues & social media importance

### Stage 3: Instructional Design

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"> <li>• Define interpersonal communication</li> <li>• Identify effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Create a definition for interpersonal communication</li> <li>• Identify effective vs ineffective communication</li> </ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><a href="#">Unit Slide Deck Linked Here</a></p> <p><b>Hook:</b> Students will respond to the question “How does communication affect health?”</p> <p><b>Activity 1:</b> Students work in a small group to create a definition of “Interpersonal Communication” Give each group a different color dry erase marker &amp; they write their definition on the white board; discuss similarities/differences.</p> <p><b>Activity 2:</b> <a href="#">Ineffective vs Effective Communication Brainstorm</a></p> <p><b>Brain Boost Communication Activity: Traffic Jam</b></p> <p><b>Reflection/Discussion: Traffic Jam Discussion:</b> Students respond to the following questions:</p> <ul style="list-style-type: none"> <li>• What helped the group be successful in completing this challenge? What prevented the group from being successful?</li> <li>• Did it take multiple attempts to be successful? What strategies were successful? What strategies were not successful? Why do you think this was?</li> <li>• Did anyone in the group give up or become frustrated? How did your group manage to overcome those challenges?</li> <li>• Did all group members participate equally? In what ways did group members participate differently? In what way did each role contribute differently to the group’s success?</li> </ul>	
<b>Assessments</b> List any formative or summative assessments that should be administered within this learning sequence.	
<p><b>Closure:</b> Turn and Talk: “What skill are we working on? How did we define interpersonal communication?”</p>	

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"> <li>• Explain the importance of communication.</li> <li>• Identify the skill cues for communication.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fist to Five: How important is communication to you? Can you list the steps to sharing your feelings?</i></li> </ul>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

**Hook:** Review the definition of interpersonal communication.

**Activity 1 Center of the Universe:** Students stand around an object at the center of the room. State different things and people move closer the more they like them and farther away the less. Finish with the statement I believe communication is extremely important.

**Introduce Skill Cues:** I TELL YOU

**Activity 2 Listen and Look for Effective Communication:** Students will listen and look for the skill cues within a skit performed by either the teacher and a volunteer student, or two students who want to act out the skit. See skit [linked here](#).

**Follow Up Activity:** Students will label each skill cue step they saw in the skit on the script provided to them with a small group.

**Brain Boost Communication Activity Shape Shifters:** Students work together as a team to make different shapes with a rope. Students discuss the non-verbal communication they noticed by their peers.

**Activity 3 Skill Cue Check In:** Students take turns quizzing each other on the skill cues. 1 person at a time, recite the cues out loud.

## Assessments

List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

### Closure: Fist to Five

- How important is communication to you? (fist = not important, 5 = very important)
- You know the steps to communication. (fist = I have no idea, 5 = I know it!)

### Learning Target:

*I can...*

- Describe the skill cues for communication
- Discuss important relationship qualities
- Identify effective and ineffective communication in relationships scenarios

### Success Criteria:

- *Fist to Five:*
  - Skill Cues
  - Relationship Qualities

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

**Hook Communication Skill Cues:** Students list the skill cues for I TELL YOU on a sticky note and then discuss with a small group.

**Activity 1 Life with the Wright Family:** Students will grab a pen or pencil and stand in a circle. The teacher will read the story ([linked here](#)) to students. See the full directions in the story.

**Debrief:** Students will discuss with a small group the following questions:

- How much of the story can you remember?
- What does this activity tell us about communication?
- What does this activity tell us about teamwork?
- What does this activity tell us about listening skills?

**Activity 2: Relationship Qualities Cup Stack:** Working in a small group, students will have 15 post-it notes to write different qualities that they think are important in a romantic relationship. When they finish writing the qualities, they will stack them in a pyramid of importance (bottom being least important, top is most important) Students will then compare theirs with other groups and write down 5 things they notice, see, or question.

**Activity 3: [Do You See What I See?](#)**

- Hang [QR codes](#) around the room with links to each video. With a small group or partner, students will rotate through each “station” by scanning the QR code and watching the video that is linked there.
- After they watch the video, they will answer the questions that follow. Students will refer to the skill cues to discuss what is happening in the clip.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

### Closure: Quiz Yourself

- Students will quiz themselves on the skill cues for communication

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>○ <i>Reflect on how I give &amp; receive love</i></li> <li>○ <i>Describe 3 characteristics of an unhealthy or abusive relationship</i></li> <li>○ <i>Explain 1 thing a person in an unhealthy or abusive relationship can do to leave</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sign language ‘yes’ or ‘no’ - I know my love language; awareness of power and abuse within relationships; what to do if I am in an abuse relationship or worried about someone else</i></li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

[Activity 2 & 3 pulled from a 3 R’s [Lesson Linked Here](#)]

Hook: [Love Is \(video\)](#)

**Activity 1: Love Languages:** What does the term “Love Languages” mean? [Watch a short video on the topic](#), then give students the Love Language Quiz. Students analyze and reflect on the results.

**Activity 2: Power & Control within a Relationship:** Have students [watch a short video on the topic](#). Provide students with questions to look/listen for at the start of the video. Students answer the questions in small groups. Finish activity with larger group discussion.

**Activity 3: Power & Control within a Relationship, Part 2:** In the same small groups, have each group read a scenario (one of two) and determine what they would tell the person in that situation. Come together as a class to debrief and share responses.

**Closure:**

- Further guidance - podcast to listen to; phone number to call/text for help; website to checkout
- Success Criteria/informal formative assessment (sign language)

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*

- **Informal Formative Assessment:** Sign language ‘yes’ or ‘no’ - I know my love language; awareness of power and abuse within relationships; what to do if I am in an abuse relationship or worried about someone else

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>● Describe the skill cues for communication</li> <li>● Identify my current communication style</li> <li>● Identify effective and ineffective communication in relationships scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Standing Spectrum:               <ul style="list-style-type: none"> <li>○ Skill Cues</li> <li>○ Types of Communication</li> </ul> </li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

**Hook:** Turn and Talk: Think of a celebrity relationship where there was a negative power dynamic.

**Activity 1: Types of Communication Quiz:** Students will have a blank piece of paper and will number their paper 1-8. For each of the questions, students will choose the answer that best describes what they would do in each situation. See questions in slide deck. After all questions are answered, students will tally the amount of A’s they have, B’s they have, and C’s they have.

**Instruction: Types of Communication**

**Activity 2: [Fishing for Healthy Relationships](#):** Students will work in small groups and take turns choosing various cards ([linked here](#)) with a relationship’s quality or personal characteristic on it. Students will then read the card out loud to their group and decide where it belongs on their healthy relationship characteristics worksheet. Students need to decide as a group where it belongs, not individually. Students should be working to use the skill cues within this activity!

**Reflection:** Students will answer the following questions in complete sentences:

- How does this activity resemble real-life relationships?
- What do you think are the two most important qualities to having a successful healthy relationship? Why?
- What are two qualities you are missing from your current list?
- Was it easy or challenging to decide where to place the characteristics? Did you often agree or disagree as a group?

**Brain Boost Communication Activity: Paper Folding Activity:** This exercise requires listening to and following directions. Read the instructions to students and then students will perform the task. Students may not ask questions! Fold your sheet of paper in half; Tear off the upper right corner; Fold your paper in half again; Tear off the lower right corner; Fold your paper in half; Tear off the upper left corner; Fold in half a final time; Tear off the lower left corner; Unfold your paper and hold it up; Open your eyes, look at your product and compare it with the other student's.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Types of Communication Quiz- [linked here](#)**

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"><li>• Describe the skill cues for communication</li><li>• Discuss how social media plays a role in communication</li><li>• Describe why someone may sext.</li></ul>	<ul style="list-style-type: none"><li>• Reflection on the use of social media in my life</li></ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

[3Rs Lesson Plan Materials Linked Here](#)

**Hook:** Brainstorm "What types of social media do you use (if any)?" Write them on the board.

**Activity 1: Social Media Spectrum:** One side of the room: you think social media is awesome. Nothing but positives. Other side of the room: You think social media is horrible. Nothing but negatives. Discuss as a class responses and rationales.

**Video Clip 1:** [Dr. Omer Awan Talks Social Media](#)

**Discussion: Challenge Your Thinking:** Students respond to the following questions:

- How can social media be good?
- How can social media be bad?
- How can social media make communication easier/more effective AND harder/less effective?

**Video Clip 2:** [Senator Chris Murphy Talks Social Media](#)

## Repeat Activity 1: Social Media Spectrum

**Activity 2: Sexting & Power:** Play “Can Sexting Improve Your Relationship” video. Prompt students with 2 questions prior to watching:

- Why do some people sext?
- What are some potential risks of sexting?

Discuss as a class. Show scenario #1 on sexting and have students discuss what they should do in small groups. Show scenario #2 and in the same small groups have students finish the scenario by writing what could happen next.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

### Closure: Quiz Yourself Skill Cues (write them down)

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"><li>• Explain the skill cues to communication</li><li>• Demonstrate my communication skills</li></ul>	<ul style="list-style-type: none"><li>• You can answer the question - How can I be a good communicator?</li></ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

**Hook: Back to Back Drawing Activity:** Students pair up with someone and sit back to back. One person is the drawer, the other is the describer. The describer will describe how to draw an object (ice cream cone, house, dog, etc) to their partner.

### Summative Assessment Introduction

- Students will work with a small group to create a 2 scene skit demonstrating both poor communication and effective communication.
- They will be creating a realistic scenario of two people communicating who are in a romantic relationship. You will create two scenes. The first scene will show poor communication. The second scene will show the same scenario, but with effective communication. The second scene will show characters following the steps to effective communication to problem solve through the issue.
- Students will complete the graphic organizer with their group. All groups need to get their graphic organizer approved prior to moving on to writing their scripts.
- Students will perform their skits as part of their summative assessment.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

**Relationship Role Play Graphic Organizer-** [linked here](#)  
**Relationship Role Play Rubric-** [linked here](#)

## Alternative Learning Activities:

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Acronym Activity - Types of Communication
  - Previously found in the “Health 1 - Relationships” unit
- Love is... (Heart)
  - Previously found in the “Health 1 - Relationships” unit
- Other Activities:
  - Conversation Starters
  - Relationship Obstacles
  - Relationship Bingo

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 4: Accessing Information through Human Growth and Development & Disease Prevention
<b>Grade Level/Course:</b>	9th Grade Health I
<b>Length/Dates:</b>	8-10
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	<p>The focus of the final unit is the skill of accessing valid and reliable health information. Students will practice identifying health resources and analyzing them for quality. Accessing valid and reliable information will be taught through the following topics: human growth &amp; development, disease prevention, cancer awareness, AIDS/HIV, and sexual health. By contacting the teacher, parents or legal guardians may opt their child out of the AIDS/HIV and/or sexual health instruction. The teacher should alert parents of the content and opt-out option at least a month in advance:</p> <ul style="list-style-type: none"> <li>- <a href="#">Copy this letter to parents before using</a></li> <li>- <a href="#">Copy this Google form to parents before using</a></li> </ul>

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
<p>Standard 3: Access valid and reliable resources to support health and well-being of self and others.</p> <ul style="list-style-type: none"> <li>● 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.</li> <li>● 3.12.4 Use valid and reliable sources of health information, products, services, and other resources.</li> </ul> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> <li>● A: Describe reproductive body parts and their functions.</li> <li>● B: Summarize ways to reduce the risk of pregnancy, HIV, and other STDs (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</li> <li>● C: Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.</li> <li>● D: Differentiate between communicable and noncommunicable diseases.</li> </ul>	

<b>Transfer Goals (Vision of the Graduate)</b>	
List the long-term and/or school-wide independent student behaviors that this unit will address.	
<b>Communication Transdisciplinary Goal:</b>	
Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.	

<b>Enduring Understanding(s):</b> What are the big picture understandings that are	<ul style="list-style-type: none"> <li>● Seek out valid and reliable health information to improve your quality of life.</li> <li>● There are tools you can use to help determine if information is correct or incorrect.</li> </ul>
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transferable across contexts, places, and times?	<ul style="list-style-type: none"> <li>● You have one body; you are in charge of taking care of that body; know how it works.</li> <li>● You can minimize sexual behavior risk through proven and tested strategies.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● How can I find answers to health questions and concerns that arise?</li> <li>● How can I tell if the information I consume is accurate?</li> <li>● What is the value in knowing how the body works?</li> <li>● How can I avoid unintended pregnancy, HIV, and other STDs?</li> </ul>
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<b>What will students know...</b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students be able to do...</b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● TRAAP Test: timeliness, relevance, authority, accuracy, purpose</li> <li>● Vocabulary: valid, reliable, acronym, database, curated, keyword search, domain</li> <li>● Types of development humans experience: physical, intellectual, emotional, social</li> <li>● Stages of human development: early childhood, adolescence/middle childhood, adulthood</li> <li>● Male reproductive system parts &amp; functions: vas deferens, bladder, penis, urethra, scrotum, testicle, epididymis, seminal vesicle, ejaculatory duct, prostate</li> <li>● Female reproductive system parts &amp; functions: fallopian tube, ovary, uterus, cervix, vagina, labia majora, labia minora, vaginal opening, clitoris, urethral opening</li> <li>● Reproductive system diseases &amp; disorders</li> <li>● Strategies to maintain the health of the reproductive system: practice hygiene, awareness &amp; self-examinations, visit the doctor regularly</li> <li>● 5 strategies to reduce sexual behavior risks: abstinence is best, condoms, talking with partner, contraception methods, if having sex get tested</li> <li>● Communicable vs Noncommunicable diseases (including AIDS/HIV)</li> </ul>	<ul style="list-style-type: none"> <li>● Apply the TRAAP Test when determining the quality of health resources and information</li> <li>● Conduct targeted searches on Google to solicit specific domain results</li> <li>● Utilize a database to search for valid and reliable health information</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.

## Summative Assessment Title: Accessing Info - Top 10 Project

- **Goal:** For students to apply their newly acquired skill of accessing valid and reliable health information to research common communicable & noncommunicable diseases, analyzing and categorizing them by similarities.
- **Role:** You (student) are the director of Health for the town of Southington. As the director, you are playing the role of researcher. In this role you will gather and analyze information related to communicable and noncommunicable diseases.
- **Audience:** In this scenario, the audience includes people that live in the town of Southington. The teacher, however, will be the only one viewing the work of the students.
- **Situation:** As the director of Health for the town of Southington, you want to spread awareness of common diseases and share correct information with the people in town. You will gather and analyze information related to communicable and noncommunicable diseases, and create an infographic to spread awareness throughout town.
- **Product/Performance/Purpose:** ([Accessing Info: Top 10 Project](#)) Four part project. Part 1 includes creating a list of 10 different common diseases and completing research on each one. Part 2 requires students to analyze the diseases on their list and develop categories based on similarities. Part 3 is the creation of an infographic using Canva. Lastly, part 4, students participate in a “speed dating” activity where they present their infographic to a peer. The teacher rotates the class allowing students to present their work multiple times.
- **Standards and Criteria for Success:**
  - 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.
  - 3.12.4 Use valid and reliable sources of health information, products, services, and other resources.
  - D: Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams.
  - E: Differentiate between communicable and noncommunicable diseases.
  - Part 4 of the project aligns with the communication transdisciplinary goal of listening.

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- [Accessing Info: Top 10 Project](#)
  - [Part 4: Share & Listen](#)

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- The summative assessment is worth 60 points total, and counts in the gradebook towards the Performance Assessments category. Part 4 of the project aligns with the communication transdisciplinary goal of listening. Please view the assessment linked in the “Resources” section above for grading specifics.
- The teacher is expected to grade each assignment in a timely fashion and include feedback. Comments and feedback will be provided on the actual assignment either electronically or handwritten.

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

- It is suggested to use a “round robin tournament” organization model for part 4 of the project, which includes giving each student a number and using the numbers to aid with generating their partners. This will help with a random assignment and rotation of students as they share their infographic.

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

#### Formative Assessments:

- [Lesson 1 Exit Slip - MAKE A COPY & SAVE TO YOUR DRIVE BEFORE USING](#)

#### Learning Activities:

- [Accessing Information Practice](#)
- [Male Reproductive System Diseases](#)
- [Female Reproductive System Diseases](#)
- [Accessing Info Right](#)

#### Performance Activity:

- [Accessing Info Checklist](#)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>• Find and use valid and reliable information about health and wellness</li> <li>• Determine which sources are more reliable than others</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Slip: Utilize the TRAAP test to determine usefulness of source</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### [Lesson Slide Deck Linked Here](#)

\*Contact the Library Media Specialist to co-teach this first lesson. After attendance, take the students on a mini field trip to the library. Have the students bring their book bags

Hook: Where do you get information from? Where do you learn info from?

- Have students sit in small groups at the tables
- Class brainstorms; write on whiteboard for later in the lesson

#### Learning Card

Activity: Is it reliable?

- Hand out a different resource to each group (book, magazine, instagram post, website, etc.)

- Each group exams it and determines if is a reliable source of information
- Debrief as a class going over each resource

**Instruction: TRAAP Test**

- Go through our skill cues for accessing valid information: TRAAP (timeliness, relevance, authority, accuracy, purpose)
- Have all students walk up to the board to view a website article and ask if the source passes the test
- Review the sources they already evaluated & re-evaluate using the TRAAP test & prepare a 30 second presentation on which part/s fail the test

**Brain Boost/Blast**

**Instruction: Transference**

- In their small groups, have students brainstorm why it is important to access valid, reliable, current information on health and wellness
- Discuss large group
- Tie it back into the brainstorm from the hook

**Instruction: Databases**

- What is a database? Why use a database?
- Using ClassLink to find databases
  - Students explore the Health & Science section of ResearchIT CT

**Closure:**

- People can be resources, too
- What to take into consideration when getting information from a person

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.

- [Lesson 1 Exit Slip - MAKE A COPY & SAVE TO YOUR DRIVE BEFORE USING](#)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● <i>Explain the TRAAP test</i></li> <li>● <i>Explore health databases for quality information</i></li> </ul>	<p><i>Stand Up If: you can...</i></p> <ul style="list-style-type: none"> <li>● <i>Explain the TRAAP test</i></li> <li>● <i>Access a health database</i></li> </ul>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**[Unit Slide Deck Linked Here](#)**

Instant Activity: No talking, if your birthday month is Jan-March stand at the north wall; April-June south wall; July-Sep west wall; Oct-Dec east wall

**Learning Card**

Instruction: reteach skill cues (TRAAP)

- Self-Assessment: after going through each part of the TRAAP test, have students try to recall the information by writing it down on a scrap piece of paper, index card, or post-it note

Brain Boost of your choice

Instruction: getting information from a person

- What information are THEY utilizing to answer your questions?
- Which people are best qualified to answer your health questions?
- 5 Levels of information

Small Group Activity: Exploring Databases

- Why use a database
- Where/how to find databases
- Assign each group a database and have them explore it
  - Pair them up with another group with the same database
  - Have them compare experiences

Brain Boost (again; same one)

Instruction: [health misinformation](#)

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Formative: informal observation

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"><li>• rank domains by their quality</li><li>• refine a Google search for better results</li></ul>	<i>Sign Language Yes/No:</i> <ul style="list-style-type: none"><li>• Rank the common domains by quality?</li><li>• Refine a Google search for better results?</li></ul>






### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Instant Activity: Which child (picture) best describes your mood right now?

### Learning Card

Instruction: Good and Bad Websites

- Which domains offer quality information and which ones don't
- How to refine a Google search so only quality domains/websites are shown
  - Trust it or Trash it website as alternate resource

Brain Boost of your choice

**Activity: Accessing Information Practice**

- First review the TRAAP test
- Students work on [Accessing Information Practice](#) worksheet

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.

- [Accessing Information Practice](#)

**Learning Target:**

*I can...*

- run a Google search by a specific domain
- access valid information on male reproductive system diseases

**Success Criteria:**

- Graphic organizer demonstrating how you conduct your Google searches

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

**Instant Activity:**

- On your post-it:
  - List the 4 most common URL domains
  - Rank them 1-4 with 1 being the best when searching for quality information & 4 being the worst

*Learning Card*

**Activity: Review Domains**

- On the small whiteboard provided, in small groups, answer the following questions:
  - Write what you would type into Google to filter a search on vaping so you only get results from a .gov
  - Write what you would type into Google to filter a search on nutrition so you only get results from a .edu
  - Write what you would type into Google to filter a search on mental health to get results from a .org
  - Why not get information from a .com or .net?

**Instruction: Stages of Human Development**

- Types of Development: physical, intellectual, emotional, social
- Stages of Development: early childhood, middle childhood, adulthood

**Instruction: Male Reproductive System**

- Show the class an unlabeled diagram of the male reproductive system
- In small groups, using their whiteboards, they must add labels to as many parts as they can
- Check students' work and discuss as a large group
- Discuss the different purpose/function of each part

**Activity: [Male Reproductive System Diseases](#)**

- Students practice using Google w/ refined searches to look up 3-5 different male reproductive system diseases
  - Students fill out the graphic organizer

Closure: Taking care of the male reproductive system

- 3 Strategies to maintain the health of the male reproductive system:
  - Practice Hygiene
  - Perform Testicular Self-Examinations
  - Visit the Doctor

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

- [Male Reproductive System Diseases](#)

### Learning Target:

*I can...*

- run a Google search by a specific domain
- access valid information on the female reproductive system diseases

### Success Criteria:

- *Graphic organizer demonstrating how you conduct your Google searches*
- *Discuss similarities of caring for the male & female reproductive systems*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Hook: Skills or Habits?

- The skills and habits that we aim to instill are life-long and valuable to the future of our students.
- What we've covered so far in this course: goal setting, analyzing influences, communication, accessing info
- Discuss: are these skills OR habits?

### Learning Card

Instruction: Review TRAAP skill cues

- Timeliness, relevance, authority, accuracy, relevance

Instruction: Female Reproductive System

- Show the class an unlabeled diagram of the female reproductive system
- In small groups, using their whiteboards, they must add labels to as many parts as they can
- Check students' work and discuss as a large group
- Discuss the different purpose/function of each part

Activity: [Female Reproductive System Diseases](#)

- Students practice using Google w/ refined searches to look up 5-7 different female reproductive system diseases
  - Students fill out the graphic organizer

Closure: Taking care of the female reproductive system

- 3 Strategies to maintain the health of the male reproductive system:
  - Practice Hygiene
  - Practice Breast Awareness
  - Visit the Doctor - general or obstetrician/gynecologist

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

- [Female Reproductive System Diseases](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>• Utilize databases more effectively to find quality health related information</li> <li>• Save and cite health information found online</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a checklist for progress</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Hook: Health Question

- In your small groups, think of a legitimate health question a freshman might have & write it on your whiteboard.

