

Southington Board of Education Meeting

Thursday, June 8, 2023 7:00 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489



COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Pledge of Allegiance
3. Celebration of Excellence
 - a. Class of 2023 Valedictorian - Noah Richert; Salutatorian - Ethan Giordano; Essayist - Sophia LeBlanc
 - b. Board of Education Student Representatives graduating - Angelina Micacci and Ryan Ogren. New Student Reps for 2023-24: Chelsey Arduini and (Pam) Akary Win
 - c. Tunxis CNA Program Certificate Presentation
4. Approval of Minutes - May 25, 2023
5. 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
6. Committee Reports
 - a. Policy & Personnel Committee Meeting - June 1, 2023
7. Superintendent's Report
 - a. Personnel Report
8. Old Business
 - a. Town Government Communications
 - b. 2023-2024 Operating Budget Reallocation/Adoption
 - c. Policy 1316 - Relations Between Public and School Personnel - Second Reading
 - d. SHS - Accelerated Biology - Unit 2 - Cell Structure and Function - Second Reading
 - e. SHS - Accelerated Biology - Unit 4 - Cell Cycle and Communication - Second Reading
 - f. SHS - Forensic Science II - Second Reading
 - g. K-5 Math Curriculum - Bridges Math Intervention - Second Reading
9. New Business
 - a. Policy 3541 - Transportation - First Reading
 - b. Policy 6161 - Equipment, Books and Materials - First Reading
 - c. Approval of Job Description - Human Resource Manager - Revised
10. Public Communications
 - a. Public

11. Executive Session
 - a. Unaffiliated Compensation
12. Reconvene Meeting - Regular Session
 - a. Unaffiliated Compensation
13. Adjournment

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

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**REGULAR MEETING
MAY 25, 2023**

The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, May 25, 2023, at 7:00 p.m. as a public meeting in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with an Executive Session preceding at 6:30 p.m.

1. CALL TO ORDER

Mrs. Colleen Clark, Chairperson, called the meeting to order at 6:32 p.m.

Board members present: Mrs. Dawn Anastasio, Mr. Joseph Baczewski, Mrs. Terri Carmody, Mr. Sean Carson (*arrived 6:50 p.m.*), Mr. James Chrzanowski, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana, Mr. Jasper Williams

Cabinet administrators present: Mr. Steve Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mr. Peter Romano, Director of Operations (*left at 6:47 p.m.*)

2. EXECUTIVE SESSION – UPSEU Negotiations Update, Personnel Matter (Unaffiliated), School Safety & Security

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

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing UPSEU Negotiations Update, Personnel Matter (Unaffiliated), School Safety & Security, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

*Mrs. Clark ended Executive Session at 7:05 p.m.
The Regular Board Meeting was reconvened at 7:09 p.m.*

3. RECONVENE MEETING – REGULAR SESSION

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

Cabinet administrators present: Mr. Steven Madancy, Superintendent of Schools; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance

Student Representatives present: Angelina Miacci, Uptej Singh, and Ryan Ogren.

4. PLEDGE OF ALLEGIANCE

The Student Representatives led in reciting the Pledge of Allegiance.

5. CELEBRATION OF EXCELLENCE – Invention Convention Finalists

For the Celebration of Excellence, Amy Zappone, Director of Teaching & Learning for Secondary Education, and Melissa O’Neill, District Elementary Science Specialist, introduced the 20 fifth grade students who were State Invention Convention finalists this year for their inventions. Mrs. Zappone announced the Invention Convention winners, their school, teacher, and invention. The 20 students would be advancing to the CIAC State Finals at UConn on June 10. The students were presented with a Certificate of Excellence from the Board members.

*Mrs. Clark called for a brief recess at 7:18 p.m.
Mrs. Clark reconvened the regular meeting at 7:32 p.m.*

The Board members presented the two graduating Student Representatives, Ryan Ogren and Angelina Miacci, with a gift in appreciation for their insight and participation serving on the Board of Education.

6. APPROVAL OF MINUTES – May 11, 2023

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

“Move to approve the regular Board of Education Minutes of May 11, 2023, as submitted.”

Motion carried by voice vote with Mrs. Clark abstaining.

7. PUBLIC COMMUNICATIONS

a. Communications from Student Board Representatives

Uptej Singh reported on the following high school events: Senior Prom, Project Lead the Way (PLTW) Senior Night, PLTW projects, retirement of Mrs. Kari Luise-Peschal PLTW Advisor; Future Farmers of America (FFA) banquet; Annual SHS Club and Activity Fair for incoming freshmen. DePaolo Middle School events: Grade 8 Award night; Spring Band / Orchestra and Chorus Concerts; Baseball/Softball teams; PTO Memorial Plaque and tree planting dedication ceremony for former Band teacher, Rich Santanella; 8th grader Lucas Kavic was recognized for his excellence in French studies at the McFarland Book Award Ceremony Alliance Francaise last week.

Angelina Miacci reported on the SHS National Honor Society Ice Cream Social; Seven Angels Annual Halo Awards, SHS Drama Club nominations for Halo Awards; Middle School transition tours for incoming freshmen; Class Night on June 1 at SHS and Class Day June 2 at High Meadow. Kennedy Middle School events: Spring concert series ended; two 7th grade teams visited Old Sturbridge Village; 6th graders participated in an interactive “Mad Science” onsite field trip; National Junior Honor Society Induction; PTO end of year onsite carnival for 8th graders.

Ryan Ogren reported on the SHS athletic season to date with the interscholastic teams currently competing in the CCC (Central Connecticut Conference) post-season play this week preceding the CIAC state tournaments for Girls Outdoor Track, Boys Outdoor Track, undefeated Girls Softball Team (22-0), Girls Lacrosse, Boys Lacrosse, Boys Volleyball, Baseball, Boys & Girls Tennis. The DePaolo and Kennedy Middle Schools Baseball and Softball Teams have ended their season.

Mr. Williams was impressed with all the sports tournaments.

b. Communications from Board Members

Mrs. Carmody acknowledged and thanked all the people in the community who contributed to Scholarship Night at the high school. She noted how fortunate Southington was to have such generous citizens. She commented on the SHS Military Luncheon held in the Municipal Center for the nine students entering the various branches of the military service. She was proud of the district's partnership with the town Veterans association to provide this recognition.

Mr. Derynoski reported on the Technology Advisory Board meeting held at the high school and their plans for the next school year. He will give a more detailed report in September. He noted that the food provided and donated by Mission BBQ for the Military Luncheon was delicious. He explained that he spoke to a Navy Recruiter and a Marine Recruiter who attended and were impressed with the Military Luncheon program that Southington provides for the recruits.

c. Communications from Administration

1. Mission Barbecue: Mr. Madancy thanked Mission BBQ for their support of the Military Luncheon by donating the food and staff for the event. He thanked Mrs. Teresa Colegrove, Executive Assistant to the Superintendent, who organized and coordinated the luncheon along with the Veterans Committee.
2. Student Representative: Mr. Madancy congratulated Uptej Singh who received a scholarship as a junior to attend the Rochester Institute of Technology.
3. June 8-13, 2023: Mr. Madancy noted that June 8-13 were exam half days. He explained that June 14 is the last day of school due to a snow day, and that administration would be notifying families that both June 13 and 14 will be half days instead of having June 14 a full day.

d. Communication from Public – Agenda Items Only

Traci Ianni, 46 Alpine Trail, a Paraeducator for nine years, eight years at Kennedy Middle School, spoke in detail against eliminating two (2) Grade 6 teams at both middle schools from the 2023-2024 budget in reallocation. This would result in the elimination of six teaching positions, no layoffs but redistributing teaching positions. She noted the need for smaller class sizes and that eliminating, and redistribution of students would result in overcrowded classrooms. She explained that no one asked her to speak, and this was her personal concern. She had never seen anything restored to the budget once it was cut, except for middle school sports, and questioned Southington's priorities to benefit the youngest middle school students. She urged the Board members to investigate other

options and maintain the current configuration at both DePaolo and Kennedy Middle Schools.

8. COMMITTEE REPORTS

a. Policy & Personnel Committee Report – May 10, 2023

Mr. Williams reported that the committee met and reviewed suggested edits to Policy 1316 - *Relations between Public and School Personnel* and a proposal for a new stipend for the Advisor to the National World Language Honor Society. The cost of the stipend would be covered by repurposing the unfilled SADD Advisor position. The committee also reviewed the revisions for both the Assistant Department and Department Chairperson positions to update the descriptions to align with current need based on continuing shifts in the high school's organizational structure. These revised job descriptions would come before the Board on this agenda for action.

b. Curriculum & Instruction Committee Report – May 12, 2023

Mrs. Anastasio reported that the committee received presentations on SHS Accelerated Biology Units 2 (Cell Structure & Function) and Unit 4 (Cell Cycle and Communication). They also received a presentation on Forensic Science II, which is a continuation of Forensic Science I and a half-year elective course offered to juniors and seniors. There was a presentation on Bridges Math Intervention, which provides targeted instruction and assessment for essential Grades K-5 mathematics skills and concepts. Mrs. Carmody pointed out that so many students want to take the elective Forensic Science Course, which is very popular, but there was not enough staff to meet the demand. Mr. Derynoski noted that extra credits were added for graduation, and it was hard when popular electives could not be supported due to balancing the budget resulting in what the Board could offer students as electives.

9. OLD BUSINESS

a. Town Government Communications

Mr. Madancy explained the need for the Districtwide Facilities Committee to schedule a meeting to consider the high priority athletic facilities projects, due to liability concerns, such as the bleachers, the track, and tennis courts that did not pass referendum. Mr. Madancy will contact Mr. Carson, Mr. Oshana, and Mrs. Clark for availability before contacting the town Board of Finance and Town Council to schedule a meeting.

10. NEW BUSINESS

a. 2023-2024 Operating Budget Reallocation /Adoption

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

“Move that the Board of Education adopt the 2023-2024 Operating Budget in the amount of \$110,460,653 with adjustments, as shown in the proposed Reallocation Plan.”

Mr. Oshana stated that the proposed Reallocation Plan that came out of the BOE Reallocation Workshop included the reduction of six teachers, three teachers at DePaolo Middle School and three teachers at Kennedy Middle School. He did not think it was in the best interest for the students' education and for the district in the long-term. He explained that at this time they did not have all the information from the state on potential funding that the town might receive for the district, but they should have that information next week based on the voting on the state's budget on June 7. He thought that they should delay voting on the budget reallocation until after the June 7 state budget vote. The Board would know on June 8 what they would be receiving from the state if anything. He added that there was a possibility that the town would receive additional ECS funding to be used to offset the proposed reduction of the six teachers. However, there was no guarantee that they would receive any state funding. Mr. Oshana thought that they should wait until they hear from the state and then make any appropriate reallocation decisions, if needed. He did not think that cutting educators was the answer.

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

“Move to postpone the vote on the budget reallocation until after the vote on the state level when we know what additional funding that we will be receiving.”

Mr. Williams asked the Parliamentarian, Mr. Madancy, what the process was in postponing. Mr. Madancy explained that once a motion is made to postpone there is no more conversation about the budget and only conversation about the motion. Mr. Madancy added that he spoke to the Town Manager who noted that there was nothing in the Town Charter that prevents this and he also spoke to the Teachers Union that if they did not vote on the budget tonight it is because the Board of Education is waiting to hear information on the possible state funding on June 8 prior to making a decision on the Board of Education 2023-2024 budget.

Motion carried unanimously by voice vote.

- b. Ratification of UPSEU Local 424, Unit 113, Southington BOE Physical Therapists & Occupational Therapists Contract**

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

“Move to approve the tentative agreement between the Southington Board of Education and the Southington Physical Therapists & Occupational Therapists Union (UPSEU), Local 424, Unit 113.”

Motion carried unanimously by voice vote.

- c. Policy 1316 – Relations between Public and School Personnel – First Reading**
- d. Approval of Job Descriptions**
 - 1. SHS National World Language Honor Society Stipend – New**

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

“Move that the Board of Education approve the Job Description for the SHS National World Language Honor Society Stipend, as presented.”

Motion carried unanimously by voice vote.

2. High School Assistant Department Leader – Revised

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

“Move that the Board of Education approve the High School Assistant Department Leader Job Description, as presented.”

Motion carried unanimously by voice vote.

3. High School Department Leader – Revised

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

“Move that the Board of Education approve the High School Department Leader Job Description, as presented.”

Motion carried unanimously by voice vote.

- e. **SHS Accelerated Biology – Unit 2 – Cell Structure and Function – First Reading**
- f. **SHS Accelerated Biology – Unit 4 – Cell Cycle and Communication – First Reading**
- g. **SHS Forensic Science II – First Reading**
- h. **K-5 Math Curriculum – Bridges Math Intervention – First Reading**

Mrs. Clark explained that these were first readings and would be coming before the Board members at their next Board meeting for action.

11. PUBLIC COMMUNICATIONS

a. Communications from Public on Non-Agenda Items

There was no Communications from the Public on Non-Agenda Items.

12. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:11 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Board of Education

Administrative Report

June 8, 2023



1. District Teacher of the Year: Meg Evans - Strong Elementary School
2. SHS Teacher of the Year is Meghan Scam
3. UNICO Top 25 – Wednesday, June 7 at the Aqua Turf



SOUTHINGTON PUBLIC SCHOOLS

Board of Education
Southington, Connecticut

Policy & Personnel Committee Meeting Minutes
Thursday June 1, 2023 - 5:30pm

Superintendent's Conference Room
Municipal Center, 200 North Main Street
Southington, CT 06489

STEVEN G. MADANCY
SUPERINTENDENT OF SCHOOLS

FRANK M. PEPE
ASSISTANT SUPERINTENDENT
OF SCHOOLS

BOARD OF EDUCATION

COLLEEN W. CLARK
BOARD CHAIRPERSON

JOSEPH BACZEWSKI
VICE CHAIRPERSON

DAWN L. ANASTASIO
SECRETARY

TERRI C. CARMODY

SEAN M. CARSON

JAMES J. CHRZANOWSKI

DAVID J. DERYNOSKI

ZAYA G. OSHANA

JASPER P. WILLIAMS

200 NORTH MAIN ST.
SOUTHINGTON, CT 06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Members Present: Committee Chair Jasper Williams, David Derynoski, Zaya Oshana, Dawn Anastasio

Administration Present: Assistant Superintendent Frank Pepe

The meeting was called to order by Chairman Jasper Williams at 5:35PM.

The committee reviewed Policy 3641 – Transportation which was last revised in 2018. The committee also reviewed Policy 6161 – Equipment, Books and Materials since it was last reviewed in 2002. No change to either policy was made although language to the associated administrative regulations were reviewed. These regulation edits were offered as informational since regulations do not require Board approval.

The Special Education Audit Review provided an update of the ongoing work since the full Board's presentation during September 2022. Two specific slides from the presentation were the focus. The first illustrates that the special education budget comprises nearly a third of the overall Southington Public School budget. The second highlights the number of certified staff and uncertified staff within the special education budget as compared to "like districts". This analysis is being used to determine appropriate instructional models and staffing levels across buildings.

The suggested edits to the Human Resource Manager Job Description were discussed and approved as presented.

Adjournment – 6:10 PM

Respectfully submitted,


Frank Pepe

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 2023
Decision Requested X Agenda Code 7 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

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

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

Alternative Strategies: _____

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

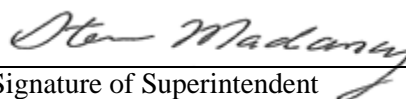
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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



Signature of Staff Member Submitting Report



Signature of Superintendent

Included:
Personnel Report
Agenda – May 2023

**Personnel Report
May 2023**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CERT	Cody, Pamela	Special Ed Teacher	JAD	1.0	8-28-2023	MA	\$62,600
CLASS	Letkowski, Paul	Custodian, PT	SHS	.49	6-1-2023	N/A	\$15.94
CERT	Torrisi, Matthew	World Lang Italian/Span.	SHS	1.0	8-28-2023	BA	\$54,900
CERT	Vazquez, Joshua	Math Teacher	SHS	1.0	8-28-2023	MA	\$54,000

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CERT	Baranuskas, Sara	PK-8 Math, PK-5 Sci Coord	District	6-10-2023	1	RESIGN
CLASS	Belanger, Jacquelyn	Asst Principal Sec, Class II	SHS	9-5-2023	29	RETIRE
CLASS	Corbeil, Daniel	Head Custodian, FT	TES	6-30-2023	37	RETIRE
CERT	Corjulo, Melissa	Gr. 7 Lang Arts Teacher	JFK	6-30-2023	5	RESIGN
CLASS	Davis, Gina	Paraeducator, FT	JFK	5-18-2023		ABAND
CLASS	Gallo, Paul	Custodian, FT	TES	6-10-2023	8	RETIRE
CLASS	Kolesnik, John	Tech II	Main.	6-2-2023	37	RETIRE
CERT	Kosinski, Craig	Business Teacher	SHS	6-30-2023	25	RETIRE
CLASS	Lagana, Kirstin	Paraeducator, FT	SES	6-15-2023	12	RETIRE
CLASS	LeBlanc, Eileen	Paraeducator, FT	JFK	6-30-2023	16	RETIRE
CERT	Mankus, Julie	Social Worker	DES	6-30-2023	2	RESIGN
CERT	Mazur, Jenna	Gr. 1 Teacher	DES	6-15-2023	5	RESIGN
CLASS	O'Brien, Mary Anne	EL Tutor	DES/OES	6-30-2023	20	RETIRE
CLASS	Payne, Tammy	RN	DES	6-30-2023	3	RETIRE
CERT	Ponte, Kate	World Lang Spanish	SHS	6-30-2023	5	RESIGN
CLASS	Rutledge, Harrison	Paraeducator, FT	JAD	5-19-2023	1	RESIGN
CLASS	Segrue, Jeanne	EL Tutor, PT	HES/JAD	6-14-2023	6	RETIRE
CLASS	Sela, Zamira	Custodian, PT	SHS	5-6-2023	6 mo.	RESIGN
CLASS	Sirois, Sheri	Paraeducator, FT	JAD	6-15-2023	10	RESIGN
CLASS	Szabo, Monique	ABA Therapist	OES	6-10-2023	8	RESIGN

STIPENDS

COACHING

Resignations/Non-Renewals

Allan, Robert	Boys' Ice Hockey	SHS	RESIGN
Fournier, Olivia	Girls' Asst. Swim and Dive	SHS	RESIGN

Appointments

None to report

OTHER

Resignations/Non-Renewals

Berardi, Brett	Drama Musical Advisor	SHS	RESIGN
Niro, Richard	Asst. Dept. Leader Science	SHS	RESIGN
O'Neill, John	Newspaper Club Advisor	JFK	RESIGN
Ottochian, Scott	Dept. Leader Health/Phys. Ed.	SHS	RESIGN
Perry, Amy	Std Cncl/Adv. Fac./ Curr. Writer	JFK	RESIGN

Appointments

Pocock, Erika	Health & Wellness	District
---------------	-------------------	----------

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 8 b.

AGENDA REPORTING FORM

Agenda Topic: 2023-2024 Operating Budget Reallocation/Adoption

Summary of Issue: The Town Council adopted the Board of Education budget on May 8, 2023 for the 2023-2024 school year.

Background: Administration will provide their recommended reallocation cut list to the Board under separate cover.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: July 1, 2023

Ending Date of Program or Project: June 30, 2024

Recommendation or Comment: Recommend that the Board of Education adopt the 2023-2024 Operating Budget with adjustments.



Signature of Superintendent of Schools

Titles of Attachment:

1. Operating Budget Reallocation Plan Draft 2023-2024
(under separate cover)

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 8 c.

