

# Southington Board of Education Meeting

Thursday, January 11, 2024 6:30 PM  
John Weichsel Municipal Center Public Assembly Room  
200 North Main Street  
Southington, CT 06489



## COMMITTEE OF THE WHOLE - OPERATIONS

1. CALL TO ORDER
2. Executive Session
  - a. Personnel Matters
  - b. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance
5. Approval of Minutes - December 14, 2023
6. Public Communications
  - a. Communications from Student Board Representatives
  - b. Communications from Board of Education
  - c. Communications from Administration
  - d. Communications from Public - Agenda Items Only
7. Committee Reports
  - a. Curriculum & Instruction Committee Meeting - December 15, 2023
  - b. DW Facilities Committee Meeting - December 18, 2023
  - c. Finance Committee Meeting - January 5, 2024
    1. RFP 2024-10 Athletic Track Replacement (STEAP Grant)
    2. Postage Meter Lease Renewal
8. Superintendent's Report
  - a. Personnel Report
9. Old Business
  - a. Town Government Communications
  - b. Proposed 2024-2025 School Calendar - Second Reading
  - c. Policy 5141.5 - Suicide Prevention and Intervention - REVISED - Second Reading
  - d. Policy 6161.1 - Parental Access to Instructional Material - NEW - Second Reading
  - e. Policy 9321 - Time, Place, Notification of Meetings - REVISED - Second Reading
  - f. BOE Assumptions and Priorities - Second Reading
  - g. BOE Review and Discussion of Administrative Requests to Superintendent as part of the 2024-2025 Budget Development Process.
10. New Business
  - a. SHS - Human Rights Course Curriculum - First Reading
  - b. SHS - Industry Internship Proposal - First Reading
  - c. SHS - Course Proposal - Color Guard - First Reading
  - d. SHS - Course Proposal - School of Rock - First Reading

- e. Resolution for Department of Mental Health and Addiction Services (DMHAS) and the Town of Southington - Board of Education
  - f. Appointment of NIPSEU Negotiating Committee
  - g. Approval of Sabbatical Leave - Betty Blackwell
  - h. Approval of Sabbatical Leave - Kara Sievel
  - i. Student Expulsion
11. Public Communications
- a. Public
12. Adjournment

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

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

**DECEMBER 14, 2023**

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The regular meeting of the Southington Board of Education (Committee of the Whole - Operations) was held on Thursday, December 14, 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 Executive Session preceding at 6:30 p.m.

**1. CALL TO ORDER**

Mrs. Clark, Board of Education Chairperson, called the meeting to order at 6:34 p.m.

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

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

**2. EXECUTIVE SESSION – Student Matters & Attorney Client Privileged Communications**

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

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

**Motion carried unanimously by voice vote.**

*Mrs. Clark ended Executive Session at 6:55 p.m.*

*The Regular Board Meeting was reconvened at 7:04 p.m.*

**3. RECONVENE MEETING – REGULAR SESSION**

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

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

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

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

The Student Representatives led in reciting the Pledge of Allegiance.

Mrs. Clark called for a Moment of Silence in memory of:

Salvatore Triano, who passed away on December 6, 2023. He was a social studies teacher at Southington High School for 35 years until his retirement in 1993.

Joseph Szabo, who passed away on December 8, 2023. He taught physical education in the Southington Public Schools for 32 years until his retirement in June 2003.

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

**“Move to move Agenda Items 10.a.1 & 10.a.2 ‘Approval of Out of State / Overnight Field Trips’ to Agenda Items 5.b.1 & 5.b.2.”**

**Motion carried unanimously by voice vote.**

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

**“Move to add Agenda Item 10.k ‘Student Expulsions’ to the agenda.**

**Motion carried unanimously by voice vote.**

#### 5. APPROVAL OF MINUTES – November 9, 2023

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

**“Move to approve the regular Board of Education meeting minutes of November 9 2023, as submitted.”**

**Motion carried unanimously by voice vote.**

##### b. Approval of Out of State/Overnight Field Trips (*formerly Agenda Item 10.a*)

##### 1. SHS CyberKnights Robotics Team – Houston, TX

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

**“Move to approve the SHS CyberKnights Robotics Team Out-of-State/Overnight Field Trip request to Houston, Texas, as presented by administration.”**

**Motion carried unanimously by voice vote.**

##### 2. SHS Winter Color Guard – Bethlehem, PA

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

**“Move to approve the SHS Winter Color Guard Out-of-State/Overnight Field Trip request to Bethlehem, Pennsylvania, as presented by administration.”**

**Motion carried unanimously by voice vote.**

#### 6. PUBLIC COMMUNICATIONS

##### a. Communication from Student Representatives

Uptej Singh reported on the numerous current and upcoming activities at Southington High School.

Chelsey Arduini gave an update on the fall sports including Class LL State tournament results for Girls Volleyball and Blue Knights Football. The winter sports season started for Girls & Boys Basketball, Wrestling, and the Boys Hockey Co-Op Team. The middle school Basketball teams will begin in early January.

Akari Winn gave the district report that included Kelley Elementary School and JFK and JAD Middle Schools.

Mr. Carson questioned the results for JFK Robotics team at the State Championships. Mrs. Vitcavage, Principal of JFK, stated that they won the Judge’s Award.

**b. Communications from Board Members**

Mr. Brown reported that he, Mr. Whitehead, and Mrs. Clark attended the CABA (Connecticut Association of Boards of Education) Workshop for new Board members, which included the BOE budget process. Mrs. Clark and Mr. Madancy attended a conference regarding Title 9 and Title 6 and discussed the challenges and compliance issues for the district. The federal government will be releasing revised Title 9 guidelines in March. Mr. Carson explained that as part of his continuing education legal requirements as a licensed attorney, he will be getting certified in Title 9.

Mrs. Clark reported that she was on the STEPS Sustainability Committee and would bring to each Board meeting the Asset of the Month. The December Asset of the Month is “A young person feels safe at home, in school, and in their neighborhood.”

**c. Communication from Administration**

Mr. Madancy reported on the following:

1. Frontline: Frontline Central is a new Human Resources software tool funded by Anthem. He explained the efficiencies it offers for managing information of 1,200 employees and maintaining compliance.
2. Excess Cost: The district can submit Excess Cost claims for students that are outplaced and students who are in-district if their cost per pupil exceeds four and one-half times the amount that qualifies for reimbursement. He explained in detail that the Excess Cost of \$144,327 helps to offset the costs to maintain in-district programs. He noted that he is lobbying for districts that do a good job should be getting reimbursement after three times the per pupil allocation rate.
3. SHS Roof: The state approved the application for the high school roof project with the Town Council approving the awarded bid. He noted that \$5 million was approved at the referendum but the total current project cost with bids was coming in less at \$3.9 million.
4. IDEMIA: Employees were being sent to the police station on Thursday mornings for fingerprinting, which was the only day to do this. Human Resources now has software called “IDEMIA” that allows HR to do the fingerprinting with access to the database so employees can get the background checks done quickly at the Municipal Center and be onboard faster. The new employee still pays for the background checks.

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

There was no public communication on agenda items.

**7. COMMITTEE REPORTS**

**a. Policy & Personnel Committee Meeting – December 5, 2023**

Mr. Baczewski reported that the committee met and discussed edits to Policy 5141.5-Suicide Prevention and Intervention, new Policy 6161.1-Parental Access to Instructional Material and Intervention, and edits to Policy 9321-Time, Place Notification of Meetings. These will come before the Board for action on the agenda later. The committee reviewed a new job description for Extended School Year Coordinator and Assistant ESY Coordinator, which is budgeted through grant funds. The committee also reviewed numerous job descriptions refining who reports to whom on a daily basis. The revised job descriptions reflect the current job requirements. Also, per the request of a parent, the committee discussed a peanut allergy policy that would create a 100% peanut free ruling and compared the policy to other towns that provide “peanut free” spaces and tables in their buildings. The committee recommended that Southington continue current practices.

Mrs. Clark noted that Board member Mr. Williams was absent from the Board meeting to attend his daughter's concert.

Mr. Whitehead thanked Mr. Pepe for helping the Pupil & Policy Committee with the numerous job descriptions with a quick turnaround. Mr. Pepe in turn thanked Mrs. Passamano, Human Resources Manager.

**8. SUPERINTENDENT’S REPORT**

**a. Personnel Report**

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

**“Move that the Board of Education approve the Personnel Report, as submitted by the Human Resource Department.”**

**Motion carried unanimously by voice vote.**

**9. OLD BUSINESS**

**a. Town Government Communications**

There was no communication.

**b. Capital Improvement Plan 2024-25 to 2028-29 – Second Reading**

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

**“Move to approve the Capital Improvement Plan 2024-25 to 2028-29, as presented by the administration.**

Mr. Carson noted that this was a five-year plan projecting out to 2028-29 with air conditioning in the elementary schools with \$16million dedicated to HVAC improvement and systems in five of the eight elementary schools. Three of the schools are slated for new builds or renovations.

**Motion carried by unanimously by voice vote.**

**10. NEW BUSINESS**

Mrs. Clark noted that the “New Business” agenda had a lot of items to cover and requested that if Board members had any questions of the presenters to send them to Mr. Madancy for a response.

- a. **Approval of Out-of-State/Overnight Field Trips** (*Moved to Agenda Item 5.b.1 and 5.b.2*)
  - 1. **SHS CyberKnights Robotics Team, Houston, TX**
  - 2. **SHS Winter Color Guard, Bethlehem, PA**

- b. **Proposed 2024-2025 School Calendar – First Reading**

Mr. Madancy explained that this was a first read and would be brought before the Board at their next regular meeting in January. He would be sending the calendar to families and staff for their input that Mr. Madancy will compile and send to the Board members for consideration before adopting the calendar.

- c. **Policy 5141.5 – Suicide Prevention and Intervention – Revised – First Reading**
- d. **Policy 6161.1 – Parental Access to Instructional Material – New – First Reading**
- e. **Policy 9321 – Time, Place, Notification of Meetings – Revised – First Reading**

Mrs. Clark explained that these were first reads and would be brought before the Board for action at their next regular meeting. If Board members had any questions on these first reads, they can bring them to the committee chair, Mr. Pepe, or herself to discuss.

- f. **Job Descriptions**
  - 1. **Extended School Year (ESY) Coordinator – New**

**MOTION:** by Mr. Baczewski, seconded by Mr. Derynoski:  
 “Move to approve the new job description for Extended School Year (ESY) Coordinator, as presented by administration.”

**Motion carried unanimously by voice vote.**

- 2. **Assistant Extended School Year (ESY) Coordinator – New**

**MOTION:** by Mr. Baczewski, seconded by Mr. Derynoski:  
 “Move to approve the new job description for Assistant Extended School Year (ESY) Coordinator, as presented by administration.”

**Motion carried unanimously by voice vote.**

- 3. **Maintenance Working Foreman – Revised**

**MOTION:** by Mr. Baczewski, seconded by Mr. Derynoski:  
 “Move to approve the revised job description for Maintenance Working Foreman, as presented by administration.”

**Motion carried unanimously by voice vote.**

- 4. **Head Custodian – Revised**

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

**“Move to approve the revised job description for Head Custodian, as presented by administration.”**

**Motion carried unanimously by voice vote.**

**5. Assistant Head Custodian – Revised**

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

**“Move to approve the revised job description for Assistant Head Custodian, as presented by administration.”**

**Motion carried unanimously by voice vote.**

**6. Custodian – Revised**

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

**“Move to approve the revised job description for Custodian, as presented by administration.”**

**Motion carried unanimously by voice vote.**

**7. Registered Nurse – Revised**

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

**“Move to approve the revised job description for Registered Nurse, as presented by administration.”**

**Motion carried unanimously by voice vote.**

**8. Licensed Practical Nurse – Revised**

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

**“Move to approve the revised job description for Licensed Practical Nurse, as presented by administration.”**

**Motion carried unanimously by voice vote.**

**9. Speech/Language Pathologist – Revised**

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

**“Move to approve the revised job description for Speech/Language Pathologist, as presented by administration.”**

**Motion carried unanimously by voice vote.**

**g. Superintendent’s Annual Report 2022-2023**

Mr. Madancy explained that the Annual Report was a team effort compiled with the help of the administrative team, teachers, coordinators, and maintenance per the annual Town Charter requirement and will be submitted into the records with the Town.

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

**“Move that the Board of Education approves the Superintendent’s 2022-2023 Annual Report, as submitted.”**

**Motion carried unanimously by voice vote.**

**h. State Funding Presentation – Impact to Southington**

Mr. Madancy explained that the next three agenda items pertained to the upcoming budget season. He thought these items would set the stage for what they were looking at regarding the federal, state, and local funding sources that have formula changes, which will

impact Southington for several years. He wanted to share this information to the Board members and community for the upcoming budget season. He noted that Lisa Hammersley was a tremendous resource used in developing the budget.

Ms. Lisa Hammersley, Executive Director of the School and State Finance Project, which is a nonpartisan, nonprofit policy organization, focused on education funding and state finance issues, with a commitment to providing independent analysis, building public knowledge, improving transparency, and developing fair, sustainable solutions, gave a PowerPoint presentation (*Attachment #1*) on state funding support for the Southington Public Schools.

Ms. Hammersley stated that there were many legislative changes on how the state funds the public schools that impact Southington and creates a lot of unknowns for the Board on how much grant money will be received moving forward. She spoke in detail and highlighted some of the following:

- The funding sources for K-12 education in Connecticut with Southington's per pupil spending at \$17,251, which is \$3,000 less than the state average of \$20,165.
- State funding via the Education Cost spending formula, which is used to distribute state education aid to municipalities for their local or regional public school districts.
- Why Connecticut has an ECS formula. How the ECS funding flows.
- A town's ability to fund its public schools is determined by two factors: property wealth and income wealth.
- Factors impacting a town's ECS grant.
- How other public school students receive funding through 10 different funding formulas.
- Financial impact of Choice in Southington.
- 2023 Legislative Session – Regular Education funding changes.
- Impact of the 2023 Legislative Session efforts on Southington Public Schools (SPS);
- The Open Choice Impact. In 2022-23, Southington was projected to receive an Open Choice attendance grant of \$390,000 at \$5,000 per-student for 78 students. The additional funds for Open Choice from the budget could allow for an additional \$5,000 per-student for all Open Choice students. If the additional \$5,000 per Open Choice student is provided, Southington's attendance grant would double to \$780,000.
- Financial Impact to the Agriscience Program.
- Legislative change to Kindergarten Entry Age and the impact on Southington including changes to Excess Cost Grant.
- FY'25 funding requires a collaborative effort next legislative session (2024). There is a lot of uncertainty as the district prepares the budget for the upcoming school year.

Mr. Baczewski thought that it was a great presentation and asked if the PowerPoint presentation would be posted since it was not attached to the agenda. Mr. Madancy stated that it would be posted on the Budget page on the SPS website with all other presentations and a copy would be sent to the Board members and the community. Mr. Baczewski questioned the 125 students expected to be affected by the legislative change for entering Kindergarten and if the Board would be able to develop a Pre-K program that is Southington district sanctioned. Mr. Madancy stated that based on the new ECS funding, they would be losing money if they did not develop a program for them. Mr. Madancy added that when they look at \$500,000 as a potential fiscal year increase, it is .45% of the overall budget and less than one-half of a percent increase in state funding over the next seven years of funding.

Mrs. Clark stated that the Board had a lot of questions on the presentation and would get their questions to Mr. Madancy for a response.

**i. Budget 2024-2025 Administrative Requests Review**

Mr. Madancy explained that the administrators were present to answer any questions that the Board might have regarding their New Personnel budget requests for the 2024-2025 budget. He noted that the past couple of years the Superintendent's budget that was presented were for level services due to receiving less funding than previous years with budget requests for new positions cut before they even came to the Board for discussion. Tabling these needs could not continue; therefore, the full New Personnel budget requests by administrators were coming before the Board for discussion. There were 46 new staff members requested overall. After all the administrators reviewed the requests together, they revised the list of requests to priorities that were being presented tonight. Normally, the Superintendent's proposed budget would be presented to the Board without the full list of requests.

Mrs. Carmody questioned what school was requesting the Assistant Elementary Principal (Hatton). Mr. Garry, Principal of Hatton, replied in detail. Mr. Whitehead questioned the two Psychologists positions. Dr. Cavallaro replied in detail (SHS). Mr. Baczewski questioned why the school would be supplying a psychologist instead of the parent. Dr. Cavallaro replied it was due to the state Individuals with Disabilities in Education Act law called "Child Find" that the district is required by law to evaluate the student. She addressed this in detail. The only thing a School Psychologist would do is provide services that would allow a student to access his/her education and if it was something that required counseling that did not relate to education, like clinical services, then families would be referred to their own private therapist. Mr. Brown stated that the time spent testing had doubled and that the numbers of students in need of services were going up, the time to service students was going down.

Mrs. Carmody questioned the 1.7 Social Workers. She thought that number should be increased due to students with emotional and social crisis. Mr. Madancy stated that the original request was higher. Dr. Cavallaro and Mr. Madancy replied in detail. Mrs. Marilyn Kahl, Principal of Kelley Elementary and Mr. Jess Levin, Director of the Karen Smith Academy, replied on how the Social Worker positions are utilized and the need at the building level.

Mrs. Clark questioned the seven elementary teachers for class size. Mr. Pepe replied in detail about the Board guidelines for class sizes.

Mr. Oshana thanked the administration for putting together the Summary of New Personnel Requests for the 2024-2025 school year and thought that the list was a great tool. He requested to see the rationale documentation behind each of the requests to help the Board make decisions on priorities along with the requests that were already removed. Mr. Madancy stated that he would bring that detailed information to the January Board meeting. Mrs. Clark added all the requests were valid.

Mr. Baczewski stated that he puts his faith in the administrators and superintendent to fulfill the current needs of the district and wanted to know which personnel requests were for new programming at the high school and not just level services. Ms. Crouch and Ms. Zappone from the high school addressed what staff requests would give more opportunities for courses and career pathways. Mr. Baczewski stated that he wanted to grow the course offerings and

add new ones and not be stagnant. Mr. Pepe pointed out that many of the students could not get into their chosen class request due to classes being full. Mr. Brown stated that the Board’s responsibility was to move forward a budget that meets the needs of the students.

Mr. Madancy explained that Mrs. Mellitt provided a coversheet with the New Personnel requests including the dollar amounts with a minimum and maximum salary range.

**j. Budget Assumptions and Priorities for 2024-2025**

Mr. Madancy noted that in budget preseason he thought it would be good to include the 2024-2025 Budget Assumptions and Priorities that drive the budget including mandates that came out of the legislative session that will drive costs of the budget development in addition to new staff. He addressed the funding sources no longer available. He proposed that typically for the first meeting in January he presents the Superintendent’s Proposed Budget but there was currently a lot of uncertainty in the state budget and usually the Board approves their budget before the Governor adopts his budget. Mr. Madancy spoke to the Town Manager and was told that the latest they could present the Board of Education budget was February 9. The Governor’s budget comes out February 7 or 8 statutorily that would result in the BOE having the numbers before the BOE adopts a budget. A Special Meeting could be called to adopt the Board of Education budget because they would not be presenting the BOE budget to the town until February 15, 2024 with the town budget being finalized on February 18, 2024. This would mean pushing back the budget process to provide more time to get more information and collaborate and would know what the grand list revenue would be that comes out on January 30. All this would create a fiscal picture on their decisions. Mr. Madancy asked to push back discussing the draft Budget Assumptions & Priorities based on this information and presenting the Superintendent’s budget at the first workshop date.

