

# Southington Board of Education Meeting

Thursday, February 22, 2024 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
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence - Connecticut Kid Governor School Nominees and CT Kid Governor Winner Cristiano Almeida
6. Approval of Minutes
  - a. January 25, 2024
  - b. February 8, 2024 - Special Meeting
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. Curriculum & Instruction Committee Meeting - February 16, 2024
9. Superintendent's Report
  - a. Personnel Report
10. Old Business
  - a. Town Government Communications
  - b. Policy 5111 - Admissions/Placement Ages of Attendance - REVISED - Second Reading
  - c. Policy 5144 - Student Welfare, Play Based Learning, Student Discipline - REVISED - Second Reading
  - d. Policy 6171 - Special Education, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 - REVISED - Second Reading
  - e. SHS New Course Proposal - UCONN Introduction to Allied Health Professions - Second Reading
  - f. SHS New Course Proposal - Energy Flow in Earth's Systems - Second Reading
  - g. SHS New Course Proposal - Introduction to Exercise Science - Second Reading
  - h. SHS New Course Proposal - Personal Training - Second Reading
11. New Business

- a. Increasing Educator Diversity Plan
  - b. Southington High School Graduation Date
  - c. Approval of Out of State/Overnight Field Trips
    - 1. SHS DECA - International Career Development Conference - Anaheim, CA
    - 2. SHS FBLA National Conference - Orlando, FL
    - 3. SHS FFA - Washington Leadership Conference - Washington, DC
    - 4. SHS Spanish Language Students - Santiago, Dominican Republic
    - 5. SHS - Knights Around the World -Berlin, Prague, Kraków, and Budapest
  - d. Leonard & Gladys Joll Scholarship Committee Appointment
  - e. SHS - New Course Proposal - Applications of Algebra - First Reading
  - f. SHS New Course Proposal - Mathematics of Technology, Design and Innovation - First Reading
  - g. Middle School Family and Consumer Science - Revised Curriculum Grade 6 - First Reading
  - h. Middle School Family and Consumer Science - Revised Curriculum Grade 7 - First Reading
  - i. Middle School Family and Consumer Science - Revised Curriculum Grade 8 - First Reading
12. Public Communications
- a. Public
13. Adjournment

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

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT  
REGULAR MEETING**

**JANUARY 25, 2024**

The regular meeting of the Southington Board of Education (Committee of the Whole - Instruction) was held on Thursday, January 25, 2024, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session preceding at 6:30 p.m.

**1. CALL TO ORDER**

Mrs. Clark, Board of Education Chairperson, called the meeting to order at 6:42 p.m.

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools and Mr. Frank Pepe, Assistant Superintendent

**2. EXECUTIVE SESSION – Student Matters**

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

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

**Motion carried unanimously by voice vote.**

*Mrs. Clark ended Executive Session at 6:50 p.m.*

*The Regular Board Meeting was reconvened at 7:00 p.m.*

**3. RECONVENE MEETING – REGULAR SESSION**

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead, Mr. Jasper Williams

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance (*arrived 7:04 p.m.*); Ms. Rebecca Cavallaro, Director of Pupil Personnel Services

Student Representatives present: Uptej Singh, Chelsey Arduini, Akari Win

**4. PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE**

Student Representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a Moment of Silence in memory of Bill Queen, Assistant Girls Basketball Coach at the high school who passed away suddenly earlier in the week. His wife, Patricia, is an employee of the Southington Public Schools and served on the Board of Education for many years.

**MOTION:** by Mr. Oshana, seconded by Mr. Baczewski:

**“Move to add Agenda Item 9.k ‘Student Expulsion’ to the agenda.  
Motion carried unanimously by voice vote.**

**5. APPROVAL OF MINUTES – January 11, 2023**

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

**“Move to approve the regular Board of Education meeting minutes of January 11, 2023, as submitted.”  
Motion carried unanimously by voice vote.**

**6. PUBLIC COMMUNICATIONS**

**a. Communication from Student Representatives**

Akari Winn reported on the current and upcoming activities at Southington High School that included end of Midterms on January 24 and the start of the second semester work; SHS students Cassie Plourde and Ellen Serenson were winners of the Connecticut Regional Scholastic Art Awards; Unified Theatre; a list of available scholarships and applications are online; condolences to the family and friends of Coach Bill Queen.

Uptej Singh gave the report on the winter sports season to date for Boys Basketball (9 wins/2 losses); Wrestling (5 wins/1 loss) and will be hosting 17 schools for the Annual Connecticut Challenge Individual Weight Class Championship; Girls and Boys Indoor Track will compete at the CCC Championship Meet in New Haven; and Winter Cheerleading will be hosting the CCC Conference Championship on February 17 at SHS.

Chelsey Arduini gave the district report for Kennedy Middle School that included Deputy Fire Chief Glen Dube presenting a lesson about heat transfer and fire safety skills to sixth grade students; Valentines created for local veterans for Valentine’s Day; eighth grade students met with SHS teachers to learn about course offerings and Pathways towards careers or colleges; Police Sgt. Brian Leppard and STEPS Prevention Coordinator Megan Albanese gave a presentation to all JFK students about Online Safety and Social Media impacting emotional wellbeing and will be presenting at DePaolo next week. DePaolo Middle School: Algebra students will be taking their midterm exams on Friday; Annual Taste of Culture Event on February 8; Neo R. was recognized at the Annual Martin Luther King Jr. Celebration at the First Baptist Church with Conn. Attorney General William Tong the Keynote Speaker who presented Neo his award; JAD Unified Basketball Team will be playing their first game.

**b. Communications from Board Members**

Mr. Brown attended a CREC Meeting with 33 school districts represented and discussed the state helping with tuition costs.

Mr. Williams addressed U.S. Military recruitment opportunities that are currently down in all branches with Coast Guard recruitment consistently down for the last four years. He took advantage of joining the military out of high school and discussed the great opportunities afforded to him because of his military service. He encouraged parents to talk to their students who are not sure what they want to do after high school about this opportunity. Mr. Williams addressed the Excess Cost Grant that had a shortfall of \$600,000 from the state to Southington and the educational impact this shortfall would have on Southington and the budget. He pointed out a \$11 billion surplus at the state level and a \$4 billion in the State Rainy Day Fund and that Connecticut is the fifth state in tax revenues and 42<sup>nd</sup> state in the percentage of shares that goes to education. He spoke about the unprecedented costs pressures, state record surplus while the state continues to push unfunded mandates, the state's failure to honor their commitments to local municipal districts and Boards of Education and that the state continues to cut funding shares to education. He noted that the State Legislative Session starts on February 6, 2024. Mr. Carson believed that the average state share was 36% and questioned if Southington's share was lower than that.

Mrs. Clark addressed two Celebration of Excellence events of students that she attended. One was the 26<sup>th</sup> Annual Martin Luther King Jr. Celebration at the First Baptist Church with Neo from DePaolo Middle School and Lila from Kennedy Middle School given awards by State Attorney General William Tong. The second celebration was Connecticut Kid Governor Inauguration 2024 at the Old State House with Cristiano Almeida from Oshana Elementary School elected by Connecticut fifth graders to serve as the 2024 Kid Governor. His platform was focused on physical activity. Mrs. Clark noted that Oshana School had two Kid Governors in the past nine years under Mrs. Josie Rogala, Principal, and Mrs. Chavez, teacher of those students.

**c. Communication from Administration**

Mr. Madancy reported on the following:

1. Veteran's Committee: Mr. Madancy announced that the Veteran's Committee met and set the date of the Military Luncheon for Wednesday, May 22, 2024 in the Municipal Center Public Assembly Room.
2. Oratorical Competition: Mr. Madancy announced that the Oratorical Competition, which displays students' communication skills in public speaking and knowledge of the Constitution, would be held on January 30, 2024 at 6:30 p.m. in Room 201 at the high school.
3. Final Kindergarten Screening Session: Mr. Madancy reported that the final Kindergarten Screening Session for waivers relative to the entry age change would be held on Saturday, January 27, 2024 and thanked all those involved in the screening.
4. Excess Cost: Mr. Madancy addressed the Excess Cost Analysis received was 70.4% of the legislated 88%.
5. Job Fair: Mr. Madancy thanked Mrs. Michelle Passamano, Human Resources Manager, for the success of the first Southington Public Schools Job Fair with 70 people attending and on the spot interviews being conducted.

**d. Communications from Public (Agenda Items Only)**

There was no public communication on the agenda items.

**7. COMMITTEE REPORTS**

**a. Policy & Personnel Committee Meeting – January 10, 2024**

Mr. Baczewski reported that the committee met and discussed the edits to Policy 5111 - Admission, Placement, Ages of Attendance due to legislation that changed the kindergarten eligibility date from January 1 to September 1. The committee reviewed the edits to Policy 5144 - Students Welfare, Play Based Learning, Student Discipline due to legislation that emphasizes the importance integration of play-based learning in grades Pre-K-grade 5 and removing the word “predominantly” from a phrase. The committee reviewed edits to Policy 6171 – Special Education, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1999 to better define the grievance process for Section 504.

**b. Curriculum & Instruction Committee Meeting – January 19, 2024**

Mr. Williams reported that the committee met and received a presentation on the new course proposal for SHS “UConn Introduction to Allied Health Professions” that will be offered to students in grades 10-12 who have completed biology. The committee received a presentation on a half-semester course proposal for SHS “Energy Flow in Earth’s Systems,” which is a new elective and provides students an opportunity to explore content that supports the Natural Resources Career Pathway. The committee received a presentation on a new elective for SHS “Introduction to Exercise Science” that will be offered to Juniors and Seniors in the Health & Medical Sciences Pathway as a core course and a dual enrollment through the University of Bridgeport. The committee received a presentation on a new elective for SHS “Personal Training,” which is a dual enrollment elective for students through the University of Bridgeport and aligns with the Health & Medical Sciences Pathway.

Mrs. Carmody addressed the wonderful partnership with the University of Bridgeport for physical education with the new course offerings changing the perception of what gym class used to be. Mr. Williams explained that all these courses do not require additional staffing. Mr. Brown was pleased that they were replacing old curriculum with newer curriculum and not staying stagnant. Mr. Baczewski was happy that they were offering more health care classes and questioned offering classes about nuclear energy.

**8. OLD BUSINESS**

**a. Town Government Communications**

There was no communication.

**b. SHS – Human Rights Course Curriculum – Second Reading**

**MOTION:** by Mr. Williams, seconded by Mrs. Carmody:

**“Move that the Board of Education approve the SHS – Human Rights Course Curriculum, as presented by the Curriculum & Instruction Committee.”**

**Motion carried unanimously by voice vote.**

**c. SHS – Industry Internship Proposal – Second Reading**

**MOTION:** by Mr. Williams, seconded by Mr. Brown:

**“Move that the Board of Education approve the SHS – Industry Internship Proposal, as presented by the Curriculum & Instruction Committee.”**

**Motion carried unanimously by voice vote.**

**d. SHS – Course Proposal – Color Guard – Second Reading**

**MOTION:** by Mr. Williams, seconded by Mrs. Carmody:

**“Move that the Board of Education approve the SHS Course Proposal – Color Guard, as presented by the Curriculum & Instruction Committee.”**

**Motion carried unanimously by voice vote.**

**e. SHS – Course Proposal – School of Rock - Second Reading**

**MOTION:** by Mr. Williams, seconded by Mr. Brown:

**“Move that the Board of Education approve the SHS Course Proposal – School of Rock, as presented by the Curriculum & Instruction Committee.”**

**Motion carried unanimously by voice vote.**

**f. Appointment of NIPSEU Negotiating Committee**

Mrs. Clark appointed Mrs. Carmody, Mr. Brown, Mr. Whitehead, and herself to serve on the NIPSEU Negotiating Committee.

**9. NEW BUSINESS**

**a. Southington High School Pathways Presentation**

Mr. Crocco, Principal of SHS; Mr. Michael Halloran, SHS Assistant Principal; Mrs. Amy Zappone, Director of Teaching and Learning for Secondary Education; and Ms. Jennifer Discenza, SHS Director of Guidance, gave a PowerPoint presentation on the 2.0 version of the Career Pathways Program of Studies. Pathways is a tool to help guide students to reach graduation with a plan for after high school. Mr. Crocco spoke at length about the necessity for Career Pathways. To counsel students, the Guidance Department researched what occupations were the fastest growing currently, and in the future, along with earning potential. Mr. Crocco noted that the fastest growing professions are going to require training beyond high school and not always the traditional four-year college.

Mr. Halloran addressed the SHS Program of Studies for 2024-2025, which is a document to view courses available and is on the high school website. He spoke about the

Southington Public Schools Vision of a Graduate with the main purpose of getting students college and career ready. He explained the nine Career Pathways and two specialized Pathways along with the levels of engagement (participant, completer, accelerator) with the Pathways. The Pathways provide students with course work and learning experiences that support the 21<sup>st</sup> Century Skills outlined in the Vision of a Graduate.

Mrs. Zappone highlighted the Pathway “Health & Medical Sciences” and how to navigate this organizational tool of careers, courses, and experiences that a student can take to lead to a potential career or college degree in a certain area. The link gives a description of the Pathway, related careers, levels of completion, core courses, supporting courses, and continuing education opportunities needed for college or the job force post high school. Students can access the course descriptions on the pathway page. She addressed the cycle of continuous growth and improvement for the Pathways.

Ms. Discenza explained linking registration to the Career Pathways and informing students and parents of the options. Last month, students completed surveys in Naviance to help them identify a Pathway and in February they will be introduced to the Pathways and the Program of Studies. She noted that the Registration Form was redesigned, which will have an impact on the counseling staff linking personal pathways with courses that students are selecting. She spoke to the increase in dual enrollments and a Dual Credit Expansion Grant allowing students to enroll in advanced courses or programs to earn credit by contracting with UConn, University of Bridgeport, Southern Connecticut State University, and Goodwin College. Ms. Discenza talked about expanding the dual enrollments offered for the 2025-2026 school year. She noted that the high school had brought in speakers to address careers such as criminal science and forensic science.

Mrs. Zappone ended with current data for this school year on course enrollment and unfilled requests of students who did not get into a course because there were not enough seats available and that they were doing the best they could with what they have but could not meet everyone’s needs.

Mrs. Carmody was proud that SHS was offering the Career Pathways to make the connections for students between college and career as a comprehensive high school. She felt that the Board needed to do everything possible to make sure that they can offer these wonderful courses to the students. Mr. Brown noted that when he worked at the high school four years ago the focus was on getting students to college or military and he was happy to see how things were evolving with the focus on purpose. Mr. Derynoski questioned the large number of unfilled requests and where the students were sitting during the day (*another course or study hall*). He questioned if there were enough classrooms at the high school (*yes*). Mr. Oshana noted that students were saving money and getting college credit with dual enrollment. He expressed his displeasure of the unfilled requests and students sitting in a study hall and thanked the high school for their hard work in putting the Career Pathways together. Mr. Williams questioned how many school districts in Connecticut were doing the Career Pathways. Mr. Madancy pointed out that Southington was one of the truly large comprehensive high schools in the state and that he would need to look into it. Mr. Williams addressed marketing to the community about the great opportunities and successes at the high school. Mr. Whitehead addressed the CREC programs and facilities as options, which are state of the art. Mr. Baczewski noted that the job title “Physician’s Assistant” was actually “Physician Assistant” and addressed internships. Mr. Carson thought that it was wonderful to give students

these opportunities and guidance. He questioned what part the Guidance Counselors play within the Career Pathways and their preparation to have these conversations with the students and whether there was enough staffing. Mr. Crocco and Ms. Discenza stated that Guidance Counselors were constantly having professional development, use of Naviance, and making sure the students were taking the career survey to get an idea of how their interests align with college and career, going out into the community to look at the options for new Pathways, and that Pathways was a work in progress.

**b. Partners for Educational Leadership Strategic Planning Presentation**

Dr. Richard Lemons, Executive Director of the Partners for Educational Leadership, formerly known as the Connecticut Center for School Change, gave a PowerPoint presentation about partnering with school districts to organize a Strategic Plan document based on needs assessment, vision and mission, priorities of a school district and strategizing on how to implement and use the plan. Their team provides a range of services to help districts strengthen leadership, systems, and improvement strategies for more equitable outcomes for students. Partners for Educational Leadership has partnered with 63 Connecticut school districts for 860 schools. Dr. Lemons spoke at length about the process, guiding beliefs, and the importance of a Strategic Plan to move the district forward.

Mr. Baczewski questioned how the Strategic Plan would be used as a tool to engage the community and transparency. Mr. Williams explained that Strategic Planning stemmed from the current budget discussion of Priorities & Assumptions and understanding where to make incremental investments every year that would align with their mission and vision. Mr. Oshana discussed that the Strategic Plan would not be something that keeps changing, sets strategies and milestones, builds a bridge out to the community on where the town stands on education, the need for the plan to get all stakeholders involved, and accountability. Mr. Carson discussed that the community and Town Council needed to take ownership with what the BOE was doing with the school district, surveying residents/taxpayers on priorities, and what community was willing to fund. He questioned the execution piece of a Strategic Plan. Mrs. Clark agreed that the whole community should be involved. Mr. Derynoski questioned if the goal was for the BOE to put together a Strategic Plan or to become educated on how to put together a Strategic Plan because they are looking to contract services (*both as a partnership*). Mr. Madancy replied that the Partners for Educational Leadership would be doing the heavy lifting in developing a Strategic Plan and working with the BOE through the Advisory Committee based on priorities. Dr. Lemons added that Partners for Educational Leadership's job would be to guide the process and do some of the technical work. Mrs. Carmody questioned community outreach.

**MOTION:** by Mr. Oshana, seconded by Mr. Williams:

**“Move that the Board of Education contract with the Partners for Educational Leadership to lead the development and implementation of a Strategic Plan for the town of Southington School District.”**

Mr. Derynoski questioned the timeline for implementation. Mr. Madancy explained that information gathering needed to start as soon as possible and to try to have something ready for Convocation to start the next school year with something that is palpable. Mr. Oshana pointed out that it should not be rushed because the plan would be something to guide the district for

many years to come. Mr. Carson stated that this was long overdue, and he wanted the Board to have their discussions in a retreat as discussed previously.

**Motion carried with eight in favor and Mr. Whitehead opposed.**

- c. **Policy 5111 – Admissions/Placement Ages of Attendance – Revised – First Reading**
- d. **Policy 5144 – Student Welfare, Play Based Learning, Student Discipline - Revised - First Reading**
- e. **Policy 6171 – Special Education, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 – Revised – First Reading**
- f. **SHS New Course Proposal – UCONN Introduction to Allied Health Professions – First Reading**
- g. **SHS New Course Proposal – Energy Flow in Earth’s Systems – First Reading**
- h. **SHS New Course Proposal – Introduction to Exercise Science – First Reading**
- i. **SHS New Course Proposal – Personal Training - First Reading**

Mr. Carson had a question on Policy 5144. Mrs. Clark noted that these were first reads and would come before the Board for action at their next meeting. If Board members had any questions to contact the Committee Chair, or administration.

**j. 2024-2025 Superintendent’s Operating Budget Discussion**

Mrs. Clark asked each Board member if they had any questions or opinions regarding the 2024-2025 Superintendent's Budget. Mr. Derynoski questioned if the Ohio Plan was looked into, which is an early retirement offer. He shared that everything in the budget was what was needed. Mr. Carson liked the idea of an early retirement offer and would like an in-depth, bottom-up analysis of every department, position, and program in the district to be completed for future budget cycles. Mr. Whitehead stated that he stands behind everything in the budget as presented, especially the mental health piece, but he was not in favor of an 8% budget request and would rather see a more reasonable 5%-6% request. Mr. Brown noted that there was no padding of the budget that was already cut over 2% from what was requested. Any cuts would be in a large number of personnel. He spoke about unfunded mandates, the end of ESSER/COVID funds, flat funded budgets being cut in the past, increased student needs after COVID, increased mental health and special education needs, cost of living, inflation, all school districts being in the same situation, and the district going backward instead of forward. Mr. Brown explained that for every 1% that is cut equates to 12 people eliminated and large scale lay-offs. He thought that if they cut anything from the budget it would hurt the education of the students. Mrs. Carmody agreed that not one thing needed to be cut from the budget. She thought it was the responsibility of all Board members to do what was best for the students and there were only needs, not wants, in the budget. She addressed getting support from the community. Mr. Oshana addressed community support along with support from the Board of Finance and Town Council and that there was no fluff in the budget, only needs. Past level services budgets were cut, and the Superintendent’s proposed budget gets the district back to where they were, which was still not where they should be. He supported the 8.35% Superintendent’s budget request. He thought that the Board members should stand behind the budget and administration and speak to the community and organizations and to not cut

anything. Mr. Williams stated that he stood 100% behind what was presented in the budget. However, he noted that it was unprecedented times with the economy and challenging times with what the state is contributing and that the Board should present a fair budget that meets the needs of the district and consider the burden on the taxpayers. He did not think it was right to blame past Board of Finance and Town Council members who cut previous BOE budgets in their decision-making because they had to take in consideration the grand list and what other departments were asking for. Mr. Williams thought that an 8.35% budget request was not responsible to bring forth given the overall economy and noted that the state must do better for the town. Mr. Baczewski was concerned about moving the budget forward. He discussed the Capital Improvements needed and the need to have case by case discussions. He noted that the Board had to make tough decisions on what to cut before sending the budget to the Board of Finance and that there were no right answers. He would be comfortable with a 6.5%-7% increase and he, along with the other Board members, would rather make that decision instead of someone else making arbitrary cuts for them. Mrs. Clark noted that every year is a bad year and would like to see the budget pass at 8.35%, but the reality was that the Board needed to do their homework and look creatively at what could be done to bring the budget request down and then they would have to sell the budget to the community and other town boards. She requested the Board members to look deeper for what could be postponed or be funded differently to discuss when they get together on February 8. Mrs. Clark requested the Board members to send their thoughts and comments to the Superintendent to update the grid document.

**k. Student Expulsion**

**MOTION:** Mr. Oshana, seconded by Mr. Williams:

**“Move that the Board of Education expel Student 2023-2024-09, as stipulated by the administration.”**

**Motion carried unanimously by voice vote.**

**10. PUBLIC COMMUNICATIONS**

**a. Public**

There were no Public Communications.

**11. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting was adjourned at 9:34 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary

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

**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**SPECIAL MEETING  
FEBRUARY 8, 2024**

The special meeting of the Southington Board of Education was held on Thursday, February 8, 2024, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

**1. CALL TO ORDER**

Mrs. Clark, Board of Education Chairperson, called the meeting to order at 7:06 p.m.

Board members present: Mr. Joseph Baczewski, Mr. Robert Brown, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Cecil Whitehead (via telephone), Mr. Jasper Williams

Cabinet administrators 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

The Pledge of Allegiance was recited.

Mrs. Clark explained that Mr. Whitehead was attending the meeting via conference call. Mr. Whitehead acknowledged that he was on speaker phone and apologized that he could not attend due to a medical emergency.

**2. REVIEW / ADOPTION OF BOARD OF EDUCATION 2024-2025 OPERATING BUDGET**

Mrs. Clark explained why the board process this year was different than in prior years. The Special meeting was per the consensus of the Board members at the last Board of Education meeting in order to discuss how to proceed with the proposed 2024-2025 Superintendent's Budget request of an increase of 8.35% or \$9,219,783 over last year and to wait to see what the State Legislature approved for funding the Governor's state budget on February 7, 2024. The state cut funding for Magnet School Tuitions for Southington. At the last Board meeting, Mrs. Clark had asked the Board members to be prepared to discuss areas in the proposed budget that could be reduced / postponed / eliminated at this special meeting before the BOE budget adoption of a responsible budget that meets the needs of the students while being fiscally responsible to the citizens of Southington. She opened the meeting for discussion.

Mr. Williams addressed unfunded state mandates, the lost revenue sources of ARP-ESSER (*American Rescue Plan / Elementary and Secondary School Emergency Relief*) and Non-lapsing account funds that were used to offset last year's requested increase.

Mr. Williams recommended adjustments and reductions to the budget primarily in operations as follows:

- MERS (*Municipal Employee Retirement System*) rate adjustment. The BOE was at 18.0% and the Town was at 16.8%, which would be an adjustment of \$203,400.
- Magnet School Tuition adjustment numbers were still not available from the state, which would have been \$180,000.
- McKinney-Vento busing transportation with approximately \$100,000 in potential savings for an adjustment. Currently there are 19 students identified and last year there were 29 students.
- Electricity rate adjustment due to an opportunity to lock in at .0980% with a savings of approximately \$76,000.
- Look at a couple of One-time projects that could be deferred in conjunction with the Town Board of Finance considering an opportunity to do one-time funding for these projects out of the Rainy-Day Fund for the projects being driven by State mandates such as the HVAC (*Heating, Ventilation & Air Conditioning*), which is \$276,000.
- Remove SHS Gym Floor Refurbishment for \$48,000.
- Remove SHS Dark Room for \$37,444.
- Remove Repair of Boiler Flues at JFK & JAD for \$22,000.
- Remove Office in SHS C230 for \$13,000.
- Remove Split Room at SHS C107 (PE/Health Classroom) for \$8,000.
- Remove Chiller Fence at South End School for \$5,875.
- Acoustic Panel Replacement at Southington High School for \$27,859 could be deferred until the next budget cycle. Mr. Madancy explained that the panels were in dire straits and the recommendation was for just doing certain rooms and not doing all the acoustic panels at once. The cost that Mr. Williams was referring to was already for only the certain rooms with funding for the other rooms anticipated to be put in the next budget cycle.
- Reductions in the Major Projects of Contracted Painting Services, Repair/Replacement of Walkways and Catch Basins for an adjustment of \$30,000-\$40,000 depending on where the Board ends up with the budget.
- Mr. Williams distributed a spreadsheet regarding Technology and the current replacement plan for student/staff devices that addressed two different platforms Apple and Windows. He thought that there could be significant savings by switching to just PCs. He spoke to the Technology Director, Tyler Savage, earlier in the day. Mr. Williams proposed making the conversion to Windows devices, and addressed the Apple Lease funding, student/staff device replacement schedules, and software rollout across grades for a total savings of \$356,250 from what was originally presented with savings year over year.