AGENDA REPORTING FORM

Agenda Topic: Policy 1316 – Relations Between Public and School Personnel - Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1316 – Relations Between Public and School Personnel.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

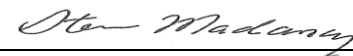
Recommendation or Comment: Move that the Board of Education approve Policy 1316 as presented by the Policy & Personnel Committee

Titles of Attachments:

1. DRAFT Policy 1316



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 1316
Relations Between Public and School Personnel
– Revised Policy
Draft

Relations between Public and School Personnel

Conduct on School Property (Civility)

The Southington Board of Education (Board) expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff. Volatile, hostile or aggressive actions and words cannot be tolerated, and individuals who engage in these activities may face legal penalties.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Standards

- A. Expected behaviors include but are not limited to:
 - 1. Respect and courtesy in language, demeanor, and actions
 - 2. Moderate tone and volume of voice
 - 3. Active and respectful listening
 - 4. Respectful acknowledgement of cultural differences
 - 5. Respect for the personal, civil, and property rights of others
 - 6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device
 - 7. Appropriate and courteous written communication, including notes, letters, email and text messages

- B. Unacceptable behaviors include but are not limited to:
 - 1. Rude, insulting or demeaning language and/or actions
 - 2. Persistently unreasonable demands
 - 3. Intrusive and/or interruptive behavior

4. Displays of temper
5. Harassment and intimidation
6. Threatening and/or abusive gestures and behavior
7. Using electronic devices to make a video and/or audio recording of private meetings with District staff without their express and mutual consent. For purposes of this policy, “private meetings” refer to meetings or conferences, whether in person, online, or telephonic, with any District administrator(s), teacher(s), and/or other staff to discuss concerns about a student and/or the operations of the Southington Public Schools. This policy does not, however, prohibit the recording of public Board meetings; events such as school performances, athletic events, and/or graduation ceremonies; Planning and Placement Team meetings; and/or other meetings in which an individual with a disability is entitled to record such interaction in accordance with the Americans with Disabilities Act.

- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.
- D. The Superintendent or designee will develop administrative regulations that provide direction for occurrences of disruptive behavior, dispute resolution, and enforcement of this Civility policy.

Safety and Security

The Superintendent or designee will ensure that a safety and/or crisis intervention techniques program is provided ~~in order to~~ to raise awareness on how to deal with these situations if and when they occur.

When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their Principal or supervisor and file a written report.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the District to pursue legal action against the student or the student’s parent/guardian.

Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person’s conduct, in the judgment and discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from

the school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this policy and its corresponding administrative regulation. **The District further reserves the right to direct that communication with individuals who violate this policy be conducted via writing (e.g., e-mail) rather than in person, via web-conferencing, or by telephone.**

Documentation

When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy at the time of occurrence.

Following any violation of the provisions of this policy, the employee will immediately notify his/her supervisor and provide a written report of the incident.

(cf. 1110.1 - Parent Involvement)

(cf. 1120 - Public Participation at Board of Education Meetings)

(cf. 1250 - Visits to Schools)

(cf. 1251 - Loitering or Causing Disturbances)

(cf. 1310 - Relations Between the Public and School Personnel)

(cf. 1312 - Public Complaints)

(cf. 1330 - Use of School Facilities)

(cf. 5131.911 - Bullying)

(cf. 4118.15/4218.15 - Workplace Bullying)

(cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)

(cf. 6145.71 - Use of Alcohol by Adults)

Legal Reference: Connecticut General Statutes

1-225 Meetings of the government agents to be public.

1-232 Conduct of the meeting.

10-221 Boards of education to prescribe rule(s), policies, and procedures.

10-238 Petition for hearing by board of education.

10-239 Use of school facilities for other purposes.

53a-185 Loitering in or about school grounds: Class C misdemeanor.

Policy Updated: 5.10.2023

Relations between Public and School Personnel

Conduct on School Property (Civility)

Standards

- A. Expected behaviors include but are not limited to:
 - 1. Respect and courtesy in language, demeanor, and actions
 - 2. Moderate tone and volume of voice
 - 3. Active and respectful listening
 - 4. Respectful acknowledgement of cultural differences
 - 5. Respect for the personal, civil, and property rights of others
 - 6. Appropriate and courteous use of telephone, public address systems, electronic devices and any other verbal communication device
 - 7. Appropriate and courteous written communication, including notes, letters, email and text messages

- B. Unacceptable behaviors include but are not limited to:
 - 1. Rude, insulting or demeaning language and/or actions
 - 2. Persistently unreasonable demands
 - 3. Intrusive and/or interruptive behavior
 - 4. Displays of temper
 - 5. Harassment and intimidation
 - 6. Threatening and/or abusive gestures and behavior
 - 7. Using electronic devices to make a video and/or audio recording of private meetings with District staff without their express and mutual consent. For purposes of this regulation, “private meetings” refer to meetings or conferences, whether in person, online, or telephonic, with any District administrator(s), teacher(s), and/or other staff to discuss concerns about a student and/or the operations of the Southington Public Schools. This regulation does not, however, prohibit the recording of public Board meetings; events such as school performances, athletic events, and/or graduation ceremonies; Planning and Placement Team meetings; and/or other meetings in which an individual with a disability is entitled to record such interaction in accordance with the Americans with Disabilities Act.

- C. Incidents of uncivil behavior should be resolved cooperatively with the individual(s) most directly involved.

Training and Resources

- A. The Superintendent/designee will communicate expectations for civil behavior outlined in **this regulation and its accompanying** policy to all school administrators and central office personnel.
- B. The Principal/supervisor or designee will communicate expectations of civil behavior annually to their staff, students, parents, and community groups as appropriate.
- C. The Principal/supervisor or designee will provide appropriate resources, guidance, and professional development with the goal of promoting civil behavior and addressing related concerns within the school system.

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations, threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on District property, will be directed to leave the school or District property promptly by the Superintendent, Principal or designee.
2. If any member of the public uses obscenities or communicates in verbal or written language in a demanding, loud, insulting and/or demeaning manner, **or if an individual attempts to record a private meeting with District administrator(s), teacher(s), or staff without such individual's express consent,** the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly **and/or cease recording the meeting** and provide the speaker, **at the speaker's request,** with a copy of this **regulation and the accompanying policy.** If corrective action is not taken by the abusing party, the District employee will verbally notify the abusing party that his/her participation in the meeting, conference, electronic or telephone conversation is terminated and, if there is a meeting or conference on District premises, the offending person will be directed to leave promptly.
3. Disruptions on the part of a staff member or behavior that would be considered insulting or demeaning toward others by a staff member would be treated as described above. Appropriate disciplinary action is to be taken in accordance with applicable Board of Education policies and the current collective bargaining unit agreement.
4. **When an individual records a private meeting without the express consent of those involved and/or is directed to cease recording a private meeting and refuses to do so, the District administrator, teacher, and/or staff member may end the private meeting and**

may require that future communication with the offending individual be conducted via writing (e.g., e-mail) rather than in person, via web-conferencing, or by telephone.

5. When an individual is directed to leave under circumstances outlined in paragraphs 1 or 2, the Superintendent, Principal or designee shall inform the person that he/she may be guilty of a misdemeanor in accordance with Connecticut General Statutes.

Resolution Process for Addressing Concerns and Issues

A. Resolution through Cooperative Agreement

Individuals who feel they have been subjected to uncivil conduct are encouraged to resolve the concern/issue with the person or persons directly involved when appropriate. Through a process of cooperative agreement, the affected individuals may be able to reach a mutually effective resolution.

B. When Resolution is not Reached through Cooperative Agreement

Either party may cite this **regulation and the accompanying** policy and notify the other person that they are ending the conversation or the interaction and removing themselves from the situation (for instance, ending a phone call, walking out of the room, or requesting the other individual leave the room).

Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this regulation and the accompanying civility policy. When the Principal or his/her designee sees or is advised by others of an individual engaged in the prohibited conduct, which in his or her judgment and discretion does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct, in the judgment and discretion of the Principal or designee poses an immediate threat of injury to persons or property, or to public order, the Principal or designee shall have the individual removed immediately from the school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District may initiate disciplinary action against any student or staff member, as appropriate, in compliance with applicable Board of Education policies and bargaining unit agreements. In addition, the District reserves the right to pursue a civil or criminal legal action against any person violating this administrative regulation. The District further reserves the right to direct that communication with individuals who violate this regulation be conducted via writing (e.g., e-mail) rather than in person, via web-conferencing, or by telephone.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 8 d.

AGENDA REPORTING FORM

Agenda Topic: SHS – Accelerated Biology – Unit 2 – Cell Structure and Function – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Accelerated Biology – Unit 2 – Cell Structure and Function.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS – Accelerated Biology – Unit 2 – Cell Structure and Function as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 2: What is Life~Cell Structure and Function
Teacher:	S. Kirsche and K. Radziwon
Grade Level/Course:	Accelerated Biology
Length/Dates:	5 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will use the phenomenon of elodea cells changing in salty water as a launching off point to explore cell structure and transport. Students will delve into the structures of prokaryotes and eukaryotes and how the structures of these cells help them to function. Students will pay specific attention to the cell membrane and explore how the structure of this organelle relates to its ability to help maintain homeostasis in living things.

Explanation
Select PEs that work together (bundle) to promote proficiency in using ideas expressed. Often a bundle will include PEs from a single NGSS topic or DCI, but a bundle could draw in PEs from other topics or DCIs.
PE(s) to be addressed (include assessment boundaries and clarification statements).
<p>Unit 2: Cell Structure and Function</p> <ul style="list-style-type: none"> ● HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.* ● HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
Unpack DCI(s), SEPs, and CCCs coded to the PEs to identify implications for instruction.

SEP Implications	DCI Implications	CCC Implications
<p>Constructing Explanations and Designing Solutions</p> <ul style="list-style-type: none"> Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations <p>Planning & Conducting Investigations</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. 	<p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed. (secondary) <p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. 	<p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable. Feedback (negative or positive) can stabilize or destabilize a system.

Transfer Goals (Vision of the Graduate)

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

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.

TEACHER LEARNING PLAN (including Assessments)

Starting: 2nd week of Oct.

Ending: Beginning of November

Unit 2- Cell Structure and Function

Unit Tracker

Anchoring Phenomenon: Elodea and Salt Water

MATERIALS NEEDED

Elodea Lab

- Elodea plant leaves
- microscope
- paper towels
- eye dropper
- 5% salt solution
- 10% salt solution

Cell Observation Lab

- Microscope
- Clean slide and cover slip
- forceps
- Section of onion (one layer, approximately 1cm-2cm square)
- Flat toothpick
- Iodine *stain*
- Methylene blue *stain*

Dialysis Tubing Membrane Lab

- Glucose Solution,
- Starch Solution,
- Iodine Solution,
- Glucose Test Strips,
- Dialysis Tubing,
- String,
- 400 ml Beaker,
- Pipettes,
- Scissors,
- Ruler

Teacher Target Question

Activity

Standards/Objectives

Students Will Know and Wonder

Anchoring Phenomenon Routine (1 period)

Anchoring Phenomenon- Elodea response to environment

- **Acc Bio Exp 2- Elodea Initial Model**

- Suggested primers: Labeled

Students will make observations and ask questions about DCI:

Learning Target:
I will make appropriate biological

Know:

- Scientific drawings are done in a certain manner.
- Elodea experience changes when placed in salt water.

Wonder:

- What is inside the elodea? Is this

	<p>Elodea diagram to use with lab</p> <ul style="list-style-type: none"> ■ Drawing on background knowledge- draw a cell structure 	<p>drawings and observe changes in Elodea due to environmental changes.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● Observe distinct changes in cell structure shape/arrangement ● Provide a plausible explanation for why change occurred 	<p>the same in all living things?</p> <ul style="list-style-type: none"> ● Why do they change? ● How do the changes happen? <p>Next steps:</p> <ul style="list-style-type: none"> ● Students will begin to explore the structures we were seeing under the microscope and how they compare to other living things?
<p><i>EQa: What are the structures that we see in the Elodea?</i></p> <p><i>EQb: How do Elodea (plant) cells differ from our own?</i></p> <p><i>(5-6 periods)</i></p>	<p>Anchoring Activity:</p> <ul style="list-style-type: none"> ● Lab: Observing Living Cells ● CER: Classifying an Unknown Organism ● Revisit model and add organelle labels before moving on. <p>Suggested Supporting Activity:</p> <ul style="list-style-type: none"> ● What are cells? <ul style="list-style-type: none"> ○ Micrograph Images ○ Real Cell Gallery ○ Cell Image Library ● Mystery Cell Model ● Cell Labeling Activity ● Cell Analogy Project ● Cell Organelle Speed Dating ● Bringing Home Baby Case Study 	<p>Students will gather and analyze data to show how the structure of cells relates to their functions when in stable environments.</p> <p>Recommended Learning Target: I will compare and contrast plant and animal cell structures</p> <p>Reccomeded Success Criteria:</p> <ul style="list-style-type: none"> ● Describe major differences between prokaryotic and eukaryotic cells, and plant vs animal cells. ● Describe the function of major organelles ● Relate the form of cells as a whole and individual organelles to their function 	<p>Know:</p> <ul style="list-style-type: none"> ● The major differences between prokaryotic and eukaryotic cells and which type elodea are. ● Elodea are plant cells based on the organelles seem and will explain how they are different from animals. ● The major organelles have functions that allow all living things to maintain life. <p>Wonder:</p> <ul style="list-style-type: none"> ● Why are prokaryotes smaller and simpler? ● Why are organelles necessary and how do they help maintain homeostasis? <p>Next steps:</p> <ul style="list-style-type: none"> ● Students will explore why larger cells need to be compartmentalized and also why more complex systems have more “parts.”
	<p>Suggested Supporting Activities</p>	<p>Students will construct an</p>	<p>Know:</p>

<p><i>EQ: Why do cells have to have so many parts?</i> (1-2 periods)</p>	<ul style="list-style-type: none"> Cell Theory Impact of Compartmentalization <ul style="list-style-type: none"> Comparison of Prokaryotes, Eukaryotes Big Idea Slide (as review before moving on) 	<p>explanation of how the structures in cells allow them to maintain stable conditions.</p> <p>Learning Target: I will construct an explanation of how the structures in cells allow them to maintain stable conditions.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Compare small and large cells contributes to the differences in functions. 	<ul style="list-style-type: none"> Larger cells have more specialized parts in order to carry out more complex functions. Elodea are a relatively large cell so must have these specialized parts. <p>Wonder:</p> <ul style="list-style-type: none"> How do these organelles help cells to maintain homeostasis in changing conditions? How does this help explain the changes in the elodea leaf? <p>Next steps:</p> <ul style="list-style-type: none"> Students will explore the structure of the cell membrane and its specialized functions.
<p><i>EQ: What is special about the structure that separates one cell from another?</i> (3-4 periods)</p>	<p>Anchoring Activity:</p> <ul style="list-style-type: none"> Dialysis Membrane Lab or Serendip Membrane Structure & Function Lab <p>Suggested Supporting Activities:</p> <ul style="list-style-type: none"> Membrane Structure Coloring Membrane Structure/Bubble Lab 	<p>Students will show that the structure of the cell membrane allows it to play a vital role in maintaining homeostasis.</p> <p>Learning Target: I will be able to demonstrate how cell membrane structure helps maintain homeostasis.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Describe the structure of a cell membrane. Explain how cell membrane structure helps a cell maintain homeostasis Measurably demonstrate at least one hypertonic, hypotonic or isotonic solution 	<p>Know:</p> <ul style="list-style-type: none"> Membranes of all living things (including elodea) are semi-permeable and are constantly responding to their surroundings. Membranes are made up of different macromolecules working together to maintain homeostasis. <p>Wonder:</p> <ul style="list-style-type: none"> How does the cell control the entrance/release of chemicals across the cell membrane? <p>Next steps:</p> <ul style="list-style-type: none"> Students will investigate the different types of transport across the cell membrane.

<p><i>EQ: What are the different ways that substances can move through the membrane?</i></p>	<ul style="list-style-type: none"> • Transport in Cells POGIL • “Why is it deadly to drink salt water?” Big Idea Slide 	<p>Learning Target: I can use models to explain how materials move across a membrane in a variety of situations.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Explain how water moves across a membrane through osmosis. • Predict what would happen to animal/plant cells in various environments. 	<p>Know:</p> <ul style="list-style-type: none"> • Passive transport is the movement of materials without the use of energy and occurs down a concentration gradient. • Osmosis is a specialized type of diffusion and is what we saw occur in the elodea cell. <p>Wonder:</p> <ul style="list-style-type: none"> • Since these are passive processes, what happens when changes to equilibrium occur? <p>Next steps:</p> <ul style="list-style-type: none"> • Students will explore how changes to equilibrium impact human and plant cells.
<p><i>EQ: Why did the water and salt move the way they did in the Elodea?</i> (4-5 periods)</p>	<p>Anchoring Activity:</p> <ul style="list-style-type: none"> • Salt Water Patient Analysis (Kirsche Revision) • Final Elodea Model 	<p>Students will carry out investigations to show that molecules move spontaneously down a concentration gradient through the cell membrane which can impact the stability of the cell.</p> <p>Learning Target: I can plan and carry out an investigation to show the effects of hypertonic, hypotonic, and isotonic solutions their effects on living cells</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Design and carry out an investigation. • Explain how the “wrong” tonicity can lead to health problems in living cells 	<p>Know:</p> <ul style="list-style-type: none"> • Osmosis is a specialized type of diffusion. • Plant cells (like elodea) respond differently than animal cells to hypertonic and hypotonic environments. <p>Wonder:</p> <ul style="list-style-type: none"> • These passive processes can cause cell damage or even death. How do living cells prevent this? <p>Next steps:</p> <ul style="list-style-type: none"> • Students will explore active transport.

<p><i>EQ: How might the cell move a substance into or out of the cell that wouldn't naturally move in that direction?</i> (1-2 periods)</p>	<p>Mini Phenomenon: Contractile Vacuoles</p> <p>Suggested Supporting Activities:</p> <ul style="list-style-type: none"> • Intro to Active Transport (CK12 intro) • Membrane Potential POGIL • BioZone Osmotic Potential 	<p>Students will construct an explanation to show that living things can use energy to create a concentration gradient that helps the cell/organism to maintain homeostasis and react to a changing environment.</p> <p>Learning Target: I will be able to explain how cells use energy to maintain a stable environment.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Explain how cells use energy to move chemicals against a concentration gradient to maintain homeostasis. • Understand the difference between the different cell membrane transports. • Explain how active transport transports chemicals against the concentration gradient. 	<p>Know:</p> <ul style="list-style-type: none"> • Some cells have structures unlike the elodea cell that allow them to maintain homeostasis when not at equilibrium, but these use energy. • Cells can use energy to actively move chemicals against a concentration gradient to maintain homeostasis. • Active transport requires ATP. • The Na⁺/K⁺ pump and the H⁺ pump are vitally important forms of active transport in animals and plants, respectively. <p>Wonder:</p> <ul style="list-style-type: none"> • What other things can set up a gradient across a membrane? <p>Next steps:</p> <ul style="list-style-type: none"> • Students will explore Action potential using other materials.

Unit 2 Assessment - 30 pts ([HS-PS1-6](#) and [HS-LS1-3](#))

Other Performance Assessments from Unit

1. CER: Classifying an Unknown Organism (argumentation slide only) - 8 pts. (Communication, **LS1.A: Structure and Function**)
2. Salt Water Patient Analysis - 16 pts (Collaboration, [HS-PS1-6](#))
3. Final Model - 14 pts (Communication, [HS-LS1-3](#))

Teachers should aim to have roughly 100 Performance Points per Unit.

