Southington Board of Education Meeting

Thursday, March 12, 2026 6:45 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street
Southington, CT 06489

COMMITTEE OF THE WHOLE

1. CALL TO ORDER
2. Executive Session
   a. Student Matters
3. Reconvene Meeting - Regular Session 7:00 p.m.
4. Pledge of Allegiance - Moment of Silence
5. Celebration of Excellence
   a. 2025-2026 Connecticut Fire Prevention Poster Recognition Program Winners for Southington - Chatham Formeister (4th Grade) and Mackenzie Spahic (5th Grade)
6. Approval of Minutes - February 19, 2026
7. Public Communications
   a. Communications from Student Board Representatives
   b. Communications from Board of Education
   c. Communications from Administration
   d. Communications from Public - Agenda Items Only
8. Committee Reports
   a. Finance Committee Meeting - March 5, 2026
      1. Preschool Regular Education Tuition Rates 2026-2027
      2. BID 2026-07 Lawn Mowing and Trimming Services, Fall and Spring Ground Debris Cleanup and Removal Services
      3. Use of FY 25 Non-Lapsing for Snow Removal Costs
      4. Award of Tennis Court Parking Lot and Bleachers Project at SHS to Field Turf.
9. Superintendent's Report
   a. Personnel Report
10. Old Business
    a. Town Government Communications
    b. Policy 1312 - Public Complaints - REVISED - Second Reading
    c. Policy 3432- Budget and Expense Report/Annual Financial Statement - REVISED - Second Reading
    d. Policy 4100 - Hiring of Staff - NEW/REPLACEMENT - Second Reading
    e. Policy 4105 - Effective Staff Recruitment and Retention - NEW/REPLACEMENT - Second Reading
    f. Policy 5113 - Attendance, Excused Absences and Truancy - REVISED - Second Reading

g. SHS Agricultural Science - Intro to Mechanics - REVISED Curriculum - Second Reading
h. SHS Agricultural Science - Intro to Small Animals - REVISED Curriculum - Second Reading
i. SHS Agricultural Science - Intro to Large Animals - REVISED Curriculum - Second Reading
j. M.S. Digital - REVISED Curriculum - Second Reading
k. M.S. Health - REVISED Curriculum - Second Reading
l. SHS - Unified Physical Education - NEW COURSE PROPOSAL - Second Reading
m. SHS Electricity & Electronics Applications for STEM - REVISED Curriculum - Second Reading
n. 2025-2026 School Calendar Revision

11. New Business
    a. 2026-2027 Healthy Food Certification
    b. 2026-2027 Food and Beverage Exemption
    c. Appointment of UPSEU (Physical Therapists & Occupational Therapists) Negotiating Committee
    d. Kindness Campaign Presentation
    e. SHS Parking Lot Solar Port Project Proposal Presentation
    f. Review and Approval of Educational Specifications for the Kelley and South End Building Projects

        1. Kelley Elementary School
        2. South End Elementary School

12. Public Communications
    a. Public
13. Adjournment

The minutes presented within the 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 https://www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education Meeting.

SOUTHINGTON BOARD OF EDUCATION, SOUTHINGTON, CT
Regular Meeting
Committee of the Whole
February 19, 2026, at 6:30 PM
John Weichsel Municipal Center Public Assembly Room
200 North Main Street Southington, CT 06489

1. **CALL TO ORDER**
   Mr. Oshana, Board Chairperson called the meeting to order at 6:30 p.m.
   Board Members Present: Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead
   Board Members Absent: Mr. Joseph Baczewski, Mr. Sean Carson

2. **Executive Session**
   Motion made by Mrs. Clark and seconded by Mr. Brown, "Move to go into Executive Session, excluding the public and the press, for the purpose of discussing student matters; upon conclusion reconvene to public session." Motion Carried 7-0.
   Executive session began at 6:32 p.m.
   Mr. Pepe was invited to attend the meeting.
   a. Student Matter
      Mr. Madancy arrived at 6:33 p.m.
      Mr. Baczewski arrived at 6:35 p.m.
      Executive Session ended at 6:38 p.m.

3. **Reconvene Meeting - Regular Session 7:00 p.m.**
   Mr. Oshana, Board Chairperson, called the meeting to order at 7:00 p.m.
   Board Members Present: Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Terri Carmody, Mr. Sean Carson, Mrs. Colleen Clark, Mrs. Dawn Derynoski-Anastasio, Mr. Zaya Oshana, Mr. Cecil Whitehead
   Cabinet Members Present: Mr. Steven Madancy, Superintendent; Mr. Frank Pepe, Assistant Superintendent; Mrs. Jennifer Mellitt, Director of Business & Finance; Mrs. Amy Aresco, Pupil Services Director
   Student Board Representatives Present: Mr. Ethan Hoffman, Ms. Arshi Roy

4. **Pledge of Allegiance Moment of Silence**
   Daniel Bird Jr. passed away on February 6, 2026.
   Mr. Bird was hired as an assistant football coach at SHS in 2014; he resigned in 2017.

Jude Kelly passed away on February 14, 2026.
Mr. Kelly was hired in 1988 as the football coach and the health and PE teacher for SHS; he resigned in 2005.

5. Celebration of Excellence

a. Connecticut Region Scholastic Art Award - Brianna Moos

Mr. Madancy introduced Ms. Moos as the Connecticut Region Scholastic Art Award winner. The competition includes public, parochial and private schools from around the state. It is the premier competition to participate in at the high school level. Ms. Moos earned a Silver Key Award for her graphite, self-portrait drawing titled, *The Little Things In Life.* She was honored at the Connecticut Region Scholastic Art Awards Conference held at the University of Hartford, Lincoln Theater. Her artwork was also on display during the Connecticut Region Scholastic Art Exhibit at the Silpe Gallery at Taub Hall, University of Hartford.

Mrs. Levinthal spoke about Ms. Moos' exceptional craftmanship, focus and discipline to her artwork. Her artwork reflects not only technical mastery but also patience, perseverance and a deep respect for the creative process. Along with her technical excellence, she is truly a valued presence within the classroom community. Mrs. Levinthal indicated it is a privilege to watch Ms. Moos challenge herself and grow; she is confident Ms. Moos will continue to find success in all she pursues.

Mr. Oshana congratulated Ms. Moos on not only her technique with her artwork but also on the way she carries herself in the classroom. He looks forward to seeing what she does in the future. Mr. Oshana presented Ms. Moos with a Certificate of Excellence.

Attachments: (1)

Mr. Oshana called for a recess at 7:07 p.m.

The meeting resumed at 7:12 p.m.

MOTION made by Mrs. Clark and seconded by Mr. Baczewski, "Move item 11.a.1, 2 and 3 to 6.d.1, 2 and 3." Motion carried 9-0.

6. Approval of Minutes

a. January 22, 2026

MOTION made by Mr. Baczewski and seconded by Ms. Cammuso, "Move to approve the minutes for January 22, 2026." Motion carried 9-0.
Attachments: (1)

b. January 29, 2026
MOTION made by Mrs. Carmody and seconded by Mr. Baczewski, "Move to approve the minutes from January 29, 2026." Motion carried 9-0.
Attachments: (1)

c. February 5, 2026
MOTION made by Mrs. Clark and seconded by Mr. Baczewski, "Move to approve the minutes for February 5, 2026." Motion carried 9-0.
Attachments: (1)

d. Approval of Out of State / Overnight Field Trips

1. SHS - Knights Around the World/Grades 9-12 - Amsterdam/Brussels/Paris
MOTION made by Mr. Baczewski and seconded by Mrs. Clark, "Move to approve the field trip request as presented by the administration for the Knights Around the World/Grades 9-12 - Amsterdam/Brussels/Paris." Motion carried 9-0.
Attachments: (1)

2. SHS - Spanish Students Grades 10 through 12 - Costa Rica
MOTION made by Mr. Baczewski and seconded by Mrs. Clark, "Move that the Board of Education approve the field trip request as presented by the administration for the Costa Rica field trip for Spanish Students Grades 10 through 12." Motion carried 9-0.
Attachments: (1)

3. SHS - Southington DECA - Atlanta, GA
MOTION made by Mr. Baczewski and seconded by Mrs. Clark, "Move that the Board of Education approve the field trip request as presented by the administration for the Southington DECA students going to Atlanta, GA." Motion carried 9-0.
Attachments: (1)

7. Public Communications

a. Communications from Student Board Representatives
Mr. Hoffman gave the High School Report:

- SHS partnered with Southington Community Services to host a Prom Shop, providing free suits and dresses for students. More than 100 families benefited from the program.
- Junior Prom tickets are now on sale. Prom will be held March 28, 2026, at La Bella Vista, in Waterbury. Next year, the event will be moved to Aqua Turf Club.
- The SHS Drama Club will present Mamma Mia on March 6 and 7, 2026, in the SHS Auditorium.

- Dr. Miguel Cardona, former U.S. Secretary of Education, was a guest speaker who spoke with over 30 students taking African and Latino Studies.
- On February 18, 2026, students attended a presentation on hospital career pathways hosted by Bristol Health.

Ms. Roy gave the District Report:

- Flanders students recreated volcano experiments and built forts raising over $300 for the Sloper Plunge.
- On February 9, 2026, Flanders students collected more than 1,000 items and $300 for Bread for Life during their SOUPer Bowl Food Drive.
- Karen Smith Academy has a partnership with Derynoski Elementary School, with two students volunteering in classrooms.
- JFK held a food drive and "Flannel Friday for a Cause" for Bread for Life.
- JFK Unified Sports is going to be playing basketball against JAD.
- Orientation for JFK incoming sixth graders was held last week.
- Seventh graders at JAD learned about traditional African dance led by an artist from CT Arts for Learning, they will be visiting social studies classes through the month of February.
- The JAD and JFK Drama Club is preparing for Frozen, opening at the end of March.
- Eleven JAD staff members will participate in the Sloper Plunge next weekend.
- Congratulations to the Hatton Drama Club on The Wizard of Oz, directed by three SHS students: Mia Bilodeau, Maya Indomenico, and Avery Strileckis.

Ms. Roy gave the Sports Report:

- Girls Gymnastics took 1st place at the CCC Championships; they competed at States this past weekend.
- Wrestling took 3rd place at the CCC Championships. Ryan Rivera won in his weight class.
- Indoor Track had multiple top finishes at Class LL Championships, several qualified for State Opens.
- Girls Cheerleading took 2nd place at CCC Championships.
- Boys and Girls Basketball qualified for CCC Championship Tournament.

Mr. Hoffman spoke about the cap and gown design to create unification for the High School Graduation. After reviewing vendors, a new provider was identified offering improved quality at a lower cost.

b. Communications from Board of Education

Mr. Brown stated it is time to nominate people for the Wall of Honor. Applications can be found on the Southington High School website; the deadline is May 15, 2026.

Athletes do not qualify under the Wall of Honor's criteria. Discussion has started about creating a new Sports Hall of Fame next to the Wall of Honor.

c. Communications from Administration

Mr. Madancy spoke about the following:

- On February 10, 2026, he sat as the CAPS Legislative Committee member on a panel that included CREC, CABE and Senator McCrory, Chair of the Education Committee. There was a forum for each group's priorities; the following were presented as top priorities for CAPS:
  - Eliminate unfunded mandates
  - Elevate the teaching profession
  - Excess cost reimbursement for education
  - Education cost share revenue
- On February 18, 2026, he was able to present a conceptual design to the Board of Finance on the tennis courts and parking at the High School. This design would repair and bring the tennis courts to regulation size along with adding 143 additional parking spaces.
- Southington DECA achieved a Thrive Level Recognition during the 2025-2026 school year and will be commended at DECA's International Career Development Conference held on April 25 - 28, 2026, in Atlanta, GA.
- The Sloper Plunge will take place on February 28, 2026.
- Ethan Hoffman and Jacqueline Liebler were named CAS-CIAC Scholar-Athlete Award recipients. They will be honored at the Aqua Turf on May 3, 2026.

Attachments: (1)

Mr. Baczewski thanked Mr. Madancy for taking concerns to legislators.

Mr. Oshana indicated the presentation about the SHS parking lot and tennis courts went very well. Due to it being approved, the presentation will be posted under the athletics portion of the website.

d. Communications from Public - Agenda Items Only

Kimberly Troccolo, 211 Crest Road, Southington, CT 06489.
Ms. Troccolo expressed her concerns about closing Flanders Elementary School. She feels the decision to close Flanders in order to gain some funding, redistricting and on paper increasing building utilization will negatively impact Southington Schools as a whole.

Traci Ianni, 46 Alpine Trail, Plantsville CT 06479.
Ms. Ianni voiced her opposition to closing Flanders Elementary School. A renovation or rebuild of Flanders is an investment worth making for Southington's future; she does not want to see more residential building. She also brought up the

concern of enrollment projections. She urges the Board to look beyond money only and reconsider other options.

Shama Green, 67 Memorial Drive, Southington, CT 06489.
Ms. Green expressed feeling unheard and dismissed after reaching out to the Board Members and receiving no response. She believes the responsibility to inform, communicate and engage belongs to the elected officials. There is an issue with process and transparency regarding research for the upcoming referendum. Residents deserve detailed, current and transparent information.

Sherrie Shover, 60 Tanglewood Drive, Southington, CT 06489.
Ms. Shover asked the Board members not just to weigh the numbers when considering closing Flanders School but also the impact on the children. Flanders represents stability, community and a place where children are known as individuals. Consolidation of schools would push utilization resulting in students in places that were never designed to be classrooms.

Michele Otero, 580 Andrews Street, Southington, CT 06489.
Ms. Otero spoke in disagreement of closing Flanders Elementary School; she believes closing any school is wrong as it will result in large class sizes. Residents buy houses for the school system; Flanders is a family-oriented school. The Board should think about what is best for the students and closing Flanders will affect every other school in the district.

Angela Lauretano, 87 Hitchcock Road, Southington, CT 06489.
Ms. Lauretano expressed her support in moving forward with the project for a proposed referendum in June. This plan will be a benefit for students in Southington for decades to come. Information has been presented, data has been continuously updated, many options have been explored; this plan is the least destructive and most cost effective. Students, teachers, and staff deserve to have a safe, up-to-date school.

Megan Mele, 545 West Street, Southington, CT 06489
Ms. Mele spoke in support of rebuilding Kelley Elementary School. There is a great need for facility improvements. Rebuilding Kelley will allow modernizing learning spaces, improve efficiency, and better align capacity with enrollment. The facility should be used strategically rather than reactively. Continuing to delay this item will only increase costs for the future.

Seth Korn, 8 Yorktown Road, Southington, CT 06489.
Mr. Korn spoke in support of moving forward with plan D2 with a referendum in June 2026. The time is now to proceed with Elementary School Project. He would

like to collaborate and work with the Board to see the project through; it is in the best interests of students and the community for generations to come.

8. Committee Reports

a. Districtwide Facilities Committee Meeting - January 27, 2026

Mr. Madancy referred to the Minutes from the Districtwide Facilities meeting that were presented at the Special BOE Meeting on February 5, 2026. A decision needed to be made at this meeting on February 19, 2026, regarding Phase 2 of the facilities plan in order to move forward with a referendum in June 2026.

Attachments: (1)

Mr. Carson wanted an explanation regarding the committee briefly discussed and identified unresolves questions related to facilities planning for Karen Smith Academy (KSA) under scenario D2. Mr. Madancy clarified under Phase 2 there would be a new KSA Facility built on the lower portion of the Derynoski lot along with a new Derynoski.

b. Policy and Personnel Committee - January 27, 2026

Mrs. Derynoski-Anastasio reviewed the minutes for the Policy and Personnel Meeting. The following items were discussed:

- Policy 1312 and R1312- Public Complaints revisions were presented.
- Revisions within Policy 3432 – Budget and Expenses Report/Annual Financial Statement.
- Revisions to Policies 4100- Hiring of Staff; and 4105 – Effective Staff Recruitment and Retention.
- Suggested language added to Policy 5113 – Attendance, Excused Absences and Truancy.
- Job descriptions for High School Department Leader and Assistant Department Leader were reviewed.
- An overview of Climate Legislation Requirements
    - A chart is provided
- A follow up of Oratorical Guidance.
- Administration gathering information regarding costs of an unfunded mandate.
- Discussed demographics of the children located in the Southington Public School System.

Attachments: (1)

c. Curriculum and Instruction Meeting - January 28, 2026

Mr. Brown reviewed the Curriculum and Instruction Meeting Minutes. The following were presented and a brief overview of each course was given:

- SHS Agricultural Science - Intro to Mechanics

- SHS Agricultural Science - Intro to Small Animals
- SHS Agricultural Science - Intro to Large Animals
- MS Digital
- MS Health
- SHS - Electricity & Electronics Applications for STEM
- SHS - Unified Physical Education

Attachments: (1)

Mr. Oshana reminded the public, all the information regarding what was presented by the committees can be found on the website.

9. Superintendent's Report

a. Personnel Report

MOTION made by Mrs. Clark and seconded by Mr. Baczewski, "Move to approve the Personnel Report as submitted by the Human Resource Department." Motion carried 9-0.
Attachments: (1)

10. Old Business

a. Town Government Communications

No comment made.

b. Adoption of Districtwide Facilities Committee Recommended Master Facility Plan

Mr. Madancy introduced Pat Gallagher from MP Planning Group and Charles Warrington from Colliers to give a presentation on updated information regarding the Elementary Facilities Plan, Phase 2 and its estimated costs.
Mr. Gallagher presented the following:

- Background and process
  - Phase 1 – Conditions and Trends
  - Phase 2 – Assessing options
  - Phase 3 – Preferred option and grant application
- Status Quo
  - What happens if we do nothing
- What scenarios were considered
  - Status Quo
  - Scenario A
  - Scenario B
  - Scenario C
  - Scenario D
- Why close Flanders
  - Allows district to "right size" portfolio to enrollment
  - Flanders has the smallest current and projected enrollment
  - Location to other schools

    - Kelley site is more favorable to construction
    - Flander is smaller with an irregularly shaped site
- Recommended Scenario D - timeline
    - Phase 1 – referendum 2026
    - Facility consolidation – fall 2030
    - Phase 2 - TBD
- Recommended Scenario D – Take aways
    - Meets 21st century teaching and learning needs
    - Efficient Operation
    - Effective Cost
    - Parity

Mr. Warrington presented the following:

- Recommended Scenario D – Total costs
    - New Kelley and South End Build-out
        - Estimated District Share $43.9 million
    - New Derynoski and KSA
        - Estimated District Share – $60.5 million
    - Total cost for Scenario D
        - Estimated District Share $104.3 million
    - Timeline descriptions
        - June 2026 referendum
        - Grant application
        - Construction starts
        - Redistricting

Attachments: (1)

Mr. Carson asked about the potential additional 15% reimbursement for early childhood education legislation. Mr. Warrington clarified this would be determined in the overall reimbursement rate for new facility construction. Mr. Carson also asked about the space waiver determination. Mr. Warrington would anticipate in the Spring of 2027.

MOTION made by Mr. Brown and seconded by Mrs. Carmody, "Move that the Board of Education reapprove Phase 1 of the Districtwide Facilities Committee Plan which included the building of a new Kelley School on the Kelley property, demolish the old Kelley School, upon completion and complete the build-out of South End School of the additional classrooms."

Mrs. Clark indicated this motion was already made and approved.
Mr. Brown and Mrs. Carmody withdrew the motion.
Mr. Oshana confirmed the Board already approved that motion in May of 2025.

MOTION made by Mr. Brown and seconded by Mrs. Carmody, "Move that the Board of Education approve the Districtwide Facilities Committee Master Plan option as described in the plan document with the understanding that Phase 1 has already been approved. This plan is a future-looking plan and as conditions change over time will be reviewed again at the time when action will need to be taken."

Mrs. Clark indicated that the motion did not explain what the plan for Phase 2 is. There was no mention of D2 or the details of what was going to happen.
Mr. Brown and Mrs. Carmody withdrew the motion.

MOTION made by Mrs. Clark and seconded by Mr. Baczewski, "Recommend that the Board of Education adopt the Districtwide Facilities Committee Recommendation of the Master Facility Plan which includes two phases. Phase 1 is a recommendation that the Town of Southington has a 2026 Spring referendum for the construction of a new larger Kelley Elementary School and an interior expansion of the lower level of South End Elementary School. Upon completion of the construction, Flanders Elementary School would close and there would be redistricting of the seven remaining elementary schools. Phase 2 Includes a second referendum at a date TBD building a new Derynoski Elementary and Karen Smith Academy on the lower level of the Derynoski site."

Mr. Baczewski noted this is not something the Board has been secretive about. This has been a transparent process, and they have encouraged people to come and comment. Every decision that the Board comes to is not decided solely on fiscal responsibility. The Board must be able to make reasonable decisions about where dollars go and how things get shifted from year to year. He doesn't want to do too much at one time and thinks what has been presented is a reasonable option. He doesn't like the idea of closing a school, we have to do what it is right for right now. In the future, things can change and maybe they reopen an elementary school.

Mrs. Clark stated this is a hard decision. None of it has been done in secret and all the information is available to the public. The Board is trying to make a decision that is equitable for everyone.

Mr. Whitehead identified how North Center School has been repurposed as the Municipal Center. He has full confidence that the town will do the right thing. The public has been heard but if the Municipal Center is an example of what can happen with Flanders in the future, it is a pretty good future indicator of what can potentially be done.

Ms. Cammuso is all for a neighborhood school and keeping a sense of community. She believes putting fourth a new Kelley School and South End build-out into the referendum is critical. It is tough talking about closing a school because there is so much emotion. Children bounce back easier than adults; when they go to a new school they will make friends and have fun. The school being repurposed and open space would be beneficial to the community. Enrollment projections can change in 5 to 6 years when another Board will need to make a decision about a new Derynoski and KSA to bring to referendum. This plan is what fits the community best at this point in time and it is not just fiscal.

Mr. Brown indicated both parties agree on the first phase of this plan. It is interesting and a big price tag to maintain the old buildings in the "do nothing" scenario. A reputable company was hired that has done a lot of research, there were public hearings, and the Board has been very transparent with the plan. He agrees and would recommend the town not making the Flanders property residential. The Board is in agreement it should be used as open space or repurposed for the community.

Mrs. Carmody expressed the main concern of the Board is to do what is best for the children in the community. There are mixed feelings about parts of the plan, and no one wants to see a school close, but everyone wants to do what is best for the future of Southington.

Mr. Carson expressed with the circumstances of Federal and State education funding, the time is now, and the time is right. No one knows what the future holds, but this Master Plan has the best chance of being reimbursed at the highest rate. This is the most advantages and fiscally responsible plan for parents who have students in the district but also taxpayers who don't have students in the district. This plan and the decision leading up to it has been very intentional. The entire district and the school within it are all community neighborhood, schools. He trusts that the town will do the right thing with repurposing town owned public buildings. Memories and relationships are not lost with the moving or closing of a physical building.

Mr. Oshana thanked all members of the Districtwide Facilities Committee. The meetings have been open and transparent to the public. A determination has not been made of what will happen with the Flanders property. It is already town property so it wouldn't need to be purchased as open space and hopefully the building can be repurposed as some sort of community center.

Roll Call:

- **Mr. Baczewski: Yes**
- **Mr. Brown: Yes**
- **Ms. Cammuso: Yes**

- **Mrs. Carmody: Yes**
- **Mr. Carson: Yes**
- **Mrs. Clark: Yes**
- **Mrs. Derynoski-Anastasio: No**
- **Mr. Oshana: Yes**
- **Mr. Whitehead: Yes**

Motion carried 8-1.
Attachments: (1)

11. New Business

a. Approval of Out of State / Overnight Field Trips
Moved to agenda item 6.d.

b. Leonard & Gladys Joll Scholarship Committee Appointment
Mr. Brown, Mrs. Derynoski-Anastasio and Mr. Carson were appointed for the Leonard & Gladys Joll Scholarship Committee.
Attachments: (1)

c. Approval of Educational Specifications for Roof Projects

1. Hatton Elementary School
MOTION made by Mr. Baczewski and seconded by Ms. Cammuso, "Recommend that the Board of Education approve the Educational Specifications for the Hatton Elementary Roof Replacement project as presented." Motion carried 9-0.
Attachments: (1)

2. Strong Elementary School
MOTION made by Mr. Baczewski and seconded by Mr. Carson, "Recommend that the Board of Education approve the Educational Specifications for the Strong Elementary Roof Replacement project as presented." Motion carried 9-0.
Attachments: (1)

3. Thalberg Elementary School
MOTION made by Mr. Baczewski and seconded by Mrs. Carmody, "Recommend that the Board of Education approve the Educational Specifications for the Thalberg Elementary Roof Replacement project as presented." Motion carried 9-0.
Attachments: (1)

d. Policy 1312 - Public Complaints - REVISED - First Reading
Attachments: (1)

e. Policy 3432 -Budget and Expense Report/Annual Financial Statement - REVISED - First Reading
Attachments: (1)

f. Policy 4100- Hiring of Staff - NEW/REPLACEMENT - First Reading
Attachments: (1)

g. Policy 4105- Effective Staff Recruitment and Retention - NEW/REPLACEMENT - First Reading
Attachments: (1)

h. Policy 5113 - Attendance, Excused Absences and Truancy - REVISED - First Reading
Attachments: (1)

i. Approval of Job Descriptions
   1. High School Department Leader – REVISED
      MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Brown, "Move to approve Revised job description for the High School Department Leader as presented by Policy and Personnel Committee." Motion carried 9-0.
      Attachments: (1)

   2. High School Assistant Department Leader – REVISED
      MOTION made by Mrs. Derynoski-Anastasio and seconded by Mr. Whitehead, "Move to approve revised job description for the High School Assistant Department Leader as presented by the Policy and Personnel Committee." Motion carried 9-0.
      Attachments: (1)

j. SHS Agricultural Science - Intro to Mechanics - REVISED Curriculum - First Reading
Attachments: (1)

k. SHS Agricultural Science - Intro to Small Animals - REVISED Curriculum - First Reading
Attachments: (1)

l. SHS Agricultural Science - Intro to Large Animals - REVISED Curriculum - First Reading
Attachments: (1)

m. MS Digital - REVISED Curriculum - First Reading
Attachments: (1)

n. MS Health - REVISED Curriculum - First Reading
Attachments: (1)

o. SHS - Unified Physical Education - NEW COURSE PROPOSAL - First Reading
Attachments: (1)

p. SHS Electricity & Electronics Applications for STEM - REVISED Curriculum - First Reading
Attachments: (1)

12. Public Communications

a. Public
No comment made.

13. Adjournment

MOTION made by Mrs. Clark and seconded by Mr. Baczewski, "Move to adjourn." Motion carried 9-0.
Meeting adjourned at 9:01 p.m.

Respectfully submitted,

Recording Secretary

Board of Education

Administrative Report

March 12, 2026

1. “Greene Team”
2. Career Day @ TES
3. Veterans Committee
4. K Age Change Legislation
5. SLOPER PLUNGE recap

Steven G. Madancy
Superintendent of Schools

Frank M. Pepe
Assistant Superintendent of Schools

Jennifer S. Mellitt
Director of Business & Finance

Peter J. Romano, Jr.
Director of Operations

Amy L. Aresco
Director of Pupil Services

Michelle Passamano
Human Resource Manager

Kyle R. Fickel
Accounting Manager

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(860) 628-8056

SOUTHINGTON Public Schools

FINANCE COMMITTEE MEETING

Thursday, March 5, 2026, 5:00 p.m.
Conference Room 2, Municipal Center

Board Members Present: Ms. Lisa Cammuso, Chair, Mrs. Colleen Clark, Mrs. Terri Carmody and Mr. Sean Carson.

Present from Administration: Mrs. Jennifer Mellitt, Director of Business & Finance and Mr. Kyle Fickel, Accounting Manager

The Finance Committee meeting was called to order at 5:02 pm.

1. Preschool Regular Education Tuition Rates:

Mrs. Mellitt reviewed the current preschool enrollment showing regular education and special education students, broken out by location (Hatton and Strong). She also presented the rates of area preschool tuitions for the 2026-27 SY. The administration is recommending a 10% increase in rates to keep our rates in line with other area preschools.

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

2. BID 2026-07 Lawn Mowing and Trimming Services, Fall and Spring Ground Debris Cleanup and Removal Services:

Mr. Fickel presented the results of the bid for lawn mowing services at five sites and ground debris clean up at two sites. Several vendors submitted bids, including a vendor new to Southington, Nelts of CT, LLC. Nelts was the lowest bidder at four of the five sites.

After checking references, the administration is recommending an award to Nelts based on the lowest price at Hatton, Thalberg and South End Elementary Schools. Nelts is also recommended for the ground debris clean up at Oshana and South End. The other lawnmowing services are being awarded to Father and Sons (Kennedy Middle School) and L&G Landscape (Oshana Elementary School).

The committee agreed to bring the award as recommended by the administration to the full board.

3. **Food Service Financial Update FY 2025-26:**

Mr. Fickel reviewed the results for the Food Services operations through the end of January 2026. Meal counts are lower than the prior year due to four fewer school days in January 2026 (17) vs. January 2025 (21). Any snow days are added to the end of the school year, but participation for meals in June can be impacted by field trips particularly at the elementary level.

The income statement shows a net loss of $96,886 compared to a new loss of $13,673 in the prior year. Food expenses are higher than prior year consistent with what consumers are facing at the grocery stores.

Negative meal debt continues to increase and was $12,686 on January 31, 2026. The district continues to email, text, mail and call the families.

4. **BOE Financial Update FY 2025-26:**

Mrs. Mellitt reviewed the financial update memo in the Finance Committee packet. The district has submitted the March 1st Special Education Excess Cost filing at the state. Based on the published reimbursement rate of 70.32%, the district is projected to receive a reimbursement of $3.2 million. Mrs. Mellitt cautioned the committee that the state can still revise 70.32% reimbursement rate if the statewide expenditures exceed the available funds. The final reimbursement from the state will be received in late May.

The district is also facing higher than expected costs related to substitute coverage. The district has had over 115 employees on medical leave during the fiscal year. Depending on the type of position, the district has either contracted with a vendor (for specialized services) or hired retired teachers or daily subs to cover the classroom absences.

Mrs. Mellitt stated the district is in a spending freeze with purchasing limited to curriculum, safety, maintenance and custodial supplies. The Business Office is gathering spending estimates from all schools and departments to plan the remaining spending for this school year.

a. Budget Transfers

Mrs. Mellitt reviewed the first budget transfers made to move the 2025-26 new personnel budget into the actual accounts where the new staff are being paid.

The second budget transfer adjusts the 2025-26 budget to better reflect the staff funded with IDEA 611 grant funds. When budgeting for 2025-26, the IDEA funds were used to reduce the social worker account, but actual the staff funded by the grant are psychologists.

b. Snow Removal Loader Work

The recent large snowstorms caused excessive piles of snow impacting sight lines and creating dangerous conditions in parking lots across the district. Snow vendors removed the large piles of snow from the parking lots. Mrs. Mellitt stated that this work is outside the scope of the bid services and has resulted in unbudgeted expenses. The district is currently negotiating the pricing with the snow vendors, but the multiple storms and amount of snow have resulted in invoices of

approximately $60,000. The administration is requesting the board approve up to $60,000 of FY 25 nonlapsing funds to pay for these safety expenditures.

The committee agreed to bring the request to the full board for approval.

5. **SHS Tennis Court, Parking Lot and Bleacher Project Update**

Mr. Fickel reviewed the history of the high school tennis court, parking lot and bleacher projects. During the past two years, the town has approved funding for the bleacher replacement on the home side of the main athletic field and the tennis court replacement. In May 2025, Field Turf was hired to re-design the tennis courts to meet USTA regulations and provide budget pricing to complete the project. The design concept of the tennis court replacement including the new parking lot was presented at the BOE meeting in September 2025.

In February 2026, the Board of Finance approved additional funding to expand the tennis court project to include a new parking lot. The new parking lot will address the problem of students parking in neighborhoods around the high school as well as safety for people driving along Pleasant Street during the school day or during an event. The Town Council is expected to approve the BOF funding motion as part of their meeting on March 9, 2026.

If approved by the Town Council, the BOE administration is requesting approval to award the bleacher replacement, the tennis court replacement and the new parking lot at the high school to Field Turf based on the CREC purchasing consortium's awarded contract pricing. The project costs are: $1,708,305 to remove and replace the high school home bleachers and press box and $3,675,840 to remove and replace the seven tennis courts at the high school and install a parking lot with an additional 143 parking spaces.

The committee unanimously approved the award to FieldTurf and will bring the award to the full board for approval.

6. **Miscellaneous**: None.

The meeting adjourned at 6:15pm.

Respectfully submitted,

Jennifer Mellitt
Director of Business & Finance

SOUTHINGTON Public Schools

Jennifer S. Mellitt
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: March 5, 2026
RE: **PRESCHOOL REGULAR EDUCATION TUITION RATES**

Annually, the Finance Committee reviews the preschool fee structure and makes recommendations to the full Board of Education for tuition paid by the regular education community peers. Attached is comparative tuition data from local area preschools for the 2026-2027 school year.

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

	Pre-K 3	Pre-K 4	Pre-K 5	Total
Special Education	15	9	9	33
Regular Education	9	7	4	20
Total Hatton	24	16	13	53
Special Education	17	25	0	42
Regular Education	10	23	0	33
Total Strong	27	48	0	75
Total Preschool Enrollment	**51**	**64**	**13**	**128**

Based on the attached data, the administration recommend a 10**%** increase in preschool tuitions for the 2026-2027 school year.

Southington Area Preschool Fee Comparison
Proposed Southington Preschool Rates
For 2026-27 School Year

Half Day Programs

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
New 2026-27 Rate Bright Beginnings Child Care Center (10 mo.)	3.5	$2,140	$2,630	N/A	$3,960
New 2026-27 Rate Southington Catholic PK **Half Day** (10 mo.)	3.75	N/A	$4,780	$5,600	$6,530
New 2026-27 Rate * YMCA **Non Y member** (10 month)	**2.5**	**$2,620**	**$3,110**	**N/A**	**N/A**
New 2026-27 Rate Village Green Nursery School (10 mo.)	3	$2,100	N/A	N/A	N/A
New 2026-27 Rate YMCA **Y member** (10 month)	**2.5**	**$2,320**	**$2,810**	**N/A**	**N/A**
New 2026-27 Rate Zion Lutheran Nursery School (10 month)	**2.5**	**$2,300**	**$2,700**	**N/A**	**$3,500**
Avg. for 2.5 & 3 Hour Half Day Programs above	*2.67*	*$2,240*	*$2,755*	*N/A*	*$3,500*

**** YMCA non-member rate not included as comparable due to nonmember premium charged***

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
Current Rate Southington Integrated Preschool Community Peer Rates	2.67	$2,077	$2,520	$3,040	N/A
Proposed 2026-27 Rate at 10%	**2.67**	**$2,285**	**$2,772**	**$3,344**	**N/A**
Annual increase at 10%		**$208**	**$252**	**$304**	**N/A**

Full Day or Extended Programs - For Information Only

Preschool Name	# of hrs per day	YEARLY FEE 2 DAY	YEARLY FEE 3 DAY	YEARLY FEE 4 DAY	YEARLY FEE 5 DAY
New 2026-27 Rate *Southington Catholic PK **Full Day** (10 mo.)*	*6.25*	*N/A*	*$6,120*	*$7,040*	*$8,020*
New 2026-27 Rate *Village Green Nursery School **Extended Day** (10 mo.)*	*4.5*	*N/A*	*$3,850*	*N/A*	*N/A*
New 2026-27 Rate *YMCA **Y member Extended Day***	*4*	*$3,350*	*$4,290*	*N/A*	*N/A*
New 2026-27 Rate *YMCA **Non Y member** Extended Day*	*4*	*$3,650*	*$4,590*	*N/A*	*N/A*
New 2026-27 Rate *YMCA Nursery School JumpStart (5 y/o) **Member***	*4*	*N/A*	*N/A*	*N/A*	*$6,600*
New 2026-27 Rate *YMCA Nursery School JumpStart (5 y/o) **Non Member***	*4*	*N/A*	*N/A*	*N/A*	*$6,900*

Southington Public Schools
History of Preschool Fees

School Year	YEARLY FEE 2 DAY	% Increase	YEARLY FEE 3 DAY	% Increase	YEARLY FEE 4 DAY	% Increase
2026-27 - Proposed	**$2,285**	**10.0%**	**$2,772**	**10.0%**	**$3,344**	**10.0%**
2025-26	**$2,077**	**10.0%**	**$2,520**	**9.9%**	**$3,040**	**10.0%**
2024-25	**$1,888**	**5.5%**	**$2,294**	**5.5%**	**$2,764**	**5.5%**
2023-24	**$1,790**	**5.0%**	**$2,174**	**5.0%**	**$2,620**	**5.0%**
2019-20	**$1,705**	**21.8%**	**$2,070**	**21.8%**	**$2,495**	**21.7%**
2016-17	**$1,400**	**10.7%**	**$1,700**	**10.4%**	**$2,050**	**9.6%**
2015-16	**$1,265**	**10.0%**	**$1,540**	**10.0%**	**$1,870**	**10.0%**
2013-14	**$1,150**	**4.5%**	**$1,400**	**7.7%**	**$1,700**	**13.3%**
2012-13	**$1,100**	**19.6%**	**$1,300**	**16.1%**	**$1,500**	**11.9%**
2009-10	**$920**	**38.1%**	**$1,120**	**12.7%**	**$1,340**	**6.3%**
2008-09	**$666**		**$994**		**$1,260**	

SOUTHINGTON Public Schools

Kyle R. Fickel
Accounting Manager

MEMO

TO: Finance Committee, Board of Education
DATE: 03/04/2026
RE: Revised Bid Award Recommendation for BID 2026-07
Lawnmowing and Trimming Services at: JFK, HES, TES, OES, SEES
Fall and Spring Grounds Debris Cleanup and Removal at: OES, SEES

Bid 2026-07 sought pricing for Lawn Mowing and Trimming Services at five school sites, as well as debris clean-up at two school sites. This bid was opened on February 17, 2026. Seven vendors submitted bids. The bid compilation for Lawn Mowing Services and Ground Debris Cleanup is attached.

In the best interest of both the district and the vendors, the administration recommends awarding all five locations for three-year seasonal terms. Years two and three of the term will be subject to a successful performance of the first year of the award. While Nelts of CT, LLC was the lowest bidder on most of the lawnmowing sites, they are new to our district. Based on positive feedback from their references, the recommendation has been made to award them lawnmowing services at three schools and ground debris cleanup at two schools they were the lowest bidder for. The Town's Preferred Bidder Ordinance was considered for all locations with an impact on the awards for Oshana Elementary schools. The in-town vendor recommended for award at this location has agreed to honor the price submitted by the lowest bidder.

Based on the above criteria, support from the Director of Operations, Mr. Romano and Maintenance Foreman, Mr. Lombardo, the Administration recommends awarding the Lawn Mowing, Trimming Services and Ground Debris Clean-Up Services for a three-year term period based on the following chart.

Site	Lawn Mowing and Trimming Services	Ground Debris Clean Up and Removal Services
Kennedy Middle School	Father & Son Services LLC	
Hatton Elementary School	Nelts of CT, LLC	
Thalberg Elementary School	Nelts of CT, LLC	
Oshana Elementary School	L&G Landscape LLC	Nelts of CT LLC
South End Elementary School	Nelts of CT LLC	Nelts of CT LLC

Please Note: Listed are the other vendors (not a part of this bid) who are currently servicing other sites.

Site	Lawn Mowing and Trimming Services	Ground Debris Clean Up and Removal Services
Southington High School	Wygant Construction	Wygant Construction
DePaolo Middle School	Father & Son Services	L&G Landscaping
Kennedy Middle School		Green Meadow Landscaping
Derynoski Elementary School	Cheshire Concrete	Wygant Construction
Kelley Elementary School	L&G Landscaping	Green Meadow Landscaping
Strong Elementary School	L&G Landscaping	Wygant Construction
Flanders Elementary School	Father & Son Services	Green Meadow Landscaping
Hatton Elementary School		Wygant Construction
Thalberg Elementary School		Wygant Construction

Southington Public Schools
Purchasing Department

BID AWARD REQUEST, BID 2026-07
Lawnmowing and Trimming Services: JFK, HES, TES, OES, SEES
Ground Debris Clean Up and Removal: OES, SEES

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

PROPOSED SUMMARY: This request seeks to award Lawn Mowing and Trimming services at five (5) sites and Grounds Debris Clean up and Removal services at two (2) sites. The bid was advertised in the newspaper and posted to Planet Bids and the Southington Public Schools website. Seven vendors submitted bids, including two new vendors to Southington Public Schools. The bid was opened on February 17, 2026. Notices of the bid were mailed to vendors on record. The award recommendation memo and bid compilation are attached.

The recommendation of the Administration is to award BID 2026-07 for a 3-year term at each location as follows:

Site	Lawnmowing and Trimming Services	Ground Debris Clean Up and Removal Services
J.F. Kennedy Middle School	Father and Son Services LLC	
Hatton Elementary School	Nelts of CT, LLC	
Thalberg Elementary School	Nelts of CT, LLC	
Oshana Elementary School	L&G Landscape LLC	Nelts of CT, LLC
South End Elementary School	Nelts of CT, LLC	Nelts of CT, LLC

Beginning Date of Project:	April 2026	Ending Date of Project:	Nov 2028
Funding Sources:	Accounts 32900 (Care of Grounds)	Proposed Cost of Project:	Growing Season 2026 (April-November) $27,980
		Budgeted Amount	Growing Season 2026- $34,327

Beginning Date of Project:	April 2026	Ending Date of Project:	Nov 2028
Funding Sources:	Accounts 32302 (Maintenance of Athletic Fields)	Proposed Cost of Project:	Growing Season 2026 (April-November) $5,160
		Budgeted Amount	Growing Season 2026- $6,963

Signature of Accounting Manager — Date: 3/4/26

Superintendent's Direction:

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

Direction:

Signature of Superintendent of Schools or his designee — Date: 3/5/26

Finance Committee's Direction:

_____ **Approved As Submitted**

_____ **Hold** (pending future action as noted)

_____ **Rejected** _____ all _____ part (adjust as directed below)

Direction: _____

Lisa Peterson _____ 3/5/26

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: _____

_____ _____

Signature of Board of Education Chairperson Date

SOUTHINGTON PUBLIC SCHOOLS
LAWN MOWING AND TRIMMING SERVICES & GROUNDS DEBRIS CLEAN UP AND REMOVAL
BID 2026-07 COMPILATION
BID OPENING FEBRUARY 17, 2027 AT 10:00 AM

			LAWN MOWING AND TRIMMING SERVICES						
SITE	**VENDOR (Listed in order of receipt)**	**Mowing Area**	**2026 GROWING SEASON (Each Mow)**	**2027 GROWING SEASON (Each Mow)**	**2028 GROWING SEASON (Each Mow)**	**Growing Season 2026 Cost (Based on 24 mowings)**	**THREE YEAR MOWING COST (Based on 24 mowings per year)**	**Recommended Bidder**	**Lowest Bidder**
KENNEDY	L and G Landscape LLC	Main	$ 225	$ 225	$ 225	$ 5,400	$ 16,200		
		Athletic Fields	$ 350	$ 350	$ 350	$ 8,400	$ 25,200		
		TOTAL	**$ 575**	**$ 575**	**$ 575**	**$ 13,800**	**$ 41,400**		
	Cheshire Concrete*	Main	$ 465	$ 465	$ 485	$ 11,160	$ 33,960		
		Athletic Fields	*Included in Main Cost*						
		TOTAL	**$ 465**	**$ 465**	**$ 485**	**$ 11,160**	**$ 33,960**		
	Wygant Construction	Main	$ 375	$ 375	$ 375	$ 9,000	$ 27,000		
		Athletic Fields	$ 300	$ 300	$ 300	$ 7,200	$ 21,600		
		TOTAL	**$ 675**	**$ 675**	**$ 675**	**$ 16,200**	**$ 48,600**		
	DSJ Landscaping	Main	$ 200	$ 200	$ 200	$ 4,800	$ 14,400		
		Athletic Fields	$ 400	$ 400	$ 400	$ 9,600	$ 28,800		
		TOTAL	**$ 600**	**$ 600**	**$ 600**	**$ 14,400**	**$ 43,200**		
	Father & Son Services LLC**	Main	$ 430	$ 450	$ 470	$ 10,320	$ 32,400	**Father & Son Services LLC**	**Father & Son Services LLC**
		Athletic Fields	*Included in Main Cost*						
		TOTAL	**$ 430**	**$ 450**	**$ 470**	**$ 10,320**	**$ 32,400**		
	Nelts of CT LLC	Main	$ 180	$ 180	$ 180	$ 4,320	$ 12,960		
		Athletic Fields	$ 255	$ 255	$ 255	$ 6,120	$ 18,360		
		TOTAL	**$ 435**	**$ 435**	**$ 435**	**$ 10,440**	**$ 31,320**		
	A-Z Services LLC	Main	$ 540	$ 540	$ 540	$ 12,960	$ 38,880		
		Athletic Fields	$ 330	$ 330	$ 330	$ 7,920	$ 23,760		
		TOTAL	**$ 870**	**$ 870**	**$ 870**	**$ 20,880**	**$ 62,640**		

* Cheshire Concrete- Prices for Athletic Fields were included as part of the cost for Main mowing. Additionally requested mows for Athletic Fields is $250/ea.
** Father & Son- Prices for Athletic Fields were included as part of the cost for Main mowing. Additionally requested mows for Athletic Fields is $310/ea.