Mr. Whitehead questioned if the Superintendent would have all the state mandate costs prior to the budget. Mr. Madancy replied that they would not have all of them and spoke at length on the mandates. Mr. Carson added that another mandate was special education services offered to students through the age of 22 that could be unfunded to finish the school year after aging out.

Mrs. Clark clarified that the Budget Assumptions and Priorities would be coming before the Board at their next meeting in January for discussion.

**k. Student Expulsions**

**1. Student 2023-24-06**

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

**“Move to expel Student 2023-24-06, as stipulated by the administration.”**

**Motion carried unanimously by voice vote.**

**2. Student 2023-24-07**

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

**“Move to expel Student 2023-24-06, as stipulated by the administration.”**

**Motion carried unanimously by voice vote.**

**11. PUBLIC COMMUNICATIONS**

**a. Public**

Amanda Schlitten, 6 Aspen Way, addressed safety of children with life-threatening allergies in Southington Public Schools. She explained that her four-year-old daughter would be attending Thalberg Elementary School next year as a Kindergarten student and was highly allergic to peanuts that puts her at risk. She spoke to administration about this request, which was taken to the Policy and Personnel Committee and her request to make the Southington Public Schools a nut and peanut butter free school district for the safety of students with nut allergies was denied. She was requesting that the Board allow her child to attend school with a minimal risk of having a life-threatening consequence from the food choices of others due to the current Board policy. She stated that many Connecticut schools have already made the change to a nut and peanut butter free district to keep children safe in their schools.

## 12. ADJOURNMENT

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

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The meeting was adjourned at 9:00 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary

Southington Public Schools  
BOE Meeting December 14, 2023

Attachment #1  
STATE FUNDING PRESENTATION – IMPACT TO SOUTHINGTON  
PowerPoint Presentation by Lisa Hammersley



12-14-23 Hammersley PP Presentation.pdf

Board of Education  
Administrative Report  
January 11, 2024



1. K screening update
2. April 2<sup>nd</sup> primary
3. Sloper Plunge 2.24.24 1 pm Plunge
4. SHS Field Trip to Italy (students present)



# SOUTHINGTON PUBLIC SCHOOLS

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

**Friday, December 15, 2023 – 9:30 a.m.**

Technology Training Lab (Public Assembly 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

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**JASPER P. WILLIAMS**  
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**SEAN M. CARSON**

**DAVID J. DERYNOSKI**

**ZAYA G. OSHANA**

**CECIL WHITEHEAD**

**Members Present:** Committee Chair, Jasper Williams; BOE Chairwoman Colleen Clark; Bob Brown, Terri Carmody

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

**School Staff Present:** Dept Leader/Teacher Sara Ossias and SHS teachers Stacy Ferrett and Lillian Schena

Meeting called to order at 9:30 a.m. by Committee Chair Jasper Williams.

SHS Teacher Stacy Ferret presented an elective course titled **Human Rights**. This course is designed for students in grades from 10-12 and is an option for students who may or may not take World History. The goal of human rights education is people working together to bring about human rights, justice, and dignity for all. The course consists of five units titled as follows 1. What is Human in Human Rights? 2. Human Rights Organizations, Advocacy, and NGO's 3. Holocaust Genocide and Crimes Against Humanity, 4. Individuals and Issues Making Noise in Our Current World 5. The Future is up to Us. Each unit contains a performance task which embraces the continued focus of our 4Cs represented within our Vision of the Graduate.

Lillian Schena presented an **Industry Internship Proposal for SHS**. The proposal is for a DECA Store Shift Manager. It is a .25 credit bearing one semester class within the Business Department. The DECA Store Shift Manager Position will provide students interested in the Business Management and Administration, Finance, Hospitality and Tourism, Marketing career cluster, or related pathways, an opportunity to engage in pre-service experiences. They will begin the internship with a training session that outlines their roles and responsibilities and introduces them to basic components of retail management. Students will support the operations of the DECA Store as well as peer learning while managing a shift (class period).

200 NORTH MAIN STREET  
SOUTHINGTON, CT  
06489

[WWW.SOUTHINGTONSCHOOLS.ORG](http://WWW.SOUTHINGTONSCHOOLS.ORG)

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# SOUTHINGTON PUBLIC SCHOOLS

**STEVEN G. MADANCY**  
SUPERINTENDENT OF SCHOOLS

**FRANK M. PEPE**  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

## BOARD OF EDUCATION

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**ZAYA G. OSHANA**

**CECIL WHITEHEAD**

Sara Ossias presented the **SHS Course Proposal – Color Guard**.

Currently, color guard is considered an extracurricular activity. Students do not receive credit for their participation in all band events and rehearsals. Aligning the color guard class with the current marching band class will allow time for much needed rehearsals during the school day. It also provides instructors the opportunity to work with students one on one if needed. This will benefit this group of band members by allowing them access to up-to-date information on all band activities. In addition, course curriculum will be added to the color guard experience.

Sara also presented the **SHS Course Proposal – School of Rock**. The purpose of the course is to give students that demonstrated success in Intro to Piano, Guitar, and Ukulele the opportunity to further their skills with a more rigorous curriculum. The students will start the course by re-establishing and building on their music theory, piano, guitar, and ukulele skills by learning more advanced techniques and performing more rigorous music. The students will then add in vocal training and instruction on percussion instruments including drum set, hand drums, and auxiliary percussion. The students will learn about the creation and formation of a performing band or ensemble and what is required to put on a concert (Planning, Staging, Publicity, Merchandise, and Performance).

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

Meeting was adjourned at 10:15 a.m.

Respectfully Submitted,

Frank Pepe

200 NORTH MAIN STREET  
SOUTHINGTON, CT  
06489

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# SOUTHINGTON PUBLIC SCHOOLS

## DISTRICTWIDE FACILITIES COMMITTEE MEETING MINUTES

Monday, December 18, 2023 – 4:00 p.m. - via Zoom

**STEVEN G. MADANCY**  
SUPERINTENDENT OF SCHOOLS

**FRANK M. PEPE**  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

### BOARD OF EDUCATION

**COLLEEN W. CLARK**  
BOARD CHAIRPERSON

**JASPER P. WILLIAMS**  
VICE CHAIRPERSON

**JOSEPH BACZEWSKI**  
SECRETARY

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**ZAYA G. OSHANA**

**CECIL WHITEHEAD**

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**Present:** BOE Members- Colleen Clark, Chairperson, Zaya Oshana, Sean Carson; BOF member Ed Pocock; Town Council Chair, Paul Chaplinsky; P & Z member Tessa Mah; SPS - Steven Madancy, Superintendent, Peter Romano, Director of Operations; Mark Sciota, Town Manager

**Guests:** SLAM consultants Mike Zuba and Pat Gallagher

### MINUTES

1. Meeting called to order at 4:02 p.m.
2. Introduction of members/guests from SLAM
3. Review of recent/past work to date with SLAM
  - a. SLAM presented slides (attached) summarizing and recapping recent facilities study work done relative to the elementary schools and enrollment.
4. Overview of Master Facilities Plan process.
  - a. Slides included.
5. Discuss the timeline and items to be included within the plan.
  - a. Committee agreed that more time in person was needed. SPS administration would seek available dates from SLAM and schedule time to discuss priorities of projects as well as associated costs.
6. Townwide communication re: Committee meetings and outcomes
  - a. Discussed the importance of members of the committee attending the meetings to share with members of their elected Boards as meetings occurred, as they would eventually be viewing and providing feedback on a master facilities plan.
7. Meeting Adjourns 5:10 p.m.



# SOUTHINGTON PUBLIC SCHOOLS

## FINANCE COMMITTEE MEETING

Thursday, January 4, 2024, 6:00 p.m.

**STEVEN G. MADANCY**

*SUPERINTENDENT OF SCHOOLS*

**FRANK M. PEPE**

*ASSISTANT SUPERINTENDENT  
OF SCHOOLS*

### **BOARD OF EDUCATION**

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**Board Members Present:** Sean Carson, Chair, David Derynoski and Jasper Williams

**Present from Administration:** Jennifer Mellitt, Director of Business & Finance; Kyle Fickel, Accounting Manager, and Amy Aresco, Special Education Coordinator

The Finance Committee meeting was called to order at 6:05pm.

### **1. Award of RFP 2024-10 Design and Construction Administration of the Athletic Track (STEAP Grant):**

Mr. Fickel reviewed the results of the RFP noting that two vendors submitted proposals. The administration recommended awarding the RFP to SLR International Corporation in the amount of \$29,500 for both Phase I&II of the design and construction management services. The committee agreed with the award and will bring the item to the full board for approval.

### **2. Financial Update FY 24:**

Mrs. Mellitt provided a financial update showing that the budget is operating within its overall budget. A discussion was held about the projected special education excess cost grant revenue reimbursement percentage. To be conservative a 73% reimbursement was presented. The actual percentage will be known by the end of February, and it will depend on claims made by all state school districts. The allocation of the available grant funds by the state will be tiered according to AENGLC. The AELGLC can be found on the state website:

<https://portal.ct.gov/SDE/Fiscal-Services/AENGLC>

### **2a. Summary of the Transfer of Funds:**

Mrs. Mellitt reviewed a memo documenting transfers approved by the board this fiscal year.

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# SOUTHINGTON PUBLIC SCHOOLS

## **2a. Summary of the Transfer of Funds (continued):**

Mrs. Mellitt also reviewed transfers of funds from vacant paraprofessional positions into the ABA, special education teacher and social worker lines. Mrs. Aresco, Special Education Coordinator, was able to share information with the committee about student needs and the staff skillset needed to update the IEP system. The district continues to struggle with staffing paraprofessionals and ABA therapists.

## **3. Food Service Financial Review FY 24:**

Mrs. Mellitt reviewed financial information through November for the food service operations including a comparison of meal counts to prior year, an income statement, and a balance sheet.

The STABLE funds provide breakfast meals at no cost to all students as well as lunch at no cost to students who qualify for reduced priced meals for the 2023-2024 school year. The breakfast meals served have increased by 15,012 meals, however Mrs. Mellitt highlighted the large reduction in lunches served to students who do not qualify for free or reduced meals (referred to as “paid” students) of over 53,000 meals. As a result of the reduction of the meals served, the food service operations have a net loss of \$5,350 compared to a net income of \$113,141 in the prior year.

Annually, the food service operations are limited to keeping three months of operating expenses in the fund balance. The Food Service Director has completed the required forms with the state and is working on the spending plan. Mrs. Mellitt reminded the committee that the Food Service operations is having its scheduled on-site review with the state of Connecticut on March 25-28, 2024.

## **4. Postage Meter Lease Renewal:**

Mr. Fickel reviewed the upcoming changes to the postage regulations and reviewed the current leased machines with the committee. Pricing was sought from two vendors based on state contract pricing. The administration recommended awarding the lease renewal to Pitney Bowes for a quarterly cost of \$1,741.17, for a sixty-month lease term. The committee agreed with the award and will bring the item to the full board for approval.

## **5. MISCELLANEOUS:**



# SOUTHINGTON PUBLIC SCHOOLS

Mrs. Mellitt shared information from the special meeting of the self-insurance held on December 6<sup>th</sup>. Claims through October were running \$277K below budget.

The committee also voted for the 2024-2025 budget with an 8% increase over the current budget. The committee was also notified that the Water Department has departed from the Town's health insurance plan.

The meeting adjourned at 7:35 pm.

Respectfully submitted,

**Jennifer Mellitt**  
Director of Business & Finance

**STEVEN G. MADANCY**

*SUPERINTENDENT OF SCHOOLS*

**FRANK M. PEPE**

*ASSISTANT SUPERINTENDENT  
OF SCHOOLS*

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**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

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

Board Meeting Date January 11, 2024

Decision Requested x

Agenda Code 7.c.1

**AGENDA REPORTING FORM**

**Agenda Topic:** RFP 2024-10 Athletic Track Replacement (STEAP Grant)

**Summary of Issue:** The Board of Education posted an RFP in which two firms submitted for the retention of a quality architectural/engineering firm tasked with providing the design and construction administrative services for the renovations to the community track at the High School.

**Background:** The Town of Southington and Board of Education were awarded a Small-Town Economic Assistance Program (STEAP) grant for the replacement of the athletic track at Southington High School. The STEAP grant is for \$500,00 with the Town of Southington and the Board of Education matching funds of \$206,663.

**Alternative Strategies:** N/A

**Cost (if applicable):** \$29,500

**Funding Source:** Operating Budget (Major Projects & Equipment)

**Beginning Date of Program or Project:** January 2024

**Ending Date of Program or Project:** September 2024

**Recommendation or Comment:** Move to award RFP 2024-10 to SLR International Corp. in the amount of \$29,500 for the administrative services related to Phase I and II of the design and construction to the athletic track at Southington High School.

*Kyle Fickel*

\_\_\_\_\_  
Signature of Staff Member Submitting Form

*Steve Madansky*


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

**Southington Public Schools  
Purchasing Department  
RFP AWARD REQUEST  
RFP 2024-10 Athletic Track Replacement, Administrative Services**

The above RFP is submitted for AWARD by the Superintendent of Schools or his designee, the Board of Education Finance Committee, and the Board of Education.

PROPOSED SUMMARY: This request sought pricing for a quality architectural/engineering firm to provide design and construction administrative services for the renovations of the athletic track at Southington High School, as part of the Small Town Economic Assistance Program (STEAP) grant. Two firms responded to our request for proposal. The Administration recommends awarding SLR International Corporation the proposed design cost of \$29,500.

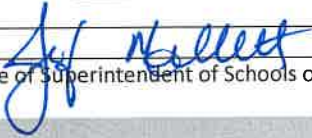
Beginning Date of Project:	Summer 2024	Ending Date of Project:	Summer 2024
Funding Sources:	Operating Budget (74400)	Proposed Amount 2023-24	\$29,500
		Budgeted Amount 2023-24	\$120,297

 \_\_\_\_\_ 1/3/24  
 Signature of Accounting Manager Date

Superintendent's Direction:

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

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

 \_\_\_\_\_ 1/3/24  
 Signature of Superintendent of Schools or his designee Date

Finance Committee's Direction:

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

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

 \_\_\_\_\_ 1/4/24  
 Signature of Finance Committee Chairperson Date

Board of Education's Direction:

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

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

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



# SOUTHTINGTON PUBLIC SCHOOLS

*KYLE FICKEL*  
*ACCOUNTING MANAGER*

## MEMO

**TO:** Board of Education Finance Committee  
**DATE:** January 2, 2024  
**RE:** RFP 2024-10 Athletic Track Replacement (STEAP)

The Town of Southington was awarded a Small Town Economic Assistance Program (STEAP) grant by the State of Connecticut for the replacement of the community athletic track at Southington High School. A request for proposal was posted to retain a quality architectural/engineering firm to provide design and construction administrative services for the renovations. Two firms submitted proposals of which SLR International Corp. was the lowest with a total proposal cost of \$29,500.

As part of the terms of the STEAP grant, the Town and Board of Education are required to contribute \$206,663 towards the project. In October the BOE voted to use \$120,297 from the operating budget and \$86,366 of non-lapsing funds from FY23 to fund our share. The State of Connecticut's share totals \$500,000.

The Administration, in conjunction with the Director of Operations, Mr. Peter Romano recommends awarding RFP 2024-10 to SLR International Corp in the amount of \$29,500 which includes Phase I&II of the RFP.

**RFP 2024-10 DESIGN & CONSTRUCTION ADMINSTRATIVE  
SERVICES, HIGH SCHOOL ATHLETIC TRACK  
SOUTHINGTON PUBLIC SCHOOLS**

**RFP 2024-10 DESIGN & CONSTRUCTION ADMINISTRATIVE SERVICES, HIGH SCHOOL ATHLETIC TRACK**

**RFP OPENING: December 8, 2023 at 2:00 PM**

<b>VENDOR</b>	<b>PHASE I Assessment &amp; Conceptual Design</b>	<b>PHASE 2 Design &amp; Construction Administration</b>	<b>TOTAL Phase 1 &amp; 2</b>	<b>Additional Construction Administration Visits - \$ Per visit</b>
<b>SLR International Corporation</b>	<b>\$ 18,000.00</b>	<b>\$ 11,500.00</b>	<b>\$ 29,500.00</b>	<b>\$ 500.00</b>
Kaestle Boos Associates Inc.	\$ 13,500.00	\$ 29,500.00	\$ 43,000.00	\$ 750.00

**SLR International Corporation**  
99 Realty Drive  
Cheshire, CT 06410

Kaestle Boos Associates Inc.  
416 Slater Road  
New Britain, CT 06053

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested x Agenda Code 7.c.2

**AGENDA REPORTING FORM**

**Agenda Topic:** Postage Meter Lease Renewal

**Summary of Issue:** The lease for postage machines at the Municipal Center and High School with Pitney Bowes expires in April 2024. The Administration has sought and received quotes from two vendors for updated machines with 60-month lease terms.

**Background:** In 2024 the USPS is switching their postage formatting from IBI to IMI compliancy. As a result, we must upgrade our mailing machines at both locations. Based on an analysis of yearly volume, Pitney Bowes offers the most cost-effective package of \$1,741.17 per quarter in a new 60-month term lease.

**Alternative Strategies:** N/A

**Cost (if applicable):** \$1,741.17 quarterly **Funding Source:** Account 32510

**Beginning Date of Program or Project:** January 2024

**Ending Date of Program or Project:** April 2029

**Recommendation or Comment:** Move to approve a new lease with Pitney Bowes for mailing machines at both the Municipal Center and High School for a 60- month term, in the amount of \$1,741.17 per quarter.

*Kyle Fickel*

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

*Oren Madany*

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



# SOUTHTON PUBLIC SCHOOLS

*KYLE FICKEL*  
*ACCOUNTING MANAGER*

## **MEMO**

TO: Board of Education Finance Committee

RE: Lease Renewal for Mailing Machines at Municipal Center, High School

DATE: January 2, 2024

In April 2024 our current lease of the Pitney Bowes mailing machines at the Municipal Center and Southington High School will end. Due to a change in technology, the USPS is switching their formatting from IBI to IMI compliant. As a result of this change, we must integrate new machines compliant with the new technology for our next 60-month lease.

The Board of Education is responsible for processing all mail received from schools and central office except for the High School, which processes their own. Continuing our lease with Pitney Bowes allows us the options to print return labels, carry over prior reserve balances, and save \$.03 on postage printed for larger parcels. A second quote from a competitor was obtained for machines with similar specs. Pitney Bowes is the lowest cost vendor.

Based on an analysis of yearly volume processed through each machine, the following sizing recommendations were made by Pitney Bowes:

- With the Municipal Building processing approximately 38,000 pieces of mail yearly, the Send Pro Mail Center 2000 was chosen as a direct replacement for the P2000 currently being used.
- With the High School processing approximately 7,300 pieces of mail yearly, to which the Send Pro C-Auto was chosen.

Pitney Bowes pricing is offered through the State of Connecticut cooperative contract #21PSX0082. The proposed lease price per quarter is \$1,741.17. Our current quarterly payment for machines is \$1,745.10, funded from account 32510, Rental of Equipment. The Administration recommends approval of a new lease with Pitney Bowes for a 60-month term.