Mr. Madancy recognized the savings and shared that it would be important to support the teachers with professional development. He stated that the Apple Funding Lease is what started the district with Apple products and that new staff members were not given Apple Mac devices; they were given PCs, which is why they ended up in two separate platforms. He

addressed the learning curve, use of Office 365, which is web-based and that there was not a significant difference between a Mac and PC.

Mr. Brown questioned the total amount of savings of everything that Mr. Williams proposed. The total savings for all the line items amounted to \$1,048,833.

Mr. Derynoski questioned if the Ohio Plan opportunity was looked into after he mentioned it at the last Board meeting. Mr. Madancy explained that there were multi-layers of the Ohio Plan now compared to when it was a popular option for districts in the past. The obstacle is that the district is self-insured. He explained in detail the reasons the Ohio Plan was not a feasible option.

Mr. Brown noted that the district was at a crisis level with more substance abuse, mental health problems, and suicide attempts than in the past. He recently learned there were 20 cars with children who attend Southington schools living in them due to homelessness. They have problems they bring to school that teachers never saw before the pandemic. He thought that the personnel requested in the budget were essential such as school psychologists and social workers and that the BOE were the advocates for the students. Mr. Brown explained that he attended the CABA New Board of Education Member Conference where budgets and the responsibilities of Board members were discussed. The number one statutory obligation of a Board of Education, as the education body, not the fiscal body, was to pass a budget that meets the needs of the students. He supported Mr. Williams' adjustment recommendations as long as it did not include essential personnel. Mr. Brown questioned the BCBA (*Board Certified Behavior Analyst*) staff reduction instead of one of the seven elementary classroom teachers. Mr. Madancy explained in detail the ARP/ESSER funded BCBA staffing positions, backfilling, and the funds running out.

Mrs. Carmody thought the BCBA was a vital position. She addressed elementary class sizes with some third and fifth grade classrooms having 25-26 students including special needs students. Mr. Madancy noted that in his budget he did not recommend reducing any classroom teachers and pointed out that there were no elementary classrooms with 25-26 students and that 24 students was the maximum right now.

Mr. Carson addressed staffing and class size and noted that the Superintendent's budget requested 25.16 FTE (*Full-Time Equivalent*) staff, which is an increase over what they currently have in district. It included seven additional elementary teachers to deal with classroom size. He recommended fulfilling four (DES, FES, HES, KES) of the seven requested positions and identified in detail the schools, grade level, and section. He addressed the mental health positions and the need for the state to support with funding instead of passing it on to the municipality. He thought the insurance industry and State Department of Education should help with the current mental health medical crisis. He thought the Town Council, or a State Representative should send a bipartisan resolution to the state to fund mandates instead of eliminating funding. Mr. Carson addressed magnet school funding and the request for Pre-K staffing (teacher, OT, PT, SLP and Paraeducators). He recommended reducing the Pre-K Occupational Therapist and Physical Therapist positions down to one-half (.5) FTEs. He recommended that a STELLAR teacher and the mental health FTEs not be funded this budget cycle including the proposed Psychologist and Social Workers, until state funding could be secured for those positions.

Mr. Pepe clarified that the class sizes did not reflect the current number of sections and that they were the projected enrollment because classes were moving up and there were also four additional teachers that were not included so there were originally 11 teachers needed but through attrition and squeezing some of the class sizes together brought the number down to the request for seven teachers. Mr. Madancy addressed the Strong Elementary School FTEs and following the Board guidelines for class sizes.

Mrs. Carmody disagreed with Mr. Carson on going outside the school district to insurance companies to support the needs of students in mental health crisis because it was the Board of Education members job to take care of those students and she believed that moving those FTEs out of the budget would be a disservice to the students. She noted that they have no control on what the state had done or was going to do but they do have control over what the Board of Education members could do, and their responsibility was to make sure that they provide for all the students and their needs. The students were in crisis every day with emotional or social problems.

Mr. Brown believed that all the Board members agreed that the state should pay for their unfunded mandates. The problem that he was hearing was that if the state does not do it, then the Board members should not do it too. He thought that they should do a better job about educating the public about the students in crisis because they were not in the classrooms to see the referrals for special education dramatically increasing. He did not agree with eliminating the mental health positions.

Mr. Baczewski questioned the Special Education teachers and Open Choice Nexus students. Mrs. Mellitt explained the billing invoices that Southington sends to the city of Hartford for the Open Choice Nexus student services that are provided in-district and that many of those services were outsourced with CREC (*Capital Region Education Council*) and Southington was paying for those services depending on the needs of the students. Southington was paying out \$700,000 from the \$1million that was coming in. Mr. Baczewski proposed reducing one of those teachers out of the transition from Nexus. He also questioned the acoustic paneling and whether it could be put into the one-time funding.

Mr. Carson clarified the discussion on the mental health positions and that they were non-existing positions and staffing was not being eliminated and that they were talking about adding staffing to an identified need and he was trying to be fiscally responsible where they could control their costs and what the town could afford without enough help from the state. He noted that his recommendations were based on the greater picture. Mr. Carson questioned the repayment of the \$300,000 Food Service program loan, depending on how the Food Service Program was performing. Mr. Baczewski asked what the current balance was in the Food Service account and stated that if they asked for repayment, it would be over a five-year period. Mrs. Mellitt would look into it.

Mr. Oshana stated that no one on the Board wanted to cut anything in the proposed budget and agreed that there were some financial and fiscal items that they needed to look at and that he supported the creative adjustments identified by Mr. Williams because there were items that needed to be done and could be put off a year. He thought it would be fantastic if they could find an alternative method of funding those items. He believed there needed to be collaboration and assurances between the BOE, Board of Finance, and Town Council to agree what projects to move there. He clarified that the last budget was not a level-services budget

because six teachers were eliminated, and a maintenance person was cut out of the budget. He noted that wages, benefits, and cost of materials increase. He spoke at length about Covid funding, one-time funds, and the non-lapsing account, level services, Rainy Day Fund, and mental health crisis. Mr. Oshana stated that the teachers and administrators' job was to educate students and the BOE job was to provide the tools to do so. He did not think that pulling out the services that the students needed due to the pandemic that messed up children and adults. He thought that the Board would be reckless and negligent if they eliminated those mental health positions from the budget. He personally did not think that the Superintendent had enough staff to manage the problems that the students are experiencing every day. Mr. Oshana thought that they should pass a budget that is presented with some of the reductions and then the BOE needed to go out into the community to inform the public about what was in the budget, why it was needed, and let the community decide if education was a priority in the town. The community then could go to the Board of Finance and Town Council public budget meetings and let their voices be heard and to what level the school district should be funded. Mr. Oshana stated that he could not vote in favor of any budget that reduces the mental health professionals and teachers.

Mrs. Carmody asked if at this point the Board could ask for a percentage for the budget.

Mrs. Clark asked Mrs. Mellitt what the budget would be if the Board were to do the following: Adjust the MERS contribution down to 16.8%, which is what the town was doing, reduce the McKenney-Vento busing by \$100,000, adjust the electricity, remove the HVAC, remove the gym floor at SHS, remove the Dark Room and the split room C107 at the high school at \$8,875, remove the boiler flues at \$22,000, remove the office C230 at SHS for \$13,000, remove the Chiller Fence for \$5,875, remove the Replacement of Acoustic Panels at SHS for \$27,859, remove the painting for \$39,250, remove replacement cycle with windows for \$356,250. Mrs. Mellitt calculated that those reductions would bring the budget to 7.27% and \$118,492,513.

Mr. Williams asked if they could look at the Summer School Tuition line item and did not think the operating budget should fund it and that there should be tuition charged for Summer School, which would be an additional \$115,000 in savings. Mrs. Carmody questioned if everyone would have to pay including enrichment and those who fail. Mrs. Clark stated that it would be just like it used to be with everyone paying a tuition fee. Mrs. Mellitt stated that with the \$115,000 reduction it would bring the budget to 7.17% for \$118,377,513.

Mrs. Clark asked what the budget would be if they reduced the BCBA for \$126,138 and the teacher substitute account was reduced to \$164,634. Mrs. Mellitt stated that the budget would be 6.9% for \$118,086,741. Mrs. Clark asked if they took out the full time Pre-K Occupational Therapist and Physical Therapist and reduced them to a 0.5 FTE position. Mrs. Mellitt stated that would be 6.78% for \$117,959,611. Mrs. Clark asked that one Social Worker be removed from the budget for \$93,811. Mrs. Mellitt stated that it would bring the budget to 6.70% for \$117,865,800. Mrs. Clark asked if they could put the four teachers back in for Nexus. Mrs. Mellitt stated that would bring the budget to \$117,641,800 at 6.5%. Mrs. Clark asked that the Psychologist and three elementary school classroom teachers be removed. Mrs. Mellitt stated that would bring the budget to \$117,380,149 for 6.26%.

Mr. Oshana noted that Mr. Williams did not include the \$115,000 Summer School Tuition and asked him to run his numbers with that included. Mr. Madancy stated that he wrote

those numbers down from Mr. Williams original list of 7.27% and with the Summer School reduced at \$115,000 it brought the percentage down to 7.17%.

Mrs. Mellit clarified that she did not have a negative on the \$13,000 so all the information that was already discussed brought the total to \$117,354,089 for 6.24%.

Mr. Derynoski pointed out that the Board was reallocating the budget, and they still did not know what the Board of Finance and Town Council were going to do because they were the ones who make the determination of what the town could afford, and it looked like the BOE was doing their job for them. He believed that they should rely on the experts and administration to make the determination of what their needs were and noted that continually removing items that were needed, like the School Psychologist, should be left up to the experts. He felt extremely uncomfortable doing that. Mr. Oshana stated that he was beyond uncomfortable with it. He was comfortable though with the 7.27% reduction and the additional \$115,000 for Summer School to bring the budget to 7.17%. Once the Board started talking about eliminating needed personnel, he was not in favor of cutting needed services for the neediest students. He stated that it was up to the Southington residents to decide what type of education they want the children to have. The Board needed to pass a budget and communicate it to the organizations in town and explain why these requests were needed. Mr. Oshana reminded everyone that the BOE was elected by the citizens of Southington to do what was right for the students and that he was against cutting their own budget before it was even adopted. He agreed that fiscal responsibility was important and thought that the ideas put forward by Mr. Williams made sense putting items off and getting alternative funding, but he could not commit to cutting personnel. Mr. Oshana addressed the unfunded state mandate of \$276,000 for the HVAC Systems.

Mr. Williams clarified that they were not cutting personnel and that they were eliminating requested new personnel. He stated that they have passed level services budgets in prior years and made adjustments as required based off the needs of the district and things that have changed. He addressed the mental health positions and that everything they just discussed were investments. He noted that last year the budget was increased by 5.89% and that if they passed the proposed budget at 6% this year it still was a significant amount. He thought that it was important for Board members to be truthful in the word patterns that they used when talking about a cut when it is not a cut being proposed. He emphasized that there were not any cuts proposed by anyone. The positions funded by ARP/ESSER have been recommended to be rolled back in except for the BCBA. Mr. Williams addressed the positions that were remaining in the budget. He appreciated the dialogue and recognized that everyone believed passionately about their stance on this budget and noted that they were not going to all agree. Mr. Oshana agreed that effective dialogue was important but took offense that what he said was untrue. He gave an example of last year's budget that eliminated six middle school teachers that focused on students that needed help and one maintenance person. He stated that was not level services. He asked Dr. Rebecca Cavallaro what the reduction in services between two OT/PTs and making one (1) FTE a one-half FTE (.5) would be like? He thought the Board needed to know what the impact would be on what they were voting for. Dr. Cavallaro stated that students who have those services within their IEP (*Individualized Education Plan*) would potentially not receive those services. If they do not meet the IEP, the district could be legally charged. They would have to go out and privately contract, which is very expensive. Mr. Oshana asked what the impact would be if they did not add a School Psychologist. Dr. Cavallaro reported that the number of students in the area of emotional disability increased in the past three years from 57

students to now mid-year with 83 students. She explained that the numbers had been climbing over the years. Without the School Psychologists, who also service students with disabilities, they cannot do the level of testing that is required under Child Find, which is the law. Mr. Baczewski asked if Southington was ever in violation and fined? Dr. Cavallaro explained that the district is not fined dollars. If they are in violation of an IEP and the parents challenge, the district, by law, must provide compensatory services, which costs the district money and legal fees.

**MOTION:** by Mr. Brown, seconded by Mr. Derynoski:

**“Move to approve a seven percent (7%) increase using the list recommended to that point for a total of \$118,192,899.”**

ROLL CALL VOTE: YES – Mr. Brown, Mrs. Carmody, Mr. Derynoski, Mr. Oshana

NO – Mr. Baczewski, Mr. Carson, Mr. Whitehead, Mr. Williams, Mrs. Clark

**Motion failed with four in favor and five opposed.**

**MOTION:** by Mr. Williams, seconded by Mr. Baczewski:

**“Move to approve the Board of Education budget in the amount of \$117,354,089 at 6.24%.”**

ROLL CALL VOTE: YES – Mr. Baczewski, Mr. Carson, Mr. Whitehead, Mr. Williams, Mrs. Clark

NO – Mr. Brown, Mrs. Carmody, Mr. Derynoski, Mr. Oshana

**Motion carried with five in favor and four opposed.**

Mrs. Clark thanked everyone for the work that was done even though they did not end in a place where they all would like to be, which was to fully fund every request. They have a budget that they all could publicly support to move the district forward.

Mr. Derynoski asked how long it would take the administration to detail what the new budget looked like with the reductions and changes. Mr. Madancy stated that they would have the reallocations by Friday with the next step of getting the new budget books to the Board of Finance for their meeting on Wednesday, February 14, 2024.

### **3. ADJOURNMENT**

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting was adjourned at 8:40 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary

Board of Education  
Administrative Report  
February 22, 2024



1. Board of Finance workshop dates
2. Thank you to the Y, basketball hoops.
3. New district website
4. Plate it Forward Southington Kick Off Breakfast, March 1<sup>st</sup>, Paul Gregory's 7:30-9:00



# SOUTHINGTON PUBLIC SCHOOLS

## Board of Education Southington, Connecticut *Curriculum & Instruction Committee Meeting*

Friday, February 16, 2024 – 9:30 a.m.

Technology Training Lab (Public Assembly Room)  
Municipal Center, 200 North Main Street  
Southington, CT 06489

**Members Present:** Bob Brown, Terri Carmody  
**Member Absent:** Committee Chair, Jasper Williams

**Administration Present:** Assistant Superintendent Frank Pepe; Director of Teaching and Learning for Secondary Education Amy Zappone

**School Staff Present:** SHS Department Leader Tom Hinman, JFK Teacher Kirsten Bouffard, JAD Teacher Annelise Hurlbut

Meeting called to order at 9:30 a.m. by Mrs. Carmody.

Tom Hinman presented a **SHS New Course Proposal: Applications of Algebra**. This course is designed for students who successfully completed Algebra I and Geometry and would benefit from the reinforcement of those skills before embarking on a comprehensive study of higher-level algebraic concepts. The course introduces each of the main function families (linear, exponential, quadratic, polynomial) through graphing and quickly progresses to applications of these functions and methods of solving beyond the limitations of the coordinate plane. This course is for students who do not enroll in full-year Algebra II and supports them in the College & Career Pathways. As the full-year Algebra II course is not a graduation requirement, and not a necessary component of every child's educational plan, this "Concepts" course introduces the priority standards of the Common Core Curriculum in preparation for SAT while allowing a mathematical trajectory that is more appropriate for students who may not be college bound.

Tom Hinman presented a **SHS New Course Proposal: Mathematics of Technology, Design and Innovation**. This course runs at a CLC level in conjunction with Goodwin Academy. It is a one semester, .5 credit class which includes instruction of mathematics as it relates to the introduction of design, engineering, manufacturing, and innovation. Instruction will strengthen mathematical skills and highlight the latest technology and tools while connecting math concepts to relevant machine applications, using industry-specific examples, realistic illustrations, and actual machine functions. Simple-to-complex problems and examples progress from general mathematics to trigonometry and solid geometry while demonstrating math at work in design, machine trades, and manufacturing.

STEVEN G. MADANCY  
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

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**STEVEN G. MADANCY**  
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**ZAYA G. OSHANA**

**CECIL WHITEHEAD**

# SOUTHINGTON PUBLIC SCHOOLS

Kirsten Bouffard and Annelise presented the revised curriculum for **Middle School Family and Consumer Science, Grades 6-8**. Sixth Grade Units consist of Textiles, Child Development and Food Preparation Basics/Introduction to Nutrition. The Seventh Grade Units consist of Textiles, Interior Design and build further on Food Preparation Fundamentals and then explore Staple Foods Around the World. The Eighth Grade Units are comprised of Textiles, Independent Living, Food Preparation Review and Understanding Ingredients, and Food/Meal Planning.

None of the coursework presented requires additional staffing. Instead, the courses better suited to existing student need and or are more applicable due to the curricular updates.

Committee members unanimously agreed to forward the above items to the full Board for review.

Meeting was adjourned at 10:13 a.m.

Respectfully Submitted,

A handwritten signature in black ink that reads "Frank Pepe". The signature is written in a cursive style.

Frank Pepe

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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

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 2023-2024 school year. This report includes activity for the month of January 2024.

**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

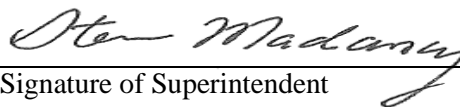
**Beginning Date of Program or Project:** N/A

**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 – January 2024

**Personnel Report  
January 2024**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
CLASS	Cuevas, Danizia	Technology Assistant	District	1.0	1-29-2024	N/A	\$28.00
CLASS	Holt, Ryan	ABA Therapist, SLC	HES	1.0	2-12-2024	N/A	\$19.59
CERT	Eraybar, Kierstin	Special Education Teacher	JFK	1.0	2-15-2024	BA	\$60,700
CLASS	Kosienski, Tonia	Paraeducator	JAD	1.0	1-30-2024	N/A	\$18.36
CLASS	Martins, Rachel	ABA Therapist, SLC	HES	1.0	1-29-2024	N/A	\$19.59
CLASS	McAloon, Joyce	Paraeducator	FES	1.0	1-8-2024	N/A	\$20.56
CLASS	Mulhern, Katherine	ABA Therapist, SLC	HES	1.0	2-15-2024	N/A	\$19.59
CLASS	Rogan, Elizabeth	Paraeducator	DES	1.0	2-21-2024	N/A	\$18.36
CLASS	Salerno, Timothy	Evening Custodian	SHS	0.49	1-16-2024	N/A	\$16.38

**RESIGNATIONS/RETIREMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
CLASS	Ashmore, Tyler	Custodian, PT	JAD	2-17-2024	3	RESIGN
CLASS	Butterly, Steven	Custodian, PT	SHS	2-10-2024	3 mo.	RESIGN
CLASS	Hamm, Angelina	ABA Therapist, SLC, FT	HES	1-27-2024	2 mo.	RESIGN
CLASS	Lanza, Gianna	ABA Therapist, SLC, FT	HES	2-24-2024	1	RESIGN
CLASS	LeBeau, Kelsey	Paraeducator, PT	TES	2-1-2024	2 mo.	RESIGN
CLASS	Lippincott, Anne	Paraeducator, FT	JAD	6-30-2024	13	RETIRE
CERT	Long, Jaclyn	Biology Teacher	SHS	6-12-2024	3	RESIGN
CLASS	Topper, Suzanne	Paraeducator, FT	DES	6-30-2024	21	RETIRE
	Verderame-					
CLASS	Malachowski, Madalin	Paraeducator, FT	JFK	1-31-2024	2 mo.	RESIGN

\* Debra Fabas – Rescinded Retirement, reported on 12/14/23 Personnel Report

**ASSIGNMENT CHANGE**

	<b>FROM (PREVIOUS ASSIGN)</b>			<b>TO (NEW ASSIGN)</b>		
<b>NAME</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>POSITION/SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	
Jacobs, Lauren	Special Education, JFK	1.0	Grade 8 Science, JFK	1.0	1-29-2024	
Morach, Mary Beth	Literacy Specialist, SEES	1.0	Literacy Specialist, KES	1.0	1-29-2024	
Ricciardi, Robert	Custodian, DES	0.49	Custodian, DES-KSA-STELLAR	1.0	1-29-2024	

**TRANSFERS**

	<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**

Costa, Daniel	Freshman Baseball Coach	SHS	RESIGN
Lyons-DeSouza, Tabitha	Softball Coach	JAD	RESIGN
O'Neill, John	Head Golf Coach	SHS	RESIGN
Pizzitola, Laini	Asst. Indoor & Outdoor Track Coach	SHS	RESIGN

**Appointments**

Levesque, Robert	Head Football Coach	SHS	STIPEND
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**Personnel Report**  
**January 2024**

**OTHER**

***Resignations/Non-Renewals***

*None to report*

***Appointments***

*None to report*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 10 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 5111 – Admissions/Placement Ages of Attendance - Second Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 5111 – Admissions/Placement Ages of Attendance.

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

**Alternative Strategies:** N/A

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

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

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

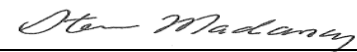
**Recommendation or Comment:** Move that the Board of Education approve draft Policy 5111 as presented by the Policy & Personnel Committee.

**Titles of Attachments:**

1. DRAFT Policy 5111



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



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

**Policy 5111**  
**Admissions/Placement Ages of Attendance**  
**– Revised Policy**  
*Draft*

**Series: 5000**

## **Students**

### **Admission/Placement/Ages of Attendance**

#### **Admission**

The Southington Board of Education (the “Board”) complies with its legal obligation to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the Board’s jurisdiction to attend school in accordance with Connecticut General Statutes § 10-184.

Effective July 1, 2024, the Southington Public Schools (the “District”) shall be open to resident children five years of age and over who reach age five on or before the first day of September of any school year. For children who will not reach the age of five on or before the first day of September of the school year, the child’s parent or guardian may submit a written request to the principal of the school seeking early admission to the District. Upon receipt of such written request, the principal and an appropriate certified staff member shall assess such child to determine whether admitting the child is developmentally appropriate. For decisions relating to early admission to the District, the decision of the principal and appropriate certified staff shall be final.

The Superintendent or designee shall be responsible for developing administrative regulations in furtherance of this policy. Such regulations shall identify procedures for the receipt and processing of requests for early admission to the District and for assessing whether early admission of a child is developmentally appropriate.

~~District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. The Southington Public School District does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, gender identity and expression, religion or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. All programs offered within the Southington Public School district and specifically those programs involving Vocational or Career and Technical Education are offered for all students without consideration of race, color, national origin, sex, disability, sexual orientation, gender identity and expression, religion or age.~~

**Series: 5000****Students****Admission/Placement/Ages of Attendance****Admission (continued)**

Students who are classified as homeless under federal law, and therefore do not have a fixed residence, will be admitted pursuant to federal law. Exceptions from routine admission may be made by the ~~school Principal~~ **superintendent or designee**, on the basis of supporting evidence from physical and psychological examinations.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the ~~Building Principal~~ **district registrar**.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The District will immediately enroll any student who transfers from Unified District No. 1 or Unified District No 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

**Series: 5000****Admission/Placement/Ages of Attendance****Placement**

According to Connecticut General Statute 10-186 the Board of Education shall provide education for all persons five years of age and older and under twenty one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. According to Connecticut

General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

**Note:** *When a student is enrolling in a new school district or new state charter school, written notification of such enrollment shall be provided to the previous school district or charter school not later than two business days after the student enrolls.*

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

**Ages of Attendance**

Parents/guardians of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent/guardian of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.

**Series: 5000**

**Students**

**Admission/Placement/Ages of Attendance**

**Ages of Attendance (continued)**

The parent/guardian of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent/guardian of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

Each year, the parent/guardian choosing to exercise this option must personally appear at the school district office and sign an option form. The district shall provide the parent/guardian with information on the educational opportunities available in the school system.

The parent/guardian of a child seventeen years of age must consent to such child's withdrawal from school. The parent/guardian of a child seventeen years of age shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that the district has provided the parent or person with information on the educational options available in the school system and in the community.

Children who have attained the age of seventeen and who have voluntarily terminated enrollment in the district's schools with parental permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to a district school not later than ten days after such termination. In such case the child will be provided school accommodations not later than three days after the requested readmission.

- (cf. 0521 - Nondiscrimination)
- (cf. 5112 - Ages of Attendance)
- (cf. 5118.1 - Homeless Students)
- (cf. 5141 - Student Health Services)
- (cf. 6171 - Special Education)
- (cf. 6146 - Graduation Requirements)

**Series: 5000**

**Students**

**Admission/Placement/Ages of Attendance**

**Ages of Attendance (continued)**

Public Act 23-208, "An Act Making Certain Revisions to the Education Statutes."

10-15 Towns to maintain schools  
 10-15c Discrimination by public schools prohibited. School attendance for five-year-olds

10-220 Duties of boards of education

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

~~10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247~~

10-76a - 10-76g re special education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) - as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)

~~10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission, as amended.~~

10-220h Transfer of student records, as amended.

P.A. 11-115 An Act Concerning Juvenile Reentry and Education

10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

10-233k Notification of school officials of potentially dangerous students. (as amended by PA 01-176)

10-261 Definitions

**Series: 5000**

**Students**

**Admission/Placement/Ages of Attendance**

**Ages of Attendance (continued)**

**State Board of Education Regulations**

10-76a-1 General definitions (c) (d) (q) (t)

10-76d-7 Admission of student requiring special education

(referral) 10-204a Required immunizations (as amended by PA

98-243) McKinney-Vento Homeless Assistance Act, 42 U.S.C.

§11431 et seq. *Plyler vs. Doe*, 457 U.S. 202 (1982)

Policy adopted: February 1989

Policy Revised: 6/00, rev 7/01, rev 10/02, rev 11/07, rev 11/09, rev

7/11 Policy Revised: March 9, 2017

**Policy: Revised January 2024**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 10 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 5144 – Student Welfare, Play Based Learning, Student Discipline -  
Second Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 5144 – Student  
Welfare, Play Based Learning, Student Discipline.