			LAWN MOWING AND TRIMMING SERVICES						
SITE	**VENDOR (Listed in order of receipt)**	**Mowing Area**	**2026 GROWING SEASON (Each Mow)**	**2027 GROWING SEASON (Each Mow)**	**2028 GROWING SEASON (Each Mow)**	**Growing Season 2026 Cost (Based on 24 mowings)**	**THREE YEAR MOWING COST (Based on 24 mowings per year)**	**Recommended Bidder**	**Lowest Bidder**
HATTON	L and G Landscape LLC	Site	No Bid	No Bid	No Bid				
	Cheshire Concrete		$ 325	$ 335	$ 345	$ 7,800	$ 24,120		
	Wygant Construction		No Bid	No Bid	No Bid	$ -	$ -		
	DSJ Landscaping		No Bid	No Bid	No Bid	$ -	$ -		
	Father & Son Services LLC		$ 345	$ 365	$ 385	$ 8,280	$ 26,280		
	Nelts of CT, LLC		$ 180	$ 180	$ 180	$ 4,320	$ 12,960	**Nelts of CT, LLC**	**Nelts of CT, LLC**
	A-Z Services LLC		$ 400	$ 400	$ 400	$ 9,600	$ 28,800		

			LAWN MOWING AND TRIMMING SERVICES						
SITE	**VENDOR (Listed in order of receipt)**	**Mowing Area**	**2026 GROWING SEASON (Each Mow)**	**2027 GROWING SEASON (Each Mow)**	**2028 GROWING SEASON (Each Mow)**	**Growing Season 2026 Cost (Based on 24 mowings)**	**THREE YEAR MOWING COST (Based on 24 mowings per year)**	**Recommended Bidder**	**Lowest Bidder**
THALBERG	L and G Landscape LLC	Site	$ 250	$ 250	$ 250	$ 6,000	$ 18,000		
	Cheshire Concrete		$ 270	$ 280	$ 290	$ 6,480	$ 20,160		
	Wygant Construction		No Bid	No Bid	No Bid	$ -	$ -		
	DSJ Landscaping		$ 275	$ 275	$ 275	$ 6,600	$ 19,800		
	Father & Son Services LLC		$ 265	$ 275	$ 285	$ 6,360	$ 19,800		
	Nelts of CT, LLC		$ 180	$ 180	$ 180	$ 4,320	$ 12,960	**Nelts of CT, LLC**	**Nelts of CT, LLC**
	A-Z Services LLC		$ 340	$ 340	$ 340	$ 8,160	$ 24,480		

			LAWN MOWING AND TRIMMING SERVICES						
SITE	**VENDOR (Listed in order of receipt)**	**Mowing Area**	**2026 GROWING SEASON (Each Mow)**	**2027 GROWING SEASON (Each Mow)**	**2028 GROWING SEASON (Each Mow)**	**Growing Season 2026 Cost (Based on 24 mowings)**	**THREE YEAR MOWING COST (Based on 24 mowings per year)**	**Recommended Bidder**	**Lowest Bidder**
OSHANA	L and G Landscape LLC	Site	$ 145	$ 145	$ 145	$ 3,480	$ 10,440	**L&G Landscape LLC***	
	Cheshire Concrete		$ 170	$ 175	$ 185	$ 4,080	$ 12,720		
	Wygant Construction		$ 300	$ 300	$ 300	$ 7,200	$ 21,600		
	DSJ Landscaping		$ 250	$ 250	$ 250	$ 6,000	$ 18,000		
	Father & Son Services LLC		$ 185	$ 195	$ 195	$ 4,440	$ 13,800		
	Nelts of CT, LLC		$ 135	$ 135	$ 135	$ 3,240	$ 9,720		**Nelts of CT, LLC**
	A-Z Services LLC		$ 255	$ 255	$ 255	$ 6,120	$ 18,360		

* L&G within 10% of low bidder. As town-based bidder, L&G agrees to agree to low bidder pricing.

			LAWN MOWING AND TRIMMING SERVICES						
SITE	**VENDOR (Listed in order of receipt)**	**Mowing Area**	**2026 GROWING SEASON (Each Mow)**	**2027 GROWING SEASON (Each Mow)**	**2028 GROWING SEASON (Each Mow)**	**Growing Season 2026 Cost (Based on 24 mowings)**	**THREE YEAR MOWING COST (Based on 24 mowings per year)**	**Recommended Bidder**	**Recommended Bidder**
SOUTH END	L and G Landscape LLC	Site	$ 175	$ 175	$ 175	$ 4,200	$ 12,600		
	Cheshire Concrete		$ 245	$ 255	$ 265	$ 5,880	$ 18,360		
	Wygant Construction		No Bid	No Bid	No Bid	$ -	$ -		
	DSJ Landscaping		$ 250	$ 250	$ 250	$ 6,000	$ 18,000		
	Father & Son Services LLC		$ 285	$ 295	$ 295	$ 6,840	$ 21,000		
	Nelts of CT, LLC		$ 135	$ 135	$ 135	$ 3,240	$ 9,720	**Nelts of CT, LLC**	**Nelts of CT, LLC**
	A-Z Services LLC		$ 340	$ 340	$ 340	$ 8,160	$ 24,480		

VENDOR ADDRESSES:

Wygant Construction & Maintenance Services
43 West Washington St.
Bristol, CT 06010

Cheshire Concrete
87 Chapel Hill
Plantsville, CT 06479

NELTS of CT, LLC
11 Tyler Drive
North Franklin, CT 06254

L & G Landscape LLC
35 Eastwood Dr.
Plantsville, CT 06479

DSJ Landscaping
48 Russet Lane
Southington, CT 06489

Father & Son Services LLC
129 Fox Run
Southington, CT 06489

A-Z Services LLC
61 Grassmere Ave.
West Hartford, CT 06110

SOUTHINGTON PUBLIC SCHOOLS
GROUNDS DEBRIS CLEAN UP AND REMOVAL
BID 2026-07 COMPILATION
BID OPENING FEBRUARY 17, 2026 AT 10:00 AM

		GROUNDS DEBRIS CLEAN UP AND REMOVAL										
SITE	**VENDOR (Listed in order of receipt)**	**Did Vendor bid on Lawn Mowing?**	**Spring 2026**	**Fall 2026**	**Spring 2027**	**Fall 2027**	**Spring 2028**	**Fall 2028**	**Growing Season 2026 Cost**	**Total Cost 2026-2028**	**Recommended Bidder**	**Lowest Bidder**
OSHANA	L and G Landscape LLC	Y	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	$ -	$ -		
	Cheshire Concrete	Y	$ 750	$ 900	$ 775	$ 925	$ 800	$ 950	$ 1,650	$ 5,100		
	Wygant Construction	Y	$ 850	$ 950	$ 850	$ 950	$ 850	$ 950	$ 1,800	$ 5,400		
	DSJ Landscaping	Y	$ 750	$ 850	$ 800	$ 900	$ 850	$ 950	$ 1,600	$ 5,100		
	Father & Son Services LLC	Y	$ 1,320	$ 1,980	$ 1,320	$ 1,980	$ 1,320	$ 1,980	$ 3,300	$ 9,900		
	Nelts of CT, LLC	Y	$ 660	$ 760	$ 660	$ 760	$ 660	$ 760	$ 1,420	$ 4,260	**Nelts of CT, LLC**	**Nelts of CT, LLC**
	A-Z Services LLC	Y	$ 2,000	$ 1,800	$ 2,000	$ 1,800	$ 2,000	$ 1,800	$ 3,800	$ 11,400		
SOUTH END	L and G Landscape LLC	Y	$ 500	$ 1,500	$ 500	$ 1,500	$ 500	$ 1,500	$ 2,000	$ 6,000		
	Cheshire Concrete	Y	$ 650	$ 750	$ 675	$ 775	$ 700	$ 800	$ 1,400	$ 4,350		
	Wygant Construction	N	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	$ -	$ -		
	DSJ Landscaping	Y	$ 650	$ 700	$ 700	$ 750	$ 750	$ 800	$ 1,350	$ 4,350		
	Father & Son Services LLC	Y	$ 1,320	$ 1,980	$ 1,320	$ 1,980	$ 1,320	$ 1,980	$ 3,300	$ 9,900		
	Nelts of CT, LLC	Y	$ 560	$ 560	$ 560	$ 560	$ 560	$ 560	$ 1,120	$ 3,360	**Nelts of CT, LLC**	**Nelts of CT, LLC**
	A-Z Services LLC	Y	$ 1,800	$ 1,500	$ 1,800	$ 1,500	$ 1,800	$ 1,500	$ 3,300	$ 9,900		

Vendors:

Wygant Construction & Maintenance Services
43 West Washington St.
Bristol, CT 06010

Cheshire Concrete
87 Chapel Hill
Plantsville, CT 06479

NELTS of CT, LLC
11 Tyler Drive
North Franklin, CT 06254

L & G Landscape LLC
35 Eastwood Dr.
Plantsville, CT 06479

DSJ Landscaping
48 Russet Lane
Southington, CT 06489

Father & Son Services LLC
129 Fox Run
Southington, CT 06489

A-Z Services LLC
61 Grassmere Ave.
West Hartford, CT 06110

SOUTHINGTON Public Schools

Jennifer S. Mellitt
Director of Business & Finance

MEMO

TO: Board of Education Finance Committee
DATE: March 3, 2026
RE: Snow Removal & Loader Work

The snowfall during January and February has resulted in excessive piles of snow impacting sight lines and creating dangerous conditions in parking lots across the district. To address safety, our snow removal vendors had to remove snow from the school sites across the district on multiple occasions. The snow removal services are not included in the scope of the awarded snow plowing bid contracts resulting in unbudgeted expenses this year.

The district is still collecting the final totals related to the loader and removal services. We anticipate the total to be $50,000-$60,000 for the January and February services at our eleven school sites. The Administration is requesting approval to allocate up to $60,000 of FY 24 Nonlapsing funds to pay for the unbudgeted services.

SOUTHINGTON Public Schools

Kyle R. Fickel
Accounting Manager

MEMO

TO: Finance Committee, Board of Education
DATE: March 5, 2026
RE: SHS Tennis Courts, Parking Lot and Bleachers Project Update

At the Town of Southington's Board of Finance (BOF) meeting on November 13, 2024, $78,228 was appropriated as to allow the district to begin addressing the tennis court replacement project. Due to cracks in the asphalt some of the courts are not in usable condition. In December 2024, the BOE released RFP 2025-003 seeking proposals for architectural and engineering services for the replacement of the tennis courts at Southington High School. However, no responses were received.

Utilizing the CREC purchasing consortium, the BOE's administration contacted FieldTurf USA to acquire an order of magnitude cost for the design and construction of new courts. The CREC consortium develops its own competitive bids and promotes national competitive bid programs to complement their in-state offers. All the CREC cooperative purchasing contracts have been established through an Invitation to Bid (ITB) or Request for Proposals (RFP). CREC awards bids based on the lowest responsive, responsible bidders. FieldTurf's awarded contract with CREC (AEPA IFB #024-A) includes architectural design, and full-scope construction services for athletic surfaces at pre-determined, preferential pricing. FieldTurf also has awarded contracts with other national purchasing consortiums previously used by the district such as SourceWell.

FieldTurf made multiple visits to the athletic fields and met with district administration to address the safety concerns of existing tennis courts and longstanding student parking complaints. Parking at Southington High School has been a problem since Connecticut law was changed to restrict students from carpooling. This led students to park on neighboring streets, creating congestion and safety concerns. Also addressed with FieldTurf were the aging bleachers and their need for replacement. The updated bleachers will address concerns surrounding ADA accessibility of the structure. The Board of Education Finance Committee was informed of the Superintendent's award to FieldTurf for their design plan and development work of the proposed project during their meeting held on May 19, 2025, in the amount of $29,500.

On September 25, 2025, FieldTurf presented their conceptual design for new tennis courts, and parking lot at the Board of Education meeting. After answering

questions to clarify concerns about parking and traffic, The Board of Education unanimously voted to move forward with the presented design concept.

At the February 18, 2026, Town of Southington BOF Meeting, Superintendent Madancy presented the FieldTurf site map and budget estimates related to the BOE approved design concept. These proposals include seven new USTA regulation-sized tennis courts, an approximately 143 spot parking lot, and new ±2000 seat home bleachers. Superintendent Madancy addressed the existing safety concerns of the courts and parking situation, noting that the 143 spots would assist in eliminating the nearly 80 student vehicles parked in neighborhoods surrounding the high school and providing closer parking for parents and grandparents attending sporting events. The BOF approved the additional capital funding request for this project to support the safety concerns mentioned. We anticipate that the Town Council will approve this funding request during the approval of BOF minutes at their upcoming meeting on March 9, 2026.

The additional funds requested are to be used in conjunction with funds previously approved for the project. Replacement of the tennis courts were presented on the 2023-2024 Capital Improvement Plan and approved for funding in the 2025-26 and 2026-27 school years. The replacement of home bleachers and press box were also approved in the Capital Improvement Plan with funding scheduled in the 2024-2025 and 2025-2026 school years. Both projects are estimated to be fully funded with the approval of the Town's 2026-2027 Capital Plan.

FieldTurf's proposals are based on the CREC consortium's awarded contract. The proposals for these projects are as follows:

- $3,675,840- SHS Tennis Courts and Parking Lot
- $1,708,305- SHS Home Bleachers and Press box

The Administration is requesting approval by the Finance Committee to award the projects to FieldTurf, as outlined in their proposals for the construction of new tennis courts, parking lot, and bleachers using the pre-determined CREC consortium pricing listed above. This award will allow the administration to lock in the final scope of the projects and execute the contract with FieldTurf allowing these projects to be scheduled for the summer of 2026, subject to the Town Council approval of the BOF minutes on Monday, March 9th.

COOP PRICING PROPOSAL

FieldTurf
A Tarkett Sports Company

SOUTHINGTON HIGH SCHOOL
TENNIS COURT RECONSTRUCTION

March 3, 2026

Prepared For: **Steven Madancy – Superintendent of Southington Public Schools**

Prepared By: Andrew Dyjak – Regional Vice President, New England

Chris Hulk, PE – Director of Design and Construction, New England

Address: Southington High School, 720 Pleasant Street, Southington, CT

FieldTurf USA, Inc. is pleased to present the following proposal. FieldTurf pricing is based on the Capital Region Education Council (CREC) program. CREC is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #024-A.

AEPA Association of Educational Purchasing Agencies

CREC Excellence in Education

Click on the following AEPA hyperlink for more information: AEPA IFB #24-A.

All pricing includes prevailing wage rates.

PROJECT SCOPE:

The base bid project scope includes a design build, turnkey approach with FieldTurf. The work will include associated design and implementation of various improvements for the new tennis courts and surrounding parking areas. These includes removal and replacement of the courts, site features and fencing. Furnishing and installation of new post tension concrete tennis courts, drainage, pavement, nets, etc…. All new parking, walkways, fencing, light pole bases, plantings and throwing events shown on the plans will be included.

It is assumed that the existing site will be shut down from all School and summer operations during construction. The project is anticipated to be completed in +/- 3-4 month time frame. All pricing includes prevailing wage rates. A more detailed breakdown of the work is listed below.

COOP PRICING PROPOSAL

FieldTurf®
A Tarkett Sports Company

BASE PRICE:

Field Name	Southington High School Tennis Courts
Square Footage	± 44,600 Sf
Field Markings	Tennis courts (7) with up to 2 colors for courts and other site improvements
Total Price	$3,191,200.00

ADD ALTERANTES ABOVE BASE PRICE:

Alternate No. 1	*Bonds*
Performance And Payment Bonds	*$39,890.00*

Alternate No. 2	*Court Athletic Lighting*
Furnish and install new LED athletic field lighting system with new electrical service, controls, foundations, and lighting system	*$ 379,750.00*

Alternate No. 3	*Loose Equipment*
Furnish and install loose equipment, i.e. benches, gazebo, trash cans, etc…	*$ 65,000.00*

Alternate No. 2	*Concrete Pad*
Furnish and install concrete pad beneath bleachers for future build out	*$ 50,000.00*

UNIT PRICING:

Rock / Ledge Removal	*$ 325 / Cubic Yard*
Unsuitable Soil Removal And Replacement	*$ 65 / Cubic Yard*

COOP PRICING PROPOSAL

FieldTurf® A Tarkett Sports Company

BASE PRICEING INCLUDES:

a) Prevailing wages

b) Acquire a building permit for the proposed work. It is understood that a reduced rate is expected for the building permit for being a Town project.

c) **Site Construction: Construction methods based on attached site plans.**

I. Install sediment and erosion controls as required
II. Conduct a ground penetrating radar sweep of the area of utility location
III. Remove existing tennis courts, fencing and plantings
IV. Remove and dispose topsoil to owner specified location on site.
V. Install storm drainage piping, structures and pond
VI. Rough grade site to subgrade elevations and prep for curbing and structures
VII. Furnish and install electrical conduits and light pole bases
VIII. Furnish and install pavement base materials for subgrade and subbase
IX. Furnish and install curbing and walkways
X. Furnish and install pavement sections, pavement markings and speed bumps as applicable
XI. Furnish and install fencing and gates around site areas
XII. Furnish and install trees and plantings as applicable
XIII. Furnish and install lighting system and electrical
XIV. Furnish and install entry feature

d) Topsoil, hydroseed disturbed areas

e) Complete close out with demobilization, warranty delivery and as-built

f) **Courts**

Post-Tension Concrete Slabs:

1) Form work will be installed around the entire perimeter of the prepared base.
2) Two layers of 6 mil poly will be installed over the prepared base. The first layer will run in the north south direction and the second layer will run in east west direction. All joints will be taped.
3) Post-tensioning cables will be installed according to the engineered design. Cables to be 7 strand, ½" sheathed and greased cables, commercial grade with 50 mil plastic sheathing.
4) Double-fiberglass rebar will be installed on both sides of the anchors as shown on drawings to act as back up bars.
5) A concrete slab will be placed inside the formwork. Concrete mix will be a specially designed mix used for post tension slabs.
6) Forms will be stripped, and the post-tensioning cables will be stressed according to their specifications. First stress, 24 hours after completion of concrete pour. Second stress will be done after concrete reaches +/- 2300 psi (which will take +/- 7 days after the pour). The total stress will be 33,000 lbs per linear inch in both directions. The design of this slab is based on a residual prestress force (psi) of 130 which is above PTI recommendations for sport courts on grade.

7) After final stress, Post-tension cable ends will be cut off inside the cone holes, exposed anchors and cables inside the cone holes will be first sprayed with a rubberized waterproof spray and then the cone holes will be filled with no-shrink grout (so edge of slab is flush and smooth).
8) The new concrete slab will be checked for flatness. Any low spots exceeding 1/8" in ten feet in any direction will be filled with 5000 psi epoxy concrete and brought to the proper elevation.

Sports Surface - Prime Coating System:

1) The entire concrete slab will be sealed and primed with a breathable waterproof sealer (Classic Turf Adhesive) and grip layer will be installed.
2) One (1) coat of Novasurface acrylic resurfacer will be applied to the grip layer according to its specifications.
3) Two (2) coats of Novacrylic color coating will be applied to the entire surface according to its specifications. Finished color(s) will be owner's decision.
4) White playing lines will be applied with Novatex line paint according to project documents.

Perimeter Fencing and Curbing:

1) Supply and install fencing heights per plans with black vinyl coated chain link fence. Size 1-3/4"x9ga. Class 2b Wire.
2) Top and bottom rails with Schedule 40 piping
3) Includes gates per plans
4) A 12"x12" perimeter concrete curb will be supplied and installed around the post tension concrete slabs. The fence will be centered in the curb (tennis courts only). The curb will protect the edge of the post tension concrete slabs and remain uncoated.

Accessories:

1) Tennis net posts, nets and straps to be supplied and installed

Warranty:

1) FieldTurf will guarantee the post tension concrete slab of tennis courts for a period of 50-years from structural cracking, heaving, and settling.
2) FieldTurf will guarantee the Prime Coating Sports Surface for a period of 10-years from bubbling and/or peeling.

PRICE DOES NOT INCLUDE:

a) Pickleball lines and/or netting
b) Any Town or Owner requested alteration or deviation from FieldTurf plans or specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price
c) Signage on site other than signs shown on plans (Included: 'Stop Signs', 'Do Not Enter', 'One Way')
d) Soil stabilization or remediation of any type
e) Rock excavation, ledge or rock removal
f) Full time on site superintendent and field office
g) Excavation or disposal of unsuitable or contaminated soils
h) Site security or site security fencing

i) 3RD Party Testing or Inspection Fees
j) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic
k) Any work not listed in the inclusions
l) Non local permits and all permit fees
m) All electrical, lighting fixtures, lighting poles. (Included in Alternate)
n) Any costs associated with necessary charges relating to the delineation of the courts.
o) The supply or installation of special structures not shown on site plans.
p) The supply of or adjustment to existing manholes, clean-outs or grates and supply of the manhole covers outside of development area.
q) Sodding and / or guaranteed grass establishment.
r) Unsuitable soils: once subgrade has been established, a proof roll will be performed to ensure the structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas can be provided by FieldTurf.
s) Asphalt paving outside of plan areas shown.
t) Relocation, removal and repair of existing utilities not limited to electrical conduits, power poles, water, sewer, gas, cable, telephone, owner placed conduits and/or communication feeds within the development area.
u) All applicable taxes, union labor and other labor law levies.
v) Anything not explicitly shown on attached site plans attached.

The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the effects of global economic instability are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/FieldTurf shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. FieldTurf shall endeavor to notify you as soon as possible of any such events and/or contingencies. Please note that the seller/FieldTurf shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

Please feel free to reach out to any member of our project team with questions about our offer:

Christopher Hulk
Director of Design and Construction
203-676-4445
christopher.hulk@fieldturf.com

Andrew Dyjak
Regional Vice President - New England
860-333-7839
Andrew.Dyjak@FieldTurf.com

Thank you again for your interest in FieldTurf, we look forward to working with you.

COOP PRICING PROPOSAL

FieldTurf®
A Tarkett Sports Company

The present proposal serves to provide an overview of the terms and conditions governing the business relationship between the parties for the completion of the above-referenced transaction. The parties hereby undertake to subsequently formalize their agreement by signing a more detailed agreement and/or purchase order ("Contract") and as such the amount listed herein shall be an estimate which will be formalized in said Contract.

By its signature(s) below, the customer acknowledges having read and accepted this proposal and undertakes to be bound by it.

Per: _____

Marie-Christine Raymond, Director of Operations
FieldTurf USA, Inc. / Tarkett Sports Canada, Inc.

_____
Owner (Signature)

_____
Printed Name and Title

FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

If you have questions regarding the FieldTurf and Beynon SmartBuy Cooperative Purchasing Program, please contact Eric Fisher at: Eric.Fisher@smartbuycooperative.com.

COOP PRICING PROPOSAL

FieldTurf® A Tarkett Sports Company

CONDITIONS

Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.

b) Based upon Applications for Payment submitted to the Customer by the Supplier, the Customer shall make progress payments on account of the Purchase Price to the Supplier as provided below and elsewhere in the Agreement. The period covered by each Application for Payment shall be one calendar month ending on the last day of the month. Thereafter, the Customer shall make payment of the certified amount to the Supplier, 5% retainage, within thirty (30) days of the date of the Application for Payment. Payments due and unpaid under the Agreement shall bear interest from the date payment is due at the rate of ten Percent (10%) per annum. Final payment, constituting the entire unpaid balance of the Purchase Price, shall be made by the Customer to the Supplier when:

- The Supplier has fully performed the all the work; and

- Supplier's Certificate of Completion for the Turf Product has been signed by the Customer

c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.

d) FieldTurf requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and force majeure

e) FieldTurf requires a suitable staging area within the project limits.

f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.

g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punch list items.

h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.

i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.

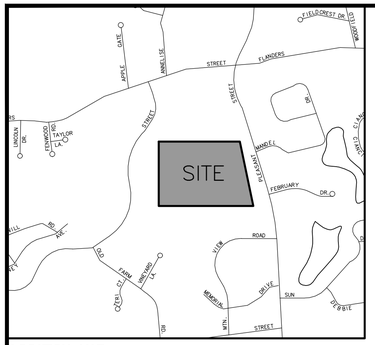
j) All colors are to be chosen from FieldTurf's standard colors.

THE TARKETT SPORTS FAMILY - LEADERS IN SPORTS SURFACING

Tarkett SPORTS | FieldTurf A Tarkett Sports Company | BEYNON A Tarkett Sports Company | renner A Beynon Sports Company | GRASSMASTER By Tarkett Sports | PLAYMASTER By Tarkett Sports

CONCEPTUAL VISUALIZATION OF PLAN

NOT FOR CONSTRUCTION STRUCTION

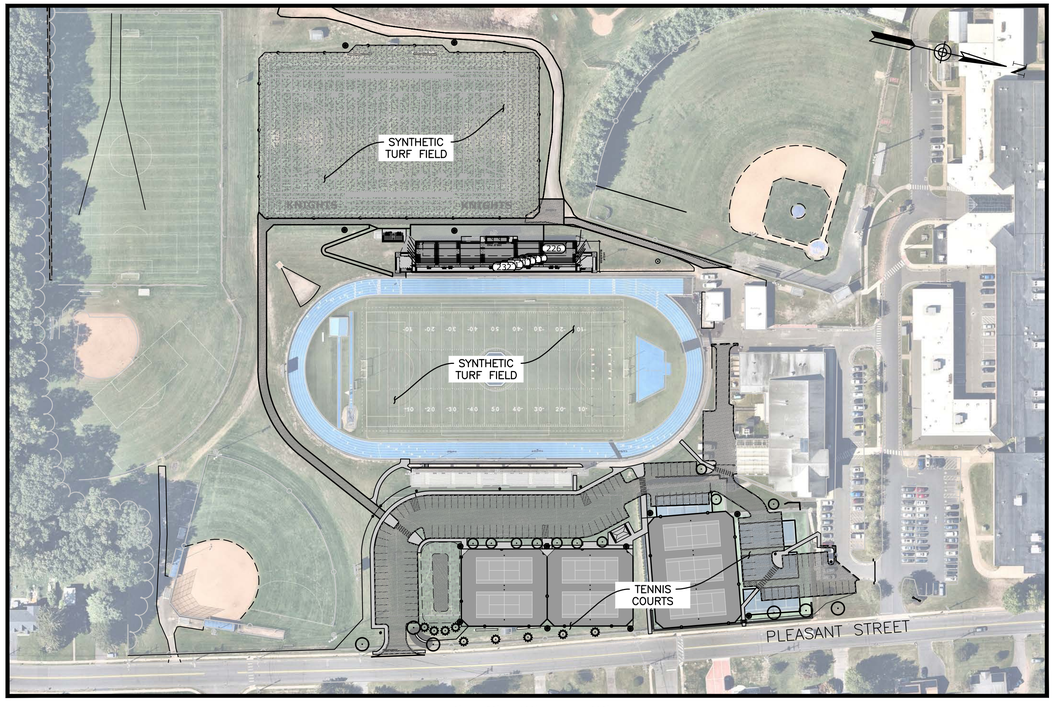


LOCATION MAP
SCALE: 1"=1000'

SOUTHINGTON HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS

720 PLEASANT STREET
SOUTHINGTON, CONNECTICUT

FEBRUARY 25, 2026



0' 50' 100' 200'
SCALE: 1"=100'

NAME	TITLE
C-00	TITLE SHEET
~~C-01~~ 02	SITE PLAN – EXISTING CONDITIONS
~~C-03~~ 04	SITE PLAN – REMOVALS, SEDIMENT AND EROSION CONTROLS
~~C-04~~ 05	SITE DEVELOPMENT PLAN
C-06 – C-08	SITE DETAILS

PREPARED BY:

CEH ENGINEERING AND CONSULTING
580 SHEPARD AVENUE
HAMDEN, CT 06514

CONTRACTOR:

FieldTurf
A Tarkett Sports Company
903 N OPDYKE ROAD SUITE A1
AUBURN HILLS, MI 482326
248-977-4388

OWNER:

SOUTHINGTON HIGH SCHOOL
720 PLEASANT STREET
SOUTHINGTON, CONNECTICUT

811 Know what's below. Call before you dig. www.cbyd.com

Contractor Name
FieldTurf
A Tarkett Sports Company

Prepared By
CEH Engineering & Consulting
CEH ENGINEERING AND CONSULTING
580 SHEPARD AVENUE
HAMDEN, CT 06514

General Notes

1. ALL INFORMATION SHOWN IS BASED ON AVAILABLE MAPPING AND SHOULD BE CONSIDERED APPROXIMATE.
2. ALL FINAL LOCATIONS OF INSTALLED MATERIALS ARE TO BE FIELD VERIFIED.
3. EXISTING UTILITY INFORMATION IS BEEN BASED UPON AVAILABLE INFORMATION AND MAY BE INCOMPLETE AND ALL UTILITIES SHOWN SHOULD BE CONSIDERED APPROXIMATE.
4. CALL "CALL BEFORE YOU DIG", SHALL BE NOTIFIED PRIOR TO CONSTRUCTION. ANY DISCREPANCIES BETWEEN PLAN INFORMATION AND MARKED UTILITIES SHALL BE DOCUMENTED AND BROUGHT TO THE ENGINEERS ATTENTION.
5. ALL DISTURBED AREAS SHALL BE RESTORED TO PRE-CONSTRUCTION CONDITIONS. SITE IS TO BE PHOTO DOCUMENTED BY CONTRACTOR AND OWNER PRIOR TO CONSTRUCTION.
6. ALL PROPOSED CONTOURS AND SPOT ELEVATIONS INDICATE FINISHED GRADE. FINISHED GRADE FOR SYNTHETIC TURF SHALL BE THE TOP OF THE INFILL.
7. CONSTRUCTION SHALL CONFORM TO TOWN OF SOUTHINGTON REQUIREMENTS.
8. THE PLANS REQUIRE A CONTRACTOR'S WORKING KNOWLEDGE OF LOCAL, MUNICIPAL, WATER AUTHORITY, AND STATE CODES.
9. THE CONTRACTOR SHALL MAINTAIN SEDIMENTATION CONTROLS AND REPAIR AS NECESSARY UNTIL ALL CONSTRUCTION IS COMPLETED AND ALL DISTURBED AREAS ARE PERMANENTLY STABILIZED.
10. ALL DIMENSIONS AND ELEVATIONS SHALL BE VERIFIED IN THE FIELD PRIOR TO CONSTRUCTION. ANY DISCREPANCIES SHALL BE BROUGHT TO THE ATTENTION OF THE ENGINEER.

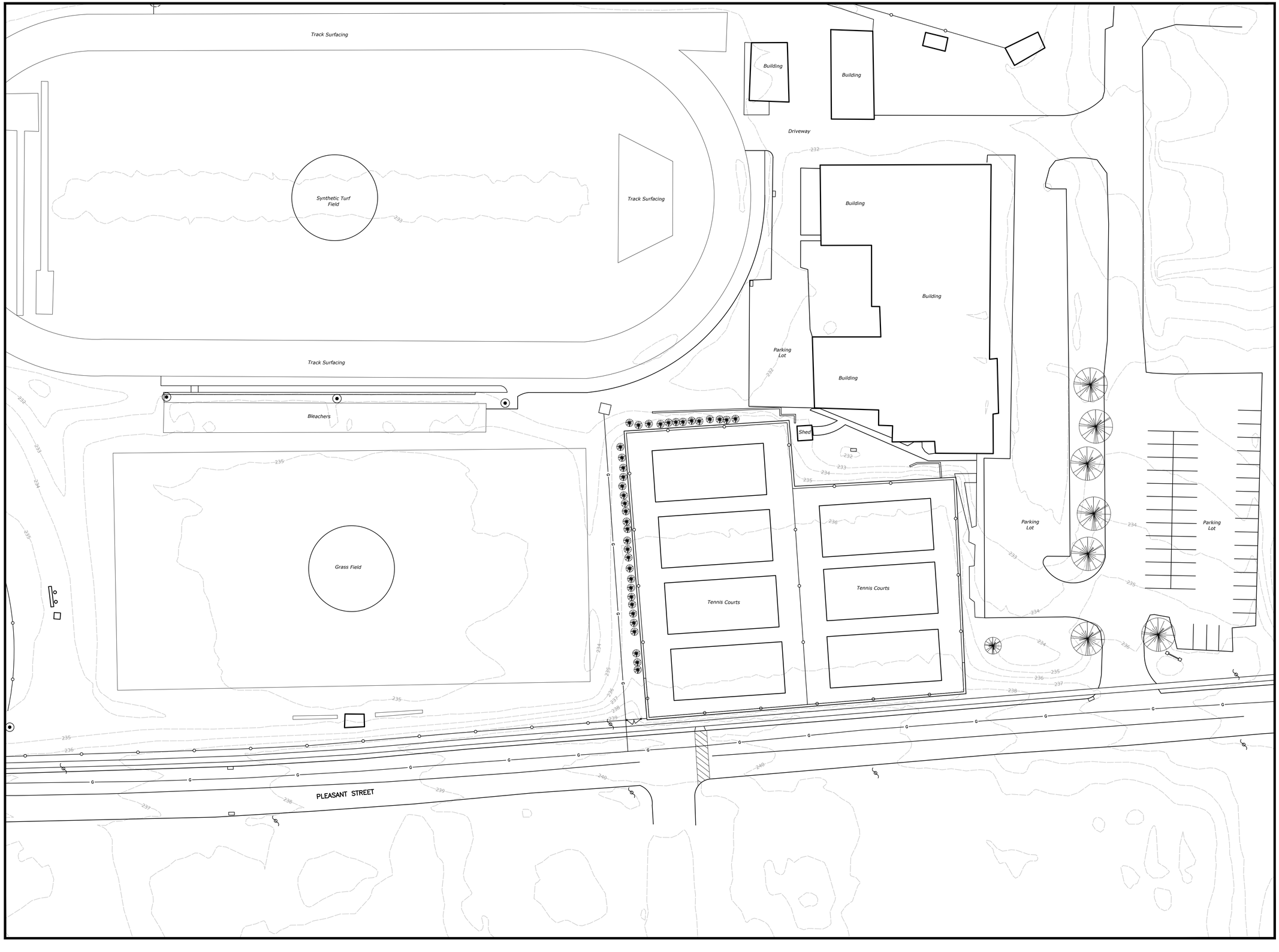
No.	Revision/Issue	Date

Project Name and Address
SOUTHINGTON HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS
720 PLEASANT ST
SOUTHINGTON, CONNECTICUT

Sheet Name
TITLE SHEET

Drawn: JDL	Sheet: C-00
Checked: CEH	
Date: FEBRUARY 25, 2026	

Plotted by: JDALEY On: Wed, Feb 25, 2026 - 3:37pm Drawing: C:\USERS\JDALEY\ONEDRIVE - TARKETT\USPS - TEAM - SOUTHINGTON - 2025\PROPOSAL BID ACTIVITY\CONSTRUCTION\CONSTRUCTION SHEETS\C-00 TITLE.DWG Layout: TAB TITLE



Contractor Name

FieldTurf
A Tarkett Sports Company

Prepared By

CEH Engineering & Consulting

CEH ENGINEERING AND CONSULTING
580 SHEPARD AVENUE
HAMDEN, CT 06514

General Notes

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N S E W

0' 15' 30' 60'

SCALE: 1"=30'

No.	Revision/Issue	Date

Project Name and Address

SOUTHINGTON HIGH SCHOOL
ATHLETIC FIELD
IMPROVEMENTS

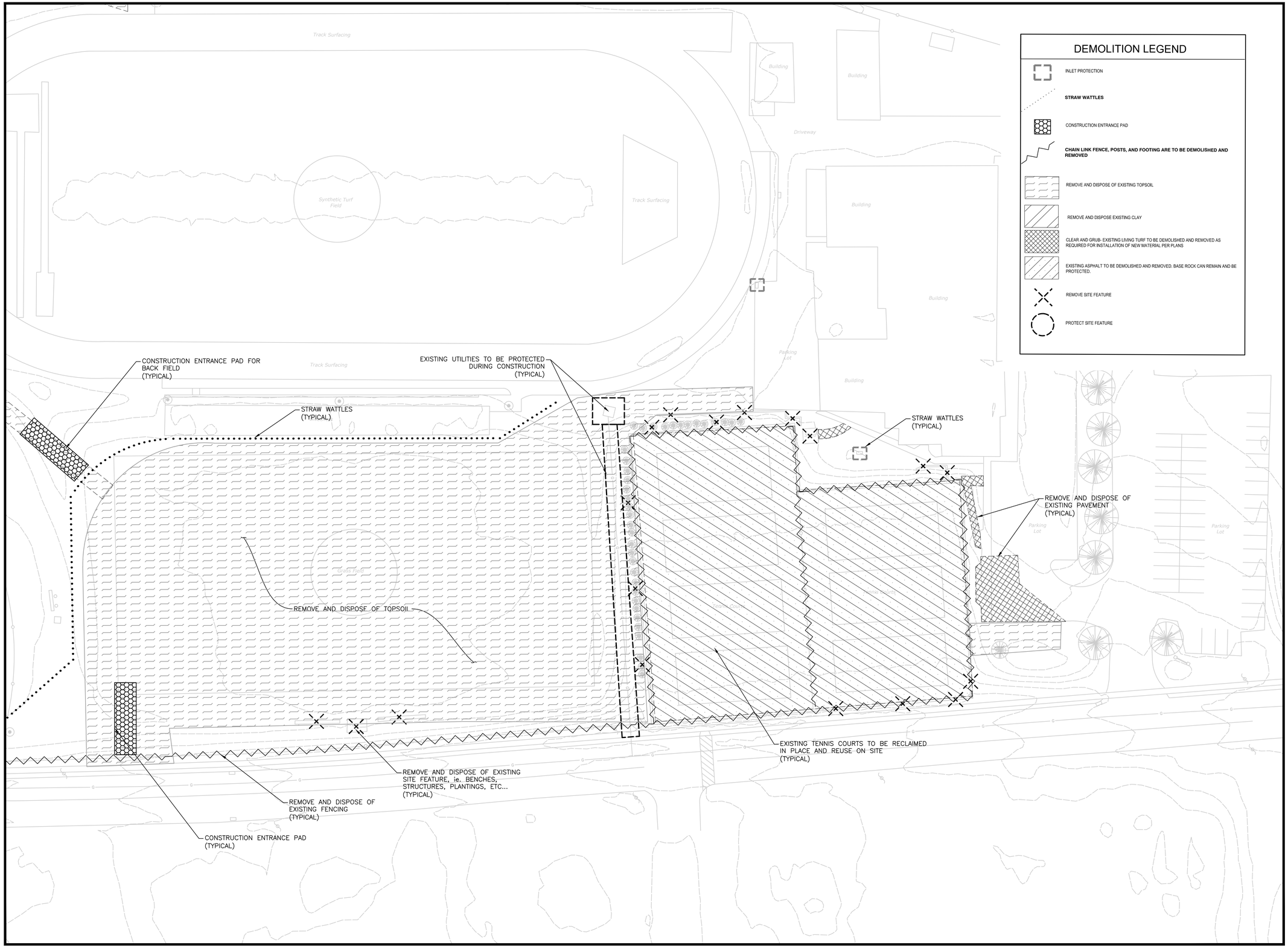
720 PLEASANT ST
SOUTHINGTON, CONNECTICUT

Sheet Name

EXISTING CONDITIONS

Drawn: JDL	Sheet: C-02
Checked: CEH	
Date: FEBRUARY 25, 2026	

Plotted by: 10:02pm On this date: Wed, 2026 February 25 - 2:02pm Drawing: C:\USERS\10\DESKTOP\NEW FOLDER\TITLE.DWG - TIMESTITLE.CTB - TITLE - ESTIMATING - 2026\ACTIVITY\2026\ACTIVITY\2026 ED ACTIVITY\2026\ACTIVITY\SOUTHINGTON\CAD\SHEETS\SOUTHINGTON-CAD-SHEETS-EXISTINGCONDITIONS.DWG Layout: TabX-2



DEMOLITION LEGEND

- INLET PROTECTION
- **STRAW WATTLES**
- CONSTRUCTION ENTRANCE PAD
- **CHAIN LINK FENCE, POSTS, AND FOOTING ARE TO BE DEMOLISHED AND REMOVED**
- REMOVE AND DISPOSE OF EXISTING TOPSOIL
- REMOVE AND DISPOSE EXISTING CLAY
- CLEAR AND GRUB- EXISTING LIVING TURF TO BE DEMOLISHED AND REMOVED AS REQUIRED FOR INSTALLATION OF NEW MATERIAL PER PLANS
- EXISTING ASPHALT TO BE DEMOLISHED AND REMOVED. BASE ROCK CAN REMAIN AND BE PROTECTED.
- REMOVE SITE FEATURE
- PROTECT SITE FEATURE

Contractor Name

FieldTurf
A Tarkett Sports Company

Prepared By

CEH Engineering & Consulting

CEH ENGINEERING AND CONSULTING
580 SHEPARD AVENUE
HAMDEN, CT 06514

General Notes

0' 15' 30' 60'
SCALE: 1"=30'

No.	Revision/Issue	Date

Project Name and Address

SOUTHINGTON HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS

720 PLEASANT ST
SOUTHINGTON, CONNECTICUT

Sheet Name

SITE PLAN – REMOVALS, SEDIMENT AND EROSION CONTROLS

Drawn: JDL	Sheet: C–04
Checked: CEH	
Date: FEBRUARY 25, 2026	

Plotted by: 7/2/24 On the date was 2026 February 25 - 1:54pm Drawing C:\USERS\TBITZER\24 ONEDRIVE - TARKETT\LAUS - TEAM - ESTIMATING - 2024\ACTIVITY\CONNECTICUT\SOUTHINGTON\CAD\SHS-GENERAL-PLANS Layout Tab: C-2

MATCH LINE - SEE SHEET C.05

CONCRETE ACCESS PATH TO TENNIS COURTS
"SOUTHINGTON" WIND SCREEN ON BACK OF BLEACHERS
SIDEWALK CONNECTION TO BLEACHERS
CONCRETE PAD FOR SPECTATOR BLEACHERS
SHADE STRUCTURE
CATCH BASIN T.F.=233.3 INV.=231.0
CATCH BASIN T.F.=233.5 INV.=230.7
CATCH BASIN T.F.=231.9 INV.=228.8
CATCH BASIN T.F.=231.9 INV.=228.9
EXISTING BITUMINOUS CONCRETE SIDEWALK
5' WIDE SIDEWALK
RE-PAVE DRIVEWAY
LOCKABLE ACCESS GATE
12' WIDE SIDEWALK TO FIELDS
12' WIDE ACCESS GATE
SITE LIGHT POLE
CATCH BASIN T.F.=233.5 INV.=229.3
CATCH BASIN T.F.=233.5 INV.=229.1
CATCH BASIN T.F.=233.5 INV.=231.0
12" HDPE S=0.50% MIN. (TYPICAL)
6' WIDE SIDEWALK WITH INTEGRAL CONCRETE CURB
OUTLET CONTROL STRUCTURE WITH V-NOTCH INV.=230.0
FLARED END SECTION WITH RIPRAP SPLASH PAD INV.=228.5
POST TENSION CONCRETE TENNIS COURTS
POST TENSION CONCRETE TENNIS COURTS
MATCH LINE AND GRADE OF EXISTING ROADWAY
STOP SIGN AND BAR WITH DO NOT ENTER SIGNS
PORTION OF WALL TO BE REMOVED FROM STAIR
NEW STAIRS TO ACCESS TENNIS COURTS FROM PLEASANT STREET
CHAMFERED FENCE CORNERS -TYPICAL ALL COURTS
STONE INFILTRATION TRENCH
10' HEIGHT BLACK VINYL CHAIN LINK FENCING AROUND TENNIS COURTS
PROPOSED EVERGREEN TREE
PLANTINGS ALONG TENNIS SIDELINE
STORMWATER MANAGEMENT AREA
PLANTING AND SIGNAGE AREA
PROPOSED DECIDUOUS TREE
8' HT. BLACK PICKET FENCING ALONG ROADWAY
MATCH LINE AND GRADE OF EXISTING ROADWAY

78'
36'
12' TYP.
156'
120'
20'
10'
18'
16'
6'
24' TYP.
+236.00
+237.00
236.80

0' 15' 30' 60'
SCALE: 1"=30'

Contractor Name

FieldTurf
A Tarkett Sports Company

Prepared By

CEH Engineering & Consulting

CEH ENGINEERING AND CONSULTING
580 SHEPARD AVENUE
HAMDEN, CT 06514

General Notes

No.	Revision/Issue	Date

Project Name and Address

SOUTHINGTON HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS

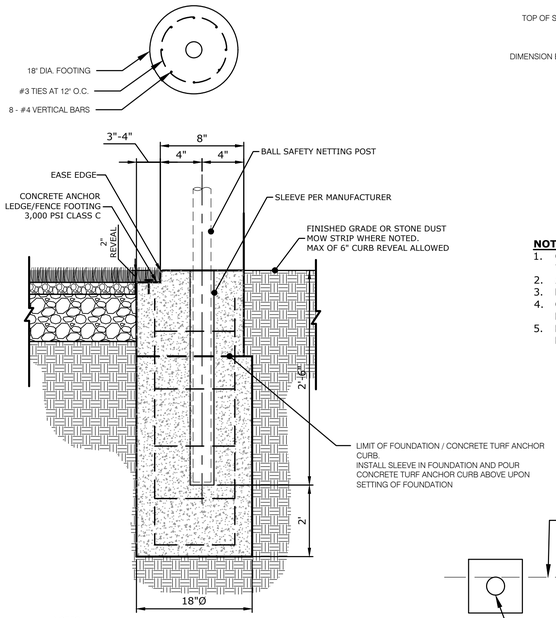
720 PLEASANT ST
SOUTHINGTON, CONNECTICUT

Sheet Name

SITE DEVELOPMENT PLAN

Drawn: JDL	Sheet: C-06
Checked: CEH	
Date: FEBRUARY 25, 2026	

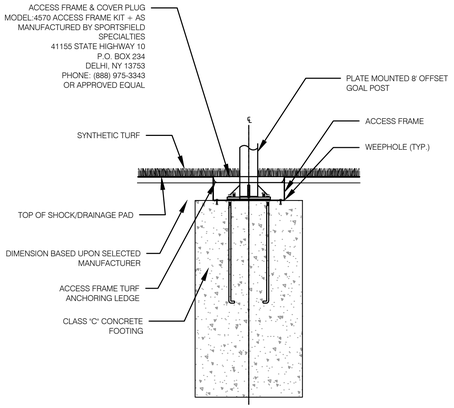
Plotted by: 139672 On: Wednesday, February 25, 2026 Drawing: C:\USERS\139672\ONEDRIVE - TARKETT\USER - TEAM - ESTIMATING - DOCUMENTS\2024 BID ACTIVITY\CONNECTICUT\SOUTHINGTON\CAD\SHEETS\ACAD-SHEETS.dwg Layout: Tab(P-2



NOTES:
1. TOP OF CONCRETE TO HAVE STIFF BROOM FINISH PARALLEL TO CURB LINE
2. PROVIDE EXPANSION JOINTS IN CURB @ 20' MAXIMUM.
3. ANCHORING OF TURF PER FIELDTURF SPECIFICATIONS.