- a. This unit has a total of 68 points for common assessments
- b. Teachers have the remaining points to use for their own performance tasks/quizzes/reading check-ins, etc

SOUTHINGTON HIGH SCHOOL

Unit 2: Cell Structure & Function

Accelerated Biology

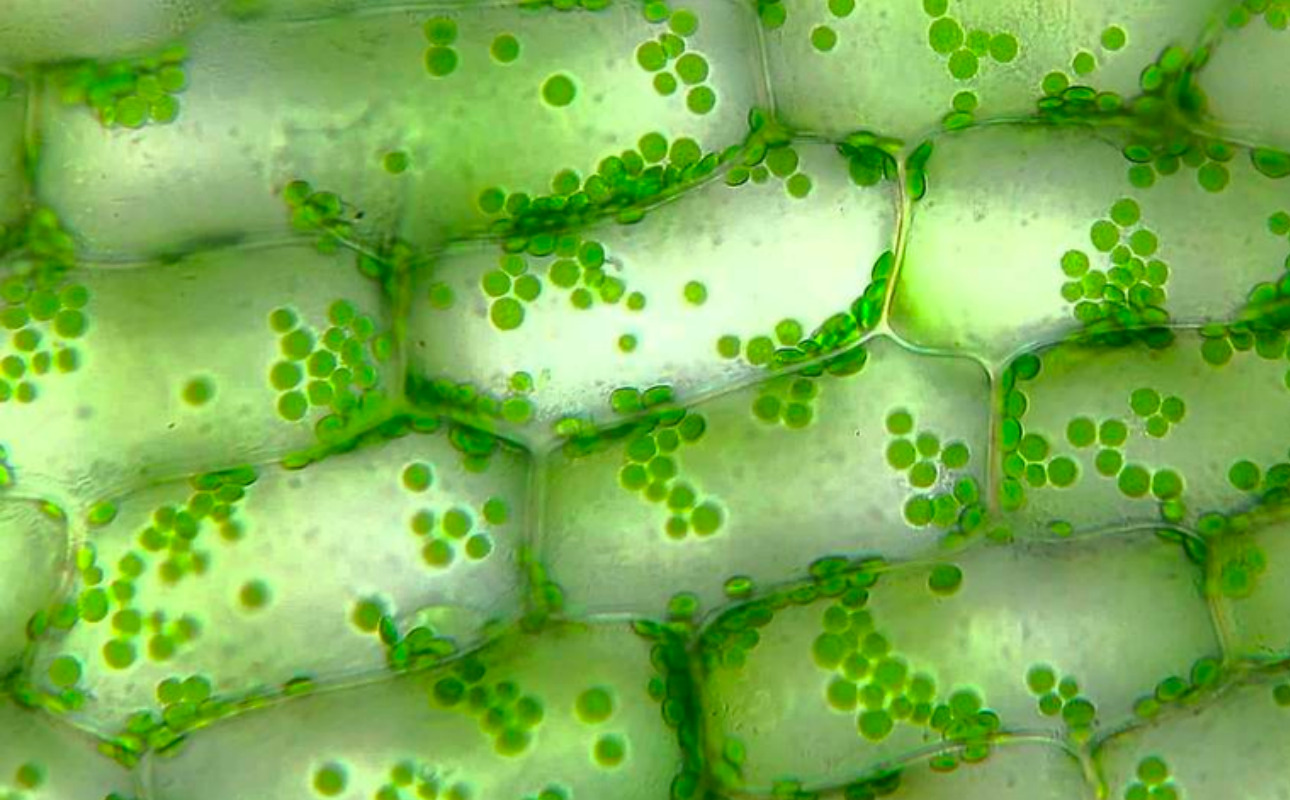


Accelerated Biology Unit 2: Cell Structure & Function

Unit Overview

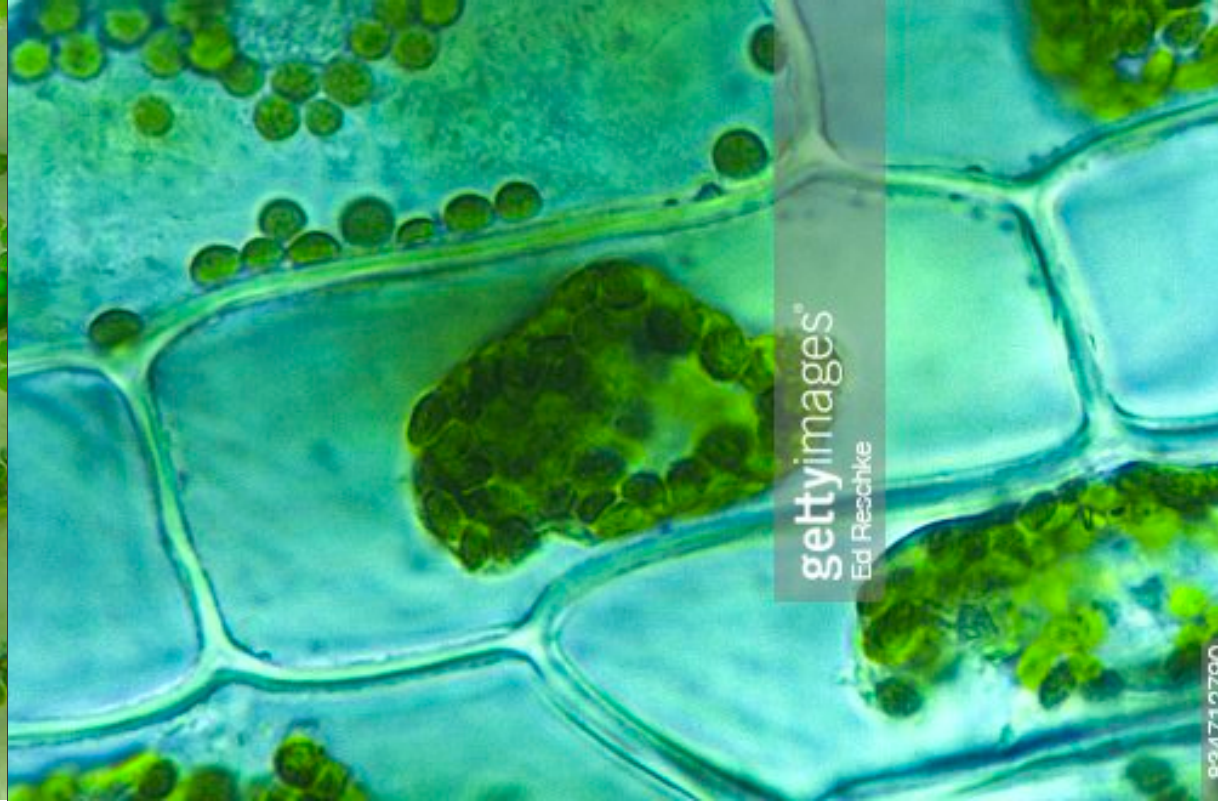
- Students will use the phenomenon of elodea cells changing in salty water as a launching off point to explore cell structure and transport.
- Students will delve into the structures of prokaryotes and eukaryotes and how the structures of these cells help them to function.
- Students will pay specific attention to the cell membrane and explore how the structure of this organelle relates to its ability to help maintain homeostasis in living things.



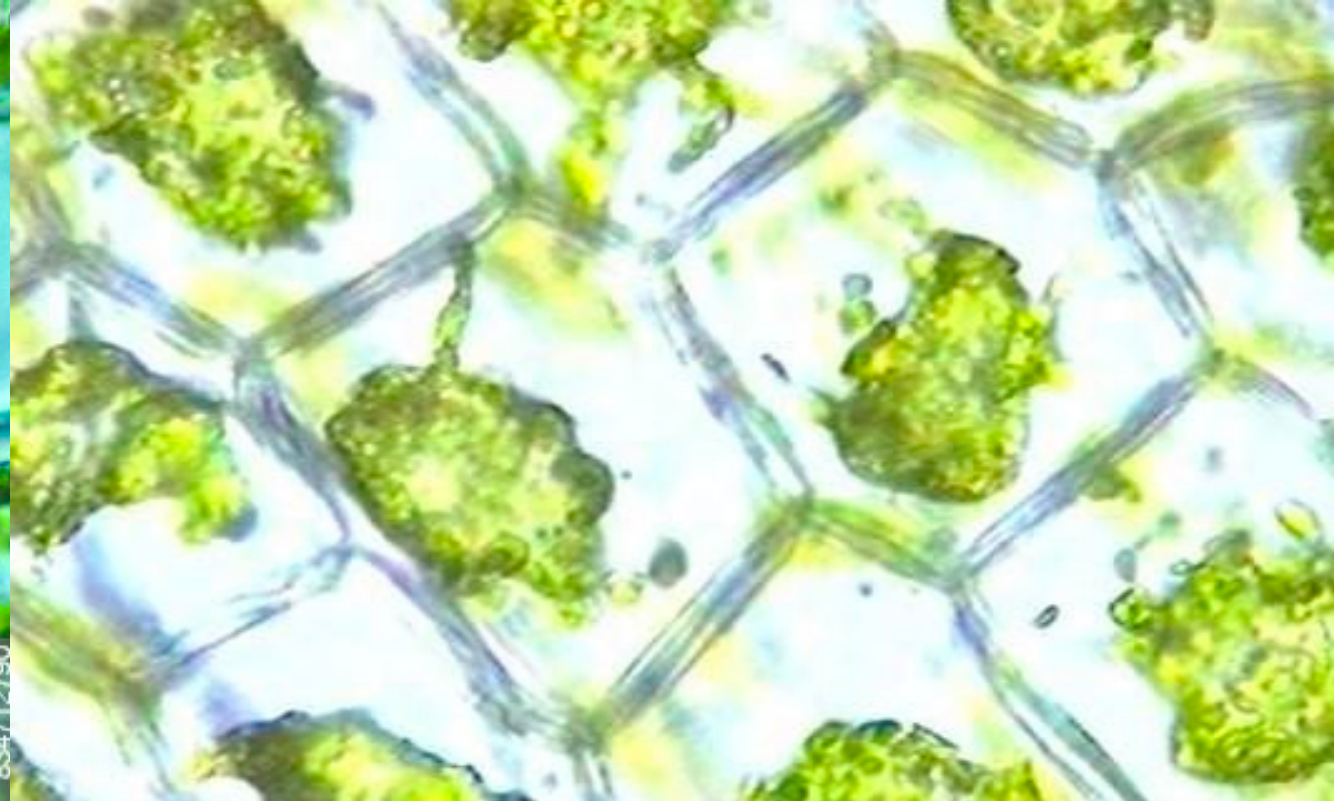


Elodea in Freshwater

(Normal conditions, students are not explicitly told this)



Elodea in 5% Salt Water



Elodea in 10% Salt Solution

Anchoring Phenomenon

How do Elodea cells respond to different environmental stressors?

Driving Questions & Learning Sequence



Acc Biology Unit 2

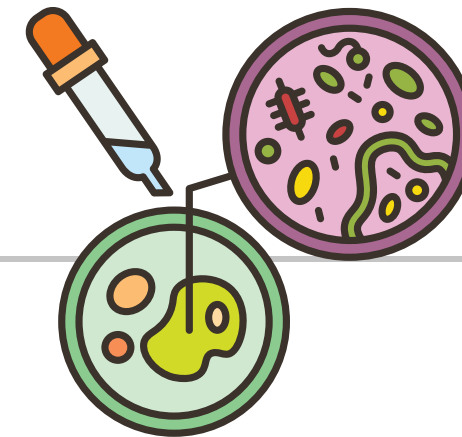
What are the structures that we see in the Elodea?

How do Elodea (plant) cells differ from our own?

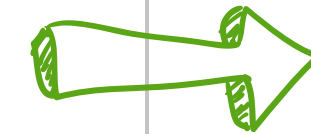
How might the cell move a substance into or out of the cell that wouldn't naturally move in that direction?



Why do cells have to have so many parts?



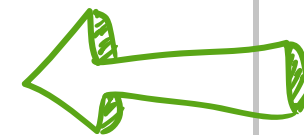
Why did the water and salt move the way they did in the Elodea?



What is special about the structure that separates one cell from another?



What are the different ways that substances can move through the membrane?



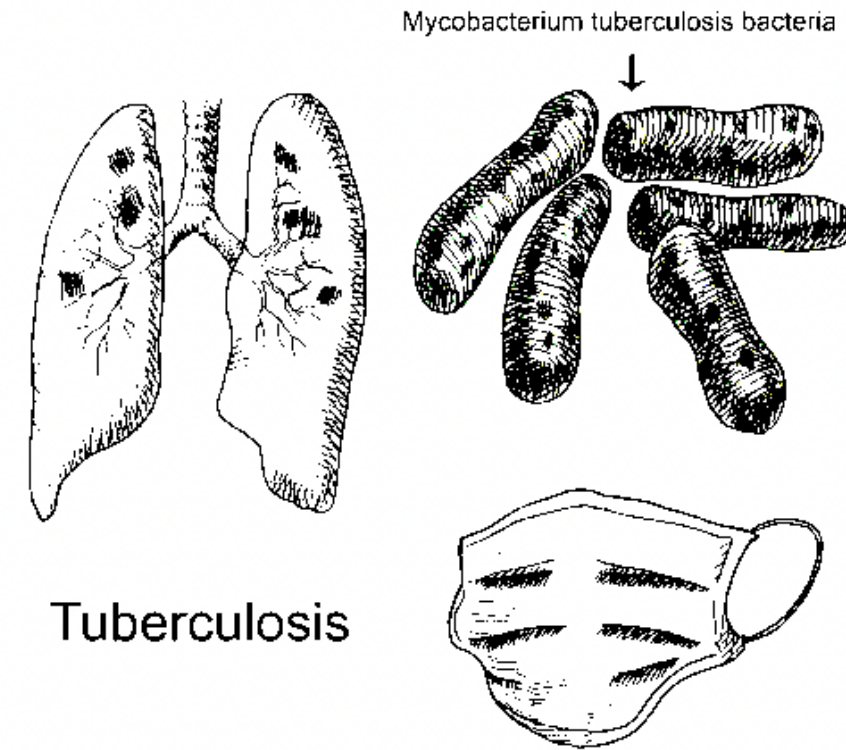
Accelerated Biology Unit 2 Benchmark Assessment: Cell Structure & Function - 30 pts.

Between 1600 and 1800, one quarter of all deaths in Europe and North America were caused by the disease tuberculosis. Tuberculosis is also known as “consumption,” the “wasting disease,” the “white plague”, or simply “TB.” It is an ancient disease. DNA from the bacteria that cause TB has been found in human bodies buried 9,000 years ago.

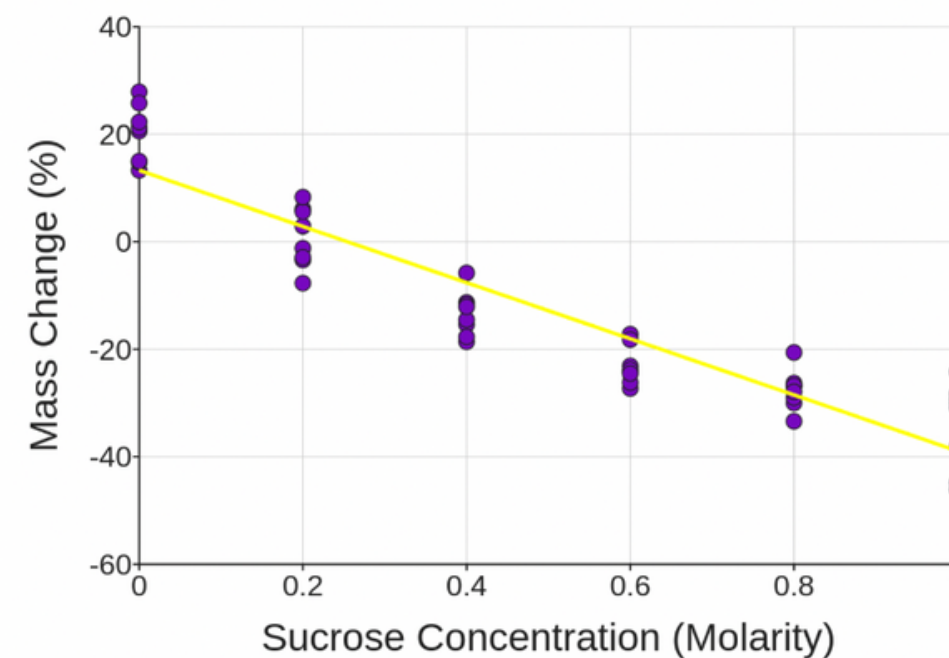
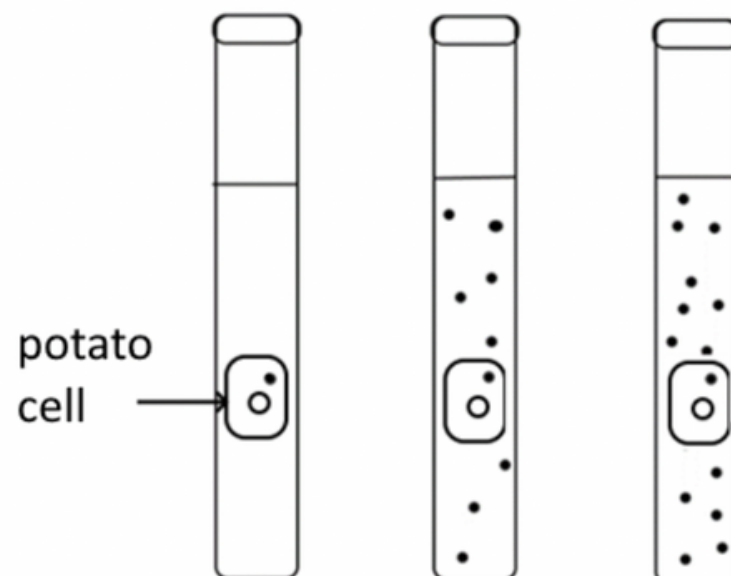
Despite its long history within the human population, it was not until the development of antibiotics that the first treatments for TB became available, approximately 80 years ago. Prior to this, an active TB infection was a death sentence.

Today, eighty-five percent of people with active TB can be treated with 6 to 9 months of antibiotics. The effectiveness of the treatments is evident in the US where 14 million people are thought to be infected, but only 542 deaths occurred in 2018.

Though the number of deaths due to TB are decreasing, tuberculosis remains a global pandemic.



Tuberculosis



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 8 e.

AGENDA REPORTING FORM

Agenda Topic: SHS – Accelerated Biology – Unit 4 – Cell Cycle and Communication – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the SHS – Accelerated Biology – Unit 4 – Cell Cycle and Communication.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve SHS – Accelerated Biology – Unit 4 – Cell Cycle and Communication as presented by the Curriculum & Instruction Committee

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 4: Cell Cycle & Communication
Teacher:	S. Kirsche and K. Radziwon
Grade Level/Course:	Accelerated Biology
Length/Dates:	4 weeks (~25 periods)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will use the phenomenon of embryonic development to explore how cells divide, communicate, and differentiate. Students will recognize that we have to be made up of many small cells in order to maintain homeostasis and will discover the processes which cells use to accurately divide. Students will also explore how the one cell of the embryo becomes many different types of cells and how these cells work to maintain homeostasis in large and complex organisms. Students will also recognize that errors in this differentiation or in the formation of one of the organ systems can lead to disease and will explore medical interventions to help remedy these. Throughout this unit students will be communicating with small groups to make sense of models and data. These conversations will lead students to discover the key concepts of this unit.

Explanation
<p>Select PEs that work together (bundle) to promote proficiency in using ideas expressed. Often a bundle will include PEs from a single NGSS topic or DCI, but a bundle could draw in PEs from other topics or DCIs.</p>
<p>PE(s) to be addressed (include assessment boundaries and clarification statements).</p> <ul style="list-style-type: none"> • HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. • HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. • HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
<p>Unpack DCI(s), SEPs, and CCCs coded to the PEs to identify implications for instruction.</p>

SEP Implications	DCI Implications	CCC Implications
<ul style="list-style-type: none"> ● <u>Developing and Using Models</u> Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. ● <u>Planning and Carrying Out Investigations</u> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. 	<p><u>LS1.A: Structure and Function</u></p> <ul style="list-style-type: none"> ● Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. ● Feedback mechanisms maintain a living system’s internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. <p><u>LS1.B: Growth and Development of Organisms</u></p> <ul style="list-style-type: none"> ● In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. 	<ul style="list-style-type: none"> ● <u>Systems and System Models</u> Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. ● <u>Stability and Change</u> Feedback (negative or positive) can stabilize or destabilize a system.

Transfer Goals (Vision of the Graduate)

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

Communication Transdisciplinary Goal:

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

TEACHER LEARNING PLAN (including Assessments)

Starting:

Unit 4- Cell Cycle & Communication

Anchoring Phenomenon: Human Embryonic Development

MATERIALS NEEDED

Planaria Lab:

- Planaria
- Dissecting Scopes
- Petri Dishes


Cell Size Lab:

- Beet
- Knife
- Bleach

- Forceps

Buffer Lab:

- Liver
- Potato
- HCl and NaOH solutions
- pH probes or test strips
- pipettes

Teacher Target Question	Activity	Learning Targets and Success Criteria	Students Will Know and Wonder
<p>Anchoring Phenomenon Routine (1 period)</p> 	<ul style="list-style-type: none"> ● Anchoring Phenomenon: Embryonic Development 	<ul style="list-style-type: none"> ● Engage in a QFT session to create a DQB based on the anchoring phenomenon. ● Learning Target: I will ask questions about how a single cell is able to give rise to a multicellular organism with different tissues types, and how the cells are able to work together to sustain life. 	<p>Student questions should lead them to realize they need to have a better understanding of why multicellular organisms instead of large unicellular organisms exist.</p> <p>Students will need to revisit their DQB to refine their questions after each activity.</p>
<p>Why aren't we one big cell? (2 periods)</p>	<ul style="list-style-type: none"> ● Cell Size Lab OR Lego cell size activity <ul style="list-style-type: none"> ○ Cell Size Lab Student Handout (without answer key) ○ Resource: Utah Genetics Cell Size & Scale ● Extension- Animal Size & Scale 	<ul style="list-style-type: none"> ● Learning Target: I can conduct an investigation to explain how cell size impacts its ability to maintain homeostasis and why cells must be small. 	<p>Know: Embryos (and other complex organisms) must have multiple small cells because:</p> <ul style="list-style-type: none"> ● The surface-area-to-volume ratio gets smaller as the cell gets larger.