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

**Alternative Strategies:** N/A

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

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

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

**Recommendation or Comment:** Move that the Board of Education approve draft Policy  
5144 as presented by the Policy & Personnel Committee.

**Titles of Attachments:**

1. DRAFT Policy 5144



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

**Policy 5144**  
**Student Welfare, Play Based Learning,**  
**Student Discipline**  
**– Revised Policy**  
*Draft*

**Series 5000: Students****Welfare, Play Based Learning, Student Discipline****PHYSICAL ACTIVITY, UNDIRECTED PLAY**

It is the policy of the Southington Board of Education (the “Board”) to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day.

For the purposes of this policy, a “school employee” is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the district schools pursuant to a contract with the Board.

**I. Deprivation of Physical Exercise Period or Undirected Play Period as a Form of Discipline**

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team (“PPT”) may develop a different schedule for students requiring special education and related services.

The administration may include additional time, beyond the twenty minutes required for physical exercise, devoted to undirected play during the regular school day for elementary school students.

To promote physical exercise and undirected play, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 20 minutes of time devoted to physical exercise or additional time devoted to undirected play during the regular school day, except in accordance with this policy or as determined by a student’s Section 504 team or PPT.

**Series 5000: Students****Welfare, Play Based Learning, Student Discipline***A. Physical Exercise Period*

School employees may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline only under the following circumstances:

- 1) When a student poses a danger to the health or safety of other students or school personnel; or
- 2) If there are two or more periods devoted to physical exercise in a school day, then when the prevention or restriction of physical exercise is limited to the period devoted to physical exercise that is the shortest in duration, provided that the student still participates in at least twenty minutes of physical exercise in a school day.

School employees may prevent or restrict a student from participating in the entire time devoted to physical exercise in the regular school day as a form of discipline, in accordance with this policy, only one time during a school week, unless the student is a danger to the health or safety of other students or school personnel.

School employees may not prevent or restrict a student from participating in the entire time devoted to physical exercise in the regular school day if such prevention or restriction is related to the student's failure to complete schoolwork on time or to the student's academic performance.

This policy distinguishes between a) discipline that is imposed before the time devoted to physical exercise begins and b) discipline imposed during such time devoted to physical exercise or methods used to redirect a student's behavior during such time. School personnel may impose discipline during time devoted to physical exercise as a result of student's behavior during such time, if such discipline is in accordance with Board policies and procedures. School personnel may also use methods to redirect a student's behavior, in the event such behavior warrants redirection, during the time devoted to physical exercise. For clarity, the prohibition against preventing or restricting a student's participation in the time devoted to physical exercise shall apply to

**Series 5000: Students****Welfare, Play Based Learning, Student Discipline**

student conduct that occurs prior to the physical exercise time, rather than during the physical exercise time.

***B. Undirected Play Period***

School employees may not discipline elementary school students by preventing them from participating in the full time devoted to undirected play, **or play based learning**, if any, during the regular school day, except when a student poses a danger to the health or safety of other students or school personnel, or as determined by a student's Section 504 team or PPT.

**II. Prohibition on Compulsion of Physical Activity as a Form of Discipline**

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

**III. Disciplinary Action for Failure to Follow Policy**

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having the individual's contract for services suspended by the district.

**Discipline/Punishment**

Reasonable physical force may be used to the extent that a teacher or other person entrusted with the care and supervision of a minor for school purposes believes it necessary to:

- a. protect himself/herself or others from immediate physical injury;
- b. obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student;
- c. protect property from physical damage;

**Series 5000: Students****Welfare, Play Based Learning, Student Discipline**

- d. restrain student or remove student to another area to maintain order.

Physical force may not be used a disciplinary measure.

**Play Based Learning****Play-Based Learning Requirements for Pre-Kindergarten to Grade Five**

Effective July 1, 2024, the Board directs the District administration to 1) provide for play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board; and 2) permit a teacher to utilize play-based learning during the instructional time of the regular school day for all students in grades one to five, inclusive.

**A. Definitions for Section II**

- 1) “Free play” means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards, except free play may be structured to promote activities that are child-directed, joyful and spontaneous.
- 2) “Guided play” means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.
- 3) “Play-based learning” means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. Play-based learning does not mean time spent in recess or as part of a physical education course or instruction.
- 4) “Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text

**Series 5000: Students****Welfare, Play Based Learning, Student Discipline**

- 5) messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- 6) "Instructional time" means the time of actual schoolwork during a regular school day.

**B. Play-Based Learning Requirements for Pre-Kindergarten and Kindergarten**

Play-based learning shall be provided during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board. Such play-based learning shall:

- 1) be incorporated and integrated into daily practice;
- 2) allow for the needs of such students to be met through free play, guided play and games; and
- 3) be free from the use of mobile electronic devices.

**C. Play-Based Learning Requirements for Grades One to Five, Inclusive**

The Board permits teachers to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning:

- 1) may be incorporated and integrated into daily practice;
- 2) shall allow for the needs of such students to be met through free play, guided play and games; and
- 3) shall be free from the use of mobile electronic devices.

**D. Play-Based Learning for Students with IEPs or Section 504 Plans**

Any play-based learning utilized shall comply with a student's individualized education program ("IEP") or Section 504 plan.

**Series 5000: Students****Welfare, Play Based Learning, Student Discipline****Legal Reference:*****Connecticut General Statutes***

§ 10-221o Lunch periods. Recess. Boards to adopt policies addressing limitation of physical exercise

§ 10-221u Boards to adopt policies addressing the use of physical activity as discipline

Public Act No. 22-81 “An Act Expanding Preschool and Mental and Behavioral Services for Children”

PA 89-186 The use of reasonable physical force defense by teachers and certain other persons.

Public Act No. 23-159, “An Act Concerning Teachers and Paraeducators”

Public Act No. 23-101, “An Act Concerning the Mental, Physical and Emotional Wellness of Children”

(cf. 4148 – Employee Protection) Policy Adopted: January 1990

Policy Reviewed: August 2002

Policy Revised: December 2022

Policy Revised: January 2024

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 10 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 6171 – Special Education, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 - Second Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 6171 – Special Education, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

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

**Alternative Strategies:** N/A

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

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

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

**Recommendation or Comment:** Move that the Board of Education approve draft Policy 6171 as presented by the Policy & Personnel Committee.

**Titles of Attachments:**

1. DRAFT Policy 6171



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

# **Policy 6171**

**Special Education, Section 504 of the  
Rehabilitation Act of 1973 and Title II of the  
Americans with Disabilities Act of 1990  
– Revised Policy**

*Draft*

**Series 6000: Instruction****Special Education, SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990****Special Education**

The Southington Board of Education accepts its legal duties and responsibilities to provide a free and appropriate public education for identified students of the school district.

The Superintendent of Schools is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of all individuals with exceptional needs residing in or attending school in the school district.

The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed and the availability of trained and certified personnel.

**SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Southington Public Schools (the "District") recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs, which may require reasonable modifications to such policies and practices. In this regard, the District prohibits discrimination against any person with a disability in any

**Series 6000: Instruction****Special Education, SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

of the services, programs or activities of the school system.

The District has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The District's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

If a student's parents/guardians disagree with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of their child, such parents/guardians have a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act associated with this policy, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office

U.S. Department of Education

8<sup>th</sup> Floor

5 Post Office Square

Boston, MA 02109-3921

(617) 289-0111

**Series 6000: Instruction****Special Education, SECTION 504 OF THE REHABILITATION ACT OF 1973  
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact the Section 504/ADA Coordinator for the Southington Public Schools, at phone number 860-628-3200.

*Legal Reference:*

10-76a-1 et seq. Definitions. (As amended by PA 00-48)  
10-76b-1 Through 10-76b-4 Supervision and administration  
10-76d-1 Through 10-76d-19 Conditions of instruction  
10-76h-1 Through 10-76h-2 Due process  
10-76-1 Program Evaluation  
10-145a-24 Through 10-145a31 Special Education (re teacher certification)  
10-2641 Grants for the operation of inter-district magnet school programs  
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children

29 U.S.C. §§ 705, 794

34 C.F.R. Part 104

42 U.S.C. § 12101 et seq.

28 C.F.R. Part 35

American with Disabilities Act, 42 U.S.C. § 1400 et seq  
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq  
Rehabilitation Act of 1973, Section 504, U.S.C. § 794

Policy adopted: May 1989

Policy reviewed: October 2002

Policy revised: January 2024

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 10 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS New Course Proposal – UCONN Introduction to Allied Health Professions  
Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS New  
Course Proposal – UCONN Introduction to Allied Health Professions – Second Reading.

**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 New Course  
Proposal – UCONN Introduction to Allied Health Professions as presented by the Curriculum &  
Instruction Committee.

**Titles of Attachments:**

1. Course Proposal



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



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

**Southington Public Schools**  
**Southington, Connecticut**  
**PROPOSED COURSE/PROGRAM CHANGE FORM**

School: Southington High School

Department: Science

**Please check appropriate item:**

New Course:  x

Revised Course:  □

Course Title: UCONN Introduction to Allied Health Professions (AH 1100)

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

Course Description: This course provides an overview of allied health professions.. Speakers representing each profession will be invited to describe their work/general duties of the profession, the work environment, educational requirements and employment trends.

Goal: By investigating various professions in allied health and participating in career exploration assignments, students will have the opportunity to make informed career decisions and will prepare to work with different members of the healthcare team.

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

This course will provide our students an overview of health professions. This will be an instrumental course in the Health and Medical Science Pathway and will allow students avenues to explore college and career pathways within Health and Medical sciences.

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

This ECE course will be open to all students who have completed or are concurrently enrolled in biology. This is a half year course, 0.5 SHS credits for students in grades 10-12 at the CLC level. Students would be eligible for 1 UCONN credit upon completion.

**Southington Public Schools  
Southington, Connecticut  
PROPOSED COURSE/PROGRAM CHANGE FORM**

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

- Fall 2024 Collect student enrollment and anecdotal information from course teacher about student engagement
- Winter 2025: Analyze midterm results and student grades; survey students about attitudes toward course
- Winter 2025: Make revisions based on student input and performance
- Repeat process the following year

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

None-We will be reliant on community speakers.

	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:** NA

**Principal:**

Approved



Denied





Director of Teaching and Learning

Signature

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 10 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS New Course Proposal – Energy Flow in Earth’s Systems – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS New Course Proposal – Energy Flow in Earth’s Systems – Second Reading.

**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 New Course Proposal–Energy Flow in Earth’s Systems 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: Science

**Please check appropriate item:**

New Course:

Revised Course:

Course Title: Energy Flow in Earth's Systems

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

This new elective course will provide students an opportunity to explore the following content that supports our Natural Resources Career Pathway:

Unit 1: This unit is designed to introduce students to the concept of energy transfer in a relevant and grounded context: the Texas power crisis of February 2021. Students read articles and wonder about the complex social, environmental, and physical realities that led to such a crisis. They figure out how energy transfers between systems from a generator to our communities, and what makes an energy source reliable. This allows the class to model and explain what happened in Texas at multiple scales, from the electrons in the wires to the power companies making difficult decisions to maintain stability. Students consider engineering tradeoffs, criteria, and constraints inherent in making decisions about our energy systems, and apply them in a culminating task: design a reliable energy solution that meets our communities' needs, as articulated by interviews with friends and family members. The task is designed to give students the tools to speak up in their local and global community for a better energy future, one that aligns with their own values, and those of their families.

Unit 2: The driving questions in this unit is, "Why is the sea level rising, causing some people to have to move?" Initial student models in this unit propose a variety of ideas, but it seems like melting polar ice is a likely cause for this global phenomenon. Uncertainty and student concern for the people impacted motivate unit investigations that help students better understand the matter and energy flows that underlie a global phenomenon like polar ice melt and sea level rise. Historical data, hands-on investigations, and typical early-year math (like unit conversions) help students establish the mechanisms that cause sea level rise and estimate its potential impact. Through investigations, simulations, and system models, students figure out how decreasing carbon dioxide emissions and two geoengineering solutions (applying glass microbeads to polar ice and protecting glaciers from warm water with berms) could help slow polar ice melt, protecting coastal communities. As they do so, they:

- 1) begin developing the science practices needed in a chemistry classroom
- 2) build a particle-level, quantifiable understanding of thermodynamics,
- 3) consider how human activity results in particle-level changes with global implications

## PROPOSED COURSE/PROGRAM CHANGE FORM

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

This course will offer students in the Natural Resource Pathway a relevant Physical Science elective to pair with conceptual chemistry, astronomy or forensic science to meet the graduation requirement.

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

This course will be offered at the ACA level to grades 10-12, it will be advertised in the Natural Resource pathway. The course will be a semester long, awarding .5 credits upon successful completion.

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

- Fall 2024: Collect student enrollment and anecdotal information from the teacher about engagement/interest
- Winter 2025: Analyze midterm results and student grades; survey the students about attitudes toward course
- Winter 2025: Make revisions based on student input and performance
- Repeat process the following year

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

Supply kits per unit: \$3,000

	YEAR		
	I	II	III
<b>Staff</b>	\$	\$	\$
<b>Textbooks</b>	\$	\$	\$
<b>Materials</b>	\$ 3,000	\$	\$
<b>Other</b>	\$	\$	\$
<b>TOTAL</b>	\$	\$	\$

Comments: \_\_\_\_\_

Principal:

Approved



Denied



Signature

Director of Teaching & Learning

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 10 g.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS New Course Proposal – Introduction to Exercise Science – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS New Course Proposal – Introduction to Exercise Science – Second Reading.

**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 New Course Proposal – Introduction to Exercise Science 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: Health & Physical Education

**Please check appropriate item:**

New Course:  X

Revised Course:  □

Course Title: Introduction to Exercise Science (elective)

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

This would be a dual enrollment elective opportunity for students through the University of Bridgeport. See attached [Introduction to Exercise Science syllabi from UofB](#), which would be used to build our elective course.

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

The Health & Physical Education Department currently only offers one elective course. This would be a quality addition to the courses offered, and potentially provide students with college credit. The course aligns with our newly developed Pathways, specifically bolstering the Health & Medical Sciences Pathway as a CORE course.

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

This course is an elective, and would be offered to juniors and seniors.

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

Evaluation of student success of the course would follow criteria as outlined by the University of Bridgeport (Course Overview attached). In addition, the department will evaluate interest based on enrollment overtime.

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

Anticipated costs for this course would be funded through existing account lines.

Principal:

Approved



Denied



  
Signature








Director of Teaching & Learning



# UNIVERSITY OF BRIDGEPORT

## Introduction to Exercise Science

HSCI - 260/11 – 3 Credit Hours

 <b>DAY(s):</b> Tuesday and Thursday	 <b>TIME(s):</b> 1:30PM - 2:45PM	 <b>CLASSROOM:</b> HEALTH SCIENCE CENTER: 808
 <b>INSTRUCTOR:</b> Thomas B. Price, Ph.D., NAEFS	<b>OFFICE HOURS:</b> Mon 9:30AM-10:30AM Tues/Thurs following lecture Wed 9:30AM-10:30AM	 <b>OFFICE LOCATION:</b> Health Science Center 627
 <b>PHONE:</b> 203-576-4197		 <b>EMAIL:</b> <a href="mailto:tprice@bridgeport.edu">tprice@bridgeport.edu</a>

The University of Bridgeport and its faculty are committed to enhancing diversity, equity, inclusion, and belonging in all facets of community life and to promoting an optimal environment for learning which encourages engagement, authenticity, and respect. Diversity in the classroom—in race, gender, sexual orientation, religion, language, ability, veteran status, place of origin, etc.— is an asset to our learning experience. Students play a vital role in the ongoing conversation about how to make the campus a place for community learning.

**Prerequisite/Co-requisites:** No Prerequisite/Co-requisites

### Course Description

Introduction to Exercise Science is intended to introduce students to the numerous “sub-disciplines” of exercise science. Students will discuss each sub-discipline (sport nutrition, exercise physiology, sport psychology, etc.) and attempt to put lecture information into practice in a series of “assigned scenarios” designed to expose them to activities that the sports nutritionist, exercise physiologist, etc. might be expected to perform as a part of their day-to-day work. Upon completion of the course, students should have a strong general knowledge the numerous sub-disciplines that comprise the discipline of exercise science.

HSCI 260 is a three-credit course. "Credit hours" refer to the amount of work required to succeed in a class. The university estimates that students should spend a minimum of two hours outside of class for every credit hour earned. A three-credit course meets once a week for 150 minutes, twice a week for 75 minutes or three times a week for 50 minutes. For this three-credit course, you should plan to spend at least six hours of individual work outside the classroom per week (such as reading, reviewing, writing, homework, etc).

Lectures and assignments will be posted on Canvas. Canvas will be updated throughout the semester and will include lecture materials, class assignments, and announcements. The direct link to Canvas is via the myUB portal. This will direct you to a page that prompts you to choose Canvas and log in. Choose log in and you will be prompted for your user name & password. Your user name and password are the same as your myUB user ID and password. Type in your user name & password and you will be directed to the list of courses that you are taking this semester. Click on HSCI-260 and you're in. Please print out lectures before each class & bring to class. Follow the lecture & take notes on your printout. This will aid greatly as you study for exams.



### Required Learning Materials and Text(s)

Optional: Introduction to Exercise Science, (2012); Housh, Housh, and Johnson; ISBN #: 978-1-934432-46-4



### Course Goal

- To obtain a general understanding of the organization, disciplines and sub-disciplines of exercise science.
- To gain insight into the sub-disciplines of exercise science that are of interest to the student.
- To gain background knowledge of the prominent sub-disciplines that will be studied in detail in future courses.

### Student Learning Outcomes

- Students will understand and be able to use The Scientific Method.
- Students will be familiar with the various subdisciplines of exercise science.
- Students will have experienced several scenarios that give examples of the practice of Exercise Science.

### Learning Activities, Course Expectations, and Grading Policy

List the graded categories for the course and their assigned percentages of the entire course grade. Example:

Professionalism/Participation	10%
Class Assignments/Homework	20%
Quizzes	20%
Midterm Exam	25%
Final Exam	25%
<b>Total:</b>	<b>100%</b>

- Students who are Health Science majors must complete this course with a 73% or higher in order to avoid having to repeat the next course.
- The goal of each class is to establish a dialogue between the instructor and the students, and as such, you may be asked to answer questions. Any changes in the course schedule will be announced in class. In addition to lecture materials there may be outside assignments that require the generation of materials to be handed-in to the instructor. Homework assignments are given, at the discretion of the instructor, and will be due on the date assigned by the instructor. The only excuses for late assignments are illness

and/or death in the family, which will require a note from the University. **All other late assignments will be docked one letter grade for each class period that they are late.**

- Review materials will be posted on Canvas during the week preceding each exam. If you must miss an exam due to participation in a University sanctioned event, you must provide notification to the instructor at least one week prior to the exam date and provide proper documentation. Contact the instructor as soon as possible for special/emergency situations.

Final grades are assigned by the instructor based on the University of Bridgeport Grade Scale published in the catalog.



**UB grade scale and/or Insert Program grade scale**

A: 93% – 100%	A-: 90% – 92%		
B+: 87% – 89%	B: 83% – 87%	B-: 80% – 82%	
C+: 77% – 79%	C: 73% – 77%	C-: 70% – 72%	
D+: 67% – 69%	D: 63% – 67%	D-: 60% – 62%	F: 59% and below

**Class Policies**

- Attendance is expected. Please arrive on time, turn off cell phones (stereo headphones, music devices), and refrain from holding side conversations during lectures. Extensive absences will affect your grade. Quizzes and class activities cannot be made up.
- As per university policies, attendance is tracked through Canvas.
- The School of Health Professions strictly follows the University regulations for giving a grade of incomplete (I). An incomplete will be given only if the final exam cannot be taken for good reason (e.g. illness or conflict with another exam) and only if arrangements are made beforehand with the instructor. **IN NO CASE WILL AN INCOMPLETE BE GIVEN TO AVOID AN UNSATISFACTORY GRADE.**
- Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects). Per department policy, any work submitted to the instructor after the due date may result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.
- In case of class cancellation, the lecture material or exam scheduled for the missed day automatically moves to the next class meeting.

## UNIVERSITY OF BRIDGEPORT POLICES AND STUDENT SERVICES

*This course adheres to all policies outlined in the catalog and in the Key to UB.*

General academic policies of the University of Bridgeport can be found on the University website and in the University catalog at <https://www.bridgeport.edu/academics/course-catalog>.

Student services information may be found on the University of Bridgeport website at <https://www.bridgeport.edu/student-experience/student-success/> and in the Key to UB at <https://www.bridgeport.edu/key-to-ub/>.

### ACADEMIC\_HONESTY STANDARDS

The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior and commits to upholding these standards

Please refer to the *Student Handbook (Chapter 2 of “Key to UB”* (<https://www.bridgeport.edu/key-to-ub/chapter-2-academic-standards#integrity>) to become familiar with the academic honesty standards expected of all students, including a definition of plagiarism. Claiming ignorance will not be considered a valid defense. All types of academic dishonesty (including but not limited to plagiarism, the use of illicit aid or internet resources during the examinations, giving or receiving aid on any examination, copying another student’s work, utilizing unauthorized web-based services to complete assignments, providing a false excuse for missing a test) are inexcusable and will result in a report to the Provost’s Office and appropriate disciplinary action.

#### **Statement on Plagiarism and Academic Integrity:**

Plagiarism is the appropriation of ideas, data, work, or language of others, submitting it as one’s own to satisfy the requirements of a course. Plagiarism constitutes theft and deceit and is not tolerated at UB. When the ideas or writings of others are presented in assignments, these ideas or writings should be attributed to that source. Special care should be taken when “cutting and pasting” materials or when paraphrasing, to cite sources correctly and to use quotation marks around exact words from source materials. When using materials from ANY source, appropriate documentation is always essential.

Papers, presentations, and anything else you submit in this class must represent your own, original work, done for this course only. If you submit work that has been copied without attribution, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own, your work will be failed. You also run the risk of failing the course.

Remember that the rules of plagiarism apply to ALL source material, ***including the internet.***

The number of violations accrues to each student during total time as a University of Bridgeport student at any level.

## Course Outline/Class Schedule\*

Lecture Date	Lecture Topic	Textbook	Outside Assignments
9/5	Introduction to the Course		
9/7	The Scientific Method		
9/12	The Scientific Method		
9/14	Introduction to Exercise Science	Chapter 1	
9/19	Reading & Interpreting the Literature	Chapter 2	
9/21	<b>(QUIZ)</b> – Measurement in Exercise Science	Chapter 3	
9/26	Measurement in Exercise Science	Chapter 3	
9/28	Anatomy in Exercise Science	Chapter 4	Begin Diet Record
10/3	Anatomy in Exercise Science	Chapter 4	
10/5	Anatomy in Exercise Science	Chapter 4	
10/10	Exercise Physiology	Chapter 5	Diet Records Due
10/12	Exercise Physiology & Review	Chapter 5	
10/17	<b>MIDTERM EXAM</b>		
10/19	Exercise Physiology	Chapter 5	
10/24	Exercise Physiology	Chapter 5	
10/26	Athletic Training	Chapter 7	
10/31	Athletic Training	Chapter 7	
11/2	Athletic Training	Chapter 7	Begin Activity Record
11/7	Obesity in the United States		
11/9	Exercise and Sport Nutrition	Chapter 8	
11/14	Exercise and Sport Nutrition	Chapter 8	
11/16	Exercise and Sport Nutrition	Chapter 8	Activity Records Due
11/21	Exercise and Sport Psychology	Chapter 11	
11/23-11/26	<b>Thanksgiving Holiday</b>		
11/28	<b>(QUIZ)</b> - Exercise and Sport Psychology	Chapter 11	
11/30	Exercise and Sport Psychology	Chapter 11	
12/5	Top 10 Things That Kill Us		Discuss Diet & Activity Records
12/7	Review for Final Exam		
Week of 12/11 - 12/15	<b>CUMULATIVE FINAL EXAM</b>		

***\*This syllabus is subject to change at the discretion of the instructor.***

## **STUDENT ACCESSIBILITY SERVICES**

<https://www.bridgeport.edu/student-accessibility/>

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act, and Connecticut State Laws, Student Accessibility Services (SAS) at UB provides reasonable accommodations to reduce the impact of disabilities on academic functioning or other life activities in the University setting.

Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodations requests. In order to begin the process of requesting accommodations, students can contact Student Accessibility Services (SAS) at (203) 576-4104 or email [accessibilityservices@bridgeport.edu](mailto:accessibilityservices@bridgeport.edu).

**A List of Student Resources can be found under Student Affairs**

<https://www.bridgeport.edu/student-affairs/>

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 10 h.

**AGENDA REPORTING FORM**

**Agenda Topic:** SHS New Course Proposal – Personal Training – Second Reading.

**Summary of Issue:** The Curriculum & Instruction Committee has reviewed the SHS New Course Proposal – Personal Training – Second Reading.

**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

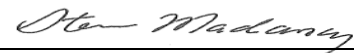
**Recommendation or Comment:** Move that the Board of Education approve the SHS New Course Proposal – Personal Training as presented by the Curriculum & Instruction Committee.

**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: Health & Physical Education

**Please check appropriate item:**

New Course:  X

Revised Course:  □

Course Title: Personal Training (elective)

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

This would be a dual enrollment elective opportunity for students through the University of Bridgeport. See attached [American Council on Exercise \(ACE\) Personal Trainer syllabi from UofB](#), which would be used to build our elective course.

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

The Health & Physical Education Department currently only offers one elective course. This would be a quality addition to the courses offered, and potentially provide students with college credit. The course aligns with our newly developed Pathways, specifically bolstering the Health & Medical Sciences Pathway as a RECOMMENDED Supporting course. Additionally, students would be prepared for and encouraged to take the ACE Personal Trainer Certification Test. Passing this test would provide students with a certification enabling them to become a personal trainer at a local gym or fitness center.