INTEGRAL BALL SAFETY NETTING FOUNDATION ABOVE FENCE

NOT TO SCALE

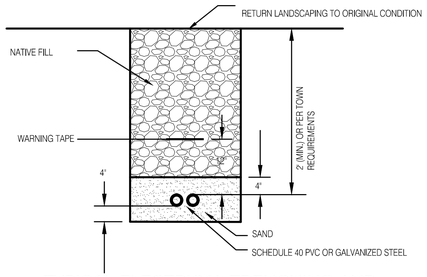


SIDE ELEVATION

NOTE:
1. CONTRACTOR TO INSTALL FOOTBALL GOAL POST ACCESS FRAME IN ACCORDANCE TO MANUFACTURERS RECOMMENDATIONS.
2. ACCESS FRAME PLUG SHALL BE FLUSH WITH SURROUNDING TURF WHEN IN PLACE.
3. DETAIL TO BE COORDINATED WITH FOOTBALL GOAL POST MANUFACTURER
4. CONTRACTOR TO PROVIDE SHOP DRAWING FOR CONCRETE GOAL POST FOUNDATIONS.
5. FOUNDATION DESIGN SHALL BE SIGNED AND SEALED BY A PROFESSIONAL ENGINEER LICENSED IN THE STATE OF CONNECTICUT.

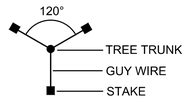
FOOTBALL GOALPOST ACCESS FRAME

N.T.S.

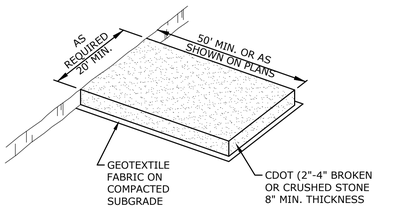


TYPICAL ELECTRICAL TRENCHING AND BACKFILL DETAIL

NOT TO SCALE

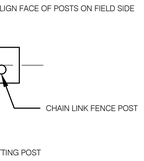


PLAN VIEW



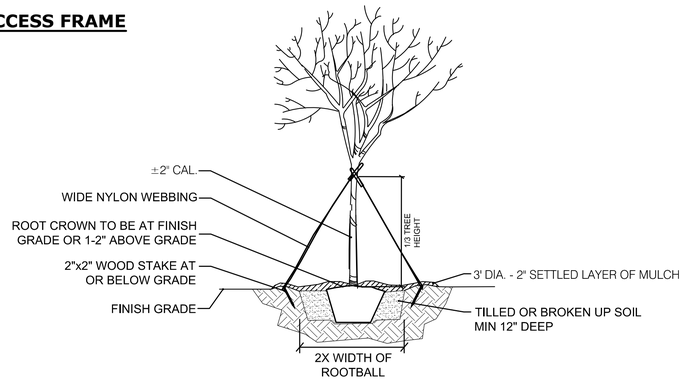
CONSTRUCTION ENTRANCE PAD

N.T.S.



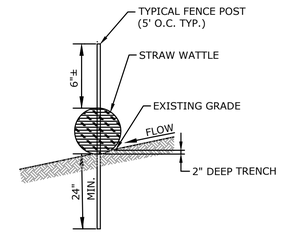
POST ALIGNMENT

N.T.S.



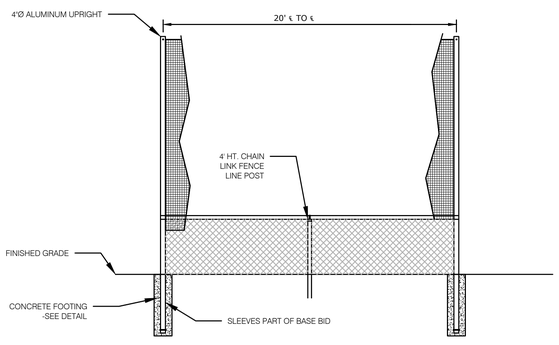
TREE PLANTING DETAIL

N.T.S.



WATTLE ON BARE SOIL

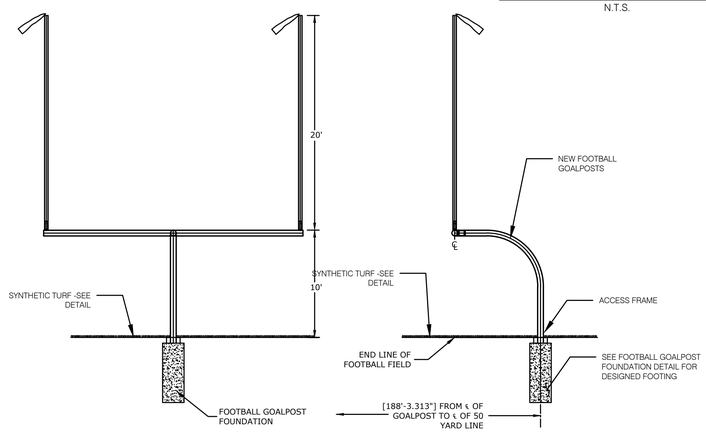
N.T.S.



NOTES:
1. 20' HT. BALL SAFETY SYSTEM, MODEL: TFBSS420-SG-20' HT. WITH CUSTOM NET AS MANUFACTURED BY SPORTSFIELD SPECIALTIES, INC. NEW DELHI, NY TEL: 888-975-3343, OR APPROVED EQUAL.
2. NETTING SHALL OVERLAP CHAIN LINK FENCE IF SELECTED WITH A MINIMUM OF 1-FOOT AND SHALL BE SECURED TO THE FENCING FABRIC WITH QUICK CLIP SPRING HOOKS.
3. NETTING SHALL OVERLAP THE CHAIN LINK FENCE ON THE PLAYING FIELD SIDE OF THE FENCE FABRIC.

INTEGRAL BALL SAFETY NETTING - 20' HT.

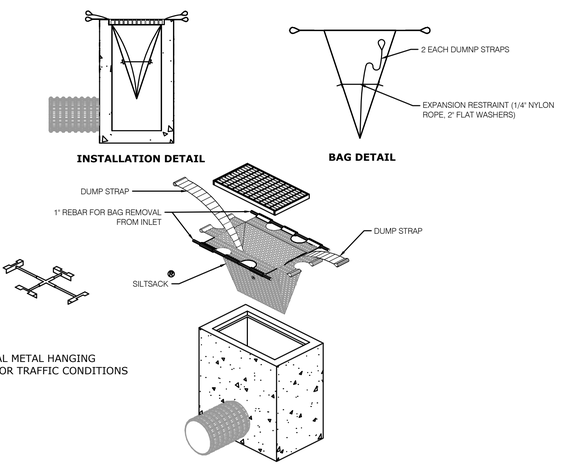
N.T.S.



FOOTBALL GOAL POST

N.T.S.

NOTES:
1. FOOTBALL GOAL POSTS MODEL: GP4380PL AS MANUFACTURED BY: SPORTSFIELD SPECIALTIES DELHI, NY 13753 607-746-8481 OR APPROVED EQUAL



INLET PROTECTION

N.T.S.

Contractor Name

FieldTurf
A Tarkett Sports Company

Prepared By

CEH Engineering & Consulting

CEH ENGINEERING AND CONSULTING
580 SHEPARD AVENUE
HAMDEN, CT 06514

General Notes

No.	Revision/Issue	Date

Project Name and Address

SOUTHINGTON HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS

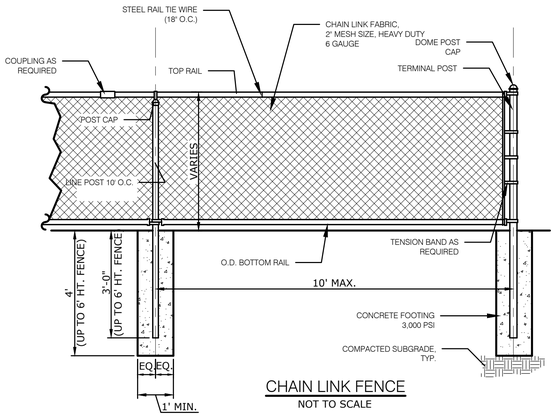
720 PLEASANT ST
SOUTHINGTON, CONNECTICUT

Sheet Name

SITE DETAILS

Drawn: CEH	Sheet: C-07
Checked: CEH	
Date: FEBRUARY 25, 2026	

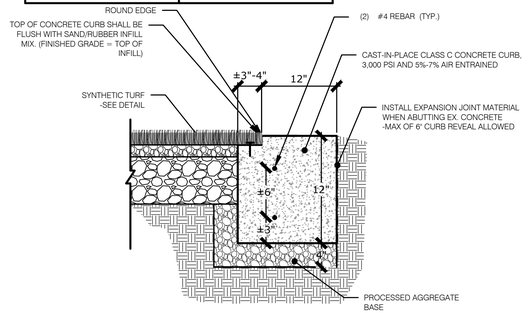
Drawing C:\USERS\TOM\ONEDRIVE - TARETT USA - DOCUMENTS\2026 WORK\TOWN OF SOUTHINGTON\SOUTHINGTON SITE DETAILS.DWG Layout Tab: C-07
Plotted by: TOM on - Tue Feb 24, 2026 - 2:18pm



CHAIN LINK FENCE
NOT TO SCALE

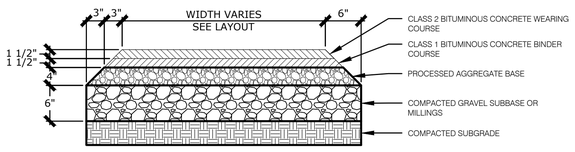
CHAIN LINK FENCE POST AND RAIL SIZING	
POST OR RAIL TYPE	4' & 6' HT. FENCE
TERMINAL OR COMMON	2-7/8"
LINE POST	2-7/8"
TOP RAIL	1-5/8"
INTERMEDIATE RAIL	AS NOTED 1-5/8"
BOTTOM RAIL	1-5/8"
GATE POST	2-7/8"
GATE FRAME	1-7/8"

NOTE:
1. ALL CHAIN LINK POSTS, RAILS, FABRIC AND HARDWARE TO BE BLACK VINYL
2. 4' AND 6' HEIGHT FENCE POSTS MAY BE CORE DRILLED INTO CURBING.
3. ALL GATE POSTS TO HAVE FULL DEPTH FOUNDATIONS.
4. FENCE HEIGHTS ABOVE 6' ARE PROVIDED ON SEPARATE DETAIL

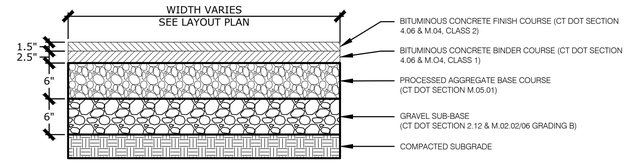


NOTES:
1. TOP OF CONCRETE TO HAVE STIFF BROOM FINISH PARALLEL TO CURB LINE
2. PROVIDE EXPANSION JOINTS IN CURB @ 20' MAXIMUM.
3. ANCHORING OF TURF PER FIELDTURF SPECIFICATIONS.

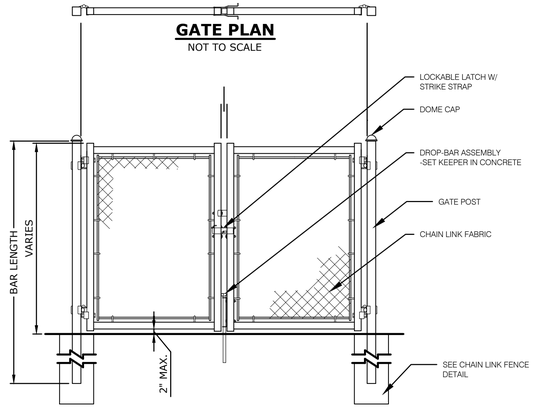
CONCRETE TURF ANCHOR CURB
NOT TO SCALE



BITUMINOUS CONCRETE WALKS
NOT TO SCALE



BITUMINOUS CONCRETE DRIVES
NOT TO SCALE

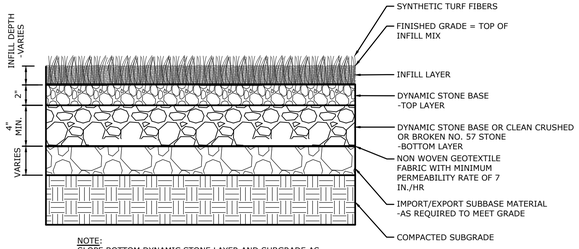


GATE PLAN
NOT TO SCALE

DOUBLE CHAIN LINK FENCE GATE
NOT TO SCALE

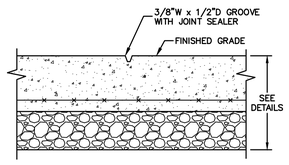
DOUBLE LEAF GATES		
OPENING	GATE POSTS	HINGE SPACE (S)
FACE TO FACE	SQ & RND SIZES	POST TO UPRIGHT
	2 7/8" 2.875" OD	FOR SQUARE & ROUND GATE POSTS: 2 7/8"

NOTES:
1. MATERIALS AND METHOD OF CONSTRUCTION SHALL CONFORM TO CHAIN LINK FENCE DETAIL ON THIS SHEET.
2. CONTRACTOR TO SUBMIT SHOP DRAWINGS FOR REVIEW AND APPROVAL

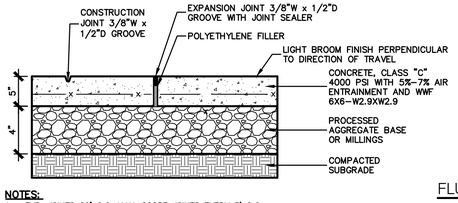


NOTE:
SLOPE BOTTOM DYNAMIC STONE LAYER AND SUBGRADE AS SHOWN ON THE GRADING PLAN TOWARDS COLLECTOR PIPES.

SYNTHETIC INFILL TURF
NOT TO SCALE

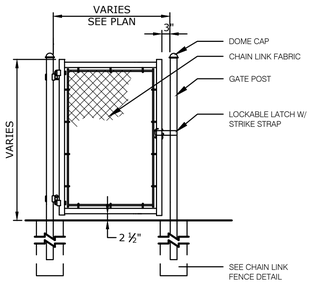


CONTROL JOINT



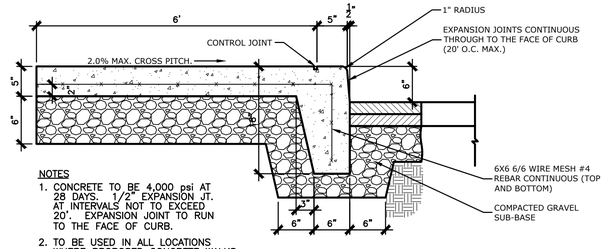
NOTES:
1. EXP. JOINTS 20' O.C. MAX. SCORE JOINTS EVERY 5' O.C..
2. CONCRETE SHALL BE SCREEDED, FLOATED, WITH STIFF BROOM FINISH, TOOLED JOINTS AND PITCHED TO GRADE. FINISH TO MATCH ADJACENT EXISTING CONDITIONS.
3. CROSS PITCH SHALL NOT EXCEED 2.0%.

CONCRETE SIDEWALK



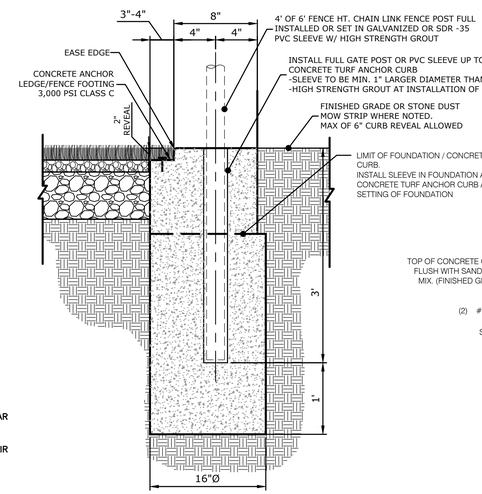
NOTES:
1. MATERIALS AND METHOD OF CONSTRUCTION SHALL CONFORM TO CHAIN LINK FENCE DETAIL ON THIS SHEET
2. CONTRACTOR TO SUBMIT SHOP DRAWINGS
3. GATE SWINGING DIRECTION:
   - 3.1. ALL SWING GATES ADJACENT TO SYNTHETIC TURF SHALL ONLY BE ALLOWED TO SWING AWAY FROM THE SYNTHETIC TURF WHERE POSSIBLE.
   - 3.2. PROVIDE STOP AS REQUIRED TO PREVENT SWINGING OF GATE TOWARDS THE SYNTHETIC SURFACE.

SINGLE CHAIN LINK FENCE GATE
NOT TO SCALE



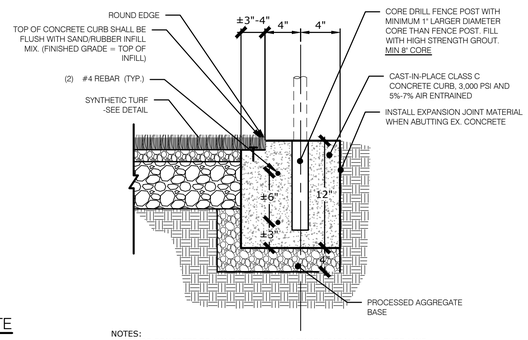
NOTES
1. CONCRETE TO BE 4,000 psi AT 28 DAYS. 1/2" EXPANSION JT. AT INTERVALS NOT TO EXCEED 20'. EXPANSION JOINT TO RUN TO THE FACE OF CURB.
2. TO BE USED IN ALL LOCATIONS WHERE PROPOSED CONCRETE WALKS ABUT PROPOSED CONCRETE CURB

CAST-IN-PLACE INTEGRAL CONCRETE WALK AND CURB



NOTES:
1. TOP OF CONCRETE TO HAVE STIFF BROOM FINISH PARALLEL TO CURB LINE
2. PROVIDE EXPANSION JOINTS IN CURB @ 20' MAXIMUM.
3. ANCHORING OF TURF PER FIELDTURF SPECIFICATIONS.

FLUSH CONCRETE TURF ANCHOR CURB AT FENCE GATE POST
NOT TO SCALE



NOTES:
1. TOP OF CONCRETE TO HAVE STIFF BROOM FINISH PARALLEL TO CURB LINE
2. PROVIDE EXPANSION JOINTS IN CURB @ 20' MAXIMUM.
3. ANCHORING OF TURF PER FIELDTURF SPECIFICATIONS.

CONCRETE TURF ANCHOR CURB AT FENCE POST
NOT TO SCALE

Contractor Name

FieldTurf
A Tarkett Sports Company

Prepared By

CEH Engineering & Consulting

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580 SHEPARD AVENUE
HAMDEN, CT 06514

General Notes

No.	Revision/Issue	Date

Project Name and Address

SOUTHINGTON HIGH SCHOOL
ATHLETIC FIELD
IMPROVEMENTS

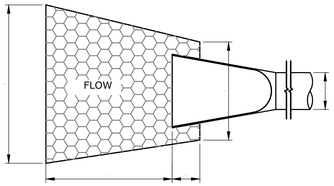
720 PLEASANT ST
SOUTHINGTON, CONNECTICUT

Sheet Name

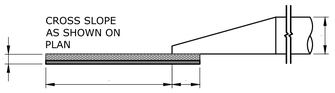
SITE DETAILS

Drawn	Sheet
CEH	C-08
Checked: CEH	
Date: FEBRUARY 25, 2026	

Plotted By: TIM COYLE On Plot Date: Wed, 25/02/26 Plotted At: 8:17:58pm
Drawing: C:\JOBS\2021\SOUTHINGTON\CAD\DWG\C-SHEETS\C-SITE DETAILS.DWG Layout: C-08 (C2)



PLAN

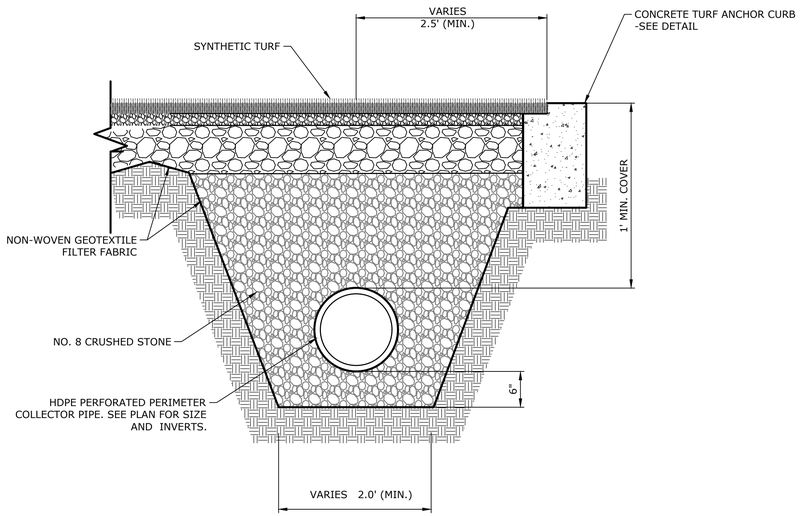


ELEVATION

OUTLET PROTECTION ID	TYPE	SP (FT)	RP (FT)	LA (FT)	W1 (FT)	W2 (FT)	D (IN)
FES ANALYSIS POINT C	TYPE B INTER-MEDIATE	1.25	1.25	10.0	4.0	7.0	12

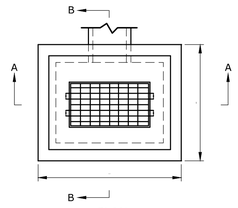
FLARED END WITH RIP RAP SPLASH PAD

NOT TO SCALE

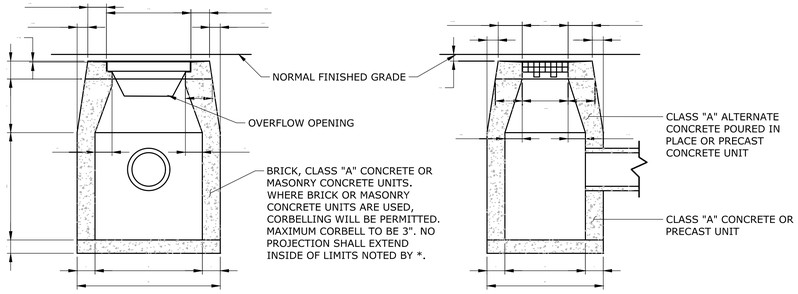


COLLECTOR PIPE SECTION

NOT TO SCALE



PLAN

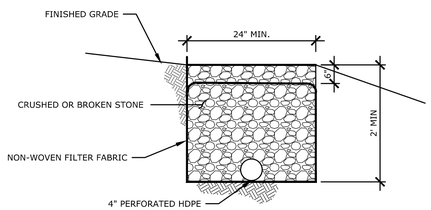


SECTION A-A SECTION B-B

PREFORMED CONCRETE STRUCTURE OR
APPROVED EQUAL

TYPICAL OUTLET CONTROL STRUCTURE

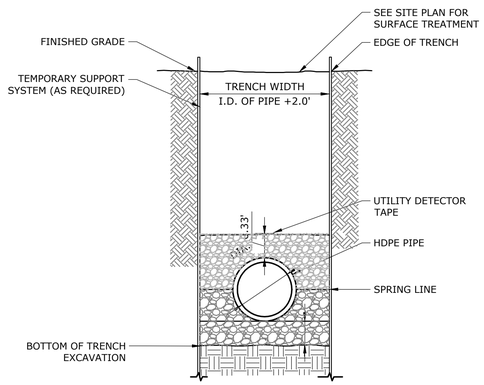
NOT TO SCALE



*SEE SITE PLAN FOR INVERTS, CONNECTIONS, AND CLEANOUT LOCATIONS

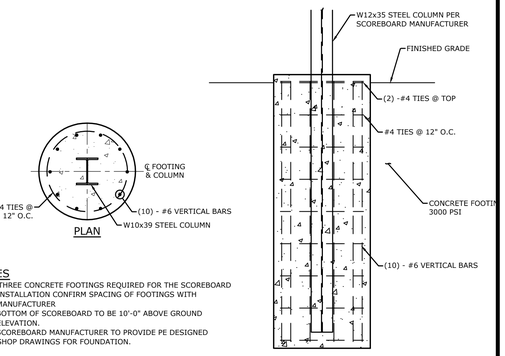
STONE TRENCH IN BASIN

NOT TO SCALE



TYPICAL STORM DRAINAGE TRENCH

NOT TO SCALE

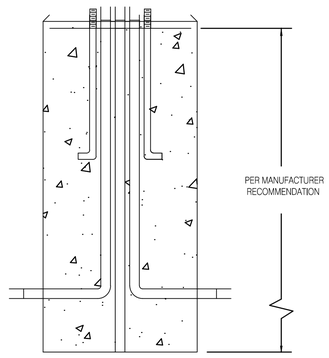


PLAN SECTION

NOTES
1. THREE CONCRETE FOOTINGS REQUIRED FOR THE SCOREBOARD INSTALLATION CONFIRM SPACING OF FOOTINGS WITH MANUFACTURER
2. BOTTOM OF SCOREBOARD TO BE 10'-0" ABOVE GROUND ELEVATION.
3. SCOREBOARD MANUFACTURER TO PROVIDE PE DESIGNED SHOP DRAWINGS FOR FOUNDATION.

SCOREBOARD FOOTING DETAIL

NOT TO SCALE



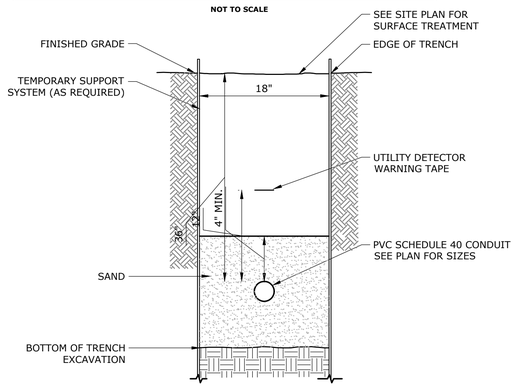
FRONT VIEW

DESIGN NOTES:

1 - CONCRETE 4000 PSI AT 28 DAYS.
2 - BASIS OF DESIGN: MUSCO LIGHTING PRECAST WITH REINFORCING AS SPECIFIED BY OEM.
3 - ANCHOR BOLTS AND GROUNDING AS SPECIFIED BY OEM.
4 - BALLAST POURED AROUND BASE IF REQUIRED.
5 - BOLT PROJECTION AS SPECIFIED BY POLE MANUFACTURER.
6 - 3/4" X 10' UL LISTED COPPER BONDED GROUND ROD.
7 - SEE PLAN FOR CONDUIT SIZES.
8 - EC TO COORDINATE CONDUIT ENTRANCE INTO THE FOUNDATION(S) PER SITE CONDITIONS/REQUIREMENTS.

TYPICAL ATHLETIC LIGHT POLE FOUNDATION DETAIL

NOT TO SCALE



TYPICAL ELECTRICAL CONDUIT TRENCHING

NOT TO SCALE

Contractor Name

FieldTurf
A Tarkett Sports Company

Prepared By

CEH Engineering & Consulting

CEH ENGINEERING AND CONSULTING
580 SHEPARD AVENUE
HAMDEN, CT 06514

General Notes

No.	Revision/Issue	Date

Project Name and Address

SOUTHINGTON HIGH SCHOOL
ATHLETIC FIELD
IMPROVEMENTS

720 PLEASANT ST
SOUTHINGTON, CONNECTICUT

Sheet Name

SITE DETAILS

Drawn: CEH	Sheet: C-09
Checked: CEH	
Date: FEBRUARY 25, 2026	

Printed by TH ISSA On this date: [DATE] Filename: [P... Drawing C:\CAD\[DATA]\[SOUTHINGTON]\[SHEETS]\[SITE DETAILS].dwg

BUDGET PROPOSAL

FieldTurf
A Tarkett Sports Company

SOUTHINGTON HIGH SCHOOL BLEACHER REPLACEMENT

February 25, 2026

Prepared For: **Steven Madancy – Superintendent of Southington Public Schools**

Prepared By: Andrew Dyjak – Regional Vice President, New England

Chris Hulk, PE – Director of Design and Construction, New England

Address: Southington High School, 720 Pleasant Street, Southington, CT

FieldTurf USA, Inc. is pleased to present the following proposal. FieldTurf pricing is based on the Capital Region Education Council (CREC) program. CREC is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #024-A.

AEPA Association of Educational

CREC Excellence in Education

Click on the following AEPA hyperlink for more information: AEPA IFB #24-A.

All pricing includes prevailing wage rates.

Project Description:

This pricing proposal is based and CREC Cooperative Purchasing Agreement and assumes FieldTurf will supply a turnkey design build approach with all necessary engineering plans, site construction, and project oversite.

The project proposes to fully remove and replace the existing bleachers and press box at the Southington High School Stadium Field. The new bleacher system will have seating capacity for 2016 bench seats and 28 ADA complain spaces. The bleacher and press box will be per Dant Clayton manufacturer requirements. The area below the bleachers will be regraded and prepped to allow future build out of the area below the bleachers. This build out would be for potential storage, team rooms or a building structure.

The bleacher materials have a significant lead time of 120 days from time of order. The project is anticipated to be completed in +/-3 months. For a June installation an order is required by end of the first week in March '26.

BUDGET PROPOSAL

FieldTurf
A Tarkett Sports Company

PRICING SUMMARY

SITE NAME	Southington Bleacher Replacement
Upper Field Restoration	$ 1,630,250.00

Bleacher and Press Box Replacement :

- De-energize and disconnect existing electrical supply
- Remove and salvage all electrical and audio components and deliver to Owner
- Remove and dispose of existing bleachers, press box, supports, and foundations
- Regrade area below bleachers to new proposed grades
  - Grading to allow for future build out below bleachers
- Furnish and install concrete foundations per manufacturer requirements
- Furnish and install rip rap and stone dust below bleachers
- Furnish and install bleacher system
  - 15 Row x 246' long elevated I-Beam Grandstand per Dant Clayton (2,048 Seats)
  - Aluminum deck system with slip and stain resistant deck finish
  - Powder coated risers in standard blue
  - Black vinyl chain link fencing and guard rails
  - 8'x30' press box with filming platform
    - Press box to have windows on back side for other field visibility
- Reconnect electrical system
- Hydroseed disturbed areas and demobilize form site

ADD ALTERANTES:

ALTERNATE NO. 1	Bonds
Performance and Payment Bonds	$ 16,305.00

ALTERNATE NO. 2	Concrete Pad
Furnish and install concrete pad beneath bleachers for future build out	$ 61,750.00

EXCLUSIONS:

- *Any costs associated with necessary charges relating to the delineation of the field*
- *Any Town or Owner requested alteration or deviation from FieldTurf plans or specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price*
- *New audio or electrical systems*
- *Soil stabilization or remediation of any type*
- *Rock excavation or removal*
- *Full time on site superintendent and field office*
- *Excavation or disposal of unsuitable or contaminated soils*
- *Site security or site security fencing*
- *3RD Party Testing or Inspection Fees*
- *Repair or resurfacing existing asphalt parking lot if damaged by truck traffic*
- *Any work not listed in the inclusions*
- *Permits and Permit Fees*

The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the effects of global economic instability are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products.

In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/FieldTurf shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. FieldTurf shall endeavor to notify you as soon as possible of any such events and/or contingencies.

Please note that the seller/FieldTurf shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

Please feel free to reach out to any member of our project team with questions about our offer:

Christopher Hulk
Director of Design and Construction
203-676-4445
Christopher.hulk@fieldturf.com

Andrew Dyjak
Regional Vice President - New England
860-333-7839
Andrew.Dyjak@FieldTurf.com

Thank you again for your interest in FieldTurf, we look forward to working with you.

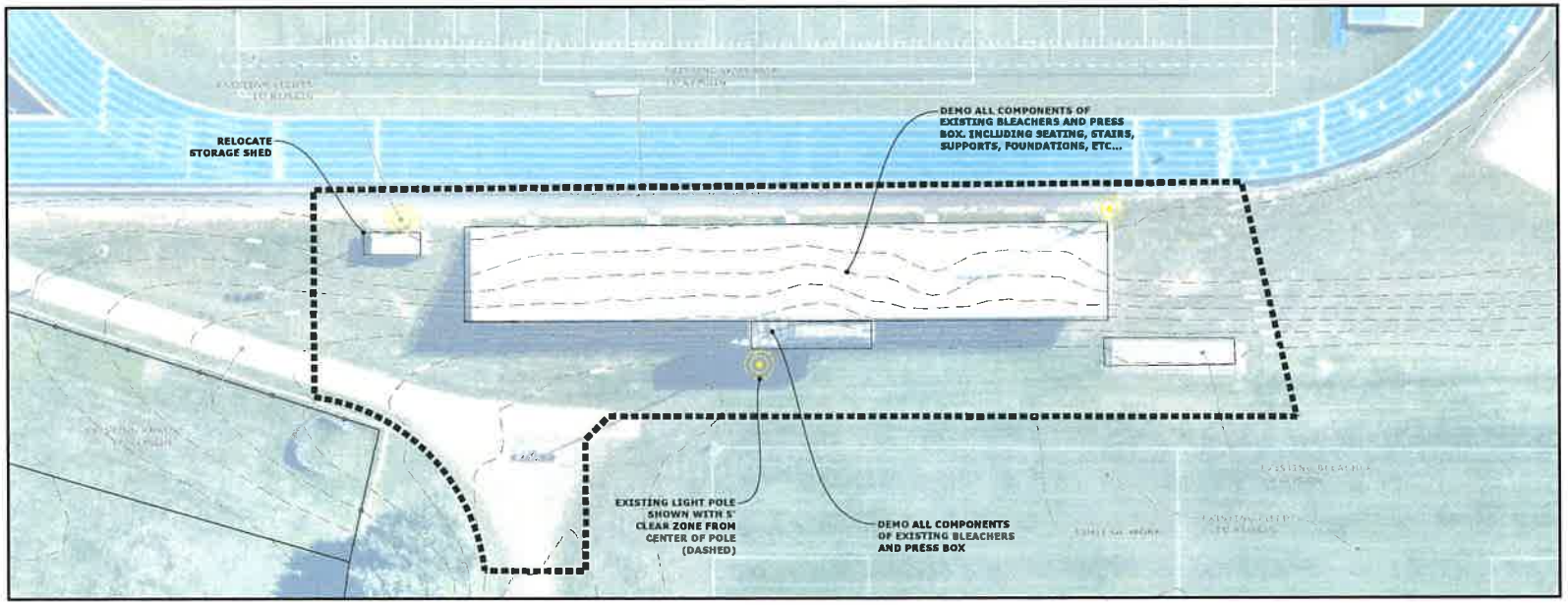
Per: _____

Marie-Christine Raymond, Director of Operations
FieldTurf USA, Inc. / Tarkett Sports Canada, Inc.

EXISTING BLEACHER

EXISTING BLEACHER

EXISTING BLEACHER



EXISTING SITE PLAN

EXISTING BLEACHER REMVOALS:

BASE BID:

1) REMOVE AND STORE ALL ELECTRICAL EQUIPMENT, SPEAKERS, CAMERAS, ETC.
2) EXISTING BLEACHER SYSTEM, FOUNDATIONS, STEEL, SUPPORTS, ETC... TO BE REMOVED AND DISPOSED OF OFF SITE
3) EXISTING ELECTRICAL TO BE DISCONNECTED AND SPOOLED AT EXISTING GRADE FOR RE-USE AT NEW BLEACHERS.
4) REGRADE SLOPE BELOW BLEACHERS AND REMOVE EXCESS MATERIALS
5) EXISTING LIGHT POLES TO REMAIN AND BE PROTECTED AT ALL TIMES

FieldTurf
A Tarkett Sports Company

NOTES:

1) ALL DESIGN AND EXISTING CONDITIONS MAPPING BASED ON AVAILABLE MAPPING AND SHOULD BE CONSIDERED APPROXIMATE.
2) THIS DESIGN IS THE SOLE PROPERTY OF FIELDTURF, USA AND REQUIRES A CERTIFIED FIELDTURF INSTALLER AND BUILDER TO IMPLEMENT THE PROPOSED CONDITIONS.
3) THIS DESIGN IS THE SOLE PROPERTY OF FIELDTURF, USA AND NO ATTEMPTS SHALL BE MADE TO DUPLICATE OR REPLICATE WITHOUT THE PREMISSION OF FIELDTURF.