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 8 a

**AGENDA REPORTING FORM**

**Agenda Topic:** Personnel Report

**Summary of Issue:** This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2023-2024 school year. This report includes activity for the month of December 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

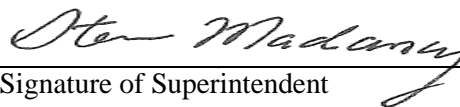
**Beginning Date of Program or Project:** N/A

**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 – December 2023

**Personnel Report  
December 2023**

**APPOINTMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>FTE</b>	<b>EFFECTIVE</b>	<b>DEGREE</b>	<b>SALARY</b>
CLASS	Davino, Sharon	Paraeducator	SHS	1.0	1-8-2024	N/A	\$18.36
CERT	Kobierowski, Caroline	Science Teacher	JFK	1.0	1-29-2024	MA	\$59,300
CLASS	Korp, Julia	Paraeducator	TES	1.0	1-8-2024	N/A	\$18.36
CLASS	Feeney, Bryanna	Paraeducator, Pre-K	HES	0.83	1-2-2024	N/A	\$18.36
CLASS	Margadonna, Megan	Multilingual Tutor	JFK/KES	1.0	1-2-2024	MA	\$18.36
CLASS	Nealon, Jesse	Custodian	SHS	0.49	12-19-2023	N/A	\$16.38
CLASS	Nearing, Kathy	Paraeducator, STELLAR	SHS	1.0	1-2-2024	N/A	\$19.59

**RESIGNATIONS/RETIREMENTS**

	<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>EFFECTIVE</b>	<b>YRS</b>	<b>RET/RES</b>
CERT	Barmore, Maureen	Literacy Specialist	HES	6-30-2024	21	RETIRE
CERT	Cavaliere, Diane	Physical Education Teacher	FES/TES	6-30-2024	38	RETIRE
CERT	Famiglietti, Lindsey	Special Education Teacher	DES	6-30-2024	20	RETIRE
CERT	Johnson, Pamela	Grade 1 Teacher	DES	7-1-2024	18	RETIRE
CLASS	Malczynski, John	Custodian, PT	SHS	12-15-2023	1	RESIGN
CERT	Oshana, Marianne	Grade 1 Teacher	SES	6-30-2024	38	RETIRE
CERT	Patterson, Stephanie	Library Media Specialist	SHS	12-31-2023	15	RETIRE

**ASSIGNMENT CHANGE**

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

*None to report*

**TRANSFERS**

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

*None to report*

**STIPENDS**

**COACHING**

***Resignations/Non-Renewals***

*None to report*

***Appointments***

Costa, Daniel	Freshman Baseball Coach	SHS	STIPEND
Kavanaugh, Megan	Freshman Girls Basketball Coach	SHS	STIPEND
Ritondo, Kyle	Associate Athletic Director – Winter	SHS	STIPEND
Sandler, Saul	Boys Ice Hockey Head Coach	SHS	STIPEND
Solarz III, Charles	Assistant Baseball Coach	SHS	STIPEND
Wallace, Megan	Girls Lacrosse Head Coach	SHS	STIPEND

**OTHER**

***Resignations/Non-Renewals***

*None to report*

***Appointments***

*None to report*

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 9 b.

**AGENDA REPORTING FORM**

**Agenda Topic:** Proposed 2024-2025 School Calendar ~ Second Reading

**Summary of Issue:** The attached school calendar is provided to the Board for their comments and recommendations.

**Background:** The calendar was reviewed by the Board at the January 11, 2024 meeting,

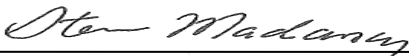
**Alternative Strategies:** 1) Modify starting date; 2) Modify recess periods;

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

**Beginning Date of Program or Project:** \_\_\_\_\_

**Ending Date of Program or Project:** \_\_\_\_\_

**Recommendation or Comment:** Move that the Board of Education approve the revised Proposed School Calendar for the 2024-2025 School Year as presented.

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

**Title of Attachment**

1. Proposed School Calendar for the 2024-2025 School Year



# SOUTHINGTON PUBLIC SCHOOLS 2024-2025 CALENDAR

DRAFT – 1-11-2023

August – 2 Days					September – 20 Days					October – 22 Days					November – 16 Days					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
			1	2	(2)	3	4	5	6		1	2	3	4					1	
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	PD	6	7	8	
12	13	14	15	16	16	17	18	19	20	(14)	15	16	17	18	(11)	-12-	-13-	-14-	15	
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	-18-	19	20	21	22	
PD	PD	PD	**29**	30	30					28	29	30	31		25	26	(27)	(28)	(29)	
December – 15 Days					January – 21 Days					February – 17 Days					March – 21 Days					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	
2	3	4	5	6			(1)	2	3						3	4	5	6	7	
9	10	11	12	13	6	7	8	9	10	3	4	5	6	7	10	11	12	13	14	
16	17	18	19	20	13	14	15	16	17	10	11	12	13	14	-17-	-18-	19	20	21	
(23)	(24)	(25)	(26)	(27)	(20)	21	22	23	24	(17)	(18)	PD	20	21	24	25	26	27	28	
(30)	(31)				27	28	29	30	31	24	25	26	27	28	31					
April – 17 Days					May – 21 Days					June – Days 9					181 Instructional Days (186 Staff Days)					
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F						
	1	2	3	4				1	2	2	3	4	5	6						
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13						
(14)	(15)	(16)	(17)	(18)	12	13	14	15	16	16	17	18	19	20						
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27						
28	29	30			(26)	27	28	29	30	30										
															KEY					
															-	Early Dismissal-All Schools K-12				
															-	Early Dismissal - Listed Schools				
															( )	Holiday/Vacation – No School				
															PD	Workday/PD – No School for Students				

**8/29/2024 - \*\*First Day of School for Students\*\***

**8/26/2024, 8/27/2024, 8/28/2024, 11/5/2024, 2/19/2025 – Staff Workdays/PD – No School for Students**

Any unexpected school closings will be made up following the scheduled last day of school up to June 30, 2025. If additional weather-related days are needed beyond these days, we will begin with April 17, 2025 and move backward.

Early Dismissal All Schools /	Early Dismissal – Listed Schools - -	NO SCHOOL ( )	
9/24/2024	Southington High School	9/2/2024	Labor Day
10/15/2024	11/14/2024 – SHS Conferences	10/14/2024	Columbus Day
12/10/2024		11/11/2024	Veterans Day
1/21/2025	JAD & JFK Middle Schools	11/27/2024-11/29/2024	Thanksgiving Recess
2/4/2025	11/18/2024 – MS Conferences	12/23/2024-1/1/2025	Holiday/Winter Recess
3/11/2025		1/20/2025	Martin Luther King Day
4/22/2025	Elementary Schools – K-5	2/17/2025-2/18/2025	Presidents’ Day Recess
5/13/2025	11/12-13, 2024- Elementary Conf.	4/14/2025-4/18/2025	Spring Break - Includes Good Friday
6/12/2025-Tent. Last Day	3/17-18, 2025– Elementary Conf.		
		5/26/2025	Memorial Day

Facility/School	Phone	Hours	Address	Special Observation Days
Board of Education	860-628-3202	7:30-4:30	200 N. Main St.	10/2-10/4* Rosh Hashanah
Southington High School	860-628-3229	7:37-2:15	720 Pleasant St.	10/11-10/12* Yom Kippur
Karen Smith Academy	860-628-3379	7:40 – 1:10	242 Main Street	10/16-10/23* Sukkot
Stellar Program	860-628-3200	8:00 – 2:00	51 North Main St.	10/31/24 Diwali
J. A. DePaolo Middle School	860-628-3260	8:05-2:40	385 Pleasant St.	1/6/25 Three Kings Day
J. F. Kennedy Middle School	860-628-3275	8:05-2:40	1071 South Main St.	2/28 -3/30* Ramadan
Derynoski Elementary School	860-628-3286	8:55-3:25	240 Main St.	3/14/25 Holi
Flanders Elementary School	860-628-3372	8:35-3:05	100 Victoria Dr.	4/12-19* Passover
Hatton Elementary School	860-628-3377	8:35-3:05	50 Spring Lake Rd	4/21/25 Bright Monday
Kelley Elementary School	860-628-3310	8:55-3:25	501 Ridgewood Rd	*Holiday begins at sundown the evening of the first date specified.
Oshana Elementary School	860-628-3450	8:35-3:05	70 Church St.	Southington BOE Policy 5113 considers observance of a religious holiday an excused absence, and faculty will make appropriate accommodations for students affected by these and other special observation days.
South End Elementary School	860-628-3320	8:35-3:05	Maxwell Noble Dr.	
Strong Elementary School	860-628-3314	8:55-3:25	820 Marion Ave.	
Thalberg Elementary School	860-628-3370	8:35-3:05	145 Dunham St.	

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 9 c.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 5141.5 – Suicide Prevention and Intervention - Second Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 5141.5 – Suicide Prevention and Intervention.

**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

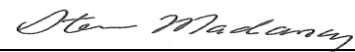
**Recommendation or Comment:** Move that the Board of Education approve the draft Policy 5141.5 as presented by the Policy & Personnel Committee

**Titles of Attachments:**

1. DRAFT Policy 5141.5



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



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

**Policy 5141.5**  
**Suicide Prevention and Intervention**  
**– Revised Policy**  
*Draft*

**Series 5000: Students****Welfare****Health/Illness****Suicide Prevention**

The Board of Education recognizes that suicide is a complex issue and that schools are not mental health treatment centers. The “District” cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, school personnel may become aware of specific factual circumstances in which a student has communicated a suicidal intent or other specific circumstances in which a student is at risk for suicide. In such cases, the Board is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or who communicates that they are considering attempting suicide.

~~.and provides suicide prevention education for all faculty and students. While the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in depth counseling but must refer the youth to an appropriate place for such assessment and counseling.~~

Any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building principal or his/her designee who, in turn, will notify the appropriate school officials, the student’s family, and appropriate resources services.

The Board further directs the school staff to refer students who come to their attention as being at risk of attempting suicide for professional assessment and treatment services outside of the school. Information concerning a student's suicide attempt, threat or risk will be shared with others only as permitted by state and federal law.

**Legal Reference:**

Connecticut General Statutes § 10-220a

Connecticut General Statutes § 10-221(f)

Public Act 23-167, “An Act Concerning Transparency in Education.”

Connecticut General Statutes

PA 89-168 Child abuse and the prevention of youth suicide

Policy Adopted: January 1990

Policy Revised: July 1993

Policy Reviewed: August 2002

**Policy Revised: November 2023**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 9 d.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 6161.1 – Parental Access to Instructional Material - Second Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 6161.1 – Parental Access to Instructional Material.

**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

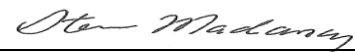
**Recommendation or Comment:** Move that The Board of Education approve the draft Policy 6161.1 as presented by the Policy & Personnel Committee.

**Titles of Attachments:**

1. DRAFT Policy 6161.1



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



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

**Policy 6161.1**  
**Parental Access to Instructional Material**  
**– New Policy**  
*Draft*

**PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL**

In accordance with federal law, state law, and Southington Board of Education (the “Board”) policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board’s curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials (“Curriculum”). Curriculum does not include academic tests or academic assessments.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents or guardians to inspect any Instructional Material and Curriculum. The district shall grant reasonable access to Instructional Material and Curriculum within a reasonable period of time after a request is received from a parent or guardian.

**Legal Reference:**

**Federal Law:**

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95

**State Law:**

Conn. Gen. Stat. § 10-220, Duties of Boards of Education

Public Act 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

**ADOPTED: November 2023**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 9 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** Policy 9321 – Time, Place, Notification of Meetings - Second Reading.

**Summary of Issue:** The Policy & Personnel Committee has reviewed Policy 9321 – Time, Place, Notification of Meetings.

**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

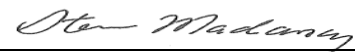
**Recommendation or Comment:** Move that the Board of Education approve the draft Policy 9321 as presented by the Policy & Personnel Committee

**Titles of Attachments:**

1. DRAFT Policy 9321



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



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

**Policy 9321**  
**Time, Place, Notification of Meetings**  
**– Revised Policy**  
*Draft*

## Series 9000: Bylaws of the Board

### Methods of Operation

#### **Time, Place, Notification of Meetings**

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

1. **Regular Meetings** – Regular meetings of the Board of Education shall be held on the second and/or fourth Thursday of each month at a time to be determined and at the established Board meeting place. At a minimum, one (1) meeting date per month will be set by the Board. Meeting dates, times, and places may be changed at the discretion of the Board.
  - a. Regular meetings will be classified as either *Committee of the Whole ~ Operations* or *Committee of the Whole ~ Instruction*. The classification will be indicated on the agenda within the meeting posting. The order of business for each is specified in number 8 within policy 9321.
  - b. The schedule of regular meetings of the Board of Education for the ensuing calendar year shall be filed with the Town Clerk no later than December 1 of each year, and no such meeting of the Board shall be held sooner than thirty (30) days after such schedule has been filed.
  - c. An agenda will be posted at Town Hall, the Board's Administrative Offices, and on the Board's Internet web site. Any associated documents that may be reviewed by members of the Board at such meeting shall be posted on the Board's Internet web site, provided such documents are not exempt from disclosure under the Freedom of Information Act.
2. **Special Meetings** – Special meetings of the Board of Education shall be called by the Chairperson upon written request of three (3) of the members or whenever deemed necessary by the Chairperson. The call shall state the purpose of the meeting and no other business shall be transacted. Special meetings may not be called for the purpose of election of officers or for a vote to fill a vacancy on the Board.
  - a. Notice of special meetings shall be given not less than twenty-four (24) hours prior to the time of such meeting by posting a notice of the time of such meeting in the office of the Town Clerk. In the case of an emergency, a special meeting may be held without complying with the foregoing requirement for the posting of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and

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

the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such meeting.

- b. Workshops of the Board of Education are held when it is necessary for the Board to discuss and consider, in depth, matters pertaining to Board of Education business. The Chairperson shall call workshops whenever deemed necessary or when requested by three (3) or more Board of Education members. Notice of workshops shall be given not less than forty-eight (48) hours prior to the time of such meetings by posting a notice of both the time and place in the office of the Town Clerk. The agenda will state the purpose(s) of the meeting and no other business will be transacted. The Chairperson of the Board may invite those individuals, groups or agencies that have relevant information, knowledge or experience to contribute to the discussion and to the Board's decision making process. Other public input will be allowed at the discretion of the Board Chairperson. No formal votes will be taken during or at the conclusion of workshops.
3. **Committee Meetings** – The Chairperson of each committee will notify the Board as to the location, date, and time of all meetings. (cf 8133)
4. **Adjourned Meetings** – Any meeting of the Board of Education may be adjourned to a time and place specified in the order of adjournment.
5. **Quorum** – Five (5) members of the Board shall constitute a quorum for the transaction of business except where otherwise noted in Board policies.
6. **Parliamentary Procedure** – Robert's Rules of Order shall govern the proceedings of the Board, except when those rules are in conflict with the Board's approved policies and regulations. The Superintendent of Schools is designated as Board of Education parliamentarian.
7. **Agenda Notice** – The agenda for regular meetings of the Board of Education shall be given to all members a minimum of six (6) days prior to the meeting. Other business included on the agenda may be transacted by two thirds vote of all members present unless the subject is specifically referenced in other Board policies.

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

8. **Order of Business** - The order of business at each regular meeting of the Board of Education shall be as follows:
- 8.1 Call to Order
  - 8.2 Pledge of Allegiance
    - 8.2.1 Celebration of Excellence (as appropriate)
  - 8.3 Approval of Minutes
  - 8.4 Public Communications
    - a. Student Representatives
    - b. Board of Education
    - c. Administration
    - d. Public
  - 8.5 Committee Reports
  - 8.6 Personnel Report (as appropriate)
  - 8.7 Old Business
  - 8.8 New Business
  - 8.9 Public Communications
    - a. Public
  
  - 8.10 Adjournment
9. **Requests for Hearing on Transportation** – Requests for hearings on transportation must be made in writing. The Board of Education shall hold such hearing within ten (10) days after receipt of written request and shall make a finding within ten (10) days after such hearing and in accordance with regulations of the State Board of Education.

(cf. 9327 – Electronic Mail Communications)

**Series 9000: Bylaws of the Board****Methods of Operation****Time, Place, Notification of Meetings (continued)****Legal Reference:***Connecticut General Statutes*

- 1-200 (2) Definitions. "Meeting"
- 1-206 Denial of access to public records or meetings.
- 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
- 1-227 Mailing of notice of meetings to persons filing written request. •
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 10-218 Officers. Meetings
  - **Section 6 of Public Act 23-160**

Bylaw adopted by the Board: January 1990

Bylaw revised by the Board: April 1993

Bylaw reviewed by the Board: April 2003

Bylaw revised by the Board: March 2005

Bylaw revised by the Board: February 2009

Bylaw updated and recoded: June 22, 2017

Bylaw revised by the Board: January 2022

**Bylaw revised by the Board: November 2023**

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 9 f.

**AGENDA REPORTING FORM**

**Agenda Topic:** Budget Assumptions and Priorities for 2024-25

**Summary of Issue:** \_\_\_\_\_

**Background:** \_\_\_\_\_ N/A

**Alternative Strategies:** \_\_\_\_\_ N/A

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

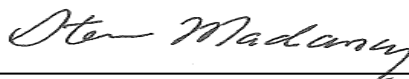
**Beginning Date of Program or Project:** July 1, 2024

**Ending Date of Program or Project:** June 30, 2025

**Recommendation or Comment:** Move that the Board of Education adopt the Budget Assumptions and Priorities for 2024-2025.



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



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

Titles of Attachments:

2024-2025 Assumptions  
2024-2025 Priorities

**ASSUMPTIONS**  
**2024- 2025 BOARD OF EDUCATION BUDGET**

- Open communication and cooperation will be maintained with other municipal boards and community throughout the budget process.
- State and Federal financial support of education will not keep pace with increased programming mandates and may be further reduced by legislation and reductions of grants and other supports to local communities.
- Safety, security and health standards will be maintained and supported through continued training of staff; e.g., School Safety and Security Plan, Anti-bullying, Blood Borne Pathogens, Sexual Harassment / Title IX, Mandated Reporting, OSHA (Office of Safety and Health Administration).
- Salaries and benefits will be based on commitments incurred through collective bargaining and other employment agreements.
- Existing programs and services will be reviewed, evaluated, maintained or adjusted as the educational needs of students change.
- Overall certified and classified staffing levels will be adjusted based on enrollment, programming, safety factors and facility considerations.
- Purchased services and supply accounts will be reviewed and adjusted based on documented prices and trends; i.e., fuel, where appropriate, enrollment changes, and facility needs.
- Budgeted items that are bid will be based on budget history and inflation projections.
- Use of space and facilities district-wide will be efficient and effective and reflect innovative uses, wherever possible.
- Consideration will be given to the current economic conditions.