- Small cell size creates a surface-area-to-volume ratio that enables more efficient diffusion.

Wonder:

- How do cells divide in order to stay small?
- How do cells “know” when they’re getting too big?

Next steps:

- Students will explore the steps cells take to divide.

*How do cells divide?
(5-6 periods)*

- [Cell Cycle POGIL](#)
- [Who Killed Yew?](#)
- Cell Cycle Data Lab (onion root tip revision) [A version](#) w/ calculation; [Observe phases](#) (ID and draw; no calculation)
- [Cell Cycle Data & Regulation Lab](#)
- [Intro Planaria Lab](#) - Part 1 and Part 2 (up to #5)
- [Initial Model](#)

- **Learning Target:** I can use models and data to identify patterns to explain how cells move through the cell cycle.

Know:

- Embryonic cells must all be identical so must follow steps to ensure they divide evenly.
- Why chromosome replication must occur prior to mitotic division.
- Multicellular organisms use mitotic cell division in order to replace dying or damaged cells.
- The cell cycle includes interphase, mitosis, and cytokinesis.
- Mitosis has four major steps: prophase, metaphase, anaphase, and telophase.

Wonder:

- Cells seem to divide in some areas and not in others. How do cells know when and how to divide?

Next steps:

			<ul style="list-style-type: none"> Students will explore cell communication and regulation to explain how cells know when to divide.
<p><i>How do cells know when and how to divide? (4-5 periods)</i></p>	<ul style="list-style-type: none"> Dropping Signals (Utah Genetics) Cell Communication POGIL Signal transduction Animation <p>**Students should revise their initial models at this point to include cell communication's role in embryonic development.**</p>	<ul style="list-style-type: none"> Learning Target: I can analyze data to predict consequences for biological systems if cell cycle regulation is altered. 	<p>Know:</p> <ul style="list-style-type: none"> Embryonic cells communicate to know when to divide. The importance of interphase in the cycle cycle and the significance of the 2 growth phases and the S phase. The division of cells is highly regulated by both internal and external signals and checkpoints. Cancer cells form when cell division continues without regulation. <p>Wonder:</p> <ul style="list-style-type: none"> Why do some cells divide continuously and others don't? <p>Next steps:</p> <ul style="list-style-type: none"> Students will explore the differences between the cells in their planaria and their own cells.
<p><i>How are planaria cells different from our cells? (1 period)</i></p>	<ul style="list-style-type: none"> Planaria lab - finish Part 2 and Part 3 	<ul style="list-style-type: none"> Learning Target: I will plan and carry out an investigation to show how planaria cells regenerate and draw conclusions about why they are different from ours. 	<p>Know:</p> <ul style="list-style-type: none"> Planaria contain a special type of cell that allows them to regenerate the parts that they have lost. These cells are similar to embryonic cells.

			<ul style="list-style-type: none"> Depending on where the cut is made, some planaria will successfully regenerate and others will not. <p>Wonder:</p> <ul style="list-style-type: none"> Why are the cells of the planaria different from our own? Why can't we regrow a missing body part? How do embryos develop their own unique "cells"? <p>Next steps:</p> <ul style="list-style-type: none"> Students will explore stem cells
<p><i>What cells do planaria and human embryos have that most adults don't?</i> (3 periods)</p>	<ul style="list-style-type: none"> Stem Cell Intro & Inquiry (play-doh) Stem Cell Reading <ul style="list-style-type: none"> Evaluate: "What type of stem cells do planaria and human embryos have?" Discussion board post. What type of stem cell would you use? Learn.Genetics stem cell WebQuest 	<ul style="list-style-type: none"> Learning Target: I can use models to explain what stem cells are and how they are able to become different types of cells. 	<p>Know:</p> <ul style="list-style-type: none"> All cells have the same instructions, but "read" different segments to differentiate. Stem cells can be totipotent, pluripotent, or multipotent and this determines what they can differentiate into. Planaria contain pluripotent stem cells. Human embryos contain totipotent cells that can become a variety of different cell types. <p>Wonder:</p> <ul style="list-style-type: none"> How do these different types of cells help a complex organism maintain homeostasis? <p>Next steps:</p> <ul style="list-style-type: none"> Students will explore how specialized tissues form organs

and organ systems that contribute to maintaining homeostasis in an organism.

How do cells work together to support life? (3-4 periods)

- [Cell Specialization and Organ Systems](#)
 - [Student Answer Sheet](#)
 - [Lab Station Sheets](#)
 - [Patient Slide Sheets](#)
 - [Supplemental Materials](#)

****Students should add to their model to include stem cells and cell differentiation.****

- **Learning Target:** I can analyze data to explain how cell structures in different types enable specialized cellular functions.

Know:

- Multicellular organisms have specialized cells that perform a wide variety of functions. a. During development, cells become specialized and develop into higher-order systems (i.e., tissues, organs).
- Specialized cells perform a wide variety of unique functions for organisms (e.g., muscle cells, red blood cells).
- Human embryos contain many specialized cells that have the same functions as their specialized cells in adults.

Wonder:

- How do these cells form organs and organ systems that help more complex organisms maintain homeostasis?

Next steps:

- Students will explore organization in complex organ systems as well as feedback mechanisms.

How do organ systems work together to maintain homeostasis and what happens when there is a disruption? (3 periods)

- Feedback Mechanism POGIL
- [Feedback Mechanism Stations](#)
- Extension: Buffer Lab

- **Learning Target:** I can use models to show how organ systems work together to maintain homeostasis.

Know:

- Describe how organ systems work together to maintain homeostasis in all living organisms including embryos.

****Students should add final touches to their model to how ONE organ system relates to homeostasis of the embryo.****

This [Wonder of Science Assessment](#) could be used as a well-scaffolded model of embryonic development.

- Predict how an organism might respond to a change from the external environment in order to maintain homeostasis.
- Predict the consequence of a disruption in homeostasis.
- Organisms have positive or negative responses to external stimuli in their environment in order to maintain dynamic homeostasis.

Unit 4 Assessment (addresses all PEs)

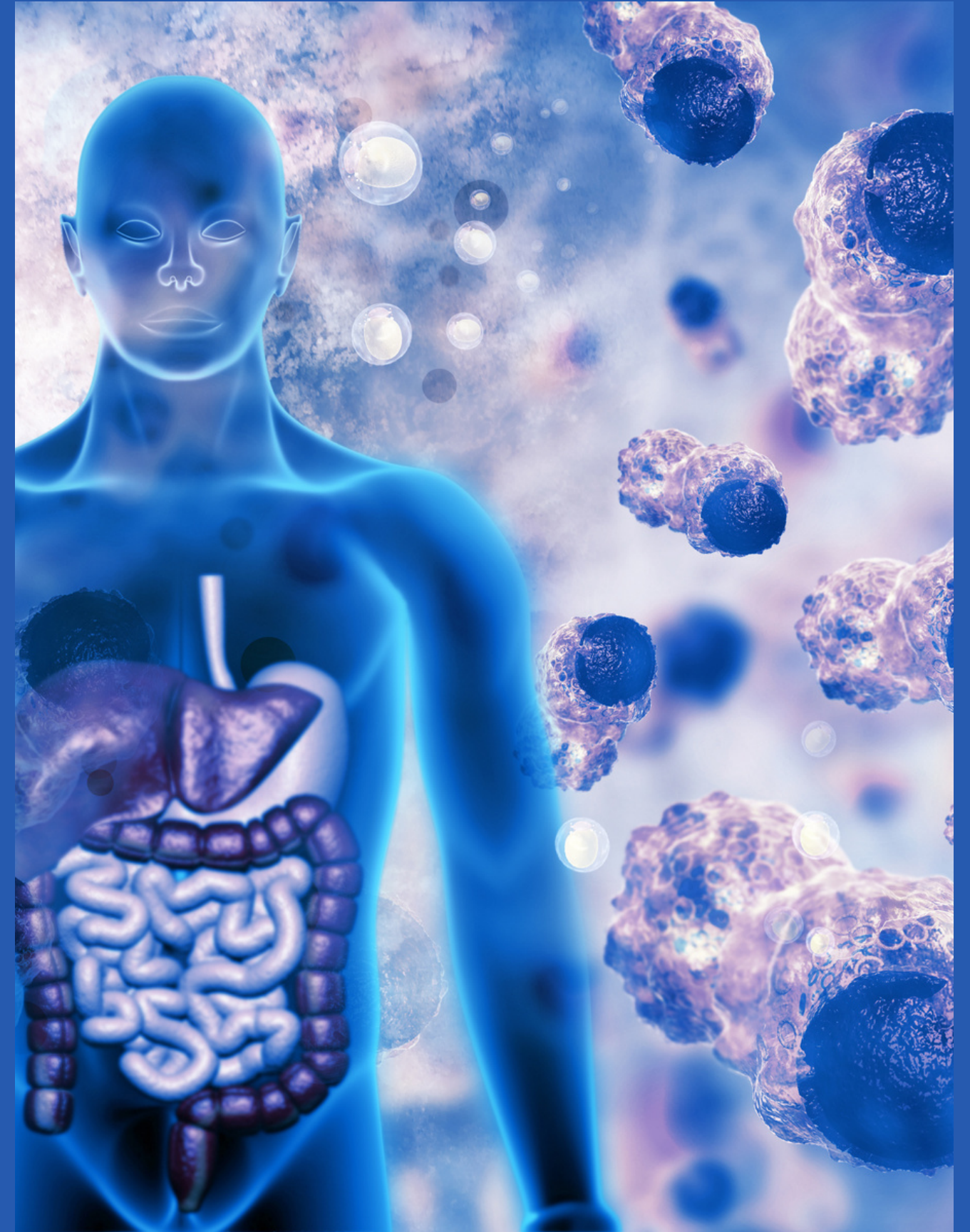
Other Performance Assessments from Unit

1. Planaria Lab Conclusions ([HS-LS1-4](#), Communication)
2. Cell Specialization and Organ Systems (Connections and Applications ONLY) ([HS-LS1-2](#)) (HS-LS1-3)

SOUTHINGTON HIGH SCHOOL

Unit 4: Cell Communication & Division

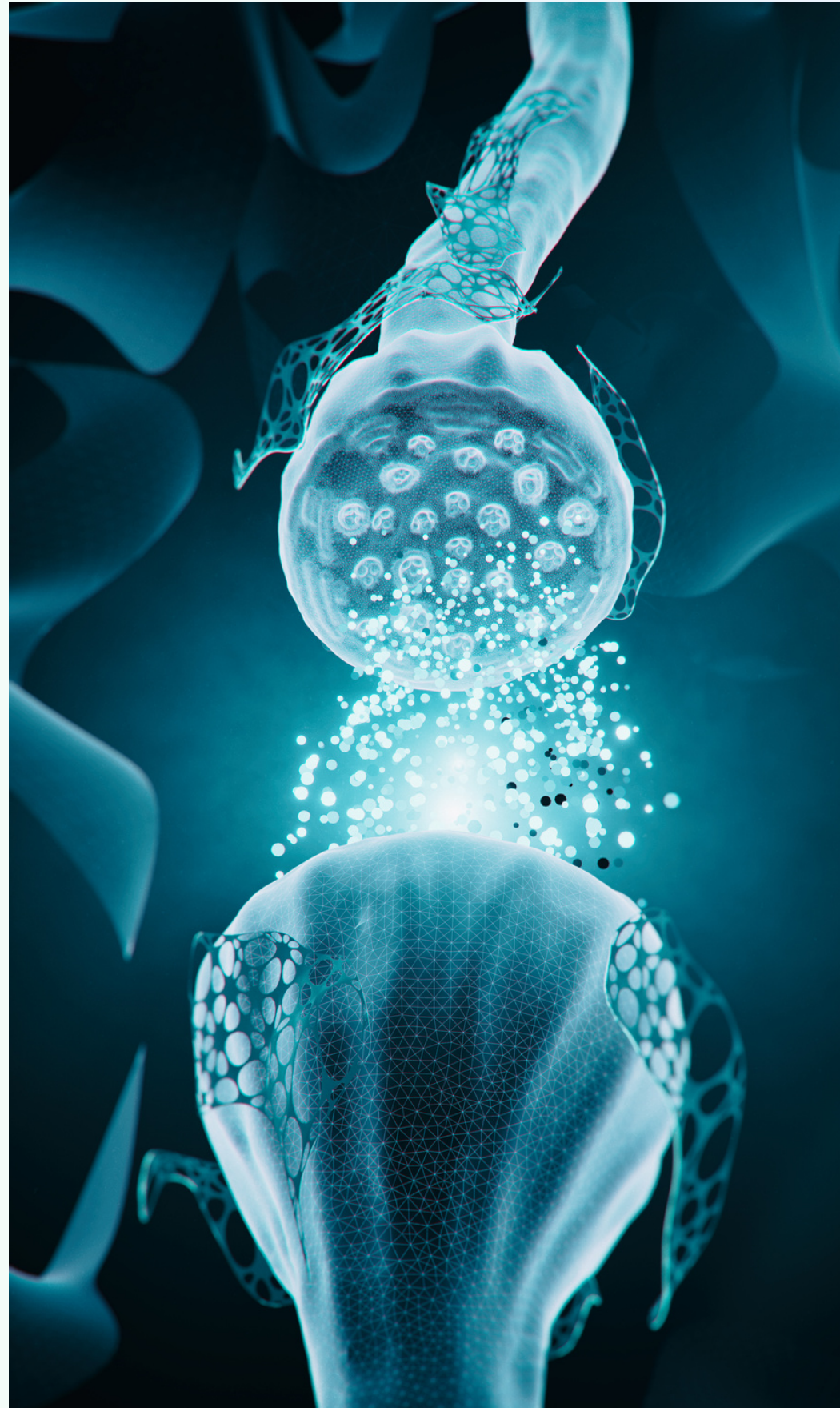
Accelerated Biology



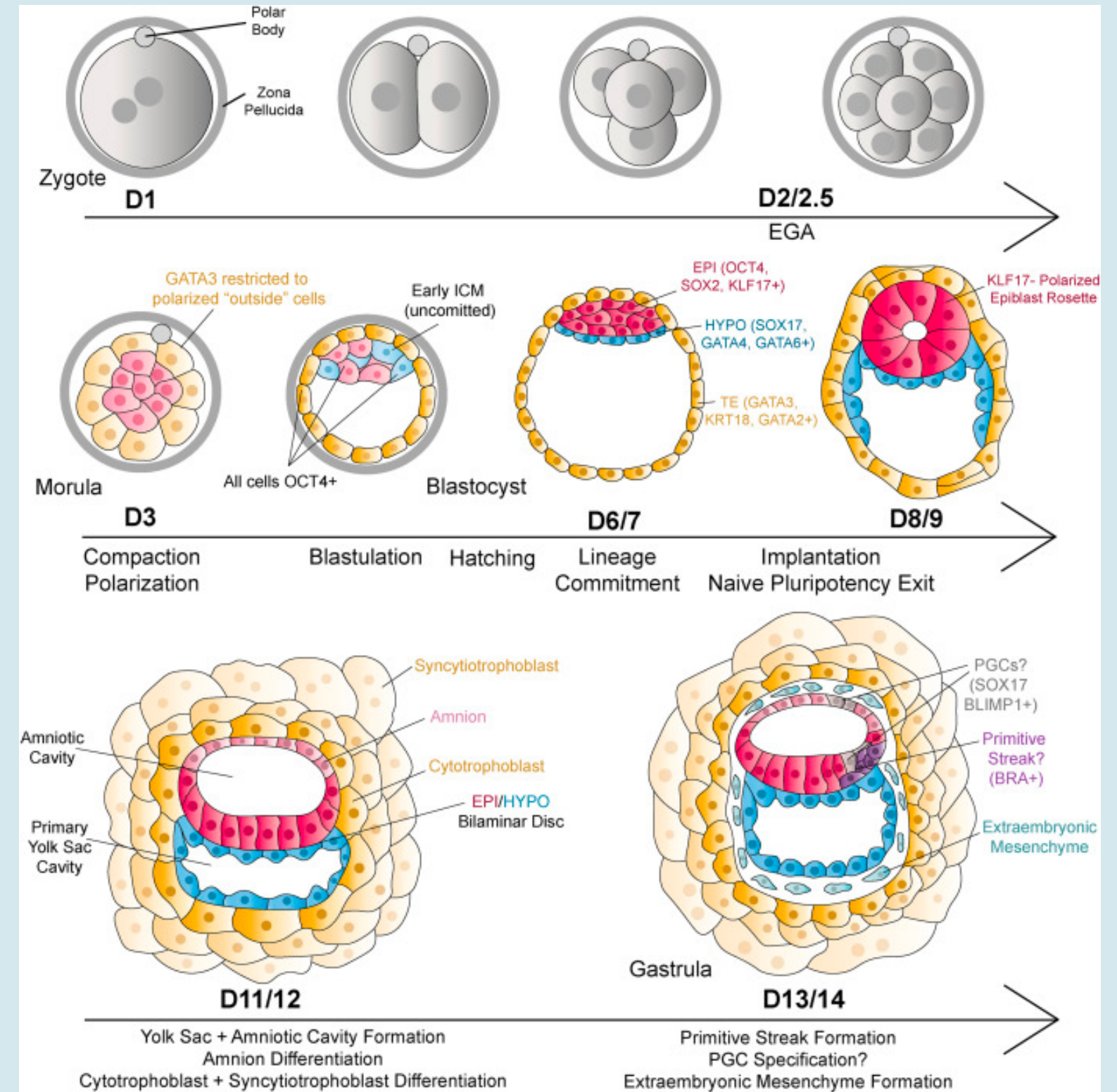
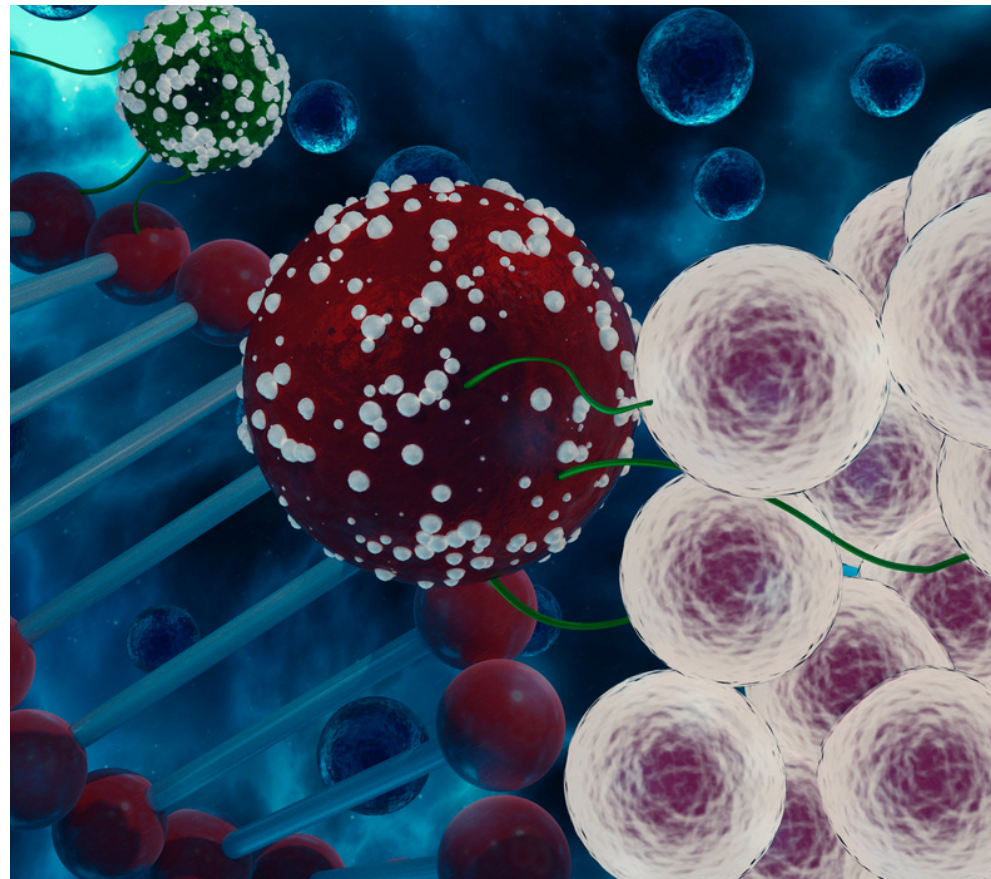
Unit Overview

Students will...