SOUTHINGTON HIGH SCHOOL BLEACHER IMPROVEMENTS

PLEASANT STREET
SOUTHINGTON, CONNECTICUT

0' 10' 20' 40'
SCALE: 1"=20'

JANUARY 28, 2026

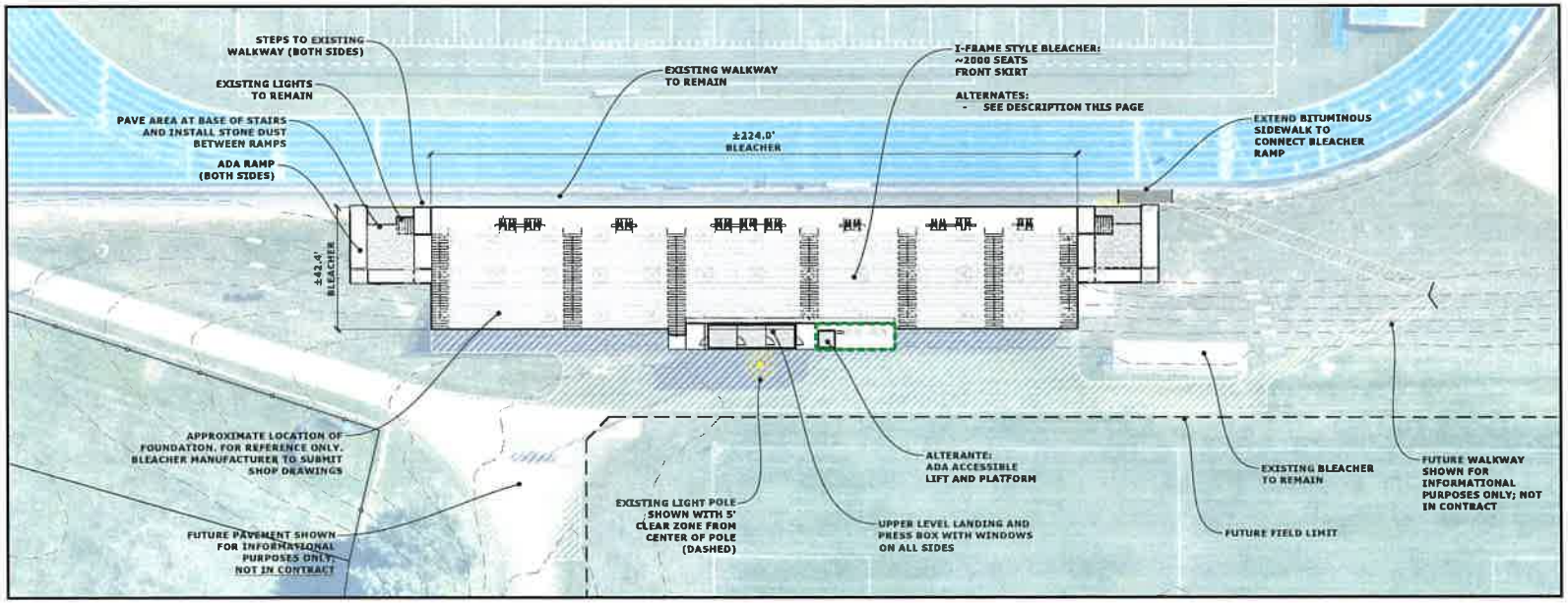
EXISTING CONDITIONS AND REMOVALS

EXAMPLE BLEACHER WITH I-BEAMS FOR STORAGE BELOW

EXAMPLE BLEACHER WITH PRESSBOX

EXAMPLE BLEACHER WITH I-BEAMS FOR STORAGE BELOW

EXAMPLE BLEACHER (FRONT BLEACHER SKIRT - BASE BID)



PROPOSED SITE PLAN

BLEACHER SYSTEM NEEDS:

BASE BID:

1) NEW I-BEAM STYLE BLEACHER TO BE INSTALLED WITH FOUNDATIONS, ALUMINUM SEATING, STAIRS AND ADA RAMPS
2) NEW 8'X30' PRESS BOX WITH 3 ROOMS AND WINDOWS ON ALL SIDES. PRESS BOX TO BE PRE-MANUFACTURED.
3) PRESS BOX TO HAVE FILMING PLATFORM ABOVE WITH PROTECTIVE RAILS/FENCING.
4) EXISTING ELECTRICAL TO BE RE-INSTALLED IN NEW BLEACHER SYSTEM
5) FRONT OF BLEACHER TO HAVE ROYAL BLUE METAL SKIRT
6) STAIRS AND RAMPS PER LOCAL CODES

ALTERNATES:

A. ADA ACCESSIBLE LIFT TO BE INSTALLED WITH UPPER TERRACE FOR PRESS BOX ACCESSIBILITY.

B. ROYAL BLUE COLORED RISERS

C. ROYAL BLUE COLORED SEATING

D. METAL WRAP OF NEW BLEACHER SYSTEM TO ALLOW FOR CHANGING ROOMS AND STORAGE

E. CONCRETE PAD IN LIEU OF STONE DUST

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SOUTHINGTON, CONNECTICUT

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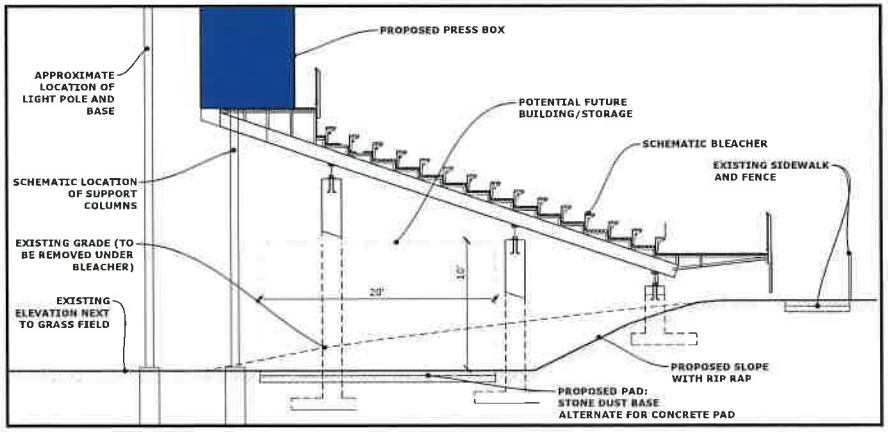
JANUARY 28, 2026

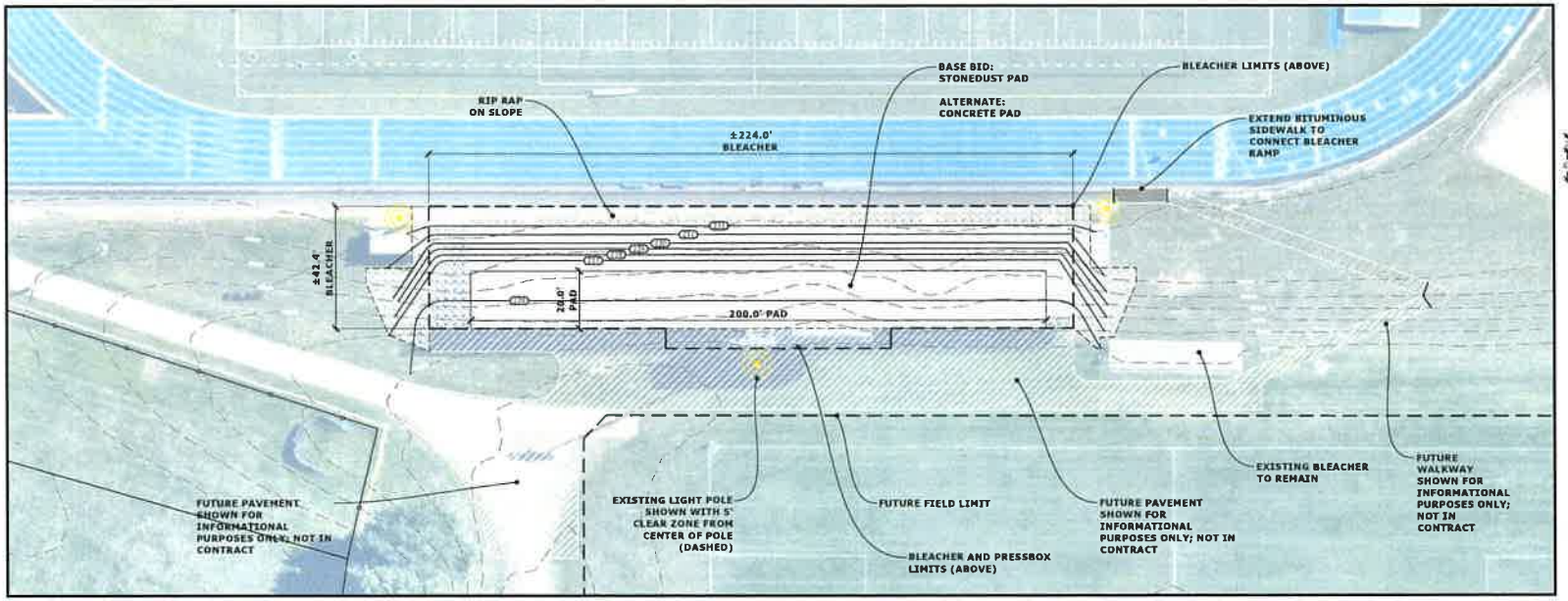
SITE PLAN

FUTURE BUILDING EXAMPLE

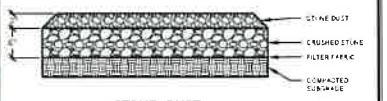
METAL BLEACHER WRAP EXAMPLE (STORAGE OR TEAM ROOMS)



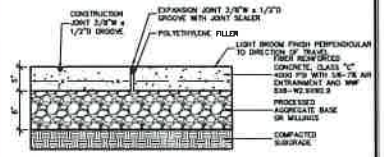
CONCEPTUAL BLEACHER CROSS SECTION



PROPOSED GRADING PLAN



STONE DUST
NOT TO SCALE



NOTES:
1. EXP. JOINTS 20' O.C. MAX. SCORE JOINTS EVERY 5' O.C.
2. CONCRETE SHALL BE SCREEDED, FLOATED WITH STIFF BROOM FINISH. TOOLED JOINTS AND PITCHED TO GRADE. FINISH TO MATCH ADJACENT EXISTING CONDITIONS.
3. CROSS PITCH SHALL NOT EXCEED 2.0%

CONCRETE BELOW BLEACHERS
N.T.S

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A Tarkett Sports Company

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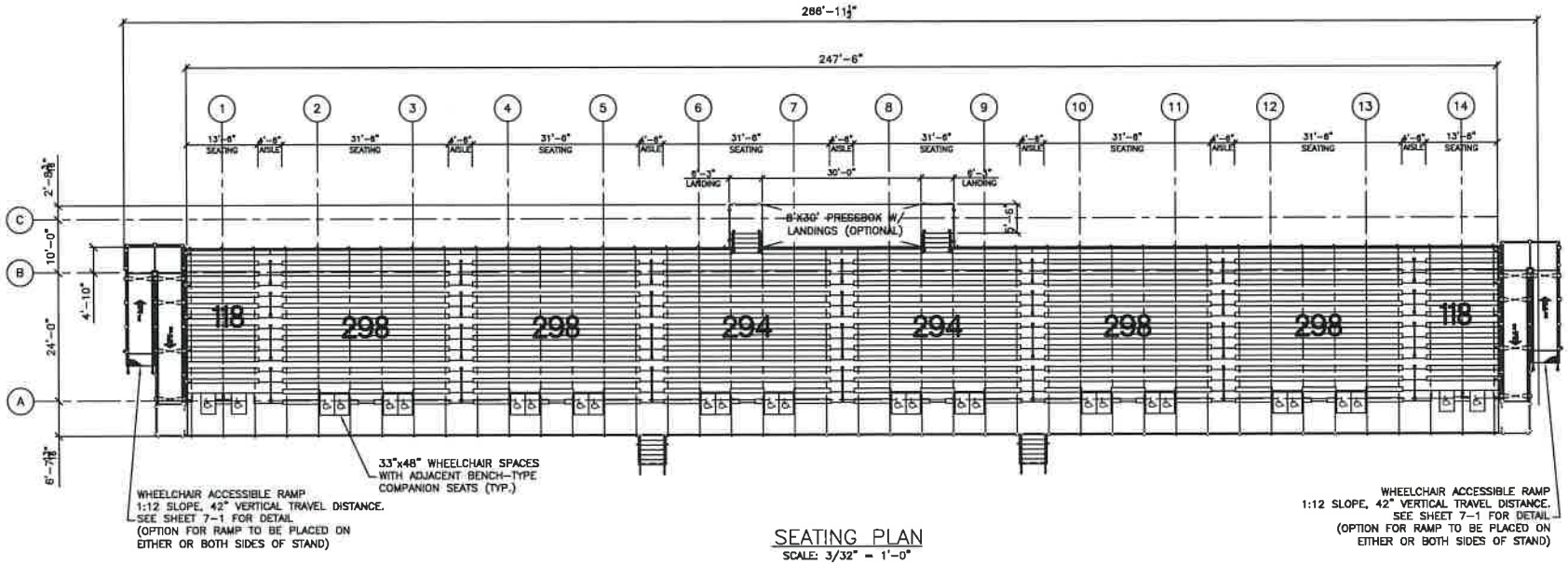
SOUTHINGTON HIGH SCHOOL BLEACHER IMPROVEMENTS

PLEASANT STREET
SOUTHINGTON, CONNECTICUT

0' 10' 20' 40'
SCALE: 1" = 20'

JANUARY 28, 2026

GRADING AND DETAILS



SEATING PLAN

SCALE: 3/32" = 1'-0"

ROWS 15	ELEVATION 42"	
RISE 8	RUN 24	
DECK SYSTEM – INTERLOCKING		
DECK FINISH – MILL		
BENCH SEATING CAPACITY		2016
CHAIR SEATING CAPACITY		0
WHEELCHAIR SEATING CAPACITY		28
COMPANION SEATING CAPACITY		4
TOTAL SEATING CAPACITY		2048

PROJECT NAME: GRG

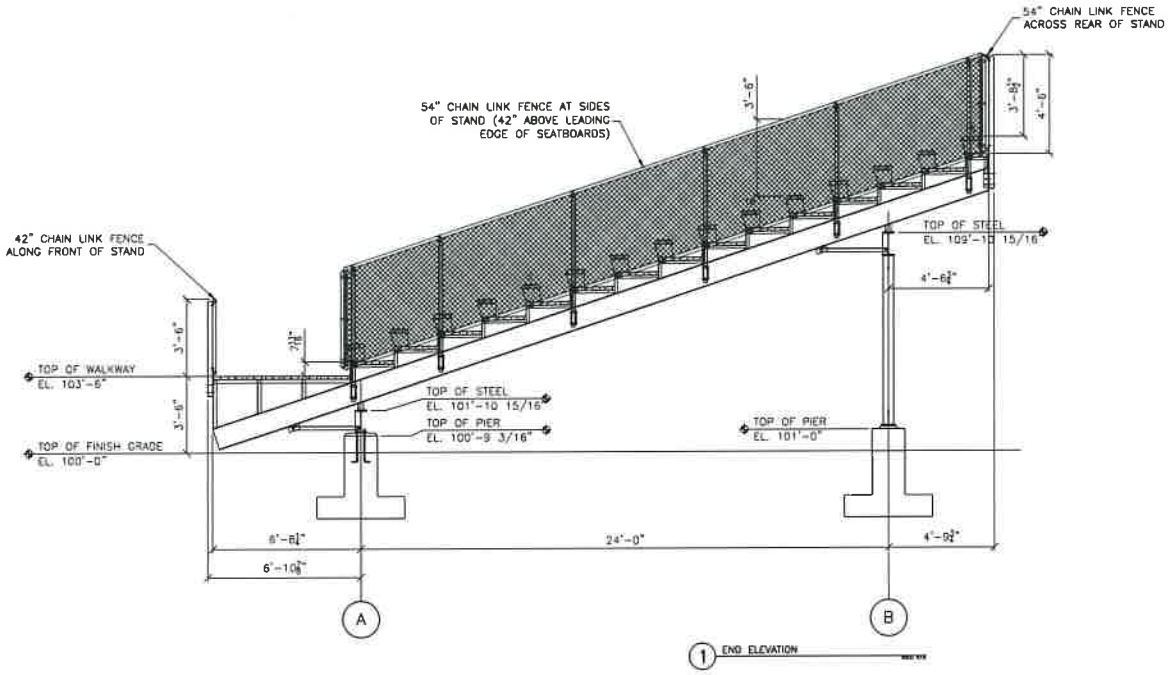
DANT CLAYTON CORPORATION
1500 Bernheim Lane
Louisville, KY 40210
Telephone (502) 894-3626
WWW.DANTCLAYTON.COM

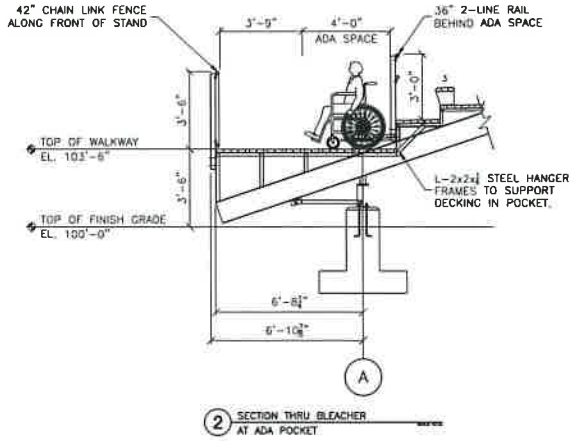
REVISIONS

NO.	DATE	DESCRIPTION	BY
A			
B			
C			
D			
E			

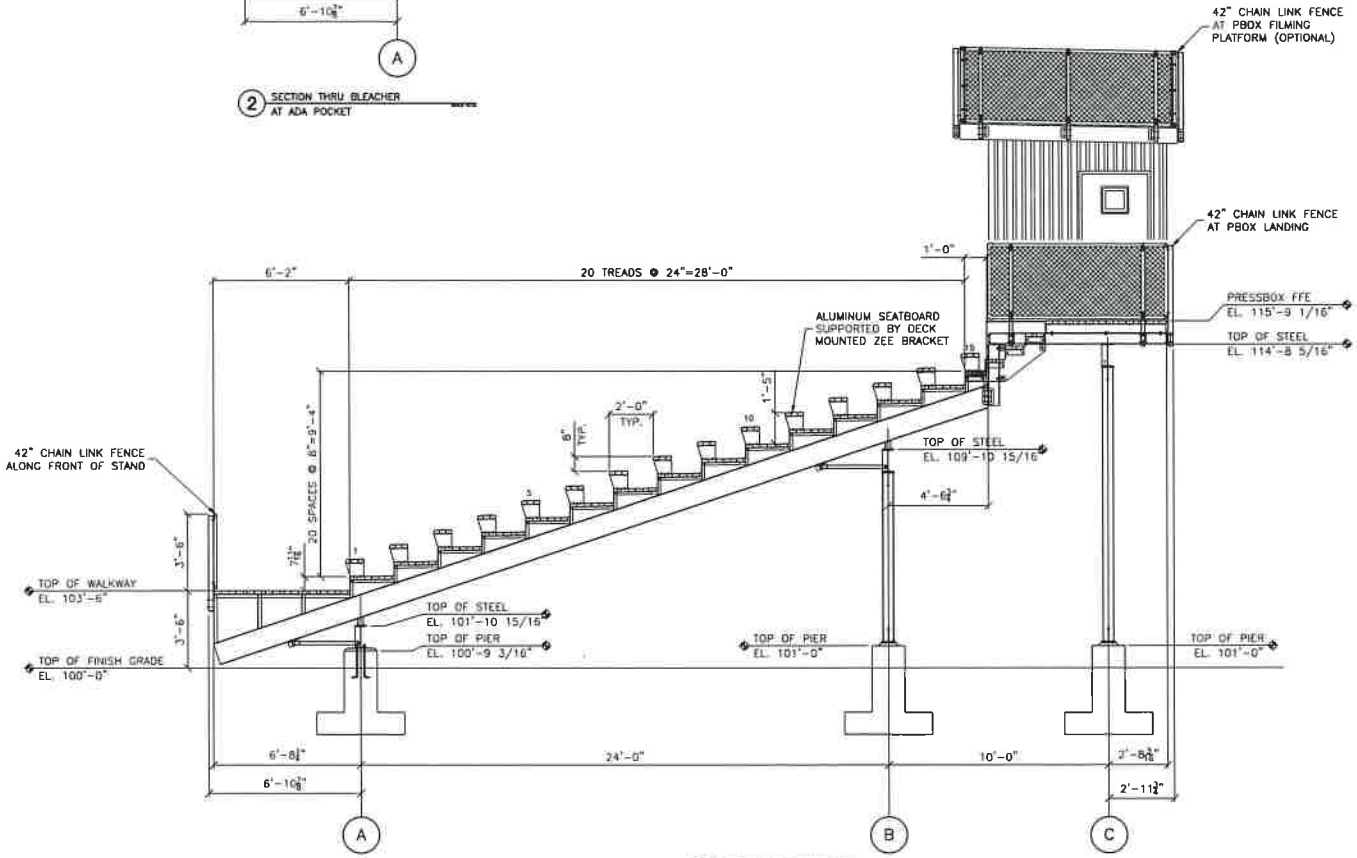
SHEET NUMBER 4-0

PART NUMBER 0272497


54" CHAIN LINK FENCE ACROSS REAR OF STAND
54" CHAIN LINK FENCE AT SIDES OF STAND (42" ABOVE LEADING EDGE OF SEATBOARDS)
42" CHAIN LINK FENCE ALONG FRONT OF STAND
TOP OF STEEL EL. 103'-1 15/16"
TOP OF WALKWAY EL. 103'-6"
TOP OF STEEL EL. 101'-10 15/16"
TOP OF PIER EL. 100'-9 3/16"
TOP OF PIER EL. 101'-0"
TOP OF FINISH GRADE EL. 100'-0"
3'-6"
3'-6"
3'-6"
4'-6"
4'-6¾"
8'-8¼"
24'-0"
4'-9¾"
6'-10⅜"
A
B
1 END ELEVATION



2 SECTION THRU BLEACHER AT ADA POCKET



1 SECTION THRU BLEACHER AT SEATING

DANT CLAYTON CORPORATION
1500 Bernheim Lane
Louisville, KY 40210
Telephone (502) 451-9525
WWW.DANTCLAYTON.COM

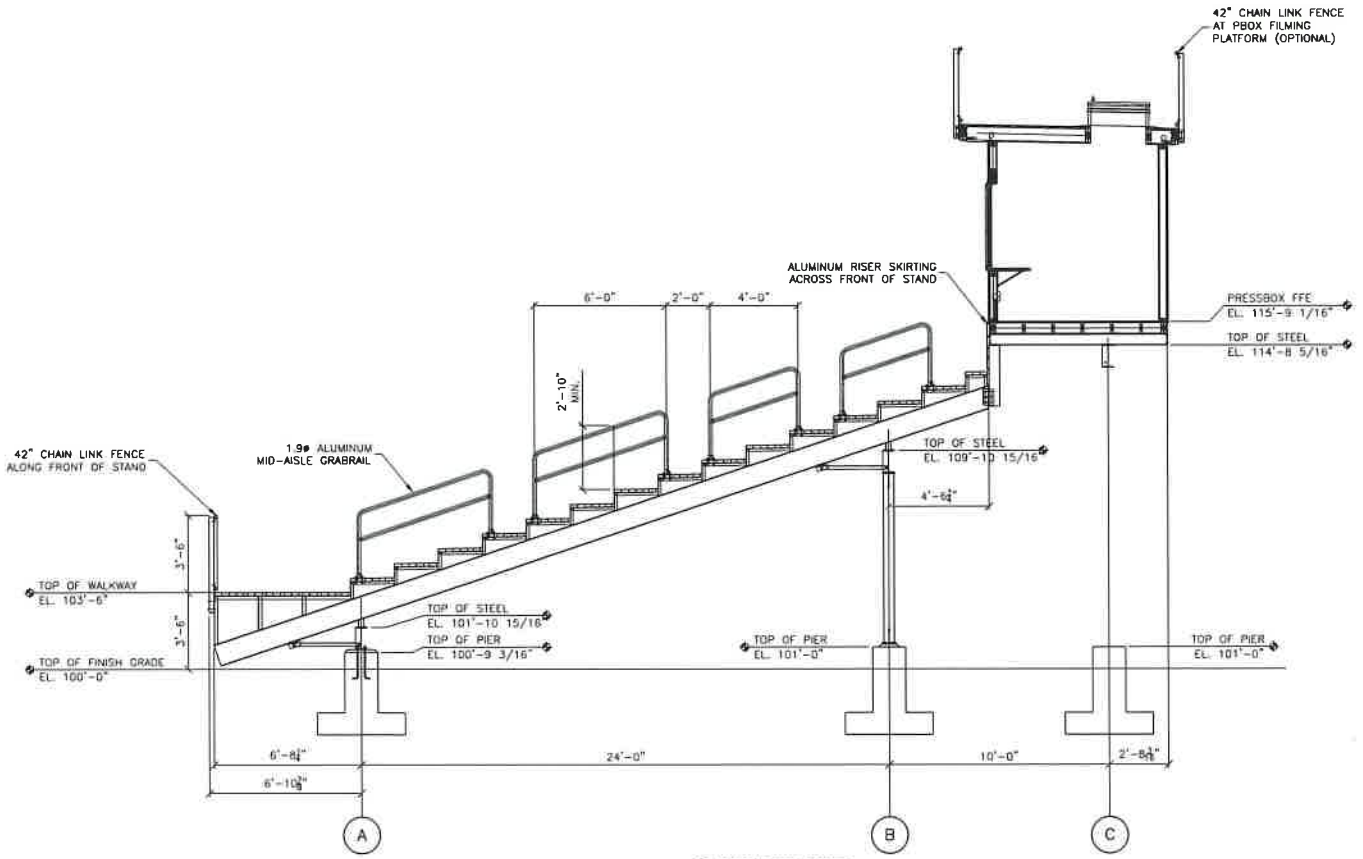
PROJECT NAME: JAB

REVISIONS

NO.	DATE	DESCRIPTION
A		
B		
C		
D		
E		

SHEET NUMBER
5-1

PART NUMBER
0272520



1 SECTION THRU BLEACHER AT AISLE

DANT CLAYTON CORPORATION
1500 Bernheim Lane
Louisville, KY 40210
Telephone (502) 451-9626
WWW.DANTCLAYTON.COM

PROJECT NAME: JAB

REVISIONS

NO.	DATE	DESCRIPTION
A		
B		
C		
D		
E		

SHEET NUMBER 5-2

PART NUMBER 0272520

PRESSBOX COLOR SELECTION

INTERIOR FINISH SELECTION

ITEMS	TAN PACKAGE	GRAY PACKAGE	OTHER
WALL LAMINATE	RICE ☐	COTTON ☒	_____ ☐
COUNTERTOP	ALUMINUM ☐	ALUMINUM ☒	_____ ☐
VINYL BASE COVE	SANDSTONE ☐	PEWTER ☒	_____ ☐
ARMSTRONG EXCELON TILE	COTTAGE TAN ☐	FIELD GRAY ☒	_____ ☐

EXTERIOR FINISH SELECTION

		OTHER
STEEL SIDING	WHITE ☐	LIGHT STONE ☒
FASCIA Please note that soffit will be white.	WHITE ☐	ZINC GRAY ☒

WINDOW SELECTION

THV VINYL FRAMES	WHITE ☒	TAN ☐

ELECTRICAL FINISH SELECTION

SWITCHES, AND RECEPTACLES	WHITE ☒
WIREMOLDS	WHITE ☒

DRAWING REVIEW

OWNER / APPROVAL AGENT:
PLEASE REVIEW THESE PLANS AND DETAILS FOR CONFORMANCE TO YOUR ORDER WITH DANT CLAYTON CORPORATION. MARK YOUR COMMENTS ON THE DRAWINGS, AND CHECK THE APPLICABLE APPROVAL BOX.

☐ APPROVED

☐ APPROVED AS NOTED

☐ REVISE AND RESUBMIT

BY _____ DATE _____

TITLE _____

DRAWING INDEX

PART NO.	SHEET	DESCRIPTION
	CP	COVER SHEET
	PB-1a	FRAMING PLANS
	PB-1b	FRAMING DETAILS
	PB-2	SECTIONS AND DETAILS
	PB-3	ELECTRICAL PLAN
	PB-4	ELEVATIONS

SOUTHINGTON HS
SOUTHINGTON, CT

•BUILDING WILL NOT BE LOCATED IN A FLOOD PLAIN

△A

DESIGN SPECIFICATIONS

DESIGN AND CONSTRUCTION

1. ALL DESIGN , MATERIALS AND WORKMANSHIP SHALL BE IN ACCORDANCE WITH THE FOLLOWING

2025 BUILDING CODE OF CONNECTICUT
2025 FIRE CODE OF CONNECTICUT
2024 MECHANICAL CODE OF CONNECTICUT
2024 ENERGY CONSERVATION CODE OF CONNECTICUT
2024 NATIONAL ELECTRIC CODE
2021 ICC/ANSI A117.1 ACCESSIBILITY GUIDELINES

DESIGN LOADS

1. FLOOR DEAD LOAD	10 PSF	
2. FLOOR LIVE LOAD	100 PSF	
3. ROOF DEAD LOAD	10 PSF	
4. ROOF LIVE LOAD	100 PSF	
5. WALLS	19 PSF 8 PSF	UNIFORM VERTICAL PROJECTION DEAD LOAD
6. GROUND SNOW LOAD	50 PSF	
7. OCCUPANCY GROUP	B	△A
8. CONSTRUCTION TYPE	V-B	
9. OCCUPANCY LOAD	12 PERSONS	15 SQ/FT PER PERSON
10. HORIZONTAL WIND	P=+20 PSF	
11. CATEGORY 2 WIND LOAD		90 MPH, EXPOSURE C @ 40'
12. WIND IMPORTANCE FACTOR	1.0	
13. SEISMIC ZONE	Sa= 0.23 S1= 0.07	SITE CLASS D DESIGN CATEGORY B
14. ASSUMED SOIL BEARING	2500 PSF	
15. OCCUPIED SPACE	242 SQ/FT	
16. CLIMATE ZONE	5	

△A

FASTENING SCHEDULE

BUILDING ELEMENT	FASTENER	NUMBER AND LOCATION
STUD TO SOLE PLATE	15GA X 2 1/2" LONG GALVANIZED STAPLE	(4) DIRECT
STUD TO CAP PLATE	15GA X 2 1/2" LONG GALVANIZED STAPLE	(4) DIRECT
CORNER STUDS	#8X3" SCREW	12" O.C. DIRECT
SOLE PLATE TO JOIST OR BLOCKING	16d COMMON	16" O.C. (8" O.C. AT SHEARWALLS)
DOUBLE CAP PLATE	15GA X 2 1/2" LONG GALVANIZED STAPLE	(2) 12" O.C. DIRECT
FLOOR JOISTS	16d COMMON	MIN. (3) DIRECT
DOUBLE EDGE RAIL	16d COMMON	MIN. (3) DIRECT
CEILING JOISTS TO PLATE	16d COMMON	MIN. (3) DIRECT
HEADER BEAMS TO TRIMMERS	15GA X 2 1/2" LONG GALVANIZED STAPLE	(6) EACH END OR (8) TOE NAIL
PLYWOOD ROOF AND WALL SHEATHING (1/2" OR LESS)	18GA X 1 1/2" LONG GALVANIZED STAPLE	4" O.C. DIRECT EDGES & 8" O.C. INTERMEDIATE SUPPORTS
PLYWOOD ROOF AND WALL SHEATHING (5/8" OR GREATER)	18GA X 2" LONG GALVANIZED STAPLE	4" O.C. DIRECT EDGES & 8" O.C. INTERMEDIATE SUPPORTS
PLYWOOD SUBFLOORING (5/8", 3/4")	6d RING SHANK	6" O.C. DIRECT EDGES & 12" O.C. INTERMEDIATE SUPPORTS
PARTICLE BOARD ROOF AND WALL SHEATHING (1/2" OR LESS)	18GA X 1 1/2" LONG GALVANIZED STAPLE	4" O.C. DIRECT EDGES & 8" O.C. INTERMEDIATE SUPPORTS
PARTICLE BOARD ROOF AND WALL SHEATHING (5/8" OR GREATER)	18GA X 2" LONG GALVANIZED STAPLE	4" O.C. DIRECT EDGES & 8" O.C. INTERMEDIATE SUPPORTS
SHEARWALL (END) TO RAFTERS	16d NAILS	12" O.C.
RAFTER TO TOP PLATES	(1) #8X4 SCREW	TOED EACH RAFTER

GENERAL INFORMATION

1. INTERIOR PARTITIONS TO BE CONSTRUCTED TO WITHSTAND A 5 PSF HORIZONTAL FORCE.
2. INTERIOR WALL BOARD SHALL BE ½" NOMINAL THICKNESS. TESTED W/ MATERIALS SUSPENDED FROM NON-COMBUSTABLE BACKING
3. ALL LUMBER TO BE GRADED AND MARKED.
4. COMPRESSION PLATE REQUIRED TO ENDURE WOOD TO WOOD CONTACT AT BEARING WALL TO ROOF JOINT CONNECTIONS.
5. DADOS AND NOTCHING NOT TO OCCUR IN THE CENTER ⅓ OF LENGTH OF WALL STUD.
6. FOR EXTERIOR WALL BRACING SEE SHEAR WALL NOTE ON PB-1a
7. APPROVED DATA PLATE AND STATE LABEL TO BE LOCATED ON MAIN ENTRANCE PANEL.
8. ON SITE STRUCTURE TO MEET THE FOLLOWING: (PLEASE SEE GRANDSTAND DRAWINGS FOR FURTHER DETAILS).
   - UPLIFT RATING FROM RIM JOIST TO SUPPORT AND RESIST 2640 LBS @8'-0" O.C.
   - RATING OF HORIZONTAL CONNECTION TO BE A MINIMUM OF 1140 LBS @ 8'-0" O.C.
   - BEARING SUPPORT OF THE UNDERSTRUCTURE TO HAVE MIN. CAPACITY OF 8000 LBS @ 8'-0" O.C.
9. ATTIC VENTILATION SHALL NOT BE LESS THAN 1 / 150 OF THE HORIZONTAL AREA TO BE VENTILATED.
10. ALL LOCKS TO BE UNLOCKABLE FROM THE INTERIOR WITHOUT THE USE OF A KEY OR SPECIAL KNOWLEDGE.
11. CORROSION RESISTANT FLASHING AT TOP AND SIDES OF DOORS, WINDOWS AND AT ROOF PENETRATIONS.
12. ALL GLAZING WITHIN A 24" ARC OF VERTICAL DOOR EDGES IN THE CLOSED POSITION TO BE SAFETY GLAZED AND MARKED SO.
13. INTERIOR FINISH SHALL BE CLASS B OR BETTER.
14. RESTROOM AND HANDICAPPED RESTROOM FACILITIES ARE TO BE PROVIDED IN AN ADJACENT BUILDING LOCATED ON THE SAME PROPERTY HAVING ADEQUATE FACILITIES TO HANDLE THE ADDITIONAL OCCUPANT LOAD CREATED BY THE ADDITION OF THIS BUILDING TO THE SITE. THE LOCAL OFFICIAL HAVING JURISDICTION SHALL VERIFY THE EXISTENCE OF THESE FACILITIES.
15. THE MINIMUM SEPARATION OF THE UNIT FROM ANY PROPERTY LINE OR ASSUMED PROPERTY LINE IS 15'.
16. THIS BUILDING DOES NOT CONTAIN PLUMBING FACILITIES. PLUMBING FACILITIES SHALL BE PROVIDED ON-SITE SUBJECT TO THE LOCAL AUTHORITY HAVING JURISDICTION.
17. FIRE EXTINGUISHERS SUPPLIED & INSTALLED ON-SITE BY OTHERS APPROVED BY LOCAL JURISDICTION.

GENERAL ELECTRICAL INFORMATION

1. ALL WIRING TO BE ENCASED IN THIN ALL EMT CONDUIT MIN. 12THIN COPPER WIRE.
2. ALL RECEPTACLES TO BE GROUNDING TYPE.
3. MAIN PANEL TO BE MARKED SUITABLE FOR USE AS SERVICE EQUIPMENT, AND TO BE EQUIPPED WITH BREAKER/FUSE TYPE OVER CURRENT PROTECTION.
4. PROPER THERMAL OVERLOAD PROTECTION TO BE PROVIDED FOR ALL MOTORS.
5. DISCONNECTING MEANS WITHIN SITE REQUIRED FOR ALL MOTORS.
6. WEATHERPROOF PROTECTION REQUIRED FOR ALL OUTDOOR LIGHTS, RECEPTACLES AND DISCONNECTS.
7. PROPER WORKING CLEARANCES TO BE PROVIDED AND MAINTAINED AROUND ALL ELECTRICAL EQUIPMENT.
8. ALL FLUORESCENT FIXTURES REQUIRE THERMAL PROTECTION AND PROPER CLEARANCES FROM INSULATION, ALSO APPLICABLE FOR INCANDESCENT FIXTURES.
9. EXIT LIGHTS (IF ELECTRIC) MUST BE FED FROM AN APPROVED EMERGENCY SERVICE CONNECTED AHEAD OF, BUT NOT WITHIN MAIN SERVICE DISCONNECTING MEANS ENCLOSURE, AND INSTALLED AS PER SERVICE REQUIREMENTS, OR BE BATTERY BACK UP TYPE UNITS.
10. SERVICE CONDUCTORS LOCATED WITHIN THE PERIMETER OF THE BUILDING SHALL BE INSTALLED PER NEC.
11. ELECTRICAL WIRING TO BE INSTALLED PER NEC.
12. ALL DATA/ TELECOMMUNICATION CONDUCTORS TO BE INSTALLED AND TERMINATED ON-SITE BY OTHERS.
13. ALL WIRING TO BE COPPER 0 TO 2,000 VOLTS, COMPLYING W/ ARTICLE 310, NEC AND NO SMALLER THAN #12, AWG, INSULATED CONDUCTORS SHALL NOT EXCEED THE CAPACITY RATINGS AS SCHEDULED IN TABLES 310, NEC AND PROVIDED AND COMPLYING CIRCUIT PROTECTION.

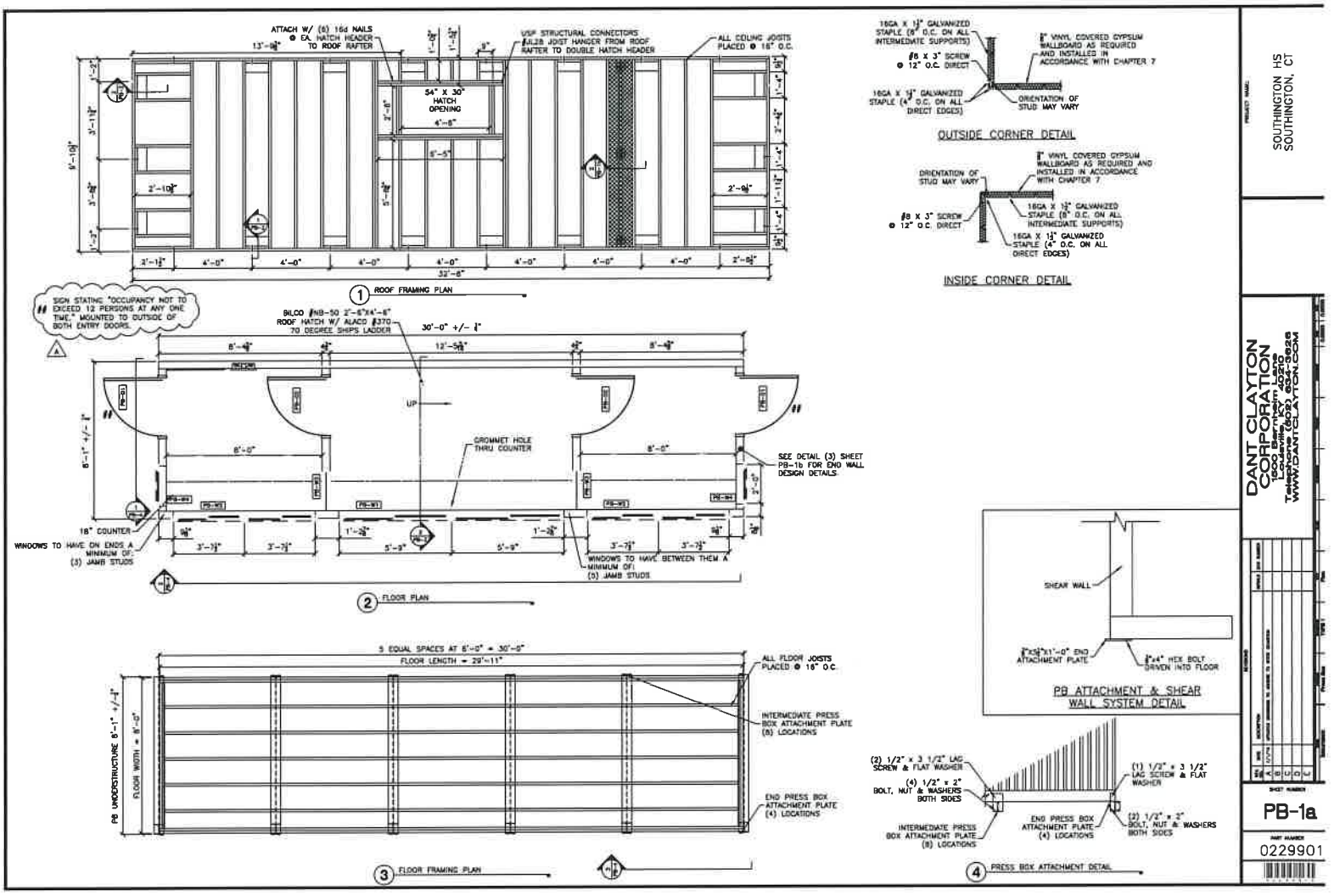
DISCLAIMERS

IT IS THE SOLE RESPONSIBILITY OF THE CUSTOMER TO VERIFY THAT THE APPROVAL DRAWINGS SATISFY LOCAL, STATE AND FEDERAL REGULATIONS. IT IS RECOMMENDED THAT THE DRAWINGS BE REVIEWED AND APPROVED BY LOCAL AUTHORITIES WITH JURISDICTIONAL AUTHORITY. REVISIONS AFTER REVIEW MAY RESULT IN CHANGE ORDERS FOR ADDITIONAL TIME AND/OR MONEY. THE APPROVAL DRAWINGS ARE NOT TO BE USED AS CONSTRUCTION DRAWINGS.