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

This course is an elective, and would be offered to seniors. In order for students to take the ACE test they need to meet the following criteria:

- Be at least 18 years of age
- Hold a current adult CPR and AED certificate.
- Have completed high school or the equivalent

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

Evaluation of student success of the course would follow criteria as outlined by the University of Bridgeport (Course Overview attached). In addition, the department will evaluate interest based on enrollment overtime.

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

Anticipated costs for this course would be funded through existing account lines.

Principal: Approved  Denied

  
Signature \_\_\_\_\_ Director of Teaching & Learning



## HSCI 324: ACE Personal Trainer Course Syllabus

**Instructor:** Bren Harrison  
**Email:** [breharri@bridgeport.edu](mailto:breharri@bridgeport.edu)  
**Office:** Dana 166  
**Hours:** Virtual by appointment

**Semester:** Summer 2022  
**Location:** TBD  
**Lecture:** TBD

### REQUIRED TEXTBOOK:

- American Council on Exercise. Exercise Professional's Guide to Personal Training Manual.
  - ISBN 978-1-890720-82-7

### COURSE DESCRIPTION:

This course will teach students to assess individual fitness levels and create customized plans to help clients achieve personal fitness goals. The course is comprised of a combination of classroom lectures and hands-on training in the Wheeler Recreation Center. This course is designed to give students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and become effective personal trainers. This course presents the ACE Integrated Fitness Training™ (ACE IFT™) Model as a comprehensive system for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by this course and the ACE IFT Model will help students learn how to facilitate rapport, adherence, self-efficacy, and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. The American Council on Exercise Certified Personal Trainer (CPT) exam must be taken within 60 days of course completion. Course fee required.

HSCI 324 is a three-credit course. "Credit hours" refer to the amount of work required to succeed in a class. The university estimates that students should spend a minimum of two hours outside of class for every credit hour earned. For this three-credit course, you should plan to spend at least six hours of individual work outside the classroom per week (such as reading, reviewing, studying, etc.).

### CANVAS:

Lectures and assignments will be posted on Canvas. Canvas will be updated throughout the semester and will include lecture materials, class assignments, and announcements. The direct link to Canvas is via the myUB portal. This will direct you to a page that prompts you to choose Canvas and log in. Choose log in and you will be prompted for your username & password. Your username and password are the same as your myUB user ID and password. Type in your username & password and you will be directed to the list of courses that you are taking this semester. Click on HSCI-3XX and you're in.

### ATTENDANCE:

Attendance is expected and factors into your grade. You will lose points with each absence. Extensive absences will affect your grade. Exams & live practice sessions cannot be made up.

### ASSIGNMENTS/HOMEWORK:

The goal of each class is to establish a dialogue between the instructor and the students, and as such, you may be asked to answer questions in open dialogue. Any changes in the course schedule will be announced in class. In addition to lecture materials there will be outside assignments that require the generation of materials to be handed-in to the instructor. Homework assignments are given, at the discretion of the instructor, and will be due on the date assigned by the instructor. The only excuses for late assignments are illness and/or death in the family, which will require a note from the University.

**Late assignments will not be accepted in this course.**

**MODES OF LEARNING:** A variety of modalities are utilized including lecture, discussion, problem-based learning, peer collaboration, hands-on practice, video viewing, and project work.

**COURSE OBJECTIVES:**

As a result of successfully completing this course, students will be able to:

- Identify anatomical structures
- Identify basic contraindications to exercise
- Describe the role and responsibilities of a certified personal trainer
- Explain basic principles of exercise physiology
- Explain the relationship between nutrition and physical wellness and performance
- Evaluate clients for safe participation in an exercise program
- Demonstrate proper use of fitness assessment equipment
- Determine appropriate fitness assessment practices for a varied population
- Demonstrate proper exercise technique and form
- Design safe and effective exercise programs based on client needs and goals
- Apply the ACE Mover Method
- Use the ACE IFT Model in professional practice
- 

**COURSE REQUIREMENTS & EVALUATIONS:**

- **Practical application assignments**
- **Peer/collaborative assignments**
- **Hands-on assignments.**
- **Exams:** Questions cover both textbook **and** lecture information & are delivered online through Canvas using LockDown browser.
  - LockDown Browser will prevent you from accessing other websites or applications during the test period, and ***is the only browser accepted for testing in my course.***
  - The use of a laptop is required for all exams. **No exceptions.**

**Grading Scale: (total points)**

A	95-100	A-	90-94		
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	<60				

**Late assignments will not be accepted. Exams are final and no makeup will be given. Grades are final.**

**COURSE POLICIES:**

**Class Cancellation:** In case of class cancellation, the lecture material or exam scheduled for the missed day automatically moves to the next class meeting.

**Incompletes:** The College of Health Sciences strictly follows the University regulations for giving a grade of incomplete (I). An incomplete will be given only if the final exam cannot be taken for good reason (e.g. illness or conflict with another exam) and only if arrangements are made beforehand with the instructor.

IN NO CASE WILL AN INCOMPLETE BE GIVEN TO AVOID AN UNSATISFACTORY GRADE.

### **University of Bridgeport Principles of Integrity**

The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior and commits to upholding these standards. These principles will guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities.

### **University of Bridgeport Policy on Plagiarism**

“It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp>.”

#### **Statement on Plagiarism and Academic Integrity:**

Plagiarism is the appropriation of ideas, data, work, or language of others, submitting it as one's own to satisfy the requirements of a course. Plagiarism constitutes theft and deceit and is not tolerated at UB. When the ideas or writings of others are presented in assignments, these ideas or writings should be attributed to that source. Special care should be taken when “cutting and pasting” materials or when paraphrasing, to cite sources correctly and to use quotation marks around exact words from source materials. When using materials from ANY source, appropriate documentation is always essential. Papers, presentations, and anything else you submit in this class must represent your own, original work, done for this course only. If you submit work that has been copied without attribution, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own, your work will be failed. You also run the risk of failing the course. Remember that the rules of plagiarism apply to ALL source material, *including the internet*.

**Academic Honesty:** Consistent with the policy of the University, any form of cheating is a violation of academic honesty and integrity, and will jeopardize your grade in this class and, possibly, your standing at the University. Please refer to the University's student handbook.

#### **TENTATIVE COURSE OUTLINE:**

##### **Introduction**

- Syllabus
- Course requirements

##### **Module 1:**

- Chapter 1: Role and Scope of Practice for Personal Trainers

##### **Module 2:**

- Chapter 2: The ACE Integrated Fitness Training® Model

##### **Module 3:**

- Chapter 3: Basics of Behavior Change

##### **Module 4:**

- Chapter 4: Effective Communication, Goal Setting, and Teaching Techniques

**Exam 1**

##### **Module 5:**

- Chapter 5: Preparticipation Health Screening movements

**Module 6:**

- Chapter 6: Nutrition for Health and Fitness

**Module 7:**

- Chapter 7: Resting Assessments and Anthropometric Measurements

**Module 8:**

- Chapter 8: Cardiorespiratory Training: Physiology, Assessments, and Programming

**Exam 2**

**Module 9:**

- Chapter 9: Muscular Training: Foundations and Benefits
- Chapter 10: Muscular Training: Assessments

**Module 10:**

- Chapter 11: Integrated Exercise Programming: From Evidence to Practice

**Module 11:**

- Chapter 12: Considerations for Clients with Obesity
- Chapter 13: Considerations for Clients with Chronic Disease

**Exam 3**

**Module 12:**

- Chapter 14: Exercise Considerations across the Lifespan
- Chapter 15: Considerations for Clients with Musculoskeletal Issues

**Module 13:**

- Chapter 16: Legal Guidelines and Business Considerations

**Exam 4**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024  
Decision Requested X Agenda Code 11 a.

**AGENDA REPORTING FORM**

**Agenda Topic:** Increasing Educator Diversity Plan

**Summary of Issue:** CT State Department of Education is requiring that school boards develop and implement a written Increasing Educator Diversity Plan.

**Background:** Public Act 23-167, Section 10 (a) provides: "Not later than March 15, 2024, each local and regional board of education shall submit the Increasing Educator Diversity Plan described in subsection (a) of section 10-220 of the general statutes, as amended by this act, to the Commissioner of Education for review and approval."

**Alternative Strategies:** N/A

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

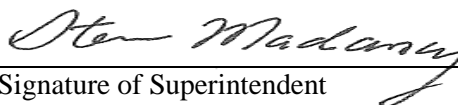
**Beginning Date of Program or Project:** N/A

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

**Recommendation or Comment:** Recommend that the Board of Education approve the Increasing Educator Diversity Plan as developed and implemented by the Increasing Educator Diversity Plan Committee.



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



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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date February 22, 2024

Decision Requested X Agenda Code 11 b.

**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 two days due to weather:

January 16, 2024 and February 13, 2024

**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 13, 2024 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 22, 2024

Decision Requested X

Agenda Code 11 c1.

**AGENDA REPORTING FORM**

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

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

- SHS – Grades 9-12, DECA – Anaheim, CA
  - 4/26/24 - 5/1/24

**Background:** N/A

**Alternative Strategies:** N/A

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

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

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

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

Titles of Attachments:

1. Field Trip Application



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

**Southington High School  
Grades 9-12, DECA**

**Anaheim, CA**

**(4/26/24 – 5/1/24)**

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

*Submit to Assistant Superintendent*

Date: January 11, 2024

Out of State: Yes  No   
Overnight: Yes  No

Miles Round Trip: 5744

Southington High School DECA April 26-May 1, 2024  
School Class/Group Date of Trip  
Name and Address of Destination Anaheim Convention Center 800 W Katella Ave, Anaheim, CA  
Reasons for Field Trip DECA International Career Development Conference  
Itinerary (attached) DECA workshop sessions, competition in front of judges, sightseeing opportunities  
Departure Date/Time April 26, 2024 Return Date/Time May 1, 2024

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

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

#of Students: 8-15 #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. submitted list of potential students 1/10/24  
Nurse's Signature [Signature] Date 1.17.24

(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**

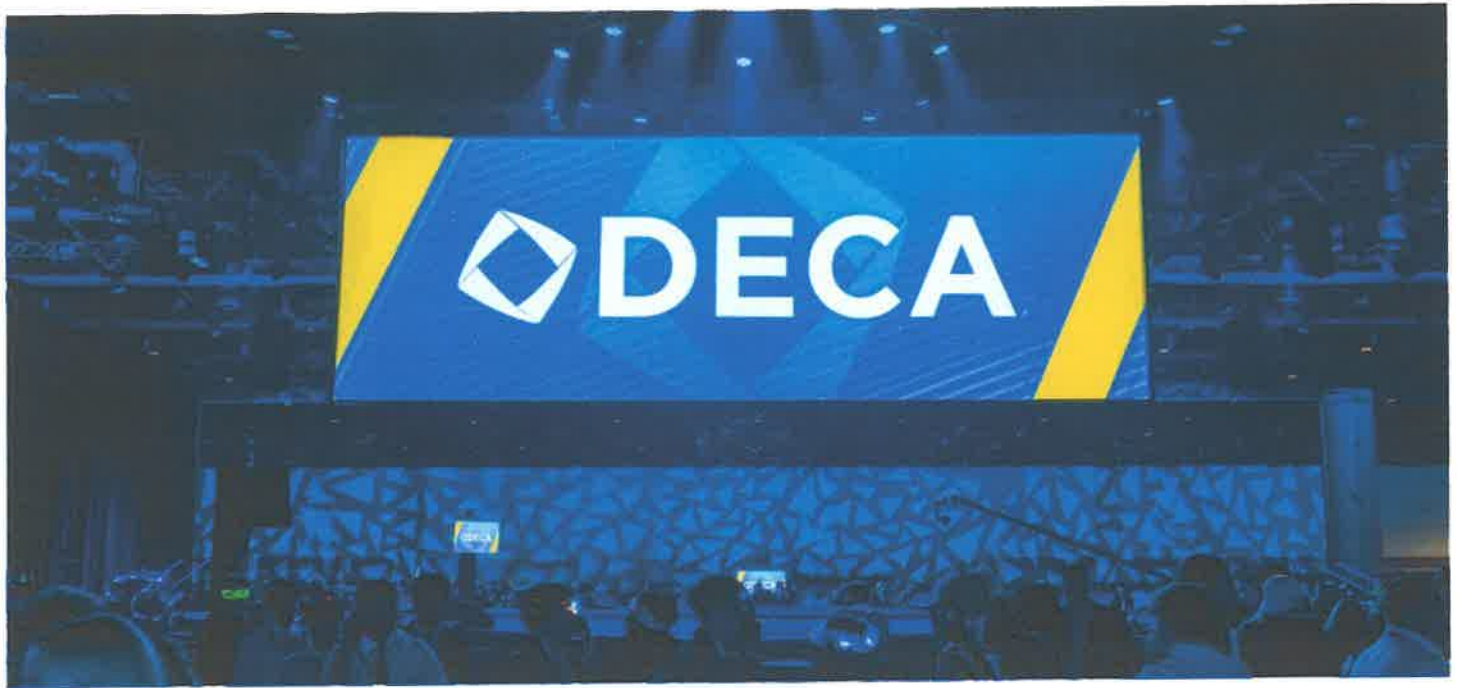
Source of Funds	Totals	Additional Notes
TOTAL Anticipated Cost of Trip	\$ 15000	assuming 8 students, 2 chaperones
Board of Education Contribution	\$ 0	
Other	\$ 0	
Fundraising Activity	(\$ TBA )	DECA Store, various fundraisers
<b>BALANCE</b>	<b>\$ 15000</b>	
<b>Student Contribution</b>		
Transportation	\$ 500	8 Students @ \$ 500
Entrance Fees, Room & Board	\$ 1000	8 Students @ \$ 1000
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$ 1500</b>	minus fundraising

**PRINT NAME AND SIGN**

Teacher Teresa Brooks & Jaclyn DeVlyder [Signature] Date 1/11/24  
Dept. Head Lillian Schena [Signature] Date 1/12/2024  
Principal [Signature] Date 1/17/2024  
Comments \_\_\_\_\_

Assistant Superintendent [Signature] Date 01/19/2024 Approved  Not Approved

Board of Education Approval\*\*\* YES  NO  Date \_\_\_\_\_



# DECA

## INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

The DECA International Career Development Conference (ICDC) is the culmination of the DECA year. More than 20,000 high school students, teacher-advisors, business professionals and alumni gather for several days of DECA excitement.

DECA members demonstrate their college and career ready knowledge and skills by participating in DECA's industry-validated Competitive Events Program, aligned with Career Clusters, National Curriculum Standards and 21<sup>st</sup> Century Skills in the areas of marketing, finance, hospitality, management and entrepreneurship. These members have qualified to attend based on superior performance at the district and association levels. More than 1,000 business professionals serve as judges to evaluate DECA members' mastery of these concepts.

In addition, thousands of members participate in DECA's Emerging Leader Series, which helps them attain 21<sup>st</sup> Century Skills in the areas of collaboration and teamwork, communication, critical thinking and problem solving and creativity. One highlight is the involvement of executive mentors who provide college and career advice.

Thousands of DECA advisors and educators participate in administering DECA's Competitive Events Program and Emerging Leader Series while also participating in professional learning activities.

### CLASSROOM CONNECTION

DECA's International Career Development Conference supports educational initiatives.

- Career Clusters\*
- National Curriculum Standards
- 21<sup>st</sup> Century Skills
- Common Core State Standards
- Project-based Learning
- Personal Financial Literacy

# CONFERENCE FACTS

---



**15,000**

finalists from 52 chartered associations vying for international honors in DECA's Competitive Events Program.



**3,000**

DECA members engaging in leadership development activities preparing to be college and career-ready.



**1,000**

business leaders who will serve as judges for international competition.



**100**

exhibitors from a wide variety of colleges and businesses.



**2,000**

DECA advisors coaching their students and attending Advisor Professional Learning.



**ANAHEIM  
CONVENTION  
CENTER**

800 W. Katella Avenue  
Anaheim, CA 92802  
(714) 765-8950

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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 22, 2024

Decision Requested X

Agenda Code 11 c2.

**AGENDA REPORTING FORM**

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

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

- SHS – Grades 9-12, FBLA – Orlando, FL
  - 6/28/24 - 7/2/24

**Background:** N/A

**Alternative Strategies:** N/A

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

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

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

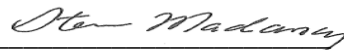
**Recommendation or Comment:** Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

**Southington High School  
Grades 9-12, FBLA**

**Orlando, FL**

**(6/28/24 – 7/2/24)**

Southington Public Schools  
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: February 5, 2024

Out of State: Yes  No   
Overnight: Yes  No

Miles Round Trip: 3,000

Southington High School School FBLA National Conference Class/Group June 28 - July 2, 2024 Date of Trip

Name and Address of Destination Orange County Convention Center, Orlando Florida

Reasons for Field Trip National Conference

Itinerary (attach if needed) see attached flyer

Departure Date/Time June 28 TBD Return Date/Time July 2 TBD

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

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

#of Students: 5-10 #of Teachers/Chaperones: 1 #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 \_\_\_\_\_ 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	<u>\$10,500-18,000</u>	
Board of Education Contribution	<u>\$0</u>	
Other	<u>\$0</u>	
Fundraising Activity	<u>(\$TBD)</u>	<u>Will plan a fundraising event to offset cost</u>
BALANCE	<u>\$</u>	
Student Contribution		
Transportation	<u>\$2,500-5,000</u>	<u>5-10 Students @ \$500</u>
Entrance Fees, Room & Board	<u>\$8,000-13,000</u>	<u>5-10 Students @ \$1,000</u>
TOTAL Cost of Trip to Each Student	<u>\$1,500</u>	<u>s</u>

**PRINT NAME AND SIGN**

Teacher Lillian Schena Lillian Schena Date 2/2/2024

Dept. Head Lillian Schena Lillian Schena Date 2/2/2024

Principal [Signature] Date 2/6/24

Comments \_\_\_\_\_

Assistant Superintendent [Signature] Date 2/2/24 Approved  Not Approved

Board of Education Approval\*\*\* YES  NO  Date \_\_\_\_\_



# SAVE THE DATE

2024 National Leadership Conference (NLC)



ORLANDO, FLORIDA

FBLA  
COLLEGIATE NLC  
JUNE 24-27, 2024

FBLA MIDDLE SCHOOL  
AND HIGH SCHOOL NLC  
JUNE 29-JULY 2, 2024

Plan ahead for FBLA's  
biggest event of the year!

Orange County Convention Center • 9800 International Dr, Orlando, FL 32819

All conference programming will be held  
at the Orange County Convention Center.

MORE INFORMATION WILL BE AVAILABLE IN FALL 2023 AT  
[FBLA.ORG/NLC](https://www.fbla.org/nlc)

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 22, 2024

Decision Requested X

Agenda Code 11 c3.

**AGENDA REPORTING FORM**

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

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

- SHS – Grades 9-12, Southington FFA – Washington DC
  - 6/25/24 - 6/30/24

**Background:** N/A

**Alternative Strategies:** N/A

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

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

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

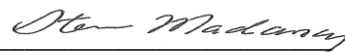
**Recommendation or Comment:** Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

**Southington High School  
Grades 9-12, Southington FFA**

**Washington, DC**

**(6/25/24 – 6/30/24)**

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

*Submit to Assistant Superintendent*

Date: 2/8/2024

Out of State: Yes  No

Miles Round Trip: 670

Overnight: Yes  No

Southington High School School      Southington FFA Class/Group      June 25-30, 2024 Date of Trip

Name and Address of Destination Washington Leadership Conference - 2500 Calvert St NW, Washington, DC 20008

Reasons for Field Trip Educational/Leadership growth and opportunities related to their involvement in the FFA

Itinerary

Departure Date/Time June 25th @ 7:00am Return Date/Time June 30th @ 7:00pm

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

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

#of Students: 4    #of Teachers/Chaperones: 1    #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 \_\_\_\_\_ 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	\$ _____	
Board of Education Contribution	\$ _____	
Other	\$ _____	
Fundraising Activity	(\$ _____)	<u>There will be fundraising options</u>
BALANCE	\$ _____	
Student Contribution		
Transportation	\$ <u>600</u>	<u>4 Students @ \$ 150</u>
Entrance Fees, Room & Board	\$ <u>4400</u>	<u>4 Students @ \$ 1100</u>
TOTAL Cost of Trip to Each Student	\$ <u>1,250</u>	

### PRINT NAME AND SIGN

Teacher Nicole Wilcox Our Wings Date 2/8/2024  
 Dept. Head \_\_\_\_\_ Date 2/8/24  
 Principal \_\_\_\_\_ Date 2/8/24

Comments \_\_\_\_\_

Assistant Superintendent Frank Ryz Date 2/9/24 Approved  Not Approved

Board of Education Approval\*\*\*    YES  NO     Date \_\_\_\_\_

Dress	Friday, Day 4	DO
WLC Polo with casual bottoms	7:45-8:30 a.m.	Breakfast
	8:30-8:45 a.m.	Arlington Context
	8:45-9:45 a.m.	Travel to Arlington Metro Stop
	9:45-11:45 a.m.	Arlington Experience
	Noon-1:00 p.m.	Travel to hotel
Casual Dress	1:00-2:00 p.m.	Lunch
	2:45-4:00 p.m.	Session 9: All About Advocacy <b>LG</b>
	4:00-5:30 p.m.	Session 10: Planning for Action <b>CG</b>
	5:45-6:45 p.m.	Dinner
	7:30-8:30 p.m.	Session 11: Understanding Needs Globally <b>LG</b>
	8:45-9:30 p.m.	Reflections <b>CG</b>
	9:45 p.m.	Bed Checks/Lights Out
Dress	Saturday, Day 5	SERVE
WLC T-Shirt with casual bottoms (closed toed (required))	8:15-9:00 a.m.	Breakfast
	9:15-11:00 a.m.	Service Project - Taking Action NOW
	11:00-Noon	Lunch
	Noon-12:15 p.m.	Smithsonian/Free Time Context
	12:15-1:00 p.m.	Travel to Smithsonian Metro Stop
	1:00-3:00 p.m.	Smithsonian Museum Experience
	3:00-5:45 p.m.	Free Time in the City
	6:00-6:45 p.m.	Travel to Omni Hotel
	7:00-8:00 p.m.	Dinner
	8:15-9:20 p.m.	Session 12: Take the Chair <b>CG</b>
	9:45-10:10 p.m.	Session 13: We Will Celebration <b>LG</b>
	10:30-11:00 p.m.	Final Reflections
	11:15 p.m.	Bed Checks/Lights Out

**LG** – Large Group Session

**CG** – Community Group Session

# 2024 WLC STUDENT SCHEDULE

Dress	Tuesday, Day 1	Called to be a CHANGEMAKER
Casual Dress	2:00-5:00 p.m.	Registration
	5:00-6:15 p.m.	Dinner
	6:45-8:00 p.m.	Session 1: Our Hope is in You! <b>LG</b>
	8:15-9:45 p.m.	Session 2: Community Matters <b>CG</b>
	9:45-10:00 p.m.	Reflections
	10:00-10:15 p.m.	Late Registration
	10:15 p.m.	Bed Checks/Lights Out
Dress	Wednesday, Day 2	ME
WLC Polo with casual bottoms	8:00-8:45 a.m.	Breakfast
	8:45-10:00 a.m.	Session 3: Why Are We Here? <b>CG</b>
	10:15-11:30 a.m.	Session 4: Becoming a Hero <b>LG</b>
	Noon-1:00 p.m.	Lunch
	1:15-3:00 p.m.	Session 5: Exploring My Beliefs and Values <b>CG</b>
	3:15-4:30 p.m.	Building Our Community
	4:30-5:00 p.m.	Night Tour Preparation
	5:00-5:50 p.m.	Grab and Go Dinner
	6:00-10:00 p.m.	Night Tour of Washington, D.C.
	10:15 p.m.	Reflections
10:45 p.m.	Bed Checks/Lights Out	
Dress	Thursday, Day 3	WE
Official Dress	7:30-8:15 a.m.	Breakfast
	8:00-8:15 a.m.	Capitol Context
	8:15-9:15 a.m.	Travel to Capitol
	9:30-9:45 a.m.	Group Photo Capitol Steps <b>(Time may vary based on metro travel)</b>
	9:45 a.m.-12:15 p.m.	Capitol Tour/Congressional Visits <b>(Time may vary based on metro travel)</b>
Casual Dress	12:30-1:15 p.m.	Travel to Hotel
	1:30-2:30 p.m.	Lunch
	3:00-4:15 p.m.	Session 6: Bringing Everyone to the Table <b>LG</b>
	4:15-6:00 p.m.	Session 7: Trust and Encouragement <b>CG</b>
	6:00-7:00 p.m.	Session 8: Seeing, Hearing and Respecting Each Other <b>LG</b>
	7:30-8:30 p.m.	Dinner
	9:00-9:45 p.m.	Reflections
10 p.m.	Bed Checks/Lights Out	

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 22, 2024

Decision Requested X

Agenda Code 11 c4.

**AGENDA REPORTING FORM**

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

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

- SHS – Grades 9-12, Spanish Language Students – Santiago, Dominican Republic
  - 2/14/25 - 2/22/25

**Background:** N/A

**Alternative Strategies:** N/A

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

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

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

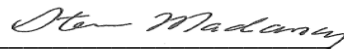
**Recommendation or Comment:** Move that the Board of Education approve the field trip request as presented by the administration.