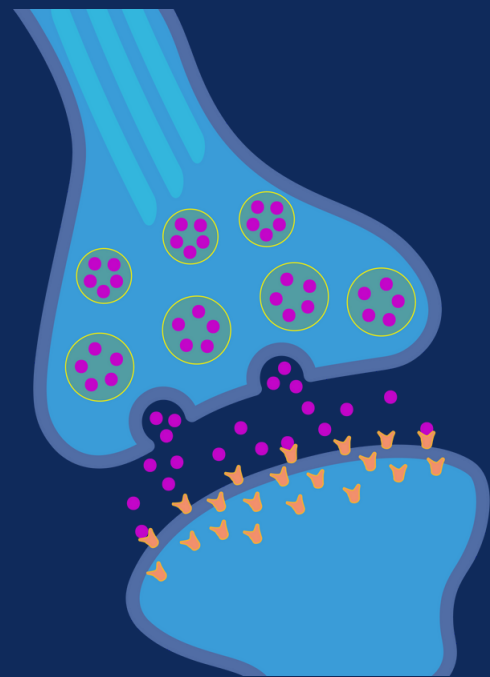
- Explore how cells divide, communicate, and differentiate.
- Small cell size is necessary to maintain homeostasis
- Discover the processes which cells use to accurately divide.
- Explore how differentiated cells work to maintain homeostasis in large and complex organisms.
- Recognize that errors in differentiation can lead to disease.



Anchoring Phenomenon: *Embryonic Development*



Driving Questions & Learning Sequence



Acc Biology Unit 4

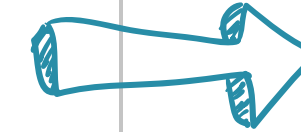
Why aren't we one big cell?



How do cells divide?



How do cells know when and how to divide?



How are planaria cells different from our cells?



How do organ systems work together to maintain homeostasis and what happens when there is a disruption?



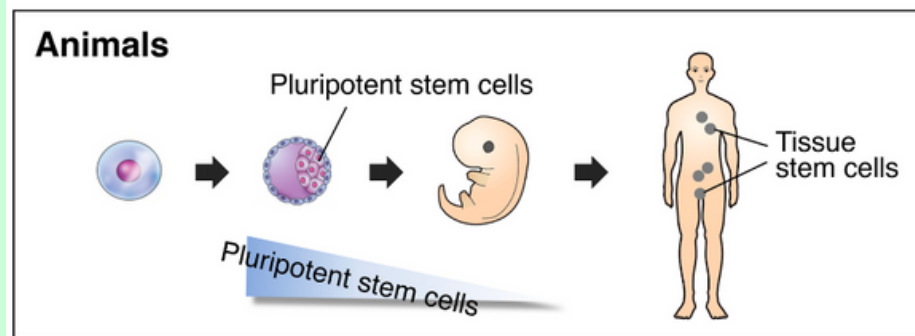
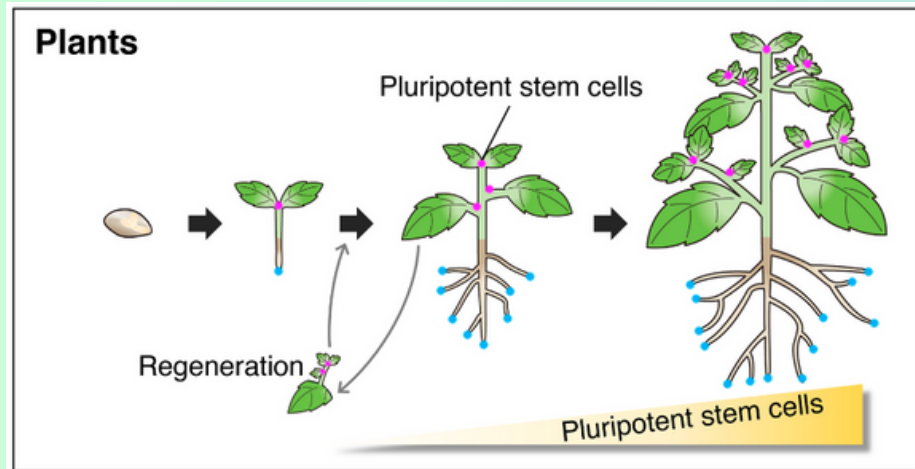
How do cells work together to support life?



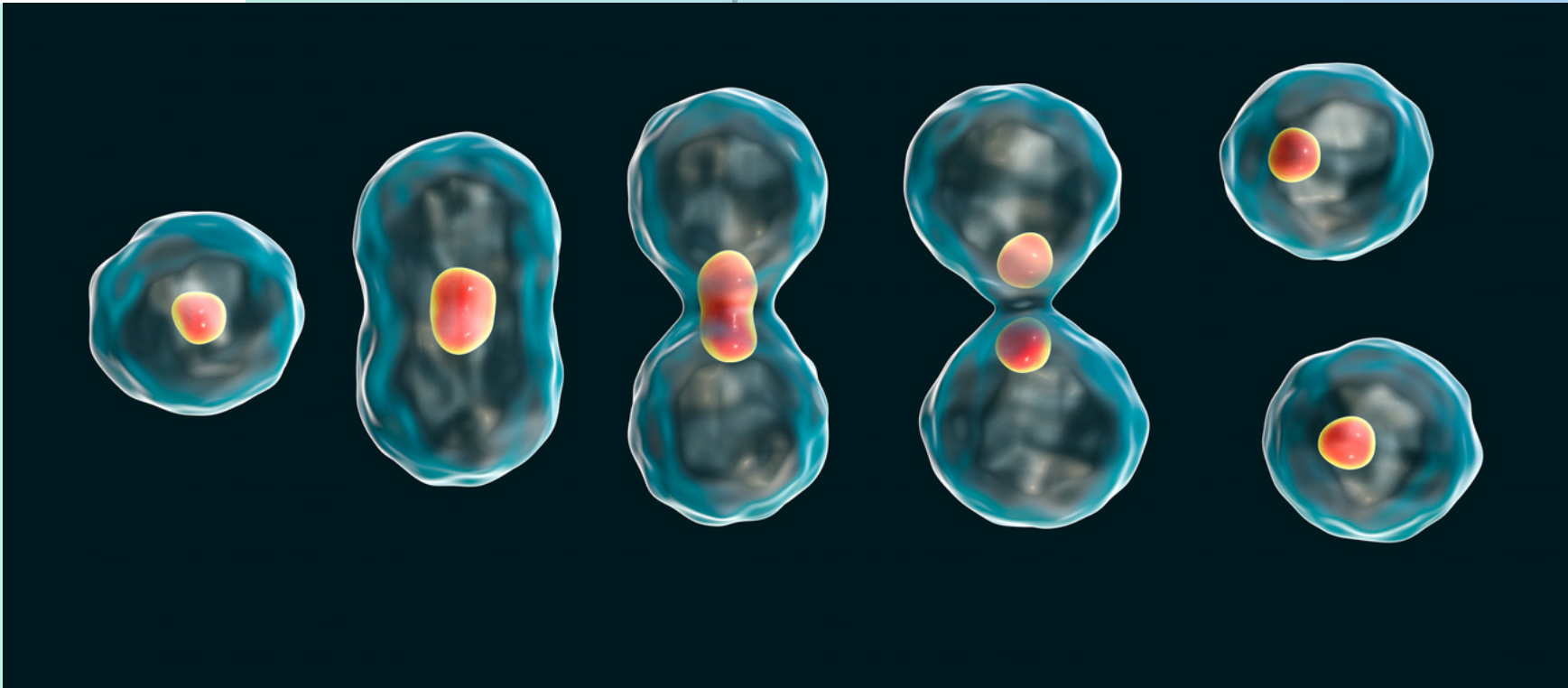
What cells do planaria and human embryos have that most adults don't?

The Secret Life of Plants - Unit 4 Assessment

Look at the picture of the potted house plant to the right. What do you think when you see it? Do you think that this plant can express itself? What about communicating with other species?



Location		Branch	Leaf Exterior	Leaf Interior
Surface Area		40 μm^2	10 μm^2	30 μm^2
Volume		5 μm^3	2 μm^3	15 μm^3



Assessment Highlight:
Critical Thinking

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 8 f.

AGENDA REPORTING FORM

Agenda Topic: SHS – Forensic Science II – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed SHS – Forensic Science II.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

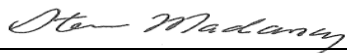
Recommendation or Comment: Move that the Board of Education approve SHS – Forensic Science II as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Forensic Science II Curriculum Map

Unit Overview	
Unit Title:	A Review of Forensic Science Basics, the Judicial System, and Forensic Reporting
Teacher:	Heather Pierce and Elisabeth Treado
Grade Level/Course:	Forensic Science II, Grades 11/ 12
Length/Dates:	Approximately 4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will review the basic concepts from forensic science I related to evidence, crime scene investigation, and observation. Students will also be introduced to the judicial system where they will examine the process of a criminal case from the arrest through the trial. They will also examine testimonial evidence from interview and interrogations and explore how it is used in criminal cases.

Topic (SEP, CCC, DCI)	Description (What the teacher will do)	Activities (What the students will do)	Target Questions	Target Outcome (What the students will know)
Unit 1 Introduction to Forensics and the Judicial System Timeline: Approximately 3 weeks SEP: -Asking Questions and Defining Problems -Engaging in Argumentation from Evidence -Obtaining, Evaluating,	Phenomenon/ Case Study: Cold Cases Examples: Barbara Hamburg (Madison CT) Zodiac Killer (The Most Dangerous Animal of All) Elizabeth Short	Forensic Science Waiver Notes: Chapter Notes Introduction to Forensics Chapter Notes Introduction to Forensics Student Version Chapter Notes Forensic	-What is forensic science? -How does forensic science rely on multiple disciplines to solve crimes? -How is the scientific method used to solve forensic problems? -How are crime scenes processed and	-Forensic science is the branch of science dedicated to applying scientific knowledge to legal questions. -Forensic scientists specialize in fields such as chemistry, toxicology, pathology, and firearms. -Forensic scientists analyze and interpret evidence from crime scenes. -Forensic scientists obtain, evaluate, and communicate information about evidence from a crime scene.

<p>and Communicating Information</p> <p>CCC: Patterns Cause and Effect</p> <p>4C's: Communication Collaboration</p>	<p>The Boy in the Box</p> <p>Natalie Holloway</p> <p>Jimmy Hoffa</p> <p>Jack the Ripper</p> <p>The Torso Killer</p> <p>Madeleine McCain</p> <p>The Connecticut River Valley Killer</p> <p>The Oakland County Child Killer</p> <p>For Interviews/Interrogations: Brendan Dassey</p> <p>Video 1: Now This- The Wrongful Conviction of Brendan Dassey</p> <p>Video 2: Breaking Down Brendan Dassey's Confession</p>	<p>Reporting</p> <p>Chapter Notes Forensic Reporting Student Version</p> <p>Student Handouts: Chapter 1 Review Sheet</p> <p>Chapter 2 Review Sheet</p> <p>CIA's Harsh Interrogations Described Article aCIA's Harsh Interrogation Techniques Described Article.docx and Reading Questions</p> <p>Labs/Activities/Projects:</p> <p>The Sock Lab</p> <p>Crime Scene SPOT: Jack and Jill Forensic Style</p> <p>Activity 1-1 Pick A Penny</p> <p>Cold Case Project Directions and Cases</p> <p>*Capstone Rubric to be used to assess project= Communication*</p>	<p>analyzed?</p> <p>-How is physical and biological evidence collected and packaged?</p> <p>-What is the difference between class and individual evidence?</p> <p>-What steps are taken in the judicial process from identification of a suspect through the trial?</p> <p>-Why is it important to have a code of ethics in forensic science and law enforcement?</p> <p>-How do interviews and interrogations differ?</p> <p>-What are the five different models used during interrogations?</p> <p>-What special considerations must be taken when interviewing a child?</p> <p>-Why is it important to maintain objectivity in report writing?</p>	<p>-Forensic scientists look for patterns in evidence that is later used to determine what happened at a crime scene.</p> <p>-Processing a crime scene requires a thorough and systematic approach to identify evidence and patterns. The size and location of the crime scene determine the search methods used to look for evidence at the scene.</p> <p>-Physical evidence is any substance that can link a potential suspect to a victim or crime. Examples include footprints, fingerprints, tire tracks, hair, fibers, blood, fingerprints, and DNA evidence.</p> <p>-When processing a scene, investigators use identification and comparison tests to attempt to make connections between victims, suspects, and crime scenes.</p> <p>-Evidence that possesses class characteristics can be associated with a group rather than with a specific individual. This evidence can help narrow the field of suspects.</p> <p>-Evidence that possesses individual characteristics can be associated with a single person with a high degree of certainty. This sort of evidence can be used to show that a specific individual was involved.</p> <p>-A chain of custody is necessary to</p>
---	--	--	---	---

		<p>Interrogation Stations Skit Activity and Requirements</p> <p>Crime Scene SPOT: Sibling Rivalry</p> <p>Activity 2-1 Drive By Shooting</p> <p>Activity 2-2 Ethical Errors</p> <p>Videos:</p> <p>Assessments:</p> <p>Assessment for part 1</p> <p>Assessment for part 2</p>		<p>maintain the integrity of the evidence.</p> <ul style="list-style-type: none">-The judicial process in the United States is based on the U.S. Constitution. The process follows from the identification of a suspect through the trial.-Law enforcement personnel must prove probable cause before a judge will sign a search or arrest warrant.-In court, a jury of the suspect's peers hears evidence from both sides. The jury is instructed to assume that the suspect is innocent until proven guilty.-A code of ethics is a set of guidelines for appropriate behavior as well as a system to enforce professional conduct.-During an interview, an investigator asks questions designed to gather information. During an interrogation, the investigator expects to gather incriminating statements or a confession.-Special considerations are given when interviewing children, but the ultimate goal is to obtain the truth.-The five common models of interrogation are suspect decision making, cognitive-behavioral, psychoanalytical, emotional, and interaction process.
--	--	---	--	--

				<p>-Accurate, truthful, and objective reporting is essential to maintaining professionalism in forensic science fields. Objectivity is a focus on facts without influence from opinion or bias.</p>
--	--	--	--	---

Unit Overview	
Unit Title:	DNA Fingerprinting
Teacher:	Heather Pierce and Elisabeth Treado
Grade Level/Course:	Forensic Science II, Grades 11/12
Length/Dates:	Approximately 4 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will explore how the structure of our genetic makeup allows forensic scientists and DNA analysts to identify a specific suspect from a crime scene. Students will investigate DNA technologies including the polymerase chain reaction, gel electrophoresis, and short tandem repeat analysis. Students will analyze data from the different DNA technologies in order to match crime scene samples to suspect and unknown samples.

Topic (SEP, CCC, DCI)	Description (What the teacher will do)	Activities (What the students will do)	Target Questions	Target Outcome (What the students will know)
Unit 2: DNA Fingerprinting/Profiling Timeline: Approximately 3 weeks SEP: -Asking Questions and Defining Problems -Engaging in Argument from Evidence -Obtaining, Evaluating, and Communicating Information -Using Mathematics and Computational Thinking	Phenomenon/ Case Study: OJ Simpson Documentary: The DNA Evidence Against OJ Simpson Student Notes Sheet for Documentary Case Study: OJ Simpson Introduction: We all know that DNA evidence is considered	Notes: DNA Fingerprinting PowerPoint DNA Fingerprinting Guided Notes Student Handouts: Amoeba Sisters-Gel Electrophoresis Labs/Activities/Projects:	-What is the basic structure and function of DNA? -How are unique differences among individuals is the basis for forensic identification? -Compare and contrast	-DNA is a nucleic acid that contains the genetic information necessary for a cell to replicate and make proteins. The code of DNA is found within the sequence of nitrogenous bases. -DNA sequences are unique to each individual (except an identical twin). The variations within non-coding parts of the DNA molecule are the basis for forensic identification. -DNA analysis can help solve crimes and exonerate the falsely accused by looking for patterns in known and unknown DNA samples.

<p>-Analyzing and Interpreting Data -Planning and Carrying out Investigations -Developing and Using Models</p> <p>CCC: Patterns Cause and Effect Scale, Proportion, and Quantity</p> <p>4Cs: Collaboration Critical thinking Communication</p>	<p>the gold standard in criminal cases when trying to prove a suspect was at a crime scene and committed a crime. In the case of OJ Simpson, there was a great deal of DNA evidence found at the primary and secondary crime scenes. However, sometimes the DNA evidence can be used against the prosecution's argument, particularly when there were errors made in the collection and store of the DNA evidence. This case study will introduce you the importance of DNA evidence in cases but also examine where fault lies.</p>	<p>Edvotek DNA Fingerprinting by Restriction Enzyme Patterns -Pre-lab questions for gel electrophoresis lab</p> <p>The Case of the Desert Bones</p> <p>Who's the Daddy?</p> <p>The Break-In</p> <p>Who are the Parents?</p> <p>STR Analysis: The Blackett Family</p> <p>Who Robbed the Bank? Activity Student worksheet for Who Robber the Bank?</p> <p>Videos: Forensic Files: DNA Dragnet</p> <p>Forensic Files: Southside Strangler</p> <p>Forensic Files: Fresh Heir</p> <p>Assessments:</p>	<p>a gene and a chromosome, and an intron and an exon; what does this comparison tell us?</p> <p>-How can DNA can be important to criminal investigations?</p> <p>-How can minute traces of DNA be collected and used in the lab to solve crimes?</p> <p>-What is a short tandem repeat (STR), and what is the importance to DNA Profiling?</p> <p>-How can the use of DNA profiling using mtDNA and Y STRs to help identify a person using the DNA of family members?</p>	<p>-Using PCR amplification, minute amounts of DNA evidence can be used to solve crimes.</p> <p>-DNA contains within its noncoding regions many repeated sequences, including STRs, which vary in number among individuals; these differences are used to produce a DNA profile of a person.</p> <p>-DNA profiling has dramatically improved over the past 25 years due to improvements in biotechnology, computers, and automated processing of DNA. STR analysis has replaced gel electrophoresis in forensics work.</p> <p>-DNA profiling enables us to determine whether DNA samples came from the same person or different persons or to establish kinship by analyzing and interpreting data.</p> <p>-Analyses of hypervariable base sequences of mtDNA in noncoding regions can help identify people through their maternal.</p> <p>-CODIS and the NDIS have helped to prevent and solve crimes by improving communication among law enforcement agencies at the local, state and national levels.</p>
--	--	---	--	---

		<u>DNA Fingerprinting Assessment (Pierce 2021)</u> <u>DNA Fingerprinting Test</u>	<p>-How do law-enforcement agencies compare new DNA evidence to existing DNA evidence?</p>	
--	--	--	--	--

Unit Overview	
Unit Title:	Forensic Toxicology
Teacher:	Heather Pierce and Elisabeth Treado
Grade Level/Course:	Forensic Science II, Grades 11/12
Length/Dates:	Approximately 3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students explore how substances that are classified as drugs, toxins, and poisons are analyzed in criminal cases. Students will conduct different experiments to analyze how drugs, toxins, and poisons can be positively identified in the body and in crime scene samples. Students will also differentiate between presumptive testing and confirmatory testing for substances. Finally, they will identify signs and symptoms of drug overdose and toxin and poison exposure.