DANT CLAYTON CORPORATION
1500 Barnhart Lane
Louisville, KY 40213
Tel: (502) 452-9620
WWW.DANTCLAYTON.COM

NO.	DATE	REVISIONS
A	1/14/26	ADDED WINDOW TO SIDE ELEVATION
B		
C		
D		
E		

PART NUMBER
0229901



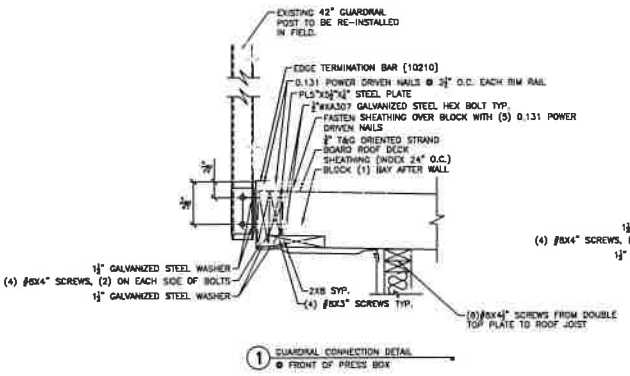
PROJECT NAME:
SOUTHINGTON HS
SOUTHINGTON, CT

DANT CLAYTON CORPORATION
1600 Bethel Road Columbus, Ohio 43220
Telephone (800) 634-3626
WWW.DANTCLAYTON.COM

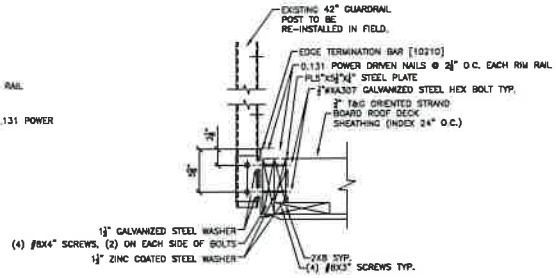
NO.	DATE	DESCRIPTION
A	10/04	ADDED DRAWING TO BRING TO STATE SPECIFICS

SHEET NUMBER
PB-1a

PART NUMBER
0229901



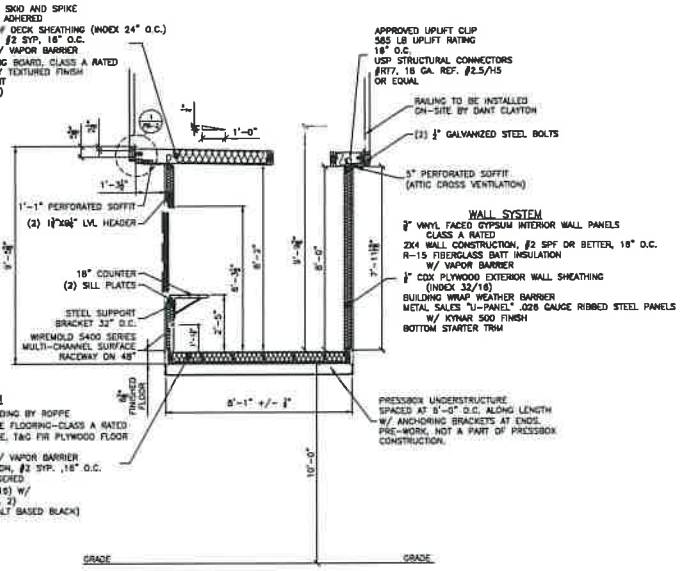
1 GUARDRAIL CONNECTION DETAIL @ FRONT OF PRESS BOX



2 GUARDRAIL CONNECTION DETAIL @ SIDES OF PRESSBOX

ROOFING SYSTEM

DECKING .060 POLYESTER REINFORCED SKID AND SPIKE RESISTANT PVC MEMBRANE FULLY ADHERED
" T&G ORIENTED STRAND BOARD ROOF DECK SHEATHING (INDEX 24" O.C.)
2X8 TRANSVERSE ROOF JOIST SYSTEM, #2 SYP, 16" O.C.
R-19 FIBERGLASS BATT INSULATION W/ VAPOR BARRIER
" TYPE-X FIRE RATED GYPSUM CEILING BOARD, CLASS A RATED —TAPED AND BEDDED WITH SPRAY TEXTURED FINISH
MASTIC FASCIA AND PERFORATED SOFFIT (CONTINUOUS AROUND PERIMETER)



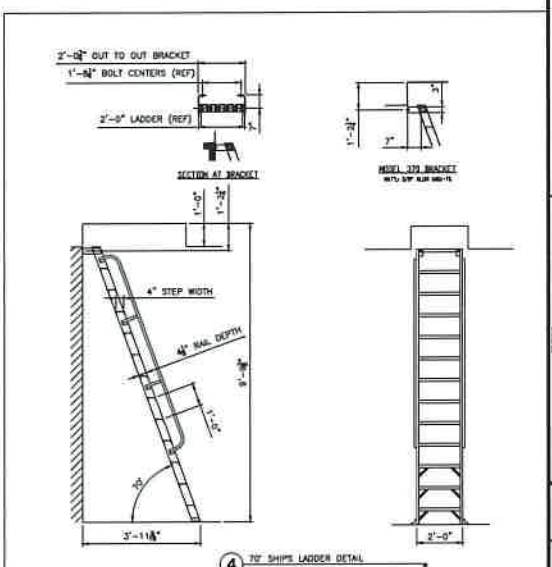
WALL SYSTEM

" VINYL FACED GYPSUM INTERIOR WALL PANELS CLASS A RATED
2X4 WALL CONSTRUCTION, #2 SPF OR BETTER, 16" O.C.
R-15 FIBERGLASS BATT INSULATION W/ VAPOR BARRIER
" CDX PLYWOOD EXTERIOR WALL SHEATHING (INDEX 32/16)
BUILDING WRAP WEATHER BARRIER
METAL SALES "U-PANEL" .026 GAUGE RIBBED STEEL PANELS W/ KYNAR 500 FINISH
BOTTOM STARTER TRIM

FLOORING SYSTEM

4" THERMOPLASTIC RUBBER BASE MOLDING BY ROPPE
" ARMSTRONG VINYL COMPOSITION TILE FLOORING-CLASS A RATED
" STURDIFLOOR, UNDERLAYMENT GRADE, T&G FIR PLYWOOD FLOOR DECKING (INDEX 24" O.C.)
R-19 FIBERGLASS BATT INSULATION W/ VAPOR BARRIER
2X8 LONGITUDINAL FLOOR CONSTRUCTION, #2 SYP, 16" O.C. (SPLICED 16'-0" O.C. AND STAGGERED
" PLYWOOD UNDERBELLY (INDEX 32/16) W/ CONTINUOUS VENT 98" O.C. (MIN. 2) (PAINTED INDUSTRIAL GRADE ASPHALT BASED BLACK)

3 SECTION THRU PRESS BOX



4 70° SHIPS LADDER DETAIL

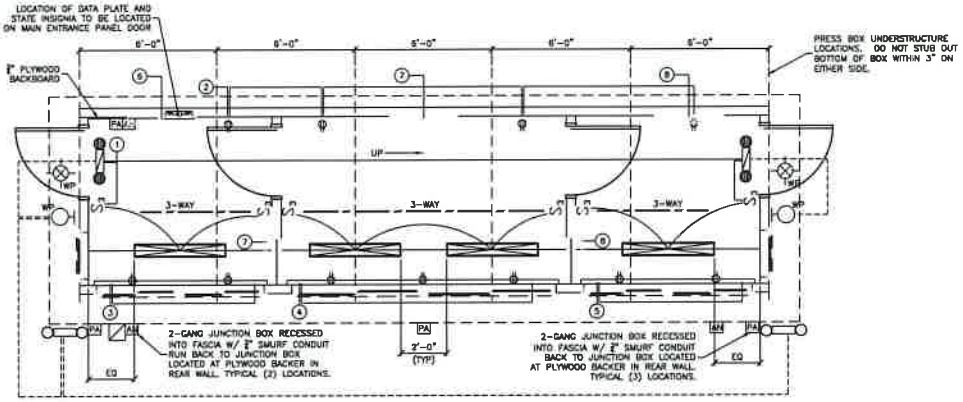
SOUTHINGTON HS
SOUTHINGTON, CT

DANT CLAYTON CORPORATION
1500 Lakeside Drive
Columbus, OH 43212
Telephone (800) 654-3828
www.DANTCLAYTON.com

NO.	DESCRIPTION
A	
B	
C	
D	
E	

PB-2

0229901

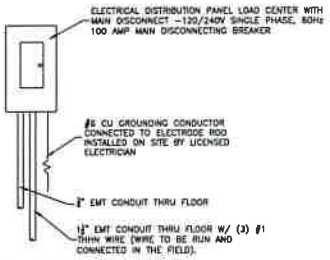


ELECTRICAL PLAN
SCALE: 1/2"=1'-0"

NOTES:
1) THE UTILITY METER BASE & FEEDER SYSTEM TO BE PROVIDED BY OTHERS ON SITE, UNDER THE AUTHORITY OF THE LOCAL JURISDICTIONS.
2) CONNECTION OF ELECTRICAL SERVICE TO BE PERFORMED BY A LICENSED ELECTRICIAN. (BY OTHERS)
3) ALL NUMBERS ON ELECTRICAL CIRCUITS DESIGNATE FEED SIDE OF CIRCUIT.
4) ALL BRANCH CIRCUIT WIRING TO BE ENCASED IN THIN WALL EMT CONDUIT-MIN 12 THHN WIRE

No	AMP	VOLT	WIRE	DESCRIPTION	WATTS
1	20	120	12 THHN	GENERAL LIGHTING	1,050
2	20	120	12 THHN	GENERAL RECEPTS	720
3-5	20	120	12 THHN	PLUG STRIPS	3,000
6-8	20	120	12 THHN	BASEBOARD HEATER	3,000
					7,770

32 AMPS @ 240 VOLTS



PANEL ELEVATION
SCALE: NTS

SYMBOL	DESCRIPTION
	LITHONIA #M-232-PC1S-120-GEB (2) 4' TUBE FLUORESCENT LIGHT WITH PARABOLIC DIFFUSERS (30 WATT)
RECEPT	ELECTRICAL DISTRIBUTION LOAD CENTER W/ MAIN DISCONNECT-120/240V. SINGLE PHASE, 100 AMP CAPACITY. SQ. "D" #QO12461100 W/ (1) 1 1/2" CONDUIT THRU FLOOR--100 AMP CAPACITY W/ (1) 3/4" CONDUIT THRU FLOOR
S_3	PASS & SEYMOUR #TM873LA SPEC. GRADE, GROUNDING TYPE, 3-WAY SWITCH
	LITHONIA #ECR SW3R120 EMERGENCY COMBINATION EXIT/FLOOD LIGHT W/ MINIMUM 90 MIN. BATTERY BACK-UP (WALL MOUNT)
φ	PASS & SEYMOUR CR20 SPEC. GRADE, GROUNDING TYPE, RECEPT GFI WHERE NOTED UP 18" UNLESS NOTED OTHERWISE
	WIREMOLD #5400 SERIES ELECTRIC PLUG STRIPS W/ RECEPTS AND COMMUNICATION JACK COVERS 48" O.C. AND 3/4" CONDUIT THRU FLOOR AT END-UP 14"
TWP	180-DEGREE WHITE OUTDOOR LED MOTION SECURITY LIGHT W/ DUSK TO DAWN SENSOR #DFI-5982-WH WALL MOUNTED ABOVE THE CENTER OF THE DOOR.
WP	LITHONIA #ELAN-HX-0806 REMOTE EMERGENCY LIGHT HEAD
	ROOF ELECTRICAL ACCESS- 2x4 WATERPROOF FASCIA MOUNTED JUNCTION BOX WITH 3/4" EMT CONDUIT TO ENTRANCE PANEL FOR (FUTURE USE) (WEATHER-RESISANT RECEPTACLES IN WEATHERPROOF ENCLOSURES TO BE INSTALLED ON GUARD RAILS BY EC)
	BERKO #BK0C2543W 3'-0" ELECTRIC BASEBOARD HEATER WITH THERMOSTAT
	LITHONIA #WLTU EMERGENCY FLOOD LIGHT W/ MINIMUM 90 MIN. BATTERY BACK-UP (FRONT FASCIA MOUNT)

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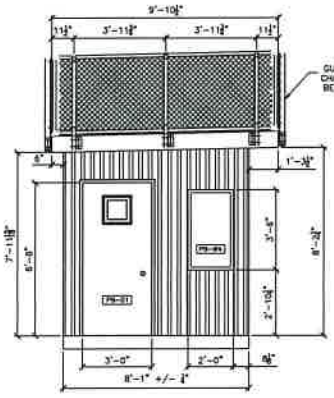
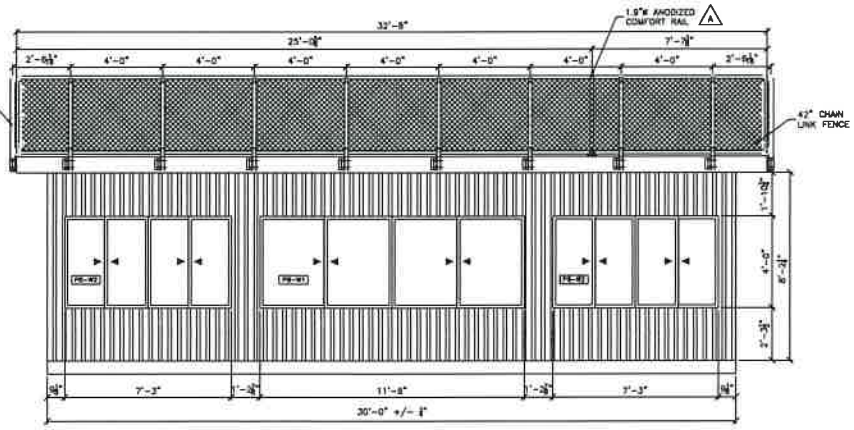
PROJECT NAME: SOUTHINGTON HS
SOUTHINGTON, CT

SHEET NUMBER: PB-3

PART NUMBER: 0229901



1 SIDE ELEVATION @ PRESS BOX



2 FRONT ELEVATION @ PRESS BOX

DOOR SCHEDULE

DOOR						FRAME	
KEY	WIDTH	HEIGHT	THICKNESS	TYPE	MATERIAL	MATERIAL	FIRE RATING
PB-D1	3'-0"	6'-8"	0'-1¾"	3	STEEL	WOOD	
PB-D2	3'-0"	6'-8"	0'-1¾"	1	WOOD	WOOD	

PB-D1 – INSULATED VINYL-FACED STEEL CLAD W/ WOOD JAMBS; 18" INSULATED/TEMPERED LITE, ALUMINUM THRESHOLD, VINYL WEATHER STOPS, STAINLESS STEEL HINGES AND HEAVY-DUTY RETENTION CHAINS. DOORS EQUIPPED WITH COMMERCIAL LEVER-HANDLED KEYED LOCKSETS.

PB-D2 – SOLID-CORE STAINED BIRCH PRE-HUNG INTERIOR DOOR W/ MATCHING WOOD JAMB AND CASING 1½" PAIR MORTISED BUTT HINGES, AND LEVER HANDLED LOCKSET. (ALL DOORS EQUIPPED W/ LEVER HANDLE LOCKSETS)

*NOTE – DOORS INSTALLED PER MANUFACTURERS INSTALLATION DETAILS

WINDOW SCHEDULE

KEY	WIDTH	HEIGHT	TYPE	FRAME	U-FACTOR	SHGC
PB-W1	11'-6"	4'-0"	DOUBLE SLIDER	VINYL	.34	.27
PB-W2	7'-3"	4'-0"	DOUBLE SLIDER	VINYL	.34	.27
PB-W3	2'-0"	3'-8"	GLASS ONLY	VINYL	N/A	N/A
PB-W4	2'-0	3'-6"	PICTURE	VINYL	.34	.27

PB-W1 – THV #7000 SERIES "PARAGON", DOUBLE HORIZONTAL SLIDER WINDOWS W/ EXTRUDED VINYL FRAMES, AAMA LC-25 STRUCTURAL RATING, W/ ¾" INSULATED LOW-E, ARGON FILLED TEMPERED GLASS W/ REMOVABLE INSECT SCREENS. NATURAL LIGHT ALLOWED = 48 SQ/FT, VENTABLE AREA = 23 SQ/FT.

PB-W2 – THV #7000 SERIES "PARAGON", DOUBLE HORIZONTAL SLIDER WINDOWS W/ EXTRUDED VINYL FRAMES, AAMA LC-25 STRUCTURAL RATING, W/ ¾" INSULATED LOW-E, ARGON FILLED TEMPERED GLASS W/ REMOVABLE INSECT SCREENS. NATURAL LIGHT ALLOWED = 29 SQ/FT, VENTABLE AREA = 14.5 SQ/FT

PB-W3 – TEMPERED SAFETY GLASS WINDOW. INSERTED INTO PARTITION WALLS AT SAME HEIGHT AS HEADER.

PB-W4 – THV #7000 SERIES "PARAGON", FIXED FRAME PICTURE WINDOWS W/ EXTRUDED VINYL FRAMES, AAMA LC-25 STRUCTURAL RATING, W/ ¾" INSULATED LOW-E, ARGON FILLED TEMPERED GLASS. NATURAL LIGHT ALLOWED = 7 SQ/FT

*NOTE – GLAZING DESIGN PRESSURE = 22 PSF MINIMUM
WINDOWS INSTALLED PER MANUFACTURERS INSTALLATION DETAILS

SOUTHINGTON HS
SOUTHINGTON, CT

DANT CLAYTON CORPORATION
Louisville, KY 40210
TEL: (502) 584-1135 FAX: (502) 584-0658
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NO.	DESCRIPTION	DATE
A	UPDATE PLANS TO ADDRESS TO BASE ADDENDUM	12/21/22

PB-4

0229901

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only_____ Board Meeting Date March 2026

Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2025-2026 school year. This report includes activity for the month of February 2026.

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

Alternative Strategies:

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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

Michelle Passamano
Signature of Staff Member Submitting Report

Stan Madansky
Signature of Superintendent

Included:
Personnel Report

Personnel Report
February 2026

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
CLASS	Cofrancesco, Joshua	Paraeducator	TES	1.0	2-18-2026	N/A	$19.43
CLASS	Henry, Elizabeth	Paraeducator	FES	1.0	2-23-2026	N/A	$22.19
CLASS	LeVasseur, Autumn	Paraeducator, TLC	DES	1.0	3-16-2026	N/A	$23.89
CLASS	Meneo IV, Anthony	Paraeducator, CLC	JFK	1.0	2-23-2026	N/A	$21.13
CLASS	Rossignol, Donna	Clerk, PT	DES	0.43	2-18-2026	N/A	$19.81
CLASS	Santiago, Dyana	Paraeducator, TLC	DES	0.88	2-18-2026	N/A	$21.13
CLASS	Thayer, Julianne	ABA Therapist, SLC	HES	1.0	3-16-2026	N/A	$21.13

RESIGNATIONS/RETIREMENTS

	NAME	POSITION	SCHOOL	EFFECTIVE	YRS	RET/RES
CLASS	Ballantoni, Kimberly	Paraeducator, FT	SES	2-27-2026	6 mo.	RESIGN
CLASS	Calandra, Gabriel	Paraeducator, FT	JAD	2-14-2026	2	RESIGN
CLASS	Hamm, Jennifer	ABA Therapist, SLC	HES	2-11-2026	6	RESIGN
CLASS	Meccariello, Mary	Clerk, PT	DES	2-5-2026	2 mo.	RESIGN
CLASS	Taylor, Kiara	Literacy & Numeracy Tutor	HES	2-13-2026	5 mo.	RESIGN

ASSIGNMENT CHANGE

	FROM (PREVIOUS ASSIGN)		TO (NEW ASSIGN)		
NAME	POSITION/SCHOOL	FTE	POSITION/SCHOOL	FTE	EFFECTIVE
Manseau, Jean	Paraeducator/DES	0.88	Paraeducator/DES	1.0	2-3-2026

TRANSFERS

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

STIPENDS

COACHING

Resignations/Non-Renewals

Contois, Katie	Assistant Cheerleading Coach	SHS	RESIGN

Appointments

Rioux, Katherine	Assistant Girls Tennis Coach	SHS	STIPEND

OTHER

Resignations/Non-Renewals

None to report

Appointments

Reardon, Brian	Assistant ESY Coordinator	District	STIPEND
Stuppler, Harrison	High School Credit Recovery Co-Director	District	STIPEND
Vasas, Lana	High School Credit Recovery Co-Director	District	STIPEND

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** March 12, 2026

Decision Requested X **Agenda Code** 10.b.

AGENDA REPORTING FORM

Agenda Topic: Policy 1312 – Public Complaints - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 1312 – Public Complaints.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve Policy 1312 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 1312

Grant Ripa
Signature of Staff Member Submitting Report

Peter Madancy
Signature of Superintendent of Schools

Policy 1312
Public Complaints – Revised Policy
Draft

Series 1000: Community Relations

Public Complaints

Complaints made to Board members or to central office about school personnel or school grounds shall be referred to the Superintendent. ~~for study and possible resolution~~. The Superintendent/designee will direct the complainant to the staff member best situated to reach a resolution.

If the complainant is dissatisfied with the resolution, he may review the concern with the next staff member best situated to reach a resolution according to the organizational chart in R-2100(1). There is no appeal process.

If the complaint concerns an individual employee, said employee shall be advised of the complaint and be given the opportunity to explain or comment on the allegations in question.

Any parent/guardian or other person who insults or abuses any teacher or other employee on school property or in the presence of students may be prosecuted by the district under the provisions of law. (Relocated from regulations)

Anonymous complaints will not be considered.

Cross Reference **R-2100(1)**

Cross Reference **Policy 1316 Relations between Public and School Personnel** Cf.1220 Citizens' Advisory Committees Cf.5145.2 Freedom of Speech/Expression ~~Legal Reference: Connecticut General Statutes 10-238 Petition for Hearing by Board of Education~~

Policy Adopted: October 1998
Policy Reviewed: January 2003
Policy Revised: March 2025
Policy Revised: January 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** March 12, 2026

Decision Requested X **Agenda Code** 10.c.

AGENDA REPORTING FORM

Agenda Topic: Policy 3432 – Budget and Expense Report/Annual Financial Statement - Revised – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 3432 – Budget and Expense Report/Annual Financial Statement.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve Policy 3432 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 3432

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 3432

Budget and Finance Report/Annual Financial Statement - Revised Policy

Draft

Series 3000: Business and Non-Instructional Operations

Business

~~Budget and Expense Report~~/Annual Financial Statement and Unexpended Funds

An annual financial report covering the preceding fiscal year ~~and including recommended transfers~~ shall be submitted at the regular ~~August~~ September Board meeting. The annual report of the Board of Education shall include a summary showing (1) the total cost of the maintenance of schools, (2) the amount received from the state and other sources for the maintenance of schools, (3) the net cost to the municipality of the maintenance of schools, and (4) the balance of any nonlapsing, unexpended funds account.

Notwithstanding any provision of the general statutes or the municipal charter, the Board may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriations, in an amount not to exceed 2% of the total budgeted appropriation for such prior fiscal year. Each expenditure from the account must be authorized by the Board and shall be made only for educational purposes.

The non-lapsing, unexpended funds account report will be submitted to both the Connecticut State Department of Education (CSDE) and the exclusive bargaining representative for certified employees.

Additionally, within 30 days from the adoption of the Board's budget, the Superintendent/designee will notify the exclusive bargaining representative(s) for certified employees of (1) the establishment of the non-lapsing account, or (2) the Board's intendent uses of any funds in the non-lapsing account during the next fiscal year.

Legal Reference:

Conn. Gen. Stat. § 10-221
§ 10-222
§ 10-248a

Public Act 25-93, "An Act Increasing Resources for Students, Schools and Special Education."

Policy adopted: October 1988
Policy reviewed: April 2003
Policy Revised: January 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** March 12, 2026

Decision Requested X **Agenda Code** 10.d.

AGENDA REPORTING FORM

Agenda Topic: Policy 4100 – Hiring of Staff – NEW/REPLACEMENT – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4100 – Hiring of Staff.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve Policy 4100 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4100

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 4100

Hiring of Staff – NEW/REPLACEMENT Policy

Draft

CURRENT POLICY WITH EDITS

~~4111~~4100

Series 4000: Personnel

~~**Certified Personnel**~~

~~**Permanent Personnel**~~

~~**Recruitment and Selection**~~

~~The Southington Board of Education believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicted on a climate of inclusion.~~

~~The schools shall engage in fair, sound, and nondiscriminatory personnel practices in the appointment of all district employees in accordance with state statute 46a 81c.~~

~~The administration shall be responsible for establishing recruitment, selection, and appointment procedures. In addition, all prospective employees shall be tested to document that they are free of the presence of illegal or controlled drugs. In compliance with state law and Board of Education policy, all prospective employees shall be fingerprinted prior to hire to determine whether there has been prior criminal conviction. Failure to disclose a prior criminal conviction is grounds for termination. Within an appropriate period of time, approximately 30 days of starting the position, a physician shall certify to the Superintendent of Schools that said employee is in good health and is physically capable to perform job responsibilities.~~

Hiring of Staff

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Southington Public Schools, subject to the provisions of any applicable collective bargaining agreement.

Administrative and Certified Staff

~~The Superintendent of Schools is authorized to hire all certified and classified staff except for the Business Manager, Athletic Director, the Language Arts Coordinator and those certified administrators who have direct supervisory responsibilities of certified personnel. The Board of Education hires the Business Manager, Athletic Director, the Language Arts Coordinator and all administrators who have direct supervisory responsibilities of certified personnel.~~

The Board of Education shall be responsible for the appointment of the Superintendent, Assistant Superintendent, Director of Teaching and Learning, Director of Business and Finance, Director of Pupil Personnel Services, Director of Operations, Principals, Assistant Principals, and Athletic Director in accordance with the procedures set forth in Section 10-151 of the Connecticut General Statutes, and in accordance with any applicable collective bargaining agreement.

The Superintendent will arrange for three rounds of interviews for all in-line* administrative positions. Round one consists of parents and staff, round two of administrators and round three of central office staff. The Superintendent then presents the one recommended candidate to the Board for final approval. The Board reserves the right to direct the Superintendent to repost the position. If the position is reposted, the process repeats.

**In-line – Principal, Assistant Principals, Athletic Director, Director of Teaching and Learning, Pupil Service Director*

Series 4000: Personnel

Hiring of Staff

The Superintendent of Schools shall be responsible for appointments to all other positions requiring a certificate issued by the State Board of Education.

Classified Staff

The Superintendent of Schools or designee shall be responsible for appointments to all positions of employment within the Southington Public Schools which do not require a certificate issued by the State Board of Education.

The Superintendent is ~~also~~ authorized to accept all staff resignations.

Legal Reference:

- Connecticut General Statutes 10-151
- Connecticut General Statutes 10-220

Policy adopted: December 1988
Policy revised: May 1994, April 2003, March 2006, October 2007, **TBD 2026**

Series 4000: Personnel

Hiring of Staff

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Southington Public Schools, subject to the provisions of any applicable collective bargaining agreement.

Administrative and Certified Staff

The Board of Education shall be responsible for the appointment of the Superintendent, Assistant Superintendent, Director of Teaching and Learning, Director of Business and Finance, Director of Pupil Personnel Services, Director of Operations, Principals, Assistant Principals, and Athletic Director in accordance with the procedures set forth in Section 10-151 of the Connecticut General Statutes, and in accordance with any applicable collective bargaining agreement.

The Superintendent will arrange for three rounds of interviews for all in-line* administrative positions. Round one consists of parents and staff, round two of administrators and round three of central office staff. The Superintendent then presents the one recommended candidate to the Board for final approval. The Board reserves the right to direct the Superintendent to repost the position. If the position is reposted, the process repeats. **In-line ~ Principal, Assistant Principal, Athletic Director, Director of Teaching and Learning, Director of Pupil Personnel Services*

The Superintendent of Schools shall be responsible for appointments to all other positions requiring a certificate issued by the State Board of Education.

Classified Staff

The Superintendent of Schools or designee shall be responsible for appointments to all positions of employment within the Southington Public Schools which do not require a certificate issued by the State Board of Education.

The Superintendent is ~~also~~ authorized to accept all staff resignations.

Legal Reference:

- Connecticut General Statutes 10-151
- Connecticut General Statutes 10-220

Policy adopted: December 1988
Policy revised: May 1994, April 2003, March 2006, October 2007, **TBD 2026**

Series 4000:Personnel

REPLACE

Recruitment and Selection

The Southington Board of Education believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicted on a climate of inclusion.

This section covered in NEW P-4105

The schools shall engage in fair, sound, and nondiscriminatory personnel practices in the appointment of all district employees in accordance with state statute 46a-81c.

The administration shall be responsible for establishing recruitment, selection, and appointment procedures. In addition, all prospective employees shall be tested to document that they are free of the presence of illegal or controlled drugs. In compliance with state law and Board of Education policy, all prospective employees shall be fingerprinted prior to hire to determine whether there has been prior criminal conviction. Failure to disclose a prior criminal conviction is grounds for termination. Within an appropriate period of time, approximately 30 days of starting the position, a physician shall certify to the Superintendent of Schools that said employee is in good health and is physically capable to perform job responsibilities.

The Superintendent of Schools is authorized to hire all certified and classified staff except for the Business Manager, Athletic Director, the Language Arts Coordinator and those certified administrators who have direct supervisory responsibilities of certified personnel. The Board of Education hires the Business Manager, Athletic Director, the Language Arts Coordinator and all administrators who have direct supervisory responsibilities of certified personnel. The Superintendent is also authorized to accept all staff resignations.

This section covered in NEW P-4100

Legal Reference:

Connecticut General Statutes

- 10-151, Employment of teachers. Notice and hearing on termination of contract.
- 46a-81c, Discriminatory Employment Practices Prohibited
- 10-221d (a), Fingerprinting and Disclosure of criminal convictions

Policy adopted: December 1988
Policy revised: May 1994, April 2003, March 2006, October 2007

Series 4000:Personnel

REPLACE

Recruitment and Selection

Classified Personnel

Permanent Personnel

Recruitment and Selection

It is the responsibility of the Superintendent of Schools and of persons designated by the Superintendent to determine the personnel needs of the school district and to locate suitable candidates to recommend for employment to the Board of Education. An estimate of the cost of the recruitment and selection program will be made annually by the Superintendent and presented to the Board of Education for inclusion in the annual budget.

This section covered in NEW P-4105

No inquiry with regard to a person's race, color, religion, ancestry, national origin, gender, age, pregnancy, marital status, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics shall be made of a person proposed for or seeking employment.

Prior to initial employment, a physician shall certify to the Superintendent of Schools that said employee is in good health and in fit condition for service. In addition, all prospective employees shall be drug tested to document that they are free of the presence of illegal or controlled drugs. No prospective employee is to be hired permanently without satisfactory completion of his/her physical, drug screening, and fingerprinting within 30 days of initial hiring.

It shall be the duty of the Superintendent of Schools to see that persons nominated for employment shall meet all qualifications established by law and by the Board of Education for the type of position for which nomination is made. ***This section covered in NEW P-4100***

(cf. 4111.1 – Affirmative Action)

Legal Reference:
Connecticut General Statutes
46a-60, Discriminatory Employment Practices Prohibited

Policy adopted: December 1988
Policy revised: May 1994
Policy revised: April 2003
Policy revised: March 10, 2016

HIRING PROCEDURES

R-4211

Series 4000:Personnel

REMOVE

Recruitment and Selection

Classified Personnel

Permanent Personnel

Recruitment and Selection

In the employment of clas personnel, consideration will be gi training, experience and personal characteristics.

1. The vacancy is created.
2. Job responsibilities identi e supervising adm r are forwarded on a Personnel Request Form to the Person ger.
3. The vacancy shall be posted an ised for a time in conformity with bargaining units' contracts with the Southi rd of on.
4. Each candidate will complete an ap each particular vacancy and submit it with any supporting data or referenc e personnel office.
5. Employees who are applicants will b an interview, along with other qualified candidates. Ability, performance and l be among the factors in selection.
6. As a condition of employment, a ph fy to the Superintendent of Schools that the said employee is in good he in dition for service. The conditions of employment shall include testi rug us is testing will be carried out at an approved lab with test resul forwarde to the Personnel Manager. No prospective employee is hire satisfactory n of these requirements.
7. Drug testing must be comp r to beginning w he Southington Public Schools. The physical examinatio gerprinting must be d within 30 days of beginning employment.

Regulation approved: April 1989
Regulation revised: October 1993
Regulation revised: April 1994
Regulation revised: April 2003

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** March 12, 2026

Decision Requested X **Agenda Code** 10.e.

AGENDA REPORTING FORM

Agenda Topic: Policy 4105 – Effective Staff Recruitment and Retention – NEW/REPLACEMENT – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 4105 – Effective Staff Recruitment and Retention.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve Policy 4105 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 4105

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 4105

Effective Staff Recruitment and Retention – NEW/REPLACEMENT Policy

Draft

4105 (Partial of Previous #4111 & #4211)

Series 4000: Personnel

DRAFT

Effective Staff Recruitment and Retention

Southington Public Schools strive to establish an educational environment that will attract and retain the best qualified people who will enhance student learning. The district recognizes that a highly skilled, motivated, and diverse workforce is essential to achieving its mission of providing high-quality educational opportunities for all students.

The district engages in extensive and targeted recruitment efforts to build a large pool of candidates for all school district positions. Efforts include advertising open positions through media and internet outlets, attending job fairs, connecting with colleges and universities, and networking. These strategies are designed to ensure a timely and competitive recruitment process that results in the selection of qualified and dedicated staff members.

The Southington Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring that effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population. In accordance with Public Act 23-167, Section 10, the district has developed an Increasing Educator Diversity Plan focused on minority teacher recruitment and retention.

The Human Resource Office maintains a comprehensive *Hiring Procedures* document outlining the process from the identification of a vacancy through completion of onboarding. This document ensures that hiring practices are consistent, equitable, and efficient for all candidates and departments. A link to the Hiring Procedures document is available on the district's Human Resources webpage.

Southington Public Schools is dedicated to fostering an environment that supports professional growth, employee engagement, and long-term commitment to the district. Retention strategies include ongoing professional learning opportunities, recognition of staff contributions, mentorship and induction programs, and efforts to maintain positive working conditions and supportive leadership at all levels.

The Superintendent or designee shall regularly review recruitment and retention data, assess progress toward diversity and staffing goals, and report findings to the Board of Education as part of the district's continuous improvement efforts.

Legal Reference:

- Public Act 23-167, Section 10 – Increasing Educator Diversity Plan

Policy adopted: December 1988
Policy revised: May 1994, April 2003, March 2006, October 2007. **TBD 2025**

Series 4000: Personnel

REPLACE

Recruitment and Selection

The Southington Board of Education believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicted on a climate of inclusion.

This section covered in NEW P-4105

The schools shall engage in fair, sound, and nondiscriminatory personnel practices in the appointment of all district employees in accordance with state statute 46a-81c.

The administration shall be responsible for establishing recruitment, selection, and appointment procedures. In addition, all prospective employees shall be tested to document that they are free of the presence of illegal or controlled drugs. In compliance with state law and Board of Education policy, all prospective employees shall be fingerprinted prior to hire to determine whether there has been prior criminal conviction. Failure to disclose a prior criminal conviction is grounds for termination. Within an appropriate period of time, approximately 30 days of starting the position, a physician shall certify to the Superintendent of Schools that said employee is in good health and is physically capable to perform job responsibilities.

The Superintendent of Schools is authorized to hire all certified and classified staff except for the Business Manager, Athletic Director, the Language Arts Coordinator and those certified administrators who have direct supervisory responsibilities of certified personnel. The Board of Education hires the Business Manager, Athletic Director, the Language Arts Coordinator and all administrators who have direct supervisory responsibilities of certified personnel. The Superintendent is also authorized to accept all staff resignations.

This section covered in NEW P-4100

Legal Reference:
Connecticut General Statutes

- 10-151, Employment of teachers. Notice and hearing on termination of contract.
- 46a-81c, Discriminatory Employment Practices Prohibited
- 10-221d (a), Fingerprinting and Disclosure of criminal convictions

Policy adopted: December 1988
Policy revised: May 1994, April 2003, March 2006, October 2007

Series 4000: Personnel

REPLACE

Recruitment and Selection

Classified Personnel

Permanent Personnel

Recruitment and Selection

It is the responsibility of the Superintendent of Schools and of persons designated by the Superintendent to determine the personnel needs of the school district and to locate suitable candidates to recommend for employment to the Board of Education. An estimate of the cost of the recruitment and selection program will be made annually by the Superintendent and presented to the Board of Education for inclusion in the annual budget.

This section covered in NEW P-4105

No inquiry with regard to a person's race, color, religion, ancestry, national origin, gender, age, pregnancy, marital status, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics shall be made of a person proposed for or seeking employment.

Prior to initial employment, a physician shall certify to the Superintendent of Schools that said employee is in good health and in fit condition for service. In addition, all prospective employees shall be drug tested to document that they are free of the presence of illegal or controlled drugs. No prospective employee is to be hired permanently without satisfactory completion of his/her physical, drug screening, and fingerprinting within 30 days of initial hiring.

It shall be the duty of the Superintendent of Schools to see that persons nominated for employment shall meet all qualifications established by law and by the Board of Education for the type of position for which nomination is made.

This section covered in NEW P-4100

(cf. 4111.1 – Affirmative Action)

Legal Reference:
Connecticut General Statutes
46a-60, Discriminatory Employment Practices Prohibited

Policy adopted: December 1988
Policy revised: May 1994
Policy revised: April 2003
Policy revised: March 10, 2016

HIRING PROCEDURES

R-4211

Series 4000: Personnel

REMOVE

Recruitment and Selection

Classified Personnel

Permanent Personnel

Recruitment and Selection

In the employment of classified personnel, consideration will be given to training, experience and personal characteristics.

1. The vacancy is crea
2. Job responsibilities d by the supervising ad tor are forwarded on a Personnel Request For Personnel Manager.
3. The vacancy shall be po d advertised for of time in conformity with bargaining units' contract e Southingto of Education.
4. Each candidate will complet plicatio or each particular vacancy and submit it with any supporting refer esired to the personnel office.
5. Employees who are applicants wi interview, along with other qualified candidates. Ability, performance a will be among the factors in selection.
6. As a condition of employment, a p shall certify to the Superintendent of Schools that the said employee is i h and in fit condition for service. The conditions of employment shall i for drug usage. This testing will be carried out at an approved la tes s to be forwarded directly to the Personnel Manager. No prosp mploye d without satisfactory completion of these requirements.
7. Drug testing must be com rior to beginn k with the Southington Public Schools. The physical e ion and fingerpr ust be completed within 30 days of beginning emp .

Regulation approved: April 1989
Regulation revised: October 1993
Regulation revised: April 1994
Regulation revised: April 2003

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** March 12, 2026

Decision Requested X **Agenda Code** 10.f.

AGENDA REPORTING FORM

Agenda Topic: Policy 5113 – Attendance, Excused Absences and Truancy – REVISED – Second Reading.

Summary of Issue: The Policy & Personnel Committee has reviewed Policy 5113 – Attendance, Excused Absences and Truancy.

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

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve Policy 5113 as presented by the Policy & Personnel Committee.

Titles of Attachments:

1. DRAFT Policy 5113

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Policy 5113

Attendance, Excused Absences and Truancy - Revised Policy

Draft

Series 5000: Students

Attendance, Excused Absences and Truancy

Regular attendance is essential for an effective school experience and necessary for annual promotion. The responsibility for regular attendance rests with the parents or guardians of the student. The Southington Public Schools shall make every effort to keep the appropriate person informed in this most critical area.

Students in the Southington Public Schools, by Connecticut State Statute, are required to attend school regularly during the hours and days the public school is in session. It is the intent and purpose of the Board of Education to develop and foster the maximum potential in each and every student.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

It is our belief that successful performance in school is closely related to regular attendance. When a student is absent, he/she misses the important interaction that occurs in the classroom. For that reason, the Southington Public Schools establishes the following procedures and regulations which are aimed at the prevention and evaluation of absences for unexcused reasons.

When possible, authorized parents/guardians requesting dismissal before the normal end of the school day shall make a written request to do so. The parent, guardian or designee identified in such a request must come into the school office and provide appropriate identification in order to pick up the student and sign the student out.

Early dismissal should be requested only in emergency or unusual situations.

Series 5000: Students

Attendance, Excused Absences and Truancy

SPS uses three absence codes based on the following criteria:

AV= Absence verified by a parent/guardian= a parent/guardian calls a student out. Per CT state law, a parent/guardian can call a child out up to nine times a school year.
AE= Absence Excused= the school receives a doctor's note for the absence or another legally acceptable reason.
UNV= Unverified Absence= no one calls the student out and a robo call was sent from the school, but this is unverified until a parent/guardian contacts the school.

A student's absence from school shall be considered "absence excused" if verification of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and provides appropriate verification to school officials.

Such verification may include a signed note from the student's parent/guardian, verification from a school official that spoke with the parent/guardian regarding the absence, voicemail from a parent/guardian, or a note confirming the absence by a licensed medical professional, as appropriate. Verification must explain the nature of and the reason for the absence as well as the length of the absence. Separate verification must be provided for each incidence of absenteeism.

Observance of a religious holiday is considered an excused absence. Faculty will work in conjunction with students affected by these and other observation days to create accommodations for any missed work. The accommodations must ensure students are not penalized for any work submitted late during the holiday observance.

Series 5000: Students

Attendance, Excused Absences and Truancy

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
   1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
   2. Student's observance of a religious holiday;
   3. Death in the student's family or other emergency beyond the control of the student's family;
   4. Mandated court appearances (documentation required);
   5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required and does not apply to exclusion from transportation for disciplinary reasons);
   6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

When a student is out of school or class because of an excused absence, appropriate provisions will be made by school personnel regarding make up of missed assignments, homework, tests, and other class activities missed.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences, such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Unverified Absences

It is the philosophy of the Board of Education to stress prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents and students informed as to attendance

problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student's absence from school shall be considered unverified unless

1. The absence meets the definition of an absence verified and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

An unverified absence occurs when a student is out of school for reasons other than those approved as verified absences. When a student is absent for an unverified reason, the amount and kind of assistance provided shall be at the discretion of the student's teacher(s) after consultation with the building administrator.

Chronic Absenteeism

As used in this section, the applicable definitions are as follows:

1. **Chronically absent child:** an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.
2. **Absence:** An excused absence, unverified absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.
3. **District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the board of education for such school year.
4. **School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic

absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a district chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall annually include information for the strategic school profile report for each school and the District that it submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

Truancy

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By state statute, responsibility for assuring that students attend school rests with the parent/guardian. Every effort must be made to keep absences and tardiness to a minimum. To assist parent/guardian and others in meeting this responsibility, the Board of Education has developed the following procedures:

1. Annually notify parent(s) or other person(s) having control of each child enrolled, inclusive in writing of the obligations of the parent/guardian pursuant to student attendance (C.G.S. 10-184).
2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.
3. Establish a system for monitoring student's individual attendance.

Series 5000: Students

Attendance, Excused Absences and Truancy

4. Make a reasonable effort to notify the parent(s)/guardian whenever a child fails to report to school on a regularly scheduled school day and no verification has been received by school officials that the child's parent /guardian is aware of the student's absence.
5. Identify a student as "truant" when the student has four (4) unverified absences in any one month or ten (10) unverified absences in any school year.
6. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" or chronically absent within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
7. Identify a student as a "habitual truant" when the student has twenty (20) unexcused absences in any school year.
    A. Referral will be made to the Planning Placement Team to determine whether or not an educational evaluation is appropriate, prior to a written complaint to Superior Court.
    B. Referral to the district's Attendance Support & Engagement Team (formerly Truancy Committee)
8. Provide for the coordination of services and refer enrolled students who are truants or habitual truants to community agencies providing child and family services.

A student who is identified as a "truant" may be subject to the following consequences:

A. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
B. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level.

Limits of Liability

School personnel who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

Series 5000: Students

Attendance, Excused Absences and Truancy

Students who become ill during the school day may be excused by the school nurse and transportation home must be provided by the parent or his/her designee.

Legal Reference:
Connecticut General Statutes

10-220(c) Duties of boards of education (as amended by PA 15-225) 10-184 Duties of parents (as amended by PA 98-243 and PA 00-157) 10-185 Penalty 10-199 through 10-202 Attendance, truancy - in general
10-198a Policies and procedures concerning truants (as amended by PA 11- 136) 10-220(c) Duties of boards of education (as amended by PA 15-225) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) PA 15-225 An Act Concerning Chronic Absenteeism

Action taken by State Board of Education on January 2, 2008, to define "attendance."

Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.

Policy Adopted: February 1989
Policy Revised: August 2002
Policy Revised: June 23, 2016
Policy Revised: September 8, 2016
Policy Revised: May 2025
Policy Revised: January 2026

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **March 12, 2026**

Decision Requested **X** **Agenda Code** **10. g.**

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science – Intro to Mechanics– Revised Curriculum- Second Reading.

Summary of Issue: SHS Agricultural Science – Intro to Mechanics– Revised Curriculum - Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS Agricultural Science – Intro to Mechanics– Revised Curriculum – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Unit 1-Personal Safety
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	3 Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the foundational principles of personal safety in agricultural mechanics. Students will learn about common causes of accidents, the use of safety colors and focal colors, and the importance of personal protective equipment (PPE) including safety glasses, face shields, protective clothing, coveralls, and masks. The lesson will also explore the impact of noise on hearing, including concepts of noise intensity, duration, and decibels. Through discussion, demonstration, and assessment, students will develop an understanding of how to maintain a safe working environment in an agricultural mechanics setting.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- **PST.02.01.01.a**: Identify and explain hazards associated with power, structural and technical systems.
- **PST.02.02.01.a**: Identify personal protective equipment (PPE) and explain its proper use.
- **PST.02.03.01.a**: Explain the importance of safety practices and their impact on workplace productivity.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Safety in agricultural mechanics is critical to preventing accidents and ensuring long-term health. ● Understanding and using personal protective equipment (PPE) is essential in mitigating risks. ● Recognizing noise hazards and interpreting safety signs through color codes helps ensure a safer work environment.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the most common causes of accidents in agricultural mechanics? 2. How do safety colors and focal colors communicate danger and caution? 3. Why is PPE such as safety glasses, masks, and coveralls important in this field? 4. How do noise intensity and duration contribute to hearing loss? 5. How can students take responsibility for their own safety and the safety of others?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Vocabulary ● **Common Causes of Accidents**: Mistakes or unsafe actions that frequently lead to injuries, such as rushing, inattention, or not using PPE. ● **Safety Colors**: Standardized colors used to indicate hazards or safety information (e.g., red for danger, yellow for caution). ● **Focal Colors**: Colors used to draw attention to specific hazards or safety devices. ● **Safety Glasses**: Eyewear that protects the eyes from particles, dust, and debris. ● **Face Shields**: Transparent shields that protect the entire face from splashes or flying debris. ● **Protective Clothing**: Apparel designed to prevent injury, such as gloves, aprons, or boots.	**Skills** ● I can list and explain at least three causes of shop accidents. ● I can correctly match safety colors to their functions. ● I can demonstrate appropriate PPE use during lab activities. ● I can describe how decibels, noise intensity, and noise duration relate to hearing safety.

• **Coveralls**: Full-body garments worn over clothes to protect against dirt, chemicals, and other shop hazards. • **Masks**: Respiratory protection devices that filter out harmful particles or fumes. • **Noise Intensity**: The loudness of a sound, usually measured in decibels (dB). • **Noise Duration**: The length of time a person is exposed to noise. • **Decibels (dB)**: Units used to measure sound intensity; prolonged exposure to sounds over 85 dB can damage hearing.	

Stage 2/3: Instructional Design

Personal Safety	
Learning Target:	**Success Criteria:**
• I can describe common causes of accidents in agricultural mechanics. • I can identify and interpret safety and focal colors used in the shop. • I can explain the purpose and proper use of personal protective equipment. • I can understand how noise intensity and duration impact hearing.	• I can list and explain at least three causes of shop accidents. • I can correctly match safety colors to their functions. • I can demonstrate appropriate PPE use during lab activities. • I can describe how decibels, noise intensity, and noise duration relate to hearing safety
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan Chapter 4, Personal Safety in Agricultural Mechanics	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Unit 4 Ag Mech Assessment	

Shop Safety Review and Tool Orientation Tour

Learning Target:	Success Criteria:
• I can identify and locate emergency safety equipment in the shop. • I can explain the function of each safety feature, including fire extinguishers, fire blankets, and eye wash stations. • I can locate and describe the use of major work areas, including tool benches and tool storage. • I can describe the importance of keeping safety isles and exits clear.	• I can point out the location and use of all emergency safety features in the shop. • I can explain how to access and return tools to their proper storage. • I can describe the importance of safety isles and the fire exit. • I can follow the instructor through the shop without disrupting others or putting myself or others at risk

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

Lesson Plan: Shop Safety and Tool Orientation Tour

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

Safety Quiz Missing Words.docx
Shop and Equipment Safety Skit Scenarios

Using Common Layout Tools for Measuring and Marking Lumber

Learning Target:	Success Criteria:
• I can measure a board to a specified length using a steel tape. • I can use a try square to mark a straight and accurate cut line. • I can explain what the kerf is and how to adjust for it when measuring and cutting.	• I can measure a board to a specified length using a steel tape. • I can use a try square to mark a straight and accurate cut line. • I can explain what the kerf is and how to adjust for it when measuring and cutting.