### Learning Card

Instruction: Database Review

- [Play video](#) made by students from Ellington HS on how to use researchIT CT
- Why use databases?
- Which databases should you use?
- How to find databases in ClassLink
- Using researchIT CT

Activity: Practice Accessing Valid & Reliable Information

- Look at the question you came up with at the start of class
- Each person take a different database:
  - MedlinePlus
  - Green File
  - Science Reference Center
- Find understandable information about your question using that database. Write what you find down on post-its.
- In your small groups, share:
  - State which database you used
  - Share the words you used to search
  - Summarize what you found

Brain Boost of your choice

### Instruction: Infotrek

- Teach students how to Bookmark a website; have them bookmark <https://www.infotrek.info/>
- This is another database. It is a good place to start any research. It's wise to build up some knowledge on your topic before proceeding.
  - Go to the website and show students how to search
  - Demonstrate a search for "diets" & discuss how .com sites pop up; emphasize need to still put information through the TRAAP test

### Activity: Using Infotrek

- Each person in your group, try to find valid & understandable information about your question using the "infotrek.info" database.
- Work individually at first; quietly
  - Write on post-it: words used to search; website found; summary of the info
- Now share:
  - Share the words you used to search
  - State the website you checked out
  - Summarize the info you found

### Instruction: Chromebook extensions "Google Keep" & "Cite This For Me"

- Aren't the post-its annoying?!
- Using "Google Keep" to save what you find!
  - Chromebook Extension - let's download it!
- Using "Cite This For Me" to generate a proper citation!
  - Chromebook Extension - let's download it!

### Closure: Checklist

- Can you:
  - Access a database?
  - Find health related information in language I can understand?
  - Save information on my computer to quickly find again?
  - Correctly cite information for a research paper?

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

Informal Formative Assessment - Checklist (see "Closure" for this lesson)

### Learning Target:

*I can...*

- Practice finding and using valid and reliable health information
- Save and cite health information found online

### Success Criteria:

- Share your process and product in a small group setting

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Learning Card

### Instruction: Review & Demonstration

- Search marijuana vs alcohol; <https://sph.lsuhsu.edu/press/alcohol-damaging-brain-health-marijuana/>
  - Demonstrate how to use Google Keep and Cite This For Me

### Activity: [Accessing Info Right](#)

- Purpose: practice accessing valid & reliable information
- Students are in groups of 3; each picks a different topic and question:
  - Topic: Nutrition
    - Question: Are diets safe for teenagers?
  - Topic: Mental Health
    - Question: How can I help someone that I worry might be suicidal?
  - Topic: Injuries
    - Question: My knee hurts really badly, what should I do?
- Students research that topic/question and complete the worksheet
- When done, each person “presents” the answer to their question to the other 2 members of their small group

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

### Learning Activity:

- [Accessing Info Right](#)

### Learning Target:

*I can...*

- *Discuss strategies to reduce STD risks*
- *List reasons why someone would and would not get tested*
- *Identify where teens can go to get tested and/or treated for STDs*

### Success Criteria:

- *Fist to Five: how to reduce STD risks; where to go to get tested*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Sexual Health Slide Deck Linked Here](#)

### Hook: Terminology

- What is the proper term: STDs (sexually transmitted diseases) OR STIs (sexually transmitted infections)
- Students discuss in small groups & decide on a term
  - While students are talking in small groups, teacher hands out pre-made index cards to each student for upcoming activity: On the non-lined side, in the bottom right-hand corner, write lightly and in pencil, an “S” on three cards, and at least 4 of each of the following: a “U”, “A”, “C” and “P.” Leave the remaining cards blank.
- Each small group shares with class
- Discuss

### Learning Card

#### Activity: How STIs Spread

- Call it a Brain Boost to purposefully misguide the students
- [Follow the "Procedure" on this document](#) from Step 1 through Step 3. It starts on the first page of the document
- Have students sit and debrief with the class using the information in Step 3

#### Instruction: AIDS/HIV

- What do you recall from middle school?
- Review difference between AIDS & HIV, prevalence, and prevention

#### Instruction: 5 Strategies to Reduce STD Risk

- Abstinence is the safest choice
- Condoms (& other latex barriers) are a must for reducing STD risk
- Talking with your partner is a must
- Contraceptive methods like the pill are great for pregnancy prevention, but don't protect against STDs
- If you are having sex, it is a good idea to get tested and to ask your partner(s) to get tested, too.

#### Activity: STD Prevention Commercial

- Have students get into a group of 5/make 5 groups; "it's great to recognize that these 5 points are important, but it's another thing altogether to remember them or put them into practice."
- Assign each group a strategy from above
- Each group will make a 30-45 second commercial for their strategy (10 mins to plan, then present)
  - [See Steps 4-5 on this document](#)
- Debrief: 1 in 4 teens will end up with an STD once they start having some kind of sex.

#### Instruction: Where to get tested

- First have students in small groups brainstorm why someone would and would not get tested
  - Discuss as large group
- Share with students where they can get tested for STDs in our community
- Show students [video on doctor confidentiality](#)

#### Closure: Fist to Five

- Strategies to reduce risk
- Know where to go to get tested

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

#### Informal Formative Assessment:

- Fist to Five
  - Strategies to reduce risk
  - Know where to go to get tested

### Learning Target:

### Success Criteria:

<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>• Identify 5 strategies for reducing STD risk</li> <li>• Practice finding and using valid and reliable health information</li> <li>• Describe 3 characteristics of a good parent</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss where a young parent can go to for resources and support</li> </ul>
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### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Sexual Health Slide Deck Linked Here](#)

Do Now: On your post-it, write down the “5 Strategies to Reduce STD Risk” that we learned last class.

- Hint: we created a commercial for each one
- After students are done, show them the 5 strategies for a self-check

### Learning Card

Hook: Get Tested

- Show students a [funny commercial](#) about getting tested for STDs
- Discuss commercial

Activity: [Accessing Info Checklist](#)

- Purpose: practice accessing valid & reliable information
- Part 1: Individually, students think of a health question and then research that question; students complete the worksheet
- Part 2: Partner up. One person at a time reads through their work. First read your question, then explain your process and how you went about finding an answer. The other partner listens and answers the questions in part 2 of the worksheet. When they are done, give them feedback.

Activity: Wanted - Qualified Parent

- [Follow Steps 1-4 in the linked document](#), and give each small group the last page of the document as a handout

Closure: Where to get help

- Share: Resources & Support for Young Parents

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.

Performance Activity:

- [Accessing Info Checklist](#)

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>• Demonstrate my ability to access and use valid and reliable health information</li> </ul>	<ul style="list-style-type: none"> <li>• Accessing Information Summative Assessment</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

## [Unit Slide Deck Linked Here](#)

### *Learning Card*

Activity: Summative Assessment

- [Accessing Info: Top 10 Project](#)
- 4 Parts:
  - Part 1 create a list of 10 different common diseases and complete research on each one
  - Part 2 analyze the diseases on their list and develop categories based on similarities
  - Part 3 create an infographic using Canva
  - [Part 4 participate in a “speed dating” activity where they present their infographic to a peer](#)

### **Assessments**

List any formative or summative assessments that should be administered within this learning sequence.

Performance Assessment:

- [Accessing Info: Top 10 Project](#)
  - [Part 4: Share & Listen](#)

### Alternative Learning Activities.

#### **Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Rap, Snap, Recap
  - Previously found in the “Human Growth & Development” unit
- Baby Project/ challenges w/ teen pregnancy
  - Previously found in the “Human Growth & Development” unit
- “The Announcement” Magic Johnson Movie
  - Only play clips, not the entire movie
  - Previously found in the “HIV/AIDs” unit
- The Dutch Destroyer Make a Wish video clip
  - Previously found in the “Lifetime Conditions” unit
- Lifetime Conditions Project
  - Previously found in the “Lifetime Conditions” unit

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# SHS Health Ed. Curriculum

SPS Curriculum & Instruction Committee - January '25

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# What is a Skills-Based Health model?

- Quality curriculum begins with standards
- The National Health Ed. Standards were recently updated (January '24)
  - CT State Health Ed. Standards are aligned with the National Standards (May '22)

## The Standards Driving Our Curriculum:

- Standard 1: Concepts/topics/functional health info
- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid & Reliable Information
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Self-Management
- Standard 8: Advocacy



# What is a Skills-Based Health model?

## Health Skills (standards 2-8)

- 2.) Analyzing Influences
- 3.) Accessing Information
- 4.) Interpersonal Communication
- 5.) Decision Making
- 6.) Goal Setting
- 7.) Self-Management
- 8.) Advocacy



## Required Content (standard 1)

- **DRUG EDUCATION**
- Human Growth & Development
- Nutrition
- First Aid
- CPR
- Accident Prevention
- Disease Prevention
- Cancer Awareness
- Community and Consumer Health
- Physical, Mental and Emotional Health
- Youth Suicide Prevention
- Safety (social media)
- AIDS/HIV\*
- Sexual Abuse & Assault Awareness & Prevention\*

# What is a Skills-Based Health model?

## \_1 Skill units not content-based units

One skill per unit... one or more topics/content per unit



## \_2 Skill development is the FOUNDATION of each unit

Spend the majority of time during the unit having students practice that skill

## \_3 Content is the CONTEXT for teaching skills

The skill is taught through that topic/content. As was discussed... the content is the vehicle. The skill can be applied to a variety of topics. It is transferable.



# At-a-Glance: HS Health Program

## Health I: 9th Grade

- Unit 1: Goal Setting through Wellness
- Unit 2: Analyzing Influences through ANOD
- Unit 3: Developing Healthy Relationships through Communication
- Unit 4: Accessing Information through Human Growth & Development & Disease Prevention

## Health II: 11th Grade

- Unit 1: Self-Management through Mental Health
- Unit 2: Analyzing Influences through Nutrition
- Unit 3: Decision Making through ANOD
- Unit 4: Advocating for Health

# Health I: Unit 1 - Goal Setting through Wellness

**Overview:** The skill being covered is goal setting. The content being covered is wellness. Students will explore various goal setting models and develop an individualized health related goal based on their needs/wants. Students will revisit this goal throughout the semester. Students likely have never heard of a skills-based health approach, and therefore a little bit of time should be spent explaining this model. Basically: There are 7 health enhancing skills that we will teach you throughout high school.

## Performance Assessments:

- Creating Your Personal Goal
- Checking In On Your Goal
- Final Goal Setting Reflection



# Health I:

## Unit 2 - Analyzing Influences through ANOD

**Overview:** In this unit, students will develop the skill of analyzing factors that impact their health and the decisions they make. Students will learn about alcohol, nicotine and other drugs as they practice and improve the skill of analyzing influences.

### Performance Assessments:

- Natural High Project
- Influential Infographic/Billboard



# Health I: Unit 3 - Developing Healthy Relationships through Communication



**Overview:** This unit focuses on building student's communication skills. Communication is taught through the content of healthy relationships. This transferable skill is vital for student success now, and will be utilized throughout their lives.

## Performance Assessments:

- Communication Check-In
- Relationship Role-Play Summative Assessment

# Health I: Unit 4 - Accessing Information through H.G.D. & Disease Prevention

**Overview:** The focus of the final Health I unit is the skill of accessing valid and reliable health information. Students will practice identifying health resources and analyzing them for quality. Accessing valid and reliable information will be taught through the following topics: human growth & development, disease prevention, cancer awareness, AIDS/HIV, and sexual health. By contacting the teacher, parents or legal guardians may opt their child out of the AIDS/HIV and/or sexual health instruction.

## Performance Assessments:

- Accessing Info - Top 10 Project
  - Research, categorize, infographic, share



# Health II: Unit 1 - Self-Management through Mental Health

**Overview:** Self Management refers to the skill of practicing health-promoting habits to avoid or reduce risky behaviors. During this unit students will practice this skill through the concept of mental health. Students will learn about different mental health diseases and disorders while discovering and building their own resiliency factors.

## Performance Assessments:

- Self-Care Plan
- Self-Care Reflection
- Self-Care Resolutions



# Health II: Unit 2 - Analyzing Influences through Nutrition

**Overview:** Analyzing influences is a health enhancing skill, giving us the ability to recognize what impacts our choices and actions. This skill is taught during Health I, but the content through which it is taught has changed. The topic of nutrition will be used to help students learn about and practice this skill.

## Performance Assessments:

- Nutrition Influence Cube
- Group Nutrition Research Project
- Nutrition Media Analysis
- Grocery Store Vision



# Health II:

## Unit 3 - Decision Making through ANOD

**Overview:** Decision making is the process of choosing a course of action or selecting an option among various alternatives based on available information, values, and potential outcomes. Decision making is a health enhancing skill that can be practiced and improved. Students will learn about and practice this skill through the topics of alcohol, nicotine, and other drugs (ANOD).

### Performance Assessments:

- Decision-Making Comic Strip
- DECIDE method steps/skill cues quiz



# Health II: Unit 4 - Advocating for Health

**Overview:** The final Health 2 unit, and likely final instruction on health education during their public school experience, teaches students how to advocate for their health and/or the health of others. The advanced skill of advocacy will be taught using the content or topic of sexual abuse and sexual assault awareness and prevention. By contacting the teacher, parents or legal guardians may opt their child out of the sexual abuse and sexual assault awareness and prevention instruction.

## Performance Assessments:

- Advocacy Project



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 10 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Health II - Revised Curriculum - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Health II - Revised 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 – Health II - Revised 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

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 1: Self Management through Mental Health
<b>Grade Level/Course:</b>	11th Grade Health 2
<b>Length/Dates:</b>	8-10
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Self Management refers to the skill of practicing health-promoting habits to avoid or reduce risky behaviors. During this unit students will practice this skill through the concept of mental health. Students will learn about different mental health diseases and disorders while discovering and building their own resiliency factors.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.	
<ul style="list-style-type: none"> <li>● 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.</li> <li>● 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.</li> </ul>	
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
<ul style="list-style-type: none"> <li>● A: Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</li> <li>● B: Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness).</li> <li>● C: Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).</li> <li>● D: Identify trusted adults and resources for assistance.</li> </ul>	

<b>Transfer Goals (Vision of the Graduate)</b>	
List the long-term and/or school-wide independent student behaviors that this unit will address.	
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p>	

<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● I am responsible for my actions and habits, but there are times when it is okay and necessary to seek out help.</li> </ul>
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What are the big picture understandings that are transferable across contexts, places, and times?	<ul style="list-style-type: none"> <li>● Being aware of my emotions and my triggers, and having effective coping strategies is vital to successfully navigating adulthood.</li> <li>● Talking about and working on my mental health is a sign of strength; not something to hide or be embarrassed about.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	<ul style="list-style-type: none"> <li>● How do you grow healthy habits?</li> <li>● How is one's mental health developed?</li> <li>● Why are there barriers to working on your mental health?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Define self management and state the skill cues.</li> <li>● Explain Stress: definition, common stressors, types of stress, the body's response to stress, coping strategies.</li> <li>● Discuss Mental Health: definition, common MH conditions, stigma, getting help/treatment.</li> <li>● Identify and analyze protective factors in relation to the 40 developmental assets.</li> </ul>	<ul style="list-style-type: none"> <li>● Act when concerned about someone else thinking about or committing suicide.               <ul style="list-style-type: none"> <li>○ Identify suicide warning signs</li> </ul> </li> <li>● Create and follow a self-care plan.</li> <li>● Explore coping strategies for addressing mental health struggles.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<ul style="list-style-type: none"> <li>● <b>Goal:</b> For students to walk away from this unit with a self care plan. An effective self care plan is followed/practiced regularly so that when you are struggling coping strategies are more easily accessible and impactful.</li> <li>● <b>Role:</b> Students play the role of social scientist, with themselves being the subject of study. Students will participate in and reflect on a variety of coping strategies. Through this exploration, students will determine which strategies are most applicable and effective for themselves. These strategies become the core of the self care plan.</li> <li>● <b>Audience:</b> Students are doing this work for themselves. The teacher will see the self care plan, but it is written for that one person.</li> <li>● <b>Situation:</b> After exploring and reflecting on a variety of mental health coping strategies, students will determine which strategies are most applicable and effective for themselves.</li> </ul>

- **Product/Performance/Purpose:** One page [“Self Care Plan”](#) that students are encouraged and able to keep once graded.
- **Standards and Criteria for Success:**
  - C: Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).
  - 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.
  - The Self Care Plan assignment will be graded with total points.

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- [Self Care Plan assignment](#)
- [Self Care Plan model](#)
- [Mental Health Webinar Notes](#)

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- The Self Care Plan assignment will be graded with total points. Comments and feedback will be provided on the actual assignment either electronically or handwritten.

## Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

- Regarding such a sensitive topic as “mental health,” much consideration has gone into what we should actually grade. Students will not be graded on how stable their mental health is at the current moment. One of the goals of the unit is to normalize discussion around mental health and encourage students to work on their mental health and seek help if they or someone else may be struggling. Therefore, students are graded on the skill, self management, and whether or not they have a quality, evidence based plan in place.

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

- I AM skill cue quiz (exit ticket - list the skill cues)
- [Stress Management Worksheet](#)
- [Mental Health Flyer](#)
- [Music Analysis](#)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● Define the skill of self management</li> <li>● Discuss the relevance of self management</li> <li>● Analyze personal protective factors</li> </ul>	<ul style="list-style-type: none"> <li>● Define self management</li> <li>● Identify protective factor strengths &amp; areas of need</li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

**Hook:** What are common health issues or concerns that students your age might have?

### *Learning Card*

#### **Activity 1:** Self Management Definition

- Write down your own definition for what you think “Self Management” means
- Share with the person next to you. Compare definitions.
- Introduce and discuss the teacher’s definition of “Self Management”

#### **Activity 2:** Brain Boost

- Choose your own brain boost/team building activity to facilitate with the class
- Suggestions: Peak-a-Who or Commonality Tower

#### **Activity 3:** Developmental Assets

- Frontload activity: something else we have in common... STEPS program/40 developmental assets, what are they?
  - Students put name on worksheet and complete [40 Developmental Asset checklist](#)
  - Debrief: what area do you think is a strength? Weakness? We will return to these!

#### **Activity 4:** Behavior Brainstorm

- In small groups students are assigned to brainstorm either risky behaviors or healthy behaviors on poster board. Students tape theirs to the wall and then rotate to the opposite topic. They may add any missed items to their classmates’ posters.

#### **Activity 5:** Protective Factors

- Instruction: what are protective factors?
- [Healthy Behaviors & Protective Factors worksheet](#): Give the students the 8 categories of developmental assets (Internal: commitment to learning, positive values, social competencies, positive identity; External: support, empowerment, boundaries & expectations, constructive use of time), and as a class they must put each healthy behavior brainstormed previously into the appropriate category.
- Answer the following questions on the back of your paper:
  - What assets are you strongest in? Why/How do you know?
  - Can you change/modify any of the assets that you don’t have? Why or why not?
  - How do assets relate to our unit of self-management? What might the connection be?

Learning Target:	Success Criteria:
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<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● <i>Identify the skill cues for self management</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Explain the skill cues to self management to a partner</i></li> </ul>
<p><b>Learning Activities</b></p> <p>What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><a href="#"><u>Unit Slide Deck Linked Here</u></a></p> <p><i>Hook: Question of the day</i></p> <p><i>Instruction: Introduce the skill cues</i></p> <ul style="list-style-type: none"> <li>● I - identify health enhancing behaviors</li> <li>● A - awareness of risk factors &amp; protective factors</li> <li>● M - my responsibility to make moves</li> </ul> <p><i>Activity: <a href="#"><u>Skill Cue Introduction</u></a></i></p> <ul style="list-style-type: none"> <li>● Split the class into three equal sized groups assign each group one skill cue (IAM) the group then needs to come up with same number kids in each group and each member is in charge to teach the group what their letter (skill cue) means</li> <li>● Jigsaw</li> </ul> <p><i>Activity: Modeling</i></p> <ul style="list-style-type: none"> <li>● Teacher will identify a health enhancing behavior that they practice. They will go through the skill cue steps about their health enhancing behavior. <ul style="list-style-type: none"> <li>○ Ex. Practicing Gratitude <ul style="list-style-type: none"> <li>■ I- Practicing gratitude</li> <li>■ A- If I don't practice gratitude then I will experience more negativity in my life, etc.</li> <li>■ M- I will practice gratitude by putting a journal on my night side and will journal for a set period of time.</li> </ul> </li> </ul> </li> </ul> <p><i>Activity: <a href="#"><u>IAM...</u></a></i></p> <ul style="list-style-type: none"> <li>● Each individual student will pick their own health enhancing behavior from either the class list or the 40 developmental assets.</li> <li>● Using that behavior, students complete a worksheet similar to what the teacher</li> </ul> <p><i>Closure: Quiz Yourself</i></p> <ul style="list-style-type: none"> <li>● Could you explain skill cues to self management?</li> <li>● Have students try to do just that with a partner. The partner that is more confident goes first.</li> </ul>	

<b>Learning Target:</b>	<b>Success Criteria:</b>
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● <i>Define stress</i></li> <li>● <i>Identify stressors in my own life</i></li> <li>● <i>Identify physical, social, and emotions reactions to stress</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Complete a stress management worksheet about their current stressors and create a list of 3 stress management strategies that work for them.</i></li> </ul>

<p><b>Learning Activities</b></p> <p>What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><a href="#"><u>Unit Slide Deck Linked Here</u></a></p>	

*Hook:* [Mental Health Days for Students](#)- students will read an article about mental health days for students and will choose a position on the topic.

### **Instruction: What is Stress?**

- Ask students...
  - What is stress?
  - Good vs bad stress
  - Is stress only emotional?
    - What emotions do you feel when you are stressed?
  - What are some physical signs that you are stressed?
  - How much stress do you think you experience?
  - What events or situations cause the most stress for you
- Our body's response to stress (fight, flight, or freeze)
- Effects of long term stress
- What do you currently do (healthy or not) to try to cope with stress?

### **Activity 1: [Stress Management Worksheet](#)**

- Students will complete a worksheet about their current stress levels and management of that stress.

### **Instruction: Coping Skills and Strategies**

#### **Activity 2: Coping Strategies Stations**

- Students will rotate through a variety of stations with different coping strategies at each station.
- Station ideas: music, exercise, meditation, coloring, puzzles, deep breathing, gratitude/journaling

#### **Closure: Coping Strategies Reflection**

- Students will complete a reflection about the coping strategies stations and create a list of their top 5 coping strategies that they feel worked best for them and why.

### **Assessments**

List any formative or summative assessments that should be administered within this learning sequence.

- [Stress Management Worksheet](#)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<i>I can...</i> <ul style="list-style-type: none"><li>● <i>Understand what mental health is and why it is important.</i></li><li>● <i>Identify ways in which music impacts our mental health.</i></li></ul>	<ul style="list-style-type: none"><li>● <i>Understand mental health</i></li><li>● <i>Choose a mental health disorder to research</i></li></ul>

### **Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### **[Unit Slide Deck Linked Here](#)**

*Hook:* Turn and Talk- How is mental health different from physical health? Why are some messages about health better than others?