Topic (SEP, CCC, DCI)	Description (What the teacher will do)	Activities (What the students will do)	Target Questions	Target Outcome (What the students will know)
Unit 3: Forensic Toxicology Timeline: Approximately 3 weeks SEP: -Asking Questions and Defining Problems -Planning and Carrying Out Investigations -Analyzing and Interpreting Data -Engaging in Argumentation from	Phenomenon/Case Study: Angel of Death Killer Mom: Janie Lou Gibbs	Notes: SHS Forensic Toxicology Notes Teacher Version SHS Forensic Toxicology Notes Student Version Toxicology PowerPoint Student Guided Notes Student Handouts:	What is forensic toxicology? -What are examples of substances that are classified as drugs, poisons, and toxins? -What role does a toxicologist play in analyzing substance evidence? -What are some similarities and	-Toxicology is the study of poisons, toxins, drugs, and other substances a person may use for medical, recreational, or criminal purposes. Forensic toxicologists study the harmful effects of these substances on the body typically after a death. -The toxicity of a substance depends on the dose, the duration of exposure, the nature of exposure, interactions with other substances, and the byproducts formed when metabolized. -Exposure to heavy metals, poison

<p>Evidence -Obtaining, Evaluating, and Communicating Information</p> <p>CCC: -Patterns -Scale, Proportion, and Quantity -Structure and Function</p> <p>4C's: -Critical Thinking -Collaboration</p>		<p>Drug Analysis</p> <p>Urine Analysis</p> <p>Drug Identification</p> <p>Forensic Toxicology Celebrity Research Project option 1</p> <p>Forensic Toxicology Celebrity Research Project Option 2</p> <p>Forensic Drug Analysis Lab</p> <p>Finding the Lighthouse Diamond Thief</p> <p>Videos:</p> <p>Forensic Files: Penchant for Poison</p> <p>Forensic Files: A Bitter Pill to Swallow</p> <p>Forensic Files: Bitter Poison</p> <p>Assessments:</p> <p>Unit 2 Forensic Toxicology Assessment</p>	<p>differences that exist between presumptive testing and confirmatory testing?</p> <p>-How do people become exposed to environmental toxins? What are the effects on their body?</p> <p>-How can different signs and symptoms from an overdose be used to identify the specific substance or combination of substances taken during the overdose?</p>	<p>gasses, other poisons, toxins, or radiation may occur accidentally or as a result of a crime (or punishment) and have harmful or lethal effects on the body.</p> <p>-Drugs are classified by their effect on the body as stimulants, depressants, narcotics, hallucinogens, or anabolic steroids; drugs are classified under five schedules created by the 1970 Controlled Substances Act.</p> <p>-Use of drugs can affect a person's health, mood, awareness, metabolism, and/or perception of reality.</p> <p>-Extended exposure to drugs can lead to tolerance, dependence, addiction, and illness.</p> <p>-Drug combinations can have compounding effects and result in accidental death.</p> <p>-Forensic toxicologists examine patterns in order to construct an explanation about the drug or toxin affected the body.</p>
---	--	---	--	--

		Forensic Toxicology Study Guide		
--	--	---	--	--

Unit Overview	
Unit Title:	Criminal Psychology and Profiling
Teacher:	Heather Pierce and Elisabeth Treado
Grade Level/Course:	Forensic Science II, Grades 11/12
Length/Dates:	Approximately 3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will explore how criminal profilers use evidence from a crime scene to determine the behavioral patterns and personality traits of criminals. Students will examine the process used by the criminal profilers of the Behavioral Analysis Unit of the FBI to understand how profiles are developed and used in criminal investigations. Students will develop their own profiles based on case studies and analyze how accurate their profiles were. Students will also examine how the study of victimology plays a role in the development of a criminal profile.

Topic (SEP, CCC, DCI)	Description (What the teacher will do)	Activities (What the students will do)	Target Questions	Target Outcome (What the students will know)
Unit 4: Criminal Psychology and Profiling Timeline: Approximately 3 weeks SEP: -Asking Questions and Defining Problems	Phenomenon/Case Studies: Gary Ridgeway (The Green River Murderer) The Green River Murderer Case Study and Reading Questions	Notes: Criminal Profiling Notes Part 1 Criminal Profiling Notes Part 2 Student Version Criminal Profiling Notes Part 1	-What is criminal profiling? -Who are the key contributors in the field	-Criminal profilers are responsible for estimating the characteristics and traits of a perpetrator by examining patterns and analyzing data to narrow the field of suspects. -Criminal profiling has a deeply rooted history dating back to the 1800s beginning with Cesare Lombroso, who concluded that there were three types of criminals.

<p>-Obtaining, Evaluating, and Communicating Information</p> <p>-Engaging in Argument from Evidence</p> <p>-Developing and Using Models</p> <p>CCC:</p> <p>-Patterns</p> <p>-Structure and Function</p> <p>4C's</p> <p>-Creativity</p>	<p>Preferred Green River Murder Documentary</p> <p>-Notes sheet for documentary</p> <p>(Alternative) Green River Murderer Documentary</p> <p>Other possible case studies:</p> <p>Ted Bundy</p> <p>Jeffrey Dahmer</p> <p>John Wayne Gacy</p>	<p>Student Version Criminal Profiling Notes Part 2</p> <p>America's Most Notorious Serial Killers PowerPoint</p> <p>Why Do People Commit Crimes Notes</p> <p>Why Do People Commit Crimes Notes Student Version</p> <p>Student Handouts:</p> <p>America's First Serial Killer: H. H. Holmes Reading with Questions</p> <p>Serial Killer Profile: Black Widow</p> <p>Serial Killer Profile: Dating Game Killer</p> <p>Serial Killer Profile: The I-5 killer</p> <p>Serial Killer Profile: Little Old Lady Killer</p> <p>Serial Killer Profile: The Trailside Killer</p> <p>Serial Killer Profile: The Long Island Serial Killer</p> <p>Serial Killer Profile: The</p>	<p>of criminal profiling, and why is their work important?</p> <p>-Explain the stages of the criminal process.</p> <p>-Define a victim and victimology.</p>	<p>-In 1972, Jack Kirsh opened the FBI's Behavioral Science Unit and helped law enforcement solve cases by developing criminal profiles of unknown suspects.</p> <p>-The process of criminal profiling consists of six stages with a goal of apprehension of a suspect. The stages are input, decision process models, crime assessment, criminal profile, investigation, and apprehension.</p> <p>-A victim is a person who has experienced harm, injuries, loss or death. Victimology is the study of victims who have been affected by crime, accidents, or natural disasters.</p> <p>-By assessing a victim's lifestyle, preferences, family relationships, and routines, investigators may gather clues about potential suspects who had access to the victim based on patterns and habits.</p> <p>-The investigator will collect and analyze physical evidence, and the profiler makes inferences about the personality and characteristics of a suspect based on information gathered from the scene.</p> <p>-A timeline of the victim's events helps investigators determine who had access to the victim. The 24 hours leading up to the crime generally provide the most helpful information.</p>
--	---	--	---	---

		<p>Coast-to-Coast Killer</p> <p>Serial Killer Profile: The Green River Killer</p> <p>Serial Killer Profile: The Genesee River Killer</p> <p>Labs/Activities/Projects: Typological Offender Profiling Activity Questions and Directions/Crime Scene</p> <p>Creating A Criminal Profile Activity and Murder Victims Document and Grading Rubric Eugene Watts Article and Video (Eugene is who the creating a criminal activity is based on)</p> <p>Case Studies on Psychiatric Disorders Psychiatric Disorders Associated With Criminal Behavior</p> <p>Episode Analysis: Criminal Minds Worksheet Episode: "Magnus Opus" (Criminal Minds, Season 8 Episode 13)</p>	<p>-What is the importance of victimology in the criminal profiling process?</p> <p>-What is the difference between the role of the investigator and the profiler?</p> <p>-What is the importance of developing a victim's timeline?</p>	<p>-Investigators develop a model of behavior based on patterns exhibited by the suspect and data collected from the crime scene(s).</p>
--	--	---	--	--

[Cereal Box Serial Killer Project](#)

[Cereal Box Serial Criminals Project](#)
(updated to include all serial criminals)

Capstone Rubric to be used to assess project: Creativity

Videos:

Episode Analysis:
Criminal Minds Season 1, Episode 9 "Derailed"
(focus on psychiatric disorders)

Episode Analysis:
Criminal Minds Suspect Behavior Season 1, Episode 3 "See No Evil"
(evidence used to make profile)

Assessments:

[Unit 3 Criminal Psychology and Profiling Assessment](#)

Unit Overview	
Unit Title:	Forensic Anthropology
Teacher:	Heather Pierce and Elisabeth Treado
Grade Level/Course:	Forensic Science II, Grades 11/12
Length/Dates:	Approximately 3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will explore how the human skeleton is used in criminal investigations. Students will analyze biological differences in the skeleton that allow forensic anthropologists to identify the approximate age, height, race, and biological sex of a victim. Students will use synthetic bones and data in order to determine who the bones may have belonged to from criminal cases. Students will also explore how forensic anthropologists reconstruct a victim's facial features from skull remains.

Topic (SEP, CCC, DCI)	Description (What the teacher will do)	Activities (What the students will do)	Target Questions	Target Outcome (What the students will know)
Unit 5: Forensic Anthropology Timeline: Approximately 3 weeks SEP: -Asking Questions and Defining Problems -Analyzing and Interpreting Data -Engaging in Argument from Evidence	Phenomenon/Case Study: Richard Crafts (The Woodchipper Murderer) Forensic Files Video Case Study Richard Crafts Wood Chipper Murderer and Reading Questions	Notes: Background Notes for Anthropology Student Notes for Anthropology Student Handouts: Height estimation formula The Human Skeleton	-What is forensic anthropology? -How does bone develop during embryonic development and through childhood? -What information does a forensic anthropologist derive from skeletal remains to construct a biological profile of the	-Bones cells are alive and carry on the same functions as other body cells. -Ossification is the formation of bone as calcium phosphate replaces cartilage. -The condition and chemical analysis of bones provide clues to a person's origin, health, nutrition, occupation, and activity level during his or her life. -Adult male and adult female skeletons

<p>-Using Mathematics and Computational Thinking -Obtaining, Evaluating, and Communicating Information</p> <p>CCC: -Patterns -Cause and Effect -Structure and Function</p> <p>4C's: -Critical Thinking -Collaboration</p>		<p>Labs/Activities/Projects: Chapter 13 Activities Master</p> <p>No Bones About It</p> <p>Whose Bones Are They?</p> <p>Bits and Pieces Version 1 Bits and Pieces Version 2</p> <p>Activity 13-4 Estimation Of Body Size From Individual Bones</p> <p>Activity 13-5 What The Bones Tell Us</p> <p>Activity 13-1 Determining the Age of a Skull</p> <p>Activity 13-2 Bones: Male or Female</p> <p>Videos: Catching Killers: Skeletal Secrets</p> <p>Assessments:</p> <p>Unit 4 Forensic Anthropology</p>	<p>victim?</p> <p>-What is the significance of examining the growth plate, bone caps, bone shafts, and sutures in forensic anthropology?</p> <p>-How do an adult's and a child's skeleton compare in terms of composition, number of bones, suture marks, and growth plates?</p> <p>-How is the knowledge of bone growth (ossification) used to estimate the age of the deceased at the time of death based on skeletal remains?</p> <p>-What formulas are used to estimate the height of a person based on individual bone length?</p> <p>-How are the structure, the size, and shape of the skull, the pelvis, and the long bones used to distinguish between male and female skeletal remains?</p> <p>-How would different types of skeletal trauma</p>	<p>differ in many ways, including the roughness and thickness of bones, size and shape of the skull and pelvic bones, and the shape of the pelvic cavity. Forensic anthropologists can identify patterns in the male and female skeleton that they then use to analyze an unknown skeleton recovered from a scene.</p> <p>-The age of a person at death can be estimated from the number of bones and teeth, skull suture marks, the presence or absence of growth plates, wear on bones and teeth, along with the observation of the surface of pubic and sternal rib bones.</p> <p>-The height of a person can be estimated from the length of the long bones in the arms and legs using standardized formulas. (estimates are most accurate when the sex and ancestry of the deceased are known).</p> <p>-Current methods to identify skeletal remains include nuclear DNA STR profiling; radiology: X-rays, CT, and MRI scanning; photographic facial superimposition; and facial reconstruction.</p> <p>-DNA extracted from bones is used to help establish individual identity using nuclear STR testing or to establish maternal ancestry using mitochondrial DNA. Familial ancestry through the paternal line can be traced through the Y chromosome.</p>
---	--	---	--	---

		Assessment	<p>due to disease, injuries, occupation, or environmental factors provide clues to the identity of the skeletal remains?</p> <p>-How are radiology, computer imaging, DNA technology, video or photographic superimposition, and craniofacial reconstruction used to analyze skeletal remains?</p>	<p>-Skeletal trauma analysis examines the bones for evidence of damage; which may provide clues to the person's identity and to the manner and cause of death.</p> <p>-X-rays are used to reveal skeletal features, number of bones, conditions of bones, previous fractures, implants, disease, and disorders of the bone.</p>
--	--	------------	--	---

Unit Overview	
Unit Title:	Handwriting Analysis
Teacher:	Heather Pierce and Elisabeth Treado
Grade Level/Course:	Forensic Science II, Grade 11/12
Length/Dates:	Approximately 3 weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will examine how handwriting samples are analyzed in criminal cases. Students will explore famous cases where handwriting samples were critiqued to try and determine who authored the item in question, like JonBenet Ramsey's ransom note. Students will also investigate how handwriting experts help financial, legal, and governmental institutions, as well as the general public, detect and prevent forgery, counterfeiting, and other fraudulent crimes.

Topic (SEP, CCC, DCI)	Description (What the teacher will do)	Activities (What the students will do)	Target Questions	Target Outcome (What the students will know)
Unit 6: Handwriting Analysis Timeline: Approximately 3 weeks SEP: -Asking Questions and Defining Problems -Analyzing and Interpreting Data	Phenomenon/Case Study: JonBenet Ramsey Revisited - JonBenet Handwriting Comparison Documents - Parent Handwriting Exemplars - Page 1, page 2 , and page 3 of the JonBenet ransom note	Notes: Chapter 10 Handwriting Notes Student Handouts: Analysis of your own handwriting Labs/Activities/Projects: Analysis of Ransom Note & Testimony	-What is fraudulence? -What does the process of handwriting analysis consist of? Where does this come into play?	-Fraudulence, or fraud, is attempting to get financial or other gain from forgery. -Handwriting analysis by document experts is the examination of questioned documents compared with exemplars to establish the authenticity and/or authorship of the documents. -Document experts use their expertise along with scientific methods and technology to compare handwriting

<p>-Obtaining, Evaluating, and Communicating Information -Engaging in Argument from Evidence</p> <p>CCC: -Patterns -Cause and Effect -Structure and Function</p> <p>4C's: -Collaboration -Critical Thinking -Communication</p>	<p>Zodiac Killer Website with all of the letters he wrote</p> <p>The Lindbergh Kidnapping Background Information and Ransom Note (FBI website)</p> <p>History Video Clip: Crime of the Century- The Lindbergh Kidnapping</p>	<p>Examination of U.S. Currency: Is it Real or is it Forgery?</p> <p>House Divided Activity and Answer Key</p> <p>Analyze Your Own Handwriting Part 1</p> <p>Analyze Your Own Handwriting Part 2</p> <p>Videos: Forensic Files Episode Analysis: "If I Were You" Episode Questions</p> <p>Forensic Files-Sign Here</p> <p>Forensic Files-Sign of the Zodiac</p> <p>Assessments:</p> <p>Unit 5 Handwriting Assessment</p>	<p>-What are the ways in which businesses prevent check forgery?</p> <p>-What are the features of new paper currency that protect against counterfeiting?</p>	<p>characteristics of a questioned document to those of an exemplar to help identify authors and detect any alterations, erasures, and obliterations.</p> <p>-Handwriting analysis has always been an important tool, especially for forensic scientists. Handwriting experts help financial, legal, and governmental institutions, as well as the general public, detect and prevent forgery, counterfeiting, and other fraudulent crimes.</p> <p>-Technological advances, such as biometric signature pads and the infrared spectroscope, have improved objectivity, increased quantitative analysis, and enhanced the detection of forged documents.</p> <p>-Countries, including the United States, continue to refine methods to protect their currency from counterfeiters, changing designs and experimenting with different stocks.</p>
--	--	--	---	---



FORENSIC SCIENCE II

Heather Pierce (SHS) and
Elisabeth Treado (KSA)



FORENSIC SCIENCE II COURSE OVERVIEW

- This course is a continuation of the Forensic Science I course. Students must take Forensic Science I in order to enroll in Forensic Science II.
- Offered as a half year course elective for juniors and seniors.
- The major topics covered in this course include a review of forensic science basics and the judicial system, DNA fingerprinting, forensic toxicology, forensic anthropology, criminal profiling and psychology, and handwriting analysis. Laboratory work is required in this course.
- This course can count as a physical or life science credit.


WHY FORENSIC SCIENCE II?

- Student request
- Full enrollment in forensic science I
- An increased number of students are looking into careers in either forensic science or law enforcement
- Continued popularity in pop culture drives student interest



UNITS OF STUDY



1 A Review of Forensic Science Basics, and the Judicial System, and Forensic Reporting 

2 DNA Fingerprinting 

3 Forensic Toxicology 

4 Criminal Profiling and Psychology 

5 Forensic Anthropology 

6 Handwriting Analysis 

x
x
x
x

Unit 1: A Review of Forensic Science Basics, the Judicial System, and Forensic Reporting

UNIT OVERVIEW: In this unit, students will review the basic concepts from forensic science I related to evidence, crime scene investigation, and observation. Students will also be introduced to the judicial system where they will examine the process of a criminal case from the arrest through the trial. They will also examine testimonial evidence from interview and interrogations and explore how it is used in criminal cases.

Performance Tasks in Unit 1:

- 1) Cold Case Project**
- 2) Interrogation Station**
- 3) Scenario-based written assessment**

Unit 2: DNA Fingerprinting

UNIT OVERVIEW: In this unit students will explore how the structure of our genetic makeup allows forensic scientists and DNA analysts to identify a specific suspect from a crime scene. Students will investigate DNA technologies including the polymerase chain reaction, gel electrophoresis, and short tandem repeat analysis. Students will analyze data from the different DNA technologies in order to match crime scene samples to suspect and unknown samples.

Performance Tasks in Unit 2:

- 1) DNA Fingerprinting by Restriction Enzymes Lab
- 2) DNA Profiling Case Study: Earthquake Victims
- 3) Scenario-based written assessment

Unit 3: Forensic Toxicology

UNIT OVERVIEW: In this unit students explore how substances that are classified as drugs, toxins, and poisons are analyzed in criminal cases. Students will conduct different experiments to analyze how drugs, toxins, and poisons can be positively identified in the body and in crime scene samples. Students will also differentiate between presumptive testing and confirmatory testing for substances. Finally, they will identify signs and symptoms of drug overdose and toxin and poison exposure.

Performance Tasks in Unit 3:

- 1) Identification of Unknown Substances Lab**
- 2) Forensic Toxicology Celebrity Research Project**
- 3) Scenario-based written assessment**

Unit 4: Criminal Profiling and Psychology

UNIT OVERVIEW: In this unit students will explore how criminal profilers use evidence from a crime scene to determine the behavioral patterns and personality traits of criminals. Students will examine the process used by the criminal profilers of the Behavioral Analysis Unit of the FBI to understand how profiles are developed and used in criminal investigations. Students will develop their own profiles based on case studies and analyze how accurate their profiles were. Students will also examine how the study of victimology plays a role in the development of a criminal profile.

Performance Tasks in Unit 4:

- 1) Creating a Criminal Profile Project**
- 2) Serial Criminals Cereal Box Project**
- 3) Scenario-based written assessment**

Unit 5: Forensic Anthropology

UNIT OVERVIEW: In this unit students will explore how the human skeleton is used in criminal investigations. Students will analyze biological differences in the skeleton that allow forensic anthropologists to identify the approximate age, height, race, and biological sex of a victim. Students will use synthetic bones and data in order to determine who the bones may have belonged to from criminal cases. Students will also explore how forensic anthropologists reconstruct a victim's facial features from skull remains.