Titles of Attachments:

1. Field Trip Application



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

**Southington High School  
Grades 9-12, Spanish Language Students**

**Santiago, Dominican Republic**

**(2/14/25 – 2/22/25)**

Southington Public Schools  
Southington, Connecticut

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

Submit to Assistant Superintendent

Date: Jan 23, 2024

Out of State: Yes  No   
Overnight: Yes  No

Miles Round Trip: 1500

Southington High School School Spanish language students Class/Group February 14-22, 2025 Date of Trip

Name and Address of Destination Santiago, Dominican Republic

Reasons for Field Trip Itinerary (attach if needed) Spanish language and culture immersion, service learning (see attached proposal) attached

Departure Date/Time February 14, 2025 time TBD Return Date/Time February 22, 2025 time TBD

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

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

#of Students: 15-20 #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
<b>TOTAL Anticipated Cost of Trip</b>	<b>\$ 3899</b>	EF program fee, includes insurance
Board of Education Contribution	\$	
Other	\$	
Fundraising Activity	(\$TBD)	per student participation
<b>BALANCE</b>	<b>\$</b>	
<b>Student Contribution</b>		
Transportation	\$1500	15 Students @ \$100 roundtrip bus to JFK airport
Entrance Fees, Room & Board	\$	Students @ \$
<b>TOTAL Cost of Trip to Each Student</b>	<b>\$3999</b>	

**PRINT NAME AND SIGN**

Teacher Kristin Stevens *KStevens* Date 1/23/24  
 Dept. Head Tina Riccio Date 1/23/24  
 Principal *[Signature]* Date 1/25/24  
 Comments \_\_\_\_\_

Assistant Superintendent

*Frank Rys*

Date 01/26/2024

Approved   
Not Approved

Board of Education Approval\*\*\*

YES  NO

Date \_\_\_\_\_

# EF Dominican Language Immersion & Service Trip

Friday Feb 14, 2025-  
Saturday Feb 22, 2025

# Southington High School

## Coordinator: Kristin Stevens

### STUDY ABROAD CONTRACT

In order to participate in the Dominican language immersion and service program the following criteria must apply to all applicants:

- The student is in good academic standing according to the Southington Board of Education student handbook rules.
- The student is currently enrolled in a language course.
- The student has an 85% average in their language course.
- The student has completed the application and interview process and has signatures from their teachers.
- Students are responsible for completing all makeup work upon their return to school.

*Nota bene (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 Dominican language immersion and service 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 and social 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 the Dominican Republic. The host families will report to the chaperone each day to ensure the students are abiding by all rules
- Due to the uncertain nature of world security and other unforeseeable events, the Board of Education reserves the right to cancel field trips at any time prior to departure of the trip. The Southington Board of Education or its agents are not responsible for any financial losses or penalties incurred as a result of the cancellation of any field trip.
- At the highest alert [red] given by the US State Department, 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:**

Education First (EF) educational tours offer a unique learning opportunity for teachers and students interested in immersing themselves in the Spanish language and culture and contributing to their host country in a powerful and meaningful, culturally appropriate service project. This study abroad program is being held February 2025 in the Dominican Republic.

The focus of this program is to enhance language skills, cultural appreciation and oral proficiency with the intensity that only courses abroad can provide while also providing students an opportunity to serve a community. The students from SHS will have the opportunity to study with people from all over the world. Faculty will teach their lessons in a variety of modalities focusing on the daily themes to foster student's communication skills in the target language. The rigorous course schedule will allow students to delve deeper into the language by means of cultural investigations such as art, architecture, and agriculture. The participants enrolled in this course will be placed at the appropriate level and will improve their skills through oral and written practice. The main goal of this study abroad opportunity is to enhance the participants' communicative abilities and comprehension of the Spanish language, culture, history and arts while providing them an opportunity to put their skills into practice and serve the host community in a culturally appropriate way. The program will offer 10 - 15 hours of classroom language study, 15 hours of service, and daily excursions and after school activities. Upon the completion of this course study the students will receive a certificate of course and service completion to add to their college resume. Please see attached document for the tentative schedule of events.

**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 the Spanish language and Dominican culture. It also builds our students' global citizenship. As global citizens our students are aware and understand their place in the world and how their actions, at home and abroad, impact that world. All students who participate in this program will be tested into a level of study that is appropriate for each individual.

It is not realistic to expect that all SHS students will be able to have the opportunity to study abroad for a semester or an extended period of time. This program will allow immersion in the Spanish language and Dominican culture. The value of participating in educational language and service programs abroad is a topic being discussed in classrooms across the nation. The following list was compiled by Diversity Abroad that discussed the value of this type of experience.

During language and service programs abroad students will have the opportunity to gain skills such as:

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

By participating in language immersion and service, 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, participating in this unique educational experience is life-changing. Students come back from service trips, confident and eager to take on new challenges, academic, professional or personal, and an

eagerness to seek out continued opportunities for service. There are many personal benefits to studying and serving communities 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 educational language and service program can be transferred to the students of Southington High School. The knowledge gained during this program will continue far beyond the week time frame for both the students and the teacher. The knowledge that the students will receive from this experience is directly linked to the World Language Curriculum.**

### **World-Readiness Standards for Learning Languages:**

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

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

**Cultures: Interact with cultural competence and understanding**

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

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

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

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

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

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

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

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

### **Connections to 4Cs:**

This program helps students work toward their Capstone goal and focus on developing their C skills:

Communication: As mentioned above, students will improve skills in the following indicators:

Communication:

- Engaging in conversations and discussions
- Listening
- Communicating in diverse environments

Critical Thinking:

- Information and discovery
- Problem solving/solution finding

Collaboration:

- Leadership and initiative
- Cooperation
- Flexibility
- Responsibility and productivity

This is an opportunity that will set us apart from the masses; we will focus on **authentic** learning opportunities in the target language. The students will be pushed beyond their comfort zones and will be forced to inquire about new topics and problem solve to express themselves in a foreign country.

This opportunity will also allow the teachers to delve deeper into the study of language and culture. The teachers will attend lessons every day; this will become a learning experience that will affect all of the students in the World Language 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 an understanding of the ways that cultural encounters and interactions of people have shaped new identities and ways of life.
- Standard 8: Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
  - Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies.
  - Students will make comparisons of cultural norms and origins of the Dominican Republic and the US.

### **English**

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

### **Science**

- Students will study the biodiversity of the land and learn about its preservation

### **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:**

We also are excited to initiate a new trend of trips abroad that emphasize service as well as linguistic and cultural learning. The historical stories, grammar concepts and geographical studies one reads about in the textbook 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 puts the Southington school system on the map for offering a study and service abroad programs where the students attend 10-15 hours of language classes, 15 hours of service learning, and cultural experiences. 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 costs approximately \$3899 per student. This price includes roundtrip airfare, three regional-style meals a day, hotel accommodations with private baths, language classes centered around immersive activities in the community, 15 hours of volunteer activities, and excursion. There will be a bilingual, culturally connected Program Director with the group 24/7 to facilitate connection to the land, people, and culture.

This price also includes the Global Travel Protection Plus plan, including cancellation for any reason, insurance purchased through EF (The cost of this insurance is \$590).

This price **does not** include travel to and from the airport in CT (approx. \$100 per student), spending money for gifts, souvenirs or extra meals/drinks.

### **Where will my child stay? How do I know they are safe?**

Students will stay at one of the hotels used by EF on this Service trip. Accommodation is not decided until closer to the departure date. Students will stay in rooms with two or three other students.

Here are some examples of hotels students might stay in on tour:

### **Examples of previous trip hotels provided by EF trip coordinator.**

#### **Dominican Republic | Ecolodge Angostura**

<http://Ecoangostura.com/sobra-el-complejo-ecoturistico> The Ecolodge Angostura features three cabins with three rooms each, as well as three bedrooms in a separate building. Each cabin has a common area where guests can gather and socialize. Other amenities include an on-site restaurant and a camping area with a bonfire.

#### **Dominican Republic | Blue Moon Retreat**

[www.bluemoonretreat.net/index.html](http://www.bluemoonretreat.net/index.html) The Blue Moon Retreat is a unique guest house and retreat center located in the foothills of the Septentrional mountains. The center offers four bungalows with six suites and one family suite. The center also features a poolside restaurant and a complimentary country breakfast.

#### **Dominican Republic | Hodelpa Caribe Colonial**

<http://www.hodelpa.com/en/hotels/santo-domingo/hodelpa-caribe-colonial/general-information.html> This modern hotel, located in Santo Domingo’s colonial zone, is walking distance from the villa Alcazar de Colon and even has its own restaurant. Rooms also have air conditioning and phones. The lobby also provides WiFi and serves as a great meeting space.

## Tentative Trip Schedule:

EF sample itinerary <https://www.eftours.com/eliterature/dbd/s/ldr.pdf>

**DAY 1: ARRIVE IN SANTIAGO** Meet your Program Director at the airport. After you arrive at your accommodations, settle in and meet your group for an orientation and safety overview.

**DAYS 2-6: SERVICE COMMUNITY** As communities evolve, so do their needs. We'll work closely with area nonprofits and community members to better understand local challenges while mixing in language lessons to foster authentic interactions with people in the community.

Here's a glimpse at what a typical day might look like.

- You'll take part in an interactive language lesson led by your local Program Director.
- Put your language skills to use during your service project with locals. Past projects have included planting community gardens and building pathways.
- Take part in cultural activities like cooking classes and learning how Dominican farms operate to further your interactions with locals.
- Evenings are a chance to reflect, discuss events as a group, draw connections between the day's work and relevant global issues, and continue practicing your Spanish.

**DAY 7: BEACH EXCURSION** – Explore a mangrove forest by boat or spend the day enjoying the Caribbean coastline at the beach. – Participate in reflection activities after dinner.

**DAY 8: DEPART FOR HOME**

Application for Dominican Language Immersion and Service Trip  
Dates: February 14-22 (dates may vary by one day)  
Student Information

All fields are required. Write N/A if the information does not apply to you.  
Applications with missing information are incomplete and will not be considered for selection.

Name: \_\_\_\_\_ DOB/Age: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: (home) \_\_\_\_\_ Student Cell: \_\_\_\_\_

Student email: \_\_\_\_\_

Parents'/Guardians' Names: \_\_\_\_\_

Parents'/Guardians' Phone: (cell) \_\_\_\_\_

Parents'/Guardians' email: \_\_\_\_\_

Which parent/guardian should be contacted first regarding exchange events and information?

\_\_\_\_\_

Have you traveled abroad? \_\_\_\_\_ If so, to what country and when? \_\_\_\_\_

Student Questions

The following questions will help us form a better picture of you and your reasoning for wanting to participate in this trip. Please use a separate piece of paper or type a response and attach it to this form.

1. Why are you interested in participating in a service/language immersion focused trip AND why should you be considered as a candidate for the trip?
2. If selected as a candidate for the trip, what do you hope to learn from the experience AND what would you, as a participant, contribute to the group of your fellow SHS travelers?
3. Please tell us who you are as a person. Include interests, hobbies, and an overall summary of yourself.

**Teacher recommendations (REQUIRED).** Please have 3 of your teachers fill out the attached forms(s) to the best of their ability. Please allow teachers a week to fill out the form. They should return it directly to **Mrs. Stevens in Room 374 or to her mailbox no later than \_\_\_\_\_**

**Application checklist:**

\_\_\_\_\_ I have completed the Student Information Selection.

\_\_\_\_\_ I have turned in the teacher recommendation forms to 3 of my teachers and communicated a clear deadline.

\_\_\_\_\_ My parents/guardians have read the information packet that came with this form and have signed my application.

**Parental release:**

I am aware and approve of my son's/daughter's \_\_\_\_\_ application to participate in this trip. I will allow my child to travel to the Dominican Republic with EF Tours in February 2025. As per Southington Board of Education international travel policy R-6153(1) and R-6153(2) all students must be in **good standing in both academics and behavior** in order to participate in this trip. I also understand that it is my son's/daughter's responsibility to notify his/her teachers **well in advance** and to make up all missed work as agreed upon by the teacher.







**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_

Board Meeting Date February 22, 2024

Decision Requested X

Agenda Code 11 c5.

**AGENDA REPORTING FORM**

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

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

- SHS – Grades 9-12, Students Interested in Foreign Travel – Berlin, Prague, Krakow and Budapest
  - 4/10/25 - 4/19/25

**Background:** N/A

**Alternative Strategies:** N/A

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

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

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

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

Titles of Attachments:

1. Field Trip Application



*Signature of Staff Member Submitting Report*



*Signature of Superintendent of Schools*

**Southington High School  
Grades 9-12, Students Interested in Foreign Travel**

**Berlin, Prague, Krakow and Budapest**

**(4/10/25 – 4/19/25)**

Southington Public Schools

Southington, Connecticut

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

Submit to Assistant Superintendent

Date: 2/13/2024

Out of State: Yes [X] No [ ]

Miles Round Trip: Approximately 3,960

Overnight: Yes [X] No [ ]

Grades 9,10,11,12 students interested in foreign travel (Knights Around the World)

April 10, 2025 - April 19, 2025

Southington High School School Class/Group Date of Trip

Name and Address of Destination Berlin, Prague, Krakow, and Budapest

Reasons for Field Trip To provide students with opportunity to explore the culture and history of Central Europe from a multicultural and interdisciplinary perspective.

Itinerary (attach if needed) Attached

Departure Date/Time April 10, 2025 Return Date/Time April 19, 2025

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

- Academic (15:1) Non-Academic (10:1) Abroad (8:1) [X]

#of Students: est. 20 #of Teachers/Chaperones : 1 chaperone for every 20 students #of Buses 1

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

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

[X] (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

Table with 3 columns: Source of Funds, Totals, and Additional Notes. Rows include TOTAL Anticipated Cost of Trip, Board of Education Contribution, Other, Fundraising Activity, BALANCE, Student Contribution, Transportation, and Entrance Fees, Room & Board.

Museum; Auschwitz and Birkenau; Wawel Cathedral; St. Mary's Church; Matthias Church; Fisherman's Bastion; full-time tour director; 5 sightseeing tours by local guides; 1 sightseeing tour by Tour Director; 3 walking tours

Estimated cost based on approximate number of students

TOTAL Cost of Trip to Each Student \$4,149.00

**PRINT NAME AND SIGN**

Teacher

*Karen Cowan*

Date

*2/14/24*

Dept. Head

*Jim McAlon*

Date

*2/14/24*

Principal

*[Signature]*

Date

*2/15/24*

Comments

Assistant Superintendent

*Frank Rye*

Date

*2/15/24*

Approved

Not Approved

Board of Education Approval\*\*\*

YES

NO

Date

## Curricular Connection to Central Europe

Berlin, Prague, Krakow, and Budapest

Student travel expands world views through firsthand experiences. It allows students to learn beyond the classroom, which pushes them to get out of their comfort zone and to gain a new perspective on other cultures, language and environment. Travel teaches students to appreciate difference and diversity. This trip will provide students with a better understanding and appreciation for former communist countries. They will have the opportunity to witness a completely new way of life. Global travel also enhances a student's college application.

*EF description of the tour:*

*"Students will travel through the Iron Curtain and World War II to Gothic cathedrals and ancient cities. Berlin mixes historical significance, rich culture and an exciting cosmopolitan energy. Prague, which escaped the bombs of World War II, woos you with old-world charm. And in Krakow and Budapest, two of Europe's most underrated cities, architectural gems await around every corner"*

### **NCSS Thematic Standards:**

NCSS #1: Culture

NCSS #3: People, Places, and Environment

NCSS #5: Individuals, Groups, and Institutions

NCSS #6 Power, Authority, and Governance

NCSS #9: Global Connections

Grade 10 World History

### **Unit 6: World War II**

Established Goal: The students will understand that the failure of the Treaty of Versailles caused the rise of Totalitarianism and World War II. World War II is actually two wars with a common goal, world dominance, Japan and Germany both desire to dominate their own half of the globe.

The Potsdam Conference, where the postwar fate of Germany was decided by the Big Three (Joseph Stalin, Harry S. Truman, and Winston Churchill). On July 26, 1945 the leaders issued a declaration demanding 'unconditional surrender' from Japan.

Tour will include a half-day excursion to Potsdam, Germany, where the postwar fate of Germany was decided at the 1945 Potsdam Conference.

**Content Vocabulary:**

- Big Three
- Unconditional surrender
- A-bomb
- Axis
- Allies

**Essential Question:**

How did WWII alter the world's power structure?

**Grade 10 World History**

**Unit 8: Cold War**

Establish Goal: Students will understand that the Cold War was an extension of the relationships developed during WWII and that it was driven by the mutual political economic, social and military competition that existed between the United States and the USSR in the post-war years.

Students read primary source: Kennedy at the Berlin Wall "Inch bin cin Berliner"

**Content Vocabulary:**

- Cold War
- Berlin Wall
- Iron Curtain
- Containment

Tour includes: Guided tour of Berlin, Germany

- Brandenburg Gate
- Remains of the Berlin Wall
- Checkpoint Charlie

Grade 10 & 11 U.S. History Chapter 6 WWII

Established Goal: Students will understand that the United States including its military forces and its civilian population succeeded along with the Allies to defeat the Axis powers in Europe and the Pacific.

· Enduring Understanding: Students will understand that totalitarian states around the world threatened democracy around the world, which led to the U.S. assuming its role as a super power by becoming involved in World War II.

**Content Vocabulary:**

- Allies
- Axis
- Big Three (Churchill, Roosevelt, Stalin)
- Truman
- D-day
- VE Day
- United Nations
- Potsdam Conference

**Skills:**

Students will be able to compare maps from different times during the war and make inferences based on maps (1939-1942-1945)

**U.S. History Chapter 7 -The Post War**

Established Goals: students will understand that after WWII the U.S. emerged as a superpower. A new rivalry with the Soviet Union impacted both foreign and domestic policies and drew the U.S. into a prolonged entanglement with world affairs, unrepresented a time of prosperity and stability along with cultural changes that showed societal unrest.

**Content Vocabulary:**

- Iron Curtain
- Cold War
- Berlin Airlift
- Stalin

**Essential Question:**

How did the United States lead the world in the battle against Communism?

Tour includes:

- Guided tour of Auschwitz-Birkenau Memorial and Museum
- Guided tour of Kraków, Poland
- Walking tour of Dresden, Germany
- Walking tour of Berlin, Germany
- Guided tour of Budapest
- Guided tour Prague

Understanding by Design

**Grade: 9 Civics Unit 1: Government and Economic Systems**

Established Goal(s): Students will understand that society needs order, laws, and consequences which lead to the development of different types of governments and economic systems.

**Content Standard:**

- Standard #5 – Identify knowledge of U.S. government compared to others.
- Standard #8 – Understand and analyze how international relations impact political and economic systems.
- Standard #9 – Identify and analyze characteristics of government in various world regions.
- Standard #14 – Identify various economic systems and compare them to the U.S.
- Standard #15 – Analyze pros and cons of different economic systems.

Performance Task(s):

EQ: What are the strengths and weaknesses of the three major economic systems?

Students participate in a Communism/Capitalism Game

- Students will firsthand experience the three economic systems (capitalism, socialism, and communism) The classroom will transform into a marketplace for 3-5 school days, in which the students will practice the ideologies and functionalities of the three economic systems.

- Read outside sources related to different types of governments and economic systems
- Complete a "Types of Governments" Chart
- Create an Economic Brochure

Connections to other disciplines:

**Math:**

- Students will convert U.S. currency to Euro
- Students will budget money for souvenirs
- Weight/measurements, temp

**Business:**

Course: Business Communication: Grades 11-12

- Students will communicate nonverbally in an international environment given a specific situation.

**World Language:**

ACTFL Standards Interpretive (Reading, Listening, Viewing)

- Standard 2.1 and 2.2 – compare and reflect on products, practices, and/or perspectives of the target culture(s). Germany, Poland, Hungary, Czech Rep



EDUCATIONAL  
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reviews, and enroll on your  
teacher's Tour Website

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This is also your tour number

# BERLIN, PRAGUE, KRAKOW & BUDAPEST

10 or 12 days | Germany | Czech Republic | Poland | Slovakia | Hungary | Extension to Austria

Before the devastation of World War II and the collapse of the Iron Curtain, Eastern Europe was known for its folklore bursting with stories of wolves eating grannies, lowly maids becoming princesses, and two siblings that stumble across a house made of candy. Walk the enchanted, cobbled streets of Prague, touch the scars of the Cold War that remain in Berlin, marvel at towering castles in Budapest, and get goosebumps in front of Krakow's gothic cathedrals that inspired these whimsical fairytales.

## YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 5 sightseeing tours led by expert, licensed local guides (6 with extension); 1 sightseeing tour led by your Tour Director; 3 walking tours (4 with extension)
-  **Entrances:** Topography of Terror Museum; Auschwitz and Birkenau; Wawel Cathedral; St. Mary's Church; Matthias Church; Budapest baths; Fisherman's Bastion; with extension: Schönbrunn Palace
-  **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 8 overnight stays in hotels with private bathrooms (10 with extension); European breakfast and dinner daily
-  



Brandenburg Gate



Anyone can see the world.

# YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

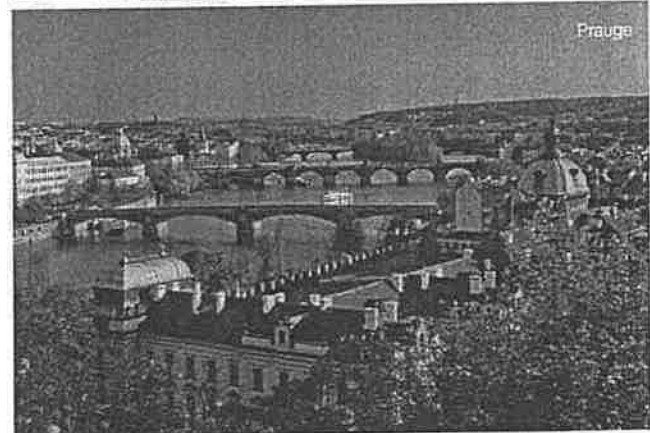
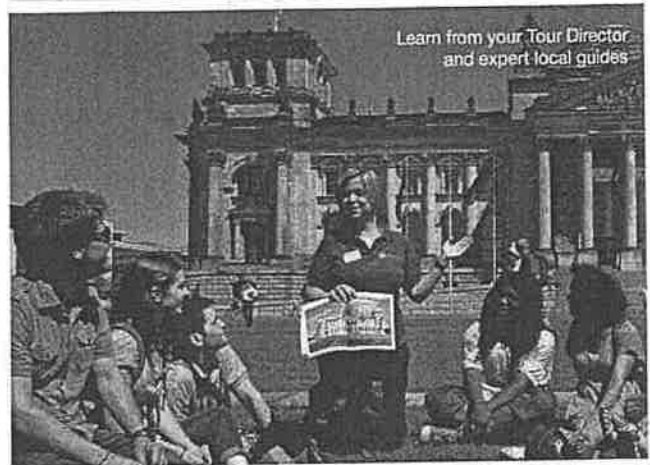
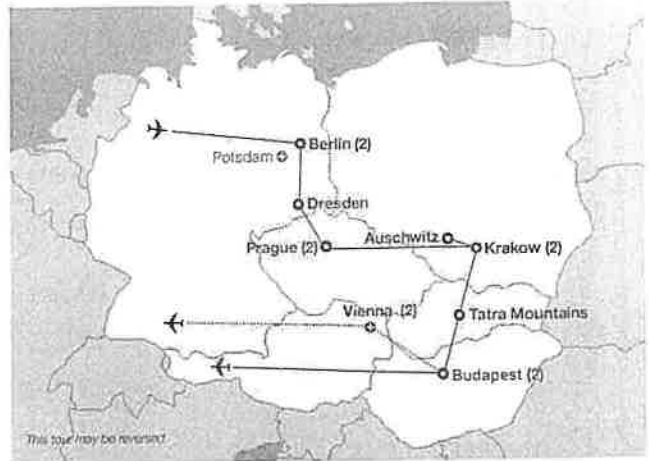
— MELISSA, TRAVELER



**CHECK OUT WHAT A TOUR IS ALL ABOUT**

Watch the videos at [eftours.com/](http://eftours.com/)

Your teacher's Tour Website



## What you'll experience on your tour

### Day 1: Fly overnight to Germany

#### Day 2: Berlin

- Meet your Tour Director at the airport in Berlin. Poised at the cutting edge of European culture, this German capital has been transformed since the Berlin Wall fell in 1989. During your stay you'll see Checkpoint Charlie, named after the checkpoint station that once guarded the border between East and West Germany. At the Topography of Terror Museum, on the site of the old SS and Gestapo headquarters, you'll touch the largest piece of the Berlin Wall still standing in its original spot.
- Take a walking tour of Berlin.

#### Day 3: Berlin

- Take an expertly guided tour of Berlin and see Brandenburg Gate.
- Stop for a photo at Checkpoint Charlie.
- Visit the Topography of Terror Museum.
- Enjoy time to see more of Berlin or ☉ Visit Potsdam.

#### Day 4: Dresden | Prague

- Travel to Dresden.
- Take a tour of Dresden.
- Continue on to Prague and encounter the legendary beauty of the Holy Roman Empire's former capital. Located on the Vltava River, Prague gracefully balances the classical features of old Europe with a lively, Bohemian spirit. Walk the quaint, cobbled streets of the Malá Strana and visit the 13th-century Staré Mesto and Old Town Square. Here you'll see the famous 15th-century astronomical clock. From St. Vitus Cathedral to the Baroque statues of the Charles Bridge, you'll explore the celebrated art and architecture of the City of One Hundred Spires.
- Take a walking tour of Prague.

#### Day 5: Prague

- Take an expert-led tour of Prague and see the Prague Castle, St. Vitus Cathedral, Wallenstein Palace Gardens (April–October), Lennon Wall, Charles Bridge, and Old Town Square.

#### Day 6: Krakow

- Travel to Krakow, the only major Polish city to escape devastation during World War II, leaving the beautiful architecture of its Old Town intact. As you explore the former capital you'll see Wawel Cathedral, where Polish kings were crowned and Pope John Paul II once served as archbishop. Stroll through Główny Square, passing beautiful Sukiennice Cloth Hall and the Jagiellonian University. You'll also take a somber visit to the concentration camps at Auschwitz and Birkenau. Before you leave, observe a moment of remembrance for the six million victims of the Holocaust.
- Take an expert-led tour of Krakow and see Wawel Hill and Główny Square
- Visit Wawel Cathedral.
- Visit St. Mary's Church.

#### Day 7: Krakow

- Visit Auschwitz and Birkenau.
- Enjoy free time in Krakow.

#### Day 8: Budapest

- Travel via Slovakia and the Tatra Mountains to Budapest.
- Take a walking tour of Budapest.