### **Instruction: What is Mental Health?**

- Begin with a brief discussion about health, emphasizing that mental health is an essential component of overall well-being.
- Definition of Mental Health
  - "Mental health refers to emotional, psychological, and social well-being, affecting how we think, feel, and act."
  - Discuss the factors that contribute to good mental health (e.g., healthy relationships, coping skills, self-esteem).
- Common Mental Health Issues:
  - Introduce common mental health issues: anxiety disorders, depression, bipolar disorder, and eating disorders.
  - Briefly explain the symptoms and potential impacts of each disorder.
  - Use real-life examples or videos to help students relate to these conditions.
- Reducing Stigma:
  - Discuss the stigma associated with mental health issues and how it can discourage people from seeking help.
  - Facilitate a conversation on the importance of reducing stigma and promoting open discussions about mental health.
  - Share examples of public figures who have spoken openly about their mental health struggles.

### **Activity 1: [Mental Health Flyer](#)**

- Students will be in small groups and will be assigned a mental health condition to research and become an expert on. Each member of the group will have their own role in the research process (symptoms, treatment options, etc) and they will present their information to the class. A [graphic organizer](#) will be offered to guide students through the assignment.

### **Activity 2: [Music Analysis](#)**

- Divide students into small groups and provide each group with a set of song lyrics that address mental health. You can choose songs beforehand or ask students to bring in their own suggestions. Instruct the groups to read and analyze the lyrics, paying attention to the themes, emotions, and messages conveyed. Ask them to discuss how the lyrics relate to mental health and what impact the song might have on listeners. Encourage them to consider the lyrics in the context of the artist's personal experiences or the broader societal issues surrounding mental health.
- Reflection Questions:
  1. How can music serve as a tool for expressing and addressing mental health issues?
  2. Why is it important to discuss mental health openly and without stigma?
  3. How did the songs you analyzed relate to mental health themes or experiences?
  4. In what ways do you think music can impact individuals who are struggling with mental health?
  5. Reflect on your own experience with music and mental health. Has a particular song ever helped you through a difficult time? Explain why.

### **Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Mental Health Flyer](#)
- [Music Analysis](#)

**Learning Target:**

**Success Criteria:**

I can...

- Describe the warning signs of suicidal ideation
- Help someone that may be suicidal

- Explain which suicide prevention strategy I prefer through the "Compare & Contrast" worksheet

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

**\*Be sure to alert the school counseling department 3 days prior to giving this lesson. Suggested email language:**

Hi Director School Counseling,

Next Tuesday, October 1st, during blocks 1A and 2A my Health 2 course (juniors) will participate in a lesson on suicidal ideation. Can you pass this along to the school counselors to give them a heads up?

- This content is required by the state of CT
- The emphasis is on using QPR and/or ACT to help others
- Amy Zappone has reviewed and approved the lesson
- Megan Albanese from the STEPS Program has reviewed/approved the lesson (we use some STEPS data)
- Despite our caring and careful approach, we recognize it may be a trigger for some students which is why we allow them to visit support staff if need be.

Please don't hesitate to contact me if you have any questions.

Respectfully,

## [Unit Slide Deck Linked Here](#)

**Hook:** [Kyle's Story](#)

### *Learning Card*

#### **Instruction:** Suicide Awareness & Prevention

- Review STEPS data
- Teach warning signs/recognition
- Teach 2 different strategies for what to do when you are concerned someone you know might be considering suicide
  - QPR vs. ACT

#### **Activity:** Compare & Contrast

- Students answer the following questions:
  - Which strategy do you prefer? Which will you be more likely to use? Why?

#### **Activity:** Checking On The Students

- Each student is given an index card and tells them to write their name on the top
- The teacher then directs students to answer the following questions:
  - Are you currently struggling with suicidal thoughts? Write Yes or No
  - Are you worried about someone else? Write Yes or No. If "yes", write their name.
- The teacher collects them and shares: I care about you. I've alerted school counselors about this lesson. I'm going to look through these the first chance I get today, and like you've been taught, go to the properly trained people to get help.

#### **Closure:** End lesson with a positive, inspirational message

- For example: "Fall down seven times, stand up eight" - Japanese proverb

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.

- The "Compare & Contrast" worksheet may be graded for completion

Learning Target:	Success Criteria:
<i>I can...</i> <ul style="list-style-type: none"> <li>• Explain the importance of self care</li> <li>• Create a self care plan</li> </ul>	<ul style="list-style-type: none"> <li>• Self Care Plan</li> </ul>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><a href="#">Unit Slide Deck Linked Here</a></p> <p><b>Hook:</b> Would you rather?</p> <p><i>Learning Card</i></p> <p><b>Instruction:</b> Self Care</p> <ul style="list-style-type: none"> <li>- What it means, the importance of it, etc.</li> </ul> <p><b>Activity:</b> Create your own Self Care Plan</p> <ul style="list-style-type: none"> <li>- <a href="#">Model a plan</a></li> <li>- <a href="#">Students create their own</a></li> </ul> <p><b>Activity:</b> The Happiness Challenge</p> <ul style="list-style-type: none"> <li>- Success is the key to happiness. It is the other way around.</li> <li>- <a href="#">Try the Happiness Challenge</a></li> </ul>	
<b>Assessments</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
<ul style="list-style-type: none"> <li>- <a href="#">Self Care Plan</a></li> </ul>	

### Alternative Learning Activities.

<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
<ul style="list-style-type: none"> <li>• Mental Health &amp; Stress Management Mini Research Paper               <ul style="list-style-type: none"> <li>○ <a href="#">Mental Health Research Questions</a></li> <li>○ <a href="#">Part 1</a></li> <li>○ <a href="#">Part 2</a></li> </ul> </li> <li>• Create Your Own Emotion Character               <ul style="list-style-type: none"> <li>○ Come up with an emotion for your character (think “Inside Out”). Draw a picture of your character. Give a brief description or explanation of that emotion (can be serious or funny).</li> </ul> </li> <li>• Stress Scenarios               <ul style="list-style-type: none"> <li>○ Previously found in the “Health 2 - Stress Management” unit</li> </ul> </li> <li>• Nail/Balance Activity               <ul style="list-style-type: none"> <li>○ Previously found in the “Health 2 - Stress Management” unit</li> </ul> </li> </ul>

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2: Analyzing Influences through Nutrition
<b>Grade Level/Course:</b>	11th Grade Health 2
<b>Length/Dates:</b>	8-10
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Analyzing influences is a health enhancing skill, giving us the ability to recognize what impacts our choices and actions. The topic of nutrition will be used to help students learn about and practice this skill.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
Standard 2: Analyze influences that affect health and well-being of self and others. <ul style="list-style-type: none"> <li>● 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.</li> <li>● 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.</li> </ul>	
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> <li>● A: Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods).</li> <li>● B: Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).</li> </ul>	

<b>Transfer Goals (Vision of the Graduate)</b>	
List the long-term and/or school-wide independent student behaviors that this unit will address.	
<b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.	

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. <ul style="list-style-type: none"> <li>● Nutrition simple: Eat food. Not too much. Mostly plants.</li> <li>● Internal and external influences have enormous power to impact our decisions and actions.</li> <li>● Being aware of potential and actual influences is the first step towards managing them properly.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. <ul style="list-style-type: none"> <li>● How can I navigate the complex world of diet and nutrition?</li> <li>● Why do good people make bad choices?</li> <li>● How can I minimize the impact of negative influences and maximize the impact of positive ones?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Describe the 4 skill cues to analyzing influences: Identify, Analyze, Examine, Consider.</li> <li>● Reflect on the various influences in their lives.</li> <li>● Identify factors that influence their eating habits.</li> <li>● Explain how different types of media influences our food choices.</li> <li>● Summarize the 6 essential nutrients.</li> <li>● Analyze ingredients and know what to look for when choosing food.</li> <li>● Examine the pros and cons of sodium and sugar.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize what impacts their choices and actions; another way to put it: analyze influences.</li> <li>● Make a decision or choice with full knowledge of what is influencing them one way or another.</li> <li>● Create a nutrition cube as a healthy reminder of what influences their nutritional choices.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

Summative Assessment Title: Nutrition Influence Cube

- **Goal:** For students to reflect on why they eat a certain way, and to be aware of internal and external forces manipulating their nutritional choices. Students will walk away from this unit with a physical representation of their nutrition influences to potentially serve as an aid when picking out what to eat.
- **Role:** You (student) are a creative genius whose task it is to build a Nutrition Influence Cube.
- **Audience:** The students are building a Nutritional Influence Cube for themselves.
- **Situation:** Students need to reflect on and identify 5 things that influence their nutritional choices. Once 5 influences are identified, they will complete an extensive analysis of each one.
- **Product/Performance/Purpose:** Students will be given an [“Influence Cube” template](#). They will write their name in one square of the cube. Each of the other sides must then be decorated by an influence.
- **Standards and Criteria for Success:**
  - B: Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).
  - 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.
  - The Nutrition Influence Cube will be graded with total points.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- [Nutrition Influence Cube](#)
- [Blank Cube Template](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- The Nutrition Influence Cube assignment will be graded with total points. Comments and feedback will be provided on the actual [assignment/direction page](#) found in Canvas either electronically or handwritten.

#### Comments

Frame this as any information that would be helpful for a new teacher or a teacher teaching this course for the first time.

- It is important to recognize that our students have very little say in the food that gets placed on the table in front of them. We hope this assessment and this unit leads to students thinking before they eat. We want them to ask questions such as:
  - Why am I eating right now? Because I need sustenance? Because I'm stressed? Because everyone else is?

- What am I eating? Is it healthy for me? Do I like it? How much do I really need of this (portion size)?

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

#### Performance Assessments

- Group Nutrition Research Project
- [Nutrition Media Analysis](#)
- [Grocery Store Vision](#)

#### Learning Activities

- Influence Map & Reflection
- Analyzing Influences Skill Cues quiz
- [Web of Influence](#)
- [Current Events Jigsaw](#)

## Stage 3: Instructional Design

Design EACH activity for the unit.

### Lesson 1

Learning Target:	Success Criteria:
<p>I can...</p> <ul style="list-style-type: none"><li>• Describe how influences affect health behaviors</li><li>• Define the skill of analyzing influences</li><li>• List influences in their own lives</li></ul>	<p>Fist to five: defining the skill of analyzing influences</p>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><a href="#">Unit Slide Deck Linked Here</a></p> <p>Hook: Influences in My Life: Students will have 4 sticky notes on their desk. They will write one influence on each sticky note that they feel is in their life. It can be anything! Students will post their sticky note on chart paper labeled internal or external, and they will identify if this influence is a positive one or negative one.</p> <p>Instruction: Internal vs External Influences</p> <p>Hook Continued: Students will put their 4 sticky notes onto chart part labeled “internal” or “external”</p> <p>Activity 1: Create a Definition: Students will come up with a definition for analyzing influences in their own words.</p> <p>Activity 2: Influences Map: Students will create an influence map of influences in their own life. They will write their name in the center of a blank piece of paper and create a diagram or word map that shows the influences (internal and external) in their own life. (see slide deck for examples)</p> <p>Activity 3: Influences Map Group Brainstorm Reflection: Students will answer questions about how different influences impact them or their life.</p> <ul style="list-style-type: none"><li>• How do peers and peer pressure influence our relationships with others?</li><li>• How do personal values and beliefs influence our relationships with others?</li><li>• How does technology influence our relationships with others?</li><li>• How do life events influence our relationships with others?</li><li>• How might influences change during our lifetime?</li><li>• What influences do our families have on our lives?</li></ul> <p>Closure: Fist to Five: defining the skill</p>	
<b>Assessments</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
<b>Informal Formative Assessment</b> <ul style="list-style-type: none"><li>• Fist to Five: Understanding the definition of the skill</li></ul>	

Learning Target:	Success Criteria:
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<p>I can...</p> <ul style="list-style-type: none"> <li>List influences in my own life</li> <li>Create a mnemonic device to help me remember skill cues</li> <li>Analyze influences on two health behaviors related to nutrition through a web of influence activity</li> </ul>	<p><i>Yes/No: create own acronym for skill cues</i></p>
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**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: Turn and Talk: Students ask someone near them what they ate for breakfast this morning? They discuss why they made that choice.

Instruction: Skill Cues

- I- Identify
- A- Analyze
- E- Examine
- C- Consider

Activity 1: Create a Mnemonic Device: Students will create a mnemonic device to help them remember the skill cues.

Activity 2: [Web of Influence](#): Students will create a web of influence using an example from nutrition.

- On the outside of the web, have 3-5 categories: values/beliefs, social media, technology, etc
- In smaller circles/shapes around those things identified in step 2, analyze how those influences impact you as an individual---how you act, feel, think, etc.
- Use a variety of colors!
- Write a small message that you receive from this influence. Messages may not always be easy to recognize and might not be told to you directly!
- See slides for example

Closure: Yes/No: Skill Cue Check-In

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

**Informal Formative Assessment**

- Yes/No: Skill Cue Check-In

Learning Target:	Success Criteria:
<p>I can...</p> <ul style="list-style-type: none"> <li>Explore factors that influence food choices</li> <li>Analyze media messages related to nutrition</li> </ul>	<p><i>Media Analysis Project</i></p>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?  
 Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: What are the Skill Cues?

Activity 1: [Current Events Jigsaw](#): Open the document named “Current Events Jigsaw” Follow the instructions in the document. Working with a partner, choose 1 video to watch together and 1 article to read together. You will become the expert on these two topics discussed. Answer the questions that follow.

Activity 2: [Nutrition Media Analysis](#): Find an ad from the media advertising nutrition. Include your ad within your analysis sheet. Using the questions, analyze the advertisement you found.

- See model [here](#)

Closure: What influences us to eat the foods that we eat?

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Current Events Jigsaw](#)
- [Nutrition Media Analysis](#)

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>• Research a topic of interest related to nutrition with a small group</li> </ul>	<i>Nutrition Research Project</i>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

#### [Unit Slide Deck Linked Here](#)

#### Hook: Question of the Day

- What is the most exotic/different/unique food that you have ever tried?

#### Activity 1: [Nutrition Research Project](#)

- Students will work in small groups (3-4 people) on researching a particular topic related to nutrition. The group can choose the topic, but must get approval before starting. Some examples of topics include: food deserts, portion size vs serving size, cost of food, how culture relates to nutrition, school lunches, etc. Students will analyze the influences of society norms on these topics OR how these topics influence society. Students will incorporate the skill cues. Once research is complete, students will create some sort of presentation to educate their peers about their chosen topic.
- Students will work in class on this for 2 days!
- Graphic Organizer Linked [Here](#)

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Nutrition Research Project](#)

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>• Research a topic related to nutrition and complete a graphic organizer</li> </ul>	<i>Complete graphic organizer and begin presentation</i>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Work Day 1:

- Choose a group to work with
- Choose a topic to research
- Open graphic organizer on Canvas
- Share graphic organizer with your group members
- Determine who is responsible for what part of your research
- Begin your research using ACCESS!
  - Cite all your sources!

Brain Boost of your choice

Closure: Check In with Groups

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Nutrition Research Project](#)

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"><li>● Research a topic related to nutrition and complete a graphic organizer</li></ul>	<i>Finished presentation</i>

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Hook: Skill Cue Check In

Work Day 2: Goals for Today

- Continue working on your research
- Once done, begin building your slides.
- Reminder! Make them interesting and organized!
- Practice your presentation with your group members to be prepared to present the next class!

Reminders for Students:

- Remember to Include:
  - Influences!
    - Analyze the influences of societal norms on these topics OR how these topics influence society
    - What influences that topic area?
- Skill Cues!
  - Identify
  - Analyze
  - Examine
  - Consider

## Brain Boost

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Nutrition Research Project](#)

### Learning Target:

I can...

- Present my research to my peers in an engaging way.
- Learn about a variety of topics related to nutrition from my peers.
- Describe how grocery stores influence our food choices.

### Success Criteria:

*Grocery Store Vision*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

#### [Unit Slide Deck Linked Here](#)

Hook: Check In with Groups

#### Group Presentations of Projects

- Students present their projects to the class. While students present, others answer a few questions.
  - Peer Reflection: While you watch the other presentations, answer the following:
    - What is something you found interesting about the presentation?
    - How did the presentation address influences on the food we eat?
    - What is a follow-up question for the group that presented?

#### Activity 1: [Grocery Store Analysis](#)

- Watch the video linked in the slides as a class, students answer the questions as they watch.

#### Part 2: [Infographic](#)

- Students look at the infographic and answer the questions.

Debrief: Discuss the video and infographic with students

## Brain Boost

#### Activity 3: [Grocery Store Vision](#)

- Students will design a grocery store layout and policies to influence shoppers to eat healthy. They will use what they have learned in the video and infographic to support healthy eating.
- Links: [Grocery Store Analysis](#), [Grocery Store Graph Paper](#), [Grocery Store Vision](#)

Closure: Discuss with a partner one aspect of your grocery store that you created.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Grocery Store Vision](#)

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>● Describe how grocery stores influence our food choices.</li> <li>● Analyze the influences in my own life that impact my nutrition habits.</li> </ul>	<i>Grocery Store Vision and Influence Cube</i>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><a href="#">Unit Slide Deck Linked Here</a></p> <p>Hook: Turn and Talk: In what ways do grocery stores influence us?</p> <p>Activity 1: Finish Grocery Store Vision</p> <p>Activity 2: Grocery Store Presentations Double Circle</p> <ul style="list-style-type: none"> <li>● Create two circles that face each other.</li> <li>● Share with your partner the following information as you present your grocery store:               <ul style="list-style-type: none"> <li>○ What are 5 of your key elements and why did you choose them?</li> <li>○ What are 2 of your store policies and why did you choose them?</li> <li>○ Show them your store layout</li> <li>○ Explain it in detail!</li> </ul> </li> </ul> <p>Activity 3: Summative Assessment</p> <ul style="list-style-type: none"> <li>● <a href="#">Nutrition Influence Cube</a></li> <li>● To demonstrate their skill and ability to analyze influences, students will create a Nutrition Influence Cube. Students will analyze 5 things that influence their nutritional choices. Once this is complete, they will be given an “Influence Cube” template. Students will first write their name in one square of the cube. Each of the other sides must then be decorated by an influence. Be creative!</li> <li>● Links:               <ul style="list-style-type: none"> <li>○ <a href="#">Nutrition Influence Cube</a>, <a href="#">printable cube outline</a></li> </ul> </li> </ul>	
<b>Assessments</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
<b>Summative Assessment - <a href="#">Nutrition Influence Cube</a></b>	

### Alternative Learning Activities.

<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.
<ul style="list-style-type: none"> <li>● Wellness- what is your favorite meal?               <ul style="list-style-type: none"> <li>○ Reported as being found in the “Health 2 - Nutrition/Wellness” unit</li> </ul> </li> <li>● Meal Prep - Planning a Healthy Meal</li> <li>● Restaurant Meal Analysis               <ul style="list-style-type: none"> <li>○ Previously found in the “Nutrition/Wellness” unit.</li> </ul> </li> </ul>

## Resources

Any materials and resources related to Stage 3 learning activities.

Resources are linked throughout the document

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 3: Decision Making through ANOD
<b>Grade Level/Course:</b>	11th Grade Health 2
<b>Length/Dates:</b>	8-10
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Decision making is the process of choosing a course of action or selecting an option among various alternatives based on available information, values, and potential outcomes. Decision making is a health enhancing skill that can be practiced and improved. Students will learn about and practice this skill through the topics of alcohol, nicotine, and other drugs (ANOD).

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>	
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address	
<p>Standard 5: Use a decision-making process to support health and well-being of self and others.</p> <ul style="list-style-type: none"> <li>● 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.</li> <li>● 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.</li> <li>● 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.</li> <li>● 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.</li> <li>● 5.12.6 Develop a plan of action to implement a health-related decision.</li> <li>● 5.12.8 Evaluate the effectiveness of health-related decisions.</li> </ul> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> <li>● A: Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.</li> <li>● B: Examine situations that could lead to the use of alcohol and other drugs.</li> <li>● C: Examine the resiliency skills that empower people to remain alcohol- and drug-free.</li> </ul>	

<b>Transfer Goals (Vision of the Graduate)</b>	
List the long-term and/or school-wide independent student behaviors that this unit will address.	
<p><b>Creativity/Innovation Transdisciplinary Goal:</b></p> <p>Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p>	

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. <ul style="list-style-type: none"> <li>● We make thousands of decisions each single day, of which most are inconsequential, but a few are very important.</li> <li>● Following a proven decision-making process helps you navigate tough choices and increases your chances at picking the right/best option.</li> <li>● If you are using ANOD there is some other healthier way to get what you want/need, and if you want to stop but can't there is help available now.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. <ul style="list-style-type: none"> <li>● Why is it necessary to learn/know a proven decision-making process?</li> <li>● How do I increase my chances at making the right/best decision?</li> <li>● Why do people use ANOD, and how can resist the temptation?</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>● Define the skill of decision making.</li> <li>● Identify and explain the steps/skill cues for how to make a responsible decision.</li> <li>● Differentiate between types of decisions.</li> <li>● Analyze the process taken and quality of a decision made.</li> <li>● Reflect on personal values that influence our decisions.</li> <li>● Summarize the differences between ANOD use, misuse, and abuse.</li> <li>● Research different types of drugs, their purposes and effects.               <ul style="list-style-type: none"> <li>○ Including "Designer Drugs," OTC, and Rx</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Determine when to use the decision making steps.</li> <li>● Carefully and thoughtfully make a tough health related decision.</li> <li>● Follow the D.E.C.I.D.E. method when faced with an important choice.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
Title of performance task: Decision-Making Comic Strip <ul style="list-style-type: none"> <li>● <b>Goal:</b> For students to demonstrate how well they can make a thoughtful and responsible decision.</li> <li>● <b>Role:</b> The student plays the role of cartoonist; they are the creative artist.</li> <li>● <b>Audience:</b> The comic strip should be created for other teenagers, their peers.</li> </ul>

- **Situation:** Students will be creating a comic strip that depicts the decision-making process. The comic strip will show a character facing a dilemma, and going through the decision-making process to make a health enhancing choice.
- **Product/Performance/Purpose:** A colorful comic strip with at least 6 “boxes” that demonstrates the D.E.C.I.D.E. method/model/process for decision-making. Students may draw the comic or create one electronically.
- **Standards and Criteria for Success**
  - B: Examine situations that could lead to the use of alcohol and other drugs.
  - 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
  - 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
  - 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.
  - 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.
  - 5.12.8 Evaluate the effectiveness of health-related decisions.
  - The Decision-Making Comic Strip will be graded with total points.

## Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

- Large paper (17”x24”), markers, colored pencils, ruler, chromebook
- [Comic Strip Planning Sheet](#)
- [Comic Strip Self-Checklist](#)

## Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- The Decision-Making Comic Strip will be graded with total points and belongs in the “Performance Assessments” category.
- [Decision-Making Comic Strip Rubric](#)

## Other Evidence

### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

### Learning Activities

- Informal Formative Assessment: Exit Slip - List the steps/skill cues on a piece of paper
- Formative Assessment: [Values Worksheet](#)
- Formative Assessment: [Ethical Tests and Hypothetical Worksheet](#)
- Webquest
  - [Option 1 Link](#)
  - [Option 2 Link](#)
- 3-2-1 Reflection
- [ANOD Categories](#)

- [Advertisements Impact Decisions](#)

### Performance Assessments

- DECIDE method steps/skill cues quiz
- Comic Strip
  - [Rubric](#)
  - [Planning Sheet](#)
  - [Self-Checklist](#)

## Stage 3: Instructional Design

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"> <li>• Define the term decision making</li> <li>• Discuss the relevance of decision making</li> </ul>	<i>Participation, engagement, social interaction</i>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><a href="#">Unit Slide Deck Linked Here</a></p> <p>Hook: On the post it...</p> <p>“What decisions do you make everyday?” Flip it over. Write down future decisions you will have to make. For example, “what i’m going to do after high school.” Now STAR decisions that impact your health</p> <p>Activity 1: Small Group Discussion</p> <ul style="list-style-type: none"> <li>• In small groups, share your list of decisions from the do-now activity           <ul style="list-style-type: none"> <li>○ Identify 3 decisions that relate to your health and discuss:</li> <li>○ Was it easy or difficult to make this choice?</li> <li>○ Are there any decisions on your list that took more thought than others? Why or why not?</li> <li>○ What types of health decisions take thought? Why?</li> </ul> </li> <li>• Write answer to last question on the board</li> </ul> <p>Brain Boost Activity: Decision Continuum</p> <ul style="list-style-type: none"> <li>• Students will be in a line horizontally across the room. They are on a continuum of 1-10 with 1 being an easy choice, and 10 being a decision that takes a lot of thought and consideration. Teacher will read a variety of statements and students will move to a place on the continuum where they would view that statement or decision</li> <li>• Statements can be anything from brushing teeth to engaging in sexual behaviors or drinking alcohol at a party</li> </ul> <p>Activity 2: What is Decision Making</p> <ul style="list-style-type: none"> <li>• Students come up with their own definition of decision making, and then share with a small group. Each small group will come up with one definition; lastly together as a class we will come up with one definition for decision making.</li> </ul> <p>Instruction: 3 Types of Decisions</p>	

### Activity 3: Decisions, Decisions

- For each category, identify either past decisions you have made or decisions you anticipate will come up in the future and sort them into categories: impulsive, everyday, responsible
- Next read various scenarios about decisions made to students and they must determine what type of decision that is.

Brain Blast

Closure: Review Definition

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Informal

### Learning Target:

I can...

- identify the steps to making a thoughtful or responsible decision
- explain when to use the decision making steps

### Success Criteria:

*Exit slip: list the steps*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

#### [Unit Slide Deck Linked Here](#)

Hook: Turn and Talk: “What steps are important when making a responsible or thoughtful decision?”

#### Activity 1: [Dan the Man’s Party Story](#)

- Read the story to students. They decide if they are going to go to the party or not based on what they know from the story.

Instruction: What is important when making a decision?

- Return to the hook, get student’s ideas

Instruction: Skill Cues

- Introduce the skill cues to students (DECIDE)

#### Activity 2: Reexamine Dan’s Story

- Students read the story again and outline the DECIDE skill cues they notice within the story

Instruction: Discuss Social Host Law from STEPS

#### Activity 3: Create Your Own Story

- Students write their own social story similar to Dan the Man’s Party Story. Be sure to include each step of the DECIDE model within your story.

Closure: Review Short Stories

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Exit slip: list the steps

### Learning Target:

I can...

- List the steps of the DECIDE model
- Discuss effective application of the DECIDE model
- Examine the role that values play in decision making

### Success Criteria:

*Identify and reflect on values and how they impact our choices*

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Hook: On the index card, write down the decision making steps/cues.

Instruction: Values

#### Activity 1: [Values Worksheet](#)

- Students identify their own values and beliefs through this worksheet. Answer the questions that follow

Instruction: Update on Dan the Man's Party

- Read the updates learned about Dan's party

#### Activity 2: [Ethical Tests and Hypothetical Worksheet](#)

Closure: Turn and Talk

- "Did you revise your decision to go or not go to the party? Why did you change your mind?"

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- Values Worksheet
- Ethical Tests & Hypothetical Worksheet

### Learning Target:

I can...

- describe the differences between use, misuse, and abuse.
- practice making a thoughtful and responsible decision regarding drugs and alcohol

### Success Criteria:

*Completed webquest*

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

[Unit Slide Deck Linked Here](#)

Hook: Write Your Own Definition for the following terms:

- Drug Use
- Drug Misuse
- Drug Abuse

Instruction: Define the Terms

Activity 1: Let's See What You Know

- Legal vs Illegal. Give students various statements about prescription and over the counter drugs
  - Ex. Can you use someone else's prescription for the same condition you are experiencing?

Activity 2: Webquest

- [Option 1 Link](#)
- [Option 2 Link](#)
- Each group will be responsible for each part of the webquest.
- You will research to complete each section of the webquest.
- After you complete the research slide, you will read the scenario and complete the decision making steps that follow.

Brain Boost

Closure: On the back of the index card used at the beginning of class, reflect on what you learned using the 3-2-1 method:

- Write 3 things you learned as a result of the webquest
- Write 2 things you still have questions about
- Write 1 thing you will do differently as a result of your learning

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)

- Webquest
- 3-2-1 Reflection

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"><li>● explain the different types of drugs, their purposes and effects.</li><li>● describe the difference between Rx and OTC drugs.</li><li>● discuss how knowledge of drugs fits into the decision making process.</li></ul>	<i>Own Resource- ANOD categories, Names &amp; Effects</i> <i>You can explain the difference between OTC &amp; Rx</i>

**Learning Activities**

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: Write the Skill Cues (DECIDE)

Activity 1: On the post-it...

Write down as many examples of OTC drugs and Rx drugs as you can.

Instruction: OTC vs Rx Drugs

- Similarities and differences, labels, dosing, directions, etc
- [Resource Link](#)

Activity 2: [ANOD Categories](#)

Closure: Review OTC vs Rx with students

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [ANOD Categories](#)
- Explain the difference between OTC & Rx

Learning Target:	Success Criteria:
I can... <ul style="list-style-type: none"><li>• describe the steps/skill cues to making a thoughtful and responsible health decision.</li><li>• analyze how the media affects a health-related decision.</li><li>• examine situations that could lead to the use of alcohol, nicotine and other drugs.</li></ul>	<i>DECIDE method quiz</i>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: Review Learning Card and Previous Lesson Ideas

Activity 1: [Advertisements Impact Decisions](#)

- Students work in groups, each group chooses one of the three advertisements given to them. (see slides for the 3)
- Have students jigsaw and pair up with people who had different advertisements

Brain Boost

Activity 2: Analyzing Advertisements

- [Video Link 1](#)
- [Video Link 2](#)

Activity 3: On the post-it, write down reasons people use ANOD.

Discuss

Closure: Write down the steps/skill cues to making a thoughtful decision

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- DECIDE method quiz
- Advertisements Impact Decisions

### Learning Target:

I can...

- demonstrate my ability to make a thoughtful and responsible health-related decision.

### Success Criteria:

*Comic Strip!*

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: How would you explain decision making to a peer who has never had a health class? What would you include and why?

Summative Assessment: Comic Strip

- To prove what you know, to measure your skill level, to demonstrate your ability to make a thoughtful and responsible health decision, you will create a comic strip that shows a character going through each step of our process.
- Student Packet Includes:
  - [Rubric](#)
  - [Planning Sheet](#)- this must be completed before you can move on!
  - [Self-Checklist](#)
- Provide students with 2 classes to work on this project!

Summative Assessment: Comic Strip Gallery Walk

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- Comic Strip

## Alternative Learning Activities.

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

- Addiction: The Dangers & Consequences
  - Currently taught in Health 1; a refresher in Health 2 may be beneficial to students

### Resources

Any materials and resources related to Stage 3 learning activities.

Resources are linked throughout the document

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 4: Advocating for Health
<b>Grade Level/Course:</b>	11th Grade Health 2
<b>Length/Dates:</b>	6-8
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	<p>The final Health 2 unit, and likely final instruction on health education during their public school experience, teaches students how to advocate for their health and/or the health of others. The advanced skill of advocacy will be taught using the content or topic of sexual abuse and sexual assault awareness and prevention. By contacting the teacher, parents or legal guardians may opt their child out of the sexual abuse and sexual assault awareness and prevention instruction. The teacher should alert parents of the content and opt-out option at least a month in advance:</p> <ul style="list-style-type: none"> <li>- <a href="#">Copy this letter to parents before using</a></li> <li>- <a href="#">Copy this Google form to parents before using</a></li> </ul>

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Standard 8: Advocate to promote health and well-being of self and others.</p> <ul style="list-style-type: none"> <li>● 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.</li> <li>● 8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.</li> </ul> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <ul style="list-style-type: none"> <li>● A: Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed.</li> <li>● B: Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent.</li> </ul>

<b>Transfer Goals (Vision of the Graduate)</b>
List the long-term and/or school-wide independent student behaviors that this unit will address.
<p><b>Critical Thinking Transdisciplinary Goal:</b> Students inquire, identify, and ethically solve real-world problems through reasoning and a reflection on the challenges and benefits of the process and/or solution(s).</p> <p><b>Creativity/Innovation Transdisciplinary Goal:</b> Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.</p> <p><b>Communication Transdisciplinary Goal:</b> Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.</p>

<b>Enduring Understanding(s):</b> What are the big picture understandings that are transferable across contexts, places, and times?	Each EU listed should correspond to at least 1 or more EQ below. <ul style="list-style-type: none"> <li>● We all have important needs, and we all deserve to have our needs met.</li> <li>● It is okay to speak up and ask for what you need. You may be the only one aware that something is missing.</li> <li>● Success is directly proportional to one’s ability to ask for help.</li> <li>● Only yes means yes.</li> <li>● Advocating for others is a form of service. “Everybody can be great because everybody can serve.” - Martin Luther King, Jr.</li> </ul>
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<b>Essential Question(s):</b> These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Each EQ listed should correspond to at least 1 or more EU above. <ul style="list-style-type: none"> <li>● Why do we need to advocate for health?</li> <li>● If you don’t speak up for yourself and your needs, who will?</li> <li>● Why are some people hesitant to ask for help?</li> <li>● How can I advocate for health?</li> <li>● When is sex consensual?</li> <li>● “Life’s most persistent and urgent question is: What are you doing for others?” – Martin Luther King, Jr.</li> </ul>
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<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<ul style="list-style-type: none"> <li>- Define advocacy.</li> <li>- Identify basic needs through Maslow’s Hierarchy of Needs.</li> <li>- Summarize how to advocate for an issue using skill cues.</li> <li>- Describe how consent works.</li> <li>- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault and should not be blamed.</li> <li>- Identify date rape drugs.</li> <li>- Review relationship abuse.</li> </ul>	<ul style="list-style-type: none"> <li>- Practice the steps to advocacy.</li> <li>- Explore different ways to advocate for important causes.</li> <li>- Advocate for a topic that is important to me.</li> </ul>

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

What will the student produce? Use the GRASPS model below to design your performance task.

Title of performance task: Advocacy Project

- **Goal:** For students to demonstrate how well they can advocate for a topic that is meaningful and important to them.
- **Role:** The student plays the role of the advocate. They identify, research, and present on a health related topic that is meaningful and important.
- **Audience:** The audience is dependent upon the topic the student chooses to advocate for. The students have the autonomy to pick their audience.
- **Situation:** Students will choose a health issue and create a health enhancing position/message supported by facts and evidence geared towards a specific audience.
- **Product/Performance/Purpose:** Students will deliver their position/message through a presentation, PSA, brochure, infographic, flier, or poster. Similarly, students have the autonomy to choose their advocacy medium.
- **Standards and Criteria for Success**
  - 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.
  - 8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.
  - The Advocacy Project will be graded with total points.

#### Resources

Any materials and resources related to the performance task that the teacher or student would need to be successful.

Students may benefit from previous learning:

- Skill of [Accessing Valid & Reliable Information](#)
- Skill of [Analyzing Influences](#)

#### Evaluative Criteria

How will you evaluate this task? How will you provide feedback to students?

- The Advocacy Project will be graded with total points and belongs in the “Performance Assessments” category.
- [Advocacy Project](#)

### Other Evidence

#### Assessment Evidence

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.

Formative Assessments:

- Informal:

- First to Five: How well can you define advocacy? Can you give examples?
- Talk to a friend: Explain how consent works.
- Formal:
  - Self-Assessment: Write down the acronym we use to remember the Advocacy Skill Cues. What does each letter stand for?

Learning Activities:

- [Exploring Advocacy worksheet](#)
- [YRBS Data Analysis worksheet](#)
- [Advocacy Practice I & C](#)

### Stage 3: Instructional Design

Learning Target:	Success Criteria:
<p><i>I can...</i></p> <ul style="list-style-type: none"> <li>● Define advocacy.</li> <li>● Explore different ways teenagers can advocate for important causes.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Exploring Advocacy worksheet</i></li> <li>● <i>First to Five: How well can you define advocacy? Can you give examples?</i></li> </ul>
<p><b>Learning Activities</b>          What is the actual instructional task that supports student learning in this lesson?          Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p><a href="#">Unit Slide Deck Linked Here</a></p> <p><i>Learning Card</i></p> <p>Hook: Students answer the prompt: “What does it mean to advocate for something?”</p> <p>Activity: Create a definition</p> <ul style="list-style-type: none"> <li>● Students will create a definition for advocacy</li> </ul> <p>Instruction: Our Definition</p> <ul style="list-style-type: none"> <li>● “Any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.”</li> <li>● “Advocacy for Self or Others helps students build the capacity to promote their healthy behaviors and to encourage their peers to develop and maintain their own healthy behaviors.” (RMC Health)           <ul style="list-style-type: none"> <li>○ Advocacy and being an advocate for something is as much about having the knowledge and passion to persuade someone to believe in your cause as it is about being knowledgeable about the cause itself. (Essentials Book)               <ul style="list-style-type: none"> <li>■ Recognizing the value of taking a stand for something that is important to you!</li> </ul> </li> </ul> </li> </ul> <p>Activity: Exploring Advocacy- <a href="#">Website</a></p> <ul style="list-style-type: none"> <li>● Students will explore a variety of advocacy efforts/projects from their own community or in the world around them</li> <li>● Teachers will provide numerous examples of advocacy posters, commercials, videos, print media, etc) for students to examine.</li> <li>● Students will rotate around the room to the different examples and answer questions on a <a href="#">worksheet</a> (ex. What is the example trying to do? Is it trying to get a person to take action?)</li> </ul>	

Change a behavior? Think differently? Why are they advocating for this topic?)

- Debrief after students have rotated to all stations

#### Instruction: Maslow's Hierarchy of Needs

- Have students access slide deck through Canvas; students go to slide 9, click the link, and explore the website on Maslow's Hierarchy of Needs
- Debrief:
  - what's it all mean? Share some of the EU's
    - We all have important needs, and we all deserve to have our needs met.
    - It is okay to speak up and ask for what you need. You may be the only one aware that something is missing.
    - Success is directly proportional to one's ability to ask for help.

#### Instruction: Advocacy & Relationships

- Love & Belonging are part of our needs; if we need something, that can be used as leverage against us
  - In a small group, explain that
    - Answer/debrief: If we need love, or are desperate for love, someone can use that and fulfill or provide that in our lives in order to get us to do things we are not comfortable doing.

#### Activity: Brainstorm

- Students will brainstorm three characteristics of effective advocacy or being an effective advocate

#### Instruction: Skill Cues

- I CARE
  - Identify and research a relevant and meaningful health issue
  - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
  - Act passionately and with conviction
  - Relay your health-enhancing message to your audience
  - Examine the effectiveness of the advocacy effort

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Exploring Advocacy worksheet](#)
- First to Five: How well can you define advocacy? Can you give examples?

Learning Target:	Success Criteria:
<i>I can ...</i> <ul style="list-style-type: none"><li>● Explain how to advocate for an issue I am passionate about using skill cues.</li><li>● List the skill cues to Advocacy.</li></ul>	<ul style="list-style-type: none"><li>● <i>Self-Assessment: Write down the acronym we use to remember the Advocacy Skill Cues. What does each letter stand for?</i></li></ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: What holiday tradition(s) will you continue as an adult?

*Learning Card*

Instruction: Review Advocacy Skill Cues

- I CARE
  - Identify and research a relevant and meaningful health issue
  - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
  - Act passionately and with conviction
  - Relay your health-enhancing message to your audience
  - Examine the effectiveness of the advocacy effort

Activity: Modeling of Skill Cues

- Model the skill cues using the slides to show an example of an advocacy effort.

Instruction: Sexual Violence

- Share statistics regarding sexual violence among teens
- Share Youth Risk Behavior Survey (YRBS) results RE: sexual violence
  - Students complete the [YRBS Data Analysis worksheet](#)

Instruction: Review Advocacy Skill Cues

- I CARE
- Have students close their eyes and picture the skill cues

Activity: [Advocacy Practice I & C](#)

- You have learned the skill cues for advocacy and now it's time to practice them. First we will only practice the "I" and "C" of our skill cues. Pick a health issue related to sexual abuse/assault. Then create a health enhancing position/message supported by facts & evidence & geared towards a specific audience.

Closure: Self-Assessment

- Write down the acronym we use to remember the Advocacy Skill Cues. What does each letter stand for?

**Assessments**

List any formative or summative assessments that should be administered within this learning sequence.  
*(They can be listed/linked below)*

Learning Activities:

- [YRBS Data Analysis worksheet](#)
- [Advocacy Practice I & C](#)

**Learning Target:**

**Success Criteria:**

I can ...

- Summarize how to advocate for an issue using skill cues.
- Practice the steps to advocacy.
- Explain how consent works.

- Talk to a friend: Explain how consent works.

## Learning Activities

What is the actual instructional task that supports student learning in this lesson?

Tasks can be linked in here. Include technology integration as applicable to support learning.

### [Unit Slide Deck Linked Here](#)

Hook: You can only watch one show/movie for the rest of your life, what is it?

### Learning Card

Do Now: Skill Cue Review

On the post-it note, list the advocacy skill cues. Include what each letter means.

Instruction: Review Advocacy Skill Cues

- I CARE
  - Identify and research a relevant and meaningful health issue
  - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
  - Act passionately and with conviction
  - Relay your health-enhancing message to your audience
  - Examine the effectiveness of the advocacy effort

Activity: Continue [Advocacy Practice I & C](#)

- You have learned the skill cues for advocacy and now it's time to practice them. First we will only practice the "I" and "C" of our skill cues. Pick a health issue related to sexual abuse/assault. Then create a health enhancing position/message supported by facts & evidence & geared towards a specific audience.

Brain Boost: Stump the Expert

- How to stretch major muscle groups without getting on the ground (don't use the nasty mats at the gym!)

Instruction: Consent

- What does "Consent" mean?
- [Video: consent explained through a cup of tea](#)
- Debrief/discuss
  - How is consent connected to sexual abuse & sexual assault?
  - How is consent connected to advocacy?

Instruction: Date Rape Drugs

- In small groups, come up with a question regarding date rape drugs
- Try to find the answer
  - Have students explore US Dept. of Health & Human Services website: [Date Rape Drugs](#)
- Large group discussion. Talking points:

- Alcohol is a date rape drug
- Club drugs & their shifting names
- You might not know you've been drugged
- Tips for being safe
- What to do if it happens

Closure: Consent

- Talk to a friend: Explain how consent works.

### Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

Informal Formative Assessment:

- Talk to a friend: Explain how consent works.

Learning Activities:

- [Advocacy Practice I & C](#)

Learning Target:	Success Criteria:
<ul style="list-style-type: none"> <li>● <i>I can advocate for a topic that is important to me.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Summative Assessment: Advocacy Project</i></li> </ul>

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

[Unit Slide Deck Linked Here](#)

Hook: Share with your cluster your midterm/final schedule.

Instruction: Advocacy Skill Cues

- This is what it's all about:
  - I CARE
    - Identify and research a relevant and meaningful health issue
    - Create a health enhancing position or message supported by facts and evidence and geared towards a specific audience
    - Act passionately and with conviction
    - Relay your health-enhancing message to your audience
    - Examine the effectiveness of the advocacy effort

Brain Boost of you choice

[Summative Assessment Advocacy Project:](#)

- Students will pick any topic they want to advocate for (it can be related to sexual abuse/assault or it can be something different). Students will research their chosen topic and develop a clear position/message supported by facts & evidence. Next, students will choose how to act passionately and relay their message. Lastly, students will measure how effective their advocacy effort was.

## Assessments

List any formative or summative assessments that should be administered within this learning sequence.  
(They can be listed/linked below)

- [Summative Assessment Advocacy Project](#)

## Alternative Learning Activities:

### Learning Activities

What is the actual instructional task that supports student learning in this lesson?  
Tasks can be linked in here. Include technology integration as applicable to support learning.

- All activities previously found in the “Relationships” unit
  - Reviving Ophelia Movie
  - Understanding Warning Signs
  - Relationship Abuse Scenarios
  - Promoting Safe Dating Practices

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# SHS Health Ed. Curriculum

SPS Curriculum & Instruction Committee - January '25

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# What is a Skills-Based Health model?

- Quality curriculum begins with standards
- The National Health Ed. Standards were recently updated (January '24)
  - CT State Health Ed. Standards are aligned with the National Standards (May '22)

## The Standards Driving Our Curriculum:

- Standard 1: Concepts/topics/functional health info
- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid & Reliable Information
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Self-Management
- Standard 8: Advocacy



# What is a Skills-Based Health model?

## Health Skills (standards 2-8)

- 2.) Analyzing Influences
- 3.) Accessing Information
- 4.) Interpersonal Communication
- 5.) Decision Making
- 6.) Goal Setting
- 7.) Self-Management
- 8.) Advocacy



## Required Content (standard 1)

- **DRUG EDUCATION**
- Human Growth & Development
- Nutrition
- First Aid
- CPR
- Accident Prevention
- Disease Prevention
- Cancer Awareness
- Community and Consumer Health
- Physical, Mental and Emotional Health
- Youth Suicide Prevention
- Safety (social media)
- AIDS/HIV\*
- Sexual Abuse & Assault Awareness & Prevention\*

# What is a Skills-Based Health model?

## \_1 Skill units not content-based units

One skill per unit... one or more topics/content per unit



## \_2 Skill development is the FOUNDATION of each unit

Spend the majority of time during the unit having students practice that skill

## \_3 Content is the CONTEXT for teaching skills

The skill is taught through that topic/content. As was discussed... the content is the vehicle. The skill can be applied to a variety of topics. It is transferable.