Performance Tasks in Unit 5:

- 1) No Bones About It Lab**
- 2) Whose Bones Are They? Lab**
- 3) Scenario-based written assessment**

Unit 6: Handwriting Analysis

UNIT OVERVIEW: In this unit students will examine how handwriting samples are analyzed in criminal cases. Students will explore famous cases where handwriting samples were critiqued to try and determine who authored the item in question, like JonBenet Ramsey's ransom note. Students will also investigate how handwriting experts help financial, legal, and governmental institutions, as well as the general public, detect and prevent forgery, counterfeiting, and other fraudulent crimes.

Performance Tasks in Unit 6:

- 1) A House Divided Lab
- 2) Analysis of a Ransom Note Activity
- 3) Scenario-based written assessment

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 8 g.

AGENDA REPORTING FORM

Agenda Topic: K-5 Math Curriculum – Bridges Math Intervention – Second Reading.

Summary of Issue: The Curriculum & Instruction Committee has reviewed the K-5 Math Curriculum – Bridges Math Intervention.

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 K-5 Math Curriculum – Bridges Math Intervention as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

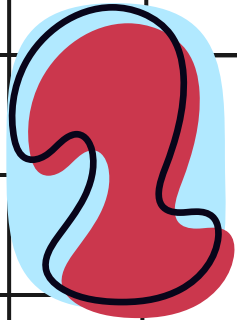
1. Course Proposal



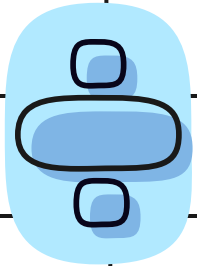
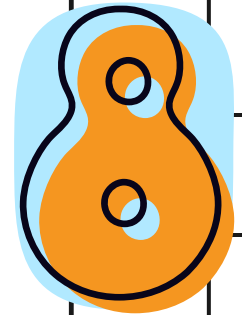
Signature of Staff Member Submitting Report



Signature of Superintendent of Schools



Bridges Math Intervention



bridges[®]
intervention

What is a Scientifically Research Based Intervention - SRBI

1. Guaranteed: Equal Opportunity to Learn (Access)
2. Viable: Time for the teaching and learning


“A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level.” That is, one of the most powerful things a school can do to help enhance student achievement is to guarantee that specific content is taught in specific courses and grade levels.

It is important to note the two parts in the concept of a guaranteed and viable curriculum: The fact that it is guaranteed assures us that specific content is taught in specific courses and at specific grade levels, regardless of the teacher to whom a student is assigned. The fact that it is viable indicates that there is enough instructional time available to actually teach the content identified as important.” *Robert Marzano*



Why Bridges?

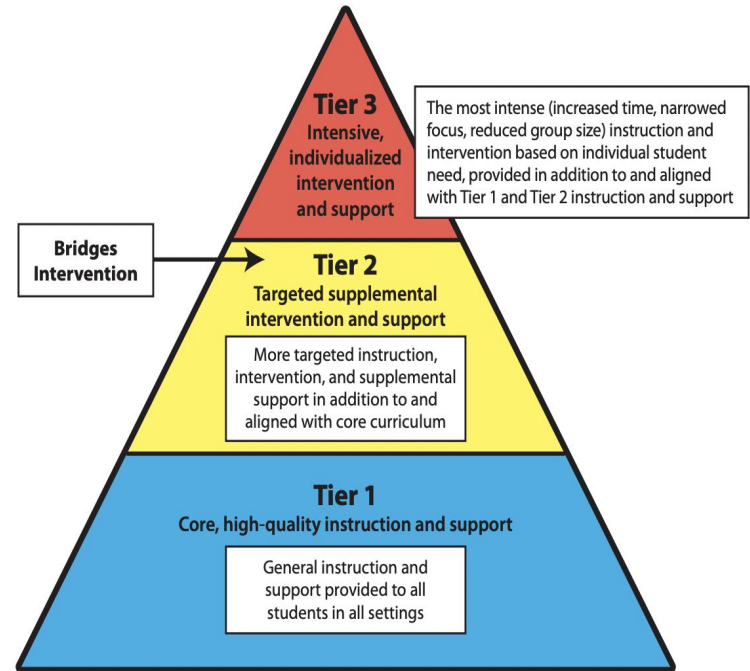


- Targeted instruction and assessment for essential K-5 mathematics skills and concepts.
 - Strengths-based approach builds on each student's abilities
 - Starts with manipulatives, then moving to two-dimensional representations and mental images.
 - Complements regular math instruction,
 - Small-group instruction and ongoing progress monitoring are consistent with Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS)
 - Ease of use: each set includes Teachers Guides, manipulatives, activities and games, assessments and Bridges Educator Site access.
- 

What is Bridges Math Intervention

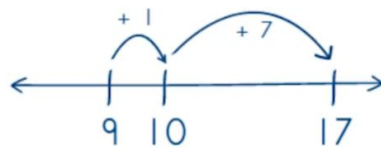
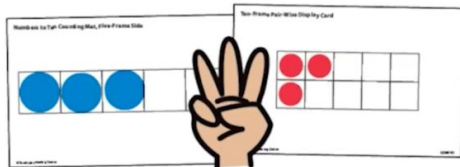
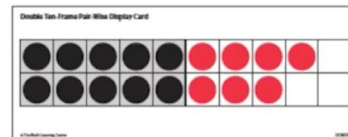
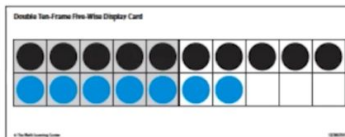
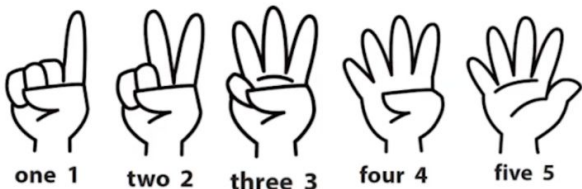
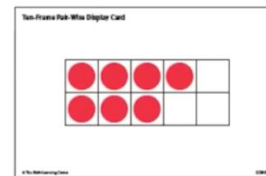
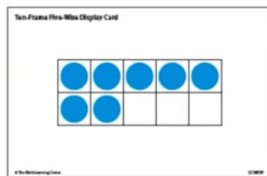
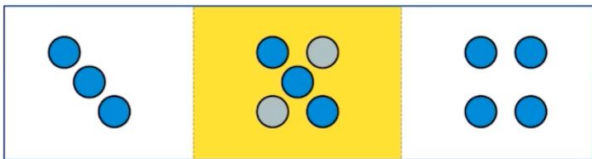
Bridges Intervention is a mathematics resource designed to provide students with short periods of targeted instruction to support specific skills and concepts. It is designed to support all students in making sense of mathematics by building on what they already know and understand.

- Designed for Tier 2 instruction, used in both Tier 2 and 3
- Provides additional opportunities to fill gaps in critical areas
- 40 - 65 sessions are included in each volume
- 30 minutes of instruction
- Additional Placement Assessments ensure teachers are working with students at their zone of proximal development
- Instruction is organized around a learning progression, rather than by grade level
- Sessions include fluency activities along with explicit instruction on a concept



Volumes 1 - 4

Models for Addition & Subtraction to 20



$$9 + 1 + 7 = 17$$

8

Volumes 5 - 8

Models for Thinking

Set 2: Materials to meet 3–5 standards

Volume 5: Operations: Basic Multiplication and Division within 100

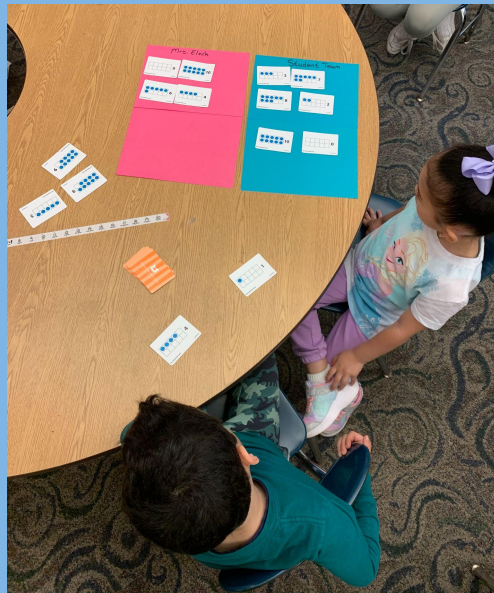
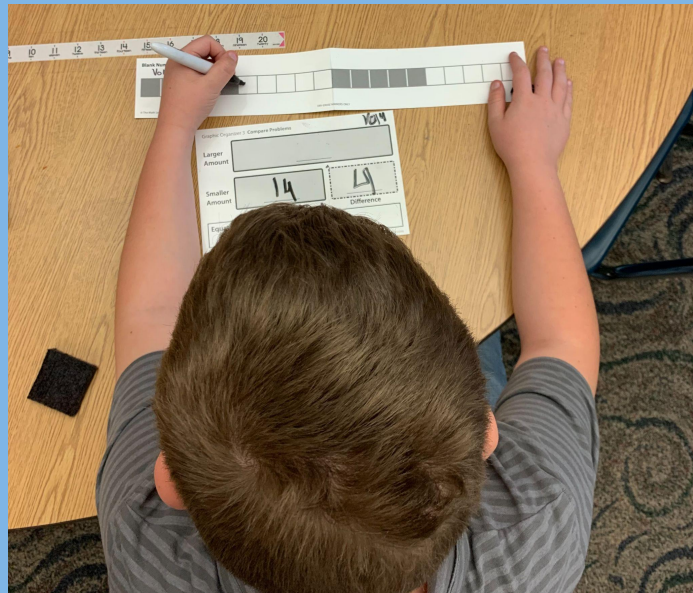
Volume 6: Base Ten Operations: Multiplication and Division of Multi-Digit Numbers

Volume 7: Multiplication and Division Word Problems

Volume 8: Adding, Subtracting, and Making Sense of Fractions

Volume 9: Money and Decimals





This is like recess but doing work at the same time! ~Hatton 1st Graders

Policy 3541
Transportation
Draft

Series 3000: Business and Non-Instructional Operations**Non-Instructional Operations****Transportation**

The Board of Education will provide transportation for students under provisions of state law and regulations. The Superintendent of Schools shall administer the operation so as to:

1. provide for the safety of students
2. supplement and reinforce desirable student behavior patterns
3. assist handicapped students appropriately
4. enrich the instructional program through carefully planned field trips as recommended by the staff

Parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient.

Legal Reference:

Connecticut General Statutes

10-220, Duties of boards of education

10-186, Duties of local and regional boards of education

14-275a, Use of standard school bus required

14-275b, Transportation of handicapped students

14-275c, Regulations re school buses and motor vehicles used to transport special education students

Policy adopted: October 1988

Policy reviewed: April 2003

Policy revised: May 2018

Policy reviewed: June 2023

Series 3000: Business and Non-Instructional Operations

Transportation

Procedures for School Transportation

School transportation routes shall be arranged in such a way as to equalize, as nearly as possible, the length of routes and bus loads and to provide for the full use of buses. Arrangements shall provide each student transportation to school within the prescribed time limits. As a guideline, bus routes shall begin no earlier than 45 minutes before school opens and students shall not be in transit from school more than 45 minutes.

Bus routes shall not overlap unless absolutely necessary. When more than one bus travels on an arterial highway, each bus shall be assigned a certain portion of the route and all children within this section shall ride the bus to which they are assigned. Only one bus shall cover one particular road unless overloading occurs.

The Board of Education will, in a manner not inconsistent with Section 10-186 of the Connecticut General Statutes, furnish by transportation or otherwise, school accommodations so that each child over five (5) and under twenty-one (21) years of age who resides within the jurisdiction of the Board and is not a graduate of high school or vocational school (or who is not otherwise legally excluded from school) may attend the public schools maintained by the Board pursuant to Section 10-220 of the Connecticut General Statutes.

A. Definitions

1. "School transportation" means the procedures, program or fully effective and implemented plan by which a student is conveyed, at public expense, whether by use of publicly owned equipment or by contract to or from his residence to or from the school in which he is enrolled by the board.
2. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the student's residence and his school from a point at the curb or edge of a public road or highway nearest the student's residence to the nearest allowable access of the school, or the bus pickup area; or the route from the point on the public thoroughfare nearest the residence to the school bus (or vehicle) embarkation point (bus stop) established by the Board.
3. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet.

Series 3000: Business and Non-Instructional Operations

Transportation

Procedures for School Transportation (continued)

4. "Grade K" means kindergarten, or a school program appropriate to a beginning student under age six (6).
5. "Raised walk area" means (1) a sidewalk or (2) a portion of the right of way at least three (3) feet wide, usually parallel to the traffic lanes, which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area, fencing, apart from and independent of any white line safety markings along the street pavement.
6. "Walking route" means the most direct route which the child would normally be expected to travel between his residence and the school to which he is assigned by the Board.
7. "Hazard" means (1) exposure to molestation considered morally degrading or physically harmful, or (2) an unsafe thing or condition or a possible source of peril, danger, duress, or difficulty presenting a problem the solution of which is beyond the ordinary capability of a child of a given age or attainment or including specifically the following:
 - a. A walking route along a street or road having an adjacent or paralleled raised walk area is a hazard where any of the following conditions exist along said walking route:
 - (1) Speed limits for motor vehicles are in excess of forty (40) miles per hour and there are no pedestrian crossing lights or crossing guards or other safety provisions at points where students must cross said street or road in going to and from school;
 - (2) The usual or frequent presence of any nuisance, such as open manholes or construction; snow plowed or piled on the raised walk area making such areas unusable; loading zones where delivery trucks are permitted to park in alleys; commercial entrances and exits where cars are crossing raised walk areas at speeds in excess of five (5) miles per hour, and the like, including such nuisance which is dangerous or attractive to students;

Series 3000: Business and Non-Instructional Operations

Transportation

Procedures for School Transportation (continued)

- (3) For students enrolled in grades K through 5, absence of pedestrian crossing light, or crossing guard where three (3) or more streets intersect, and at a street crossing where there are no stop signs or crossing guards; and,
 - (4) For students enrolled in grades 6 through 12, absence of a traffic light, or stop sign, or crossing guard at street crossings where three (3) or more streets intersect, and have an average traffic count which exceeds 120 vehicles per hour during the time that children are walking to and from school.
- b. Any street, road or highway which has no sidewalks or raised walk areas shall be deemed unduly hazardous for students enrolled in grades K through 8, unless all of the following conditions are met:
- (1) There exists no line-of-sight obstruction caused by a hill, curve, structure, out-cropping, land form, planting, snow bank, or other obscuring object or structure which may be safely negotiated by vehicles only at speeds under fifteen (15) miles per hour.
 - (2) The line-of-sight visibility together with posted speed limits permit vehicular braking/stopping distances in accordance with the Connecticut Driver's Manual.
 - (3) Man-made hazards including attractive nuisances are absent.
 - (4) The roadway available to vehicles, when plowed free of snow accumulation, has a minimum width of twenty (20) feet.
- c. Any walkway or path in an area adjacent to, and parallel to railroad tracks shall be considered a hazard unless suitable physical barriers along the walking routes are present, and fixed between the tracks and the walking route (such as guard railings). Tracks that carry moving trains during hours that students are walking to or from school will be deemed hazardous unless the following

Series 3000: Business and Non-Instructional Operations

Transportation

Procedures for School Transportation (continued)

conditions exist:

- (1) A crossing guard is present; or,
 - (2) An automatic control bar is present at crossings used by children under age ten (10), or a bar, or red flashing signal light is operational when the crossing is used for students over ten (10) years of age.
- d. A lake, stream, culvert, or waterway will be deemed a hazard in the absence of a fence or other suitable barrier fixed between the walking route and the water.
- e. Any street, road, walkway or path designed as a walking route for school students which passes through an area which has a history of aggressive acts or molestation resulting in actual or threatened physical harm, or moral degradation, during the hours when students ordinarily walk to and from school.
- f. A situation shall be considered hazardous wherein students enrolled in a grade kindergarten through five, are required to walk to or from school or to or from a bus stop at any time prior to one-half hour before sunrise or one-half hour after sunset.

B. Duties of the Superintendent

It shall be the responsibility of the Superintendent of Schools or designee to manage and supervise the school transportation service and, in connection therewith, to do the following:

1. Determine eligibility for school transportation in accordance with these guidelines and Section 10-186 of the General Statutes;
2. Establish school transportation routes and designate locations for pickup points (bus stops);
3. Develop, circulate and enforce codes of behavior for those children who are transported to and from school via school transportation;
4. Develop procedures for responding to requests pertaining to matters of school transportation or other school accommodations;

Series 3000: Business and Non-Instructional Operations

Transportation

Procedures for School Transportation (continued)

5. Give due consideration to requests for extension of school transportation service:
6. Perform all other duties and responsibilities related to the furnishing of school accommodations by school transportation or otherwise in a manner not inconsistent with Section 10-186 of the Connecticut General Statutes or these guidelines.

C. Eligibility for School Transportation

Students will be eligible for school transportation if one or more of the following criteria are present:

1. The walking distance for the student is in excess of the guidelines established by the Board which shall exceed the following maximum distances:
 - a. For students enrolled in grades K through 5, up to one (1) mile.
 - b. For students enrolled in grades 6 through 8, at middle schools, up to one and one-half (1 ½) miles; and,
 - c. For students enrolled in grades 9 through 12, up to two (2) miles.
2. The walking route does not exceed the limits set forth in paragraph (1), but presents a hazard; and the hazard is not eliminated by and abated by the Board.
3. The student is physically handicapped, or mentally disabled.

Reasonable transportation or prescribed walking routes or the sum of both shall not exceed one (1) hour each way from home to school or returning.

D. Eligibility of Out-of-Town Transportation

1. Any resident of the school district under twenty-one (21) years of age who is not a high school or vocational school graduate and who is attending a state vocational school shall be eligible for transportation.
2. A student who is placed by a Planning and Placement Team for special education reasons in either a public or private educational institution out-of-town shall be provided the necessary transportation.

Series 3000: Business and Non-Instructional Operations

Transportation

Procedures for School Transportation (continued)

E. Appeals

Any parent, guardian, student at majority, or any agent or officer whose duty it is to compel the observance of the laws concerning attendance at school may appeal any administrative decision concerning school transportation in the following manner:

1. Discuss the matter with the principal of the school to which the student is assigned.
2. If no resolution is reached under (1) above, discuss the matter with the coordinator of transportation or designee,
3. If no resolution is reached under (2) above, discuss the matter with the Superintendent of Schools.

Any parent, guardian, student at majority, or officer whose duty it is to compel the observance of the laws concerning attendance at school, who believes that the Superintendent, or his/her designee, is not furnishing school accommodations, by transportation or otherwise, to himself or herself or to his/her child in a manner consistent with the laws of the State of Connecticut or these regulations may, in writing, request a hearing before the Board to show the Board the manner in which the Superintendent has failed to furnish such accommodations.

The Board shall hold a hearing within ten (10) school days following receipt of such request.

The hearing before the Board will be in compliance with the provisions of Section 4-177 to 4-180 inclusive of the Connecticut General Statutes.

F. Routes and Services

Regard for the safety of students is a basic element of these regulations.

Students shall walk to the nearest bus stop up to the following maximum distances:

1. Kindergarten through grade 5 – 1 mile;
2. Grades 6 through 8 – 1.5 miles;
3. Grades 9 through 12 – 2 miles.

Series 3000: Business and Non-Instructional Operations

Transportation

Procedures for School Transportation (continued)

Bus stops may be located at more frequent intervals to reduce student congestion at the stops or for other reasons of safety as determined by the Board. Bus stops must be located on public access roads. Specifically, bus stops should not be located on private thoroughfares, privately maintained properties, condominium complexes or private HOAs in which the roadways are maintained by said HOA.

School transportation services are provided exclusively for the benefit and safety of the student population and are to be used only in support of programs authorized by and under the auspices of the school Board.

Students shall not be allowed off the bus until they reach their approved destination.

Students may ride buses other than their assigned buses only at the convenience of the school district in accordance with bus safety regulations and with the following provisions:

1. A written request must be submitted by the parent/guardian to the principal of the school for his/her official approval to take a bus other than his/her regular one.
2. Requests will only be considered for long-term arrangements such as those involving babysitters or day care providers.
3. The request must be 5 days consistent for both morning and afternoon.
4. Requests for bus changes for one-time events or short-term activities will not be considered.