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

Lesson Plan: Measuring and Marking Wood Accurately

Assessment **List any formative or summative assessments that should be administered within this learning sequence.** ***(They can be listed/linked below)***
Students are assessed on skill when building Birdhouse Project

Cutting Wood with Hand Saws and Hammering Nails	
Learning Target:	**Success Criteria:**
• I can identify and safely use a variety of hand saws including rip saws, crosscut saws, back saws, coping saws, and compass saws. • I can safely and accurately hammer and remove nails using a curved claw hammer. • I can perform cuts that follow measured lines and produce clean edges. • I can apply proper body positioning and tool control for accuracy and safety.	• I wear all required PPE and follow all safety rules during tool use. • I correctly name and select appropriate saws for different cutting tasks. • I make straight or curved cuts that follow marked guidelines. • I drive nails flush with the surface and remove them without damaging the board. • I maintain a clean, safe work area.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan: Cutting Wood with Hand Saws and Hammering Nails with Curved Claw Hammers	

Assessment **List any formative or summative assessments that should be administered within this learning sequence.** ***(They can be listed/linked below)***
Students are assessed on skill when building Birdhouse Project

Resources Any materials and resources related to Stage 3 learning activities.
Wood, Nails, Cutting and DrivingTools, Layout Tools

Unit Overview	
Unit Title:	Unit 2 Hand Tools
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	3 Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn the correct and safe use of common hand tools used in agricultural mechanics. Tools covered include the curved claw hammer, hand saw, coping saw, back saw, screwdrivers (flathead and Phillips), steel tape, square, bar clamps, and bench vises. Students will practice tool handling, understand their applications, and demonstrate correct use during hands-on activities. Emphasis will be placed on accuracy, safety, and tool care.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

- **PST.02.01.01.a**: Identify and categorize basic hand tools and their functions.
- **PST.02.02.01.b**: Demonstrate the correct and safe use of common hand tools.
- **CS.06.01.01.b**: Apply problem-solving skills when working with tools and materials in a mechanical system.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Proper use and maintenance of hand tools ensures accuracy, efficiency, and safety in agricultural mechanics. • Different tools are designed for specific functions, and using the correct tool for the job improves results. • Accurate measuring and layout are critical first steps to quality construction.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. Why is it important to use the correct hand tool for a specific task? 2. What safety practices should be followed when using hand tools? 3. How do you distinguish between a flathead and Phillips screwdriver? 4. What are the functions of different types of saws? 5. How can tools like squares and tape measures improve accuracy?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
## Vocabulary ● **Curved Claw Hammer**: A hammer with a curved claw used to remove nails and drive them in. ● **Hand Saw**: A long-bladed tool for cutting wood by hand. ● **Coping Saw**: A narrow-bladed saw used for curved or intricate cuts. ● **Back Saw**: A fine-toothed saw with a reinforced back used with a miter box. ● **Flat Head Screwdriver**: A screwdriver with a flat tip used for slotted screws. ● **Phillips Screwdriver**: A screwdriver with a cross-shaped tip for Phillips screws. ● **Steel Tape**: A flexible measuring tape marked in feet, inches, and fractions. ● **Square**: A tool used to measure and mark right angles. ● **Bar Clamp**: A clamping tool used to hold pieces of wood in place. ● **Bench Vise**: A fixed tool used to hold a workpiece securely during cutting or shaping. ● **Softwood** – Wood that comes from coniferous (needle-bearing) trees; typically used for framing and general construction. ● **Hardwood** – Wood from deciduous (broadleaf) trees; often denser and used for furniture or finishing.	Skills ● I can identify at least eight different hand tools and their uses. ● I can demonstrate how to use each tool safely and effectively. ● I can explain the difference between a flat head and a Phillips screwdriver. ● I can measure and mark a board accurately using a steel tape and square.

• **Lumber** – Processed wood that is used for construction; available in different grades and sizes. • **Grade** – A classification that reflects the quality of the lumber based on defects, straightness, and usability. • **Rough Cut** – Lumber that has not been planed or smoothed after sawing. • **Planed (S4S)** – Lumber that has been smoothed on all four sides for uniform thickness and appearance. • **Warping** – Bending, twisting, or cupping of wood due to uneven drying or moisture changes. • **Crosscut** – A cut made perpendicular to the wood grain. • **Ripping** – A cut made parallel to the wood grain. • **Saw Teeth** – The sharp points on a saw blade that cut through wood. • **Grain** – The direction, texture, and pattern of wood fibers. • **Kerf** – The width of the cut made by a saw blade; also refers to the material removed during cutting	

Stage 2/3: Instructional Design

Chapter 7 Hand Tools	
Learning Target:	**Success Criteria:**
• I can identify and classify different types of hand tools by function. • I can explain the purpose and application of various fasteners and adhesives. • I can select and use the appropriate hand tool safely and effectively for a given task.	• I can accurately describe and demonstrate the use of layout, cutting, boring, and driving tools. • I can choose the correct size and type of fastener or adhesive for a specific mechanical task. • I can follow all safety procedures when using hand tools in the lab/shop environment.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan Chapter 7: Hand Tools	

October, 2025

Assessment
Hand Tool ID.docx Hand Tools Assignment.docx Chapter 7 Assessment

Cutting, Selecting and Shaping Wood	
Learning Target:	**Success Criteria:**
• I can distinguish between softwoods and hardwoods and explain their uses. • I can identify different lumber grades and finishes and explain how they affect project quality. • I can demonstrate correct and safe cutting methods, including crosscutting and ripping, based on grain direction.	• I can accurately classify types of wood and explain the characteristics of each. • I can select lumber based on its grade, finish, and intended use. • I can safely operate cutting tools and understand the effects of kerf and grain direction on cutting.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson plan Chapter 9: Selecting, Cutting, and Shaping Wood	
Assessment **List any formative or summative assessments that should be administered within this learning sequence.** ***(They can be listed/linked below)***	
Chapter 9 Assessment	

Driving a Screw into Wood	
Learning Target:	**Success Criteria:**
• I can identify the differences between Phillips and standard screwdrivers. • I can safely and effectively use a screwdriver and power drill to drive screws into wood. • I can explain when and why to predrill a hole before inserting a screw.	• The student correctly selects the appropriate screwdriver or bit. • Students safely and effectively drive a screw into wood without damaging materials. • Students can demonstrate predrilling a hole and explain its importance. • Students use PPE and follow safety protocols during all activities.

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

Lesson Plan: Driving Screws into Wood

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

Students are assessed on skill when building Birdhouse Project

Bluebird House Build – Hand Tools

Learning Target:	**Success Criteria:**
• I can safely and accurately build a bluebird house using hand tools. • I can build a second bluebird house using power tools with improved efficiency and quality. • I can compare the results of different tool types and reflect on craftsmanship improvements.	• I correctly use layout and measuring tools to mark accurate cuts. • I safely and skillfully operate both hand and power tools. • I produce two complete, structurally sound bluebird houses. • I can articulate differences in tool use, time efficiency, and quality between builds.

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.

Capstone Project: Bluebird House Build – Hand Tools vs

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

See Rubric in packet above

Resources
Any materials and resources related to Stage 3 learning activities.

Wood, Screws, Tools

Unit Overview	
Unit Title:	Unit 3 Power Tools
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	2 Weeks (5 class days)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the safe use and practical applications of power tools in agricultural mechanics. Students will explore differences between impact drivers and cordless drills, learn to safely operate sanders and various types of saws as through hands-on applications.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
PST.02.01.01.b: Demonstrate safe operation of portable power tools. **PST.04.01.01.a:** Identify and explain hazards associated with tools and equipment. **PST.02.02.01.a**: Compare and contrast hand and power tools. **CS.03.02.02.b**: Apply technical skills in a mechanical setting using tools and equipment.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Each portable power tool serves a specific function and must be used correctly and safely. • Knowing the distinctions between similar tools allows for better tool selection and improved outcomes. • Safety is non-negotiable when working with any powered equipment.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What are the primary differences between an impact driver and a cordless drill? ● How do I change and safely secure drill bits? ● When is it appropriate to use a sander or saw? ● How can I ensure safe operation and maintenance of portable power tools?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Vocabulary ● **Impact Driver:** a power tools designed to drive screws and bolts with rotational and concussive force ● **Cordless Drill:** A battery powered drill for driving screws or drilling holes ● **Drill Bit:** A cutting tool attached to a drill to bore holes in materials ● **Belt Sander:** A power sander that uses a looped sanding belt for smoothing down surfaces ● **Bench Sander:** A stationary sander that is mounted to a workbench for shaping and finishing materials ● **Orbital Sander:** A handheld sander that moves in small orbits for fine finishes ● **Reciprocating Saw:** A handheld power saw with a stiff blade that moves back and forth ● **Sabre Saw:** A handheld saw with a fine blade used for cutting curves or shapes ● **Grounded Plug** – A power cord plug with three prongs, including a ground wire for electrical safety. ● **Cordless Tools** – Battery-powered tools that offer portability and convenience without a cord. ● **Double Insulated** – A safety feature where tools have extra internal insulation and do not require a ground plug. ● **Continuous Duty** – A rating indicating that a tool can be run continuously without overheating or damage.	Skills ● I can identify and differentiate at least 5 power tools and their functions ● I can follow safety procedures consistently during tools use ● I can explain the differences between various power tools ● I can demonstrate how to operate portable and stationary power tools accurately and safely

• **Variable Speed** – A tool feature that allows the operator to adjust the speed of operation for better control. • **Key** – A tool (usually a chuck key) used to tighten or loosen components like drill chucks. • **Pilot Hole** – A small hole drilled before inserting a screw or larger bit to prevent splitting and improve accuracy. • **Cooling Vent** – An opening that allows heat to escape from the motor, preventing overheating. • **Retractable Guard** – A safety shield that covers the blade or bit when the tool is not in use.	

Stage 2/3: Instructional Design

Portable Power Tools	
Learning Target:	**Success Criteria:**
• I can identify the main safety features of modern power tools. • I can describe the function and advantages of grounded plugs, double insulation, and cooling vents. • I can safely operate power tools with variable speed settings and understand how to use tool-specific accessories like a key or pilot hole.	• I can define key power tool safety terms and features. • I can identify when and why to use a pilot hole or variable speed. • I can explain the importance of features like grounded plugs and retractable guards. • I follow all safety procedures when operating or inspecting power tools.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan Chapter 14 Power Tools	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Chapter 14 Assessment Freshman Ag Mech Power tool quiz.docx Power Tool Evolution.docx	

Routine Maintenance on Power Tools	
Learning Target:	**Success Criteria:**
• I can safely remove and charge a battery from a power tool. • I can change the blade on a jig saw or reciprocating saw using proper procedure. • I can change the bit on a drill and the sanding surfaces on a palm sander or portable grinder. • I can explain how routine maintenance affects tool safety and performance.	• I disconnect the battery before making adjustments. • I safely and correctly change a blade, bit, or sanding surface on a power tool. • I demonstrate proper care and storage of batteries and accessories. • I follow lab safety procedures while working with power tools.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan: Maintenance of Power Tools	

Bluebird Project- Power Tools	
Learning Target:	**Success Criteria:**
• I can safely and accurately build a bluebird house using hand tools. • I can build a second bluebird house using power tools with improved efficiency and quality. • I can compare the results of different tool types and reflect on craftsmanship improvements.	• I correctly use layout and measuring tools to mark accurate cuts. • I safely and skillfully operate both hand and power tools. • I produce two complete, structurally sound bluebird houses. • I can articulate differences in tool use, time efficiency, and quality between builds.
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.	
Capstone Project: Bluebird House Build – Hand Tools vs	

Resources Any materials and resources related to Stage 3 learning activities.
Wood, Nails , Screws, Cutting Tools, Layout Tools

October, 2025

Unit Overview	
Unit Title:	Unit 4 Equipment Operation
Teacher:	Mr. O'Keefe
Grade Level/Course:	9
Length/Dates:	2 Weeks (5 class days)
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will be introduced to the fundamental principles of safe and effective equipment operation, focusing on common agricultural and landscaping machines such as the Toro Dingo and stand-on lawn mowers. Students will explore hydraulic systems, pre-operation inspections, and the use of key equipment components like throttles, booms, loader arms, and mower blades. Hands-on activities will reinforce proper inspection techniques, identification of machine components, and safe operation practices.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
AS.05.01.01.a: Identify operating principles and major parts of agricultural power systems. **AS.05.01.02.a**: Perform basic pre-operation and safety inspections on agricultural machinery. **AS.05.02.02.a**: Operate machinery and equipment safely and efficiently.

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Performing thorough pre-operation inspections ensures safety and prolongs equipment life. • Understanding key components such as hydraulics, booms, loader arms, and mower blades is essential for efficient and safe equipment operation. • Safe operation techniques protect both the operator and others in the work environment.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• Why is a pre-operation inspection critical before using equipment? • How do hydraulic systems affect the movement and functionality of equipment like the Toro Dingo? • What is the purpose of key machine components like the throttle, boom, and loader arms? • How can proper operation techniques extend the life of mower blades and other implements?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
## Vocabulary • **Hydraulics**: A system using pressurized fluid to create movement or force, commonly used in heavy equipment to move parts like loader arms and booms. • **Pre-operation Inspection**: A series of checks performed before using equipment to ensure it is safe and ready for use. • **Implement**: An attachment or tool that can be used with equipment to perform a specific task (e.g., augers, forks, buckets). • **Toro Dingo**: A compact utility loader often used in landscaping and light construction work, operated with a stand-on platform. • **Throttle**: A control that adjusts the engine speed (RPM) of equipment. • **Boom**: An extendable arm on machinery used to lift or extend implements. • **Loader Arms**: Hydraulic arms used to lift, move, and control an attached implement. • **Stand-on Lawn Mower**: A type of mower where the operator stands on a platform at the rear of the machine while mowing. • **Mower Blades**: Sharp, rotating blades under the mower deck that cut grass.	Skills • I can complete a pre-operation inspection checklist without missing steps. • I can explain the importance of hydraulics and identify hydraulic systems on equipment. • I can demonstrate safe operation of the Toro Dingo and stand-on mower during hands-on practice. • I can describe how to maintain mower blades and other key components.

Stage 2/3: Instructional Design

String trimmer and blower use	
Learning Target:	**Success Criteria:**
• I can identify and wear appropriate PPE for operating a string trimmer. • I can perform a complete preflight check on a string trimmer. • I can properly start a string trimmer using the choke and pull start. • I can safely feed line into the trimmer head. • I can use the trimmer at the correct angle and distance for efficient cutting. • I can identify and avoid hazards, including protecting bystanders. • I can identify the correct PPE required when using a backpack blower. • I can perform a preflight check on a backpack blower. • I can successfully start a backpack blower using the choke. • I can use the blower at the proper angle and distance to move debris effectively. • I can demonstrate awareness of bystanders and environmental conditions while operating equipment.	• Students consistently wear all required PPE before operating equipment. • Students correctly perform a preflight inspection (fuel level, damage, loose parts, etc.). • Students successfully and independently start the trimmer using proper procedure. • Students demonstrate the ability to feed trimming line properly and explain how it works. • Students operate the trimmer with control, maintaining the correct angle and keeping a safe distance from obstacles and others. • Students properly shut down the equipment and store it safely. • Students wear appropriate PPE including eye, ear, and foot protection. • Students complete a preflight inspection checklist accurately. • Students safely start the blower using the correct starting procedure (including choke). • Students demonstrate controlled operation and avoid blowing debris toward people or fragile objects. • Students shut off and store the blower safely for the next user.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan:Operating a String Trimmer Safely and Effectively **Lesson Plan: Using a Backpack Blower Safely and Effectively**	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Introductory Activity designed to attract students into Sophomore mechanics class where they would become proficient enough to be assessed	

October, 2025

Toro Dingo Use	
Learning Target:	**Success Criteria:**
• I can identify and perform all steps of a preflight inspection on the Toro Dingo TX 1000. • I can demonstrate how to safely start, maneuver, and shut down the Dingo. • I can use the boom and bucket controls to perform basic material handling tasks. • I can return the Dingo to a neutral, safe position and clean up the work area.	• I completed the preflight checklist without missing any steps. • I operated the boom and bucket smoothly and without abrupt or dangerous movements. • I moved the Dingo safely around a designated area while observing speed and visibility guidelines. • I parked and shut down the equipment according to procedures, returning it ready for the next user.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan: Operating the Toro Dingo TX 1000	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Introductory Activity designed to attract students into Sophomore mechanics class where they would become proficient enough to be assessed	

Mower Use	
Learning Target:	**Success Criteria:**
• I can identify and wear the appropriate PPE for operating a zero-turn mower. • I can complete a preflight inspection of the zero-turn mower. • I can demonstrate how to start and safely operate a zero-turn mower, including appropriate throttle and choke settings. • I can mow in straight lines and avoid hazards and bystanders. • I can explain and apply best practices for controlling the direction of discharged debris.	• I wear all necessary PPE before approaching the equipment. • I complete a preflight inspection using a checklist. • I demonstrate the correct startup procedure including choke and throttle use. • I drive the mower in straight lines, maintain distance from hazards, and manage debris direction. • I shut down and park the mower safely, leaving it in good condition for the next user.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Lesson Plan: Operating a Zero-Turn Mower	

October, 2025

Copy of K Sate Mower Safety Questions

Assessment

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

Landscape ID Quiz.pptx

Resources

Any materials and resources related to Stage 3 learning activities.

Equipment ,Fuel, Empty Field

mowing-trimming_safety_manual.pdf

Intro to Mechanics/Plant Science

Freshmen Course
1 Quarter Long

Unit 1 - Personal Safety

This unit introduces students to the foundational principles of personal safety in agricultural mechanics. Students will learn about common causes of accidents, the use of safety colors and focal colors, and the importance of personal protective equipment (PPE) including safety glasses, face shields, protective clothing, coveralls, and masks. The lesson will also explore the impact of noise on hearing, including concepts of noise intensity, duration, and decibels. Through discussion, demonstration, and assessment, students will develop an understanding of how to maintain a safe working environment in an agricultural mechanics setting.

Enduring Understanding

- Safety in agricultural mechanics is critical to preventing accidents and ensuring long-term health.
- Understanding and using personal protective equipment (PPE) is essential in mitigating risks.
- Recognizing noise hazards and interpreting safety signs through color codes helps ensure a safer work environment.

Unit 2 - Hand Tools

In this unit, students will learn the correct and safe use of common hand tools used in agricultural mechanics. Tools covered include the curved claw hammer, hand saw, coping saw, back saw, screwdrivers (flathead and Phillips), steel tape, square, bar clamps, and bench vises. Students will practice tool handling, understand their applications, and demonstrate correct use during hands-on activities. Emphasis will be placed on accuracy, safety, and tool care.

Unit 2 - Enduring Understanding

- Proper use and maintenance of hand tools ensures accuracy, efficiency, and safety in agricultural mechanics.
- Different tools are designed for specific functions, and using the correct tool for the job improves results.
- Accurate measuring and layout are critical first steps to quality construction.

Unit 2 - Activities

Using the safety lessons taught in the last unit, students begin learning about safe usage of hand tools.

Unit 3 - Power Tools

This unit introduces students to the safe use and practical applications of power tools in agricultural mechanics. Students will explore differences between impact drivers and cordless drills, learn to safely operate sanders and various types of saws as through hands-on applications.

Unit 3 - Enduring Understanding

- Each portable power tool serves a specific function and must be used correctly and safely.
- Knowing the distinctions between similar tools allows for better tool selection and improved outcomes.
- Safety is non-negotiable when working with any powered equipment.

Unit 3 - Activities

Students utilize power tools such as the circular saw, power drill and palm sander to construct a birdhouse.

Unit 4 - Equipment Operation

In this unit, students will be introduced to the fundamental principles of safe and effective equipment operation, focusing on common agricultural and landscaping machines such as the Toro Dingo and stand-on lawn mowers. Students will explore hydraulic systems, pre-operation inspections, and the use of key equipment components like throttles, booms, loader arms, and mower blades. Hands-on activities will reinforce proper inspection techniques, identification of machine components, and safe operation practices.

Unit 4 - Enduring Understanding

- Performing thorough pre-operation inspections ensures safety and prolongs equipment life.
- Understanding key components such as hydraulics, booms, loader arms, and mower blades is essential for efficient and safe equipment operation.
- Safe operation techniques protect both the operator and others in the work environment.

Unit 4 - Activities

Students begin to explore the world of power equipment. They will operate, at a beginner level, a variety of motorized equipment such as a Zero Turn, Dingo, Tractor, Lawn Mower, Leaf Blower and String Trimmer.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **March 12, 2026**

Decision Requested **X** **Agenda Code** **10. h.**

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science – Intro to Small Animals – Revised Curriculum- Second Reading.

Summary of Issue: SHS Agricultural Science – Intro to Small Animals – Revised Curriculum - Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS Agricultural Science – Intro to Small Animals – Revised Curriculum – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Introduction to Dogs
Teacher:	Ms. Woodworth
Grade Level/Course:	Freshmen
Length/Dates:	7 class days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This Dog Unit introduces students to the principles of canine care within the Animal Science Pathway of AFNR standards. Students will explore dog breeds, anatomy, nutrition, health management, and ethical considerations in breeding and ownership.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
AS.01: Analyze historic and current trends in the animal systems industry AS.02: Classify, evaluate, and select animals based on anatomical and physiological characteristics AS.03: Apply principles of animal nutrition AS.06: Demonstrate proper health management practices CT-AS.01.03.01.a.Identify the following breeds of dogs: Labrador Retriever, Golden Retriever, German Shepherd, Yorkshire Terrier, Beagle, Boxer, Poodle, Rottweiler, Greyhound, Dachshund, Bulldog, and Doberman Pinscher.* CTE Assessment Standard, AS, A1 CT-AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution.

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. **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	Each EU listed should correspond to at least 1 or more EQ below. 1. **How do you properly care for and manage dogs?**

that are transferable across contexts, places, and times?	

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How do a dog's breed influence its behavior, energy level, and suitability for different roles? 2. Why is it important to understand key canine terminology when discussing dog care, breeding, and training? 3. What factors should be considered when choosing a dog, and how do these impact responsible pet ownership? 4. How do different types of dog food affect a dog's health, and what should be considered when selecting a diet for a specific breed or lifestyle? 5. How do the AKC breed groups help classify dogs, and why is this classification important for owners, breeders, and trainers? 6. How can observing a dog's body language help us better understand and communicate with them?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
1. <u>Define terminology</u>: - Weaning (wean) - Whelping - Bitch - Dam - Dog - Sire or Stud - Puppy - Parturition - AKC	1. Identify the scientific name for canines. 2. Explain the 8 considerations when choosing a dog. 3. Describe the 3 types of dog food available on the market. 4. Identify common internal and external parasites (fleas, ticks, heartworm). 5. Identify and describe the 7 dog breed groups recognized by the AKC. 6. Identify a dog breed's level of energy, physical attributes, breed name, and the group it belongs to. 7. Identify and interpret canine behavior and body language, including dominant and submissive behaviors, signs of fear, and the 8 main types of body language dogs exhibit. 8. Identify the factors that affect the nutritional needs of canines and list general feeding recommendations. 9. Identify the major categories of infectious diseases that affect canines and describe one disease in each category.

Stage 2/3: Instructional Design

Day 1	
Learning Target:	**Success Criteria:**
1. Students will be able to identify the factors that affect the nutritional needs of canines and list general feeding recommendations. 2. Students will be able to compare and contrast internal and external parasites, and describe the life cycle of common internal and external parasites. 3. Students will be able to identify the major categories of infectious diseases that affect canines, and describe one disease in each category. 4. Students will be able to list five noninfectious diseases that affect canines, as well as their symptoms, diagnoses, and treatments. 5. Students will be able to identify 7 dog breed groups and at least one breed in each group.	• I can explain at least 3 factors that influence a dog's nutritional needs (e.g., age, activity level, breed, health condition). • I can describe general feeding guidelines for dogs, including frequency and portion size. • I can name the 7 main dog breed groups and give at least one example. • I can describe general characteristics or purposes of each breed group (e.g., herding, sporting, toy).
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.	
The teacher will review PowerPoint notes about dogs while students complete the Dogs PPT notes google doc. After the notes, students will complete the Dog AKC Webquest using the AKC.org website. 1. Dogs PowerPoint notes - While the teacher reviews the PowerPoint, students will take notes in the "Dogs PPT notes" google doc. 2. Dog AKC Webquest	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Students will be assessed using Daily Bellringers as check-ins and an End of Unit Assessment	

Day 2	
Learning Target:	**Success Criteria:**
1. Students will be able to identify the main dog breed groups and name at least four specific breeds from each group.	• I can list all of the main dog breed groups (e.g., herding, working, sporting, etc.). • I can name at least four specific breeds within each breed group. • I spelled the breed names correctly and matched them to the correct group.

	• I used resources (notes, textbook, or presentation) to check my accuracy. • My list shows a clear understanding of how breeds are grouped based on purpose or characteristics.

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.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Then, I review the directions for the Dog Breeds Project assignment where 2-3 students are assigned one dog breed group. For the remainder of the class, students are working on the project and will be due the following class period where each group will present to the class while they take notes on it.

1. Bellringer: Name 2 AKC dog breed groups
1. Freshman Dog Breeds Project

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

1. Dog Breed Project Rubric

Day 3

Learning Target:	**Success Criteria:**
1. Students will take organized notes on their classmates' presentations about dog breed groups and their example breeds, and reflect on what they learned and found interesting.	• I took clear, organized notes during each presentation. • My notes include the name of each dog breed group and breed presented. • I listened respectfully and stayed focused during all presentations. • I completed a thoughtful reflection that explains what I learned and what I found interesting.

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.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Then, I will call on a dog breed group to go in front of the class to present their dog breed group presentation - While classmates present their dog breed group project, students will be completing the dog breed student notes. At the end of the presentations, students will answer the 2 reflection questions to demonstrate their learning of the different dog breed groups/breeds.

1. Bellringer: What are 3 ways humans use dogs? (Answer - Companionship, Protection, Research).
2. Dog Breed Student Notes & Reflection

Assessment

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

Day 4 & 5	
Learning Target:	**Success Criteria:**
• Students can identify and list the 8 types of dog body language discussed in class. • Students can explain the difference between dominant and submissive behavior in dogs, using specific examples. • Students can recognize at least 4 signs of fear in a dog's body language. • Students can analyze pictures of dogs and correctly label their body language signals based on what I've learned.	• I correctly listed all 8 types of dog body language covered in class. • I explained how to tell if a dog is dominant or submissive and gave at least one example of each. • I identified 4 specific signs that show a dog is afraid. I accurately labeled the behaviors shown in each picture using correct body language terms. • I used my notes or class materials to support my answers. • My work shows that I understand how to read a dog's body language and what it might mean.

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.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Students will read an article about dog body language and answer questions. Afterward, they will read a chapter unit about canines and answer the reading questions.

1. Bellringer: What body language is this dog showing? (Answer - *Fearful)

2. Dog Body Language Worksheet Q's
    a. Reading
2. Dog Unit Chapter Q's
    a. Reading

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

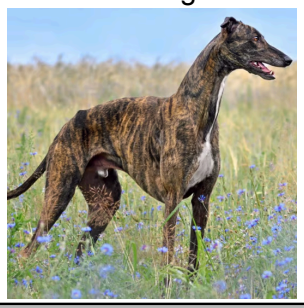
Will be assessed at the end of the unit - End of Unit Assessment

Day 6	
Learning Target:	**Success Criteria:**
Students will demonstrate their understanding of key concepts from the canine unit—including nutrition, parasites, diseases, body language, and breed groups—by accurately answering questions on the end-of-unit quiz study guide.	• Students will demonstrate their understanding of key concepts from the canine unit by accurately answering the questions on the end-of-unit quiz study guide.
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.	
At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Students will review for the upcoming canine unit quiz by reviewing the canine dog breeds and working on their study guides. Next class period, they will be assessed on the canine unit. 1. Bellringer: What group does this dog breed belong to? (Answer - Working Group) 2. Canine Dog Breed Review PPT 3. Canine Unit Study Guide	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Will be assessed at the end of the unit - End of Unit Assessment	

Day 7	
Learning Target:	**Success Criteria:**
1. Students can demonstrate their understanding of key concepts from the canine unit—including nutrition, parasites, diseases, body language, and breed groups—by accurately answering questions on the end-of-unit test.	• Students will earn at least an 80% or higher on the canine unit quiz to demonstrate their understanding.
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.	

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements.

1. Bellringer: What dog breed am I? (Answer - Greyhound)



Assessment

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

At the end of the unit, students will take the following assessment to determine the students' understanding of many of the above learning targets.

1. Canine Unit Quiz Google Form Assessment

Resources

Any materials and resources related to Stage 3 learning activities.

Dogs Google Folder

Computer, Projector, Copies of assignments, personal device.

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023

Unit Overview	
Unit Title:	Introduction to Cats
Teacher:	Ms. Woodworth
Grade Level/Course:	Freshmen (9th grade)
Length/Dates:	6 days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This Cat Unit introduces students to the principles of cat care within the Animal Science Pathway of AFNR standards. Students will explore cat breeds, anatomy, nutrition, health management, and ethical considerations in ownership.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

AS.01: Analyze the anatomy and physiology of animals.
- *AS.01.01*: Compare and contrast major animal body systems (focus on feline anatomy and how form supports function).

AS.02: Evaluate the nutritional requirements of animals.
- *AS.02.01*: Develop feeding programs and understand feline dietary needs at different life stages.

AS.03: Implement animal welfare and behavioral practices.
- *AS.03.01*: Recognize indicators of animal well-being and apply appropriate handling practices.

AS.04: Demonstrate procedures to maintain animal health.
- *AS.04.01*: Identify symptoms of common diseases in cats and understand prevention strategies (e.g., vaccines, parasite control).

AS.06: Evaluate the impact of animal production practices on the environment and community.
- *AS.06.01*: Discuss the ethics of cat ownership, overpopulation, and responsible pet care (including spay/neuter).

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).

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. **Different cat breeds have unique characteristics that affect their care, behavior, and health needs.** 2. **All animals, including cats, require proper nutrition to stay healthy and thrive.** 3. **Basic knowledge of animal care helps promote responsible pet ownership.** 4. **Humans have a responsibility to care for animals in ways that meet their physical and emotional needs.** 5. **Understanding the biology and behavior of animals enhances the human-animal bond and promotes better welfare outcomes.** **Human choices about animal ownership and reproduction impact both individual animal lives and the broader community.**

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 do you properly care for and manage cats?** **In what ways does understanding feline biology and behavior influence how people provide care, training, and enrichment for cats?** **How do human decisions about cats affect the health and welfare of cats and the community at large?**

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
1. <u>Define Terminology:</u> Cat Fanciers Association Cat Muzzle Cat Bag Feline pinna Cheek muzzle chest forehead rump tail flank shoulder stifle chin hind leg foreleg back elbow Hock Taurine BCS Nutrition Ration	Describe the domestication of cats, and identify the four major cat species that contributed to the modern cat. List the major body types and coat types that cats have along with a breed that fits each type. Identify the major factors that affect the nutritional needs of cats, and list general feeding recommendations. Describe each step of the regular grooming process. Compare and contrast the different types of housing for cats, and provide a situation in which each could be used. Identify negative behaviors commonly seen in cats and explain how to train cats not to do these behaviors. Describe the training methods that cats normally respond to and the common types of activities that cats can be trained to perform. Describe the three major restraints that can be used by cat owners, and explain how to perform each restraint.

Water Carbohydrates Protein Fat Vitamins Minerals Feed Label Title Species Description Guaranteed Analysis Crude Ingredient List Feeding directions	

Stage 2/3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Day 1	
Learning Target:	**Success Criteria:**
1). I will be able to identify different types of restraint devices used on cats. 2). I will be able to identify different breeds of cats. 3). I can define key feline terms, identify external anatomy, demonstrate safe restraint, and explain common uses of cats.	I can name and describe at least three types of feline restraint devices and explain when each is used. I can correctly identify and describe at least five common cat breeds by appearance and characteristics. I can: ● Define key terms related to feline care and anatomy. ● Label major parts of a cat's external anatomy. ● Demonstrate at least two safe and effective feline restraint techniques. ● Describe at least three common roles or uses of cats in society (e.g., companionship, therapy, pest control).
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.	
At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, I will review Intro to Cat Unit PowerPoint notes while students take notes using the guided notes. 1). Bellringer: What is the proper term for a male cat called? 2). Intro to Cat Unit PowerPoint	

While the teacher is presenting the Intro to Cat Unit PowerPoint, students are taking notes using the guided notes.

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

There will be an end of unit assessment - End of Unit Assessment

Day 2

Learning Target:	**Success Criteria:**
1). I will be able to identify different types of restraint devices used on cats. 2). I will be able to identify different breeds of cats.	**Restraint Devices:** • I can list and describe at least three types of restraint devices used for cats. • I can explain when and why each type of device is used. • I can recognize these devices in images or videos and match them to their correct use. **Cat Breeds:** • I can correctly identify at least five cat breeds by name and appearance. • I can describe key physical traits and personality characteristics of each breed. • I can match images of cats to their correct breed and explain distinguishing features.

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.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, we will go over the feline restraint and handling worksheet directions together. Students will then work independently on the assignment using their Chromebooks.

Following the independent work time, I will introduce the cat breed project, outlining the expectations and reviewing the rubric with the class. Students will have a few minutes to explore the different cat breeds, after which each student will select one breed (no duplicates allowed). I will record their selections next to the corresponding breed on the rubric. For the remainder of the class period, students will work on the Cat Breed Project with the shared Google Slides presentation (each student is to put the information on one slide and it will be shared with them).

1). Bellringer: What is the proper term for a group of cats called?

2). Cat Handling and Restraint Worksheet.docx

3). Original - Common Cat Breeds .pptx & Original - Cat Breed Project Rubric.docx

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

Q4 - Common Cat Breeds.pptx & Original - Cat Breed Project Rubric.docx

Day 3

Learning Target:	Success Criteria:
1. I will be able to identify different breeds of cats. 2. I can gather and organize key information about a specific cat breed by taking accurate notes to support my cat breed project.	• I can correctly identify at least five cat breeds by name and appearance. • I can describe distinguishing physical traits and characteristics for each breed. • I can match cat breeds to images or descriptions with accuracy. • I can take clear, organized notes that include key facts such as origin, appearance, temperament, care needs, and interesting facts. • My notes are written in my own words and are detailed enough to help me complete the project successfully.

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.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, students will open the cat breed student notes while each classmate presents their cat breed to the class.

1). Bellringer: What is a group of cats called?
2). Original - Common Cat Breeds Project.pptx
3). Cat Breed Student Notes

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

There will be an end of unit assessment - End of Unit Assessment

Day 4

Learning Target:	Success Criteria:

• I can describe the essential nutrients required in a cat's diet (e.g., protein, fats, vitamins, minerals, and taurine). • I can explain the difference between dry, wet, and raw cat food and when each might be appropriate. • I can identify life stage nutritional needs (kitten, adult, senior) for cats. • I can make an informed recommendation for a type of cat food based on a case study (e.g., age, health status, activity level). • I can compare two cat food labels and determine which one is more appropriate for a specific cat's needs.	• I can describe the essential nutrients required in a cat's diet (e.g., protein, fats, vitamins, minerals, and taurine). • I can explain the difference between dry, wet, and raw cat food and when each might be appropriate. • I can identify life stage nutritional needs (kitten, adult, senior) for cats. • I can make an informed recommendation for a type of cat food based on a case study (e.g., age, health status, activity level). • I can compare two cat food labels and determine which one is more appropriate for a specific cat's needs.

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. **Bellringer:** What are 3 essential nutrients cats need in their diet?
2. Cat Nutrition.pptx + NOTES_ Cat Nutrition.docx
3. Cat Feed Lab w/example cat feed bags

Homework: Cat Anxiety Article + Review Questions

Performance Assessment

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

There will be an end of unit assessment - End of Unit Assessment

Day 5

Learning Target:	Success Criteria:
I can apply what I've learned about cat breeds, behavior, and care to complete a Cat Adoption Project based on a realistic scenario. I can work independently or collaboratively to create a well-organized presentation that meets the project requirements. I can use my class notes and study guide to review key concepts in preparation for the Cat Unit Test.	Cat Adoption Project: • I can choose a realistic adoption scenario and select an appropriate cat breed based on the needs of the adopter. • I can describe the chosen cat's breed characteristics, care needs, temperament, and why it is a good match for the scenario. • I can create a presentation that is organized, accurate, and visually clear. • I can collaborate effectively with my partner (if working with one), sharing responsibilities equally.

	• I can attach and submit my completed project by the end of the period or before the next class. Test Preparation: • I can use my study guide and class notes to review key topics (e.g., breeds, terminology, anatomy, restraint methods, uses of cats). • I can answer review questions or quiz myself to check my understanding. • I can identify any areas where I need more review and seek help or clarification.

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.

At the start of class, students will spend the first five minutes completing the daily bellringer, followed by a brief whole-class discussion. I will then review the daily agenda, any homework assignments, and upcoming announcements. Next, I will introduce a Cat Adoption Project Scenario where students choose a cat scenario and work on it independently or with a partner. After reviewing the assignment, students will work on it for the remainder of the class period that will be due next class. Students are to attach their presentations and if they finish early, work on their Cat Unit Study Guide using their notes from class. The following class period there will be a test on the cat unit.

1). Bellringer: What are the 3 ways humans use cats?
2). Cat Adoption Project Scenarios.docx
3). 2024-2025 Cat Unit Study Guide

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

Cat Adoption Project Scenarios.docx

Day 6

Learning Target:	Success Criteria:
• I can define key terminology related to feline care and behavior. • I can identify and describe major external anatomical features of a cat. I can recognize and describe different types of feline restraint methods and when to use them safely. • I can identify common cat breeds and	• I can correctly define at least 4 key feline-related terms used in class. • I can correctly label the major external parts of a cat on a diagram. • I can identify at least three types of feline restraint. • I can explain how to perform restraint techniques safely and with minimal stress to the cat.

describe their physical and behavioral traits. • I can explain the various roles and uses of cats in human society (e.g., pets, therapy animals, pest control).	• I can match at least five common cat breeds to their names and descriptions. • I can describe key physical and behavioral characteristics of each breed. • I can list at least three roles cats serve in society.

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.

At the start of class, students will play a review blooket on Cat Breeds to prepare for the Cat Unit quiz as students usually struggle the most with identifying cat breeds. Afterward, I ask students to spread out around the classroom before starting the cat unit quiz. Once students are quiet, I have them go to the class Canvas page and start the cat unit quiz via google forms. Students have the entire class period to work on the quiz.

1. Bellringer: Cat Breed Review Blooket
2. Cat Unit Quiz

Performance Assessment

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

Cat Unit Quiz

Resources

Any materials and resources related to Stage 3 learning activities.

Cat Unit Folder

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023

Introduction to Small Animal Science

Unit Overview	
Unit Title:	Guinea Pigs
Teacher:	Rebekah Wallace
Grade Level/Course:	9
Length/Dates:	3 days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the care, history, and biology of Guinea Pigs focusing on terminology, breeds, nutrition, and housing requirements. The unit is designed to provide an introduction to hands-on, practical learning opportunities while addressing the needs of guinea pigs.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

1. **CTE Agriculture & Natural Resources Pathway**
    - ANR C1.0: Understand animal anatomy, physiology, and behavior.
    - ANR C2.0: Demonstrate the principles of animal nutrition.
2. **Health and Safety**
    - Understand and apply proper handling, care, and biosecurity practices with small mammals.

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.

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?	Students will understand that… **How do you properly care for Guinea Pigs?**

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the key terms used to describe guinea pig anatomy, behavior, and care? 2. What are the most common guinea pig breeds? 3. What are the essential components of a guinea pig's diet, and why are they important? 4. How have guinea pigs been used historically in society (pets, meat, fur, research)?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
● Boar ● Sow ● Pup ● Peruvian GP ● Skinny GP ● Abyssinian GP ● American GP ● Teddy GP ● Rex GP ● Sheltie GP ● Texel GP ● American Crested GP ● English Crested GP ● Himalayan GP ● Cuy GP ● Coronet GP	● Identify various guinea pig breeds ● Guinea pig terminology ● Identify uses guinea pigs are used in human society ● Understand the basic care and management of guinea pigs (supplements, toys, food sources, habitat cage size, etc.) ● Identify basic anatomy of guinea pigs ● Know how to safely and properly handle a guinea pig

Stage 2/3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Day 1	
Learning Target:	**Success Criteria:**
● I will understand the basic care of guinea pigs ● I will be able to identify different guinea pig breeds	● I can explain what guinea pigs need for proper housing, diet, and exercise. ● I can name at least 3–5 different guinea pig breeds.
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.	
Guinea Pig Unit:	

- Bellringer: Name 2 breeds of Guinea Pigs
- Guinea Pig PowerPoint
    - Guinea Pig Student Notes Wks
- Guinea Pig Breeds Coloring Worksheet

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

There will be an end of unit assessment

Day 2

Learning Target:	**Success Criteria:**
● I can demonstrate my knowledge of Guinea Pigs by completing a review ● I can identify different guinea pig breeds ● I can properly handle a guinea pig safely ● I will prepare for an upcoming guinea pig unit quiz	● I can accurately answer review questions about guinea pig care, breeds, terms, and uses ● I can identify at least 3-5 guinea pig breeds from the matching activity. ● I can approach and lift a guinea pig correctly and calmly. ● I can confidently answer questions from the guinea pig study guide

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. Bellringer: Guinea Pig Review Wks
2. Guinea Pig Breed Matching Game (cut this out ahead of time) Each group will be given cut outs of different Guinea Pig breeds/names that were discussed in class. When the teacher says “Go!”, each group is to match the name of the Guinea Pig breed with the picture. The first group that gets them all correct, wins!
3. Guinea Pig Handling Unit: Review the handling rubric with the class and demonstrate how to properly handle a guinea pig (as well as taking out/putting back guinea pig in habitat). Then, break up the class into four groups. Each group will use their handling rubric while practicing handling a guinea pig.
    a. Guinea Pig Handling Rubric Practicum
4. Guinea Pig Unit Study Guide: Hand out the study guide and have students work on it using their notes.

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

There will be an end of unit assessment

Day 3 - Quiz Day!	
Learning Target:	**Success Criteria:**
1. Students can demonstrate their understanding of key concepts from the guinea pig unit - breeds, terms, uses, etc.	• Students will earn at least an 80% or higher on the guinea pig quiz to demonstrate their understanding.

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. Bellringer: Guinea Pig Unit Blooket Review (breeds): At the start of class, students will spend the first 10 minutes playing a blooket review game on the Guinea Pig unit.

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

Guinea Pig Unit Quiz + Practicum

Resources
Any materials and resources related to Stage 3 learning activities.

Guinea Pig Folder
Textbooks:

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023 (green textbook)

Introduction to Small Animal Science

Unit Overview	
Unit Title:	Rabbits
Teacher:	Rebekah Wallace
Grade Level/Course:	9
Length/Dates:	5 days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the care of Rabbits, focusing on terminology, breeds and nutrition. The unit is designed to provide an introduction to hands-on, practical learning opportunities.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

1. **CTE Agriculture & Natural Resources Pathway**
    - ANR C1.0: Understand animal anatomy, physiology, and behavior.
    - ANR C2.0: Demonstrate the principles of animal nutrition.
    - ANR C5.0: Demonstrate animal health and welfare practices.
    - ANR C6.0: Apply scientific and technological principles to the planning and evaluation of animal facilities.
2. **Health and Safety**
    - Understand and apply proper handling, care, and biosecurity practices with small mammals.

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.

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	Students will understand that… **How do you properly care for rabbits?**

contexts, places, and times?	