# At-a-Glance: HS Health Program

## Health I: 9th Grade

- Unit 1: Goal Setting through Wellness
- Unit 2: Analyzing Influences through ANOD
- Unit 3: Developing Healthy Relationships through Communication
- Unit 4: Accessing Information through Human Growth & Development & Disease Prevention

## Health II: 11th Grade

- Unit 1: Self-Management through Mental Health
- Unit 2: Analyzing Influences through Nutrition
- Unit 3: Decision Making through ANOD
- Unit 4: Advocating for Health

# Health I: Unit 1 - Goal Setting through Wellness

**Overview:** The skill being covered is goal setting. The content being covered is wellness. Students will explore various goal setting models and develop an individualized health related goal based on their needs/wants. Students will revisit this goal throughout the semester. Students likely have never heard of a skills-based health approach, and therefore a little bit of time should be spent explaining this model. Basically: There are 7 health enhancing skills that we will teach you throughout high school.

## Performance Assessments:

- Creating Your Personal Goal
- Checking In On Your Goal
- Final Goal Setting Reflection



# Health I:

## Unit 2 - Analyzing Influences through ANOD

**Overview:** In this unit, students will develop the skill of analyzing factors that impact their health and the decisions they make. Students will learn about alcohol, nicotine and other drugs as they practice and improve the skill of analyzing influences.

### Performance Assessments:

- Natural High Project
- Influential Infographic/Billboard



# Health I: Unit 3 - Developing Healthy Relationships through Communication



**Overview:** This unit focuses on building student's communication skills. Communication is taught through the content of healthy relationships. This transferable skill is vital for student success now, and will be utilized throughout their lives.

## Performance Assessments:

- Communication Check-In
- Relationship Role-Play Summative Assessment

# Health I: Unit 4 - Accessing Information through H.G.D. & Disease Prevention

**Overview:** The focus of the final Health I unit is the skill of accessing valid and reliable health information. Students will practice identifying health resources and analyzing them for quality. Accessing valid and reliable information will be taught through the following topics: human growth & development, disease prevention, cancer awareness, AIDS/HIV, and sexual health. By contacting the teacher, parents or legal guardians may opt their child out of the AIDS/HIV and/or sexual health instruction.

## Performance Assessments:

- Accessing Info - Top 10 Project
  - Research, categorize, infographic, share



# Health II: Unit 1 - Self-Management through Mental Health

**Overview:** Self Management refers to the skill of practicing health-promoting habits to avoid or reduce risky behaviors. During this unit students will practice this skill through the concept of mental health. Students will learn about different mental health diseases and disorders while discovering and building their own resiliency factors.

## Performance Assessments:

- Self-Care Plan
- Self-Care Reflection
- Self-Care Resolutions



# Health II: Unit 2 - Analyzing Influences through Nutrition

**Overview:** Analyzing influences is a health enhancing skill, giving us the ability to recognize what impacts our choices and actions. This skill is taught during Health I, but the content through which it is taught has changed. The topic of nutrition will be used to help students learn about and practice this skill.

## Performance Assessments:

- Nutrition Influence Cube
- Group Nutrition Research Project
- Nutrition Media Analysis
- Grocery Store Vision



# Health II:

## Unit 3 - Decision Making through ANOD

**Overview:** Decision making is the process of choosing a course of action or selecting an option among various alternatives based on available information, values, and potential outcomes. Decision making is a health enhancing skill that can be practiced and improved. Students will learn about and practice this skill through the topics of alcohol, nicotine, and other drugs (ANOD).

### Performance Assessments:

- Decision-Making Comic Strip
- DECIDE method steps/skill cues quiz



# Health II: Unit 4 - Advocating for Health

**Overview:** The final Health 2 unit, and likely final instruction on health education during their public school experience, teaches students how to advocate for their health and/or the health of others. The advanced skill of advocacy will be taught using the content or topic of sexual abuse and sexual assault awareness and prevention. By contacting the teacher, parents or legal guardians may opt their child out of the sexual abuse and sexual assault awareness and prevention instruction.

## Performance Assessments:

- Advocacy Project



**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 10 g.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Artificial Intelligence – New Course Proposal - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Artificial Intelligence – New Course Proposal.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the Artificial Intelligence – New 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: An Introduction to Artificial Intelligence

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

A one semester (half year) course that introduces students to Artificial Intelligence.

The Introduction to Artificial Intelligence course teaches students important programming concepts that enable the use of Artificial Intelligence in computer science and society at large. Students will learn how to incorporate basic Artificial Intelligence algorithms in their own work, and consider the social and ethical implications of how Artificial Intelligence is used, and how it plans to be used. Students will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

<https://codehs.com/uploads/66ee0baf6d4c2c004c70fbf5bee16ca7>

[https://codehs.com/course/intro\\_ai/overview](https://codehs.com/course/intro_ai/overview)

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

Computer Science is one of the main career pathways in the Program of Studies and this would allow us to expand opportunities for students interested in this field.

Our current computer science pathway offers two years worth of courses that are taught below the AP level (VB Programming and Accelerated Computer Science Principles). This change would allow us to lengthen the pathway for a non AP student. For the students leaving Principles, this would act as a stepping stone before moving to an AP course.

Further, AI is rapidly changing the world around us, and will continue to have a profound impact on the future.

## PROPOSED COURSE/PROGRAM CHANGE FORM

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

Grade 10-12 students that have previously been successful in a computer science course at SHS. The course is proposed to be taught at the ACC level.

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

Course enrollment and student success rates on assessments will be used to assess the implementation.

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

CodeHS.com offers a free semester long course curriculum. The enrollment for next year is expected to be a single section of a semester which we anticipate the SHS math department being able to absorb during the scheduling process.

	YEAR		
	I	II	III
<b>Staff</b>	\$ 0	\$ 0	\$ 0
<b>Textbooks</b>	\$ 0	\$ 0	\$ 0
<b>Materials</b>	\$ 0	\$ 0	\$ 0
<b>Other</b>	\$ 0	\$ 0	\$ 0
<b>TOTAL</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

Comments: \_\_\_\_\_

\_\_\_\_\_

Principal:            Approved             Denied

Signature 

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 10 h.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS – Video Game Design – New Course Proposal - Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS – Video Game Design – New Course Proposal.

**Background:** \_\_\_\_\_  
\_\_\_\_\_

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

**Recommendation or Comment:** Move that the Board of Education approve the Video Game Design – New 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: Math Department

**Please check appropriate item:**

New Course:

Revised Course:

Course Title: Video Game Design

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

A one semester (half year) course that introduces students to Video Game Design.

The CodeHS video game design curriculum teaches the foundations of creating video games. Its curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program.

The Video Game Design course is designed for complete beginners with no previous background in computer science, but does teach advanced topics. The course is highly visual, dynamic, and interactive, making it engaging for new coders.

<https://codehs.com/course/videogamedesign/overview>

<https://codehs.com/syllabus/20517>

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

Computer Science is one of the main career pathways in the Program of Studies and this would allow us to expand opportunities for students interested in this field.

Our current computer science pathway offers two years worth of courses that are taught below the AP level (VB Programming and Accelerated Computer Science Principles). This change would allow us to lengthen the pathway for a non AP student. For the students leaving Principles, this would act as a stepping stone before moving to an AP course.

Further, Video Game Design aligns to a common interest for these students and could serve as an engaging way to learn valuable skills.

## PROPOSED COURSE/PROGRAM CHANGE FORM

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

Grade 10-12 students that have previously been successful in a computer science course at SHS. The course is proposed to be taught at the ACC level.

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

Course enrollment and student success rates on assessments will be used to assess the implementation.

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

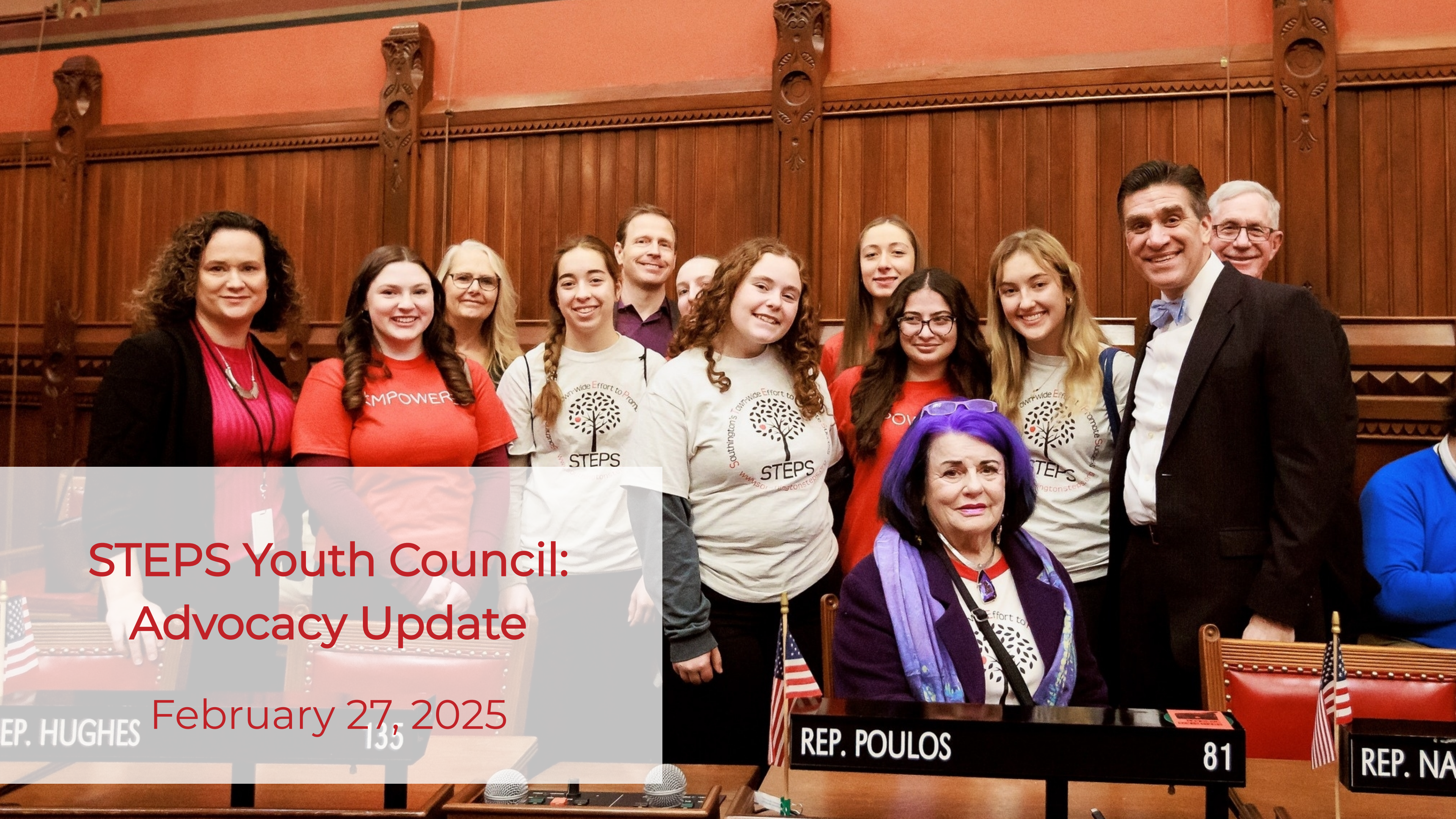
CodeHS.com offers a free semester long course curriculum. The enrollment for next year is expected to be a single section of a semester which we anticipate the SHS math department being able to absorb during the scheduling process.

	YEAR		
	I	II	III
<b>Staff</b>	\$ 0	\$ 0	\$ 0
<b>Textbooks</b>	\$ 0	\$ 0	\$ 0
<b>Materials</b>	\$ 0	\$ 0	\$ 0
<b>Other</b>	\$ 0	\$ 0	\$ 0
<b>TOTAL</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>

Comments: \_\_\_\_\_

Principal:            Approved             Denied

Signature 



# STEPS Youth Council: Advocacy Update

February 27, 2025

REP. HUGHES

135

REP. POULOS

81

REP. NA

# A SAFETY NET

Southington's Town-wide  
Effort to Promote Success

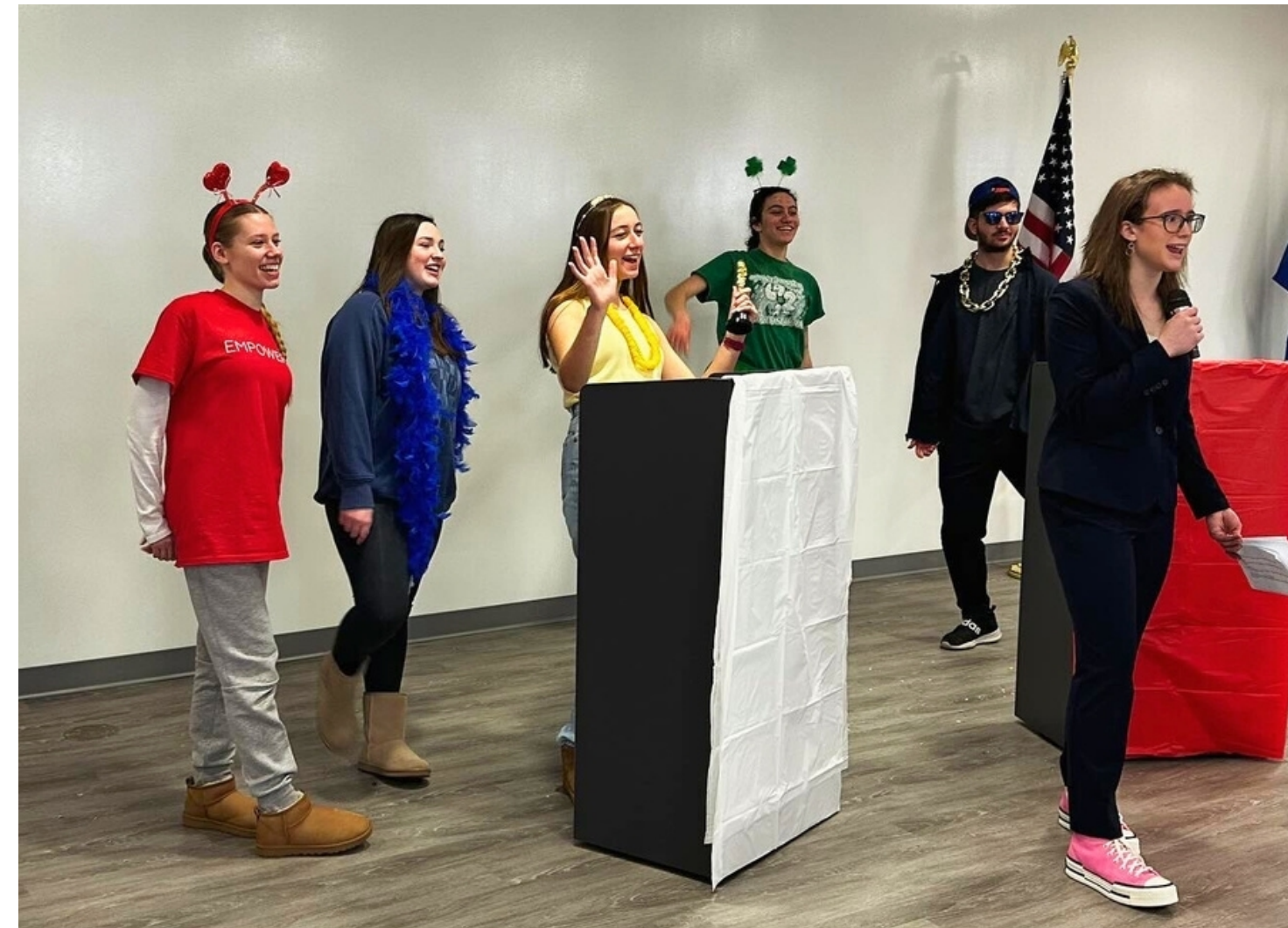
- STEPS started in 2007 after three Southington teens died by suicide
- One worried student approached the CEO of the Southington YMCA, who gathered other trusted adults around a picnic table. Together they decided to create a safety net for Southington youth.





# YOUTH COUNCIL

- *Activities we do: STEPS Storytime, Knight Knotes, self-care table, advocacy, review data*
- *Award winners!!*



# IT'S NOT CHEESY



- *Survey data: only 34% of students report “positive family communication”, or that they can talk to their parents about tough topics*
- *Our goals:*
  - *Want parents to be proactive, not reactive*
  - *Make parents aware of what teens are dealing with*
  - *Build skills for better communication*
- *Promoted on 700 pizza boxes and a billboard!*



# ADVOCACY

- *Cannabis seltzers*
- *Kratom*

# KRATOM

- *Kratom is the name given to herbal product that come from the leaves of a tree found in Southeast Asia.*
- *Kratom has many active chemical compounds called alkaloids.*
  - *Two of them - mitragynine and 7-hydroxymitragynine - can stimulate opioid receptors.*



# ADVOCACY



- *Youth Council sent a letter with concerns to our legislators*
- *Rep. Poulos attended our meeting to learn more*
- *Reached out to other CT coalitions and presented about kratom at multiple meetings*



# ADVOCACY

- *We hosted an advocacy day at the Capitol*
- *We submitted testimony to the General Law Committee*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested X

Agenda Code 11 b.1.

**AGENDA REPORTING FORM**

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

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

- SHS – DECA International Career Development Conference – Orlando, FL
  - 4/25-4/30, 2025

**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  
DECA International Creer Development Conference**

**Orlando, Florida**

**(4/25/25 – 4/30/25)**

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

*Submit to Director of Teaching and Learning*

2/27

Date: January 16, 2025

Out of State: Yes  No

Miles Round Trip: 2372

BOE

Overnight: Yes  No

<u>Southington High School</u>	<u>DECA</u>	<u>Fri 4/25/25-Wed 4/30/25</u>
School	Class/Group	Date of Trip
Name and Address of Destination		<u>Orange County Convention Center 9800 International Dr, Orlando, FL Tru by Hilton 6461 Westwood Blvd, Orlando, FL 32821</u>
Reasons for Field Trip	<u>DECA International Career Development Conference</u>	
Itinerary (attach if needed)	<u>Competitive role play and presentation events</u>	
Departure Date/Time	<u>Friday 4/25/25- 7am</u>	Return Date/Time <u>Wednesday 4/30/25- 1pm</u>

Type:  Academic (15:1)  Non-Academic (10:1)  Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

# of Students: approx 15 # of Teachers/Chaperones: 2 #of Buses: N/A- parent/student transportation to airport

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

Have met with nurse to address student health needs. (List of potential students on back- not all will be attending)


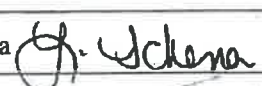
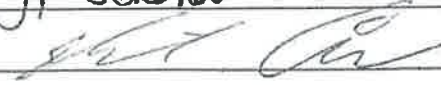

Nurse's Signature <u>Umecore</u>	Date <u>1-17-25</u>
----------------------------------	---------------------

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
<b>TOTAL Anticipated Cost of Trip</b>	<b>\$ 27,000</b>	
Board of Education Contribution	\$ 0.00	
Other	\$ 0.00	
Fundraising Activity	(\$4,500 )	DECA Store Sales
<b>BALANCE</b>	<b>\$ 17,000</b>	
<b>Student Contribution</b>	<b>22,500</b>	
Transportation	\$ 7,296	Students @ \$405

Entrance Fees, Room & Board		\$ 16,425	Students @ \$1095	
<b>TOTAL Cost of Trip to Each Student</b>		<b>\$1500.00</b>		
<b>SIGNATURES</b>				
<b>Teacher</b>	Teresa Brooks & Jaclyn DeVlyder		<b>Date</b>	1/16/2025
<b>Dept. Head</b>	Lillian Schena		<b>Date</b>	1/16/25
<b>Principal</b>	Richard Aroian		<b>Date</b>	1/21/25
<b>Comments</b>				
				<b>Approved</b> <input checked="" type="checkbox"/>
<b>Director of Teaching &amp; Learning:</b>		<b>Date</b>	1/22/25	<b>Not Approved</b> <input type="checkbox"/>
<b>Board of Education Approval***</b>				
		YES <input type="checkbox"/> NO <input type="checkbox"/>	<b>Date</b>	

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested X

Agenda Code 11 b.2.

**AGENDA REPORTING FORM**

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

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

- SHS – Spanish Language and Culture Immersion, Salamanca, Spain
  - 5/22-5/30, 2026

**Background:** N/A

**Alternative Strategies:** N/A

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

**Beginning Date of Program or Project:** N/A

**Ending Date of Program or Project:** N/A

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

Titles of Attachments:

1. Field Trip Application



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Southington High School  
Spanish Language and Culture Immersion**

**Salamanca, Spain**

**(5/22/26 – 5/30/26)**

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

*Submit to Director of Teaching and Learning*

Date: 1/30/25

BOE

Out of State: Yes  No   
Overnight: Yes  No

Miles Round Trip: 6000

Southington High School School      Spanish grades 10-12 Class/Group      May 22 - 30, 2026 Date of Trip

Name and Address of Destination Salamanca, España

Reasons for Field Trip Itinerary (attach if needed) Spanish Language and Culture Immersion  
attached

Departure Date/Time Friday May 22, 2026 (evening) Return Date/Time Saturday May 30, 2026

Type:  Academic (15:1)  Non-Academic (10:1)  Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

# of Students: 15-25 # of Teachers/Chaperones: 2-3 # 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.

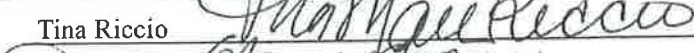

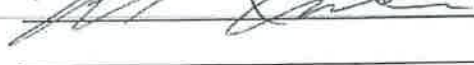
Destination is handicap accessible: Yes  No  Lift Van Needed? Yes  No

\*\*\*\*\*

**COST AND FINANCING**

Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ 72,600	
Board of Education Contribution	\$ 0	
Other	\$	
Fundraising Activity	(\$ )	
<b>BALANCE</b>	<b>\$ 72,600</b>	
<b>Student Contribution</b>		
Transportation	\$ 1870	20 Students @ \$ 1870
Entrance Fees, Room & Board	\$ 1870	20 Students @ \$ 1870
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$3630</b>	

**SIGNATURES**

Teacher Tina Riccio  Date 1/30/25  
 Dept. Head  Date 1/30/25  
 Principal  Date 1/30/25  
 Comments \_\_\_\_\_

Director of Teaching & Learning:



Date 1/31/25

Approved   
Not Approved

Board of Education Approval\*\*\* YES  NO  Date \_\_\_\_\_

# Salamanca Spain Trip

Southington High School

Colegio Delibes

May 22-30, 2026

Coordinator: Amanda Dow & Tina Riccio

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# STUDY ABROAD CONTRACT

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

- The student is in good academic standing and must be passing all classes.
- The student is currently enrolled in a Spanish course or is a TA for a Spanish class.
- The student has an 85% average in Spanish.
- The student has completed the "Salamanca makeup work packet" and has signatures and makeup work from all teachers.
- The student has no suspensions or behavioral issues within the academic year of the trip.
- The student has been approved to travel by the SHS Admin team and ALL support staff & services.
- The student has purchased cancel for any reason insurance.