**PRIORITIES**  
**2024 - 2025 BOARD OF EDUCATION BUDGET**

- Support funding for appropriate class sizes at all levels of instruction.
- Update all instructional materials for teachers and students as required through the curriculum renewal cycle for the current school year.
- Continue to work towards providing foundational levels of support across the district to support the implementation of SRBI (Scientific Research Based Intervention).
- Continue funding for expansion and sustainability of technology with access and equity for all students.
- Continued commitment to the district's Vision of a Graduate and the 21<sup>st</sup> Century skills identified through our Community Engagement process including funding for a strong professional development initiative.
- Continue to ensure the emotional and physical safety of all students and staff by providing a learning environment that affirms the identity of each member through a district commitment to social justice.
- Support funding for the prioritized joint Capital Plan (Board of Education / Town of Southington).
- Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments.
- Continue to monitor and update the security and well-being of the infrastructure of our facilities, students, and staff.



<b>Unit Overview</b>	
<b>Unit Title:</b>	What is Human in Human Rights?
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	Human Rights ACC, Grades 10-12
<b>Length/Dates:</b>	2 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This introductory unit allows students to explore what it means to be human and how we are different from the rest of the animal kingdom. This unit explores the history of human rights and how they have evolved into the UN Declaration of Human Rights.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>Grades 10-12</p> <p>INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims</p> <p>INQ 9-12.10 Construct arguments using precise &amp; knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information &amp; data, while acknowledging the strengths &amp; weaknesses of the explanation given its purpose</p> <p>INQ 9-12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classroom, schools, and out of school civic contexts.</p> <p>CCSS.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.</p> <p>CCSSRH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question of solve a problem.</p> <p>CCSSWH.1a Write arguments focused on discipline-specific content: Introduce precise, knowledgeable (claims), establish the significance of the claim(s), distinguish the claim(s), from an alternate or opposing claims, and create an argument that logically sequences the claim(s), counter-claims, reasons and evidence.</p>

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

<b>Transfer Goals (Vision of the Graduate)</b> 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.

**Citizenship Transdisciplinary Goal**

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

**Enduring****Understanding(s):**

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

1. Although being human has similar characteristics with the animal kingdom, it has a defined meaning that centers around complex language, use of technology, and being able to embrace dignity.
2. While Human Rights are universal, they have been defined, interrupted, and applied in a variety of ways throughout history.

**Essential Question(s):**

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

1. What does it mean to be human?
2. What are the characteristics that make humans unique in the animal kingdom?
3. Who decides what are Human Rights?
4. How have Human Rights evolved over time?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

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

**Content Vocabulary:**

Human Rights  
Dignity  
Universal  
Inalienable  
Indivisible  
Interdependent  
UNDHR (United Nations Declaration of Human Rights)  
Moral Rights  
Legal Rights  
Natural Rights  
Cyrus the Cylinder

Analyze primary source documents  
Interpret different sources  
Write arguments/claims  
Research current human rights topics  
Report to class

**Know:**

- Six Degrees Theory of Separation
- Characteristics that make Humans Human
- Human Rights is a work in progress
- The UN recognizes 30 Human Rights
- Important Historical Documents such as: the Magna Carta, Petition of Right, Declaration of Rights of Man, Declaration of Independence, Bill of Rights, Convention of the Elimination of all forms of Discrimination against Women
- Convention of the Rights of Children

## Stage 2: Evidence of Student Learning

### Performance Tasks

#### Assessment Evidence

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

**Goal:** For students to apply their knowledge on the evolution of Human Rights to the UNDHR.

**Role:** Student will communicate their knowledge through a speech

**Audience:** Their Classmates/teacher

**Situation:** Students will be given the quote, "All rights are universal, indivisible and interdependent and interrelated." *Vienna Declaration, 1993*. Students will produce a 1-2 minute Elevator Speech that will be recorded (their choice) that will defend or dispute the quote based on the Human Rights Documents Comparison Graphic Organizer.

**Product:** Recorded "Elevator Speech"

**Standards and Criteria for Success:** May be done in person (not recorded) or recorded. Strongly suggest that it is no more than 2 minutes in length. Must produce an argument and three claims that support the argument. Claims must be supported by information students learned from the human rights documents they explored. Must have a hook. Must have a concluding statement. Must be persuasive in nature. 4C's Communication will be assessed on the rubric. [Elevator Speech Rubric](#)

#### Resources

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

Will need to make sure that Amnesty International, Human Rights Watch websites are unblocked for students to be able to access timely and relevant information.

#### Evaluative Criteria

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

- Entrance and exit slips
- Class polls via Google Meets
- Quizzes
- Tests
- Graphic Organizers/ Template
- Journal Entries
- Reflection
- Discussions/ Discussion Boards
- Self- Assessments
- Peer- Assessments
- Rubrics for projects or other assignments outlining the expectations
- Teacher Observation

### Other Evidence

#### Assessment Evidence

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

Exit Tickets

Q/A

Performance Task

Unit 1 Assessment (Quiz) will be in a traditional written test format. Students will be asked to apply knowledge from their content vocabulary and primary documents while answering the essential questions of the unit. [Unit 1 Study Guide](#)

### Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will brainstorm all the characteristics that I think make us human.</li> <li>2. I will answer all the questions on the Introduction to Humans QA.</li> <li>3. I will define what it means to be human.</li> <li>4. I will read and annotate one of two articles regarding animals and whether or not they have human rights status.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will be able to describe at least three characteristics that make us human on an exit ticket.</li> <li>2. I will participate in a class discussion at least two times relating to the Introduction of Humans questions.</li> <li>3. I will explain my article to a partner and I will also listen and take notes on my partner's article</li> </ol>
<p><b>Learning Activities</b></p>	
<p>What is the actual instructional task that supports student learning in this lesson?</p>	
<p>Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<ol style="list-style-type: none"> <li>1. Hook: Each student will get a slip of paper that says, A human is..... and they will be asked to complete that thought. They will switch their papers with a classmate and the classmate will add one more sentence to the statement. Repeat the process one more time. The last student who has the paper, will take turns reading out the statements.</li> <li>2. Student Volunteer: will write human “qualifiers” on the smartboard, etc.</li> <li>3. Students will be given a series of brainstorming questions to answer. Students will independently answer the questions. <a href="#">Human Beings/Human Rights Introduction Lesson Questions</a></li> <li>4. Class discussion, this activity leads the student to define what it means to be human. Students will be asked to “run” the discussion with choosing a moderator and a classmate who will keep track of participation.</li> <li>5. Students will then be given one of two articles on whether or not animals have human rights status. (articles should be timely and relevant and can be found in Newsela, for example: Three Elephants in CT just got a lawyer)</li> <li>6. Each student should read and annotate their article. (could either create a graphic organizer that would include, new vocabulary, main arguments and claims, and questions or have students create one in notebooks)</li> <li>7. Students will pair up and will Jigsaw articles with one another. Share out with class.</li> <li>8. Students will take notes on <a href="#">Human vs. Animal characteristics</a>.</li> <li>9. Students will now revisit the Do Now: A human is... and will answer this as compared to the beginning of class and will share out.</li> <li>10. <a href="#">Homework: Human Rights Unit 1 Content Vocabulary</a></li> </ol>	
<p><b>What does it mean to be Human Beings/Human Rights activity. Through brainstorming and discussion, this activity invites participants to define what it means to be human and to relate human rights to human needs Reading an Article that Chimpanzees do not have Human Rights</b></p>	
<p><b>Assessment</b></p>	
<p>List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)</p>	
<ol style="list-style-type: none"> <li>1. Classroom discussion. Students will be checked each time they contribute to class discussion.</li> <li>2. Check-in with articles from partner to partner.</li> </ol>	

### 3. Exit Ticket.

Learning Target:	Success Criteria:
1. I will view two episodes of <a href="#">Human</a> I will add to the definition what it means to be human.	1. I will view two episodes of <a href="#">Human</a> and will discuss one episode with a mini-group and create an overview presentation and will complete a journal entry with the other.
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p><a href="#">Human</a> is a 2015 documentary by French environmentalist Yann Arthus-Bertrand.. The film is almost entirely composed of exclusive aerial footage and first-person stories told into the camera. It was the first film to <a href="#">premiere</a> in the General Assembly Hall of the United Nations, to an audience of 1,000 viewers, including the UN Secretary General Ban Ki-moon. <i>Human</i> was produced over a period of three years, with director Yann Arthus-Bertrand and a team of 20 persons interviewing more than 2000 people in 60 countries. Each person interviewed was asked the same set of forty questions and was presented on a plain black background without any musical score or any details about their identity and locale. Arthus-Bertrand hoped that removing personal identifiers would draw focus to our similarities, explaining that they "... wanted to concentrate on what we all share. If you put the name of a person, or what country they're from, you don't feel that as strongly". (wiki)</p> <ol style="list-style-type: none"><li>1. Hook: Students will decorate a Stick Figure. We will hang the stick figures up in the room.</li><li>2. Students will answer in what ways are the stick figures similar? Short discussion.</li><li>3. Students will be assigned one episode to view of <a href="#">Human</a>.</li><li>4. Students will get in small groups and will discuss their episode and will create a mini-presentation (slides, prezi, canva) on their episode using the same questions from the Journal response</li><li>5. Students will watch the 2nd episode of Human (their choice) and will complete the <a href="#">Human Journal Reflection</a>.</li><li>6. Students will then present their findings to the whole class.</li><li>7. Exit Ticket: If we have so many similarities, what causes the division among humans?</li></ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	
<a href="#">Presentation Rubric</a> <a href="#">Journal Reflection Rubric</a> Exit Ticket	

Learning Target:	Success Criteria:
1. I will know how humans are connected and interconnected to one another. 2. I will know that all humans have wants and needs and this relates to Human Rights.	1. I will be able to explain what the Six Degrees of Separation Theory is and how it relates to Human Rights. 2. I will be able to explain how people are interconnected even if they do not want to be. 3. I will be able to provide examples of human wants and needs.
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	

1. Students will respond to the quote, “The Fish and I were both stunned to find ourselves connected to a line.” as a Do Now.
2. Red Thread Activity- Students will take turns filling out a “get to know you bingo chart” and everytime they match with someone they must connect to the person with a red string. The idea behind this is that by the end of the activity, the entire class is connected in a variety of ways through the red string showing the similarities as humans. Relate this back to the opening quote.
3. Students will view two short videos: [The Power of Small World Phenomenon](#) and [Six Degrees of Separation](#)
4. Students will complete a Close Read on [Six Degrees of Separation](#) (may need to find more recent article: NYTIMES 2016)
5. Six Degrees of Separation Task. Students are divided into 3-4 groups. Each group will be given a famous/well-known person’s name. In the groups, students must try to figure out how many degrees of separation they are from that person. (They may have to do a little research into the person’s life and background)
6. Share out!
7. Mid Lesson Pause- What does all of today have to do with being Human and Human Rights? What is your opinion of the concept “Six Degrees of Separation?” How does this apply to “Human Rights?” Does having a connection to someone make it easier or harder to deny human rights to them? Have students provide answers.
8. Students will complete the [Human Survival, Dignity, Luxury](#) (Chart only)
9. Students will be paired up and will compare their charts. Students will then be given a series of blank index cards. Students will then take the items on their chart and will draw pictures to represent the words.
10. [Wants vs. Needs Card Game](#)

### Assessment

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

Card Game Cards Discussion  
[Journal Reflection Rubric](#)

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will view a History of Human Rights video and take notes on the History of Human Rights.</li> <li>2. I will know that many historical documents are the foundation of modern day human rights.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will be able to explain my Human Rights documents to my classmates.</li> <li>2. I will be able to identify and explain how Human Rights is an evolutionary process.</li> </ol>

### Learning Activities

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

1. Padlet- students will respond to the Quote, “ Human Rights is an evolutionary process”- Whole Class Discussion
2. [History of Human Rights](#) Video- Students will take notes.
3. Students will take notes on [Slide Show on History of Human Rights](#)
4. Students will be given a [graphic organizer](#) with Human Rights Documents linked. Students will be required to research 2 documents to show their importance in the evolution of human rights.
5. Students will then Jigsaw with one another.
6. Exit Ticket- Revisit Padlet’s quote, “Human Rights is an evolutionary process”

**Assessment**

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

Q/A with class  
Exit Ticket- Padlet

Learning Target:	Success Criteria:
1. I will be able to defend the statement that Human Rights is a work in progress.	1. I will develop an Elevator Speech and will record it. 2. I will persuade others regarding my argument.

**Learning Activities**

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

1. [Human Rights Document Mind Map.](#)
2. Students will use their class materials (notes, Canvas information, videos) and will write a 1-2 minute speech about the evolution of Human Rights in history.
3. Students will take time to peer edit, and revise speeches before they record them.
4. Students will evaluate their speeches on the Elevator Speech Rubric (need to create)

**Assessment**

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

Performance Task:

**Goal:** For students to apply their knowledge on the evolution of Human Rights to the UNDHR.

**Role:** Student will communicate their knowledge through a speech

**Audience:** Their Classmates/teacher

**Situation:** Students will be given the quote, "Human Rights is a Work in Progress" Students will produce a 1-2 minute Elevator Speech that will be recorded (their choice) that will defend or dispute the quote based on the Human Rights Documents Comparison Graphic Organizer.

**Product:** Recorded "Elevator Speech"

**Standards and Criteria for Success:** May be done in person (not recorded) or recorded. Strongly suggest that it is no more than 2 minutes in length. Must produce an argument and three claims that support the argument. Claims must be supported by information students learned from the human rights documents they explored. Must have a hook. Must have a concluding statement. Must be persuasive in nature. 4C's Communication will be assessed on the rubric.

Learning Target:	Success Criteria:
1. I will know and understand the Content Vocabulary and the content from this unit	1. I will complete the Unit 1 Quiz and earn an 80 or above. 2. I will evaluate my classmates' elevator speeches.

**Learning Activities**

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

1. Students will take and complete a Unit 1 Quiz.
2. Students will listen to their classmate's speeches and evaluate them using the Elevator Speech Rubric.
3. Students will complete a self-reflection of their learning for Unit 1.

**Assessment**

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

Unit 1 Quiz (work in progress) [Sample from previous year](#)  
[Elevator Speech Rubric](#)

**Learning Target:**

1. I will develop and articulate both in writing and orally a current event that centers around Human Rights

**Success Criteria:**

1. I will answer all the questions on the Graphic Organizer for the Human Rights Current Events.
2. I will engage in the Human Rights Current Events Discussion with my classmates by actively sharing my current event as well as asking questions and responding to at least two other classmates.

**Learning Activities**

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

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

Status of Human Rights- Current Events- This will be implemented throughout the semester and students will complete a minimum of 4 current events to 8 current events based around the status of Human Rights in the news.

[Human Rights Watch](#)

[Human Rights Watch Slides](#)

[Human Rights Watch Graphic Organizer](#)

**Assessment**

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

Class Discussion ([Accountable talk Rubric](#)) ([Current Event](#))

**Resources**

Any materials and resources related to Stage 3 learning activities.

- Canvas Materials
- Newsela Articles

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 2: Human Rights Organizations, Advocacy, and NGO's
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	Human Rights, Grades 10-12
<b>Length/Dates:</b>	2 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This unit allows students to explore the various organizations and agencies around the world that support, defend and define human rights and human rights issues. This unit will explore the creation of the United Nations after WWII, the 30 Human Rights, and Non-governmental organizations that allow human rights to progress and proceed.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p><b>INQ 9-12.6</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection</p> <p><b>INQ 9-12.10</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>INQ 9-12.11</b> Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose</p> <p><b>CCSS.RH2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship and the key details and ideas.</p> <p><b>CCSS.RH3</b> Evaluate various explanations for actions or events and determining which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain</p> <p><b>CCSS.WH4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>CCSS.WH Use technology including the internet, to produce, publish, or update individual or shared writing products in response to ongoing feedback, including new arguments or feedback.</p>

<b>Other Goal(s)</b> List the Disciplinary Transfer Goals that this unit will address
<ol style="list-style-type: none"> <li>1. Students identify, explain, &amp; determine the most relevant &amp; valid sources that take into consideration multiple points of view (INQ 6)</li> <li>2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)</li> </ol>

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

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

**Critical Thinking Transdisciplinary Goal:**

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

**Creativity/Innovation Transdisciplinary Goal:**

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

**Communication Transdisciplinary Goal:**

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

**Enduring Understanding(s):**

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

1. Virtually every body of the United Nations is involved in protection of Human Rights
2. The United Nations has the goal of securing the universality of the 30 defined Human Rights
3. There are many organizations and agencies such as NGOs that advocate for Human Rights in our world.
4. The problem with implementation of Human Rights is ongoing in our world.

**Essential Question(s):**

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

1. How does the structure of the UN create successes and failures in the area of Human Rights?
2. How are Human Rights' Organizations working to protect and/or furthering rights of people around the world?
3. What are the challenges of monitoring, implementing and enforcing Human Rights?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**Content Vocabulary:**

- United Nations
- NGOs ( non-governmental organizations)
- Security Council
- Self-Determination
- Interventions
- Sanctions
- Logistical support
- International Court of Justice
- International Criminal Court
- Economic and Social Council
- Human Rights Council
- UN High Commission for Refugees
- UN International Children's Emergency Fund
- UNESCO (Educational, Scientific and Cultural Organization)

**What will students be able to do...**

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

- QFT (Question Formulation Technique)
- Critically reading a source for structure and context.
- Identifying different types of approaches and the strengths and limitations of each approach
- Selecting sources that address research
- Locating relevant sources
- Use the evaluation of a source process to select relevant and wide-ranging sources

<ul style="list-style-type: none"> <li>● Red Cross</li> <li>● UNDHR</li> </ul> <p><b>Know:</b></p> <ul style="list-style-type: none"> <li>● That the United Nations dedicates itself to world peace and international cooperation.</li> <li>● The overall structure and operation of the United Nations</li> <li>● That the United Nations has made efforts to protect human rights and has been successful.</li> <li>● That there are 30 universally accepted Human Rights.</li> <li>● That it is challenging to enforce Human Rights.</li> <li>● That every region of the world operates within its own political, cultural structure.</li> <li>● NGO's have had a significant impact in the progress of Human Rights.</li> </ul>	
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**Stage 2: Evidence of Student Learning**

**Performance Tasks**

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

**Goal:** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**Role:** Students will take the role of researcher and creator of a presentation in which they will be convincing newly graduated college students to join their Human Rights agency for their careers.

**Audience:** Classmates who are posing as prospective employees

**Situation:** There is a job fair for NGOs and prospective employees have come to find out about what careers there are in the Human Rights field.

**Product/Performance/Purpose:** Presentation/Prezi/any other alternative with a handout of their findings.

**Standards and Criteria for Success:** Once all presentations have occurred, the students will be divided into small groups (3/4) and will evaluate each other's work and the HR organizations. Students will evaluate each other's work based on completion, knowledge, and information. Students will evaluate the HR Organizations based on successes, failures, how many people have been impacted and it is direct or indirect aid.