#### Day 9: Budapest

- Take an expert-led tour of Budapest.
- Visit Matthias Church.
- Visit Fisherman's Bastion.
- Visit Budapest's Széchenyi Thermal Bath, the largest of its kind in Europe. Relax in the indoor thermal baths or venture to the outdoor swimming pool. Then explore Heroes' Square and City Park's Vajdahunyad Castle.

#### Day 10: Depart for home

### ☉ 2-DAY TOUR EXTENSION

#### Day 10: Vienna

- Travel to Vienna, residence of the imperial court for six centuries. Vienna is marked with the seal of the powerful Habsburgs, a family who once ruled over half of Europe.
- Enjoy an authentic *wiener schnitzel* dinner.

#### Day 11: Vienna

- Take an expert-led tour of Vienna and see Ringstrasse and Rathaus.
- Visit Schönbrunn Palace.

#### Day 12: Depart for home



*In Berlin, Germany #berlin #germany #ef #eftours #neverstopexploring*

– NICK, TRAVELER



Via Instagram

*This trip was amazing!! Not many people get to go to Eastern Europe, and it was such a great experience. We loved our tour guide and I really felt like i bonded with my classmates. Would recommend this trip to everyone!*

– MARY, STUDENT



Via Facebook

### TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

— The easiest ways to —  
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Cambridge, MA 02141

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.*

—CHARLOTTE, PARENT OF TRAVELER



Tour review

## THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- We always offer the lowest prices so more students can travel.
- We're fully accredited, just like your school, so you can earn credit while on tour.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



Education First



EDUCATIONAL  
TOURS

# International Travel Program Proposal

Southington High School / Karen Cavanaugh



**Berlin, Prague, Krakow & Budapest – Spring 2025**

[eftours.com/BKP](http://eftours.com/BKP)

# Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

## What's contained in this document

- Pg. 2 Safety**
- Pg. 4 Liability protection**
- Pg. 6 Affordability**
- Pg. 7 Educational value**
- Pg. 8 Itinerary specifics**
- Pg. 8 Cost and payment options**
- Pg. 9 Sample hotels**
- Pg. 10 Sample meals**
- Pg. 11 Next steps**

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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# Safety

**Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.**

**\*For specific information on EF's response to COVID-19, visit [eftours.com/covid](https://www.eftours.com/covid)**

## **Worldwide presence**

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

## **24/7 emergency support**

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

## Your team

This group is fully committed to your school's trip and the safety of every traveler.

**Operations Safety & Incident Response Team** – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

**Emergency Services & Support Team** – Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

**Tour Director** – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

**EF Travel Team** – This team is your point of contact at EF. This team is a dynamic duo, made up of a Tour Consultant and an Experience Specialist. Your Tour Consultant is an itinerary whiz & is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to creating long-term travel programs for your school community. Your Experience Specialist is here to dive into all the little details that make your experience with EF special. They will work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

**Traveler Support** – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

**Chaperones** – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe

# Protection for travelers, schools, and districts

**We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.**

## **General liability insurance**

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

## **Flexibility to change tours**

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

### ***Peace of Mind***

#### ***Provided to all groups***

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

## **Protection for individual travelers**

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

### ***Global Travel Protection Plan***

*Available to all travelers*

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

### ***Global Travel Protection Plan Plus***

*Available to all travelers*

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

## **Background checks for adult travelers**

EF requires all adults (20 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

# Affordability

**We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.**

**Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.**

## **Resources for managing cost and payments**

***Automatic Payment Plan*** – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

***Fundraising pages*** – Each student has access to their own unique and customizable fundraising page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

***Global Citizen Scholarship Fund*** – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

***Risk-free enrollment period*** - New travelers who enroll by their Early Enrollment Discount Deadline can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

# Educational value

**Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:**

- **Expand their knowledge of the world around them**
- **Grow more confident and independent**
- **Understand new people, places, and cultures**
- **Discover more about themselves**

**To learn more about EF's educational philosophy, visit <https://www.ef-tours.com/our-story/educational-approach>**

## **EF is an accredited institution**

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



## **Earning credit for new experiences**

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$360/\$720) through Southern New Hampshire University.

# Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

## Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

**Full flexible travel window:** April 9 - 20, 2025

**Requested travel dates:** April 10-19, 2025

Program Price <sup>1</sup> \$3,559

Includes:

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Quote created on 2/6/2024

<sup>1</sup> Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at [eftours.com/baggage](http://eftours.com/baggage). All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions, visit [eftours.com/bc](http://eftours.com/bc). Some countries may require aircraft insecticide treatment for in-bound foreign flights. Such countries can be found at [eftours.com/insecticide](http://eftours.com/insecticide).

Global Travel Protection Plus Plan \$590

Early Enrollment Discount -\$200

EF's Peace of Mind Program <sup>\*</sup> Free

<sup>2</sup> Adult supplement required for travelers age 20 and older at the time of travel.

**Total for Students (under 20) \$3,949**

14 monthly payments \$276/mo

<sup>\*</sup> We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Adult Supplement <sup>2</sup> \$820

**Total for Adults \$4,769**

*Itinerary shown is for 2025 travel. Itineraries are subject to change biannually, please call for more details*

# Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

## **MEININGER Hotel Berlin Airport | Berlin**

<https://www.meininger-hotels.com/en/hotels/berlin/hotel-berlin-airport/>

Located directly next to Brandenburg Airport, this MEININGER Hotel first catches the eye with its brightly colored exterior and modern (and also bright) interior. Guests may enjoy free Wi-Fi available throughout the hotel, a spacious outdoor terrace, and 24-hour reception.

## **Amedia Express Praha | Prague**

<https://amediahotels.com/tschechien/prag>

The Amedia Express's modern and comfortable rooms put guests right in the center of Prague's Chodov neighborhood. It's conveniently located near a shopping center with all kinds of stores and restaurants. The hotel also offers a lounge and coffee shop.

## **Budapest Verdi Grand Hotel | Budapest**

<https://www.verdigrandhotel.com>

The Verdi Grand Hotel is located in the up-and-coming District 9 of Budapest, surrounded by parks, museums, and Hungarian eateries. Take a short 15-minute walk to the Danube, or walk across the street and hop on a train to downtown Budapest for greater exploration. Those looking to stay in for the night can relax in sleekly designed rooms equipped with Wi-Fi and TVs.

## **Novotel Krakow Centrum | Krakow**

<https://all.accor.com/hotel/3372/index.en.shtml>

Located just off the Vistula River and just a 15-minute walk to the city, the Novotel Kraków Centrum Hotel is ideally located to show guests all that Kraków has to offer. Take a stroll along the river path, pop into local stores and restaurants, or take the tram into downtown. A comfy bed and Wi-Fi await explorers at the end of the day's adventure.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**Informational Only** \_\_\_\_\_ **Board Meeting Date** February 22, 2024  
**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 25, 2024 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*



# 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: Applications of Algebraic Concepts

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

Applications of Algebraic Concepts is a course designed for students who have successfully completed Algebra I and Geometry and would benefit from the reinforcement of those skills before embarking on a comprehensive study of higher-level algebraic concepts. The course will introduce each of the main function families (linear, exponential, quadratic, polynomial) through graphing and quickly progress to applications of these functions and methods of solving beyond the limitations of the coordinate plane. This is a strongly recommended course for every student who does not enroll in a full-year Algebra II.

The intention is for this ½ year course to support our students in their work in the College & Career Pathways. As the full-year Algebra II course is not a graduation requirement, and not a necessary component of every child's educational plan, this "Concepts" course would introduce the priority standards of the Common Core Curriculum in preparation for SAT while allowing a mathematical trajectory that's more appropriate for students who are not college bound.

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

The rationale for the design of this course is to continually provide mathematics instruction for all students at an appropriate level of challenge in addition to what would best support their future endeavors. The idea for this course stemmed from two different pathways:

- Current practice places students who have completed Geometry into an Algebra II course although they may not be college-bound and these abstract, challenging concepts are not necessary for their trajectory beyond SHS.
- There are a number of students who struggle to meet success in Algebra II due to the intense nature of the mathematics. This course would allow them to learn the essential material in greater depth as the topics are limited and planned with an intense focus.

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

The course is designed for students who have completed the requirements of Algebra I and Geometry. (This is typically students entering grades 10 and 11.)

The course would be offered at an Academic level in the Program of Studies.

## PROPOSED COURSE/PROGRAM CHANGE FORM

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

To evaluate the success of the course we would monitor three different data sources:

1. Requests for enrollment during the Course Recommendation process
2. SAT Data of students who have completed the course
3. Assessment/progress monitoring data of students enrolled and observations of lessons

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

Adding this course to the current Program of Studies would have no associated costs. The curriculum to be taught is a subset of our current Algebra II curriculum and would be written by SHS Math teachers who have experience with the course material and are potentially teaching the course in the 24-25 school year. Materials to support instruction would be adapted from Illustrative Mathematics (our current open-source curriculum being implemented) and other skill-based platforms.

	YEAR		
	I	II	III
<b>Staff</b>	\$ 0	\$	\$
<b>Textbooks</b>	\$ 0	\$	\$
<b>Materials</b>	\$ 0	\$	\$
<b>Other</b>	\$ 0	\$	\$
<b>TOTAL</b>	\$ 0	\$	\$

**Comments:** \_\_\_\_\_

**Principal:**            Approved                             Denied

\_\_\_\_\_  
**Signature**



# 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: Mathematics for Technology, Design, and Innovation

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

This course includes instruction of mathematics as it directly relates to the introduction of design, engineering, manufacturing, and innovation. Instruction will strengthen mathematical skills and highlight the latest technology and tools while connecting math concepts to relevant machine applications, using industry-specific examples, realistic illustrations, and actual machine functions. Simple-to-complex problems and examples progress from general mathematics to trigonometry and solid geometry while demonstrating math at work in design, machine trades, and manufacturing.

If this course is successful in its first few years of running, there is potential to expand the offering to a 2-credit course, joint enrollment/co-taught with the Technology Education department.

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

The rationale for the design of this course is to continually provide mathematics instruction for all students at an appropriate level of challenge in addition to what would best support their future endeavors. Many of the students at our school are actively seeking employment in a trade or enrollment in a trade school after graduation and currently have no math courses that support that pathway. Additionally, our Program of Studies states that we encourage students to take 4 years of math before graduation. Currently, there are limited opportunities for students to do this unless they are working towards enrollment in a 2 or 4-year university. The Mathematics for Technology course will deepen students' understanding of foundational math skills and challenge them to regularly apply these skills to performance and design tasks relevant to a trade/career of interest.

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

The course is designed for students who have completed the requirements of Algebra I and Geometry. (This is typically students entering grades 10 and 11.)

The course would be offered as a College Level Course (CLC) in the Program of Studies as we are seeking dual enrollment opportunities for students in conjunction with the Connecticut River Academy at Goodwin University. It will run as a one semester, .5 credit course.

## PROPOSED COURSE/PROGRAM CHANGE FORM

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

To evaluate the success of the course we would monitor three different data sources:

1. Requests for enrollment during the Course Recommendation process
2. Assessment/progress monitoring data of students enrolled and observations of lessons
3. Post-secondary planning of students who enrolled in the course

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

Adding this course to our program of studies will have no impact on our required FTEs for the coming school year. The curriculum is supplemented through two textbooks that will need to be purchased for student use:

- *Math for Machinists*, 2019 Edition by Huth; The Goodheart-Wilcox Company, Inc.; ISBN: 9781635632187 (\$84.48)
- *Mathematics for Machine Technology*, Seventh Edition by John C. Peterson and Robert D. Smith; Cengage Learning; ISBN: 9781133281450 (\$99)

	YEAR		
	I	II	III
<b>Staff</b>	\$ 0	\$	\$
<b>Textbooks</b>	\$ 183.47	\$	\$
<b>Materials</b>	\$ 0	\$	\$
<b>Other</b>	\$ 0	\$	\$
<b>TOTAL</b>	\$ 183.47	\$	\$

**Comments:** Will be purchased with existing SHS Math Supply line.

**Principal:**

Approved



Denied



**Signature**





**Understanding by Design**  
**Grade: 6 Unit: Child Development Date: 2023**

**Stage 1 – Desired Results**

**Established Goal(s):**

4.0 Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education and services.

- 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
  - 4.2.5 Analyze strategies that promote children’s growth and development.

**Unit Summary (14-15 classes):**

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.

**Transfer Goals:**

**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).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Collaboration Transdisciplinary Goal:**

Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

**Communication Transdisciplinary Goal:**

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

**Understanding(s):**

**Students will understand that...**

- There is a range of normal development in children.
- One of the most important tasks of a caregiver is keeping children safe.

**Essential Question(s):**

- Why is it useful to know what children at various stages are capable of doing?
- How can I apply what I learned in the future?

**Knowledge:**

**Students will know...**

- stages of child development
- qualities of a safe environment
- developmentally appropriate games, books and activities

**Skills:**

**Students will be able to...**

- identify the stages of child development
- create a safe environment when working with children
- create developmentally appropriate games and activities

**Content Vocabulary:**

- developmental
- infant
- toddler
- preschooler
- caregiver

## Stage 2 – Assessment Evidence

### **Performance Task(s):**

**Goal:** Imagine that you work for a game developer. Your task is to design a simple board game for young children.

**Role:** Game Designer

**Audience:** Parents purchasing games.

**Situation:** You've been asked to design a game for young children.

**Product Performance & Purpose:** You will design a simple board game for young children.

The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

**Standards & Criteria for Success:** Your product must meet the following standards:

- game teaches skills appropriate for recommended ages
- planning a developmentally appropriate game
- game is safe for recommended ages

### **Differentiated Version of Task:**

- Recreate an existing game

### **Rubric Criteria:**

- Contributed to the group in a positive manner
- Identified age-appropriate topics & skills
- Created clear easy to understand directions
- Created eye catching & colorful visuals

### **Other Evidence:**

- Observations: during lessons & discussions
- “Do Nows” & “Exit” cards
- Analysis of caregiving scenarios and environments.
- Toy recall assessment

### **Student Self-Assessments:**

- K-W-L
- Rubric for performance task

## Stage 3 – Learning Plan

### Learning Activities:

- K-W-L (literacy)
- Post & discuss learning targets at the beginning of the unit
- Discuss culminating performance task
- Review scoring rubric (literacy & numeracy)
  - [Game Project Rubric](#)
- Identify situations beyond the classroom where this knowledge and skills can be applied
- Incorporate student experiences
- Ages and stages of development (literacy)
  - [Ages and Stages Chart](#)
- Qualities of a safe environment
  - [Safety and Health Concerns](#)
- Analyze care giving scenarios
- Age appropriate games, books and activities
  - [Toy Recall Activity](#)
  - [Age Appropriate Games, Books and Activities Chart](#)
  - [Babysitting Bag](#)
- Nutritious and age appropriate foods
- Use modified projects that have same outcome
- Reflection of learned skills (K-W-L) (literacy)

### LEARNING TARGETS:

#### 1 will learn...

- the stages of child development.
- qualities of a safe environment.
- developmentally appropriate games, books & activities.

### TECHNOLOGY RESOURCES:

Online research opportunities

**Understanding by Design**  
**Grade: 6 Unit: Textiles Date: 2023**

**Stage 1 – Desired Results**

**Established Goal(s):**

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
  - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

**Unit Summary (14-15 classes):**

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.

**Transfer Goals:**

**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).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Communication Transdisciplinary Goal:**

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

**Understanding(s):**

**Students will understand that...**

- The quality of the end product depends not only on the materials, but also on the quality of the construction.
- Safety is necessary.

**Essential Question(s):**

- What is the value of knowing how to sew?
- What does quality work look like?
- How do safety rules protect everybody?
- How can I apply what I learned in the future?

**Knowledge:**

**Students will know...**

- how to perform basic hand sewing skills
- the different stitches and when to use each one
- how to follow visual, verbal & written instructions
- safety hazards that should be avoided

**Content Vocabulary:**

- seam allowance
- running stitch, overcast
- parallel, perpendicular

**Skills:**

**Students will be able to...**

- thread a needle, knot the end & fasten off after sewing
- use basic sewing equipment safely
- sew the running stitch & the overcast stitch
- construct a project using hand sewing techniques

## Stage 2 – Assessment Evidence

### Performance Task(s):

#### **Build-A-Project:**

**Goal:** Your goal is to construct a textile project.

**Role:** You are an assistant at a tailor shop.

**Audience:** The audience is shop clients.

**Situation:** You have been asked to construct a project for a client.

**Product Performance & Purpose:** You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

**Standards & Criteria for Success:** Your product must meet the following standards:

- Stitches must be proper distance from each other, seam allowance must be accurate
- Any extra parts must be securely attached
- No holes to allow stuffing to come out
- Equipment must be used properly & safely

#### **Differentiated Version of Task:**

- Practicing stitches on paper with lines to determine distances
- Completing a pre-cut project with pre-punched holes

#### **Rubric Criteria:**

- Cutting must be accurate to have a quality finished product
- Stitches must be neat, even & proper distance
- No holes
- Ability to follow directions
- Ability to work in a safe manner
- Ability to use time management skills to complete a project
- Overall neatness

### Other Evidence:

- Prompts: What would happen if...?
- Prompts: Describe injuries that could occur as a result of careless sewing and explain how they can be avoided
- Student work samples: complete various stitches
- Observations: during lessons, discussions & labs

### Student Self-Assessments:

- Self assess sewing samples
- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)
- Rubric for performance task

## Stage 3 – Learning Plan

### Learning Activities:

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- What would happen if...?
- Present culminating performance task & review scoring rubric (literacy & numeracy)
  - [Sewing Project Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Incorporate student experiences into ongoing activities
- Brainstorm safety concerns in the sewing lab
- Identify & discuss tools of the trade
- Visual, verbal & written instructions of various stitches (literacy & numeracy)
- Practice various stitches and estimate lengths of stitches (numeracy)
- Have students experience hands-on activities to explore the stitches (numeracy)
- Use modified projects that have same outcomes
- Self assess progress
- Revise/correct stitches that need improvement
- Read sewing project instructions step-by-step (literacy)
  - [Emoji project directions](#)
- Allow student choices to make project unique
- Teach project in small steps and develop routine
- How could you improve your project?
- What are you most proud of? Why?
- Have additional products available for fast learners
- Reflection of learned skills (literacy)

### LEARNING TARGETS:

#### I will learn...

- the safe and proper use of tools/equipment.
- how to perform basic hand sewing skills.
- how to follow visual, verbal and written instructions.
- that the quality of the end product depends not only on the materials, but also on the quality of the construction.

# Understanding by Design

Grade: 6 Unit: Food Prep. Basics & Intro to Nutrition

Date: 2023

## Stage 1 – Desired Results

### Established Goal(s):

8.2 - *Demonstrate food safety and sanitation procedures.*

8.2.5 - Practice standard personal hygiene and wellness procedures.

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.3 - *Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.*

8.5 - *Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.*

8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

13.3 - *Demonstrate communication skills that contribute to positive relationships.*

13.3.2 - Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication

### Unit Summary: (30 days)

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.

### Transfer Goals:

- **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).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, preserving and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

- Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

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

**Understanding:**

Students will understand.....

- the different parts of a table setting.
- proper table etiquette and its significance in social settings.
- the proper use of kitchen equipment to stay safe and prevent kitchen accidents.
- the proper sanitation procedures to prevent cross-contamination and foodborne illness.
- food preparation terms, techniques and equipment.
- identify what a recipe is and what are the different parts of a recipe.
- proper measuring skills related to large and small amounts of dry, solid and liquid ingredients.
- the purpose of the U.S.D.A.'s MyPlate

**Knowledge:**

Students will know.....

- how to set a table.
- how to follow proper table/eating etiquette in social settings.
- food safety and sanitation procedures
- kitchen safety and sanitation procedures
- how to read and successfully complete a recipe.
- how to properly and safely use different pieces of kitchen equipment.
- what makes a well-balanced meal to keep the human body function properly in relation to MyPlate.

**Content Vocabulary:**

- Etiquette
- Table Manners
- Table setting
- Silverware/Flatware
- Dinnerware/Glassware
- Napkin
- Sanitary
- Safety
- Cross Contamination
- Foodborne Illness
- Flammable
- Lacerations
- Perishable
- Recipe
- Abbreviations
- Varying kitchen equipment and tools

**Essential Question(s):**

- What is the importance of having proper table etiquette?
- What do I need to do to set the table?
- How can we be safe in the kitchen and prevent accidents?
- How can we be sanitary in the kitchen and prevent cross-contamination and foodborne illness?
- What are some commonly used techniques and terms used to prepare different types of foods?
- What are commonly used pieces of kitchen equipment?
- How do I safely use different types of kitchen equipment?
- Why do I need to eat foods from different food groups (from MyPlate) to create well balanced meals?

**Skills:**

Students will be able to.....

- demonstrate the proper way to set a table.
- demonstrate understanding of table etiquette while sharing a meal with others.
- identify/recognize food safety and sanitation procedures.
- demonstrate safety and sanitation skills when working in the kitchen.
- utilize kitchen equipment properly and safely to prepare a variety of foods.
- prepare a variety of foods representative of the MyPlate food groups.
- describe and discuss the importance of MyPlate in terms of healthy living.

- Varying kitchen equipment terms
- MyPlate food groups
- Varying measuring units (teaspoon, tablespoon, cups, ounces, etc.)
- Vitamin
- Mineral
- Nutrition

## Stage 2 – Assessment Evidence

### Performance Task(s):

#### Placemat

- **Goal:** To create a placemat representative of the “everyday” table setting.
- **Role:** Self
- **Audience:** Facilitator (teacher) and peers.
- **Situation:** You have been asked to design a placemat that follows a specific theme that represents the “Everyday” table setting.
- **Product Performance & Purpose:** You will design and create a placemat using a specific theme that represents the “everyday” table setting. You will have the opportunity to exhibit your design.

#### Food Labs

- **Goal:** Prepare food in a lab setting with partners/groups
- **Role:** Kitchen Staff (varying jobs & responsibilities)
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.
- **Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

### Differentiated Version of Task:

- Manipulatives
- Precut components of an “everyday” table setting
- Recipe, equipment and kitchen modifications as needed.

### Rubric Criteria:

#### Visual representation of “everyday” place setting

- Organized/neat

### Other Evidence:

- Class/group/individual activities and discussions
- Future foods lab experiences (eating a food together)
- Teacher rubric
- Exit Card
- Class review activities and discussions to review how to read a recipe, measure ingredients, parts of a recipe, kitchen equipment and cooking techniques, safety and sanitation, etc.

### Student Self-Assessments:

- Class discussions/activities.
- Students will self-assess (using a rubric) their project prior to completion and handing it in.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.
- Class discussions/activities.
- Students self-assess using food lab rubric.
- Reflections (group and whole class) of improvement will be discussed orally after each food lab.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.
- Performance task rubric.

- Labeled
- Representative of theme
- Proper placement of “everyday” table setting

### **Food Labs**

- Teamwork
- Proper safety and sanitation
- Following a recipe
- Proper measuring techniques
- Time management
- Problem solving

## Stage 3 – Learning Plan

### **Learning Targets:**

I will learn...

- how to set the table.
- about positive social interactions, table manners and etiquette.
- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- the U.S.D.A’s (United States Department of Agriculture) MyPlate symbolizes a personalized approach to make healthy food choices and to be physically active daily.
- individuals should use available information to make healthy food choices.
- basic kitchen terminology and techniques.
- varying kitchen tools and equipment with their use.

### **Learning Activities:**

1. Begin with defining what table manners and dining etiquette means. Review the different ways to set a table - formal setting vs. everyday setting.
  - a. JAD - [Table Manners Presentation](#)
2. Create a placemat to help them remember the everyday table setting
  - a. JAD/JFK - [Placemat Project](#) & [Rubric](#)
3. Watch a video
  - a. JAD - Table Manner Murders (DVD or Youtube)
4. Define key words related to food and kitchen safety and sanitation.
  - a. JAD - [Notes/Presentation](#)
5. Various learning activities and performance tasks to introduce key vocabulary, ideas and themes.
 

Students read and discuss relevant selections from handouts to support learning activities and tasks.

  - a. JAD - [Article Connection](#)





# Middle School Family & Consumer Science Curriculum Proposal



# 6th Grade Units

- Textiles
- Child Development
- Food Preparation Basics & Introduction to Nutrition

# Grade 6: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



## Performance task:

**Goal:** Your goal is to construct a textile project.

**Role:** You are an assistant at a tailor shop.

**Audience:** The audience is shop clients.

**Situation:** You have been asked to construct a project for a client.

**Product Performance & Purpose:** You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

# Grade 6: Child Development Unit

## Summary of unit:

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.



## Performance task:

**Goal:** Imagine that you work for a game developer. Your task is to design a simple board game for young children.

**Role:** Game Designer

**Audience:** Parents purchasing games.

**Situation:** You've been asked to design a game for young children.

**Product Performance & Purpose:** You will design a simple board game for young children. The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

# Grade 6: Food Preparation Basics & Introduction to Nutrition Unit

## Summary of unit:

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.



## Performance task:

### Placemat

**Goal:** To create a placemat representative of the "everyday" table setting.

**Role:** Self

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to design a placemat that follows a specific theme that represents the "Everyday" table setting.

**Product Performance & Purpose:** You will design and create a placemat using a specific theme that represents the "everyday" table setting. You will have the opportunity to exhibit your design.

### Food Labs

**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

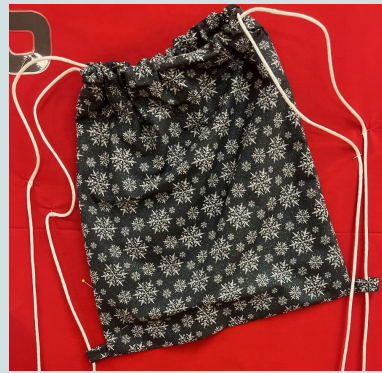
# 7th Grade Units

- Textiles
- Interior Design
- Food Preparation Fundamentals & Staple Foods Around the World
- Foods Around the World

# Grade 7: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



## Performance task:

**Goal:** Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

**Role:** You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

**Audience:** The audience is your friend.

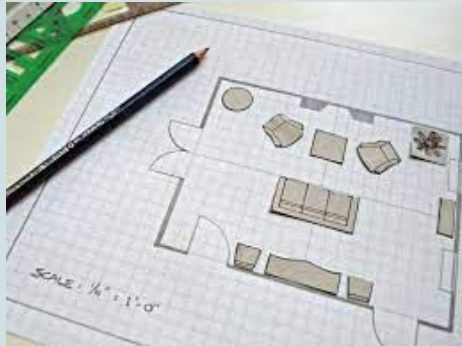
**Situation:** You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.