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the key terms used to describe rabbit anatomy, behavior, and care? 2. What are the most common rabbit breeds? 3. What are the essential components of a rabbit's diet, and why are they important? 4. How have rabbits been used historically in society (pets, meat, fur, research)?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Buck Doe Buckling Kindling Doeling Kit Rex rabbit Angora rabbit Flemish Giant rabbit Netherland Dwarf rabbit Polish rabbit Checkered Giant rabbit French Lop rabbit English Spot rabbit Argente rabbit American Fuzzy Lop rabbit Teddy Dwarf rabbit Havana rabbit Dwarf Hotot rabbit Brown Chestnut rabbit English Lop rabbit Tri Colored Dutch rabbit Dwarf Angora rabbit Golden Glavcot rabbit	● Identify various rabbit breeds ● Rabbit terminology ● Identify uses rabbits are used in human society ● Understand the basic care and management of rabbits (supplements, toys, food sources, habitat cage size, etc.) ● Identify basic anatomy of rabbits ● Know how to safely and properly handle a rabbit

Stage 2/3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Day 1	
Learning Target:	**Success Criteria:**
● I will understand the basic care of rabbits ● I will be able to identify different rabbit breeds	● I can explain what rabbits need for proper housing, diet, and exercise.

	• I can name at least 3–5 different rabbit breeds.

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.

Guinea Pig Unit:

1. Bellringer: What breed of rabbit am I?
2. Rabbit Unit PowerPoint Notes: Instructor will review the rabbit PowerPoint while students complete the notes fill-in Wks on the rabbit unit.
   - Student Notes Wks
3. Rabbit & Guinea Pig Breed Project: Review the rubric and assign students a rabbit/guinea pig breed. Students are to work on this until the end of the class period and turn in their work when finished. Next class, students will present their breed to the class!

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

There will be an end of unit assessment

Day 2

Learning Target:	Success Criteria:
• I can demonstrate my knowledge of rabbits by completing a review • I will practice my public speaking skills by presenting my rabbit/guinea pig breed project to the class. • I can properly handle a rabbit safely	• I can accurately answer review questions about rabbit care, breeds, terms, and uses • I can approach and lift a rabbit correctly and calmly.

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. Bellringer: Rabbit Unit Review Wks
2. Rabbit & Guinea Pig Breed Project presentations: Students are to present their project to the class
3. Rabbit Handling: Review the rabbit handling rubric with the class and show how to properly handle a rabbit in the small animal lab. Afterward, students are to practice handling a rabbit.
   a. Rabbit Handling Rubric

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

There will be an end of unit assessment

Day 4

Learning Target:	Success Criteria:

1. I can demonstrate my knowledge of rabbits by completing a review 2. I can identify different rabbit breeds 3. I can properly handle a rabbit safely 4. I will prepare for an upcoming rabbit unit quiz	• I can accurately answer review questions about rabbit care, breeds, terms, and uses • I can identify at least 3-5 rabbit breeds from the matching activity. • I can approach and lift a rabbit correctly and calmly. • I can confidently answer questions from the rabbit study guide

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. Bellringer: What breed of rabbit am I?
2. Rabbit Breed Matching Activity: (cut this out ahead of time). Each group will be given cut outs of different rabbit breeds/names that were discussed in class. When the teacher says "Go!", each group is to match the name of the rabbit breeds with the picture. The first group that gets them all correct, wins!
3. Rabbit Unit Study Guide: Hand out study guide to students and give time for them to work on it. They should only use materials given in class.
    a. Teacher Key
4. Rabbit handling practice: During the last 20 minutes of class, students are to practice handling rabbits in the small animal lab for the upcoming practicum.

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

There will be an end of unit assessment

Day 5 - Quiz day!

Learning Target:	Success Criteria:
• Students can demonstrate their understanding of key concepts from the rabbit unit - breeds, terms, uses, etc.	• Students will earn at least an 80% or higher on the rabbit quiz to demonstrate their understanding.

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. Bellringer: Rabbit Breed ID Review

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

1. Rabbit Unit Quiz

a. Google Forms Quiz
b. Rabbit Handling Practicum

Resources
Any materials and resources related to Stage 3 learning activities.

Rabbit Unit Folder
Textbooks:

1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)
2. Small Animal Science and Care, Melanie Berndtson, 2023 (green textbook)

Unit Overview	
Unit Title:	Introduction to Reptiles
Teacher:	Mrs. Wallace
Grade Level/Course:	Freshmen (9th grade)
Length/Dates:	1 week
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit introduces students to the fascinating world of reptiles within the Animal Science Pathway of the AFNR standards. Students will explore the key characteristics that define reptiles, learn about common species kept in captivity, and investigate proper husbandry practices including enclosure setup, feeding, and temperature regulation. Emphasis is placed on responsible pet ownership, and the unique needs of these animals compared to mammals.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

AS.01: Understand animal anatomy and physiology (focus: cold-blooded systems, skin, respiration).

AS.02: Demonstrate knowledge of animal nutrition (herbivorous, carnivorous, and omnivorous reptile diets).

AS.03: Apply principles of animal behavior and welfare (handling techniques, stress signs).

AS.04: Maintain proper animal health (preventing metabolic bone disease, respiratory issues, etc.).

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).

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.

Enduring Understanding(s): What are the big picture understandings that are transferable	1. Reptiles have specialized physiological and environmental needs that differ significantly from mammals. 2. Responsible reptile care requires knowledge of temperature, humidity, lighting, diet, and handling.

across contexts, places, and times?	3. Ethical considerations are important in the ownership and trade of exotic animals, including reptiles.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	How do you care for and manage reptiles?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
MBD Carnivore Herbivor Omnivore Calcium Deficiency UVB Lighting Vivarium Shedding Humidity	**Students will be able to:** ● Compare and contrast the major characteristics of reptiles. ● Identify nutritional requirements of reptiles. ● List the major varieties of reptiles used as pets. ● Discuss the habitat, housing, and equipment needs for reptiles. ● Explain health maintenance in reptiles including the prevention and control of diseases and parasites. ● Describe common methods and techniques of handling reptiles.

Stage 2/3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Day 1

January, 2026

Learning Target:	**Success Criteria:**
1. I will understand the basic care of reptiles 2. I will know what MBD stands for, how to prevent it and why calcium is important for reptiles	1. I can describe the key components of reptile care, including temperature, humidity, and diet. 2. I can define MBD (Metabolic Bone Disease) and recognize its symptoms.

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. **Daily Bellringer:** What are 2 things reptiles need in order to be healthy?
2. Reptile Care Basics PowerPoint: Review Powerpoint with students while they take notes
    a. Reptile Care Basics
3. Reptile Zoo Videos Wks: Students complete a worksheet answering questions about two videos discussing reptiles
    a. Reptile Zoo Video Q's Wks

Homework:

1. Metabolic Bone Disease Article + Q's Wks
    a. Teacher Key

Performance Assessment

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

There will be an end of unit assessment

- End of Unit Quiz

Day 2-3

Learning Target:	**Success Criteria:**
1. I will be able to identify different reptile species that we have at SHS Ag Ed program 2. I will know what diet different reptiles need	1. I can correctly name each reptile species in the SHS Ag Ed program. 2. I can describe key physical features that help identify each species.

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. Daily Bellringer: What does MBD stand for?
2. Reptiles Nutrition & Handling PowerPoint: As the instructor reviews the Powerpoint, students will complete the student notes wks.
    a. Reptile Nutrition & Handling PowerPoint
    b. Student Notes Wks

3. Reptile Handling Practicum: In the reptile lab, students will learn how to physically handle each reptile species and practice.
    a. Reptile Handling Rubric

Homework:

1. Bearded Dragon Article + Q's Wks
    a. Teacher KEY

Performance Assessment

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

There will be an end of unit assessment

- End of Unit Quiz

Day 4	
Learning Target: 1. I will know how to properly handle and care for different reptile species	**Success Criteria:** 1. I can describe the correct way to approach, pick up, and hold common reptile species safely. 2. I can identify signs of stress or discomfort in reptiles and explain how to respond appropriately.

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. Daily Bellringer: What reptile species am I?
2. Reptile Handling Research Wks: Students will research various reptile species online using reputable sources on how to properly care and handle reptiles.
    a. Reptile Handling Research Wks
3. Reptile Handling Practicum: Students will be given time (using the rubric) to practice handling the reptiles in our reptile lab for an upcoming assessment.
    a. Reptile Handling Rubric

Performance Assessment

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

There will be an end of unit assessment

- End of Unit Quiz

Day 5	
Learning Target: 1. I will prepare for the upcoming reptile unit quiz	**Success Criteria:**

	1. I can accurately explain key concepts from the reptile unit (e.g., ID, handling, diet, needs). 2. I have practiced sample questions or reviewed notes to check my understanding.

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. Bellringer: What reptile species am I?
2. Reptile Quiz Study Guide: Students are to complete the study guide using their notes, homework and worksheets used in class.
3. Reptile Handling Practicum Rubric: During the last 20 mins of class, students are to go to the reptile lab to practice handling the reptiles with a partner using the practicum rubric.

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

There will be an end of unit assessment
- End of Unit Quiz
- Reptile Practicum

Day 6

Learning Target:	Success Criteria:
1. I will demonstrate what I have learned from the reptile unit by completing an end of unit quiz and handling practicum	1. Students will receive at least an 80% or higher on their reptile unit quiz/handling practicum

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. Bellringer: Reptile Unit Quiz Review Slides

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

End of Unit Quiz:
- End of Unit Quiz
- Reptile Handling Practicum

Resources
Any materials and resources related to Stage 3 learning activities.

Reptile Unit Folder
1. Small Animal Care and Management, Dean M. Warren, 4th Edition (blue textbook)

2. Small Animal Science and Care, Melanie Berndtson, 2023

SHS- Agricultural Science Department

Course: Freshmen Small Animal

Grade: 9

Credits: 1.0

Length: Quarter (meets every other day)

Unit 1- Dogs

The Canine Unit explores the care, management, and understanding of dogs, focusing on the connection between breed, genetics, history, and behavior. Students will investigate how these factors influence a dog's energy level, training needs, and suitability for different roles in society. Emphasis will be placed on responsible ownership, including selecting the right dog for a household and providing proper nutrition.

Students will also learn about canine communication through body language, behavior, and vocalizations to better understand and interact with dogs. The unit highlights the importance of canine terminology, the AKC breed group classifications, and ethical considerations surrounding breeding, Hands-on learning will include evaluating dog feed bags and restraint techniques.

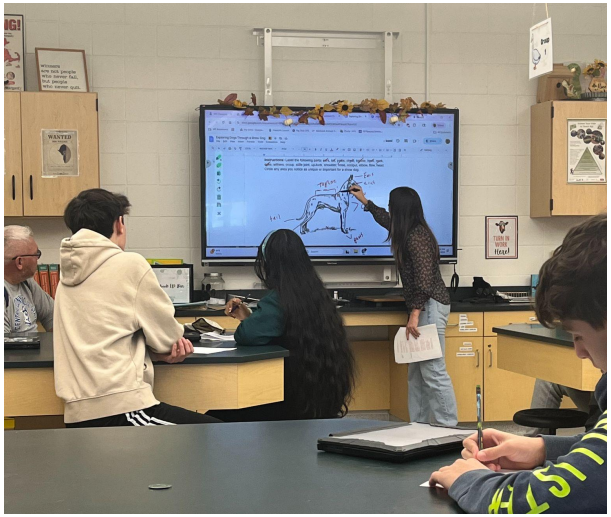
Skills Learned:

- **Recognize the factors that impact canine nutrition**
- **Analyze canine behavior and body language to improve human–dog communication.**
- **Evaluate considerations for responsible dog ownership, including breed selection and ethical decision-making.**
- **Identify canine breeds and the group they belong to based on what they were bred for.**

Unit 1 Activities

Observing Canine Behavior ft. Ellie

External Anatomy



Unit 2- Cats

The Cat Unit focuses on the history, care, and management of domestic cats, with an emphasis on understanding how breed characteristics, biology, and behavior shape their needs. Students will explore the domestication of cats, the unique body and coat types across breeds, and the factors that influence lifespan, health, and well-being. The unit highlights the importance of proper nutrition and responsible pet ownership.

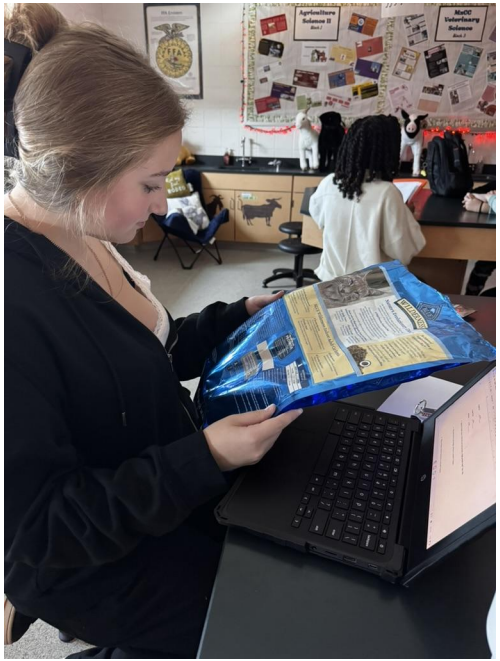
Students will also analyze behavioral challenges, and practice safe restraint techniques. Ethical considerations surrounding breeding, responsible ownership will be discussed, helping students connect feline care to broader community and welfare issues.

Skills Learned:

- **Explain the domestication of cats and identify the species that contributed to the modern cat.**
- **Classify cat breeds.**
- **Recognize nutritional requirements and feeding guidelines for cats.**
- **Identify common feline behaviors, including problem behaviors, and explain how to manage them appropriately.**
- **Identify cat restraints and how to safety/properly apply them to cats.**

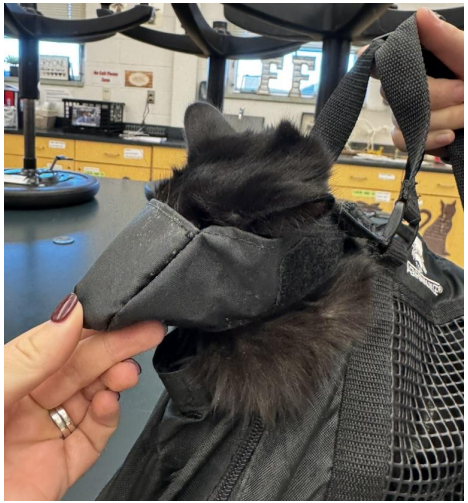
Unit 2 Activities

Feed Label Lab



Handling & Restraint

Cat Bag



Cat Muzzle

Unit 3- Guinea Pigs

The Guinea Pig unit introduces students to the care, management, and ethical responsibilities of small animal husbandry. Through the study of guinea pigs, students will explore the history of domestication, breed classification, and understand their nutritional and health needs.

Skills Learned:

- **Explain the domestication and historical uses of guinea pigs.**
- **Understand the nutritional needs that guinea pigs need.**
- **How to properly and safety handle guinea pigs.**
- **Identify guinea pig breeds.**

Unit 3 Activities - Guinea Pig Restraint/Handling

Unit 4- Rabbits

The Rabbit Unit introduces students to the care, management, and ethical responsibilities of small animal husbandry. Through the study of rabbits, students will explore the history of domestication, breed classification, and understand their nutritional, health, and behavioral needs.

Skills Learned:

- **Explain the domestication and historical uses of rabbits.**
- **Understand nutritional needs and housing requirements for rabbits.**
- **Create an educational one-pager to inform the public about a specific rabbit breed.**
- **Identify rabbit breeds**
- **How to properly and safely handle rabbits**

Unit 4 Activities - Rabbit Restraint/Handling

Unit 5 - Reptiles

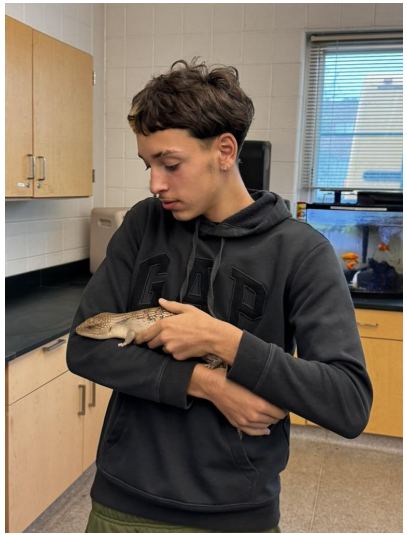
The Reptile Unit introduces students to the unique biology, care, and management of reptiles, emphasizing how their needs differ significantly from those of mammals. Students will explore reptile physiology, nutrition, housing requirements, and health maintenance while developing the skills necessary to provide responsible care. The unit also highlights ethical considerations in exotic animal ownership, trade, and conservation, encouraging students to think critically about human responsibility in reptile welfare.

Hands-on learning will include identifying reptile species commonly kept as pets, designing appropriate habitats with proper heating, humidity, and lighting, and practicing safe handling techniques.

Skills Learned:

- **Compare and contrast the major characteristics of reptiles.**
- **Identify the nutritional needs of reptiles and recognize diet variations across species.**
- **List the major reptile species commonly kept as pets.**
- **Explain habitat, housing, and equipment needs for reptile care.**
- **Describe common diseases and parasites of reptiles, including prevention and control strategies.**
- **Demonstrate safe handling methods and techniques for reptiles.**

Unit 5 Activities - Reptile Handling



BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **March 12, 2026**

Decision Requested **X** **Agenda Code** **10. i.**

AGENDA REPORTING FORM

Agenda Topic: SHS Agricultural Science – Intro to Large Animals – Revised Curriculum- Second Reading.

Summary of Issue: SHS Agricultural Science – Intro to Large Animals – Revised Curriculum - Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS Agricultural Science – Intro to Large Animals – Revised Curriculum – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Frank Ryan
Signature of Staff Member Submitting Report

Peter Madaras
Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Large Animal Safety
Teacher:	Mrs. Groht / Mrs. Wilcox
Grade Level/Course:	Grade 9
Length/Dates:	1 Week
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Large Animal Safety focuses on the key procedures for working safely with horses, cattle, and sheep/goats. Students will learn to identify proper safety behaviors, understand the use of different halters and leading techniques, and demonstrate knowledge of feeding requirements, stall assignments, and turnout routines. They will also be responsible for completing end-of-day chores to ensure the safety and well-being of the animals. This unit emphasizes the importance of consistent safety practices in maintaining a safe environment for both animals and handlers.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
AS.02.01.04.c. Handle and work with domestic livestock, horses, and companion animals safely. AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare. AS.03.01.02.a. Differentiate between nutritional needs of animal species.

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). **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.

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. ● Understanding safety protocols is critical for preventing accidents and ensuring the well-being of both humans and animals. ● Proper use of halters and leading techniques is essential for effective and safe animal management. ● Knowledge of feeding routines, stall assignments, and turnout schedules ensures animals are cared for properly and safely.

	● Consistently completing end-of-day chores is vital for maintaining a safe and clean environment for large animals. ● Understanding how Brambell's Five Freedoms are used in care for animals.

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. ● What are the key safety considerations when working with large animals? ● How do different types of halters affect the handling of large animals? ● What are the feeding and care requirements, including stall assignments and turnout routines, for large animals? ● How do end-of-day chores contribute to the overall safety and well-being of large animals?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
● Rope Halter ● Nylon Halter ● Breakaway Halter ● Leather Halter ● Lead rope ● Stall ● Paddock ● Pain ● Injury ● Welfare ● Afternoon feeding requirements for each animal	● Properly halter an equine ● Properly halter a sheep ● Properly lead a horse ● Properly lead a sheep ● When leading animals understand how the surrounding environment can affect animal behavior and how to prepare yourself and animal for different distractions. ● Clean a stall ● Describe how Brambell's Five Freedoms are used in animal care

Stage 2/3: Instructional Design

Lab Safety

1-2 Days (review every time we are in the lab)	
Learning Target:	**Success Criteria:**
Students will demonstrate proper behavior and safety protocols when working around large animals.	Students can list and explain key safety rules when working with horses, cattle, and sheep/goats. Students consistently apply safety practices in the presence of large animals during hands-on activities.

	Students can correctly identify potentially dangerous behaviors in large animals and take appropriate precautionary measures.

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.

Students will get a tour of the large animal lab. As the tour is progressing; students will complete the Safety Tour Worksheet.pdf. Students will participate in a class discussion about the safety rules during the tour.

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

Students will create a safety poster about a safety rule of their choosing to demonstrate full understanding of the safety rules. Animal Safety Poster

Students will also be assessed via a lab safety quiz. QUIZ - Safety Tour Worksheet

Haltering Animals

1-2 Days

Learning Target:	Success Criteria:
Students will identify different types of halters, properly put them on various large animals, and demonstrate leading techniques.	Students correctly identify different types of halters used for horses, cattle, and sheep/goats. Students demonstrate the ability to correctly put a halter on a horse, cow, or sheep/goat. Students can successfully lead a horse, cow, or sheep/goat around a designated area using the appropriate techniques.

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.

Students will take notes on a slide show about different types of halters.
Types of Halters PPT
Student Notes - Types of Halters Handout Version

Students will also practice properly haltering and leading all of the animals over a course of various days as part of doing afternoon chores.
Performance Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Students will be evaluated on a performance assessment for properly haltering and leading both equine and sheep. Haltering and Leading Horses Rubric

Brambell's Freedoms

1-2 Days	
Learning Target:	**Success Criteria:**
Students will explain the basic feeding requirements, identify stall assignments for large animals, and describe their turnout routines. Students will be able to correlate our feeding and management to Brambell's Five Freedoms	Students accurately describe the basic dietary needs of horses, cattle, and sheep/goats. Students can correctly identify which stall is assigned to each animal and explain why. Students demonstrate knowledge of the daily turnout routine for each animal, including the time and location.
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.	
Much of this information was covered during the lab tours - stall location and turnout. It will be reviewed during the slideshow about afternoon chores. End of Day Large Animal Lab Chores Students will take notes on Brambell's Five Freedoms Brambell's Five Feedoms	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Students will be evaluated on how well they do chores after several weeks of training. Grading Rubric for Afternoon Animal Care Students will be evaluated on their understanding of Brambell's Five Freedoms and correlating them to daily care via a completed worksheet. Brambells Five Freedoms	

End of Day Care

1-2 Days (Review everytime we are in the lab)	
Learning Target:	**Success Criteria:**
Students will complete end-of-day chores, ensuring that all large animals are fed, stalls are cleaned, and animals are safely secured for the night.	Students consistently complete end-of-day chores, including feeding, cleaning stalls, and securing animals in their designated stalls. Students ensure that all animals are checked and accounted for before leaving the facility. Students can identify any potential issues during end-of-day routines and take appropriate action to resolve them.
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.	
Students will take notes on a slide show about afternoon chores. Students will participate in afternoon chores during each class with guidance. End of Day Large Animal Lab Chores	
Performance Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Students will be evaluated on how well they do chores after several weeks of training. Grading Rubric for Afternoon Animal Care	

FFA Lessons

Learning Target:	Success Criteria:
1. I can explain the history, mission, symbols, and traditions of the National FFA Organization. 2. I can identify, participate in, and explain the purpose of FFA events and activities that develop leadership, communication, and agricultural skills.	1. I can describe the history of FFA and its role in agricultural education. 2. I can identify and explain the meaning of the FFA emblem, official colors, official dress, and the FFA Motto. 3. I can recite and interpret the FFA Creed and explain its significance to members. 4. I can identify the different FFA degrees (Discovery, Greenhand, Chapter, State, and American) and describe the requirements for each.

3. I can plan, implement, and track my SAE project while accurately recording my experiences and hours using AET.	5. I can explain the purpose and structure of Career Development Events (CDEs) and Leadership Development Events (LDEs). 6. I can describe how participating in FFA activities builds leadership, teamwork, and career skills. 7. I can describe the types of SAE projects and select one that aligns with my interests and goals. 8. I can use AET to document SAE activities, hours, and skills learned.

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.

Students will participate in a number of activities throughout the year to help further their education and understanding of The National FFA Organization, all that it offers and about their expectations regarding their Supervised Agricultural Experience

FFA/SAE Unit Plan

It is designed that 2 days worth of class time each quarter will be designated towards these FFA/SAE lessons.

Performance Assessments

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

Within the FFA/SAE Unit Plan you will find numerous reflection worksheets that will be used to assess the students' understanding of the lessons.

Resources

Any materials and resources related to Stage 3 learning activities.

Computer, projector, copies of assignments, personal device, equine species, grooming tools, restraint devices for equine, horses.

Unit Overview	
Unit Title:	Introduction to Horses
Teacher:	Mrs. Groht / Mrs. Wilcox
Grade Level/Course:	9
Length/Dates:	5-7 Class Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Introduction to Horses provides students with a foundational understanding of horse breeds, terminology, grooming, behavior, and tack. Students will explore the differences between English and Western riding disciplines, learn to identify common horse colors and markings, and understand how to measure horses in hands. Additionally, they will practice proper grooming techniques and recognize key behaviors by interpreting horse ear positions, essential for safe handling and care.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

AS. 02. 01.04.c. Handle and work with domestic livestock, horses, and companion animal safety

AS.02.01.03.a. Distinguish between animal husbandry practices that promote animal welfare and those that do not.

AS.06.01.03.a. Identify and summarize common classification terms utilized in animal systems (e.g., external and internal body parts, maturity, mature male, immature female, animal products, breeds, etc.).

AS.02.01.04.a. Identify domestic livestock and companion animal behaviors and list safety procedures for working with those species.

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).
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.

Enduring Understanding(s):	● Knowledge of horse breeds and their specific traits is important for selecting the right horse for various tasks.

What are the big picture understandings that are transferable across contexts, places, and times?	• Understanding equine terminology is essential for effective communication in horse care. • Proper grooming is vital for maintaining a horse's health and well-being. • Recognizing a horse's behavior through ear positions is crucial for safe and effective handling. • Understanding the differences between English and Western tack is important for participating in and selecting appropriate riding disciplines. • Knowing how to measure horses in hands and identifying their colors and markings is fundamental to their classification and management.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What are the common breeds of horses, and what are their primary uses? • How does equine terminology aid in understanding horse care? • What are the proper grooming techniques for horses? • How can a horse's behavior be identified through its ear positions? • What are the differences between English and Western tack, and how do they relate to different riding disciplines? • How are horses measured, and what do their colors and markings signify?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator		
Equine	Mare	Foal
Gelding	Stallion	Filly
Colt	Weanling	Yearling
Foaling	Pony	Jack
Jenny	Breed	Hand
English	Western	Tack
Bay	Sorrel	Chestnut
Roan	Buckskin	Palomino
Black Points	Star	Snip
Blaze	Bald	Stripe
Sock	Stocking	Pastern
Coronet	Hand	Curry Comb
Hard Brush	Soft Brush	Hoof pick

What will students <u>be able to do…</u>
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

1. Will be able to identify common breeds by a picture
2. Will be able to describe various uses of horses
3. Will be able to calculate how tall a horse is from hands to inches and vise versa
4. Will be able to identify which tools are used for grooming.
5. Will be able to properly use grooming tools in the correct manner and the proper order.
6. Will be able to identify affective states of the horse based upon the animal's body language.

Stage 2-3: Instructional Design - Performance Assessment

Horse Breeds

1-2 Days (review on the second day)	
Learning Target:	**Success Criteria:**
• *Students will identify and describe common horse breeds and their primary uses.*	• Students correctly identify at least ten common horse breeds from images. • Students can explain the primary uses and characteristics of each identified breed.
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.	
Students will be assigned 1 horse breed that they will have to create a slide on a shared powerpoint with information regarding the breed. Breed Project Directions	
Assessment List any formative or summative assessments that should be administered within this learning sequence.	
Students will be assessed by creating a fact sheet about a specific breed of horses. The fact sheet will include pictures, breed characteristics, origin of breed, and other interesting facts. Students will present these fact sheets in class. Students will be assessed on their knowledge about identifying specific breeds of horses at a later time on a unit quiz covering the Equine Unit.	

Equine Terminology

Learning Target:	**Success Criteria:**
• *Students will demonstrate an understanding of basic equine terminology.*	• Students correctly define key equine terms such as gelding, mare, foal, tack, and gait. • Students use equine terminology accurately in discussions and written assignments about horse care and management. • Students successfully complete a quiz on equine terminology with a score of 70% or higher.
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.	
Students will take notes from a powerpoint about equine terminology. (Option for modification with guided notes) Equine Basics Equine Basics Notes	

Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*
Students will be assessed on their knowledge of key equine terms at a later time on a unit quiz covering the Equine Unit.

Grooming Horses

1 Day of instruction - multiple part days of review and practice	
Learning Target:	**Success Criteria:**
• *Students will perform basic grooming techniques on horses, including brushing, picking hooves, and mane care.*	• Students demonstrate correct grooming techniques, including the proper use of brushes, hoof picks, and mane combs. • Students complete a practical assessment where they correctly groom a horse, meeting all the required steps.
Learning Activities What is the actual instructional task that supports student learning in this lesson? Tasks can be linked in here. Include technology integration as applicable to support learning.	
Students will work with the animals to learn and practice on how to groom a horse and pick feet. Proper techniques will be demonstrated in class and students will be given individual instructions as they practice. Students will practice over the course of multiple days for a portion of each class.	
<u>PERFORMANCE</u> Assessment List any formative or summative assessments that should be administered within this learning sequence.	
Students will be assessed via a performance assessment on how to properly groom a horse and pick feet. Hoof Picking Rubric Horse Grooming Rubric	

Horse Body Language

1 1 Day	
Learning Target:	**Success Criteria:**
• *Students will identify horse behaviors based on their ear positions.*	• Students accurately interpret at least four different ear positions and their corresponding behaviors. • Students demonstrate the ability to approach and handle horses safely based on observed ear positions.
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.	

Students will read an article about ear position in horses that will follow up from a class discussion. Students will also observe the animals at the program and discuss the ear position of the animals as they are observed.

Ear Position Article

Ear Position Article Questions

Assessment

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

- Students will be evaluated on their answers on the worksheet as part of their initial assessment for understanding from the article they read.
- Students will be assessed on their knowledge about identifying affective states of horses at a later time on a unit quiz covering the Equine Unit.

How Horses are Measured

1-2 Days

Learning Target:	**Success Criteria:**
• *Students will measure a horse's height in their hands and understand the significance of this measurement.*	• Students correctly demonstrate how to measure a horse's height from the ground to the withers using a measuring stick or tape. • Students accurately convert the measurement to hands (1 hand = 4 inches). • Students complete a measurement activity where they successfully measure and record the height of at least two horses.

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.

Students will complete an activity worksheet that will give them practice measuring various items, animals, etc and then converting the inch measurement to hands. Answers for the worksheet will be reviewed with students in preparation for a later assessment.

Measure Up - Freshman

Hands Measure Up.pdf

Assessment

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

Students will be assessed on their knowledge about calculating how to measure horses at a later time on a unit quiz covering the Equine Unit.

Equine Disciplines

1-2 Days	
Learning Target:	**Success Criteria:**
• *Students will identify the basic differences between English and Western tack and explain the disciplines associated with each.*	• Students correctly distinguish between English and Western saddles, bridles, and other tack components. • Students can list at least three disciplines associated with each type of tack (e.g., dressage, show jumping, reining, barrel racing). • Students complete a matching activity where they pair the appropriate tack with its corresponding discipline.

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.

Students will take notes on slide shows that explain the different types of tack and riding disciplines. (Option for modification with guided notes)
Equipment and Riding Styles
Equipment and Riding Style Notes

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

Students will be assessed on their knowledge about differences in tack and riding disciplines at a later time on a unit quiz covering the Equine Unit.

Equine Colors and Markings

1-2 Days	
Learning Target:	**Success Criteria:**
• *Students will identify and describe the common colors and markings found in horses.*	• Students accurately identify at least five common horse coat colors (e.g., bay, chestnut, palomino). • Students describe and correctly name various facial and leg markings (e.g., blaze, star, sock). • Students complete a worksheet where they label diagrams of horses with the correct colors and markings.

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.
Students will take notes on the slide show and then have a coloring activity to complete. Horse Colors/Markings Horse Colors/Markings Practice
Assessment List any formative or summative assessments that should be administered within this learning sequence.
• Students will turn in their colors and markings practice sheet and will be assessed on how well they correctly depicted the color and markings of horses. • Students will be assessed on their knowledge about colors and markings at a later time on a unit quiz covering the Equine Unit.

End of Unit Assessment List any formative or summative assessments that should be administered within this learning sequence.
At the end of the unit, students will take the following assessment to determine the students' understanding of many of the above learning targets. Unit Equine Quiz

FFA Lessons

1-2 Days	
Learning Target:	**Success Criteria:**
1. I can explain the history, mission, symbols, and traditions of the National FFA Organization. 2. I can identify, participate in, and explain the purpose of FFA events and activities that develop leadership, communication, and agricultural skills. 3. I can plan, implement, and track my SAE project while accurately recording my experiences and hours using AET.	1. I can describe the history of FFA and its role in agricultural education. 2. I can identify and explain the meaning of the FFA emblem, official colors, official dress, and the FFA Motto. 3. I can recite and interpret the FFA Creed and explain its significance to members. 4. I can identify the different FFA degrees (Discovery, Greenhand, Chapter, State, and American) and describe the requirements for each. 5. I can explain the purpose and structure of Career Development Events (CDEs) and Leadership Development Events (LDEs). 6. I can describe how participating in FFA activities builds leadership, teamwork, and career skills. 7. I can describe the types of SAE projects and select one that aligns with my interests and goals. 8. I can use AET to document SAE activities, hours, and skills learned.
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.	

Students will participate in a number of activities throughout the year to help further their education and understanding of The National FFA Organization, all that it offers and about their expectations regarding their Supervised Agricultural Experience
FFA/SAE Unit Plan
It is designed that 2 days worth of class time each quarter will be designated towards these FFA/SAE lessons.

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

Within the FFA/SAE Unit Plan you will find numerous reflection worksheets that will be used to assess the students' understanding of the lessons.

Resources
Any materials and resources related to Stage 3 learning activities.

Computer, projector, copies of assignments, personal device, equine species, grooming tools, restraint devices for equine, horses.

Unit Overview	
Unit Title:	Introduction to Cattle
Teacher:	Mrs. Groht / Mrs. Wilcox
Grade Level/Course:	Grade 9
Length/Dates:	2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students explore the key differences between beef and dairy cattle, learn to identify common cattle breeds and their uses, and gain a foundational understanding of cattle anatomy, terminology, and behavior. Through hands-on activities like using the flight zone for safe cattle handling and a dairy lab on making butter, students connect scientific knowledge to real-world livestock management practices.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
AS.06.01.03.a. Identify and summarize common classification terms utilized in animal systems (e.g., external and internal body parts, maturity, mature male, immature female, animal products, breeds, etc.). AS. 02. 01.04.c. Handle and work with domestic livestock, horses, and companion animal safety AS.02.01.04.a. Identify domestic livestock and companion animal behaviors and list safety procedures for working with those species.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Knowing the differences between beef and dairy cattle helps us understand what each type of cattle is used for. ● Recognizing different cattle breeds is important for knowing which cattle are best for different jobs. ● Understanding basic cattle anatomy and behavior is key to caring for and managing cattle safely. ● Using the flight zone is a simple but important way to safely move cattle without causing them stress.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What are the key differences between beef and dairy cattle? ● How do cattle breeds differ, and what are their primary uses? ● How does understanding cattle anatomy and behavior contribute to effective cattle management? ● What role does the flight zone play in safely moving and handling cattle?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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

Cow	Bull	Calf
Steer	Heifer	Bovine
Calving	Intramuscular Fat	Gestation
Parturition	Bos Indicus	Bos Tarus
Bull Calf	Heifer Calf	Dry
Wet	Open	Feedlot
Slaughter	Butcher	Cow/Calf
Seedstock	Dairy	Beef

Will be able to safely work around animals using the animal flight zone instincts.

Will be able to identify different products made from milk

Will be able to demonstrate how to make butter and be able to describe the process by which it happens

Stage 2 and 3: Instructional Design and Performance Assessment

Cattle Breeds

1-2 Days	
Learning Target:	**Success Criteria:**
● *Students will identify and describe common beef and dairy cattle breeds and create a presentation on a specific breed.*	● Students correctly identify at least five common cattle breeds, distinguishing between beef and dairy breeds. ● Students describe the primary uses and characteristics of each breed identified. ● Students create and present a detailed presentation on a specific cattle breed, including its history, characteristics, and uses.

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.
Students will be creating a slideshow about specific cattle breeds. They will need to include place of origin; primary use of the animal; pictures; history of the breed, etc. Students will be presenting their information in class. Cattle Breeds Project/Presentation
Performance Assessment List any formative or summative assessments that should be administered within this learning sequence.
Students will be assessed on their slideshow and their presentation skills. Cattle Breeds Project/Presentation Students will be assessed with an end of unit quiz for breed identification pictures.

Beef Vs. Dairy Cattle

2 Days	
Learning Target:	**Success Criteria:**
• *Students will explain the differences between beef and dairy cattle, including physical characteristics and industry roles.*	• Students describe at least three physical differences between beef and dairy cattle. • Students articulate the primary purposes and management practices for beef versus dairy cattle.
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.	
Students will take notes on a slideshow about Dairy Cattle and will participate in a class discussion about the differences between beef and dairy production. Dairy Cattle Operation and Management Beef Cattle Management/Products Dairy Cattle Operation and Management NOTES	
Assessment List any formative or summative assessments that should be administered within this learning sequence.	
Students will be assessed with an end of unit quiz.	

Cattle Anatomy and Terminology

2 Days	
Learning Target:	**Success Criteria:**

• *Students will identify and describe the basic anatomical features of cattle.* • *Students will demonstrate an understanding of basic terminology related to cattle management.* • *Students will demonstrate how to use the flight zone to move cattle safely and effectively.*	• Students correctly label the major external anatomical parts of a cow on a diagram (e.g., withers, rump, hock). • Students complete a practical assessment where they identify anatomical features on a live or model cow. • Students correctly define key terms such as heifer, steer, bull, calving, and lactation. • Students use cattle terminology accurately in discussions and written assignments about cattle care and management. • Students successfully complete a terminology quiz with a score of 70% or higher. • Students accurately describe the concept of the flight zone and how it relates to cattle movement. • Students demonstrate the ability to approach and move cattle using the flight zone without causing undue stress (if applicable with animals currently in the barn).

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.

Students will take notes on a slideshow that discusses parts of cattle. Students will also relate these parts to other species. Students will take notes on a slideshow that defines key terms in cattle. Students will take notes on a slideshow that discusses flight zones in cattle. Discussion will also include how these same theories applies to other species Intro to Cattle
Intro to Cattle Notes

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

Students will be assessed with an end of unit quiz. Unit Quiz

Dairy Products

1 Day

August, 2025

Learning Target:	Success Criteria:
• *Students will participate in a lab day focused on dairy products, where they will make butter and discuss the science behind it.*	• Students actively participate in the butter-making process, following the steps correctly. • Students explain the scientific process behind butter production, including the role of fat and agitation. • Students complete a lab report that accurately reflects their observations and conclusions from the dairy lab.

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.

Students will participate in a class discussion about the various products that can be made from milk. Students will then create butter using heaving cream and will learn how this process works.

Butter Lab Student Notes.docx

Assessment

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

Students will be assessed on the lab sheet that they complete from the making butter lab.

Butter Lab Student Notes.docx

Resources

Any materials and resources related to Stage 3 learning activities.

Computer, projector, copies of assignments, personal device, materials for butter lab (see lab assignment for list)

Unit Overview	
Unit Title:	Introduction to Sheep/Goat
Teacher:	Mrs Groht / Mrs. Wilcox
Grade Level/Course:	Grade 9
Length/Dates:	1-2 Weeks
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students examine the similarities and differences between sheep and goats, including their breeds, products, and behaviors. Through labs and hands-on activities, students explore product origins, practice safe restraint techniques, and learn to apply species-specific knowledge to effectively manage and care for both animals.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
AS.06.01.03.a. Identify and summarize common classification terms utilized in animal systems (e.g., external and internal body parts, maturity, mature male, immature female, animal products, breeds, etc.). AS. 02. 01.04.c. Handle and work with domestic livestock, horses, and companion animal safety AS.02.01.04.a. Identify domestic livestock and companion animal behaviors and list safety procedures for working with those species.

Transfer Goals (Vision of the Graduate) List the long-term and/or school-wide independent student behaviors that this unit will address.
Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Sheep and goats have unique characteristics and roles in agriculture, but they also share some similarities. ● Many everyday products come from sheep and goats, and understanding their origins and care is important. ● Knowing how to safely handle and restrain sheep and goats is essential for their care and management.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What are the similarities and differences between sheep and goats? ● What are the various products that come from sheep and goats, and how are they used? ● How do you safely handle and restrain sheep and goats?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Ruminant Ungulates Mammals Herbivores Herd Instinct Domestication Gestation Grazing Browsing Wool Vs. Hair Docking Ovine Ewe Ram Lamb Caprine Doe Buck Wether Kid Kidding Dairy Meat Fiber	Will be able to demonstrate how to safely restrain a sheep/goat Will be able to describe differences in how sheep and goats eat (grazers vs browser) Will be able to describe different uses for both species of animals Will be able to identify different breeds of sheep and goats Will be able to describe both differences and similarities between the two species of sheep and goats

Stage 2/3: Instructional Design

Sheep/Goat Breeds

1-2 Days	
Learning Target:	**Success Criteria:**
● *Students will identify and describe common sheep and goat breeds and their primary uses.*	● Students correctly identify at least three common breeds of sheep and three breeds of goats. ● Students explain the primary uses and characteristics of each breed identified.

	• Students complete a matching activity that pairs each breed with its appropriate use or product.

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.

Students will take notes on different breeds from the slideshow.
Sheep & Goat Breeds PPT
Sheep & Goat Breeds Handout

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

Students will be assessed through the Sheep and Goat unit quiz.

Sheep/Goat Products

1 Day

Learning Target:	Success Criteria:
Students will identify and describe the various products derived from sheep and goats.	Students list at least three products that come from sheep (e.g., wool, meat, milk) and three from goats (e.g., mohair, meat, milk). Students explain the process of how these products are obtained and used. Students complete a worksheet that categorizes different products based on their animal origin.

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.

A class discussion will evolve around various animal products. What are some products that we get from sheep/goats? What is the difference between wool and fiber? What dairy products do we utilize? There is no worksheet; just hands on for students to examine different fibers from different animal species.

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

Students will be assessed with an end of unit quiz (linked below).

Clothing - Animal Products

1 Day

Learning Target:	Success Criteria:

• *Students will investigate different articles of clothing to determine what they are made of, their origins, and care techniques.*	• Students correctly identify the materials (e.g., wool, mohair, synthetic fibers) used in various clothing items. • Students explain the origins of these materials and how they are processed. • Students complete a lab report that details their findings, including care instructions for each type of material.
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.	
Students will participate in class discussions about various products. Students will read an article and complete a worksheet based on the article. Clothing Rack Article Review Clothing Investigation	
Assessment List any formative or summative assessments that should be administered within this learning sequence.	
Students will be assessed with an end of unit quiz(linked below).	

Sheep/Goat Terminology

1-2 Days	
Learning Target:	**Success Criteria:**
• *Students will demonstrate an understanding of basic terminology related to sheep and goat management.*	• Students correctly define key terms such as ewe, ram, doe, buck, shearing, and kidding. • Students use the terminology accurately in discussions and written assignments about sheep and goat care. • Students complete a terminology quiz with a score of 80% or higher.
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.	
Students will take notes and participate in class discussions based upon the slideshow. Goat vs. Sheep PPT Goat vs. Sheep Student Handout	
Assessment List any formative or summative assessments that should be administered within this learning sequence.	
Students will be assessed with an end of unit quiz (linked below).	

Sheep/Goat Restraint

22 Days (split between various classes for practice)

Learning Target:	Success Criteria:
• *Students will demonstrate different methods of safely restraining sheep and goats.*	• Students correctly demonstrate at least two methods of restraining a sheep (e.g., setting up, holding under the chin) and two for goats. • Students explain when and why each restraint method should be used. • Students complete a practical assessment where they successfully restrain a sheep and a goat using the appropriate techniques.

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.

Restraint techniques will be reviewed in class and practiced during animal chores. Students will also take notes from a slideshow.
Sheep Restraint.pptx

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

Students will be evaluated via a practical assessment on how well they can restrain a sheep using a variety of different techniques.

Sheep/Goat Differences

1-2 Days

Learning Target:	Success Criteria:
• *Students will compare and contrast the characteristics and behaviors of sheep and goats.*	• Students accurately describe at least three similarities and three differences between sheep and goats. • Students participate in a class discussion or complete a comparison chart that highlights the key differences and similarities. • Students complete a short written reflection on how understanding these differences impacts their approach to managing each species

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.