**Performance Task: NGO "Career Day"**

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

[The Birth of the UN](#)  
[PBS Learning Activities](#)  
[New York Times Articles](#)  
 Choices: The United Nations: Challenges and Change

### Evaluative Criteria

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

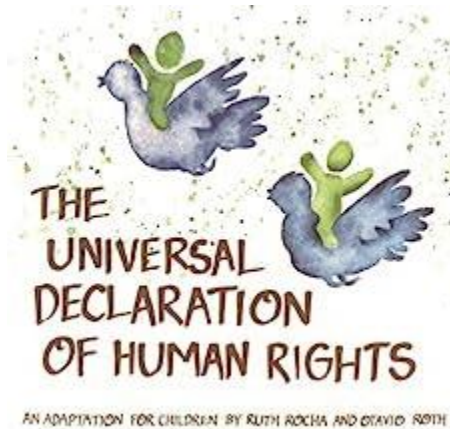
Rubric

Student self-reflection

Feedback given directly to each group while working on Task

### Comments

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



Universal Declaration of Human Rights: An Adaptation for Children by Ruth Rocha and Otavio Roth (E89 I 19s)

### Other Evidence

#### Assessment Evidence

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

- Content and Vocabulary Quiz
- Do Nows/ Exit Tickets
- Written responses to questions on UN
- Student Research and Presentations

### Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ol style="list-style-type: none"><li>1. I will be able to describe the origin of the UN.</li><li>2. I will place the UN in historical context.</li></ol>	<ol style="list-style-type: none"><li>1. I will take complete notes.</li><li>2. I will work with a partner in a scavenger hunt.</li><li>3. I will be able to answer all the questions on the Exit Ticket.</li></ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<ol style="list-style-type: none"><li>1. Hook: <a href="#">KWQ- United Nations</a> on Padlet- Discuss with a Partner. Students will record the KWQ United Nations on their KWQ graphic organizers.</li><li>2. Students will complete Edpuzzle (<a href="#">The United Nations Explained</a>) Students will then add to KWQ GO.</li></ol>	

3. Students will then take notes on a mini- lecture [UN SLIDE SHOW](#)
4. Students will then get into Pairs and will complete a [UN Scavenger Hunt](#)
5. Students will line up in two lines facing each other. Each person will have 15 seconds to tell the other person something they learned about the UN during class. Then, one line will move one person over and will keep repeating the process until everyone has had a chance to meet up with every classmate.
6. Exit Ticket: What is the biggest takeaway from the UN today?

### Assessment

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

KWQ  
Exit Tickets  
Rotating Game  
Quiz- United Nations

### Learning Target:

1. I will learn about the mission of the UN.
2. I explain the role of the UN.

### Success Criteria:

1. I will work cooperatively in my group to complete the close read and answer questions.
2. I will complete a UN foldable.

### Learning Activities

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

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

1. Hook: Students will watch clip [President Truman-1945 San Francisco](#)
2. Students will be in groups of 3. Students will be given the Reading on the UN with Questions- [Reading](#) (Reading is in Google Drive- the Structure of UN diagram is there but not in the link) [Questions](#)  
Each student will take a role, Reader, Repeat, Clarify while reading and answer the questions regarding the UN.
3. Students will then create a Foldable on the UN- Basic Facts, Structure/Organization, Accomplishments.
4. Students will read and answer the Quiz questions on a News Article on the UN. (Newsela- The United Nations Formed for World Peace)

### Assessment

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

UN Foldable  
Newsela quiz and answers

### Learning Target:

1. I will learn about the San Francisco Conference that led to the creation of the UN.
2. I will read and understand the UN's Charter.

### Success Criteria:

1. I will successfully analyze primary sources
2. I will be able to answer critical thinking questions about the UN.

### Learning Activities

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

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

1. Hook: Respond to the [Quote](#) on Padlet

2. Students in groups of 4, will complete a [Stations Activity](#) based around primary sources on the UN.
  - Station 1- The UN Emblem and Flag
  - Station 2- The UN Charter's Preamble
  - Station 3- Sights and Voices of the San Francisco Conference
  - Station 4- San Francisco in 1st Person
3. Students will then individually write an entry in a diary as if they were there at the 1945 San Francisco Conference discussing the conference and whether or not the world will benefit from this new organization.

### Assessment

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

1. Diary Entry (Rubric)
2. Quiz on the United Nations x

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will understand and be able to explain what are universal human rights and what is the UDHR.</li> <li>2. I will gain an awareness and analyze the relevance of the framework of human rights to my life and others' everyday lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will analyze the UDHR and be able to paraphrase the rights as well as provide examples.</li> <li>2. I will research the 30 Articles and create a poster/collage of these rights found in news sources and be able to explain if the right is being upheld or not.</li> </ol>

### Learning Activities

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

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

#### 2-3 day Activity

1. Hook: Students will choose one of several [Human Rights Quotes](#) that they feel best represent their definition of Human Rights and will decorate a bumper sticker and will be displayed in the classroom. Before we create a Human Rights Wall (the quotes) in the classroom, the whole class will circle up and we will have an informal discussion about the quotes.
2. Students will then be asked to generate rights they think all humans should have. We will put them on the smartboard.
3. Students will then be given a [Copy of the UDHR](#), [Copy #2 UDHR](#) or [UDHR](#) (like this one better) and will compare what they listed vs the 30 UDHR list. Students will read and answer the questions: What were they surprised about? What did they miss? What makes sense? What doesn't?
4. [Decision Card Activity](#) Activity will have students consider whether or not human rights are always a given.
5. [Eleanor Roosevelt's Statement/Quote](#)
6. [UDHR 70th Birthday](#)
7. With a partner, Students will go through the UDHR and will create an emoji ([Emoji Assignment](#)) for each of the rights.
8. Human Rights in the News Today- [Application Collage](#)

### Assessment

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

Journals  
 Emoji Activity  
 Collage of HR

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will know what an NGO is.</li> <li>2. I will know what roles do NGOs play in developing countries.</li> <li>3. I will know that individuals can support Human Rights through the efforts of NGOs.</li> <li>4. I will be able to explain that Human Rights are being protected through the work of individuals, communities, organizations and governments.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will research and synthesize information regarding the variety of ways in which NGOs work to bring about sustainable change in developing countries.</li> <li>2. I will use critical thinking skills to draw conclusions and form opinions.</li> <li>3. I will demonstrate understanding and apply learning by creating a presentation to convince new college students to work for my NGO that is supported by facts and express their opinions.</li> </ol>

### Learning Activities

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

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

#### 2-3 day activity

**Goal:** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**Role:** Students will take the role of researcher and creator of a presentation in which they will be convincing newly graduated college students to join their Human Rights agency for their careers.

**Audience:** Classmates who are posing as prospective employees

**Situation:** There is a job fair for NGOs and prospective employees have come to find out about what careers there are in the Human Rights field.

**Product/Performance/Purpose:** Presentation/Prezi/any other alternative with a handout of their findings.

**Standards and Criteria for Success:** Once all presentations have occurred, the students will be divided into small groups (3/4) and will evaluate each other's work and the HR organizations. Students will evaluate each other's work based on completion, knowledge, and information. Students will evaluate the HR Organizations based on successes, failures, how many people have been impacted and it is direct or indirect aid.

[NGO](#) Task

### Assessment

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

NGO (rubric- needed)

### Resources

Any materials and resources related to Stage 3 learning activities.

Human Right Watch  
 Amnesty International  
 UN.org  
 News Sources

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 3: Holocaust, Genocide, Crimes Against Humanity
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	10,11,12 ACC
<b>Length/Dates:</b>	5 Weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	Students will understand how and why the Holocaust happened in history. By providing an overview of the Holocaust, students will engage in case studies of modern day genocides and crimes against humanity. Students will explore how the international community along with the United States has struggled to respond to this recurring problem. Students will explore how the international community has confronted Genocide and what warning signs and prevention tools are used to stop these insidious crimes.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 9-12.8 Identify evidence that draws information directly &amp; substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims</p> <p>INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information &amp; data, while acknowledging the strengths &amp; weaknesses of the explanation given its purpose</p> <p>CCSSR.H.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>CCSSR.H.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.</p> <p>CCSSW.H.2B Develop the topic thoroughly by selecting the most significant and relevant facts, extend definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p>

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

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
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**Critical Thinking Transdisciplinary Goal:**

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

**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.

**Citizenship Transdisciplinary Goal**

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

**Enduring Understanding(s):**

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

Each EU listed should correspond to at least 1 or more EQ below.

1. Students will understand how and why the Nazis and their collaborators persecuted and murdered Jews as well as other people targeted in the Holocaust era.
2. Students will understand that Genocide and Crimes Against Humanity do not happen in a bubble; there are warning signs as well as a process to these atrocities
3. Students will understand that individuals as well as nations have a responsibility to prevent future genocides.

**Essential Question(s):**

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

Each EQ listed should correspond to at least 1 or more EU above.

- To what extent do the concepts of justice and human rights differ across time and place?
- Is it the responsibility of democratic nations to bring about democracy in the world?
- What are the historical conditions and key stages in the process of genocide?
- What can learning about the Holocaust tell us about the process of genocide, its warning signs, and possibilities for intervention that might strengthen contemporary efforts at genocide prevention?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

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

**Content Vocabulary:**

Anti Semitism  
 Holocaust  
 Crimes Against Humanity  
 Geneva Convention Accords  
 Concentration Camps  
 10 Steps of Genocide  
 Nazi  
 Fascism  
 Bystanders  
 Collaborators  
 Ethnic Cleansing  
 Labor Camps  
 Atrocity  
 Complicity  
 Cultural Genocide  
 Dehumanization  
 Discrimination  
 Marginalization  
 Prejudice  
 Propaganda  
 Racism  
 Stereotype  
 Survivor

**Know:**

- Who the Nazis were and what they believed
- Why the Nazis and their collaborators systematically targeted Jewish people and others
- the actions the Nazis and their collaborators took to persecute and then murder the Jewish people of Europe
- The range of experiences of Jewish people in different times and places in Europe during the Holocaust
- There are 10 warning steps of Genocide
- That genocide and crimes against humanity are occurring in our world today
- That the phrase, "never again" relates to the rights of all humans

- Demonstrate critical thinking skills and creativity in completing activities.
- Compare the interpretation of historical events considering the use of multiple perspectives and cause and effect relationships.
- Recognize that the interpretations of history are subject to change as new information is uncovered.
- Develop critical analysis skills as related to the interpretation of primary and secondary sources.
- Conduct research on historical events and people.
- Analyze how conflict and cooperation among individuals, groups, and organizations have influenced the development of society.
- Select credible domestic and international sources to address globally significant, researchable questions?
- Explain how beliefs and values affect diverse viewpoints?
- Explain how understanding issues from different perspectives affect my viewpoint and open mindedness?

**Stage 2: Evidence of Student Learning****Performance Tasks****Assessment Evidence**

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

- **Goal-** To immerse yourself into research of a possible modern day Genocide.
- **Role-** You are a modern day genocide watch researcher. You study possible genocides taking place in the world.
- **Audience-** decision makers of the world (aka classmates)

- **Situation-** a country is acting as if there is a possible genocide occurring. It is your job to research the situation, assess the 10 steps of Genocide and see if that particular country is committing genocide
  - **Product/Performance/Purpose-** overall presentation of country status, situation, assessment of genocide criteria, and recommendation of international action
  - **Standards and Criteria for Success-** research rubric, 10 step of Genocide, overall presentation rubric
- [Genocide Research Project](#)

### Resources

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

United States Holocaust Memorial Museum  
 Choices: Confronting Genocide  
[Genocide Data Bases](#)

### Evaluative Criteria

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

Rubrics  
 Student-Teacher Conferences  
 Do Now/Exit Tickets  
 Formative Checks

### Other Evidence

#### Assessment Evidence

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

Quizzes  
 Genocide Application Project  
 Choices Debate and Reflection Project

### Stage 3: Instructional Design

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will know what the Holocaust is as a Human Rights Event?</li> <li>2. How and why did the Holocaust happen?</li> </ol>	<ol style="list-style-type: none"> <li>1. I will be able to explain through answering questions, participating in class, analyzing documents, viewing films, and writing a thesis statement.</li> <li>2. I will demonstrate empathy through my written work.</li> </ol>

#### Learning Activities

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

4 day lesson-  
 Day 1-

1. Do Now- Ask students to read about one individual in the Holocaust by assigning one card to pairs of students from the following [15 profile cards](#). Ask them to underline or digitally highlight the major events that impacted that person's experience during the Holocaust. Note: a teacher can model this for students using one card as an example.

2. In small groups (2-4), have the students have a conversation about their profiles. What was similar? Different? What major events impacted that person's life?
3. Explain that in this lesson, students will address two essential questions: What was the Holocaust? How and why did the Holocaust happen?
4. Ask students to create a working definition of the Holocaust in their notebooks. (We will get back to definitions)
5. Ask students to complete a [KWL chart](#) on the Holocaust. Student volunteers will help compile a class list.
6. Provide the following USHMM definition of the Holocaust and post for reference.

*The Holocaust was the systematic, state-sponsored persecution and murder of approximately six million European Jews by the Nazi regime and its collaborators in the years leading up to and during World War II. During the era of the Holocaust (1933-1945), German authorities also targeted other groups because of their perceived "racial inferiority": Roma (Gypsies), disabled persons, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.*

7. In small groups, have them compare their definitions with the one that was given. Were there elements missing in the definition you created? Describe how your definition of the Holocaust reflects similarities and differences from the USHMM definition. What parts of this Museum definition do you have questions about? Share out answers as a class.
8. In their notebooks, add two more definitions:  
**Anti Semitism:** prejudice against or hatred of Jewish people.  
**Nazi racial ideology:** belief that the world was divided up into competing inferior and superior races, each struggling for survival and dominance. Successful races maintained racial purity, reproduced to expand and strengthen the race-nation, and conquered territory and resources at the expense of inferior races. In the Nazis' eyes, Jews were not a religious denomination, but a dangerous non-European "race."
9. Students will View Film (Found at USHMM) The Path to Nazi Genocide (Chapters 1-3) approximately 24 mins. Students will answer questions 1-7 on the worksheet that goes with the film.
10. Day 1 Wrap Up- Students go back to the KWL chart and will fill in new content and write down questions raised by article or film. Students will be asked to reflect on the particular aspects of the Holocaust affected the person in their profile card.

## Day 2

1. Do Now- Think-Pair-Share their KWL Charts from the previous day and choose 1 from each (KWL) to share with the class.
2. View film The Path to Nazi Genocide- Chapter 4 WWII and the Holocaust
3. Students will answer questions 8-9 on the accompanying worksheet.
4. Students will post their answers on a Padlet and as a whole class we will discuss.
5. Students will then segway and take a gallery walk/review digital version of the Historical Events or Laws and Decrees from the Timeline lesson found at the USHMM.
6. Student's profile cards- Day @- Students will answer the following 3 questions based on their profile card and the film.  
 How was each person's life impacted by events you saw in the film?  
 What can we learn by looking at a single person's experiences?  
 What do the individual stories reveal about the Holocaust that the film and article did not?
7. Small group share out.
8. Whole Class share out and will find similarities and differences among the profile cards.
9. Students will read and annotate the USHMM Holocaust Encyclopedia article: How did the Nazi and their collaborators implement the Holocaust? Individual reading.  
 Each student will be given 3 post it notes. One a post it note, they will find the following: What was the most important information they could find? What is the most powerful sentence? What is the most powerful word?
10. Whole class share out and students will circle their favorite examples in their article.

11. Students will create a chart with the headings; Perpetrators, collaborators and Witnesses to the Holocaust. As a small group, they will write down the ways in which people made choices, took action.
12. Day 2 Wrap Up- Use KWL chart and add information from today's lesson. Answer the question on a padlet : How does the article deepen your understanding of the actions that the Nazis and their collaborators took to persecute and then murder the Jewish people of Europe?

### Day 3

1. Do Now- Review previous day's padlet, and discuss in small groups. Each group must provide a reflective statement.
2. Students will answer the following questions in their notebooks: Who were the Nazis and what did they believe? Why did the Nazis and their collaborators systemically target Jews and others? How did individual Jewish people experience these events? How did WWII change what the Nazis were able to do?
3. Students will reference their answers to the above questions in the closing activity. The students should keep a running set of notes recording their observations about ways in which people made choices or took action. I.e: What actions did the Nazis and their collaborators take to persecute and then murder Jewish people in Europe? In what ways were ordinary people active participants or passive witnesses to persecution and eventually murder?
4. Primary Source Analysis: Student will be given seven categories that identify the actions of the Nazis and their collaborators took to persecute and then murder the Jewish people of Europe. **\*\*\*\*\*It is important at the beginning of the activity not to reveal to students which pack is associated with which category:**  
**Categories: Antisemitic Propaganda (Packet 5)**  
**Exclusion and Legal Discrimination (Packet 4)**  
**Physical Separation and Ghettos (Packet 2)**  
**Theft and Confiscation of Property (Packet 6)**  
**Deportation (Packet 1)**  
**Concentration Camps and Forced Labor (Packet 7)**  
**Mass Killing (Packet 3)**
5. Students will be divided into 7 groups- will take part in a stations activity. Each of the sources is linked to several primary sources. For each source, the group will examine the primary sources and will take notes about the ways in which people made choices or took actions as perpetrators, collaborators, and witnesses. Which aspect of the Holocaust do your primary sources best represent? What do your primary sources reveal about the ways that ordinary people participated or witnessed persecution and even murder?
6. Students will move through all seven categories.
7. Whole class share out- each group will participate in what we are noticing.
8. Read and annotate the USHMM article How and why did ordinary people across Europe contribute to the persecution of their Jewish neighbors? Individual reading.  
Each student will be given 3 post it notes. One a post it note, they will find the following: What was the most important information they could find? What is the most powerful sentence? What is the most powerful word?
9. Whole class share out and students will circle their favorite examples in their article.
10. Exit Ticket: Cite three examples of ways that ordinary people wer active participants or passive witnesses to persecution and eventually murder?  
What pressures and motivations may have influenced the decisions and actions of ordinary people during the Holocaust?  
List either a new vocabulary word or knowledge that you take from today's lesson.

### Day 4

1. Do Now- Review previous Day's exit tickets.
2. Students will return to their individual profile cards and the aspects of the Holocaust they studied the previous day. Two questions to focus on: Which aspects of the Holocaust that you studied had the greatest impact on the individual on your profile card? Does your profile card mention ordinary people? What role did they play in your person's experiences during the Holocaust?

3. Students will be asked to reference their notes, KWL charts and will develop a thesis statement that answers the following questions: How and why did the Holocaust happen?  
Other questions may be used such as: What were the warning signs of what was to come before the Nazis came to power in 1933? Before the start of mass killing in 1941?  
How did professionals and others working in German society who were not related to the actual physical mistreatment of minorities contribute to persecution and even murder? What attitudes, conditions, and beliefs in Europe may have made it easier to ignore or go along with persecution and murder? What are some of the motives and pressures that led so many individuals to persecute, to murder, or to abandon their fellow human beings?
4. Students will be writing this statement with a partner on a shared google doc.
5. Wrap UP: Students will listen to the 15 minute podcast episode, Holocaust Survivor’s Reflections and Hopes for the Future. On a post it note, students will answer the following: Form an opinion and create a claim about what you believe can be learned from studying the Holocaust, why you think it is important to study how and why the Holocaust happened and what can people learn from it.

### Assessment

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

Do Now/Exit Ticket  
Padlets  
Quiz on Knowledge/Content Vocabulary  
Thesis Statements  
Annotated Reading and Questions

### Learning Target:

1. I will learn that there are 10 steps to Genocide.
2. I will learn that there have been multiple Genocides after the Holocaust.
3. I will research a Genocide of my choice.

### Success Criteria:

1. I will be able to describe the 10 Steps of Genocide by Comparing and Contrasting the Holocaust to other Genocides.
2. I will be able to take notes
3. I will create a presentation on a Genocide of my choice.