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

Parents please be aware of the following stipulations:

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

Please sign and return by: \_\_\_\_\_

Parent's signature \_\_\_\_\_

Student's signature \_\_\_\_\_

**Program Outline:**

**Traveling to Salamanca**

This study abroad program is being held May 2026 at the Colegio Delibes. The private school is located in the heart of Salamanca, Spain, 5 minutes from the Plaza Mayor.

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

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

Colegio Delibes guarantees:

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

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

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

Assessment prior to the start of the course

All learning materials

Their book "los verbos en espanol"

A guided tour of the city

Books from the library

Free use of their 16 computers

Wi-fi connection

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

Four films in Spanish each week

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

### **The Benefits of this Experience:**

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

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

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

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

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

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

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

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

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

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

World-Readiness Standards for Learning Languages:

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

- 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to a variety of audiences of listeners, readers, or viewers.

**Cultures: Interact with cultural competence and understanding**

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

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

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

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

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

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

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

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

### **Connections to the Cs:**

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

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

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

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

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

### **Social Science World History**

- Standard 2 Expanding zones of exchange and encounter.
- Standard 3 Demonstrate and understanding of the ways that cultural encounters and interactions of people have shaped new identities and ways of life.
- Standard 3 Give examples of the visual arts and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies.
- Standard 8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.

- Standard 8 Describe and analyze the process by which foreign policy decisions are developed and executed.
- Standard 8 Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy.
- Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies.

### **English**

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

### **Math**

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

### **In conclusion:**

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

## FAQs

### **How much does the trip cost?**

The trip will cost approximately \$3600 per student, not including spending money. This price includes airfare and expenses for excursions. The price does not include spending money for gifts, souvenirs or extra meals/drinks.

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

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

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

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

### **What are they going to be doing while there?**

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

Tentative Trip Schedule of activities:

**May 2026**

Friday:

leave for Madrid - from Boston/NY

Saturday:

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

Sunday:

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

Monday:

Classes 9-1. Tour of Salamanca

Tuesday:

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

Wednesday:

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

Thursday:

Classes 9-1. Excursión para la Alberca.

Friday:

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

Saturday:

Depart Salamanca and Arrive in Boston/NY.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested X

Agenda Code 11 b.3.

**AGENDA REPORTING FORM**

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

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

- SHS – National Jazz Festival, Pennsylvania Convention Center – Philadelphia PA
  - 3/21-3/22, 2025

**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  
National Jazz Festival, Pennsylvania Convention Center**

**Philadelphia, Pennsylvania**

**(3/21/25 – 3/22/25)**

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

Submit to Director of Teaching and Learning

Date: 1/03/25

Out of State: Yes  No   
Overnight: Yes  No

Miles Round Trip: 396

*201.8 miles one way  
BOE*

3/21 ✓

School: Southington High School Class/Group: Jazz Ensemble Date of Trip: March 22nd, 2025

Name and Address of Destination: National Jazz Festival : Pennsylvania Convention Center, 1101 Arch St, Philadelphia

Reasons for Field Trip Itinerary (attach if needed): Itinerary attached for clarity of travel method

Departure Date/Time: Friday Afternoon March 21st Return Date/Time: Saturday Night March 22nd

Type:  Academic (15:1)  Non-Academic (10:1)  Abroad (8:1) Required Ratio (Student: Teacher/Chaperone)

# of Students: 24 # of Teachers/Chaperones: 2 # of Buses: 0

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

Have met with nurse to address student health needs.  
Nurse's Signature: UMerron Lewis Date: 1-27-25

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	\$ 1,000	registration fee/ Van rental
Board of Education Contribution	\$0	
Other	\$ n/a	
Fundraising Activity	(\$ ) n/a	
<b>BALANCE</b>	\$	
<b>Student Contribution</b>		
Transportation	\$ 500	Students @ \$ 25 per
Entrance Fees, Room & Board	\$ 500	Students @ \$ 25 per
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$50</b>	

**SIGNATURES**

Teacher: [Signature] Date: 1/03/25  
 Dept. Head: [Signature] Date: 1/7/25  
 Principal: [Signature] Date: 1/28/25  
 Comments: \_\_\_\_\_

Director of Teaching & Learning: [Signature] Date: 1/29/25 Approved  Not Approved

Board of Education Approval\*\*\* YES  NO  Date: \_\_\_\_\_

# SHS Jazz Ensemble National Jazz Festival

## Philadelphia, PA March 21st thru March 22nd (Friday to Saturday)

**Reason for Trip.** This festival is a stage for some of the best jazz programs in the Northeast. Our ensemble is exceptional this year, so I'd like to reward their efforts with a competitive performance opportunity amongst top jazz clinicians and adjudicators.

### **Important Information**

-Students will be traveling with their families the entire trip (1-1)

-Cost per student- \$50 (hotel/food will be parent responsibility)

- Festival will be at the Pennsylvania Convention Center (1101 Arch St, Philadelphia, PA)

### **Itinerary**

- **Travel Day- Friday March 21st**
  - Families are traveling with students as a 1-1 ratio with students by car or train. We have reserved blocks of seats for convenience on Amtrak.
    - Amtrak:
      - Friday 3/21: Depart New Haven at 4:31pm
      - Arrive in Philadelphia at 7:50pm
  - I am recommending they book the following blocked-off rooms with our group rate (Families can stay elsewhere if needed).
    - Hilton Garden Inn – Philadelphia City Center (1100 Arch Street)
- **Festival Day!- Saturday March 22nd**
  - Performance Time- **TBD**, but is estimated to be between 9am and 4pm at the Convention Center.
    - 20 min performance followed by a 20 min workshop.
- **After Performance Dinner- Saturday March 22nd**
  - Time- **TBD**, but is estimated to be around 6-7pm at The Hard Rock Cafe in the City Center (right near the Convention Center).
- **Travel Home:** Saturday night or Sunday. Families will travel back to CT at their discretion, either by train or car.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Southington High School Graduation Date

**Summary of Issue:** The high school graduation date is traditionally set once the last day of school is determined.

**Background:** Southington Public Schools closed on one day due to weather:  
February 6, 2025

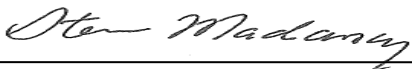
**Alternative Strategies:** N/A

**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 Thursday, June 12, 2025 as the date for the Southington High School graduation ceremony.

  
\_\_\_\_\_  
Signature of Superintendent of Schools

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_ **Board Meeting Date** February 27, 2025  
**Decision Requested**     X     **Agenda Code**     11 d.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Leonard and Gladys Joll Scholarship Committee Appointment

**Summary of Issue:** The Leonard and Gladys Joll Scholarship applications will be reviewed prior to the April 10, 2025 Board of Education meeting, and a recipient will be selected to be recommended for Board approval.

**Background:** Annually the chairperson of the Board of Education appoints a committee of the Board to select a recipient for the Leonard and Gladys Joll Scholarship.

**Alternative Strategies:** Reject

**Cost (if applicable):** \$300.00 **Funding Source:** Joll Scholarship Fund

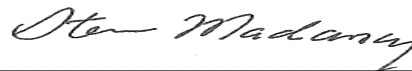
**Beginning Date of Program or Project:**     N/A    

**Ending Date of Program or Project:**     N/A    

**Recommendation or Comment:** The Chairperson of the Board will appoint a committee to select a recipient for the Joll Scholarship.



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*



**Policy 1312**  
**Public Complaints - Revised Policy**  
*Draft*

## **Series 1000: Community Relations**

### **Public Complaints**

~~Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal. The decision of the principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent of Schools to the Board shall be in writing and signed.~~

Complaints made to Board members about school personnel or school grounds shall be referred to the Superintendent for study and possible resolution. The individual employee shall be advised of the complaint and be given the opportunity to explain or comment on the allegations in question. **Anonymous complaints will not be considered.**

### **Relocate with Policy 6144 Controversial Issues**

### **Challenged Material**

~~A procedure for processing and responding to a criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.~~

~~In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.~~

### **Cross Reference Policy 1316 Relations between Public and School Personnel**

Cf.1220 Citizens' Advisory Committees  
Cf.5145.2 Freedom of Speech/Expression  
Cf.6144 Controversial Issues  
Cf.6161 Equipment, Books, Materials: Provision/Selection

**Series 1000: Community Relations****Public Complaints (continued)**

Legal Reference: ~~Keyishian v. Board of Regents 385 US 589, 603 (1967)~~

~~President's council, District 25 v. Community School Board  
No. 25 (457 f. 2d 289 (1972), Cert. denied 409 US 988  
(1972)~~

~~Minarcini v. Strongsville City School District, 541 F. 2d 577  
(6<sup>th</sup> Cir. 1976)~~

~~Board of Education, Island Trees Union Free School, District  
No. 26 v. Pico, 457 US 853 (1982)~~

~~Academic Freedom Policy (adopted by Connecticut State  
Board of Education, 09/09/81)~~

~~Connecticut General Statutes 10-238 – Petition for Hearing  
by Board of Education~~

Policy Adopted: October 1998

Policy Reviewed: January 2003

Policy Revised: February 2025



**Policy 1316**  
**Relations Between Public and School Personnel -**  
**Revised Policy**  
*Draft*

**Relations between Public and School Personnel****Conduct on School Property (Civility)**

The Southington Board of Education (Board) expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Volatile, hostile or aggressive actions and words cannot be tolerated, and individuals who engage in these activities may face legal penalties.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

**Standards Already exists within Regulations****~~A. Expected behaviors include but are not limited to:~~**

- ~~1. Respect and courtesy in language, demeanor, and actions~~
- ~~2. Moderate tone and volume of voice~~
- ~~3. Active and respectful listening~~
- ~~4. Respectful acknowledgement of cultural differences~~
- ~~5. Respect for the personal, civil, and property rights of others~~
- ~~6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device~~
- ~~7. Appropriate and courteous written communication, including notes, letters, email and text messages~~

**~~B. Unacceptable behaviors include but are not limited to:~~**

- ~~1. Rude, insulting or demeaning language and/or actions~~
- ~~2. Persistently unreasonable demands~~
- ~~3. Intrusive and/or interruptive behavior~~
- ~~4. Displays of temper~~
- ~~5. Harassment and intimidation~~

**Relations between Public and School Personnel**

~~6. Threatening and/or abusive gestures and behavior~~

~~7. Using electronic devices to make a video and/or audio recording of private meetings with District staff without their express and mutual consent. For purposes of this policy, "private meetings" refer to meetings or conferences, whether in person, online, or telephonic, with any District administrator(s), teacher(s), and/or other staff to discuss concerns about a student and/or the operations of the Southington Public Schools. This policy does not, however, prohibit the recording of public Board meetings; events such as school performances, athletic events, and/or graduation ceremonies; Planning and Placement Team meetings; and/or other meetings in which an individual with a disability is entitled to record such interaction in accordance with the Americans with Disabilities Act.~~

~~C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.~~

~~D. The Superintendent or designee will develop administrative regulations that provide direction for occurrences of disruptive behavior, dispute resolution, and enforcement of this Civility policy.~~

**Safety and Security Relocated within Regulations**

~~The Superintendent or designee will ensure that a safety and/or crisis intervention techniques program is provided to raise awareness on how to deal with these situations if and when they occur.~~

~~When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their Principal or supervisor and file a written report.~~

~~An employee whose person or property is injured or damaged by willful misconduct of a student may ask the District to pursue legal action against the student or the student's parent/guardian.~~

**Enforcement Already exists within Regulations**

~~The Principal or his/her designee shall be responsible for enforcing the conduct required by this civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct, in the judgment and~~

**1316**

~~discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from the school property or the school function. If necessary, local law enforcement authorities will be~~

**Relations between Public and School Personnel**

~~contacted to assist in removing the person.~~

~~The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this policy and its corresponding administrative regulation. The District further reserves the right to direct that communication with individuals who violate this policy be conducted via writing (e.g., e-mail) rather than in person, via web conferencing, or by telephone.~~

**Documentation Relocated within Regulations**

~~When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy at the time of occurrence.~~

~~Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a written report of the incident.~~

- (cf. 1110.1 - Parent Involvement)
- (cf. 1120 - Public Participation at Board of Education Meetings)
- (cf. 1250 - Visits to Schools)
- (cf. 1251 - Loitering or Causing Disturbances)
- (cf. 1310 - Relations Between the Public and School Personnel)
- (cf. 1312 - Public Complaints)
- (cf. 1330 - Use of School Facilities)
- (cf. 5131.911 - Bullying)
- (cf. 4118.15/4218.15 - Workplace Bullying)
- (cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)
- (cf. 6145.71 - Use of Alcohol by Adults)

Legal Reference: Connecticut General Statutes

- 1-225 Meetings of the government agents to be public.
- 1-232 Conduct of the meeting.
- 10-221 Boards of education to prescribe rule(s), policies, and procedures.
- 10-238 Petition for hearing by board of education.
- 10-239 Use of school facilities for other purposes.
- 53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy Updated: 6.8.2023

**Policy Reviewed February 2025**



**Policy 6144**  
**Controversial Issues - Revised Policy**  
*Draft*

## Series 6000: Instruction

### Curriculum

#### Controversial Issues

Students in the schools shall have the opportunity for responsible discussion of controversial issues.

Such free discussion requires that students have the following rights:

1. The right to study any controversial issue which has political, economic, or social significance and concern and which the student, at his/her level, should begin to have an opinion.
2. The right to freely access all relevant information, including the material that circulates freely in the community.
3. The right to form and express his/her own opinions on controversial issues without jeopardizing the student's relations with the teacher or the school.

The discussion and study of controversial issues shall be objective and representative of all major points of view held on such issues. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Instructional policy on controversial issues is stated by the Board of Education to protect teachers and school administrators from unwarranted attack by pressure groups and to ensure youth a well-balanced preparation for American citizenship.

#### **Challenged Material**

A procedure for processing and responding to a criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.

#### **Legal Reference:**

Connecticut General Statutes

(cf. 1220 – Citizens' Advisory Committees)

(cf. 1312 – Public Complaints)

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 6161 – Equipment, Books, Materials, Provision/Selection)

**Cf.6144 Controversial Issues**

~~31-51Q: Liability of employer for discipline or discharge of employee on account of~~

~~employee's exercise of certain constitutional rights/Keyhishian v. Board of Regents  
385 U.S. 589, 603 (1967)~~

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: May 1989

Policy reviewed: October 2002

Policy Revised February 2025



**Policy 6146**  
**Graduation Requirements - Revised Policy**  
*Draft*

## **Series 6000: Instruction**

### **Curriculum**

#### **Graduation Requirements**

*Section 1 of Public Act 17-42, effective July 1, 2017, revised the new graduation course credit requirements set forth in Conn. Gen. Stat. § 10-221a(c) that previously were to have become effective commencing with the graduating class of 2022. The newly revised graduation requirements will be effective for the class graduating in 2023.*

*The requirements set forth in the policy below reflect the existing graduation requirements for the classes 2019-2022.*

In order to satisfy the high school graduation requirements within the Southington Public Schools, a student must have satisfactorily completed his or her prescribed courses of study, demonstrated proficiency in basic skills identified by the Southington Board of Education and satisfied the legally mandated number and distribution of credits required to graduate from high school.

#### **Required Coursework and Credits for Graduation**

The Southington Board of Education conforms with state law regarding credits for graduation from high school.

#### **~~Classes Graduating in 2018 to 2022~~**

~~For classes graduating in 2018 to 2022, the following 22 credits are required:~~

~~English **4 Credits**~~

~~Mathematics **3 Credits**~~

~~Social Studies **3 credits**~~

~~*\*Including Civics and American Government*~~

~~Science **2 Credits**~~

~~Physical Education **1 Credit**~~

~~Health (1) **1 Credit**~~

~~Arts or Vocational Education **1 Credit**~~

~~Other (7) **7 Credits**~~

**Series 6000: Instruction**

**Curriculum**

**Graduation Requirements**

**Classes Graduating in 2023 and Thereafter**

For classes graduating in 2023 2025 and thereafter, the following 25 credits are required. Additionally for classes graduating in 2027 and beyond students have to complete .50 credit in Personal Finance. The breakdown of credits by class are based on Connecticut Legislation:

<b>Class of 2025 and 2026</b>	<b>Credit Total</b>	<b>Class of 2027 and beyond</b>	<b>Credit Total</b>
<i>*Refer to the Southington High School Program of Studies for course specific requirements.</i>			
<b>Humanities</b>	<b>9</b>	<b>Humanities</b>	<b>9</b>
<b>Science, Technology, Engineering, and Math (STEM)</b>	<b>9</b>	<b>Science, Technology, Engineering, and Math (STEM)</b> <i>Includes Personal Finance for .50</i>	<b>9.5</b>
<b>World Language</b> <i>Please note, many students take 2-4 years of a world language</i>	<b>1</b>	<b>World Language</b> <i>Please note, many students take 2-4 years of a world language</i>	<b>1</b>
<b>Personal Interest Elective</b> <i>For the class of 2025, Mastery Based Diploma is an optional 1 credit</i>	<b>4</b>	<b>Personal Interest Elective</b>	<b>3.5</b>
<b>Physical Education and Wellness</b>	<b>1</b>	<b>Physical Education and Wellness</b>	<b>1</b>
<b>Health and Safety Education</b>	<b>1</b>	<b>Health and Safety Education</b>	<b>1</b>
<b>Total Credits</b>	<b>25</b>	<b>Total Credits</b>	<b>25</b>

Humanities **9 Credits**, *\*including civics and the arts*

Science, Technology, Engineering, **9 Credits**  
and Math (STEM)

Physical Education and Wellness **1 Credit**

Health and Safety Education **1 Credit**

**Series 6000: Instruction**

**Curriculum**

**Graduation Requirements**

World Languages **1 Credit**

Mastery Based Diploma **1 Credit**

Personal Interest Electives **3 Credits**

***\*Refer to the Southington High School Program of Studies for course specific information.***

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if his or her parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of an **eighty-eight minute period every other day for a block schedule** ~~forty minute class period for each school day of a~~ **within a** school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through online coursework that is in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

**Determination of Promotion to the Next Grade**

Grade	Credits Needed (25)
9	<del>5.5</del> <b>6</b>
10	<del>11.5</del> <b>12</b>
11	18
12	25

## Series 6000: Instruction

### Curriculum

#### Graduation Requirements

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit provided that such demonstration of mastery is in accordance with such statewide subject matter content standards in the following circumstances:

- a. High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:
  - Cross-curricular graduation requirements,
  - Career and technical education,
  - Virtual learning,
  - Work-based learning,
  - Service learning,
  - Dual enrollment and early college,
  - Courses taken in middle school, and
  - Internships and student-designed independent studies;
- b. High school graduation credit may be granted to students for courses successfully completed with a final average of 60 or better in middle school so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.
- c. High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in a Southington Public Schools classroom learning the subject matter.
- d. High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.
- e. High school graduation credit may be granted to students upon the successful completion of on-line coursework in accordance with the Board's online coursework policy.
- f. A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. Such community service does not include partisan political activities.

## **Series 6000: Instruction**

### **Curriculum**

#### **Graduation Requirements**

##### **Demonstration of Proficiency in Basic Skills**

Connecticut law requires boards of education to specify the basic skills necessary for graduation and include a process to assess a student's level of competency in such skills. The assessment criteria must include, but not be exclusively based on, the results of the mastery examination for students in grade ten or eleven. Boards of education must also identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.

District methods of demonstrating proficiency may include any of the following:

- Mastery examinations (but which cannot be the sole measure)
- Standardized testing such as AP tests
- Portfolio review
- Passing required grade 10 and 11 classes

### **Curriculum**

- Teacher review committee of student's body of work
- Any other assessment method determined by the Board or Administration.

#### **Graduation During Period of Expulsion**

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

#### **Academic Advancement Program**

Notwithstanding the graduation requirements in this policy, students shall be permitted to graduate from high school upon the successful completion of the academic advancement program established by the State Board of Education.

#### **Honorary Diplomas for Vietnam Veterans**

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

## **Series 6000: Instruction**

### **Curriculum**

#### **Graduation Requirements**

##### **High School Diplomas and Veterans of World War II**

The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

##### **Connecticut Seal of Bilingualism**

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Bilingualism" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Bilingualism."

##### ***Legal References:***

Public Act 17-42, An Act Concerning Revisions to the High School Graduation

Requirements Public Act 00-124, An Act Concerning High School Diplomas and Veterans of

World War II Public Act 13-57, An Act Concerning Honorary Diplomas for Vietnam

Veterans Public Act 17-29, An Act Concerning Connecticut's Seal of Bilingualism

Conn. Gen. Stat. § 10-5c

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

ADOPTED: 1/10/19

Revised: February 2025

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.1.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Accounts Payable - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Accounts Payable – REVISED.

**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

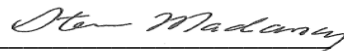
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **Administrative Assistant - Accounts Payable - REVISED**



## **JOB DESCRIPTION**

**TITLE:** **ADMINISTRATIVE ASSISTANT** ACCOUNTS PAYABLE /ORDER SECRETARY (Class II)

**DEPARTMENT:** Purchasing/Accounts Payable

### **QUALIFICATIONS:**

1. A minimum of a High School diploma and knowledge of basic business concepts.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful purchasing and bookkeeping/accounting experience required.
4. Excellent computer skills including knowledge of Microsoft Office™ (Word, Excel, etc.) software. Ability to work office equipment including, but not limited to, fax machine, copy machine, US postage meter and check printer.
5. Knowledge of Alio (LINQ) computer programs preferred.
6. Excellent interpersonal and communication skills.

### **REPORTS TO:**

Accounting Manager/Director of Business & Finance ~~Purchasing Agent~~

### **JOB GOAL:**

To organize, monitor, process, follow through and record all invoices and/or purchase orders to ensure prompt order placement and payment. Process and print checks for payment of invoices.