# Grade 7: Interior Design Unit

## Summary of unit:

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.



## Performance task:

**Goal:** Your goal is to design a family living space for a client.

**Role:** You are an interior designer.

**Audience:** The client.

**Situation:** The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

**Product Performance & Purpose:** This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

# Grade 7: Food Prep Fundamentals & Staple Foods Around the World Unit

## Summary of unit:

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

## Performance task:

### Food Labs

**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

### Foodborne Illness Project

**Goal:** To research a foodborne illness and create a visual presentation

**Role:** Student

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)

**Product Performance & Purpose:** You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.



# Grade 7: Foods Around the World Unit

## Summary of unit:

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to better understand the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.



## Performance task:

**Goal:** To create a visual representation of a chosen unfamiliar country.

**Role:** Researcher/Tourist

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual that is representative of the unfamiliar chosen researched country.

**Product Performance & Purpose:** You will complete a research project that includes information about your chosen country. Then create a visual representation that you will exhibit for your peers.

# 8th Grade Units

- Textiles
- Independent Living
- Food Preparation Review & Understanding Ingredients
- Food/Meal Planning

# Grade 8: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will have the opportunity to create a design to be printed on fabric.



## Performance task:

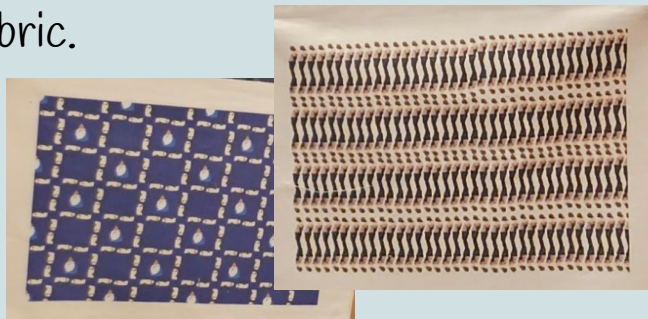
**Goal:** Your goal is to construct a project. You need to sew the project using the proper seam allowance.

**Role:** You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

**Audience:** Family and friends are your audience.

**Situation:** You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.



# Grade 8: Independent Living Unit

## Summary of unit:

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.



## Performance task:



**Goal:** Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

**Role:** You are an adult in the 21st century workforce.

**Audience:** The facilitator.

**Situation:** You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

**Product Performance & Purpose:** You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

# Grade 8: Food Preparation Review & Understanding Ingredients Unit

## Summary of unit:

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and food labs.

## Performance task:

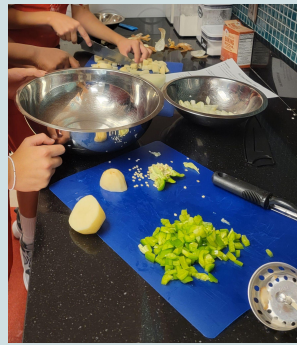
**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.



# Grade 8: Food/Meal Planning Unit

## Summary of unit:

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning and shopping for food. They will use this information to complete a budgeting project.



**Shopping List**

<b>Ingredient name</b> (comes from your recipe from part 1)	<b>Amount needed from recipe</b> (don't forget to include the unit. Ex. slices, pounces, cups, etc)	<b># of packages/containers needed based on the recipe</b> (hint: look at the food packaging)	<b>Cost of 1 package/container of ingredient</b>	<b>Total cost</b> (# of packages needed X cost of 1 package)
Bread	12 slices	1 package	\$1.74	\$1.74
Smucker's Fruit Spread	4 tablespoons	1 container	\$4.14	\$4.14
Instant Noodles	4 packages	4 packages	\$0.48	\$1.92
Lemonade	32 fluid ounces	1 container	\$2.72	\$2.72
American Cheese	4 slices	1 package	\$4.28	\$4.28
Apples	4 apples	4 apples	\$1.27	\$5.08

## Performance task:

**Goal:** Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.

**Role:** Meal/food planner and shopper

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to plan for a shop for a specific food/meal within a specific budget.

**Product Performance & Purpose:** You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.



# Understanding by Design

## Grade: 7 Unit: Interior Design Date: 2023

### Stage 1 – Desired Results

#### Established Goal(s):

- 11.0 Integrate knowledge, skills, and practices required for careers in housing and interior design.
- 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.
- 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.
- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.

#### Unit Summary (14-15 classes):

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.

#### Transfer Goals:

##### 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).

##### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

##### Communication Transdisciplinary Goal:

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

#### Understanding(s):

##### Students will understand that...

- Effective problem solvers work to understand the problem before attempting to solve it.
- Interiors can vary in design and still meet the needs of the inhabitant.

#### Essential Question(s):

- What does a functional room look like?
- How can I apply what I learned in the future?

#### Knowledge:

##### Students will know...

- the various elements of design
- the various styles of furnishings
- how to create a floor plan
- requirements necessary for a functional room
- how to research options for various client needs

#### Content Vocabulary:

- functional
- traffic pattern, clearance
- interior design style: modern, traditional, etc.
- the elements of design and their impact on a space: ex. line, shape, color, texture, etc.
- proportional vs. "to scale"

#### Skills:

##### Students will be able to...

- design a functional room
- apply knowledge of interior design to create a room for a client

### Stage 2 – Assessment Evidence

**Performance Task(s):**

**Goal:** Your goal is to design a family living space for a client.

**Role:** You are an interior designer.

**Audience:** The client.

**Situation:** The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

**Product Performance & Purpose:** This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

**Differentiated Version of Task:**

- Tasks are differentiated based on IEP requirements.
- Creating visuals on paper instead of the computer

**Rubric Criteria:**

- Appropriate number of furnishing examples
- A functional floor plan
- Meets the needs of the client
- Ability to use time management skills to complete a project
- Remaining within budget

**Other Evidence:**

- Observations: during lessons & discussions
- "Do Nows" & "Exit" cards
- Analysis of various styles of furnishings
- Practice floor plans
- Design boards

**Student Self-Assessments:**

- Reflection & modification through design process
- Rubric for performance task

**Stage 3 – Learning Plan****Learning Activities:**

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Discuss culminating performance task
- Review scoring rubric (literacy & numeracy)
  - [Client Living Room Project Rubric](#)
- Identify situations beyond the classroom where this knowledge and skills can be applied
- Incorporate student experiences
- Discuss terminology
- Presentation: design styles
  - [Design Styles Slideshow](#)
  - [Design Style Activity](#)
  - [Interior Design Style Research](#)
- Needs vs. wants (discussion)
- Practice a variety of floor plans
  - [Floor Plan Activity](#)
- Research ways to meet various client needs
  - [Mood Board Activity](#)
- Room design project
  - [Client Living Room Project](#)
- Use modified projects that have same outcome
- Reflection of learned skills (K-W-L) (literacy)

**LEARNING TARGETS:**

**I will learn...**

- various interior design terminology.
- various styles of furnishings.
- the requirements necessary for a functional room.
- how to create a floor plan.

**TECHNOLOGY RESOURCES:**

Students use the Internet to research information & use online programs to plan rooms/create storyboards.

## Understanding by Design Grade: 7 Unit: Textiles Date: 2023

### Stage 1 – Desired Results

**Established Goal(s):**

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
  - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

**Unit Summary (14-15 classes):**

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.

**Transfer Goals:****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).

**Creativity/Innovation Transdisciplinary Goal:**

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

**Communication Transdisciplinary Goal:**

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

**Understanding(s):****Students will understand that...**

- Machines greatly affect how people work.
- The quality of the end product depends not only on the materials, but also on the quality of the construction.
- Safety is necessary.

**Essential Question(s):**

- What is the value of knowing how to sew?
- What does quality work look like?
- How can I apply what I learned in the future?
- How do safety rules protect everyone?

**Knowledge:****Students will know...**

- the various parts of the sewing machine
- how to operate the sewing machine safely
- how to follow visual, verbal & written instructions

**Content Vocabulary:**

- seam allowance
- backstitch
- face & back of fabric
- pivoting

**Skills:****Students will be able to...**

- identify the various parts of the sewing machine
- practice safe use of the sewing machine
- thread and operate the machine properly
- construct a project using machine sewing techniques

**Stage 2 – Assessment Evidence**

**Performance Task(s):****Machine Sewing:**

**Goal:** Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

**Role:** You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

**Audience:** The audience is your friend.

**Situation:** You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.

**Standards & Criteria for Success:** Your product must meet the following standards:

- Stitches must be proper distance from the edge, seam allowance must be accurate
- All parts must be securely attached
- No holes

**Differentiated Version of Task:**

- Completing the same project by hand rather than by machine
- Completing a different project that is less/more complex

**Rubric Criteria:**

- Cutting must be accurate to have a quality finished product
- Stitches must be proper seam allowance
- No holes
- Ability to follow directions
- Ability to work in a safe manner
- Ability to use time management skills to complete project
- Overall neatness

**Other Evidence:**

- Prompts: describe injuries that could occur as a result of careless sewing and explain how they can be avoided
- Student work samples: follow various lines on paper by machine (without thread)
- Student work samples: sewing skills on fabric by machine (with thread)
- Observations: during lessons, discussions & labs

**Student Self-Assessments:**

- Self assess sewing samples
- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)
- Rubric for performance task

**Learning Activities:**

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Present culminating performance task
- Review scoring rubric (literacy & numeracy)
  - [Sewing Project Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Incorporate student experiences into ongoing activities
- Brainstorm safety concerns in the sewing lab
- Identify & discuss tools of the trade
- Identify & discuss sewing machine parts
- Visual, verbal & written instructions of threading the machine (literacy & numeracy)
- Demonstrate following various lines with the machine
- Have students experience hands-on activities to explore the sewing machine (literacy & numeracy)
- Use modified projects that have same outcomes
- Self assess progress
- Revise/correct stitches that need improvement
- Read sewing project instructions step-by-step (literacy)
  - [Starfish project directions](#)
  - [Drawstring Bag Project Directions](#)
- Teach projects in small steps and develop a routine
- How could you improve your project?
- What are you most proud of? Why?
- Have additional products available for fast learners
- Reflection of learned skills (literacy)

**LEARNING TARGETS:****I will learn...**

- the safe and proper use of tools/equipment.
- how to perform basic hand sewing skills.
- how to perform basic machine sewing skills.
- how to follow visual, verbal and written instructions.
- that the quality of the end product depends not only on the materials, but also on the quality of the construction.

# Understanding by Design

**Unit:** Food Prep. Fundamentals and Staple Food Around the World

Date: 2023    Grade: 7<sup>th</sup>

## Stage 1 – Desired Results

### Established Goal(s):

8.2 - *Demonstrate food safety and sanitation procedures.*

8.2.5 - Practice standard personal hygiene and wellness procedures.

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.3 - *Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.*

8.5 - *Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.*

8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

### Unit Summary: (20-22 days)

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

### Transfer Goals:

- **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).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

- Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

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

### Understanding(s):

Students will understand that.....

- foodborne illness can be prevented following proper safety and sanitation procedures.
- proper measuring techniques
- what a complete recipe is and how to read it using abbreviations and equivalents
- similarities and differences of food customs of the United States and other countries.
- food preparation terms, techniques and equipment of other countries.
- staple foods are prepared in different way around the world

### Essential Question(s):

- What factors lead to food borne illness?
- How can illness and disease be prevented?
- What techniques, skills and procedures are required to successfully complete a recipe to ensure the correct outcome?
- How can we read a recipe?
- What are staple foods and how are they important to a healthy diet?
- How does food preparation vary around the world?

**Knowledge:**

Students will know.....

- importance of foodborne illness prevention.
- health and safety measures to utilize when working in the kitchen.
- how to prepare a variety of foods.
- health and safety measures to utilize when working in the kitchen.
- causes, symptoms and prevention of varying foodborne illnesses.
- food preparation terms, techniques and equipment.
- how to prepare a variety of foods.

**Content Vocabulary:**

- Foodborne Illness
- Hygiene
- Cross-contamination
- Temperature Control
- Sanitize
- Biological, Chemical, Physical Hazards
- Varying recipe abbreviations
- Varying recipe equivalents
- Varying kitchen equipment and tools
- Varying kitchen equipment terms

**Skills:**

Students will be able to.....

- identify and demonstrate the procedures necessary to avoid the spread of foodborne illness.
- demonstrate safety and sanitation skills when working in the kitchen.
- utilize kitchen equipment properly to prepare a variety of foods representative of staple foods around the world..
- identify varying pieces of kitchen equipment and utensils.

Stage 2 – Assessment Evidence

**Performance Task(s):****Foodborne Illness Project**

- **Goal:** To research a foodborne illness and create a visual presentation
- **Role:** Student
- **Audience:** Facilitator (teacher) and peers.
- **Situation:** You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)
- **Product Performance & Purpose:** You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.

**Food Labs**

- **Goal:** Prepare food in a lab setting with partners/groups
- **Role:** Kitchen Staff (varying jobs & responsibilities)
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.
- **Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

**Other Evidence:**

- Prompts: What are the symptoms and prevention of different food borne illnesses?
- Class Research Activities and poster completion
- Prompts: What do we need to know to complete labs successfully?
- Class review Activities - games, worksheets
- Teacher rubric

**Student Self-Assessments:**

- Students self-grade using project rubric
- Students self-assess using food lab rubric.
- Reflections (group and whole class) of improvement will be discussed orally after each food lab.
- Class discussions/activities.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.

**Differentiated Version of Task:****Foodborne Illness Project**

- Guided research
- Individual/Team work

**Food Labs**

- Recipe, equipment and kitchen modifications as needed.

**Rubric Criteria:****Foodborne Illness Project**

- Identify and describe foodborne illness
  - Prevention
  - Cause
  - Symptoms
- Visual representation
  - Neat/organized
- Credible sources

**Food Labs**

- Teamwork
- Proper safety and sanitation
- Following a recipe
- Proper measuring techniques
- Time management
- Problem solving

**Stage 3 – Learning Plan****Learning Targets:**

I will learn...

- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- about foodborne illnesses.
- basic kitchen terminology and techniques appropriately.
- varying kitchen tools and equipment with their use.
- about food preparation terms, techniques and equipment of other terms.
- about what a staple food is and how it is used in different parts of the world and why.

**Learning Activities:**

1. Begin unit vocabulary in relation to safety and sanitation and discuss ways to prevent illness, cross contamination and food spoilage.
  - a. JAD - [Safety & Sanitation Presentation](#)
  - b. JFK- Video: [Clean](#)
  - c. JFK- Video [Separate](#)

- d. JFK Video [Cook](#)
  - e. JFK Video [Chill](#)
  - f. JFK [Food Safety: Clean/Separate/Cook/Chill](#)
2. Review kitchen safety and sanitation scenarios to define what went wrong.
    - a. JAD - [CSI - Student Lead](#)
    - b. JAD - [CSI - Student Lead - W.S.](#)
    - c. JAD - [CSI - Teacher Lead \(Digital w/ Pics.\)](#)
    - d. JAD - [CSI - Teacher lead \(in person - classroom setup\)](#)
  3. Students are assigned a project in which they design a poster to show their foodborne illness research and findings, and participate in a class share activity.
    - a. JAD - [Foodborne Illness Into. Presentation](#)
    - b. JAD - [Foodborne Illness Project](#)
    - c. JAD - [Foodborne Illness Comparison](#)
  4. Continue to define unit vocabulary and review kitchen equipment, measuring techniques, cooking terms, and reading recipes. Students complete worksheets, activities and review games.
    - a. JAD - [Kitchen Equipment Headbands Game](#)
    - b. JAD - [Breakout Box](#)
    - c. JFK - [Kitchen Math & Measuring~Part I](#)
    - d. JFK - [Pancakes \(recipe\)](#)
  5. Review lab setup
    - a. JAD - [Lab Setup](#)
  6. Teach and discuss what staple foods are and their importance in how/what people eat around the world. Students view videos and discuss how staple foods such as rice, pasta, bread, cookies, pancakes or potatoes are prepared. Review and discuss methods and techniques for food prep.
    - a. JAD - [Rice Presentation](#)
    - b. JAD - [Pancakes Presentation](#)
    - c. JAD - [Pasta Presentation](#)
    - d. JAD - [Bread Presentation](#)
    - e. JAD - [Cookies Presentation](#)
  7. Students prepare staple food recipes.
    - a. JAD - [Recipes](#)
    - b. JFK - [Oven-Roasted Potatoes \(recipe\)](#)
    - c. JFK - [Apple Strudel\(recipe\)](#)
    - d. JFK - [Crudite \(recipe\)](#)
    - e. JFK - [Minestrone Soup \(recipe\)](#)

**Technology Resources:**

- Videos/slides on how foodborne illness and food handling

- Research online using a variety of websites
- Google Suite

## **Understanding by Design**

**Unit:** Foods Around the World      **Grade:** 7<sup>th</sup>      **Date:** 2023

Stage 1 – Desired Results

**Established Goal(s):**

14.1 *Analyze factors that influence nutrition and wellness practices across the life span.*

14.1.4 Analyze the effects of global, regional, and local events and conditions on food choices and practices

8.4 *Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.*

6.2 *Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families.*

**Unit Summary: (8-10 days)**

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to understand better the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.

**Transfer Goals:**

- **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).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Communication Transdisciplinary Goal:**

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

**Understanding(s):**

Students will understand.....

- native foods and food customs of other countries.
- similarities and differences of food customs of the United States and other countries.
- staple foods are prepared in different ways around the world

**Essential Question(s):**

- What do I need to know about the food customs and factors that influence the food of the country we are studying?
- What can I understand better about other people around me by studying and learning about varying countries around the world?

**Knowledge:**

Students will know.....

- the demographics, customs of the country and how it affects their food and cultural traditions.
- the native foods and customs of the country.
- factors that influence the food customs. introductory components of a food related business

**Content Vocabulary:**

- Staple Food
- Custom
- Eating Habits

**Skills:**

Students will be able to.....

- identify and describe the food and customs of varying countries around the world.
- create a visual presentation of their research.

**Performance Task(s):****Food From Around the World Project**

- **Goal:** To create a visual representation of a chosen unfamiliar country.
- **Role:** Researcher/Tourist
- **Audience:** Facilitator (teacher) and peers.
- **Situation:** You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual representation of the unfamiliar chosen researched country.
- **Product Performance & Purpose:** You will complete a research project that includes information about your chosen country. Then create a visual representation of your information.

**Differentiated Version of Task:**

- Guided research/activities
- Modified research/activities
- Individual/team
- Visual presentation modification

**Rubric Criteria:**

- Background information about Country
- Staples foods
- Eating Habits
- Holiday Foods/holiday celebration
- Ordinary meals/foods
- Recipe/recipe description
- Credible sources
- Visual presentation
  - Neat/organized

**Other Evidence:**

- Prompts: Examine and describe the differences between your culture and the cultures of the countries students are studying.
- Class activities and discussions
- Teacher rubric

**Student Self-Assessments:**

- Class discussions/activities.
- Students will self-assess their project prior to completion and handing it in.

## Stage 3 – Learning Plan

**Learning Targets:**

- how other countries are similar and different in food and customs to the United States.
- what holidays are celebrated and how/why they are celebrated.  
what foods are native to other countries.
- what spices/seasonings/herbs are used in other countries.
- what are food traditions of other countries

**Learning Activities:**

1. Begin with reviewing content vocabulary - staple food and custom.
2. Students research the culture, customs and foods of different countries. They will make a visual presentation and participate in a class share activity
  - a. JAD - [Food Truck Project \(multiple parts\)](#)

**Technology Resources:**

- Research online using a variety of available websites
- Google Suite



# Middle School Family & Consumer Science Curriculum Proposal



# 6th Grade Units

- Textiles
- Child Development
- Food Preparation Basics & Introduction to Nutrition

# Grade 6: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



## Performance task:

**Goal:** Your goal is to construct a textile project.

**Role:** You are an assistant at a tailor shop.

**Audience:** The audience is shop clients.

**Situation:** You have been asked to construct a project for a client.

**Product Performance & Purpose:** You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

# Grade 6: Child Development Unit

## Summary of unit:

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.



## Performance task:

**Goal:** Imagine that you work for a game developer. Your task is to design a simple board game for young children.

**Role:** Game Designer

**Audience:** Parents purchasing games.

**Situation:** You've been asked to design a game for young children.

**Product Performance & Purpose:** You will design a simple board game for young children. The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

# Grade 6: Food Preparation Basics & Introduction to Nutrition Unit

## Summary of unit:

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.



## Performance task:

### Placemat

**Goal:** To create a placemat representative of the "everyday" table setting.

**Role:** Self

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to design a placemat that follows a specific theme that represents the "Everyday" table setting.

**Product Performance & Purpose:** You will design and create a placemat using a specific theme that represents the "everyday" table setting. You will have the opportunity to exhibit your design.

### Food Labs

**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

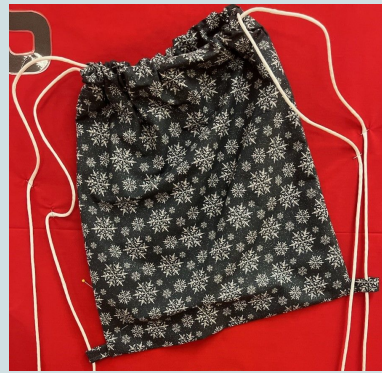
# 7th Grade Units

- Textiles
- Interior Design
- Food Preparation Fundamentals & Staple Foods Around the World
- Foods Around the World

# Grade 7: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



## Performance task:

**Goal:** Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

**Role:** You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

**Audience:** The audience is your friend.

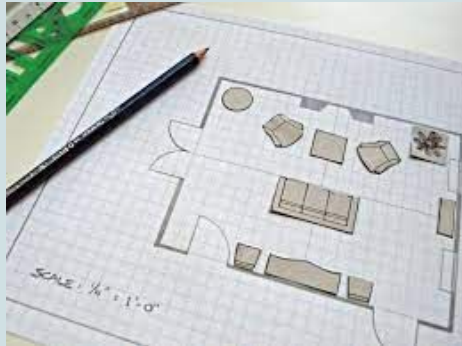
**Situation:** You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.

# Grade 7: Interior Design Unit

## Summary of unit:

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.



## Performance task:

**Goal:** Your goal is to design a family living space for a client.

**Role:** You are an interior designer.

**Audience:** The client.

**Situation:** The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

**Product Performance & Purpose:** This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

# Grade 7: Food Prep Fundamentals & Staple Foods Around the World Unit

## Summary of unit:

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

## Performance task:

### Food Labs

**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

### Foodborne Illness Project

**Goal:** To research a foodborne illness and create a visual presentation

**Role:** Student

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)

**Product Performance & Purpose:** You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.



# Grade 7: Foods Around the World Unit

## Summary of unit:

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to better understand the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.



## Performance task:

**Goal:** To create a visual representation of a chosen unfamiliar country.

**Role:** Researcher/Tourist

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual that is representative of the unfamiliar chosen researched country.

**Product Performance & Purpose:** You will complete a research project that includes information about your chosen country. Then create a visual representation that you will exhibit for your peers.

# 8th Grade Units

- Textiles
- Independent Living
- Food Preparation Review & Understanding Ingredients
- Food/Meal Planning

# Grade 8: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will have the opportunity to create a design to be printed on fabric.



## Performance task:

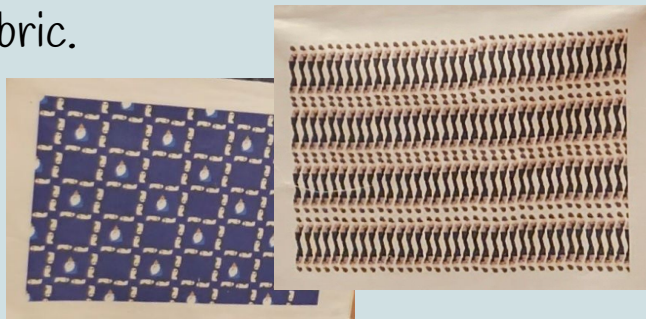
**Goal:** Your goal is to construct a project. You need to sew the project using the proper seam allowance.

**Role:** You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

**Audience:** Family and friends are your audience.

**Situation:** You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.



# Grade 8: Independent Living Unit

## Summary of unit:

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.



## Performance task:



**Goal:** Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

**Role:** You are an adult in the 21st century workforce.

**Audience:** The facilitator.

**Situation:** You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

**Product Performance & Purpose:** You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

# Grade 8: Food Preparation Review & Understanding Ingredients Unit

## Summary of unit:

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and food labs.

## Performance task:

**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.



# Grade 8: Food/M meal Planning Unit

## Summary of unit:

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning and shopping for food. They will use this information to complete a budgeting project.



**Shopping List**

<b>Ingredient name</b> (comes from your recipe from part 1)	<b>Amount needed from recipe</b> (don't forget to include the unit. Ex. slices, pounces, cups, etc)	<b># of packages/containers needed based on the recipe</b> (hint: look at the food packaging)	<b>Cost of 1 package/container of ingredient</b>	<b>Total cost</b> (# of packages needed X cost of 1 package)
Bread	12 slices	1 package	\$1.74	\$1.74
Smucker's Fruit Spread	4 tablespoons	1 container	\$4.14	\$4.14
Instant Noodles	4 packages	4 packages	\$0.48	\$1.92
Lemonade	32 fluid ounces	1 container	\$2.72	\$2.72
American Cheese	4 slices	1 package	\$4.28	\$4.28
Apples	4 apples	4 apples	\$1.27	\$5.08

## Performance task:

**Goal:** Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.

**Role:** Meal/food planner and shopper

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to plan for a shop for a specific food/meal within a specific budget.