### Learning Activities

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

2 Weeks Lesson plans

Day 1-

1. Do Now- Students will respond to the below quote on a padlet. Class discussion  
*If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality.”*

— **Desmond Tutu**

2. Students will take notes on a PPT Presentation of the [10 Steps of Genocide](#), [Genocide Guided Notes](#)
3. Students will then have the chance with a partner (or individually if preferred) to apply the 10 Steps of Genocide by exploring the USHMM interactive website that explores the Holocaust. Students will find an example of each of the 10 steps of Genocide in their research. [Ten Stages of Genocide in the Holocaust](#)
4. Once the students have completed the Graphic Organizer, they will go around the room and write down an example of each of the categories they have found.
5. As a whole class, we will go over the 10 Steps and their examples.
6. Exit ticket- using the quote from the beginning of class, students will explain what step is the largest “red flag” of genocide and give their rationale.

### Day 2-

1. Do Now: Analyze quote about humanity.
2. Finding good- During the remainder of this unit, at the end of each class, you all will receive a piece of paper that will ask you to reflect on something "good", "positive", "good about humanity" and will write it down and put it in the basket. Each day, we will start class by reminding ourselves of the good we do have in the world.
3. Students will be introduced to the Rwandan Genocide. Stations activity: Students will beed to take notes from a PPT, read and article about the Rwandan Genocide, and watch and listen to a clip or two about the Rwandan Genocide. [Remembering Rwanda](#)
4. Students will complete the [Rwanda 10 Stages of Genocide](#).
5. Students will complete the Rwanda Graphic Organizer for homework

### Day 3

1. Do Now: Good in Humanity and what else have you seen? Discussion
2. Student will take their Rwanda 10 Steps of Genocide and will take an example from each and will add it to the 10 Holocaust notes but this time, it will be in green.
3. Students will compare and contrast what they have found so far between the Genocides.
4. They will take the [Genocide Comparison Matrix](#) and spend time filling each section out.
5. We as a class will go over the [Genocide Research Project](#)
6. Remainder of the time in class will be students exploring their top 2-3 choices.

### Day 4, 5

1. Do Now: Good in Humanity and what else have you seen? Discussion
2. Students will choose the Genocide they would like to explore through a teacher directed way.
3. Students will use [Genocide Research Notes](#) and notebooks to begin researching.
4. Students must also develop a bibliography of sources. (work in progress but I would like them to have an article, newspaper information, a video clip as part of research)
5. Students will complete a HOW (habits of work) survey at the end of each class.

### Day 6 & 7

1. Do Now: Good in Humanity and what else have you seen? Discussion
2. Students will be putting together their Genocide Presentation.
3. Teacher will conference with every student at least twice on their research and project.
4. Students will complete a HOW (habits of work) survey at the end of each class.

### Day 8 & 9

1. Student Genocide Presentations
2. Students not presenting information will be taking notes on each of the genocides.
3. Actionable feedback will be given at the end of each presentation as well as a Question and Answer period.

### Day 10

1. Completion of Presentations
2. Students will complete the [Reflections...on Genocide Project](#)

### Assessment

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

Do Now/Exit Tickets

10 Steps of Genocide using the Holocaust as 1st example

Comparing the 10 Steps of Genocide with Rwanda

Genocide Research Notes

Genocide 10 Steps

Genocide Research Project

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will examine the definition of genocide in the Genocide Convention.</li> <li>2. I will read the Convention of Prevention and Punishment of the Crime of Genocide.</li> <li>3. I will consider the possibilities for differing interpretations of the Convention and what constitutes genocide.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will provide a concise definition of Genocide.</li> <li>2. I will analyze the Genocide Convention and answer the questions.</li> <li>3. I will be able to defend a position on whether or not a Case constitutes genocide.</li> <li>4. I will rewrite the Convention to reflect modern language.</li> </ol>
<p><b>Learning Activities</b>            What is the actual instructional task that supports student learning in this lesson?            Tasks can be linked in here. Include technology integration as applicable to support learning.</p>	
<p>One Day (this lesson possibly could be in a different place in this unit)</p> <ol style="list-style-type: none"> <li>1. Do Now: Show video clip on preventing Genocide (number of clips on youtube from UN)</li> <li>2. Students will be given a copy of the Genocide Convention and Defining Genocide handouts.</li> <li>3. Students in small groups will read Article I and Article II outloud within their groups. One member of each group will record their group's response to the questions.</li> <li>4. As a class, we will examine the language of the Genocide Convention. What types of groups are protected? Is the language vague? What reasons can students think of that the authors of the convention might have for using ambiguous language? Why did the convention not specify things like numbers of deaths or define serious mental harm? What are the advantages and disadvantages of using less ambiguous language in cases of international law. What is the purpose of the Genocide Convention?</li> <li>5. Each Group will be assigned a Case Study. Using Article II of the convention they will consider whether their case is considered a genocide.</li> <li>6. Students will share their findings with the entire class. What standards did they apply from The Genocide Convention to make their decision? Why do scholars have differing viewpoints? What is at stake in identifying an event as genocide? Might this happen for political reasons? What language would you change? What is the purpose of the Convention? Is it possible to look at historical events and apply the term retroactively?</li> <li>7. Students will rewrite the Convention to reflect our world today.</li> <li>8. Students will share their new Convention with the class.</li> </ol>	
<p><b>Assessment</b>            List any formative or summative assessments that should be administered within this learning sequence.  <i>(They can be listed/linked below)</i></p>	
<ul style="list-style-type: none"> <li>• Answers to the Convention on the Prevention and Punishment of the Crime of Genocide.</li> <li>• Analysis of Case Studies</li> <li>• Statement with supporting or not supporting a case on whether or not it constitutes Genocide.</li> </ul>	

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will analyze the issue that frame the debate on U.S. policy.</li> <li>2. I will identify the underlying values of the options.</li> <li>3. I will integrate the arguments and readings into a presentation</li> <li>4. I will work cooperatively.</li> <li>5. I will explore, debate, and evaluate multiple perspectives on U.S. policy regarding genocide.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will develop either a presentation (oral) or will develop clarifying questions.</li> <li>2. I will participate in the debate.</li> <li>3. I evaluate the debate by completing an analysis.</li> <li>4. I will design their own option to the question of what should the U.S. policy be regarding Genocide in then future.</li> </ol>

6. I will articulate coherent recommendations for U.S. policy concerning genocide based on personally held values and historical understanding.	
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**Learning Activities**

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

2-3 Day Lesson

1. Do Now: on a Padlet, Students will be asked to answer the following question: What should the U.S. Genocide Policy for the Future Look like? Discuss as a Class.
2. Students will read and annotate Remembering History: U.S. Genocide Policy for the Future and Options in Brief (Choices). Has their opinion changed? What option did you most associate with?
3. Students will be divided into groups, some will be Option Groups, some will represent the Committee on Foreign Relations of the U.S. Senate.
4. The Option Groups will receive "Presenting Your Opinion" and "Expressing Key Values" readings. The goal of each Option Group will be to present to the members of the Committee of Foreign Relations to the U.S. Senate.
5. The Committee group will read through the options and will develop clarifying questions to ask during the options groups' presentations. These questions will be on a google doc so that the teacher can review them.
6. All students will receive an Options: Graphic Organizer. Students will begin to fill it out to help them organize their thoughts.
7. Students will participate in a Debate.
8. Students will complete an Evaluation Form: Committee on Foreign Relations of the U.S. Senate. (Choices)
9. Students will complete a Focusing Your Own Thoughts worksheet and then will create their Own Option. This Option should use information the entire debate process.

**Assessment**

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

- Options" Graphic Organizer (Choices)
- Presentations/Clarifying Questions
- HOW rubric
- Debate rubric
- Your Own Options

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will understand the concept of historical memory.</li> <li>2. I will explore the complex decision making processes behind designing a memorial.</li> <li>3. I will examine the role of memorials in shaping historical memory of genocides.</li> <li>4. I will use diverse forms of expression to memorialize a genocide.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will be able to give 3 examples of their own historical memory.</li> <li>2. I will design and create a Memorial.</li> <li>3. I will write an artist's statement about the Memorial.</li> <li>4. I will evaluate a classmate's work using the assigned rubric.</li> <li>5. I will complete a reflection.</li> </ol>

**Learning Activities**

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

1-2 Day Lesson

1. Do Now: Students will respond to the writing prompt, "What shapes our view of the past?" Turn and talk. List responses on board. What is a memorial? Who constructs them? Who decides what events to memorialize?
2. Write "historical memory" on the board. Brainstorm example
3. Memorials- What are they? Purpose? List as many as you can.
4. Students receive the handout, "History, Memory, and Memorials". Go Over the parameters of the assignment.
5. Students will plan and create a Memorial. Students will receive a copy of Planning and Creating Your Own Memorial".
6. Students will work on creating their Memorials. This can be done in a variety of ways and students will have their choice in how they design them.
7. Students will then write an "artist's statement" about how and why they designed their Memorial the way they did.
8. Gallery walk of all the Memorials in the class. Students will evaluate each other's Memorials and provide actionable feedback.
9. Students will complete a reflection on the activity. What struck them? How can memorials influence the way that people remember historical events? Why does the way that we remember the past matter?

### **Assessment**

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

Memorial Rubric  
Artist Statement Rubric  
Gallery Walk Feedback

### **Resources**

Any materials and resources related to Stage 3 learning activities.

C-Span Classroom-  
US Holocaust Museum- Lesson plans  
Choices: Confronting Genocide  
HRE USA

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 4: Individuals and Issues Making Noise in Our Current World
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	10,11,12 Human Rights ACC
<b>Length/Dates:</b>	3-4 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	This is a two part Inquiry unit that allows students to explore various individuals that are or have made significant strides in Human Rights and Issues that pertain Human Rights now and in the future. Students will go through the inquiry process from QFT, Research, Creation, Showcasing, and Reflection. The main ideas and content will connect to the 30 Articles of Human Rights under the Declaration of Human Rights. The Individuals and Issues will all be vetted and approved before students begin the Inquiry Process. The individuals and issues also must be different topics in order to give students access to more content regarding modern day human rights.

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b> List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 9-12.8 Identify evidence that draws information directly &amp; substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims</p> <p>INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information &amp; data, while acknowledging the strengths &amp; weaknesses of the explanation given its purpose</p> <p>CCSSR.H.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>CCSSR.H.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.</p> <p>CCSSW.H1B Develop the topic thoroughly by selecting the most significant and relevant facts, extend definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic</p>

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

<b>Transfer Goals (Vision of the Graduate)</b> List the long-term and/or school-wide independent student behaviors that this unit will address.
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**Critical Thinking Transdisciplinary Goal:**

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

**Creativity/Innovation Transdisciplinary Goal:**

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

**Communication Transdisciplinary Goal:**

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

**Citizenship Transdisciplinary Goal**

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

**Enduring Understanding(s):**

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

Each EU listed should correspond to at least 1 or more EQ below.

Human rights in its present form in relatively new.

Human rights have progressed and have made much success over the last 75 years.

Human rights are faced with new challenges in our world.

Human rights have progressed and have made much success over the last 75 years.

**Essential Question(s):**

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

Each EQ listed should correspond to at least 1 or more EU above.

How have Human Rights improved in the world?

What are the new challenges of Human Rights presently and in the future?

Do individuals change the world?

In what ways can individuals take action for peace?

What is our personal and collective responsibility to safeguard human rights?

Who are the Human Rights Heroes living in our midst?

What are the main issues/topics in Human Rights right now in the World?

How are these issues/topics related to the Articles in the UNDHR?

**What will students know...**

Factual information, vocabulary and basic concepts related to each indicator

**What will students be able to do...**

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

<ol style="list-style-type: none"> <li>1. Human Rights Heroes are in our midst</li> <li>2. Human Right activists exist in all countries</li> <li>3. Human Rights Issues change over time</li> </ol> <p>Students will be developing content vocabulary with their Human Rights Superhero Project as well as the Human Rights Issue they are going to explore.</p> <p>IE:</p> <table> <tr> <td>Human Rights</td> <td>Fundamental</td> </tr> <tr> <td>Equality before the Law</td> <td>Cultural</td> </tr> <tr> <td>International Law</td> <td>Protect</td> </tr> <tr> <td>Discrimination</td> <td>Declaration</td> </tr> <tr> <td>Inalienable</td> <td>Convention</td> </tr> <tr> <td>Right to Life</td> <td>Complement</td> </tr> <tr> <td>Due Process</td> <td>Customary</td> </tr> <tr> <td>Principle</td> <td>Curtail</td> </tr> <tr> <td>Deprivation</td> <td>Promote</td> </tr> <tr> <td>Norm</td> <td>Status</td> </tr> <tr> <td>Resolution</td> <td>Consent</td> </tr> </table>	Human Rights	Fundamental	Equality before the Law	Cultural	International Law	Protect	Discrimination	Declaration	Inalienable	Convention	Right to Life	Complement	Due Process	Customary	Principle	Curtail	Deprivation	Promote	Norm	Status	Resolution	Consent	<ol style="list-style-type: none"> <li>1. Engage in QFT</li> <li>2. Explore complex questions</li> <li>3. Build knowledge and skill through sustained investigation</li> <li>4. Reach conclusions based on evidence</li> <li>5. Communicate conclusions and findings to solve problems and address challenges</li> </ol>
Human Rights	Fundamental																						
Equality before the Law	Cultural																						
International Law	Protect																						
Discrimination	Declaration																						
Inalienable	Convention																						
Right to Life	Complement																						
Due Process	Customary																						
Principle	Curtail																						
Deprivation	Promote																						
Norm	Status																						
Resolution	Consent																						

**Stage 2: Evidence of Student Learning**

**Performance Tasks**

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

- **Goal** - To create a presentation (student choice) along with an evaluation to have classmates complete to assess their learning
  - **Role** - You are the spokesperson for a Human Rights Superhero and is up for the prestigious Human Rights Hero Award. You must create a dossier and present your rationale as to why your person should be considered the Human Rights Superhero of the year.
  - **Audience** - The Annual Human Rights Superheroes Awards Show (classroom)
  - **Situation**- Humans have made progress in every aspect of the UNDHR amendments and will continue to do so in the future. What we sometimes fail to recognize is that there are many Human Rights Activists out in the world making a difference. Many of these heroes do so without any recognition or fanfare. Your task is to uncover one of these Human Rights Heroes along with the Human Rights Issue they support and present your findings to the Award Show committee.
  - **Product/Performance/Purpose**- Inquiry based project, Persuasive Presentation to convince others that their Human Rights Superhero should received the highest humanity award
  - **Standards and Criteria for Success**- Students will be evaluated on their inquiry process (the questions they created and researched), the rationale behind why their Human Right Super Hero is an excellent choice for the award, their overall presentation to the Award Show, and their assessment to be given to classmates.
- Human Rights Super Hero Award Dossier and Rationale**

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

- Websites: Human Rights Watch, Amnesty International, UN
- Southington High School Databases

**Evaluative Criteria**

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

- Rubric for both Inquiry based projects
- HOW (habits of work) Rubric (Unit 5)- daily check-in.
- Do Now/Exit Tickets

**Comments**

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

Consider bringing in library media specialist.

**Stage 3: Instructional Design**

<b>Learning Target:</b>		<b>Success Criteria:</b>	
1. I will understand the QFT process.	2. I will research Modern Day Human Rights Super Heros.	3. I will develop questions that would answer the question(s), "Who are the Modern Day Human Rights Super Heros?"	
			1. I will answer What is QFT is an exit ticket.
			2. I will create a list of Modern Day Super Heroes and be able to place them next to the appropriate UNDHR articles.
			3. I will be able to expand all my closed ended questions to open ended questions to aid in my research.
<b>Learning Activities</b>			
What is the actual instructional task that supports student learning in this lesson?			
Tasks can be linked in here. Include technology integration as applicable to support learning.			
1 Day			
1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss.			
2. Super Heroes Images- What emotions do Super Heroes evoke? Why are they called Super Heroes? Do they have to have super powers? Brainstorm the qualities that Super Heroes have.			
3. <a href="#">QFT process</a> (change Process to reflect Human Rights course)- Students take notes and come up with questions			
4. Whole class, come up with questions that may be used to aid in research of Human Rights Super Hero. (the background information about the person, the area in which they are trying to improve, name of their organization if applicable, financing, advertising, what area(s) of human rights are they making a positive contribution)			
5. In partners, research as many Human Rights Super Heroes that are in our world today (modern day-30 years). Align each Human Right Super Hero to the articles of the UNDHR.			
6. Whole class- create a chart of Super Heroes and articles of UNDHR. Where are we seeing overlap? Where do we need to make improvements? What is lacking? Why?			
7. Exit Ticket- If you could have one Super Hero power, what would it be and why? Share out. Dayl			
<b>Assessment</b>			
List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)			
Exit Ticket			
Super Hero List and corresponding UNDHR list. (graphic organizer to be made)			
QFT questions worksheet (to me made)			

Learning Target:	Success Criteria:
1. I will utilize SHS Databases to explore Human Rights Super Heroes.	1. I will be able to narrow down my choice of Human Rights Super Hero by end of day. 2. I will be complete a shortened annotated bibliography of resources that I found useful.
<b>Learning Activities</b>	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1 Day <ol style="list-style-type: none"> <li>1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss.</li> <li>2. SHS Databases- Students will (can in pairs) explore Human Rights SuperHeroes.</li> <li>3. Students will complete a shortened annotated bibliography of resources they found useful.</li> <li>4. Students will share what they have found useful.</li> <li>5. Exit Ticket- Human Rights Superhero rationale choices</li> </ol>	
<b>Assessment</b>	
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now HOW rubric- Habits of Work Rubric self reflection Shortened Annotated Bibliography of useful resources Exit ticket- Who are my top 2-3 choices of Human Rights Superheroes and why.	