### **PERFORMANCE RESPONSIBILITIES:**

1. Check all requisitions/invoices for correctness, price extensions, coding information, authorization, including charge account and/or fund information, resolve all irregularities.
2. Create, by computer input, all ~~purchase orders and~~ **unpaid** payments.
3. Maintain a comprehensive file of all open invoices and purchase orders.
4. Follow-up and identify outstanding invoices including the follow through of shipping problems, cancellations and credits due; price changes, shipping charges and receiving. ~~Advise appropriate agencies and departments.~~
5. Coordinate and maintain all receiving records with invoices.
6. **Accurately** input and ~~clear all bills~~ **pay invoices** through computer input for payment. **Ensure proper sign off has been obtained prior to payments.**
7. Prepare, print and mail all checks/invoices/purchase orders to vendors and maintain accurate records of paid invoices.
8. Maintain a comprehensive matched file of vendors ~~closed~~ **paid** invoices with attachment of purchase order copy and check copy.
9. ~~Post transfer of funds from accounts as directed by Business Manager.~~
10. Serve as back up for Production/**Maintenance/Purchasing Administrative Assistant** Room/~~Mail Carrier.~~

11. ~~Deliver Accounts Payable checks to the Town Hall for signatures.~~
12. Prepare purchase orders when needed for the Purchasing Administrative Assistant.
13. Perform any other job related responsibilities as assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Nutmeg Independent Labor Unions (NILU) Local 1303-162 of Council 4 AFSCME.
2. A twelve-month work year

**EVALUATION:**

Performance of the job will be evaluated annually by the Accounting Manager Purchasing Agent.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.2.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Athletics - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Athletics – REVISED.

**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

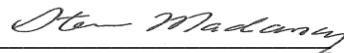
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

# **Administrative Assistant - Athletics - REVISED**



## JOB DESCRIPTION

**TITLE:** ~~Administrative Assistant~~ Secretary to the Athletics/Physical Education/Health Coordinator (Class II)

**DEPARTMENT:** Athletics

### QUALIFICATIONS:

1. A minimum of a High School diploma and knowledge and/or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including knowledge of with proficiency in Microsoft Office Suite™ programs (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of SASI PowerSchool™ computer system preferred.
6. Some Bookkeeping knowledge.
7. Excellent interpersonal and communication skills.

### REPORTS TO:

~~Athletics/Physical Education/Health Coordinator~~ Director of Athletics

### JOB GOAL:

To assure the smooth and efficient operation of the Athletics/Physical Education/Health Coordinator's office.

### PERFORMANCE RESPONSIBILITIES:

1. Perform office routines including, but not limited to, preparation and typing of reports, correspondence, notices and agendas ~~under the direction of the immediate supervisor.~~
2. Organize ~~monthly curriculum meetings~~ seasonal coaches' meetings.
3. Prepare requisitions for supplies and other materials.
4. Maintain and coordinate receipt of such data including, but not limited to, eligibility lists, ~~game and practice facility calendars~~ sports calendars, coaching permits, student athletes, directions to venues, passes and Senior Gold Cards as directed ~~by the immediate supervisor.~~
5. Process athletic requisition requests for payroll and non-payroll personnel, perform general bookkeeping tasks associated with the collection of funds and preparation of financial reports.
6. Coordinate CIAC paperwork including, but not limited to, obtaining officials ~~per the direction of the immediate supervisor.~~
7. Maintain team schedules and inform personnel of schedule changes.
8. Coordinate publication of sports schedules and post schedules to SPS website.

9. Maintain Athletics Department web page ~~on high school's website.~~
10. Track coach certifications.
11. Work in conjunction with the human resource and payroll/benefits departments regarding hiring and processing payment for coaches/athletic events personnel.
12. Perform any other job related functions as assigned by the ~~immediate supervisor~~ Director of Athletics or their designee.

**TERMS OF EMPLOYMENT:**

Determined by the working agreement between the Southington Board of Education and ~~Local 1303-162 of Council 4 AFSCME~~ Nutmeg Independent Labor Unions (NILU).

~~A ten-month school work year.~~

**WORK YEAR:**

This position is ten months (212-work days). Includes 181 school days, 10 days before the start of the school year, 10 days at the end of the school year, and 11 paid holidays.

**EVALUATION:**

Performance of the job will be evaluated annually by the ~~Athletics/Physical Education/Health Coordinator~~ Director of Athletics.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.3.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Human Resources - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Human Resources – REVISED.

**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

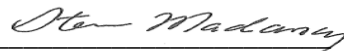
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

# **Administrative Assistant - Human Resources - REVISED**



## JOB DESCRIPTION

**TITLE:** ADMINISTRATIVE ASSISTANT PERSONNEL SECRETARY/RECEPTIONIST  
(Class II)

**DEPARTMENT:** Human Resources

### QUALIFICATIONS:

1. A minimum of a High School diploma, and/or experience in secretarial skills
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and operate office machinery including, but not limited to, fax machine and copy machine.
5. Demonstrated aptitude/competence for assigned responsibilities. Knowledge of Frontline Education and Alio computer programs preferred.
6. Excellent interpersonal and communication skills.

### REPORTS TO:

Personnel Human Resource Manager

### JOB GOAL:

To provide positive school/public relations through prompt and courteous response to telephone inquiries to the Central Office and assist in the efficient operation of the Personnel Office. To assure the smooth and efficient operation of the Human Resource office.

### PERFORMANCE RESPONSIBILITIES:

1. ~~Serve as receptionist of incoming telephone calls to the Central Office, responding to calls promptly and courteously and referring callers to the appropriate department.~~
2. ~~Obtain and produce the substitute Teacher/Para Professional/Custodial/Nurse list on a daily basis.~~
  1. Maintain daily substitute list in Frontline Education.
  2. Assign substitute personnel as needed.
  3. Set up interviews for new substitute personnel.
  4. Maintain all applications and records of substitute personnel.
  5. ~~Monitor, track and record vacation time requested and used for all classified staff.~~
  6. ~~Gather an accurate and complete set of hiring paperwork from new employees and forward to payroll.~~
  7. Assist newly hired staff in the completion of the necessary administrative forms during the orientation process.
  8. Process fingerprints, background checks, and other new hire requirements related to onboarding.
  9. Process all Workers' Compensation claims.
10. ~~Coordinate Bloodborne Pathogen training for all new staff.~~
11. Serve as back up to Personnel Secretary HR Executive Assistant as necessary.
12. ~~Maintain Leave of Absence database.~~
13. Perform any other job related responsibilities as assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and ~~Local 1303-162 of Council 4 AFSCME~~ **Nutmeg Independent Labor Unions (NILU)**.
2. A twelve-month work year

**EVALUATION:**

Performance of the job will be evaluated annually by the ~~Personnel~~ **Human Resource** Manager.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.4.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Information Technology - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Information Technology – REVISED.

**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    

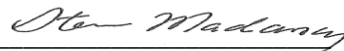
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Administrative Assistant - Information Technology - REVISED**



## **JOB DESCRIPTION**

**TITLE:** **ADMINISTRATIVE ASSISTANT** ~~INFORMATION TECHNOLOGY SECRETARY~~  
(Class I)

**DEPARTMENT:** Information Technology

### **QUALIFICATIONS:**

1. **A minimum of a** High School Diploma ~~with some college or advanced secretarial education desirable.~~
2. **Some college or post-secondary education is desirable.**
3. **Two to five years of successful experience as an administrative assistant.** ~~Three years successful experience as a secretary or comparable experience.~~
4. Excellent computer skills including familiarity with Microsoft Office™ (**Word, Excel, etc.**) ~~the ability to operate office machinery including, but not limited to, fax machine and copy machine.~~
5. Knowledge of PowerSchool preferred.
6. Excellent interpersonal and communication skills.
7. Ability to work independently and meet deadlines.

### **REPORTS TO:**

Information Systems Manager

### **JOB GOAL:**

Assist the Information Systems Manager in the daily function of the Technology Department and ensures that all tasks and processes are performed in a timely manner.

### **PERFORMANCE RESPONSIBILITIES:**

1. Perform all tasks required to produce grade reports for the high school.
  - a. Collecting grades from teachers, verifying data, running edit sheets and producing and distributing the grade reports.
  - b. Generating reports required upon completion of grades at the end of the term.
  - c. Complete grade changes as teachers submit.
  - d. Ensuring honor roll, rank and GPA are reviewed and accurate.
2. Assist the elementary and middle schools with maintaining reports for end of term grade reporting.
3. Perform all tasks required to assist in building the high school schedule.
  - a. Reviewing and inputting data for the purpose of building the high school schedule.
  - b. Assisting with the build and load of the high school schedule.
4. Assist the elementary and middle schools with their scheduling needs.
5. Maintaining PowerSchool district level settings to ensure reports and data is accurate.
6. Work closely with the Information Systems Manager to improve the functionality of PowerSchool features and reports.
7. Perform clerical, data processing and data entry tasks as directed by the immediate supervisor.
8. Process all daily and weekly reports as needed to meet deadlines.
9. Develop queries and reports to assist faculty, staff and students with any requests.
10. Assist the Information Systems Manager in training users on using PowerSchool/PowerTeacher.

11. Assist with gathering and preparing data required for state reports (PSIS, TCS, ED166 and CRDC) and all edits and errors generated from those filings. Contact with school principals and State personnel to verify and correct errors.
12. Perform any other job related responsibilities or tasks assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year.

**EVALUATION:**

Performance to be evaluated annually by the Information Systems Manager.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.5.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Operations - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Operations –REVISED.

**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

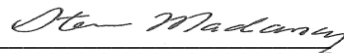
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **Administrative Assistant - Operations - REVISED**



## JOB DESCRIPTION

**TITLE:** **ADMINISTRATIVE ASSISTANT** ~~SECRETARY TO DIRECTOR OF OPERATIONS (Class I)~~

**DEPARTMENT:** Operations

### QUALIFICATIONS:

1. **A minimum of a** High School diploma ~~with some college or advanced secretarial education desirable.~~
2. **Some college or post-secondary education is desirable.**
3. **Two to five years of successful experience as an administrative assistant.**
4. Excellent computer skills including familiarity with Microsoft Office™ **(Word, Excel, etc.)** ~~and the ability to operate office machinery including, but not limited to, fax machine and copy machine.~~
5. Knowledge of PowerSchool and Alio computer programs preferred.
6. Excellent interpersonal and communication skills.
7. ~~The ability to multitask, work with deadlines and prioritize workflow.~~

### REPORTS TO:

Director of Operations

### JOB GOAL:

To assure the smooth and efficient operation of the Operations Department.

### PERFORMANCE RESPONSIBILITIES:

1. Maintain records and coordinate tasks as directed by immediate supervisor, including, but not limited to, environmental testing, committee meetings, safety & security items, telephone messages and maintenance of appointment calendar.
2. Assist with system-wide general education student transportation needs by responding to questions, arrangement of transportation needs with service provider(s), coordination and publishing of bus routing information with service provider(s), bus video requests and accounting.
3. Assist Special Education Transportation Secretary **administrative assistant**, as necessary.
4. Maintain the State of Connecticut and Building Committee report files.
5. Data entry and generating reports from computerized Maintenance Order Tracking System as needed.
6. Coordination and maintenance of system-wide communications and security systems including, but not limited to, telephones, 2-way radios, security cameras, and card entry access.
7. Prepare state reports and ~~entering~~ **enter** on the Connecticut State Department of Education, Finance & Internal Operations/School Construction System.

8. Perform billing/collections for building and grounds usage.
9. Process Agricultural Science and Technology tuition billing and receipts.
10. Perform any other job-related responsibilities as assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and ~~Local 1303-162 of Council 4 AFSCME~~ **Nutmeg Independent Labor Unions (NILU)**.
2. A twelve-month work year.

**EVALUATION:**

Performance of the job will be evaluated annually by the Director of Operations.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.6.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Payroll and Benefits - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Payroll and Benefits–REVISED.

**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

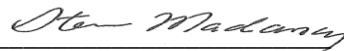
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

# **Administrative Assistant - Payroll and Benefits - REVISED**



## JOB DESCRIPTION

**TITLE:** ADMINISTRATIVE ASSISTANT PAYROLL/BENEFITS SECRETARY (Class I)

**DEPARTMENT:** Payroll and Benefits

### **QUALIFICATIONS:**

1. A minimum of a High School diploma with some college or business school education desirable.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Minimum of two years' experience in payroll and benefits required.
5. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
6. Experience working with software designed for absence management or time and attendance tracking, i.e. Frontline Education.
7. Excellent interpersonal and communication skills.

### **REPORTS TO:**

Payroll Supervisor/Director of Business & Finance Business Manager

### **JOB GOAL:**

To handle all payroll and benefits matters.

### **PERFORMANCE RESPONSIBILITIES:**

- ~~1. Process all time and attendance for hourly employees for each payroll.~~
- ~~2. Receive all weekly time sheets for all non-certified employees and record overtime, personal and sick leave and other variations from regular work schedules.~~
- ~~3. Process and post vacation, personal, sick and personal day requests for all staff.~~
- ~~4. Maintain time card files as well as general payroll employee files.~~
- ~~5. Act as coordinator for Worker's Compensation benefits.~~
- ~~6. Sort, mail and distribute payroll checks.~~
- ~~7. Track attendance records for paid and unpaid leaves.~~
1. Reviewing and processing timesheets for all hourly and substitute employees for each payroll using Frontline software.
2. Processing attendance and verifying accuracy for all paid and unpaid leaves, including FMLA.
3. Calculating insurance costs for newly hired staff and verifying accuracy of all payroll deductions.
4. Serve as health and life insurance benefits coordinator.
5. Maintain ACA (Affordable Care Act) records for annual filing.
6. Maintain and oversee all functions of benefits programs for active staff and retirees.

7. Process payroll in the absence of the payroll supervisor.
8. Perform all other job related responsibilities as assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year.

**EVALUATION:**

Performance of the job will be evaluated annually by the Business Manager or designee Payroll Supervisor or Director of Business & Finance.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.7.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Production/Maintenance/Purchasing - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Production/Maintenance/Purchasing–REVISED.

**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    

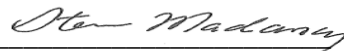
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Administrative Assistant - Production/Maintenance/  
Purchasing - REVISED**



## **JOB DESCRIPTION**

**TITLE:** Administrative Assistant ~~PRODUCTION SECRETARY (Class II)~~

**DEPARTMENT:** Production/Maintenance/Purchasing

### **QUALIFICATIONS:**

1. A minimum of a High School diploma or equivalent, and knowledge of basic business concepts.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. ~~Strong~~ Excellent computer skills, including knowledge of Microsoft Office™ (Word, Excel, etc.) including Outlook, Word and Excel, and other applicable software applications.
5. Demonstrate evidence of being in good physical health to meet the physical demands of the position. Must be able to lift 50 lbs.
6. Ability to work independently and to prioritize daily workload.
7. ~~Demonstrate aptitude or competence for assigned responsibilities.~~
8. Excellent skills on office machinery including, but not limited to, large production equipment, color copier, laminator, fax, binding equipment, and U.S. Postage meter. Ability to troubleshoot problems as they occur.
9. Possess a valid Connecticut driver's license with a good driving record (past three years).
10. Excellent interpersonal and communication skills.
11. ~~Able to establish and maintain an effective and flexible working relationship with supervisors, principals, and staff.~~

### **REPORTS TO:**

Accounting Manager/Maintenance Foreman

### **JOB GOAL:**

Provide quality, timely production of classroom materials, forms, and documents for the School District and Central Office. Efficiently process interoffice mail, incoming and outgoing mail, and packages for the Municipal Center. Assist in the Business and Operations offices.

### **PERFORMANCE RESPONSIBILITIES:**

1. Prioritize and process production requests by ensuring use of proper paper type/color, number of copies, print in black and white or color, etc. Return completed copies to requestor in a timely manner.
2. Operate various office machinery with ease, including a large multifunction production copier, binding machine, laminator, fax, and postage meter.
3. Distribute all interoffice and incoming mail.

4. Deliver all incoming packages to School District and Town Offices within the Municipal Office, as needed.
5. Maintain safeguards over funds in the Central Office postage meter. Collect and process all outgoing mail using the postage meter while maintaining an accurate, daily accounting of postage costs by department. Deliver outgoing mail to post office daily.
6. Distribute the monthly postage meter report to the Town of Southington and the Business Office on the first day of each month.
7. Maintain a minimum inventory of required supplies for the production office, copier, and postage meter. Enter **purchase** requisitions to replenish supplies and postage funds as needed.
8. Complete outside mail deliveries as needed, including deliveries to the Board of Education members and to Town Hall. Run limited errands on behalf of the Central Office departments as requested.
9. Assist the maintenance and purchasing departments as assigned, including but not limited to, entering requisitions, **approving purchase orders when complete**, making/receiving phone calls, opening incoming mail and matching invoices for payment, etc.
10. Enter work orders into system as needed.
11. Make calls to vendors for service or repairs for the district.
12. Set-up for board or other meetings at the Municipal Center.
13. Perform Business Office tasks.
14. ~~Relieve and/or substitute for Central Office secretaries when directed.~~
15. Perform any other job-related responsibilities as assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and **Nutmeg Independent Labor Unions (NILU) Local 1303-162 of Council 4 AFSCME.**
2. A twelve-month work year.

**EVALUATION:**

Performance of the job will be evaluated annually by the Accounting Manager **with input from the Maintenance Foreman.**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.8.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Pupil Personnel Services - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Pupil Personnel Services–REVISED.

**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    

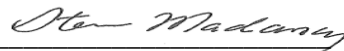
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Administrative Assistant - Pupil Personnel Services  
- REVISED**



## **JOB DESCRIPTION**

**TITLE:** **ADMINISTRATIVE ASSISTANT** ~~SECRETARY TO SPECIAL EDUCATION/BOOKKEEPER (Class I)~~

**DEPARTMENT:** Pupil Personnel Services

### **QUALIFICATIONS:**

1. **A minimum of a** High School diploma with some college or advanced secretarial education ~~desirable~~.
2. **Some college or post-secondary education is desirable.**
3. **Two to five years of successful experience as an administrative assistant.**
4. **Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.**
5. **Knowledge of SASI™ Computer System PowerSchool and Alio computer programs preferred.**
6. **Excellent interpersonal and communication skills.**

### **REPORTS TO:**

~~Special Education Coordinators~~ **Director of Pupil Services**

### **JOB GOAL:**

To assure the smooth and efficient operation of the Pupil Personnel Service Office.

### **PERFORMANCE RESPONSIBILITIES:**

1. ~~Perform office routines including, but not limited to, preparation and typing of reports, correspondence, notices and agendas under the direction of the immediate supervisor.~~
1. **Support PPS community via email, phone, mail, and in person.**
2. **Schedule PPTs, correspond with parent and IEP team, create meeting invitations, and distribute IEP generated student documents for special education coordinators and out-of-district PPT facilitator.**
3. **Provide support, including calendar management to the director and backup to coordinators and other PPS administrative assistants.**
4. **Assess changing needs of PPS and develop systems, processes, and reports as needed.**
5. **Fulfill student record requests.**
6. **Facilitate out-of-district evaluators.**
7. **Maintain and manage special education records for the district.**
8. **Maintain records as directed by immediate supervisor including, but not limited, to budget spreadsheets, Excess Cost reports, etc. and Board of Education Services for the Blind (BESB).**
9. ~~Receive and route incoming calls, and distribute appropriate mail.~~

10. ~~Maintain logs and related records on students for the purposes of initial evaluation and re-evaluation for special education.~~
11. Prepare reports for the Connecticut State Department of Education, monthly reports, and maintain statistics as directed.
12. Prepare and maintain tuition reports for all out-placed students including, but not limited to, generation of monthly reports, preparation of contracts, attend status meetings.
13. Assign homebound tutors, process timesheets **in Frontline** and ~~prepare monthly reports.~~
14. Track and process payment of special education bills including, but not limited to, tuition, evaluations, diagnostics, GT, OT/PT. Review monthly budget reports to **ensure insure** accuracy.
15. **Secure interpreters for district PPTs.**
16. **Work closely with director on department legal matters.**
17. ~~Serve as back up to other Special Education Secretaries assigned to the Pupil Personnel Service Office.~~
18. ~~Organize PPT meetings including, but not limited to, scheduling, invitations, file preparations and IEP preparation.~~
19. Perform any other job related responsibilities as assigned by the **director and special education coordinators** ~~immediate supervisor.~~

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME **Nutmeg Independent Labor Unions (NILU).**
2. A twelve-month work year.

**EVALUATION:**

Performance of the job will be evaluated annually by the ~~Special Education Coordinators~~ **Director of Pupil Services.**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.9.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Pupil Personnel Services/  
Data Management - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Pupil Personnel  
Services/Data Management - REVISED

**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    

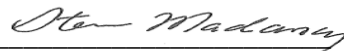
**Recommendation or Comment:** Move that the Board of Education approve the job description  
presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Administrative Assistant - Pupil Personnel  
Services/Data Management - REVISED**



## JOB DESCRIPTION

**TITLE:** ADMINISTRATIVE ASSISTANT SECRETARY TO SPECIAL EDUCATION (Class II)

**DEPARTMENT:** Pupil Personnel Services/Data Management

### QUALIFICATIONS:

1. A minimum of a High School diploma and knowledge and/or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of SAS™ PowerSchool and Alio computer programs preferred.
6. Excellent interpersonal and communication skills.

### REPORTS TO:

Special Education Coordinators

### JOB GOAL:

To assure the smooth and efficient operation of the Pupil Personnel Service Office.

### PERFORMANCE RESPONSIBILITIES:

- ~~1. Perform office routines including preparation and typing of reports, correspondence, notices and agendas under the direction of the special education coordinators.~~
- ~~2. Maintain records as directed by immediate supervisor.~~
- ~~3. Receive and route incoming calls and distribute appropriate mail.~~
- ~~4. Maintain logs and related records on students for the purposes of initial evaluation and re-evaluation for special education.~~
- ~~5. Prepare reports for the Connecticut State Department of Education, monthly reports, and maintain statistics as directed.~~
- ~~6. Serve as back up in the absence of other Central Office Secretaries assigned to the Pupil Personnel Office.~~
- ~~7. Maintain caseload listings from all special education teachers.~~
- ~~8. Maintain databases for system wide software and special education testing materials.~~
- ~~9. Organize PPT meetings including, but not limited to, scheduling, invitations, file preparations and IEP preparation.~~
- ~~10. Perform any other job related responsibilities as assigned by the immediate supervisor.~~
1. Support PPS community via email, phone, mail, and in person.
2. Schedule PPTs, correspond with parent and IEP team, create meeting invitations, and distribute IEP generated student documents for special education coordinators and out-of-district PPT facilitator.
3. Provide support, including calendar management to special education coordinator and serve as backup to other PPS administrative assistants.
4. Assess changing needs of PPS and develop systems, processes, and reports as needed.

5. Fulfill student records requests.
6. Facilitate out-of-district evaluators.
7. Maintain and manage special education records for the district.
8. Manage CT-SEDS database and serve as liaison to CSDE, Connecticut Education-Performance office.
9. Verify and coordinate student special education and 504 status changes in PowerSchool, PSIS, and CT-SEDS.
10. Verify special education data for state reporting through CT-SEDS and SEDAC.
11. Serve as a resource for district staff access and interface with CT-SEDS.
12. Maintain multiple databases including pupil personnel services staff, new referrals to special education, and graduation status for out-of-district and transition students.
13. Perform any other job related responsibilities as assigned by special education coordinators and director.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year.