**Product Performance & Purpose:** You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.



# Understanding by Design

## Grade: 8 Unit: Independent Living Date: 2023

### Stage 1 – Desired Results

#### Established Goal(s):

- 2.0 Comprehensive Standard: Evaluate management practices related to the human, economic, and environmental resources.
- 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
    - 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
    - 2.1.7 Apply consumer skills to decisions about recreation.

#### Unit Summary (14-15 classes):

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.

#### Transfer Goals:

##### 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).

##### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

##### Communication Transdisciplinary Goal:

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

#### Understanding(s):

##### Students will understand that...

- Effective problem solvers work to understand the problem before attempting to solve it.
- Lifelong learning promotes lifelong success.
- Change is constant, so adaptability is necessary.

#### Essential Question(s):

- How can I apply what I learned in the future?
- What do you feel is needed to be successful in your life?
- What is the role of math in independent living?

#### Knowledge:

##### Students will know...

- how to balance life roles
- integrate growth, change and emergencies into meeting personal goals
- how to make informed decisions
- how to utilize resources for independent living

#### Skills:

##### Students will be able to...

- research information to make the most informed decisions
- live within a budget
- learn how to deal with change and adapt

#### Content Vocabulary:

- needs vs. wants
- occupations
- lifestyle
- budget
- salary
- deductions
- expenses

## Stage 2 – Assessment Evidence

### Performance Task(s):

#### Independent Living:

**Goal:** Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

**Role:** You are an adult in the 21st century workforce.

**Audience:** The facilitator.

**Situation:** You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

**Product Performance & Purpose:** You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

**Standards & Criteria for Success:** Your experience must meet the following standards:

- utilize time wisely
- set goals, plan & problem solve to make wise decisions
- reflect on skills learned

#### Differentiated Version of Task:

- Handouts with prompts & formulas provided

#### **Rubric Criteria:**

- time management
- goal setting/planning
- problem solving/critical thinking
- decision making

### Other Evidence:

- Prompts: given various scenarios, how would you adapt/make adjustments?
- Class discussions
- Real life simulations
- Reflections
- Observations: during activities and research opportunities

### Student Self-Assessments:

- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)
- Self monitoring progress

## Stage 3 – Learning Plan

### Learning Activities:

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Review scoring rubric (literacy & numeracy)
  - [Vacation Planning Rubric](#)
  - [Online Shopping Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Discuss how students envision their future
- Research careers they would consider for themselves
  - [Career Exploration](#)
  - [Career Research](#)
- Make decisions about adult life while working within a budget
  - [House Hunt Activity](#)
  - [Budget & Expenses Activity](#)
  - [My Income and Expenses](#)
  - [Keeping Your Balance Activity](#)
- Using newly acquired skills about making informed decisions, research options for various scenarios
  - [Product Evaluation](#)
  - [Savvy Shopper Challenge](#)
  - [Online Shopping Project](#)
  - [Vacation Planning Project](#)
- Incorporate student experiences into ongoing activities
- Self assess progress

- How could you be more successful?
- What are you most proud of? Why?
- Reflection of learned skills (literacy)

**LEARNING TARGETS:**

**I will learn...**

- various financial terminology.
- how to live within a budget.
- how to make informed decisions.
- how to utilize resources for independent living.

**TECHNOLOGY RESOURCES:**

Online research opportunities

# Understanding by Design

## Grade: 8 Unit: Textiles Date: 2023

### Stage 1 – Desired Results

#### Established Goal(s):

16.0 Comprehensive Standard: Integrate knowledge, skills and practices required for careers in textiles and apparels.

- 16.3 Demonstrate fashion, apparel, and textile design skills.
  - 16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.
- 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
  - 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

#### Unit Summary (14-15 classes):

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will create a design to be printed on fabric.

#### Transfer Goals:

##### 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).

##### Creativity/Innovation Transdisciplinary Goal:

Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

##### Communication Transdisciplinary Goal:

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

#### Understanding(s):

##### Students will understand that...

- Machines greatly affect how people work.
- The quality of the end product depends not only on the materials, but also on the quality of the construction.
- Safety is necessary.

#### Essential Question(s):

- What is the value of knowing how to sew?
- What does quality work look like?
- How can I apply what I learned in the future?
- How do safety rules protect everyone?

#### Knowledge:

##### Students will know...

- how to design a pattern for printing on a textile printer
- the various parts of the sewing machine
- safety hazards that should be avoided
- how to operate the sewing machine/serger
- how to follow visual, verbal & written instructions

##### Content Vocabulary:

- printing vs. dyeing
- pattern repeat
- seam allowance
- backstitch
- face & back of fabric

#### Skills:

##### Students will be able to...

- create a design to print on fabric
- identify the various parts of the sewing machine
- practice safe and proper use of the sewing machine/serger
- thread and operate the machine/serger
- construct a project using machine sewing techniques

## Stage 2 – Assessment Evidence

### Performance Task(s):

#### Machine Sewing:

**Goal:** Your goal is to construct a project. You need to sew the project using the proper seam allowance.

**Role:** You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

**Audience:** Family and friends are your audience.

**Situation:** You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.

**Standards & Criteria for Success:** Your product must meet the following standards:

- Stitches must be proper distance from the edge
- All parts must be securely attached
- No holes

#### Differentiated Version of Task:

- Completing the same project by hand rather than by machine
- Completing a different project that is less/more complex

#### **Rubric Criteria:**

- Cutting must be accurate to have a quality finished product
- Stitches must be the proper seam allowance
- No holes
- Ability to follow directions
- Ability to work in a safe manner
- Ability to apply time management skills
- Overall neatness

### Other Evidence:

- Prompts: describe injuries that could occur as a result of careless sewing and explain how they can be avoided
- Student work samples: follow various lines on paper by machine (without thread)
- Student work samples: sewing skills on fabric by machine (with thread)
- Observations: during lessons, discussions & labs

### Student Self-Assessments:

- Self assess sewing samples
- Reflect on the skills you have learned in this unit (compared to what you knew at the beginning)

## Stage 3 – Learning Plan

### Learning Activities:

- State desired results at beginning of unit
- Post & discuss learning targets at the beginning of the unit
- Present culminating performance task
- Review scoring rubric (literacy & numeracy)
  - [Sewing Project Rubric](#)
- Show examples of expected products & performances
- Identify situations beyond the classroom where this knowledge and these skills are applied
- Incorporate student experiences into ongoing activities
- Introduce students to textile design program & printer
- Discuss repeat in design
- Brainstorm safety concerns in the sewing lab
- Identify & discuss tools of the trade
- Identify & discuss parts of the sewing machine
- Visual, verbal & written instructions of threading the machine/serger (literacy & numeracy)
- Demonstrate following various lines with the machine
- Have students experience hands-on activities to explore the textile design program and sewing machine/serger (literacy & numeracy)
- Use modified projects that have same outcomes
- Self assess progress
- Revise/correct stitches that need improvement
- Read sewing project directions step-by-step (literacy)
  - [Locker Organizer Project Directions](#)
  - [Bug project directions](#)
- Teach projects in small steps and develop a routine
- Have additional products available for fast learners
- Reflection of learned skills (literacy)
  - How could you improve your project?
  - What are you most proud of? Why?

### LEARNING TARGETS:

#### I will learn...

- the safe and proper use of tools/equipment.
- how to perform basic hand sewing skills.
- how to perform basic machine sewing skills.
- how to follow visual, verbal and written instructions.
- that the quality of the end product depends not only on the materials, but also on the quality of the construction.
- how to create a design to print on fabric.

### TECHNOLOGY RESOURCES:

Textile design on fabric printer

# Understanding by Design

**Unit:** Food Prep. Review & Understanding Ingredients

**Grade:** 8<sup>th</sup>

**Date:** 2023

## Stage 1 – Desired Results

### Established Goal(s):

8.2 - *Demonstrate food safety and sanitation procedures.*

8.2.5 - Practice standard personal hygiene and wellness procedures.

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

8.3 - *Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.*

8.5 - *Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.*

8.5.4 - Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

### Unit Summary: (22-24 days)

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will also learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and class activities and food labs.

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### Transfer Goals:

- **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).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Collaboration Transdisciplinary Goal:**

- Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal.

- **Communication Transdisciplinary Goal:**

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

**Understanding(s):**

Students will understand.....

- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- the importance of foodborne illness prevention
- proper measuring techniques
- what a complete recipe is and how to read it using abbreviations and equivalents
- what role different ingredients play in a recipe

**Essential Question(s):**

- How can we prevent accidents in the kitchen?
- How can we prevent sickness and spreading germs when preparing food?
- What role do ingredients play in recipe success?

**Knowledge:**

Students will know.....

- food safety and sanitation procedures
- kitchen safety and sanitation procedures
- how to measure accurately.
- how to use a variety of kitchen equipment and tools.
- how to prepare a variety of foods.
- the functions of ingredients and why they are critical to a recipe
- food preparation terms, techniques and equipment.
- health and safety measures to utilize when working in the kitchen.
- how to prepare a variety of foods.

**Content Vocabulary:**

- Sanitary
- Safety
- Cross Contamination
- Foodborne Illness
- Flammable
- Lacerations
- Perishable
- Parts of a Recipe
- Abbreviations
- Equivalents
- Varying kitchen equipment and tools
- Varying kitchen equipment terms
- Leavening Agents
- Spices

**Skills:**

Students will be able to.....

- identify/recognize/demonstrate food safety and sanitation procedures.
- complete review sheets: abbreviations, measuring, cooking terms, and equipment
- identify varying pieces of kitchen equipment and utensils.
- utilize kitchen equipment properly to prepare a variety of foods in the food labs.
- utilize kitchen equipment properly to prepare a variety of foods.
- successfully prepare foods with lab group

## Stage 2 – Assessment Evidence

### Performance Task(s):

#### Food Labs

- **Goal:** Prepare food in a lab setting with partners/groups
- **Role:** Kitchen Staff (varying jobs & responsibilities)
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.
- **Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

#### **Differentiated Version of Task:**

- Recipe, equipment and kitchen modifications as needed.

#### **Rubric Criteria:**

- Teamwork
- Proper safety and sanitation
- Following a recipe
- Proper measuring techniques
- Time management
- Problem solving

### Other Evidence:

- Exit cards
- Class review activities and discussions to review how to read a recipe, measure ingredients, kitchen equipment and cooking techniques, safety and sanitation, etc.
- Teacher rubric

### Student Self-Assessments:

- Class discussions/activities
- Performance task rubric.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.

## Stage 3 – Learning Plan

### Learning Targets:

I will learn...

- safety procedures and rules to prevent kitchen injuries.
- procedures to ensure safe and sanitary food preparation.
- basic kitchen terminology and techniques appropriately.
- varying kitchen tools and equipment with their use.
- the importance of foodborne illness prevention.
- about the functions of different ingredients (culinary chemistry).
- about frequently used culinary terminology.

### Learning Activities:

1. Begin with various learning activities and performance tasks to introduce key vocabulary, ideas and themes. Students read and discuss relevant selections from handouts to support learning activities and tasks.
  - a. JAD - [Safety & Sanitation Presentation](#)
  - b. JAD - [Safety & Sanitation Notes](#)
2. Show and discuss videos related to food safety and kitchen safety. Discuss potential problems from not following sanitation and safety guidelines.
  - a. JAD - Video w/ Exit Card
  - b. JFK- [Kitchen and Food Safety Video](#)
  - c. JFK- [Signs of Safety](#)
3. Teach and discuss different recipe preparation techniques, methods and equipment.
  - a) JAD - [8th Grade Equipment Scramble Review](#)
  - b) JAD - [Measuring Tools & Techniques](#)
  - c) JAD - [Review Poster](#)
  - d) JFK - [Kitchen Math and Measuring~ Part II](#)
4. Review lab safety and procedures.
  - a. JAD - [Food Lab Setup](#)
  - b. JAD - [Relay Race](#)

5. Define vocab, teach and discuss the functions of ingredients and their importance in how recipes are created. Students also view videos and discuss how preparing and using ingredients affect recipe outcomes.

- a. JAD - [Leavening Agents](#)
- b. JAD - [Sweeteners](#)
- c. JAD - [Knife Skills](#)
- d. JAD - [PYO Quick Bread](#)
- e. JAD - [Recipes](#)

### **Technology Resources:**

- Research online using a variety of websites available
- Google Suite
- Videos/presentations/activities on preparation techniques, methods and equipment.
- Videos/presentations/activities on measuring, reading recipes

# Understanding by Design

Unit: Food/Meal Planning

Grade: 8<sup>th</sup>

Date: 2023

## Stage 1 – Desired Results

### Established Goal(s):

2.1.2 - Analyze how individuals and families make choices to satisfy needs and wants.

2.5 - *Analyze relationships between the economic system and consumer actions*

2.5.1 - Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

### Unit Summary: (6-8 days)

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning for and shopping for food. They will use this information to complete a budgeting project.

### Transfer Goals:

- **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).

- **Creativity/Innovation Transdisciplinary Goal:**

- Students work creatively to design and refine implementation of ideas by taking risks, persevering, and exploring possibilities.

- **Communication Transdisciplinary Goal:**

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

### Understanding(s):

Students will understand that.....

- the importance of having a budget
- the importance of meal/food planning

### Essential Question(s):

- What is meal/food planning and why is it important?
- What are ways to plan and shop for meals/foods while maintaining a budget?

### Knowledge:

Students will know.....

- how to create food/meal plan using a budget and shopping list
- methods to shop for foods/meals to ensure they stay in budget

### Skills:

Students will be able to.....

- food/meal plan within a specific budget.
- shop for food and stay within budget

### Content Vocabulary:

- Budget
- Generic name
- Brand name

## Stage 2 – Assessment Evidence

### Performance Task(s):

#### **Food/Meal Planning Project:**

- **Goal:** Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.
- **Role:** Meal/food planner and shopper
- **Audience:** Facilitator (teacher and peers)
- **Situation:** You have been asked to plan for a shop for a specific food/meal within a specific budget.
- **Product Performance & Purpose:** You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.

#### **Differentiated Version of Task:**

- Provide guided assistance with planning and budgeting.
- Individual/team work.

#### **Rubric Criteria:**

- Planning
- Costing
- Budget

### Other Evidence:

- Varying class activities and discussions
- Teacher Rubric

#### **Student Self-Assessments:**

- Class discussions/activities.
- Reflect on the skills learned in this unit in relation to what was known at the beginning of the unit.
- Performance task rubric.

## Stage 3 – Learning Plan

### Learning Targets:

I will learn...

- how to plan a food or meal based on resources available including staple ingredients.
- how to choose ingredients/recipes based on needs.
- ways to save money to help stay within a budget when shopping for food.

### Learning Activities:

1. Begin with defining key words related to budgeting and meal/food planning. We go over/discuss how to plan food/meal, find recipes, create a shopping list, and costing.
  - a. JAD - [Meal/Food Planning on a Budget](#)
  - b. JAD - [Making a Shopping List](#)
2. Students are assigned a project in which they will complete research, make a visual presentation and participate in a class share activity.
  - a. JAD - [Budgeting Project Folder](#)

### Technology Resources:

- Videos/clips on budgeting
- Google Suite



# Middle School Family & Consumer Science Curriculum Proposal



# 6th Grade Units

- Textiles
- Child Development
- Food Preparation Basics & Introduction to Nutrition

# Grade 6: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



## Performance task:

**Goal:** Your goal is to construct a textile project.

**Role:** You are an assistant at a tailor shop.

**Audience:** The audience is shop clients.

**Situation:** You have been asked to construct a project for a client.

**Product Performance & Purpose:** You will create a project using appropriate stitches that are the proper distance so that the project will not come undone.

# Grade 6: Child Development Unit

## Summary of unit:

Students will gain an understanding of the stages of child development to create a safe environment when working with children. Students will explore developmentally appropriate games, books and activities.



## Performance task:

**Goal:** Imagine that you work for a game developer. Your task is to design a simple board game for young children.

**Role:** Game Designer

**Audience:** Parents purchasing games.

**Situation:** You've been asked to design a game for young children.

**Product Performance & Purpose:** You will design a simple board game for young children. The game should include the following elements:

- age-appropriate topics
- a selection of skills taught
- simple instructions to follow

# Grade 6: Food Preparation Basics & Introduction to Nutrition Unit

## Summary of unit:

Students will learn about proper table manners and etiquette. They will learn how to set the table and how to politely interact with others when enjoying a meal together. Students will learn about proper kitchen safety and sanitation. They will learn about varying foodborne illnesses and prevention. They will learn various kitchen tools/equipment and how to properly use each item. They will be able to identify the different parts of MyPlate and what makes up healthy eating patterns. Students will make dishes representative of the different MyPlate food groups.



## Performance task:

### Placemat

**Goal:** To create a placemat representative of the "everyday" table setting.

**Role:** Self

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to design a placemat that follows a specific theme that represents the "Everyday" table setting.

**Product Performance & Purpose:** You will design and create a placemat using a specific theme that represents the "everyday" table setting. You will have the opportunity to exhibit your design.

### Food Labs

**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

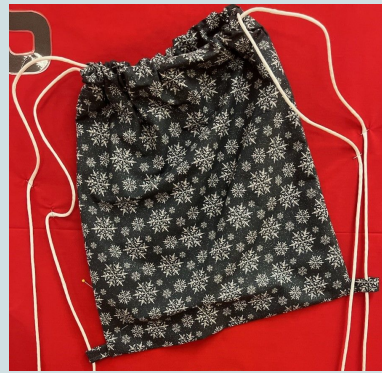
# 7th Grade Units

- Textiles
- Interior Design
- Food Preparation Fundamentals & Staple Foods Around the World
- Foods Around the World

# Grade 7: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product.



## Performance task:

**Goal:** Your goal is to construct a project as a gift for a friend. You need to sew the project using the proper seam allowance.

**Role:** You are a beginning sewer on a budget who has decided to make gifts for all of your friends.

**Audience:** The audience is your friend.

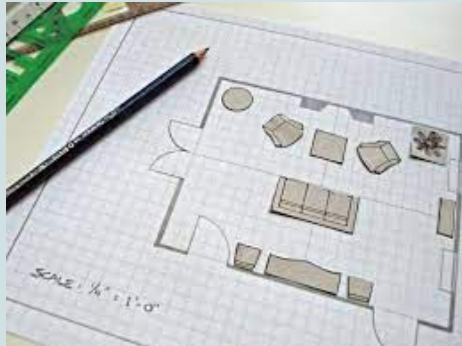
**Situation:** You must construct a project for a friend. You need to use the appropriate seam allowance so the project looks the way it should. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.

# Grade 7: Interior Design Unit

## Summary of unit:

Students will learn interior design terminology and styles of furnishings. Students will apply interior design knowledge and skills to create a functional room represented by an accurate floor plan meeting specific design needs.



## Performance task:

**Goal:** Your goal is to design a family living space for a client.

**Role:** You are an interior designer.

**Audience:** The client.

**Situation:** The room should demonstrate an understanding of the needs of the client which can affect a room's function, traffic pattern & clearance.

**Product Performance & Purpose:** This project should include the following:

- images of furnishings
- a functional floor plan
- budget breakdown

# Grade 7: Food Prep Fundamentals & Staple Foods Around the World Unit

## Summary of unit:

Students will learn/review the fundamentals of kitchen math, measuring, abbreviations, kitchen safety and sanitation and how to read a recipe. They will learn about varying foodborne illness, how they can be identified, their causes and prevention. Students will learn about staple foods and how they are used in different countries around the world. Students make dishes representative of the different staple foods around the world.

## Performance task:

### Food Labs

**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.

### Foodborne Illness Project

**Goal:** To research a foodborne illness and create a visual presentation

**Role:** Student

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to research the a specific foodborne illness and create a visual presentation that will be shared with a peer(s)

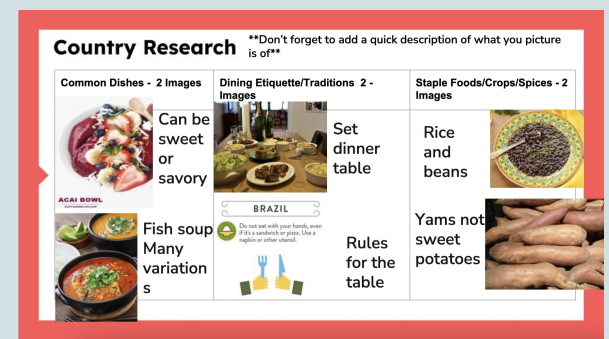
**Product Performance & Purpose:** You will complete a research project that includes information about your chosen foodborne illness. Then create a visual presentation to share with others.



# Grade 7: Foods Around the World Unit

## Summary of unit:

Students will learn about and become familiar with foods, cooking methods, eating habits, cultural characteristics of different ethnic groups and geographical areas of the world. Students will complete a project to better understand the influence of food of a specific country's culture. Students will apply their knowledge and skills to create a visual presentation to share with the class.



## Performance task:

**Goal:** To create a visual representation of a chosen unfamiliar country.

**Role:** Researcher/Tourist

**Audience:** Facilitator (teacher) and peers.

**Situation:** You have been asked to research the culture, food and customs (related to food) in a specific country. Then use this information to create a visual that is representative of the unfamiliar chosen researched country.

**Product Performance & Purpose:** You will complete a research project that includes information about your chosen country. Then create a visual representation that you will exhibit for your peers.

# 8th Grade Units

- Textiles
- Independent Living
- Food Preparation Review & Understanding Ingredients
- Food/Meal Planning

# Grade 8: Textiles Unit

## Summary of unit:

Students will learn the safe and proper use of sewing tools and equipment while demonstrating hand and machine sewing techniques. Students will follow verbal, visual and written instructions to produce a textile product. Students will have the opportunity to create a design to be printed on fabric.



## Performance task:

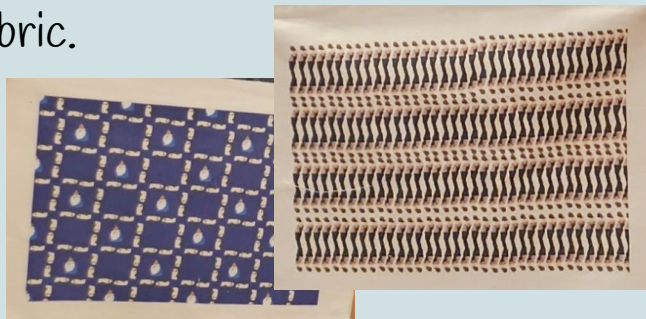
**Goal:** Your goal is to construct a project. You need to sew the project using the proper seam allowance.

**Role:** You are an experienced sewer who has decided to save money and make your own gifts for family and friends this year.

**Audience:** Family and friends are your audience.

**Situation:** You have decided to construct a project for family and friends. You need to use the appropriate seam allowance. Your challenge is to assemble the materials in the safest way possible.

**Product Performance & Purpose:** You will create a project using appropriate seam allowances that are the proper distance from the edge.



# Grade 8: Independent Living Unit

## Summary of unit:

Students will learn various financial terminology to stay within a budget to make informed decisions. Students will utilize various resources to experience an independent living simulation which may require them to adapt to change.



## Performance task:



**Goal:** Your goal is to explore aspects of adult life; balancing work, leisure & other life roles.

**Role:** You are an adult in the 21st century workforce.

**Audience:** The facilitator.

**Situation:** You have been asked to participate in a real life simulation. You will learn aspects of real life that all adults face on a regular basis.

**Product Performance & Purpose:** You will hold a job and balance work and other aspects of your adult life. You will have to budget for housing, groceries, transportation & other needs.

# Grade 8: Food Preparation Review & Understanding Ingredients Unit

## Summary of unit:

Students will learn about proper kitchen safety and sanitation to ensure the health and safety of all of those that they cook with and around. Students will also review proper measuring techniques, culinary terms and equipment use. They will learn about the roles and functions that varying ingredients play in a recipe. Students will apply their knowledge and skills to class activities and food labs.

## Performance task:

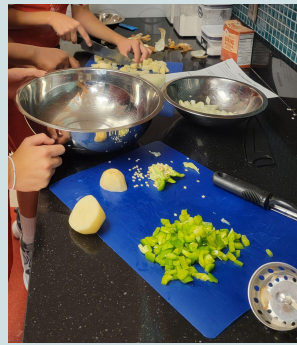
**Goal:** Prepare food in a lab setting with partners/groups

**Role:** Kitchen Staff (varying jobs & responsibilities)

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to demonstrate teamwork to successfully follow a recipe.

**Product Performance & Purpose:** You will create a product using appropriate food preparation techniques, procedures and safety and sanitation skills.



# Grade 8: Food/Meal Planning Unit

## Summary of unit:

Students will learn about the importance of budgeting and meal/food planning. They will learn methods of staying within a specific budget when planning and shopping for food. They will use this information to complete a budgeting project.



**Shopping List**

<b>Ingredient name</b> (comes from your recipe from part 1)	<b>Amount needed from recipe</b> (don't forget to include the unit. Ex. slices, pounces, cups, etc)	<b># of packages/containers needed based on the recipe</b> (hint: look at the food packaging)	<b>Cost of 1 package/container of ingredient</b>	<b>Total cost</b> (# of packages needed X cost of 1 package)
Bread	12 slices	1 package	\$1.74	\$1.74
Smucker's Fruit Spread	4 tablespoons	1 container	\$4.14	\$4.14
Instant Noodles	4 packages	4 packages	\$0.48	\$1.92
Lemonade	32 fluid ounces	1 container	\$2.72	\$2.72
American Cheese	4 slices	1 package	\$4.28	\$4.28
Apples	4 apples	4 apples	\$1.27	\$5.08

## Performance task:

**Goal:** Plan for and shop for ingredients for a specific meal/food that stay within a specific budget.

**Role:** Meal/food planner and shopper

**Audience:** Facilitator (teacher and peers)

**Situation:** You have been asked to plan for a shop for a specific food/meal within a specific budget.

**Product Performance & Purpose:** You will choose and shop for a specific food/meal within a specific budget using information and skills learned in the unit.