Learning Target:	Success Criteria:
1. I will research my Human Rights Superhero using SHS Databases	1. I will complete my research on my Human Rights Superhero and answer all QFT questions surrounding my Human Rights Superhero.
<b>Learning Activities</b>	
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1 Day <ol style="list-style-type: none"> <li>1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss.</li> <li>2. Students will spend the class researching the answers to the QFT</li> <li>3. Exit Ticket- What are you finding easy? What is challenging you?</li> </ol>	
<b>Assessment</b>	
List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now HOW rubric- Habits of Work Rubric self reflection Graphic Organizer	

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will be able to describe why my Human Right Super Hero should get the Super Hero award.</li> <li>2. I will explain how my Super Hero should be evaluated.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will complete my project and be ready to present the next class.</li> <li>2. I will create a class evaluation sheet for the Awards Show.</li> </ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
2 Days  <ol style="list-style-type: none"> <li>1. Do Now- a Quote from a Human Rights Activist, Nobel Peace Prize winner, etc., to analyze and discuss.</li> <li>2. Students will spend the class creating their Presentation (WHY should their Human Rights Superhero be given the Super Hero Award?) Can include things like (create their Super-Hero Name and explain why you would give them that name?What Superhero power would you give them and why, design their Superhero Costume and explain why they are considered to be a hero)</li> <li>3. Peer Edit with another Classmate in order to make improvements.</li> <li>4. As a whole class, we will create an evaluation tool to use for the Award Show.</li> <li>5. Exit Ticket- What are you finding easy? What is challenging you?</li> </ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Do Now HOW rubric- Habits of Work Rubric self reflection Exit Ticket	

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will listen, participate, and evaluate myself and my classmates at the Human Rights Super Hero Award Show.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will complete an evaluation for every classmate's presentation.</li> <li>2. I will present my Human Rights Super Hero to my class and be able to persuade them that my Human Rights Super Hero is the most deserving to receive the award.</li> </ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
1 Day  <ol style="list-style-type: none"> <li>1. Set up room for award show. Students will sit in a horse shoe.</li> <li>2. Award show presentations. Questions and Answer time in between.</li> <li>3. Students will complete the evaluation sheet, give a rating and then vote for the most deserving Human Rights Super Hero.</li> <li>4. Award winners announced.</li> <li>5. Students will complete a reflection on the process, their work and rate themselves on the rubric.</li> </ol>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. <i>(They can be listed/linked below)</i>	
Award Show Evaluation sheet (to be created)	

Self-Reflection Exit Ticket  
Presentation Rubric

<b>Learning Target:</b>	<b>Success Criteria:</b>
<ol style="list-style-type: none"><li>1. I will learn and know about a Human Rights issue that we face in the world today.</li><li>2. I will develop questions that I will answer in my research.</li><li>3. I will take notes on my research.</li><li>4. I will complete an annotated bibliography.</li><li>5. I will develop a rubric for my project</li><li>6. I will</li></ol>	<ol style="list-style-type: none"><li>1. I will inform, inspire, and create interest in others about a Human Rights Issue in order to educate others.</li><li>2. I will be able to explain how this Human Rights issue is connected to the articles of the UNDHR through an end of course project of my design.</li><li>3. I will evaluate myself and others using rubrics that have been created.</li></ol>
<b>Learning Activities</b> What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
<p>7-10+ Days <a href="#">Human Rights End of Course Project</a></p> <p>Day 1 Overview of Project Research Topics Choose Topic/Issue and write up rationale. ** the topic/issue MUST be different than the Individual topic.</p> <p>Day 2-3 Complete Project Outline Complete QFT process for project Being researching Issue by taking notes.</p> <p>Day 4-6 Finish researching. Complete annotated bibliography. Design assessment to give to classmates.</p> <p>Day 7-8 Project Design Project Peer Editing</p> <p>Day 9-10+ Project presentations Project assessments Project Self Reflections</p>	
<b>Assessment</b> List any formative or summative assessments that should be administered within this learning sequence. (They can be listed/linked below)	

Completion of Inquiry Project Outline  
Annotated Bibliography  
Class Assessment  
Inquiry Feedback  
Daily HOW Rubric  
Individually designed rubric

<b>Unit Overview</b>	
<b>Unit Title:</b>	Unit 5: The Future is Up to Us
<b>Teacher:</b>	Ferrett
<b>Grade Level/Course:</b>	10,11,12 Human Rights ACC
<b>Length/Dates:</b>	3 weeks
<b>Unit Summary:</b> 2-4 sentences describing the main ideas, content and skills of the unit.	<p>The future of human rights will be impacted by the effects of climate change in our world. The question of what to do about climate change and how to preserve human rights remains. Students will explore how governments and other groups, including businesses and nongovernmental organizations, are working both to prevent humanitarian disasters and cope with its human impacts. Students will consider who is most at risk for violation of human rights and why an unified international strategy for dealing with the future of climate change has not yet emerged.</p> <p>In this unit, students will analyze how climate change affects migration around the world and the policies that could be effective in addressing the issue. To start, students will investigate what motivates people to move in general. Then students will read “The Great Climate Migration” by Abraham Lustgarten and Meridith Kohut, where they will be introduced to how climate change may affect migration in the future. Students will then investigate how climate change is impacting migration by reading and presenting about specific scenarios around the globe. Finally, students will begin to research how policy can address climate migration to ensure human rights avoid disastrous outcomes in the future.</p>

### Stage 1: Desired Results

<b>Grade Level/Subject Standard(s)</b>
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
<p>INQ 9-12.10 Construct arguments using precise &amp; knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>INQ 9-12.11 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information &amp; data, while acknowledging the strengths &amp; weaknesses of the explanation given its purpose</p> <p>INQ 9-12.17 Apply a range of deliberative &amp; democratic strategies and procedures to make decisions and take action in their classroom, schools, and out-of-school civic contexts.</p> <p>CCSSR.H.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to the understanding of the text as a whole.</p> <p>CCSSR.H.3 Evaluate various explanations for actions or events and details which explanation best accords with textual evidence, acknowledge when the text leaves the materials uncertain.</p> <p>CCSSW.H.7 Conducted short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject demonstrating of the subject under investigation.</p>

<b>Other Goal(s)</b>
List the Disciplinary Transfer Goals that this unit will address

1. Students recognize enduring issues in Social Studies, evaluate and formulate compelling and supporting questions to develop a pathway for inquiry. (INQ 1, 4, 5)
2. Students identify the most credible and relevant evidence from a variety of sources to generate and refine effective claims and counterclaims. (INQ 8, 9, 10, 11)
3. As active participants in democracy, students construct, critique and present authentic arguments and conclusions in order to address global issues. (INQ 17)

### Transfer Goals (Vision of the Graduate)

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

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

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

#### **Creativity/Innovation Transdisciplinary Goal:**

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

#### **Collaboration Transdisciplinary Goal:**

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

#### **Communication Transdisciplinary Goal:**

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

#### **Citizenship Transdisciplinary Goal**

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

### Enduring

#### **Understanding(s):**

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

1. Analyze the issues such as climate change that frame the future of human rights.
2. Analyze how climate change has affected migration in various regions around the world which impact human rights
3. Evaluate effective policy in the face of climate change migration
4. Identify underlying values of the options humans have in any issue.
5. Describe how the physical environment affects human settlement which could potentially impact human rights.
6. Analyze how climate change has affected migration in various regions around the world
7. Evaluate effective policy in the face of climate change migration in order to ensure the continuity of human rights.

### Essential Question(s):

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

1. How will climate change impact where humans settle?
2. How will climate impact where people settle around the world?
3. How is climate change affecting human migration around the world?
4. How could domestic and foreign policies help alleviate the climate migration issue?
5. What policy solutions exist for climate migration?
6. What policy solutions are most effective for addressing climate change migration?

<b>What will students <u>know...</u></b> Factual information, vocabulary and basic concepts related to each indicator	<b>What will students <u>be able to do...</u></b> Skills, processes and/or knowledge that are related to each indicator and which students will be able to use in new contexts/with new material
<p><b>Content Vocabulary</b></p> <p>UNFCCC- United Nations Framework Convention on Climate Change            NGOs- nongovernmental organizations            Extreme weather event            Consensus            Climate Change Refugees            Species Migration            Displacement            Vulnerability            Adaptation            Energy Efficiency            Renewable Energy            National Adaptation Plans            Stakeholders            Sustainable development            Population density            City planning            Emigrate</p> <p><b>Know:</b>            Climate change is causing people to move and look for new places to live.            Climate change refugees will be an issue that needs to be addressed by the world.            Climate change is at the forefront of an emerging set of international issues that transcend national borders.            The world continues to try to balance international cooperation with national interests.</p>	<ol style="list-style-type: none"> <li>1. Recognize relationships between history and current issues</li> <li>2. Analyze and evaluate multiple perspectives on an issue</li> <li>3. Understand the internal logic of a viewpoint</li> <li>4. Identify and weigh the conflicting values represented by different points of view</li> <li>5. Engage in informed discussion</li> <li>6. Develop and articulate original viewpoints on an issue</li> <li>7. Communicate clearly and effectively in written and oral presentations</li> <li>8. Collaborate with peers</li> </ol>

## Stage 2: Evidence of Student Learning

### Performance Tasks

<b>Assessment Evidence</b> What will the student produce? Use the GRASPS model below to design your performance task.
<ul style="list-style-type: none"> <li>● <b>Goal-</b> to write a letter to a local, national or international leader to advocate for climate migration human rights.</li> <li>● <b>Role-</b> an emerging voter citizen</li> <li>● <b>Audience-</b> Community leaders</li> <li>● <b>Situation-</b> As a student, you have learned about the newest refugees in our planet called climate refugees. As an emerging voter, you would like to suggest policies to a community leader to advocate for climate migration human rights.</li> <li>● <b>Product/Performance/Purpose-</b> a letter</li> <li>● <b>Standards and Criteria for Success-</b> Students will advocate for policies that would address climate migration through a letter to the local, national, or international representative of the student's choice. The students will be expected to display the knowledge they have acquired during this unit in a the letter. They will be able to not only summarize the potential impact that climate change has on</li> </ul>

migration and human settlement around the globe, but will also advocate for possible solutions while preserving the dignity of human rights.

**Performance Task: Policy letter to a Government Official**

**Resources**

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

Choices- Climate Change and the Questions for Justice- Brown University

Displacement in the Face of Climate Change Unit by April Wallace- Pulitzer Center

**Evaluative Criteria**

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

[Rubric for Letter to Representative](#)

[Rubric for Presentations](#)

[Self-Evaluation](#)

[Accountable Talk Rubric](#)

**Other Evidence**

**Assessment Evidence**

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

1. Completed comprehension question worksheets for “The Great Climate Migration.”
2. Completed graphic organizers summarizing global climate change scenarios.
3. Completed map showing current and projected global “Hot Zones”
4. One-pager summarizing and illustrating one global climate change scenario students learn about from Pulitzer Center news stories.

**Stage 3: Instructional Design**

<b>Learning Target:</b>		<b>Success Criteria:</b>	
1. I will be able to explain how climate change will impact where humans settle and live which is a human right.		1. I will read the article “The Great Climate Migration” and will begin investigating how climate change will impact human rights by completing questions and a world map.	
<b>Learning Activities</b>			
What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.			

1 Day

1. Do Now: Predict what impacts climate change will have on human populations in the world and describe what human rights may be impacted. Put answers on padlet. (create padlet)
2. Turn and talk with group about your predictions.
3. Share out with class. (possible answers may include: crossing international borders, crops failing (peaches GA), water restrictions, fires)
4. Read "The Great Climate Migration" by Abrahm Lustgarten and Meridith Kohut (NYTIMES- will need to get full access) Use Presentation to guide students
5. With a partner, answer the comprehension questions. Discuss
6. Using Map handout, color yellow the current "hot zones" as defined by the article (see slide 7)
7. Using Map handout, color orange the predicted 2070 "hot zones" (slides 8-9)
8. Whole class discussion- What does this expansion of "hot zones" mean for humans? How will this affect where people live, settle? What implications does this have for human rights? Governments? International, national and local laws?
9. Movement time: Share out something that stood out to you from the reading about the impact of climate change on human migration and rights. Students should find 3 other classmates to have a mini-conversation with.

### Assessment

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

Comprehension questions from the reading.  
Mini-discussions in the room.

### Learning Target:

1. I will be able to describe and explain how climate impact will directly correlate with human rights in our world.

### Success Criteria:

1. I will read a case study of climate migration around the world and complete a graphic organizer
2. I will create a one-pager that synthesizes the information in the article as well as the implications it will have on human rights.

### Learning Activities

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

3-4 Days

1. Do Now: Show Clip, [Climate Change Refugees](#) from CBS News. Students write down their reaction, thoughts, opinion and discuss. What parts of the world will see the most impact of climate change?
2. Students will be given one specific climate change migration scenario of their choice. Students will choose from the following: 6 articles

[Manila's Informal Settler Face Relocation in Exchange for Clean Bay](#): Extreme weather events and displacement in the Philippines

[In Black and White: How Climate Change is Affecting Iran](#): Desertification and displacement in Iran

[The Last Nomads of the Tibetan Plateau](#): Climate change and forcible displacement on the Tibetan Plateau

[Climate Change and Human Trafficking in Indonesia](#)

['There's No More Water'](#): Climate Change on a Drying Island: Climate change in Comoros

[Climate Change Will Drive People Across Borders](#): Climate Change in the Caribbean

3. [Graphic Organizer](#) for exploring News Articles

4. All students from each group will compare/contrast what they filled out on their graphic organizers. What is the climate change issue occurring in your article? What has stood out to you the most about this scenario? What questions do you have so far about the article?
5. [One-pager assignment](#) - Students from each group will create a One-pager document, where they synthesize the information from their article of their choice using both text and images/drawings.
6. Review expectations of the One-pager assignment with students.
7. Students will work on their posters in small groups.
8. Posters will be hung in the room and students will participate in a Gallery Walk. Students will take turns adding information about each poster to their graphic organizers. Students will then leave a sticky-note on each poster and will either ask a question, leave a compliment or ask for further explanation.
9. Original groups will go back to their posters and will make the necessary changes to their posters.
10. Whole class discussion on the essential question, "How is climate change affecting human migration around the world?"
11. Students will add to their map handout from Day One- Plot where each of the locations are from the gallery walk. Do they have anything in common? Any patterns? ■What is the population density of these locations? Whole class discussion on how climate change could affect human migration in the United States and locally in students' own state. Use this [presentation](#). How could the great climate migration affect the U.S.? Megacities, Southern migration to the North, etc. How could it affect your state? Examples for the state of Minnesota: Agriculture, homes on the Great Lakes disappearing, etc. People moving to Minnesota, challenges & opportunities of a large increase of migrants to Minnesota: infrastructure, etc.
12. Students in the same groups will go find an article about how climate change may impact the state of CT. Should use the databases in our school's media center. Once they have find an article, they will add the information to their graphic organizer and as a class will we have a round table discussion of climate change impact on our state.
13. Exit Ticket: Share something that stood out to you from reading about the impact of climate change and human rights.

### Assessment

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

Graphic Organizer

One-Pager Assignment Rubric (work in progress)

### Learning Target:

1. I will learn how domestic and foreign policies can help alleviate the climate migration and support human rights.

### Success Criteria:

1. I will be able to give concrete examples of domestic and foreign policies regarding climate migration and human rights by watching video clips and reading articles.

### Learning Activities

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

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

1 Day

1. Do Now: Brainstorm with a partner: How could domestic and foreign policies help alleviate the climate migration issue? What issues do individual nations and the international community face?
2. Read and annotate [Part II of the Great Climate Migration](#) Individually
3. With a partner answer the questions in [Part II](#). (will make change some of the questions)
4. Whole class discussion. What are some of the challenges Cortez faced, according to the article? How has Mexico's immigration policies changed? How is that affecting migrants now?
5. Exit Ticket- on a Padlet- From the reading, what stood out to you the most about climate migration? Write two questions you have about this topic.

**Assessment**

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

Do Now  
Comprehension Questions  
Exit Ticket

**Learning Target:**

1. I will explore policy solutions that exist for climate migration in a graphic organizer.

**Success Criteria:**

1. I will provide pros and cons for each policy solution and will be able to assess which policy solution is the most viable for our country.

**Learning Activities**

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

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

1 Day

1. Do Now: Turn to a partner and review: what were some of the initial solutions to the climate migration crisis that were discussed in the article, "The Great Climate Migration?"
2. The Great Climate Migration- Read Part 3 of the article Answer these comprehension questions (questions for Part 3 are on page 3) Researching migration policy~ [Migration Policy Institute](#)
3. Whole class discussion • What migration policies does the author support? Why? • What is the cost of inaction?
4. With a partner, research two more possible solutions that exist and cite sources of where the information is coming from.
5. Exit ticket: What are your most pressing questions regarding climate migration and the policies that may affect this issue?

**Assessment**

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

Article Comprehension Questions  
Exit ticket

**Learning Target:**

1. I will decide which policy solutions are most effective for addressing climate change migration?

**Success Criteria:**

1. I will create a final product (letter to a representative) that will try to persuade them for climate migration change.

**Learning Activities**

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

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

2-3 Days

1. Do Now: Turn to a partner and discuss the two questions • What solutions were provided by the journalist who visited your class? • What solutions would you support?
2. Share answers with the whole class.
3. Hand out Summative assignment of writing a letter to the representative of their choice. This letter will highlight the problem of climate change migration and advocating for a solution. The letter can be written to a Local representative, State Representative, National Representative, or International (United Nations) representative. **(task sheet- a work in progress at this time)**

4. Students will complete a [graphic organizer \(work in progress\)](#) as an outline for writing the letter.
5. Students will share their ideas with a small group to get feedback on their outlines in order to have enough substantial information to be able to write a strong advocacy letter.
6. At this time, the teacher will also conference with the students to make sure they are on task, answer any questions the students may have and to probe their thought process.
7. Students will then write a rough draft (Google Docs) of their letter.
8. Once all students have written their rough drafts, students will share their link on a common page and each letter will be peer edited by two classmates. Each peer edit will include actionable feedback to the original student.
9. Students will re-write their final copy and will submit it for a grade.

### Assessment

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

### [Graphic Organizer \(work in progress\)](#)

Actionable Feedback Rubric for Peer Editing (**work in progress**)

[Climate Migration- Letter to Representative Rubric](#)

Learning Target:	Success Criteria:
<ol style="list-style-type: none"> <li>1. I will analyze issues related to international climate change.</li> <li>2. I will identify underlying values of the options.</li> <li>3. I will identify arguments and beliefs of the options and readings.</li> </ol> <p>I will work cooperatively within my groups.</p>	<ol style="list-style-type: none"> <li>1. I will be able to identify and explain the key issues that frame international climate change negotiations.</li> <li>2. I will be able to successfully present my arguments and beliefs in class presentation.</li> <li>3. I will be able to complete the graphic organizers.</li> </ol>

### Learning Activities

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

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

### 2-3 Days

Students will take part in an Options Role Play: Climate Change: Question of Justice

1. Do Now: Students will read Options in Brief and complete Study Guide-Part III or “Advanced Study Guide-Part III” in the TRB Choices.

2. Students will then as a whole-class have a Q & A regarding the topics.

3. Students will be given a folder with the following Handouts from the TRB:

- a . Presenting Your Options
- b. Expressing Key Values
- c. Speaking for Climate Change Stakeholders
- d. Stakeholder Perspectives
- e. Options: Graphic Organizer

4. Students will have 3 groups. An option will be assigned to each group. The option groups should follow the instructions in “presenting your option”.

5. The remaining students not assigned to an option group, will be assigned a stakeholder role. The stakeholders should answer the questions of their worksheet and develop clarifying questions for each option.

6. All students will be given the Options: Graphic Organizer. As they are preparing for the simulation, students will complete the graphic organizer.

7. Students will complete a Habits of Work rubric for a self-reflection on Day 2-3.

### Assessment

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

*(They can be listed/linked below)*

Choices: Evaluation Form: The Stakeholders  
Rubric: Simulation Presentation (in progress of being built)  
Options 5: The Graphic Organizer  
[Habits of Work Rubric](#)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<ol style="list-style-type: none"><li>1. I will cooperate with classmates in presenting a persuasive speech.</li><li>2. I will articulate the issues that frame current international discussions on climate change.</li><li>3. I will explore, debate, and evaluate multiple perspectives on future climate change agreements.</li></ol>	<ol style="list-style-type: none"><li>1. I will present my questions or speech during the simulation.</li><li>2. I will clearly state the ongoing issues of climate change.</li><li>3. I will complete the graphic organizer and the evaluation worksheet.</li></ol>

### **Learning Activities**

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

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

1 Day

1. Do Now- Students will organize the room so that the three option groups face a row of desks reserved for the students representing the stakeholders.
2. Simulation- the simulation will begin with a 3-5 minute presentation by each of the option groups. Students should present the options from the perspective of the international community. They are not speaking for any one particular country.
3. As the students go through the simulation, they should be completing more of the "Options: Graphic Organizer"
4. Once the presentations have happened, the stakeholders will ask clarifying questions. Each of the stakeholders must ask at least one clarifying question. The questions should also be evenly distributed to the Option groups.
5. Option Groups members can challenge the positions of the other group members.
6. Each student will complete an Evaluation Form: Stakeholder.