**EVALUATION:**

Performance of the job will be evaluated annually by the Special Education Coordinators.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.10.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Pupil Personnel Services/  
Pre-K - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Pupil Personnel  
Services/Pre-K - REVISED

**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    

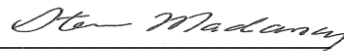
**Recommendation or Comment:** Move that the Board of Education approve the job description  
presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Administrative Assistant - Pupil Personnel  
Services/Pre-K - REVISED**



## **JOB DESCRIPTION**

**TITLE:** **ADMINISTRATIVE ASSISTANT** ~~SECRETARY TO SPECIAL EDUCATION (Class I)~~  
{Pre-K and Primary Grades}

**DEPARTMENT:** Pupil Personnel Services/Pre-K

**QUALIFICATIONS:**

1. **A minimum of a** High School diploma with some college or advanced secretarial education desirable.
2. **Some college or post-secondary education is desirable.**
3. **Two to five years of successful experience as an administrative assistant.**
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of PowerSchool, ALIO, IEP Direct, InfoSnap Online Registration preferred.
6. Excellent interpersonal and communication skills.

**REPORTS TO:**

Special Education Coordinators

**JOB GOAL:**

To assure the smooth and efficient operation of the Pupil Personnel Service Office.

**PERFORMANCE RESPONSIBILITIES:**

1. ~~Perform office routines including, but not limited to, preparation and typing of reports, correspondence, notices and agendas, etc., under the primary direction of the immediate supervisor.~~
2. ~~Maintain such records as directed by the immediate supervisor.~~
3. ~~Maintain class lists, application forms, contact information and fee schedule for the Integrated Pre School Program. Set up screenings and establish transportation needs.~~
4. ~~Maintain all documentation related to bookkeeping and billing of Medicaid.~~
5. ~~Registration of incoming students entering Grades PreK through 12.~~
6. ~~Coordinate and maintain all registration requirements for incoming students including residency verification, requests for school records, maintaining online registration and student databases, and communicating the information to schools.~~
7. ~~Monitor and track class sizes throughout the year.~~
8. ~~Process Birth to Three Program referral forms and schedule meetings with special education staff and providers. (90 day transition meetings)~~
9. ~~Organize PPT meetings including, but not limited to, scheduling, invitations, file preparations and IEP preparation.~~
10. ~~Receive and route incoming calls.~~
11. ~~Assist Transportation Secretary with issues relating to pre school transportation.~~
12. ~~Perform any other job related responsibilities as assigned by the immediate supervisor.~~
13. ~~Maintain district psychologist testing materials and schedule for out of district evaluations.~~
14. ~~Schedule PPT for Outplacement Facilitator.~~

1. Support PPS community via email, phone, mail, and in person.
2. Schedule PPTs, correspond with parent and IEP team, create meeting invitations, and distribute IEP generated student documents for special education coordinators and out-of-district PPT facilitator.
3. Provide support, including calendar management to special education coordinator and serve as backup to other PPS administrative assistants.
4. Assess changing needs of PPS and develop systems, processes, and reports as needed.
5. Fulfill student records requests.
6. Facilitate out-of-district evaluators.
7. Maintain and manage special education records for the district.
8. Coordinate and maintain documentation associated with the Integrated Preschool Program.
9. Provide oversight of all documentation related to Medicaid billing, including data collection and maintenance of required database.
10. Process Birth-to-Three referrals with special education staff and providers by facilitating 90-day transition meetings, parent notification, and file/database maintenance.
11. Process PPT meeting notifications and required documentation through CT-SEDs.
12. Maintain and order protocol testing materials for related services staff.
13. Coordinate the ordering and tracking of supplies and equipment needed for special education students and classrooms.
14. Special education liaison to the district registrar.
15. Assist with Nexus tuition reimbursement, OLSAT ordering and management, coordination of Jump Start, electronic notifications to families, and other job-related responsibilities as assigned by the special education coordinators or director.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year

**EVALUATION:**

Performance of the job will be evaluated annually by the Special Education Coordinators.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.11.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Pupil Personnel Services/  
Transportation - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Pupil Personnel  
Services/Transportation - REVISED

**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    

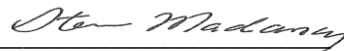
**Recommendation or Comment:** Move that the Board of Education approve the job description  
presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Administrative Assistant - Pupil Personnel  
Services/Transportation - REVISED**



## **JOB DESCRIPTION**

**TITLE:** **ADMINISTRATIVE ASSISTANT SECRETARY TO SPECIAL EDUCATION/  
TRANSPORTATION (Class II)**

**DEPARTMENT:** Pupil Personnel Services/Transportation

**QUALIFICATIONS:**

1. A minimum of a High School diploma and knowledge and / or experience in secretarial skills.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and the ability operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of PowerSchool and Alio computer programs preferred.
6. Excellent interpersonal and communication skills.

**REPORTS TO:**

Coordinator of Special Education Coordinators

**JOB GOAL:**

To assure the smooth and efficient operation of the assigned office Pupil Personnel Service office.

**PERFORMANCE RESPONSIBILITIES:**

1. Perform office routines including preparation and typing of reports, correspondence, notices and agendas, as directed by immediate supervisor.
2. Prepare and input data and other information for reports for Connecticut State Department of Education.
3. Assist with system wide student transportation needs by responding to questions and arrangement of transportation needs with service providers.
4. Maintain caseload listings from special education teachers.
5. Organize PPT Meetings including, but not limited to, scheduling, invitations, file preparation and IEP preparation.
6. Serve as back up for other special education secretaries assigned to the Pupil Personnel Service office.
1. Support PPS community via email, phone, mail, and in person.
2. Schedule PPTs, correspond with parent and IEP team, create meeting invitations, and distribute IEP generated student documents for special education coordinators and out-of-district PPT facilitator.
3. Provide support, including calendar management to special education coordinator and serve as backup to other PPS administrative assistants.
4. Assess changing needs of PPS and develop systems, processes, and reports as needed.
5. Fulfill student record requests.
6. Facilitate out-of-district evaluators.
7. Maintain and manage special education records for the district.
8. Coordinate all specialized transportation for district and out-of-district students.

9. Create and maintain financial spreadsheets to report Excess Cost for in-district and out-of-district students.
10. Assistant to ESY coordinator.
11. Coordinates all aspects of district Physical Management Training (PMT).
12. Work with McKinney Vento Liaison to organize transportation for displaced students, as well as maintain a spreadsheet to track students and costs.
13. Perform any other job related responsibilities as assigned by the immediate supervisor.

~~**OVERALL:** Perform any other job related responsibilities as assigned by the immediate supervisor.~~

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. 212 days (five days after school ends and fifteen days before school starts) A twelve-month work year.

**EVALUATION:**

Performance will be evaluated annually by the Coordinator of Special Education Coordinators/Director of Operations.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.12.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Purchasing - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Purchasing - REVISED

**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    

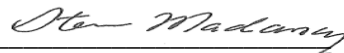
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Administrative Assistant - Purchasing - REVISED**



## **JOB DESCRIPTION**

**TITLE:** ADMINISTRATIVE ASSISTANT PURCHASING SECRETARY, CENTRAL OFFICE  
(Class I)

**DEPARTMENT:** Purchasing

### **QUALIFICATIONS:**

1. A minimum of a High School diploma with some college or advanced secretarial education desirable.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful purchasing and bookkeeping/accounting experience required.
4. Excellent computer skills, including knowledge of Microsoft Office™ (Word, Excel, etc.) Ability to work office equipment including, but not limited to, fax machine, copy machine, US postage meter and check printer.
5. Knowledge of Alio (LINQ) computer programs preferred.
6. Excellent interpersonal and communication skills.

### **REPORTS TO:**

Accounting Manager Purchasing Agent

### **JOB GOAL:**

To efficiently and effectively carry out all office functions relating to the purchasing for the district, including purchase orders, bids, and requests for proposals for the Accounting Manager. Maximize district resources using the district purchasing policies. Facilitates those activities that assure maximum efficiency in the Purchasing Agent's office.

### **PERFORMANCE RESPONSIBILITIES:**

1. Prepare various materials including, but not limited to, correspondence, reports, notices and recommendations as directed by the immediate supervisor.
1. Support Accounting Manager in all aspects of the bid and RFP process, including but not limited to, document preparation, legal advertising, postings bids, public opening, preparing bid compilations, and correspondence with vendors.
2. Support Accounting Manager in the 1099 process by maintaining the W-9 files accurately.
3. Approve school requisitions, generate purchase orders using financial software (ALIO/LINQ), distribute purchase order copies to vendors and requisitioner.
4. Maintain a comprehensive file of unpaid invoices and open purchase orders.
5. Follow-up and identify outstanding invoices including the follow through of shopping problems, cancellations and credits due, price changes, shipping charges and receiving.
6. Obtain, gather and keep a secure filing system including, but not limited to, fire secured/locked file for bid bonds, performance bonds and insurance certificates.
7. Process incoming correspondence as instructed.
8. Place and receive telephone calls and record messages for the supervisor.
9. Order and maintain Central Office supplies as needed.
10. Perform any bookkeeping/accounting tasks associated with the specific position.

11. Maintain a schedule of appointments and make arrangements for conferences, bid openings, and interviews, as needed.
12. Safeguard and approve users of store credit lines (Home Depot, Lowes, etc.) to maintain security of spending.
13. Prepare credit applications for vendors.
14. Maintain district credit line with vendors to ensure timely payments, investigate credits and returns.
15. Process student accident reports. Correspond with parents and insurance carrier.
16. Welcome visitors and screen callers in accordance with established policy.
17. Perform any other job related responsibilities as assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Nutmeg Independent Labor Unions (NILU) Local 1303-162 of Council 4 AFSCME.
2. A twelve-month work year.

**EVALUATION:**

Performance of the job will be evaluated annually by the Accounting Manager Purchasing Agent.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.13.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Administrative Assistant - Technology - REVISED.

**Summary of Issue:** Approval of Job Description – Administrative Assistant - Technology - REVISED

**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

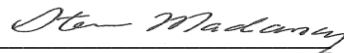
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **Administrative Assistant - Technology - REVISED**



## **JOB DESCRIPTION**

**TITLE:** ADMINISTRATIVE ASSISTANT TECHNOLOGY SECRETARY (Class I)

**DEPARTMENT:** Technology

### **QUALIFICATIONS:**

1. A minimum of a High School Diploma with some college or advanced secretarial education desirable.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an administrative assistant. Three years successful experience as a secretary or comparable experience.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) the ability to operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of PowerSchool preferred.
6. Excellent interpersonal and communication skills.
7. Ability to work independently and meet deadlines.

### **REPORTS TO:**

Information Systems Manager

### **JOB GOAL:**

Assist the Information Systems Manager in the daily function of the Technology Department and ensures that all tasks and processes are performed in a timely manner.

### **PERFORMANCE RESPONSIBILITIES:**

1. Assist schools on PowerSchool related tasks such as scheduling, reports, grading and other troubleshooting issues.
2. Maintaining PowerSchool district level settings to ensure reports and data is accurate.
3. Completes weekly PSIS updates the state information is accurate.
4. Gather and prepare data required for PSIS, TCS, ED166 and CRDC collections.
5. Reviews all edits and errors generated from all state and federal filings. Contact with school principals and State personnel to verify and correct errors.
6. Work closely with the Information Systems Manager to roll out new features or reports to enhance general functionality of PowerSchool.
7. Works with vendors to pull quotes and place orders for necessary equipment or parts for the Technology Department.
8. Maintains inventory of parts needed to repair devices throughout the district.
9. Maintains the general functionality of the department's asset management and help desk system.
10. Perform clerical, data processing and data entry tasks as directed by the immediate supervisor.
11. Process all daily and weekly reports as needed to meet deadlines.
12. Develop queries and reports to assist faculty, staff and students with any requests.
13. Assist the Information Systems Manager in training users on using PowerSchool/PowerTeacher
14. Troubleshoot common computer hardware and software problems as needed. If problem cannot be resolved, contact a technology analyst.

15. Perform any other job related responsibilities or tasks assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

1. Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME Nutmeg Independent Labor Unions (NILU).
2. A twelve-month work year

**EVALUATION:**

Performance to be evaluated annually by the Information Systems Manager.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.14.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Executive Assistant - Human Resources - REVISED.

**Summary of Issue:** Approval of Job Description – Executive Assistant - Human Resources - REVISED

**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

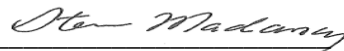
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

# **Executive Assistant - Human Resources - REVISED**



## **JOB DESCRIPTION**

**TITLE:** EXECUTIVE ASSISTANT PERSONNEL SECRETARY, CENTRAL OFFICE  
(Class I)

**DEPARTMENT:** Human Resources

### **QUALIFICATIONS:**

1. A minimum of a High School diploma with some college or advanced secretarial education desirable.
2. Some college or post-secondary education is desirable.
3. Two to five years of successful experience as an executive assistant. Executive secretary experience or successful high-level experience as school secretary; or secretarial degree.
4. Excellent computer skills including familiarity with Microsoft Office™ (Word, Excel, etc.) and operate office machinery including, but not limited to, fax machine and copy machine.
5. Knowledge of Frontline Education and Alio computer programs preferred.
6. Excellent interpersonal and communication skills.

### **REPORTS TO:**

Personnel Human Resource Manager

### **JOB GOAL:**

Complete the detail and written work as well as coordinating other matters essential to the efficient operations of the Personnel Manager's office. To efficiently and effectively carry out all office functions for the Human Resource Manager.

### **PERFORMANCE RESPONSIBILITIES:**

1. Prepare various materials including correspondence, reports, notices including, but not limited to, "Vacancy Notices" and employee recommendations as directed by the immediate supervisor.
2. Obtain, gather and organize pertinent data as needed and organize it into usable form including, tracking of applications for state reporting.
3. Maintain a complete, secure filing system.
4. Process incoming correspondence as instructed.
5. Place and receive telephone calls, and record messages for the supervisor.
1. Works and communicates effectively with administrators, staff at all levels, union representatives, and the public.
2. Assists with recruitment tasks such as posting vacancy notices on job boards (Frontline, CTReap, etc.), reviewing applications, hiring, and following up with candidates.
3. Sends onboarding emails, appointment letters, and new hire instructions to new employees.

4. Assist the Human Resource Manager with day-to-day tasks such as coordinating meetings, preparing correspondence, adhering to deadlines, and any other personnel related matter.
5. Work in conjunction with the payroll department to process all FMLA requests.
6. Maintain confidential records and databases including, but not limited to, CBU programs, Tenure, Certification, District Directory, vacation allotments and staffing.
7. ~~Maintain a schedule of appointments and make arrangements for conferences and interviews.~~
8. Welcome visitors and screen callers in accordance with established policy.
9. Serve as back up to ~~Personnel Clerk Secretary/Receptionist~~ HR Administrative Assistant as necessary.
10. Perform any other job related responsibilities as assigned by the immediate supervisor.

**TERMS OF EMPLOYMENT:**

~~Determined by the working agreement between the Southington Board of Education and Local 1303-162 of Council 4 AFSCME. A twelve-month work year.~~ Twelve-month work year with salary, benefits, and working conditions established by the Board of Education. This is a non-union position.

**EVALUATION:**

Performance of the job will be evaluated annually by the ~~Personnel~~ Human Resource Manager.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.15.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Executive Assistant - Superintendent/Assistant Superintendent - REVISED.

**Summary of Issue:** Approval of Job Description – Executive Assistant - Superintendent/Assistant Superintendent - REVISED

**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    

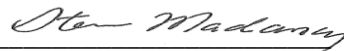
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

**Executive Assistant - Superintendent/Assistant Superintendent -  
REVISED**



## **JOB DESCRIPTION**

**TITLE:** EXECUTIVE ASSISTANT TO THE SUPERINTENDENT

**DEPARTMENT:** Superintendent's Office

### **QUALIFICATIONS:**

1. High School diploma with associate degree or some college or post-secondary education preferred.
2. Three years successful experience as an executive assistant with office management or comparable experience.
3. ~~Strong~~ **Excellent** computer skills, including knowledge of student and employee administrative systems, Microsoft Office™ and other applicable software applications.
4. Strong organizational and telephone skills with attention to detail and accuracy, including the ability to prioritize, multi-task and meet deadlines.

### **REPORTS TO:**

Superintendent of Schools/**Assistant Superintendent**

### **JOB GOAL:**

To efficiently and effectively carry out all office functions for the Superintendent/**Assistant Superintendent** of Schools.

### **PERFORMANCE RESPONSIBILITIES:**

1. Works and communicates effectively with board members, administrators, town officials, staff at all levels, parents, and the public.
2. Maintains secure and confidential records.
3. Processes incoming correspondence.
4. Welcomes visitors and directs callers in accordance with standard operating procedures.
5. Compiles agendas and supporting materials for meetings including Board of Education meetings, administrator and various committee meetings.
6. Manages the Superintendent's/**Assistant Superintendent's** calendar.
7. Manages executive office work according to the needs of the Superintendent, **Assistant Superintendent**, and the school district.
8. Articulates the Superintendent's and Board of Education's goals.
9. Acts as liaison with building administrators, media, community and other designated persons as necessary.
10. Ensures the required filing of all meeting minutes.

11. Prepares confidential correspondence, public relations documents, reports, and special projects for the Superintendent, Assistant Superintendent, and the Board Chairperson.
12. Assumes other responsibilities as the Superintendent/Assistant Superintendent may assign.

**TERMS OF EMPLOYMENT:**

Twelve-month work year with salary, benefits, and working conditions established by the Board of Education. This is a non-union position.

**EVALUATION:**

Performance of the job will be evaluated annually by the Superintendent of Schools.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 27, 2025

Decision Requested     X    

Agenda Code     11 i.16.    

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – District Registrar - NEW.

**Summary of Issue:** Approval of Job Description – District Registrar - NEW.

**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    

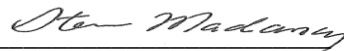
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **District Registrar - NEW**



## **JOB DESCRIPTION**

**TITLE:** ~~EXECUTIVE ASSISTANT/DISTRICT REGISTRAR~~

**DEPARTMENT:** Human Resources

### **QUALIFICATIONS:**

- ~~1. High School diploma with some college or post-secondary education desirable.~~
1. A minimum of a High School diploma.
2. Some college or post-secondary education is desirable.
- ~~3. Three years successful experience as an executive secretary or comparable experience.~~
4. Strong computer skills, including knowledge of student and employee administrative systems, Microsoft Office™, financial management software, and other applicable software applications.
5. Experience with Student Information System – PowerSchool preferred.
6. Strong organizational and telephone communication skills with attention to detail and accuracy, including the ability to prioritize, multi-task and meet deadlines.
7. Knowledge of McKinney Vento and Open Choice preferred.

### **REPORTS TO:**

Assistant Superintendent of Schools Human Resource Manager

### **JOB GOAL:**

To efficiently and effectively carry out all office functions of the assigned office the duties of the District Registrar according to Board of Education policies and district procedures.

### **PERFORMANCE RESPONSIBILITIES:**

1. Oversee all aspects of the student registration process for the district, including Home Instruction and Open Choice.
2. Investigate and enforce residency requirements and school enrollment area placement.
3. Organize and implement incoming Kindergarten Registration Information Sessions and Registration.
4. Work and communicate effectively with board members, administrators, town officials, staff at all levels, parents, and the public.
5. Create and maintain Maintains secure and confidential records, including enrollment projections and reports.
- ~~6. As District Registrar, oversees student registration process, and enforces residency and school enrollment area placement.~~
- ~~7. Processes incoming correspondence.~~
6. Monitors expiration status of out of district placements.
7. Prepare yearly state reports as needed.
8. Serve as the McKinney Vento Homeless Liaison for the district.
9. Serve as the Open Choice Liaison for the district.
10. Welcomes visitors and directs callers in accordance with standard operating procedures.
- ~~11. Compiles agendas and supporting materials for board, administrators, and committee meetings.~~
- ~~12. Manages the Assistant Superintendent's calendar.~~
- ~~13. Assists with the coordination of Professional Development and Curriculum Renewal.~~

- ~~14. Prepares confidential correspondence and special projects.~~  
11. Performs any other job-related responsibilities as assigned by the Assistant Superintendent or Superintendent of Schools.

**TERMS OF EMPLOYMENT:**

Twelve-month work year with salary, benefits, and working conditions established by the Board of Education. This is a non-union position.

**EVALUATION:**

Performance of the job will be evaluated annually by the Assistant Superintendent of Schools **Human Resource Manager**.

DRAFT

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 27, 2025

Decision Requested X Agenda Code 11 i.17.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Job Description – Therapy Department Lead - NEW.

**Summary of Issue:** Approval of Job Description – Therapy Department Lead- NEW.

**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

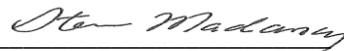
**Recommendation or Comment:** Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



\_\_\_\_\_  
*Signature of Staff Member Submitting Report*



\_\_\_\_\_  
*Signature of Superintendent of Schools*

# **Therapy Department Lead - NEW**



## **JOB DESCRIPTION**

**TITLE:** Therapy Department Lead

**DEPARTMENT:** OT/PT

**QUALIFICATIONS:**

1. Occupational or Physical Therapist licensed to practice in Connecticut.
2. Credentialed by American Occupational or Physical Therapy Association
3. Supervisory experience preferred but not required.

**REPORTS TO:**

Special Education Coordinator

**JOB GOAL:**

In addition to the responsibilities outlined in the job description for Occupational Therapist or Physical Therapist at Southington Public Schools, the Therapy Department Lead is responsible for:

- Developing agendas and leading therapy department meetings
- Managing resources, including assessment materials
- Assisting with caseload assignments
- Ordering and maintaining treatment supplies and equipment
- Orienting new staff

The department lead will also provide direct Occupational or Physical Therapy services to students and is expected to maintain a full caseload of students.

**PERFORMANCE RESPONSIBILITIES (in addition to current role):**

1. Collaborate with the Special Education Coordinator and department members to develop caseloads and assignments for therapists.
2. Prepare agendas and lead Therapy Department meetings.
3. Work with the department and supervisor to plan and facilitate professional development sessions.
4. Assist the supervisor in orienting new staff to the department and district.
5. Oversee the ordering of protocols, test kits, and other necessary materials for the department.
6. Maintain an inventory of district therapy supplies.

**TERMS OF EMPLOYMENT:**

The work year for this position is 186 days.

**EVALUATION:**

Performance to be evaluated by the Special Education Coordinator who oversees the department.

**STIPEND:**

\$1,053 on the salary schedule per union contract