Procedures for Responding to Bus Accidents

1. The systemwide transportation administrator will inspect all accident sites, advise the school principal, and request that they report to the accident site.
2. Should the bus accident occur during an elementary, middle or high school inbound run, the school principal will have the nurse check each child upon arrival at school for any possible injuries. (The police will also check for any possible injuries at the scene of the accident).
3. Should the bus accident occur during the return trip home for elementary or middle school students, the transportation administrator and the school principal will inspect the accident site. The principal (or transportation

administrator in the absence of the principal) will accompany all remaining children home on the bus (elementary level).

R-3541(1)

Series 3000: Business and Non-Instructional Operations

Procedures for Responding to Bus Accidents (continued)

4. In all instances parent/guardian of elementary and middle school students will be notified by phone of the accident.
5. In the event of a serious bus accident involving high school students, the students will be checked for injuries at the scene and parents/guardians notified by phone.

Procedures for Transportation to Day Care/Babysitters

In the event that a parent/guardian requests transportation privileges to a day care center or a babysitter's home, the following guidelines must be met:

1. The parent/guardian must submit a completed Request For Transportation Change Form to the school administrator.
2. In order for the request to be approved, the following criteria must be met:
 - a. The babysitter's address must be located in the school district. b.There must be available seating on the school bus.
 - c. The bus stop must be consistent (the same every day, either a.m. or p.m. or both).
 - d. There cannot be any re-routing of the school bus.

Procedures for Special Needs Transportation

In the event that a student's physician identifies a special transportation need, the following guidelines must be met:

1. Parent/guardian must submit a completed Request for Special Needs Transportation Form to the school administrator for processing.
2. The Request for Special Needs Transportation Form will be forwarded to the transportation office for implementation.

Series 3000: Business and Non-Instructional Operations

Procedures for Developing Bus Routes

General

The following information is due on or before July 15th of each school year and is to be submitted to the office of Operations Administrator:

1. Updated bus routes for the following school year
2. Student lists
3. Written kindergarten routes and student names and addresses
4. Names and addresses of special education students attending each school

Transitional Students

Prior to June 30th of each school year, the names and addresses of transitional students are to be sent to the office of the Operations Administrator.

Bus Route Design

A.M. Route

1. Include time the bus run will begin
2. List the exact starting place
3. List the bus stops
4. Include specific details if appropriate in the route
5. List the time of arrival at the school (i.e. arrive at A.M. Plantsville School - No earlier than 8:30 A. M.)

P.M. Route

Indicate if the bus route is the same or a reverse A.M. route

Non-Public School Transportation Guidelines

All transportation guidelines and state regulations apply for transporting students to non-public schools.

Specific Guidelines:

1. Prior to June 30th of each year, the administrators of the non-public schools must submit the names, grades and addresses of each student attending their respective schools to the Operations Administrator's office.
2. Prior to August 1st, the bus contractor, in consultation with the Southington Public Schools designee, will have developed bus routes based on: a.

Series 3000: Business and Non-Instructional Operations

Procedures for Developing Bus Routes (continued)

3. All routes will be comparable to the Southington Public Schools' routes.
4. The administrators of the non-public schools will inform all parents of the guidelines and policies of the Southington Public Schools. Parental concerns will be processed by the non-public school administrators as a first step to the resolution of the problems.
5. The Operations Administrator's office will be contacted as a second step to the resolution of the problem.
6. All established transportation forms will be used by the non-public schools.

Procedures for Reporting Complaints Concerning Transportation Safety

All clerical staff in the pupil personnel services office, as well as administrative staff involved in the provision of transportation to students in the Southington Public Schools, shall be provided with forms designed to record any complaint concerning transportation safety.

The form is structured to record the date, time, caller, complaint and action taken to resolve the complaint. As soon as clerical staff receive a complaint, they will record the required information and immediately forward the completed form to the administrator in charge of transportation. If the administrator receives a complaint directly, he/she will also record the required information on the form.

All records of complaints concerning transportation safety will be housed in the office of the administrator in charge of transportation. They will be filed in order of the date received. A summary record of all complaints shall be filed by the Superintendent of Schools with the Commissioner of Motor Vehicles within thirty (30) days of the end of the school year.

Legal Reference:

Connecticut General Statutes

10-76d, Transportation for special education program services
10-97, Transportation to vocational schools

10-186, Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board
10-220, Duties of board of education

10-220c, Transportation of children over private roads. Immunity from liability

10-273c, Reimbursement for transportation to and from elementary and

secondary schools

10-280a, Transportation for pupils in non-profit private schools outside

R-3541(1)

Series 3000: Business and Non-Instructional Operations

school district

10-281, Transportation for pupils in non-profit schools within school

district 14-275a, Use of standard school bus required, when

14-275b, Transportation of handicapped students

14-280, Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.

Connecticut General Statutes

PA 89-320, Ensuring the safe transportation of school children

Regulation approved: January 1989

Regulation revised: April 1998

Regulation revised: April 2003

Regulation revised: May 2018

Regulation Revised: June 2023

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ X _____ Board Meeting Date June 8, 2023

Decision Requested _____ Agenda Code 9 b.

AGENDA REPORTING FORM

Agenda Topic: Policy 6161 – Equipment Books & Materials - First Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 6161 – Equipment Books & Materials - First Reading.

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

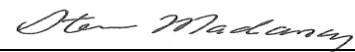
Recommendation or Comment: The Board of Education Policy & Personnel Committee is bringing the draft Policy 6161 to the full Board for a First Reading.

Titles of Attachments:

1. DRAFT Policy 6161



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Policy 6161
Equipment, Books & Materials
Draft

Series 6000: Instruction**Instructional Arrangements****Equipment, Books and Materials: Provision/Selection**

The Board of Education recognizes that appropriate texts, technological equipment, library references facilities, maps and globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. The teaching staff shall serve on curriculum committees and consult with the administration for the purpose of recommending improvements in curriculum and materials. Textbook purchases shall be approved by the Board of Education in keeping with the requirements of state law. The Board of Education believes that at all times the schools should be as well equipped and maintained as may be possible within existing financial limitations.

The disposition of old and obsolete textbooks shall be accomplished under the direction of the Superintendent of Schools in accordance with state and district regulations (cf. 3260 – Sales & Disposal of Equipment, Books & Supplies).

Legal Reference: Connecticut General Statutes

10-228: Free textbooks, supplies, materials and equipment

10-229: Change of textbooks

Policy adopted: May 1989

Policy reviewed: October 2002

Policy reviewed: June 2023

Series 6000: Instruction

Equipment, Books and Materials: Provision/Selection

Selection and Provision of Textbooks and Other Instructional Materials and Equipment

It is the policy of the Board of Education to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals.

The review and selection of basic textbooks (the book or set of instructional materials that serve as the foundation for more than fifty percent of the course content shall be considered the basic textbook, referred to simply as "textbooks") will be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

Where applicable, all textbooks shall present balanced views concerning the international, national, and local issues and problems of the past, present, and future. Textbooks shall:

1. Support and be consistent with the goals and objectives of the established curriculum for a specific subject area
2. Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic, and ethical values
3. Provide materials that will help students develop abilities in critical reading and thinking.
4. Provide materials that will develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. Provide for all students an effective basic education that does not discriminate on the basis of race, color, religion, ancestry, national origin, gender, age, pregnancy, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
6. Allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Series 6000: Instruction

Equipment, Books and Materials: Provision/Selection

Selection and Provision of Textbooks and Other Instructional Materials and Equipment (continued)

The Board of Education shall make the final textbook selection decision. The Board of Education shall not change any textbooks used in the public schools except by a two thirds vote of all the members of the Board. Notice of such intended change shall be given at a meeting of the Board held at least one week prior to the vote on the change.

(cf. 1220 – Citizens’ Advisory Committees)
(cf. 1312 – Public Complaints)
(cf. 5145.2 – Freedom of Speech/Expression)
(cf. 6144 – Controversial Issues)

Legal Reference: Connecticut General Statutes

10-221: Board of Education to prescribe rules

10-228: Free textbooks, supplies, materials and

10-229: Change of textbooks

President’s Council, District 25 v Community School Board, No. 25.457 F.2d. 289 (1972), cert. Denied 1972

Minarcini v Strongsville City School District, 541 F. 2d. 577 (6th cir. 1976) Island Trees Union Free School District Board of Education v Pico, 457 US 853 (1982)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9.9.81)

Regulation approved: December 1989

Regulation reviewed: October 2002

Regulation revised: March 10, 2016

Series 6000: Instruction

Equipment, Books and Materials: Provision/Selection

Provision for Textbooks Selection

Curriculum development determines textbook selections; textbooks should not determine curriculum. This statement forms the foundation for the selection of textbooks and other classroom materials utilized in the Southington public schools.

Recommendations for new textbooks are to be submitted to the building principal by March 1 and to the Assistant Superintendent by March 15. Once endorsed, the Assistant Superintendent will recommend textbooks to the Superintendent for adoption by the Board of Education by the end of June.

Each department and/or committee wishing to select a new textbook must have previously budgeted for the cost.

TIMELINE

- | | |
|----------|--|
| March 1 | Deadline for submitting recommendation for new textbooks to building principals (Attached Textbook Adoption Form). |
| March 15 | Deadline for recommendations to Assistant Superintendent for review. |
| April | Assistant Superintendent presents approved proposals to Board of Education Curriculum subcommittee for approval and forward to the Board for approval. |

Regulation approved: December 1989

Regulation revised: May 2005

Series 6000: Instruction

Equipment, Books and Materials: Provision/Selection

Procedures for Library/Media Materials Selection

For the purpose of this regulation, materials will be defined as print and/or non-print educational materials other than textbooks and workbooks.

The Southington School System recognizes the rights inherent in the First Amendment to the Constitution and supports the principles of intellectual freedom.

Within the framework of constitutional protection, it is the responsibility of the professional staff to select and use materials to implement the educational program. All formats of information are considered and are evaluated on the basis of their utility in meeting instructional, informational, and other user needs in the school community.

The primary objective of the library/media center is to implement, enrich and support the educational program of the school. The library/media center is intended to provide the school with a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Southington Board of Education subscribes in principle to the statement on library philosophy as expressed by the American Library Association's of School Librarians in the "School Library Bill of Rights":

- ~~1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection procedures, and to provide maximum accessibility through a systematically organized collection.~~
- ~~2. To provide materials that will support the curriculum taking into consideration individual needs, diverse learning styles, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.~~
- ~~3. To provide materials for teachers and students that will encourage lifelong learning, literary, cultural and aesthetic appreciation, and ethical standards.~~
- ~~4. To provide resources and activities for learning that represent diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.~~
- ~~5. To provide a written statement which is approved by the Board of Education of the procedures for meeting the challenge of censorship of materials in school library/media centers.~~
- ~~6. To provide qualified professional personnel to serve teachers and students.~~
- ~~7. To provide a program that functions as the information center of the school.~~

Series 6000: Instruction

Equipment, Books and Materials: Provision/Selection

Procedures for Library/Media Materials Selection (continued)

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
7. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Series 6000: Instruction**Equipment, Books and Materials: Provision/Selection****Criteria for Library/Media Materials Selection**

The library/media collection shall contain materials that are consistent with the criteria listed below. ~~With regard to~~ **Regarding** what might be considered as controversial issues, a balanced presentation of such matters shall be contained within individual works or within a specified group of books or media that meet other relevant criteria for selection.

1. Materials shall support and be consistent with the general educational goals of the Southington Public Schools and its curriculum.
2. Materials shall meet high standards of quality in factual content and presentation.
3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
4. Materials shall support the development of reading skills and all areas of the curriculum.
5. Materials shall have aesthetic, literary, artistic and/or social/historical value of recognized significance.
6. Materials chosen shall be by competent and qualified authors and producers.
7. Materials shall be chosen to foster respect and understanding of minority groups, women, ethnic groups and religions and shall realistically and factually represent our pluralistic contemporary society along with the roles and lifestyles open to both men and women.
8. Materials shall be chosen that examine economic, political and ideological systems and the historical impact of such systems.
9. Materials shall provide students with opportunities and experiences, which foster critical thinking, decision-making and problem solving.
10. Materials shall present the varied aspects of our society.
11. Physical format and appearance of materials shall be of high quality and be appropriate for their intended use.
12. Materials shall be chosen to foster leisure and recreational reading in order to encourage and develop lifelong reading habits.
13. Materials are to be considered ~~on the basis of~~ **based on**:
 - Overall purpose
 - Timeliness or permanence
 - Importance of the subject matter
 - Quality of the writing/production
 - Readability and popular appeal
 - Authoritativeness
 - Curriculum based Reputation of the publisher/producer
 - Reputation and significance of the author/artist/composer/ producer, etc.
 - Format and price
 - Request from faculty and students

Series 6000: Instruction

Equipment, Books and Materials: Provision/Selection

Criteria for Library/Media Materials Selection (continued)

- ~~14. The Board of Education is legally responsible for all matters relating to the operation of the Southington Public Schools.~~
15. The responsibility for the selection of library/media materials shall reside primarily with professionally trained and certified personnel subject to criteria approved by the Board of Education and subject to Board review. For the purposes of this provision, the terms “library/media materials” include print and/or non-print educational materials other than textbooks and workbooks ~~include printed and audiovisual materials (eg. books, magazines, video tapes, DVD’s, CD’s, audio tapes, etc.)~~ housed in the school library/media center or any system wide library/media center.
16. The selection of materials involves many people: principals, supervisors, teachers, and library/media specialists. The responsibility for coordinating and selection of purchases rests with the professionally trained and certified library/media personnel.
17. In selecting materials for purchase, the library/media specialist evaluates the existing collection and:
 - a. Consults reputable, unbiased, professionally prepared selection aids.
 - b. Consults staff from departments and/or all grade levels to support school’s curriculum and meet diverse learning needs of students.
 - c. Submits recommended selections for review by the school principal.

Regulation approved: December 1989

Regulation reviewed: October 2002

Regulation revised: June 2023

Series 6000: Instruction

Equipment, Books and Materials: Provision/Selection

Textbook Inventory

Each school is to maintain a textbook inventory. Inventory cards are to be completed in duplicate with one set kept on file in the school office and the other set forwarded to the Assistant Superintendent. Textbook inventories are to be updated annually.

Regulation approved: December 1989
Regulation reviewed: October 2002

Series 6000: Instruction

Instructional Services

Equipment, Books, and Materials: Provision/Selection

Use of Videos in the Classroom

Since classroom time for teaching and learning is limited, and since active rather than passive modes of instruction are more beneficial to students, videos (including feature length movies and filmstrips) are to be used both appropriately and sparingly. Therefore, the following guidelines have been established to govern the use of videos in all Southington Schools:

1. Video viewing time, on the average, is not to exceed the following limits:
 - a. Elementary – no more than two (2) hours per month
 - b. Secondary – no more than two (2) periods per month per subject
2. A video is not to replace direct skills development with students as called for in the various subject areas.
3. Video content must always be of recognized merit and relate to the curriculum.
4. In the case of a written work, students generally must read the printed version of the material before viewing the video.
5. Students must respond critically to the presentation after viewing.
6. Only full-length feature movie videos which directly support the school curriculum may be used in the classroom in keeping with the following requirements:
 - a. Only G and PG rated movie videos may be used with pre-kindergarten through grade seven classes.
 - b. Only G, PG or PG-13 rated movie videos may be used at the eighth grade.
 - c. G, PG and PG-13 rated movie videos may be used at the high school. R rated movie videos, only if they are of exceptional merit and will enhance the curriculum, may be used at the High School level with the approval of the appropriate department head. If an R-rated movie video is being used, parents must be notified of its nature and possible offensive content and must give permission for their child, if under age 18, to view it. A student can choose not to view the video even if parental approval is given.
7. Teachers must preview all videos before showing them to their students.

Regulation approved: May 1991

Regulation revised: December 1995

Regulation revised: October 2002

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 9 c.

AGENDA REPORTING FORM

Agenda Topic: Approval of Job Description – Human Resource Manager – Revised.

Summary of Issue: Approval of Job Description – Human Resource Manager – Revised.

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

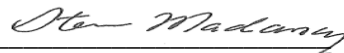
Recommendation or Comment: Move that the Board of Education approve the job description presented by the administration.

Titles of Attachments:

1. Job Description



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Human Resource Manager - Revised



SOUTHINGTON PUBLIC SCHOOLS JOB DESCRIPTION

TITLE: Human Resource Manager

QUALIFICATIONS:

1. Minimum of a Bachelor's Degree in human resource management or related area, or equivalent experience and training.
2. ~~Knowledge.~~ Working knowledge of the principles and practices of ~~municipal~~ human and recruiting methods. **Including and not limited to** general knowledge of state and federal statutes related to personnel administration, union contracts, worker's compensation, **and** unemployment. ~~etc.~~
3. ~~Ability.~~ Ability to deal effectively and maintain working relationships with applicants, ~~town employees,~~ and state/regional agencies.
4. **Ability** to understand **and explain** policies and procedures ~~and to be able to explain them.~~
5. **Ability** to work independently, maintain confidential records, prepare reports in both oral and written form.
6. **Ability to work with people, maintain and develop effective working relationships, problem solve and process documentation.**
7. **Possess** working knowledge of Microsoft Office programs
8. ~~Skill. Excellent verbal and written communication skills, aptitude for working and explaining policies and procedures to people. Able to work with people, maintain and develop effective working relationships, problem solve, process documentation.~~

REPORTS TO:

Superintendent of Schools **or designee.** - ~~Primary/Town Manager~~

SUPERVISES:

All secretarial and clerical personnel assigned to the Human Resources Department

JOB GOAL:

To develop and maintain a highly qualified Human Resources Department serving ~~both the Town Government and the~~ **The Southington** Public School District.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate and participate in the recruitment of all highly qualified staff.
2. Schedule and participate in interviews ~~as appropriate and guide department leaders~~ through a comprehensive hiring process.
3. Maintain an up-to-date applicant file of prospective candidates for all positions.
4. Develop recruitment strategies to encourage and maintain diverse candidate pool.
5. Develop and maintain personnel records in accordance with all statutory and regulatory requirements.

6. Conduct new employee orientation and ensure all employees are enrolled in applicable medical, dental, and retirement benefits as appropriate.
7. Assist employees with retirement, resignation, and post-employment process and benefits as appropriate.
8. Enforce all state and federal mandated employee background checks.
9. Maintain accurate databases on all employees including, but not limited to, education level, salary, assignments, tenure, seniority, and longevity.
10. Administer collective bargaining agreements as appropriate. ~~Preparation for and participation~~ Prepare and participate in all collective bargaining negotiations and budget development.
11. Coordinate discipline and grievance hearings and have a thorough understanding of the collective bargaining agreements ~~in order to be able to advise and assist Department Heads and Supervisors on~~ the appropriate discipline policies and procedures.
12. Coordinate mandated training and maintain appropriate records.
13. Collaborate with benefits advisor on medical insurance/life insurance/retirement/worker injury.
14. Coordinate and respond to all unemployment benefits claims and hearings.
15. Ensure safe standards and OSHA compliance.
16. Process Leave of Absence requests, including but not limited to, Family and Medical Leave of Absence (FMLA), extended medical, child rearing, and personal leaves.
17. Maintain up-to-date Job Descriptions for all positions.
18. Place student teachers and interns within the School District ~~and Municipality~~ as appropriate.
19. Maintain a pool of qualified substitute teachers, custodians, nurses, and paraeducators.
20. Perform such other related duties and responsibilities as assigned by the Superintendent of Schools ~~Assistant Superintendent of Schools, and Town Manager.~~ or designee.

TERMS OF EMPLOYMENT:

Twelve month, two hundred sixty (260) day work year with salary, benefits, and working conditions established by the Board of Education.

EVALUATION:

Performance to be evaluated annually by the Superintendent of Schools ~~in conjunction with the Town Manager.~~ or designee.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date June 8, 2023

Decision Requested X Agenda Code 12 a.

AGENDA REPORTING FORM

Agenda Topic: Unaffiliated Compensation

Summary of Issue: The Board of Education annually determines compensation for Unaffiliated Staff.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): Varies **Funding Source:** Operating budget

Beginning Date of Program or Project: July 1, 2023

Ending Date of Program or Project: June 30, 2024

Recommendation or Comment: Motion: To approve compensation for Unaffiliated staff for the 2023-2024 school year as proposed by the administration.



Signature of Superintendent of Schools