### **Assessment**

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

*(They can be listed/linked below)*

Evaluation Form: Stakeholders (TRB-63- Choices)

<b>Learning Target:</b>	<b>Success Criteria:</b>
<ol style="list-style-type: none"><li>1. I will articulate my opinion on the international response to climate change based on personally held values, evidence, and political understanding.</li><li>2. I will compare and contrast values and assumptions with classmates.</li><li>3. I will work cooperatively to identify the top 2 concerns for humans in climate change.</li></ol>	<ol style="list-style-type: none"><li>1. I will create (letter to editor, youtube clip, etc) that addresses climate change action that needs to be taken now in order to secure human rights.</li></ol>

### **Learning Activities**

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

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

## 1-2 Days

### Day 1

1. Whole Class debrief of Role Play Simulation- stakeholders can share their evaluations of the option groups. What arguments were most convincing? Which policies were most appealing?
2. Students in small groups should discuss with each other their policy recommendations with the class. What concerns guided the formulations of their option? How might various stakeholders view their options? How important is climate change mitigation compared to adaptation? What types of responses are the responsibility of the international community? Individual countries?
3. Brainstorm the potential aspects of climate change they want to get across to an organization. Who? Why? How?
4. Students may either work by themselves or in small groups to create either an “elevator speech”, a written editorial, a commercial, a youtube clip to bring about necessary policy change to the decision makers.

### Day 2

1. Students show and display work to one another.
2. Students will provide actionable feedback to one another (at least 2 other classmates).
3. Students will individually reflect on the entire simulation process.

### Assessment


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

Creation of an effective and convincing marketing tool on Climate Change (work in progress)  
Focus your Thoughts (TRB- Choices)  
Your Own Option (TRB- Choices)  
Student Accountable Feedback (see previous unit)  
Reflection Exit Ticket

### Resources

Any materials and resources related to Stage 3 learning activities.

- Choices- Climate Change and the Questions for Justice- Brown University
- Displacement in the Face of Climate Change Unit by April Wallace- Pulitzer Center



**Human  
Rights  
Grades 10-12  
Semester Course**

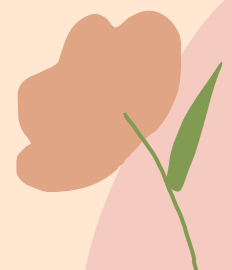



# Why Study Human Rights?

## The Goals of Human Rights Education

Human rights education teaches both **about** human rights and **for** human rights.

Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.



# Unit 1: What is Human in Human Rights?

This introductory unit allows students to explore what it means to be human and how we are different from the rest of the animal kingdom. This unit explores the history of human rights and how they have evolved into the UN Declaration of Human Rights.

## Performance Task: Elevator Speech

- ❖ Students are given the quote, “All rights are universal, indivisible and interdependent and interrelated.” *Vienna Declaration, 1993*. Students produce a 1-2 minute recorded (their choice) elevator speech that will defend or dispute it.

# Unit 2: Human Rights Organizations, Advocacy, & NGO's

This unit has students explore the various organizations and agencies around the world that support, defend and define human rights and human rights issues. This unit will explore the creation of the United Nations after WWII, the 30 Human Rights, and non-governmental organizations that allow human rights to progress and proceed.

## Performance Task: NGO “Career Day”

- ❖ Students create a presentation to convince new college graduates to work at their human rights agency (e.g. Amnesty Int'l, Doctors without Borders, etc).

# Unit 3: Holocaust, Genocide, & Crimes Against Humanity

Students will learn about causes and events that led to the Holocaust. Students will then engage in case studies of modern day genocides and crimes against humanity. Students will explore how the international community, including the United States, has confronted genocide, the warning signs and what prevention tools are used to stop these insidious crimes.

## Performance Task: Genocide Research Project

- ❖ Students act as a modern day genocide watch researcher, studying possible genocides taking place in the world. Students research a potential situation, and analyze it using the ten stages of genocide for possible violations.

# Unit 4: Individuals and Issues Making Noise in Our Current World

This is a two part inquiry unit that allows students to explore various individuals who are making or have made significant strides in promoting human rights and addressing issues that pertain to human rights now and in the future. The main ideas and content will connect to the 30 Articles of Human Rights under the Declaration of Human Rights.

## Performance Task: Human Rights Superhero Award Dossier and Rationale

- ❖ Students act as a spokesperson for a human rights advocate who has been nominated for the prestigious ***Human Rights Superhero Award***. They must create a dossier and present their rationale to the award show committee as to why their individual should be considered the Human Rights Superhero of the year.

# Unit 5: The Future is up to Us

The future of human rights will be impacted by the effects of climate change in our world. The question of what to do about climate change and how to preserve human rights remains. Students will explore how governments and other groups, including businesses and nongovernmental organizations, are working both to prevent humanitarian disasters and cope with its human impacts. Students will consider who is most at risk for violation of human rights and why an unified international strategy for dealing with the future of climate change has not yet emerged.

## Performance Task: Policy letter to a Government Official

- ❖ Students have learned about the newest refugees on our planet called climate refugees. As emerging voters, they will advocate for policies and possible solutions that could address climate migration while preserving the dignity of human rights through a letter to the local, national, or international representative of the student's choice.



# Industry Internship Proposal- DECA Store Shift Manager

- .25 credits (PASS/FAIL)
- One semester class in the Business Department
- Could be used for STEM or Humanities

## Course Overview:

The DECA Store Shift Manager Position will provide students who are interested in the Business Management and Administration, Finance, Hospitality and Tourism, Marketing career cluster, or related pathways, an opportunity to engage in pre-service experiences. They will begin the internship with a training session that outlines their roles and responsibilities and introduces them to basic components of retail management. Students will support the operations of the DECA Store as well as peer learning while managing a shift (class period).

A school-based enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in marketing, finance, hospitality or management.

SBEs provide realistic and practical learning experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk or through Internet marketing. Products may include spirit wear, food and beverage items, school supplies, signs and banners and more, while other SBEs provide services such as creative design, advertising sales and more.

School-based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills.

## Course Standards:

### *Career and Technical Education Performance Standards and Competencies:*

#### Marketing

##### **Instructional Area: Product/Service Management (PM)**

Standard: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities and to build brand for the organization

##### **Instructional Area: Channel Management (CM)**

Standard: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

##### **Instructional Area: Marketing-Information Management (IM)**

Standard: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

##### **Instructional Area: Market Planning (MP)**

Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

##### **Instructional Area: Pricing (PI)**

Standard: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

##### **Instructional Area: Promotion (PR)**

Standard: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

### **Instructional Area: Selling (SE)**

Standard: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

### **Instructional Area: Human Resources Management (HR)**

Standard: Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources

### **Course Curriculum:**

- [DECA School-Based Enterprise Certification Program](#)
  - Opportunity to earn [individual certification](#)
  - Work on [chapter certification standards](#)
- A training module will be provided to Shift Managers by the DECA Advisors

### **Prerequisites - Qualifications**

- Students interested in Business Management and Administration, Finance, Hospitality and Tourism, Marketing or related careers who have met the following prerequisites.
  - Prior 85% average in Marketing 2
  - Consistent Attendance (*Students must not have lost credit in a course during the current school year due to attendance issues*)
  - Teacher recommendation
  - DECA Advisor approval
  - Successful completion of the [SBE training module](#) (*To be overseen by DECA Advisors*)

### **Shift Manager Responsibilities:**

- Model appropriate behavior for students, in compliance with the behavior expectations outlined in the student handbook
- Inform DECA Advisor of any absence ahead of the shift manager period
- Communicate with DECA Advisors and DECA Store Supervisor in advance of an absence
- Meet with the DECA Advisors a minimum of once per quarter for feedback and evaluation
- Train and supervise student employees
- Complete [Student Employee Review](#) for each student employee
- Develop and assign activities for student employees to complete related to
  - Operations- examples include working as cashier/customer service, cleaning service areas, organizing displays
  - Promotion- examples include creating flyers and other promotional messages
  - Inventory- examples include unpacking and verifying orders, creating order lists, restocking merchandise
  - Merchandising- examples include designing and implementing displays
  - Sales-examples include obtaining and fulfilling custom orders, designing new merchandise
  - Production- examples include making cookies, printing apparel, mixing slushies
  - Scheduling- keeping track of and providing feedback for students coming from classes with class roster

### **DECA Advisor Responsibilities:**

- Mark Shift Manager UNV in PS when absent
- Meet with and provide feedback to Shift Managers at a minimum of once every four weeks using the Shift Manager Feedback Rubric
- Observe at least one training session and provide feedback
- Report any Shift Manager who is not meeting expectations to the department oversight administrator
- Provide Shift Manager with a pass/fail grade
  - If the projected grade is failing, Shift Manager name and feedback must be sent to the grade level admin for a conference as soon as the trend is identified

## DECA Store Shift Manager Feedback Rubric

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<b><i>Explanation of operations and procedures</i></b>	SM's explanation of store operations and procedures connects with students' knowledge and experience and anticipates possible student misunderstanding	SM's explanation of store operations and procedures are appropriate and connects with students' knowledge and experience	SM's explanation of store operations and procedures are uneven; some is done skillfully, but other portions are difficult to follow and may lead to confusion.	SM's explanation of store operations and procedures are unclear or confusing or uses inappropriate language
<b><i>Management of store activities, equipment, and inventory</i></b>	Routines for handling store activities, equipment, and inventory are seamless. SM takes a leadership role in the management of store activities and avoids all financial loss.	Routines for handling store activities, equipment, and inventory occur independently and productively, minimizing any financial losses.	Routines for handling store activities, equipment, and inventory function moderately well, with infrequent minor financial losses.	Store activities, equipment, and inventory are handled inefficiently, resulting in financial losses.
<b><i>Interaction with student employees creates an environment of trust and respect</i></b>	SM interactions with students reflect genuine respect and caring for individuals as well as groups of students.	SM student interactions are friendly and demonstrate general caring and respect.	SM student interactions are generally appropriate but may reflect occasional inconsistencies.	SM interaction with at least some students is negative, demeaning, sarcastic, or inappropriate.
<b><i>Interaction with DECA Advisors</i></b>	SM consistently communicates needs to the DECA Advisor and responds positively to feedback.	SM consistently communicates needs to the DECA Advisor.	SM is inconsistent in communicating specific needs or only communicates when asked.	SM does not communicate with the DECA Advisor.
<b><i>Reliability</i></b>	SM is rarely if ever absent, always on time, and prompt with all absence related communication.	SM is rarely if ever absent and is always on time.	SM is seldom absent or late. Rare absences, late arrivals or early departure do not interfere with job performance.	SM's absences and/or late arrivals/early departure interfere with job performance.

1. DECA Advisor provides monthly feedback to Shift Manager
2. Shift Manager completes the rubric as a self-reflection prior to feedback
3. If a student is projected to fail (3 ratings of developing or lower)
  - a. DECA Advisor meets with Shift Manager
  - b. DECA Advisor forwards name to the admin who oversees the department
  - c. Administrator meets with the Shift Manager to provide support and determine further steps.



# PROPOSED COURSE/PROGRAM CHANGE FORM

## Southington Public Schools Southington, Connecticut

School: Southington High School

Department: Music Department

**Please check appropriate item:**

New Course:

Revised Course:

Course Title: Color Guard

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

This color guard course is designed as a starting point to teach basic dance, flag, and weapon technique. The units can be differentiated for beginners through advanced level technique instruction for guard members. Each unit will provide practical and functional activities that can serve as the foundation for the creation of a basics training program and performance choreography.

- The Dance Unit includes a variety of ballet and modern dance terms that may be incorporated into the color guard program (see below). For grading purposes, each part of the curriculum contains a performance based assessment.
- The Flag Exercise Unit focuses on basic flag work, and will include elements of the fall marching band show. Requirements will vary each year depending on the choreography of the marching band show.
- The Weapons Unit will cover rifle and sabre basics. All students will learn basic skills on both weapons, and will cover a variety of hand skills as well as tosses.

There are several exercises presented in each part of the curriculum. Guard members will focus on two to three exercises at a time and not attempt to learn all the exercises at once. Once the members are comfortable with and understand the technique of the first two or three exercises, they can move on to the next few. Some exercises may take longer to master and may require more practice than others, so the pacing of the course is dependent on the learning needs of the group.

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

Currently, color guard is considered an extracurricular activity. Students do not receive credit for their participation in all band events and rehearsals. Aligning the color guard class with our current marching band class will allow time for much needed rehearsals during the school day. It will also give instructors the opportunity to work with the students one on one if needed. This will benefit this group of band members by allowing them access to up to date information on all band activities. In addition, course curriculum will be added to the color guard experience so students have a well rounded experience with instruction and application.

## PROPOSED COURSE/PROGRAM CHANGE FORM

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

This course will be open to students in grades 9-12 who have successfully met the audition criteria.

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

Students will be evaluated through performance based activities. Rubrics will be created for each unit and students will have the opportunity to create their own productions, performances, and choreography.

Color Guard Work Rubric

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

Equipment will need to be purchased for the course. Students will have the opportunity to learn weapon work using Rifles and Sabres.

[https://www.designsbyking.com/king\\_kong.php](https://www.designsbyking.com/king_kong.php)

King Sabres- Model #KS2-39 \$226.00 each Quantity 10

King Rifles- Model #KKR37BW \$55.00 each Quantity 10

	YEAR		
	I	II	III
<b>Staff</b>	\$	\$	\$
<b>Textbooks</b>	\$	\$	\$
<b>Materials</b>	\$ 2,810	\$	\$
<b>Other</b>	\$	\$	\$
<b>TOTAL</b>	<b>\$ 2,810.00</b>	\$	\$

**Comments:** Items requested above will be purchased through existing budget lines.

**Principal:**

Approved



Denied



**Signature**





**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 10 e.

**AGENDA REPORTING FORM**

**Agenda Topic:** Resolution for Department of Mental Health and Addiction Services (“DMHAS”) and the Town of Southington - Board of Education

**Summary of Issue:** It is being requested that Kristin Sandler be named the Full-time Project Coordinator for the Prevention in CT Communities Grant funded through DMHAS in partnership with the STEPS Coalition. Megan Albanese will be listed as the Project Director. It is requested this remain through 2026, or the end of this contract with DMHAS. Megan Albanese will still be listed as the designated signer of all contracts.

**Background:** DMHAS contract was initiated in 2021 with Megan Albanese listed as the Project Coordinator. Because of increased need, it is requested that Kristin Sandler be made full-time through the Board of Education. All expenses will be covered by the DMHAS PCC funding.

**Alternative Strategies:** N/A

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

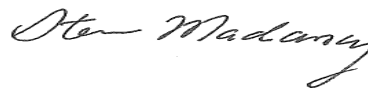
**Beginning Date of Program or Project:** 12/9/2021

**Ending Date of Program or Project:** 06/30/2026

**Recommendation or Comment:** Move to approve the DMHAS resolution as presented.



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



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

Attachment - Resolution



# SOUTHINGTON PUBLIC SCHOOLS

## RESOLUTION

I hereby Certify that at a meeting of the Town of Southington’s Board of Education duly called and held on January 11, 2024, at the Municipal Center, 200 North Main Street, Southington, CT 06489, the following resolution was duly adopted in conformity with the charter and bylaws of said corporation and is in full force and effect.

**STEVEN G. MADANCY**  
SUPERINTENDENT OF SCHOOLS

**FRANK M. PEPE**  
ASSISTANT SUPERINTENDENT  
OF SCHOOLS

### BOARD OF EDUCATION

**COLLEEN W. CLARK**  
BOARD CHAIRPERSON

**JASPER P. WILLIAMS**  
VICE CHAIRPERSON

**JOSEPH BACZEWSKI**  
SECRETARY

**ROBERT S. BROWN**

**TERRI C. CARMODY**

**SEAN M. CARSON**

**DAVID J. DERYNOSKI**

**ZAYA G. OSHANA**

**CECIL WHITEHEAD**

**RESOLVED** Kristin Sandler be named the Full-time Project Coordinator for the Prevention in CT Communities Grant funded through DMHAS in partnership with the STEPS Coalition. **FURTHER RESOLVED** Megan Albanese will be listed as the Project Director. It is requested this remain through 2026, or the end of this contract with Department of Mental Health and Addiction Services of the State of Connecticut.(DMHAS). Megan Albanese will still be listed as the designated signer of all contracts.

January , 2024  
Date

\_\_\_\_\_  
Certifying Official

Colleen W. Clark  
Typed Name

Board of Education Chairperson  
Title

200 NORTH MAIN ST.  
SOUTHINGTON, CT 06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE  
(860) 628-3202

FAX  
(860) 628-3205

STATE OF CONNECTICUT  
County of Hartford

Personally appeared before me this \_\_\_\_\_ day of \_\_\_\_\_, 2024,  
\_\_\_\_\_ of \_\_\_\_\_, and made  
oath that the above is a true copy from the records of the Corporation.

\_\_\_\_\_  
Expiration Date of Notary Public (if applicable)

\_\_\_\_\_  
Notary Public of Office of the Court (Attorney)

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 10 f.

**AGENDA REPORTING FORM**

Agenda Topic: Appointment of NIPSEU Negotiating Committee

Summary of Issue: The Board of Education will enter into contract negotiations with the NIPSEU bargaining unit.

Background: During the January 11, 2024 Board of Education meeting, the Board of Education Chair will name the BOE members interested in participating in contract negotiations for the NIPSEU


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 Chair appoint BOE members to the negotiating committee

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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 10 g.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Sabbatical Leave - Betty Blackwell

**Summary of Issue:** Betty Blackwell has requested approval of a Sabbatical Leave of Absence

**Background:** Mrs. Blackwell is requesting a full-year sabbatical for 2024-25

**Alternative Strategies:** N/A

**Cost (if applicable):** 14,800      **Funding Source:** BOE Budget

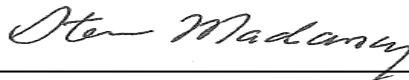
**Beginning Date of Program or Project:** July 1, 2024

**Ending Date of Program or Project:** June 30, 2025

**Recommendation or Comment:** Move that the Board approve the Sabbatical Leave of Absence as recommended by the administration



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



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

**BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

Informational Only \_\_\_\_\_ Board Meeting Date January 11, 2024

Decision Requested X Agenda Code 10 h.

**AGENDA REPORTING FORM**

**Agenda Topic:** Approval of Sabbatical Leave – Kara Sievel

**Summary of Issue:** Kara Sievel has requested approval of a Sabbatical Leave of Absence

**Background:** Mrs. Sievel is requesting a four-month (September 2024 - December, 2024) sabbatical leave of absence

**Alternative Strategies:** N/A

**Cost (if applicable):** \$1,636 **Funding Source:** BOE Budget

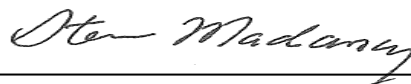
**Beginning Date of Program or Project:** September 1, 2024

**Ending Date of Program or Project:** December 31, 2024

**Recommendation or Comment:** Move that the Board approve the Sabbatical Leave of Absence as recommended by the administration.



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



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