Students will take notes from a class discussion about the differences. Students will also take notes from a slideshow describing these differences. Goat vs. Sheep PPT

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

Students will be assessed with an end of unit quiz.

Resources Any materials and resources related to Stage 3 learning activities.
Computer, projector, copies of assignments, personal device, sheep, goats, halters, stand, wool samples

Introduction to Large Animal

Grade: 9
Credits: .25
Length: 1 Quarter

Unit 1 - Safety

Large Animal Safety focuses on the key procedures for working safely with horses, cattle, and sheep/goats. Students will learn to identify proper safety behaviors, understand the use of different halters and leading techniques, and demonstrate knowledge of feeding requirements, stall assignments, and turnout routines. They will also be responsible for completing end-of-day chores to ensure the safety and well-being of the animals. This unit emphasizes the importance of consistent safety practices in maintaining a safe environment for both animals and handlers.

Enduring Understanding

Understanding safety protocols is critical for preventing accidents and ensuring the well-being of both humans and animals.

Proper use of halters and leading techniques is essential for effective and safe animal management.

Knowledge of feeding routines, stall assignments, and turnout schedules ensures animals are cared for properly and safely.

Consistently completing end-of-day chores is vital for maintaining a safe and clean environment for large animals.

Understanding how Brambell’s Five Freedoms are used in care for animals.

Activities - End of Day Chores

Bringing Animals Inside

- Cleaning Lab

- Removing Blankets

Feeding & Watering

Unit 2 - Intro to Equine

Introduction to Horses provides students with a foundational understanding of horse breeds, terminology, grooming, behavior, and tack. Students will explore the differences between English and Western riding disciplines, learn to identify common horse colors and markings, and understand how to measure horses in hands. Additionally, they will practice proper grooming techniques and recognize key behaviors by interpreting horse ear positions, essential for safe handling and care.

Enduring Understanding

Knowledge of horse breeds and their specific traits is important for selecting the right horse for various tasks.

Understanding equine terminology is essential for effective communication in horse care.

Proper grooming is vital for maintaining a horse’s health and well-being.

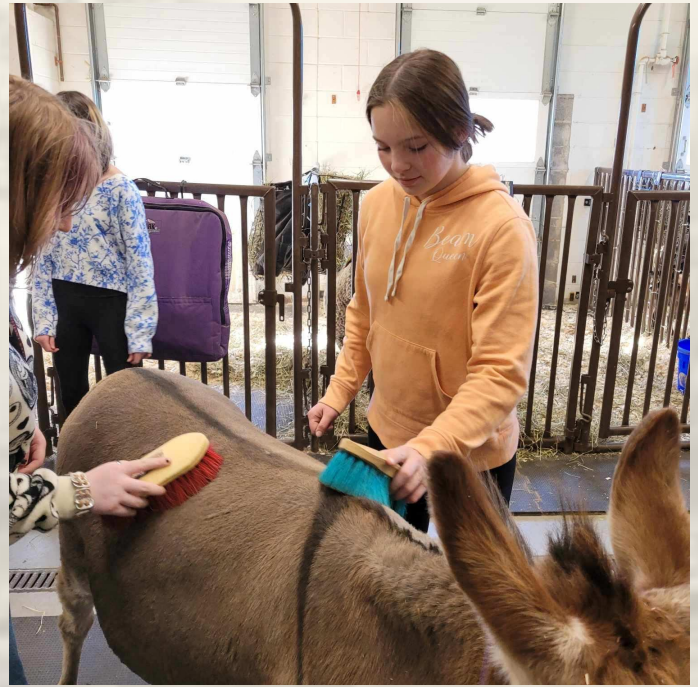
Recognizing a horse's behavior through ear positions is crucial for safe and effective handling.

Understanding the differences between English and Western tack is important for participating in and selecting appropriate riding disciplines.

Knowing how to measure horses in hands and identifying their colors and markings is fundamental to their classification and management.

Activities

Basic Equine Handling and Grooming



Unit 3 - Intro to Cattle

In this unit, students explore the key differences between beef and dairy cattle, learn to identify common cattle breeds and their uses, and gain a foundational understanding of cattle anatomy, terminology, and behavior. Through hands-on activities like using the flight zone for safe cattle handling and a dairy lab on making butter, students connect scientific knowledge to real-world livestock management practices.

Enduring Understanding

Knowing the differences between beef and dairy cattle helps us understand what each type of cattle is used for.

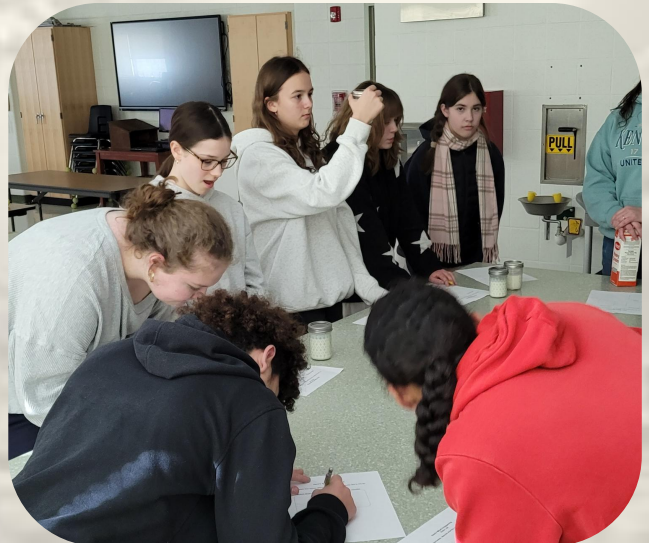
Recognizing different cattle breeds is important for knowing which cattle are best for different jobs.

Understanding basic cattle anatomy and behavior is key to caring for and managing cattle safely.

Using the flight zone is a simple but important way to safely move cattle without causing them stress.

Activities

Butter Making Lab!



Unit 4 - Intro to Sheep & Goats

In this unit, students examine the similarities and differences between sheep and goats, including their breeds, products, and behaviors. Through labs and hands-on activities, students explore product origins, practice safe restraint techniques, and learn to apply species-specific knowledge to effectively manage and care for both animals.

Enduring Understanding

Sheep and goats have unique characteristics and roles in agriculture, but they also share some similarities.

Many everyday products come from sheep and goats, and understanding their origins and care is important.

Knowing how to safely handle and restrain sheep and goats is essential for their care and management.

Activities

Basic Sheep and Goat handling

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **March 12, 2026**

Decision Requested **X** **Agenda Code** **10. j.**

AGENDA REPORTING FORM

Agenda Topic: MS Digital – Revised Curriculum- Second Reading.

Summary of Issue: MS Digital – Revised Curriculum - Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the MS Digital – Revised Curriculum – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Creating Google Slides

Grade Level: 6th Grade
Unit Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand how to create effective presentations using Google Slides that communicate a message clearly.
- Students will learn the importance of consistent formatting, effective visual elements, and limiting text.
- Students will recognize how speaker notes can support oral delivery and audience engagement.

Essential Questions

- What are the key components of an effective presentation?
- How can visual elements enhance the communication of ideas?
- In what ways can speaker notes support a presentation?

Standards Addressed

- **ISTE Standard 1:** Empowered Learner
- **ISTE Standard 3:** Knowledge Constructor
- **ISTE Standard 5:** Computational Thinker
- **ISTE Standard 6:** Creative Communicator
- **ISTE Standard 9:** Global Collaborator

Stage 2 – Assessment Evidence

Performance Tasks

- **Assessment:** Present Google Slides to the class and receive peer feedback.

Other Evidence

- Peer feedback on student presentations.
- Student self-reflection on presentation skills after delivery.

Stage 3: Learning Plan

Day 1: Introduction to Google Slides

Learning Target

- I can navigate Google Slides and create a new presentation.

Activities

- Teacher-led walkthrough of Google Slides features.
- Students create a new slideshow and add a title slide with title, subtitle, and name.

Assessment: Create a title slide with title, subtitle, and name.

Day 2: Designing Slides with Consistent Formatting

Learning Target

- I can apply consistent formatting and choose appropriate themes.

Activities

- Demonstration of themes and layouts.
- Students apply a theme and design at least three slides consistently.

Assessment: Apply a theme and format at least three slides consistently.

Day 3: Effective Use of Images and Limited Text

Learning Target

- I can effectively use images and limit text in my slides.

Activities

- Teacher models adding and adjusting images.
- Students update their slides with visuals and minimal text.
- Peer check for effective design.

Assessment: Slides with images and minimal, effective text.

Day 4: Adding Speaker Notes and Finalizing Presentations

Learning Target

- I can add speaker notes and finalize my presentation for delivery.

Activities

- Review of the role of speaker notes.
- Students add notes to at least two slides.
- Revision checklist for clarity and design consistency.

Assessment: Slides with added speaker notes and revisions completed.

Day 5: Presentation Day

Learning Target

- I can present my Google Slides to an audience, engaging them effectively.

Activities

- Students deliver their Google Slides presentations to the class.
- Peers provide feedback using a structured feedback form.

Assessment: Final presentation and peer evaluation.

Early Finisher Suggestions

1. **Peer Review Session:** Organize a peer review session where students provide constructive feedback on each other's presentations.
2. **Digital Portfolio Creation:** Students compile their presentations into a digital portfolio that showcases their learning journey throughout the unit.

Standards Addressed:

- ISTE Standard 1: Empowered Learner
- ISTE Standard 3: Knowledge Constructor
- ISTE Standard 5: Computational Thinker
- ISTE Standard 6: Creative Communicator
- ISTE Standard 9: Global Collaborator

Teacher Resources

Grade 6 - Google Slides - Tip Sheet for Effective Presentation Layout and Design
Grade 6 - Google Slides - Self-Evaluation for Student Presentations
Grade 6 - Google Slides - Presentation Assessment Rubric

Possible topics for students who are struggling with ideas:

- AI in Education
- Evolution of Technology
- Technology’s impact on adolescent development
- The Internet and cybersecurity

Introduction to Canva for Business Communications

Grade Level: 6th Grade
Unit Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand the importance of effective graphic design in business communications.
- Students will learn how to use Canva to create professional-looking designs.
- Students will recognize how visual communication enhances the clarity and impact of ideas.

Essential Questions

- Why is visual communication important in business?
- What elements contribute to effective graphic design?
- How can technology enhance our ability to communicate ideas visually?

Standards Addressed

- ISTE Standard 1: Empowered Learner
- ISTE Standard 4: Innovative Designer
- ISTE Standard 5: Computational Thinker
- ISTE Standard 6: Creative Communicator
- ISTE Standard 9: Global Collaborator

Stage 2: Assessment Evidence

Performance Tasks

- Presentation of designs (logo, poster, infographic) and reflective writing on learning experience.

Other Evidence

- Participation in class discussions and peer feedback.
- Completion of all design projects in Canva.

Stage 3: Learning Plan

Day 1: Introduction to Canva and Basic Features

Learning Target

- I can explore Canva's interface and identify its basic features.

Activities

- Discuss the role of graphic design in business communication.
- Hands-on exploration of Canva's interface.

Assessment: Exploration checklist.

Day 2: Exploration of Canva Tools

Learning Target

- I can use Canva's tools to create and enhance my designs.

Activities

- Guided tutorial on text formatting, image editing, shapes, and icons.
- Hands-on practice creating a sample design.
- Pair-share of tool tips and strategies.

Assessment: Canva tools exploration activity.

Day 3: Creating a Business Logo

Learning Target

- I can design a logo for a fictional business using Canva.

Activities

- Discuss effective logo design elements.
- Brainstorm fictional businesses and sketch logo ideas.
- Create final logo in Canva.

Assessment: Submission of business logo and reflection on design process.

Day 4: Creating an Infographic

Learning Target

- I can design an infographic to summarize key information about a business.

Activities

- Discuss characteristics of effective infographics.
- Plan infographic layout and gather data.
- Create infographic in Canva.

Assessment: Submission of infographic and written summary.

Day 5: Presentation and Reflection

Learning Target

- I can present my designs and reflect on my learning.

Activities

- Present logos, posters, and infographics.
- Engage in class discussion and feedback session.
- Write reflection on design process and learning experience.

Assessment: Presentation of designs and reflective writing.

Culminating Activities Suggestions

1. **Design Showcase:** Host an exhibition where students display their logos, posters, and infographics, inviting other classes to view their work.
2. **Business Fair:** Students set up booths to present their fictional businesses, using their designs as promotional materials.
3. **Digital Portfolio:** Create a digital portfolio including all designs completed in Canva, along with reflective pieces on each project.

Standards Addressed:

- ISTE Standard 1: Empowered Learner
- ISTE Standard 4: Innovative Designer
- ISTE Standard 5: Computational Thinker
- ISTE Standard 6: Creative Communicator
- ISTE Standard 9: Global Collaborator

Teacher Resources

Grade 6 - Canva - Exploration Worksheet and Answer Key

Grade 6 - Canva - Tip Sheet for Students Struggling with Design Elements

Grade 6 - Canva - Self-Evaluation Checklist for Canva Design Unit

Grade 6 - Canva - Infographic Design Resources

Grade 6 - Canva - Infographic Common Mistakes

Grade 6 - Canva - Infograhic Rubric

Grade 6 - Canva - Rubric for Evaluating Final Design Project

Grade 6 - Canva - Self-Evaluation Checklist for Canva Design Unit

Introduction to Google Sheets

Grade Level: 6th Grade
Unit Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand how spreadsheets can be used to organize, analyze, and present data effectively.
- Students will recognize the importance of vocabulary, formatting, and functions in creating professional and useful spreadsheets.
- Students will develop confidence in using Google Sheets as a tool for learning, collaboration, and real-world problem-solving.

Essential Questions

- What are the key components of a spreadsheet?
- How can spreadsheets help in organizing and analyzing data?
- Why is formatting important in presenting data?
- How do basic functions enhance the functionality of a spreadsheet?

Standards Addressed

- **ISTE Standard 3:** Knowledge Constructor
- **ISTE Standard 4:** Innovative Designer
- **ISTE Standard 5:** Empowered Learner
- **ISTE Standard 6:** Creative Communicator
- **ISTE Standard 7:** Global Collaborator

Stage 2: Assessment Evidence

Performance Tasks:

- Submission of the final spreadsheet showing differences calculated and formatted.

Other Evidence:

- Participation in discussions and peer review activities.
- Presentation of findings from the spreadsheet analysis.

Stage 3: Learning Plan

Day 1: Introduction to Spreadsheet Vocabulary

Learning Targets:

- Students will understand key spreadsheet vocabulary and concepts.

Activities:

- Introduce vocabulary terms: spreadsheet, cell, row, column, formula, function, etc.
- Interactive discussion using a visual presentation of a sample spreadsheet.
- Vocabulary matching game in pairs.

Assessment: Students will complete a vocabulary quiz at the end of the lesson.

Day 2: Creating a Simple Spreadsheet

Learning Targets:

- Students will create a simple spreadsheet using Google Sheets.

Activities:

- Guided tutorial on how to create a new spreadsheet.
- Students will input data into a sample spreadsheet (e.g., class scores).
- Demonstrate how to adjust rows and columns.

Assessment:
Submission of a simple spreadsheet that includes at least 5 data entries.

Day 3: Effective Formatting

Learning Targets:

- Students will learn how to adjust rows and columns effectively.

Activities:

- Demonstration on resizing rows and columns.
- Hands-on activity where students will format their spreadsheets (coloring, resizing, etc.).
- Peer review of each other's formatted spreadsheets.

Assessment:
Students will submit their formatted spreadsheet for review.

Day 4: Basic Functions

Learning Targets:

- Students will learn how to use basic functions in Google Sheets (Sum, Count, Difference).

Activities:

- Direct instruction on how to use the SUM and COUNT functions.
- Hands-on exercises where students apply these functions to their spreadsheets (calculating total scores and counting entries).
- Group discussion about the importance of these functions in data analysis.

Assessment:
Completion of a worksheet that requires using SUM and COUNT functions in their spreadsheets.

Day 5: Basic Functions (cont)

Learning Targets:

- Students will learn how to use basic functions in Google Sheets (Sum, Count, Difference).
- Students will learn to apply auto formatting features (currency, date, etc.) in their spreadsheets.

Activities:

- Review of the concepts of subtraction in spreadsheets.
- Guided practice to use the formula to find the difference between two sets of data (e.g., scores before and after a test).
- Introduction to auto formatting options (currency, date, etc.) and wizard formatting.
- Students will format their spreadsheets using these features.
- Students will present their findings to the class.

Assessment:
Students will submit their final spreadsheet showing the differences calculated along with applied formatting.

Day 4 & 5 Basic Functions

Culminating Activities Suggestions

1. **Data Analysis Project:** Students analyze real-life data (e.g., weather, sports scores) using Google Sheets and present their findings.
2. **Spreadsheet Creation Contest:** Students create a creative and functional spreadsheet based on a given theme (e.g., budgeting, event planning).
3. **Peer Teaching Session:** Students prepare a short lesson on one function they learned and teach it to a peer.

Teacher Resources:

Grade 6 - Google Sheets - Vocabulary Quiz: Spreadsheet Terms (Two versions)

Grade 6 - Google Sheets - Common Mistakes Students Make with Spreadsheet Conc…

Grade 6 Simple Spreadsheet Day 2 and Day 3 (teacher example)

Grade 6 - Google Sheets - Spreadsheet Creation Rubric (Days 2, 3, 4, 5)

Grade 6 - Google Sheets - Self-Evaluation for Final Spreadsheet Project

6th Grade Digital Literacy

Grade Level: 6th Grade
Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand digital literacy and its importance for navigating the digital world.
- Students will learn to research effectively using reliable sources.
- Students will recognize how visual communication enhances the presentation of information.

Essential Questions

- What is digital literacy, and why is it important?
- How can we effectively research a topic?
- In what ways can visual representation aid in understanding and communicating information?

Standards Addressed

- **ISTE Standard 1:** Empowered Learner
- **ISTE Standard 3:** Knowledge Constructor
- **ISTE Standard 4:** Innovative Designer
- **ISTE Standard 5:** Computational Thinker
- **ISTE Standard 6:** Creative Communicator

Stage 2: Assessment Evidence

Performance Tasks

- **Research Summary:** Completion of a Google Doc summarizing research findings.
- **Canva Poster:** Submission of both a draft and final poster visually representing research.

Other Evidence

- Class participation in discussions.
- Engagement during peer review sessions.

Stage 3: Learning Plan

Day 1: Introduction to Digital Literacy

Learning Target

- I can define digital literacy and explain its importance in daily life.

Activities

- Class discussion and video introduction.
- Brainstorming session on the role of digital literacy.

Assessment: Digital literacy worksheet.

Day 2: Researching Digital Literacy Topics

Learning Target

- I can research and summarize a digital literacy topic using Google Keep and Google Docs.

Activities

- Introduction to Google Keep for note-taking.
- Students select a topic (e.g., online safety).
- Research and take notes in Google Keep; draft summary in Google Docs.

Assessment: Submission of Google Keep notes (3 points minimum) and Google Doc summary.

Day 3 & 4: Creating a Poster in Canva

Learning Targets

- I can begin designing a digital poster that communicates my research effectively.
- I can finalize my Canva poster and use visuals to support my message.

Activities

- Introduction to Canva and templates.
- Begin poster design focusing on layout and visuals.
- Continue poster design, adding text and images.
- Engage in peer review for feedback.

Assessment: Canva poster.

Day 5: Preparation for Display

Learning Target

- I can revise my poster based on peer feedback and prepare it for display.

Activities

- Peer review session with feedback forms.
- Revise posters for clarity and effectiveness.
- Plan display or class exhibition.

Assessment: Submission of adjusted posters and peer review form.

Culminating Activities Suggestions

1. **Digital Literacy Fair:** Present projects to the school community.
2. **Create a Digital Literacy Guide:** Compile findings into a guide for future students.
3. **Reflection Journal:** Reflect on learning about digital literacy and its applications.

Teacher Resources

Grade 6 - Digital Literacy - Vocabulary Terms

Grade 6 - Digital Literacy - Research Evaluation

Grade 6 - Digital Literacy - Digital Literacy Poster Rubric

Grade 6 - Digital Literacy - Poster Presentation Rubric

Scratch Coding

Grade Level: 6th Grade
Unit Duration: 10 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand how to use Scratch to create animations, interactive stories, and music projects.
- Students will learn how coding can be used to express creativity, communicate ideas, and solve problems.
- Students will recognize the value of collaboration, reflection, and feedback in coding projects.

Essential Questions

- How can coding be used to create animations and interactive projects?
- In what ways can coding communicate ideas and express creativity?
- How does collaboration and reflection help improve coding skills?

Standards Addressed

- **ISTE Standard 1:** Empowered Learner
- **ISTE Standard 4:** Innovative Designer
- **ISTE Standard 5:** Engage in professional growth and leadership
- **ISTE Standard 6:** Creative Communicator
- **ISTE Standard 7:** Global Collaborator

Stage 2: Assessment Evidence

Performance Tasks

- Reflection & Showcase – Students select and showcase their favorite project; complete reflective journal entry on challenges, skills learned, and future applications.

Other Evidence

- Participation in class discussions and brainstorming sessions
- Peer feedback during project sharing and review.
- Engagement in reflective journaling.

Stage 3: Learning Plan

Day 1-2: Scratch Animated Scene

Learning Target

- I can create an animated scene using Scratch that includes multiple characters and backgrounds.

Activities

- Teacher-led demo of Scratch basics.
- Students create animated scenes with at least 2 characters and 3 backgrounds.

Assessment: Presentation of animated scene with explanation of choices.

Day 3-4: Scratch Animate Your Name

Learning Target

- I can animate my name in Scratch using effects and colors to represent my personality.

Activities

- Guided tutorial on text sprites and effects.

- Students animate their names with creative effects.

Assessment: Submission of project and reflection on how animation represents personality.

Day 5-6: Scratch Imagine a World

Learning Target

- I can design an interactive world in Scratch that tells a creative story.

Activities

- Planning and sketching an imagined world.
- Students build interactive projects with characters, environments, and user interaction.

Assessment: Peer sharing of interactive worlds; focus on my creativity and interactivity.

Day 7-8: Scratch Make Music

Learning Target

- I can compose a short piece of music using Scratch's sound features and integrate it into an interactive or animated project.

Activities

- Teacher models using sound blocks.
- Students compose music and integrate it into a Scratch project.

Assessment: Student performance of project and explanation of creative process.

Day 9-10: Project Reflection and Showcase

Learning Target

I can reflect on my coding projects and showcase my favorite creation.

Activities

- Showcase event where students present their best project.

- Reflective journal entry on learning, favorite project, and future applications.

Assessment: Reflective journal entry and project showcase.

Culminating Activities Suggestions

1. **Collaboration Project:** Work in pairs to combine two projects into a single interactive experience.
2. **Peer Review:** Conduct a peer review session where students provide feedback on each other's projects.

Scratch Lessons 1-4 Complete on 10/2025 by Jenn Carey

Lesson 1: Creating an Animated Scene in Scratch

Lesson 2: Animate my Name in Scratch

Lesson 3: Imagine My Name in Scratch

Lesson 4: Make Music In Scratch

Unit: Google Docs Mastery

Grade Level: 7th Grade
Unit Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand how to apply advanced formatting and organizational features in Google Docs.
- Students will learn how to enhance documents through images, tables of contents, and collaborative tools.
- Students will recognize how to create professional, formal documents and present them effectively.

Essential Questions

- How can formatting and design choices improve the clarity of a document?
- In what ways can Google Docs' collaborative features improve the writing and editing process?
- Why is it important to apply professionalism and structure when creating formal documents?

Standards Addressed

- **ISTE Standard 5:** Computational Thinker
- **ISTE Standard 6:** Creative Communicator
- **ISTE Standard 7:** Global Collaborator

Common Core State Standards (CCSS) for Writing and Technology

21st Century Skills Framework

Stage 2: Assessment Evidence

Performance Tasks

- A formal document (report/proposal) that integrates all formatting and collaborative features learned, along with a self-reflection.
- Presentation of the final document to the class and submit a reflection on the learning process.

Other Evidence

- Participation in peer review and collaboration activities.
- Engagement in class discussions and reflections.

Stage 3: Learning Plan

Day 1: Advanced Formatting Techniques

Learning Target

- I can apply advanced formatting techniques such as headers, footers, and page numbers.

Activities

- Teacher demo and guided practice on advanced formatting.

Assessment: Completed document with required formatting elements.

Day 2: Inserting Images and Creating a Table of Contents

Learning Target

- I can insert images and create a table of contents using formatted headings.

Activities

- Students enhance their documents with images and TOCs.

Assessment: Submission of document with at least one image and a functional table of contents.

Day 3: Collaborative Features and Sharing Documents

Learning Target

- I can collaborate in Google Docs by sharing, commenting, and reviewing version history.

Activities

- Students share documents with partners and provide comments for peer review.

Assessment: Evidence of peer feedback through comments.

Day 4: Creating Formal Documents

Learning Target

- I can create a professional formal document that integrates formatting, images, TOCs, and collaboration skills.

Activities

- Drafting and finalizing a report or proposal using Google Docs.

Assessment: Submission of formal document with self-reflection.

Day 5: Final Project Presentation and Reflection

Learning Target

- I can present my final document and reflect on my learning process.

Activities

- Student presentations; class discussion on learning outcomes.

Assessment: Presentation of final project and submission of reflective writing.

Culminating Activities Suggestions

1. **Create a Class Newsletter:**Students will collaborate to create a monthly newsletter using Google Docs, incorporating all formatting skills learned.
2. **Digital Portfolio Project:**Students will create a personal digital portfolio showcasing their best work from the unit and other subjects.

3. **Peer Review Session:**Students will pair up to review each other's documents and provide feedback, fostering collaboration and critical thinking.

Google Sheets Mastery

Grade Level: 7th Grade
Unit Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand how to use Google Sheets for formatting, chart creation, data organization, and analysis.
- Students will learn how to reference data across multiple tabs to improve efficiency and accuracy.
- Students will recognize the importance of clear data communication and collaboration when working with spreadsheets.

Essential Questions

- How can formatting make data more readable and professional?
- When should different types of charts be used to represent data?
- How does referencing data across multiple tabs improve organization?
- Why is it important to collaborate and communicate effectively with data?

Standards Addressed

- ISTE Standard 1: Empowered Learner
- ISTE Standard 2: Digital Citizen
- ISTE Standard 3: Knowledge Constructor
- ISTE Standard 5: Computational Thinker
- ISTE Standard 6: Creative Communicator

Stage 2: Assessment Evidence

Performance Tasks

- Group mini-report applying formatting, charts, and references.
- Group project presentation and individual written reflection.

Other Evidence

- Class participation in discussions and group collaboration.
- Peer feedback during presentations.

Stage 3: Learning Plan

Day 1: Introduction to Google Sheets Formatting

Learning Target

- I can format cells in Google Sheets using fonts, colors, and shading.

Activities

- Review spreadsheet basics (rows, columns).
- Teacher demo of formatting options.
- Students practice by formatting a provided template.

Assessment: Submission of formatted template.

Day 2: Creating and Formatting Charts

Learning Target

- I can create and format charts to represent data clearly.

Activities:

- Review chart types.
- Guided practice creating charts from data sets.
  Day 1 and Day 2 Google Sheets Grade 7
- Students create their own chart and present to peers.

Assessment: Chart creation and class presentation.

Day 3: Referencing Other Tabs in Google Sheets

Learning Target

- I can reference cells across multiple tabs in a Google Sheet.

Activities:

- Teacher demo on creating and linking tabs.
- Students practice by building multiple tabs and referencing data.

Assessment: Completion of worksheet referencing data across tabs.

Day 4: Combining Skills - Formatting, Charts, and References

Learning Target

- I can integrate formatting, chart creation, and referencing into a comprehensive project.

Activities

- Group mini-report instructions.
- Students collaborate to format data, create charts, and reference between tabs.
- Work time to complete projects.

Assessment: Group mini-report assessed for formatting, chart use, and accuracy of references.

Day 5: Presentation and Reflection

Learning Target

- I can present my group project and reflect on what I learned in this unit.

Activities

- Group project presentations with peer feedback.
- Individual reflection writing on learning outcomes.

Assessment: Presentation rubric (clarity, engagement, technical accuracy) and reflective journal.

Culminating Activities Suggestions

1. **Data Analysis Project:** Students analyze real-world data sets (e.g., sports statistics, weather data) and present their findings using Google Sheets.
2. **Infographic Creation:** Students create an infographic using their charts and formatted data, summarizing their learning from the unit.
3. **Class Portfolio:** Compile all student projects into a class portfolio, showcasing their best work in Google Sheets.

Canva Advanced Features

Grade Level: 7th Grade
Unit Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand how to use Canva's advanced features, including animations, transitions, and multi-page layouts.
- Students will learn advanced design principles such as layout and color theory to create engaging presentations.
- Students will recognize the importance of presentation practice, constructive feedback, and audience engagement.

Essential Questions

- How do animations and transitions enhance digital presentations?
- What design choices make a presentation more engaging and effective?
- Why is practice and feedback important when preparing to present?
- How can Canva be used to communicate ideas creatively and professionally?

Standards Addressed

- **ISTE Standard 1:** Empowered Learner
- **ISTE Standard 2:** Digital Citizen
- **ISTE Standard 3:** Knowledge Constructor
- **ISTE Standard 5:** Digital Citizen
- **ISTE Standard 6:** Creative Communicator

Stage 2: Assessment Evidence

Performance Tasks

- Final multi-page presentation to the class, evaluated with a rubric.

Other Evidence

- Peer review and self-assessment rubrics.
- Participation in group discussions and feedback sessions.

Stage 3: Learning Plan

Day 1: Introduction to Canva Advanced Features

Learning Target

- I can use Canva's animations and transitions to enhance a presentation.

Activities

- Introduction to Canva and guided exploration.
- Watch tutorial on animations and transitions.
- Students create a slide with at least one animation and transition.

Assessment: Submission of animated slide.

Day 2: Creating Engaging Presentations

Learning Target

- I can create a multi-page presentation that uses Canva's design features effectively.

Activities

- Discuss effective presentation elements.
- Students create multi-page presentations with animations/transitions.
- Peer review with feedback focused on design and animation use.

Assessment: Peer-reviewed multi-page presentation.

Day 3: Advanced Design Techniques

Learning Target

- I can apply layout and color theory to improve my Canva presentations.

Activities

- Mini-lesson on layout and color theory.
- Students apply concepts to create a visually appealing slide.
- Group discussion of design choices.

Assessment: Submission of a slide demonstrating advanced design techniques.

Day 4: Finalizing Presentations

Learning Target

- I can refine and practice my Canva presentation with peer feedback.

Activities

- Finalize multi-page presentation.
- Practice presenting in small groups.
- Peer feedback sessions with rubrics.

Assessment: Self-assessment rubric and peer feedback form.

Day 5: Presentation Day

Learning Target

- I can present my Canva project to an audience with clarity and confidence.

Activities

- Students present final projects to class.
- Peer evaluations using a rubric.

Assessment: Final presentation rubric assessing creativity, design, animations/transitions, and presentation skills.

Culminating Activities Suggestions

1. **Class Gallery Walk:** Create a gallery walk where students display their presentations on tablets or screens, allowing classmates to view and provide feedback.
2. **Video Compilation:** Compile video recordings of each presentation into a class video showcasing their work and learning process.
3. **Peer Review Panel:** Organize a panel where students present to a group of teachers or parents, gaining real-world feedback.

Digital Communication & Citizenship

Grade Level: 7th Grade
Unit Duration: 5 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand their rights and responsibilities as digital citizens.
- Students will learn to analyze terms of service, privacy policies, and ethical use of digital resources.
- Students will demonstrate responsible use of school-issued technology and instructional materials.
- Students will learn practical skills for communication through Outlook and Canvas.

Essential Questions

- What does it mean to be a responsible digital citizen?
- Why is it important to understand terms of service and privacy policies?
- How can I ethically use and share digital resources?
- What responsibilities do I have when using school-issued technology?
- How can communication tools like Outlook and Canvas support learning and collaboration?

Standards Addressed

- **ISTE Standard 1:** Empowered Learner
- **ISTE Standard 2:** Digital Citizen
- **ISTE Standard 3:** Knowledge Constructor
- **ISTE Standard 5:** Digital Citizen

CT General Statutes: Compliance with local and federal laws regarding technology use and data privacy

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Stage 2: Assessment Evidence

Performance Tasks

- Group digital poster/presentation on responsible technology use and care of instructional materials.
- Send messages to a teacher and counselor.

Other Evidence

- Participation in group discussions and activities.
- Exit tickets, reflections, and gallery walk contributions.
- Peer and teacher feedback on group projects and practice communications.

Stage 3: Learning Plan

Day 1: Navigating Online Spaces

Learning Target

- I can analyze terms of service and privacy policies, and demonstrate ethical use of digital resources.

Activities

- Class discussion: favorite apps/websites and terms of service experiences.
- Video clip on importance of reading digital agreements.
- Group analysis of sample terms of service and privacy policies.
- Independent task: review ToS/Privacy Policy of a favorite site and summarize.

Assessment: Digital literacy quiz and exit ticket reflection.

Day 2: Responsibility and Care

Learning Target

- I can explain responsible technology use and demonstrate care of instructional materials.

Activities

- Discussion: “What happens if we don’t take care of school materials?”

- Video on responsible technology use.
- As a class, analyze the key components of the “Responsible Use of Technology” and the “Care of Instructional Materials” documents.
- Independent practice: group digital posters on responsible use and care.
- Gallery walk with peer reflections.

Assessment: Group digital poster/presentation + reflective writing.

Day 3: Sending Emails Using Outlook

Day 3: Introduction to Digital Communication Tools

Learning Target

- I can identify different digital communication tools and explain their benefits and challenges.

Activities

- Brainstorming activity on communication tools.
- Class discussion on benefits and challenges.
- Introduction to Outlook and Canvas interfaces.

Assessment: Participation in brainstorming and discussion.

Day 4: Sending Emails Using Outlook

Learning Target

- I can compose, send, and manage an email in Outlook using proper etiquette.

Activities

- Teacher demonstration of Outlook email features.
- Students draft and send an email to a teacher and a counselor.

Assessment: Practice email submission.

Day 5: Adjusting Canvas Inbox Notifications

Learning Target

- I can adjust Canvas notification settings and send messages to teachers and counselors.

Activities

- Demonstration of Canvas inbox settings.
- Students adjust their notifications.
- Students send a practice message to a teacher and a counselor.

Assessment: Demonstration of customized settings and sent messages.

Culminating Activities Suggestions

1. **Digital Communication Portfolio:** Create a portfolio that includes the practice email, customized Canvas settings, and blog post, reflecting on each component.
2. **Group Presentation:** Collaborate in groups to present on different digital communication tools, highlighting features, benefits, and personal experiences.
3. **Peer Feedback Session:** Organize a session where students provide feedback on each other's blog posts, emphasizing constructive criticism and digital etiquette.

Coding Mastery

Grade Level: 7th Grade
Unit Duration: 8 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand core coding concepts (variables, loops, conditions, event listeners, recursion).
- Students will learn to use coding to create interactive games, animations, and digital projects.
- Students will recognize how creativity and problem-solving are integral to coding.
- Students will reflect on their coding journey and communicate their learning through projects.

Essential Questions

- How can coding be used to design interactive games, animations, and tools?
- In what ways does coding foster creativity and problem-solving?
- How do variables, loops, and conditions change the behavior of programs?
- Why is reflection important in learning to code?

Standards Addressed

- **ISTE Standard 4:** Innovative Designer
- **ISTE Standard 5:** Computational Thinker
- **ISTE Standard 6:** Creative Communicator
- **ISTE Standard 7:** Global Collaborator

Stage 2: Assessment Evidence

Performance Tasks

- Showcase of favorite project and write a reflective journal on skills and challenges.

Other Evidence

- Participation in coding practice, discussions, and group activities.
- Peer and teacher feedback during project showcases.
- Reflection on coding process and problem-solving approaches.

Stage 3: Learning Plan

Day 1: Introduction to Coding & Tetherball

Learning Target

- I can build a simple interactive game using JavaScript, HTML, and CSS.

Activities

- Introduction to coding concepts; build Tetherball game.

Assessment: Check code for ball movement and mechanics.

Day 2: Blackbird Code Screensaver

Learning Target

- I can use JavaScript and CSS to create animations and randomization effects.

Activities

- Tutorial + independent creation of a screensaver.

Assessment: Screensaver includes functioning animation/randomization; reflection on how design represents personality.

Day 3: Blackbird Code Busybot

Learning Target

- I can build an interactive robot that responds to user input.

Activities

- Students code Busybot to respond to keyboard or mouse input.

Assessment: Robots respond correctly to input; creativity in robot's actions.

Day 4 (Part 1): Blackbird Code Sierpinski Triangle

Learning Target

- I can use loops and recursion to generate fractals in JavaScript.

Activities

- Guided practice + independent coding of Sierpinski Triangle.

Assessment: Correct use of loops/recursion; ability to modify fractal output.
Pre/Post JavaScript Programming Vocabulary Assessment

Day 4 (Part 2): Introduction to Coding & Variables with Python

Learning Target

- I can create a Python program using variables, input, and print statements.

Activities

- Write a personalized greeting program.

Assessment: Review student code for correct use of variables and syntax.

Day 5: Dance step Animation (Interactive Coding with JavaScript)

Learning Target

- I can animate a character in sequence using timing functions.

Activities

- Write and test dance step animations.

Assessment: Students describe coding process and timing/event triggers used.

Day 6: Dialogue

Learning Target

- I can code a branching dialogue system with conditionals.

Activities

- Write simple conversation program with multiple paths.

Assessment: Dialogue changes based on user input; branching structure is clear.

Day 7: Robot Design

Learning Target

- I can design and animate a robot using JavaScript functions and CSS styling.

Activities

- Create robots with shapes, movement, and styling.

Assessment: Students explain design choices and coding used.

Day 8: Project Reflection and Showcase

Learning Target

- I can reflect on my coding journey and showcase my learning.

Activities

- Students select favorite project, present to peers, and reflect in journals.

Assessment: Reflective journal entry and project showcase presentation.

Culminating Activities Suggestions

1. **Collaboration Project:** Work in pairs to combine two projects into a single interactive experience.
2. **Peer Review:** Conduct a peer review session where students provide feedback on each other's projects.

Business Plan

Grade Level: 8th Grade
Unit Duration: 20 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand the process of developing and presenting a business plan.
- Students will learn how to describe a business idea, structure an organization, and budget effectively.
- Students will recognize the importance of branding, advertising, and professional presentation in entrepreneurship.
- Students will practice collaboration, communication, and critical thinking while preparing and presenting their business proposals.

Essential Questions

- What makes a business idea viable and unique?
- How do businesses organize people, roles, and responsibilities?
- Why is budgeting critical to the success of a business?
- How does branding (logos, flyers, business cards) influence public perception of a business?
- What skills are required to communicate and pitch a business idea effectively?

Standards Addressed

- ISTE Standard 1: Empowered Learner
- ISTE Standard 2: Digital Citizen
- ISTE Standard 3: Knowledge Constructor
- ISTE Standard 4: Innovative Designer
- ISTE Standard 5: Digital Citizenship
- ISTE Standard 6: Creative Communicator
- ISTE Standard 7: Global Collaborator

Stage 2: Assessment Evidence

Performance Tasks

- Written reflection on learning.
- Final business plan submission.
- Participation in celebration and sharing session.

Other Evidence

- Class discussions and participation.
- Peer and self-evaluations of practice presentations.
- Teacher observations of collaboration and engagement.

Stage 3: Learning Plan

Day 1: Introduction to Business Ideas

- **Learning Target:** Students will brainstorm and select a business idea for their proposal.
- **Assessment:** Group presentations of selected ideas.

Day 2: Business Description

- **Learning Target:** Students will draft a detailed description of their business.
- **Assessment:** Written draft of the business description.

Day 3: Creating an Organizational Chart

- **Learning Target:** Students will create an organizational chart for their business.
- **Assessment:** Submission of the organizational chart.

Day 4: Identifying Services and Goods

- **Learning Target:** Students will list and describe the services or goods their business will offer.
- **Assessment:** Completed list and descriptions.

Day 5: Introduction to Budgeting

- **Learning Target:** Students will learn the basics of budgeting for their business.
- **Assessment:** Quiz on budgeting concepts.

Day 6: Creating a Budget

- **Learning Target:** Students will develop a preliminary budget for their business.
- **Assessment:** Submission of the budget sheet.

Day 7: Data Visualization with Charts

- **Learning Target:** Students will create charts to represent their business budget visually.
- **Assessment:** Submission of charts.

Day 8: Designing an Advertisement Flyer

- **Learning Target:** Students will design an advertisement flyer for their business using Canva.
- **Assessment:** Peer review of flyers.

Day 9: Creating a Logo

- **Learning Target:** Students will create a logo for their business.
- **Assessment:** Presentation of logos to the class.

Day 10: Business Card Design

- **Learning Target:** Students will design a business card using Canva.
- **Assessment:** Class display of business cards.

Day 11: Preparing the Info Presentation

- **Learning Target:** Students will outline their business proposal for the presentation.
- **Assessment:** Submission of presentation outlines.

Day 12: Creating Slides for the Presentation

- **Learning Target:** Students will create slides using Google Slides for their business proposal.
- **Assessment:** Draft of slides for peer feedback.

Day 13: Practicing the Presentation

- **Learning Target:** Students will practice presenting their business proposal in groups.
- **Assessment:** Self and peer evaluations of practice presentations.

Day 14: Finalizing Presentations

- **Learning Target:** Students will finalize their business proposal presentations.
- **Assessment:** Submission of final slides and materials.

Day 15 & 16: Presentation Day

- **Learning Target:** Groups will present their business proposals to the class.
- **Assessment:** Group presentations, peer and teacher feedback.

Day 17: Reflection on Presentations

- **Learning Target:** Students will reflect on their presentations and the overall unit.
- **Assessment:** Written reflection on what they learned.

Day 18: Peer Review of Business Proposals

- **Learning Target:** Students will review and provide feedback on peer proposals.
- **Assessment:** Feedback forms submitted for each group.

Day 19: Final Edits and Submission

- **Learning Target:** Students will make final edits to their proposals and submit them.
- **Assessment:** Submission of all components of the business proposal.

Day 20: Celebration and Sharing

- **Learning Target:** Celebrate the completion of the unit and share successful business ideas.
- **Assessment:** Group discussions and sharing of experiences.

Culminating Activities Suggestions

1. **Business Fair:** Host a business fair where students can showcase their proposals and interact with peers and faculty.
2. **Guest Speakers:** Invite local entrepreneurs to discuss their experiences and provide insights on starting a business.
3. **Pitch Competition:** Organize a pitch competition where students present their business proposals to a panel, simulating a real-world funding scenario.

Student-centered list of learning targets:

- I can brainstorm and select a unique business idea that meets market needs.
- I can write a clear business description that includes a mission and vision statement.
- I can create an organizational chart that shows roles, responsibilities, and teamwork in a business.
- I can identify and describe the goods or services my business will offer.
- I can explain the basics of budgeting, including costs, revenue, profit, and loss.
- I can develop a preliminary budget that shows fixed and variable costs.
- I can create charts to visualize financial data in my business plan.
- I can design an advertisement flyer that targets the right audience with effective design.
- I can create a logo that represents my business brand and message.
- I can design a professional business card that includes essential information.
- I can outline the structure and key information for a business proposal presentation.

- I can design engaging and clear slides for my business proposal using Google Slides.
- I can practice and improve my presentation skills, including delivery and body language.
- I can finalize a polished presentation that communicates my business plan clearly.
- I can present my business proposal to an audience and respond to questions confidently.
- I can reflect on my presentation and identify what I learned and how I grew.
- I can provide constructive feedback on my classmates' business proposals.
- I can make final edits to my business plan and submit all components on time.
- I can celebrate and share my business ideas with my peers.

Introduction to Python

Grade Level: 8th Grade
Unit Duration: 10 School Days

Stage 1: Desired Results

Understanding Goals

- Students will understand the basics of programming in Python using Tracy the Turtle.
- Students will learn how to debug programs using error messages.
- Students will apply functions, variables, parameters, and user input to create interactive programs.
- Students will demonstrate creativity and problem-solving through story-driven coding challenges.

Essential Questions

- What is programming, and how do computers follow commands?
- Why are errors and debugging important in the programming process?
- How do functions, variables, and user input make programs more efficient and interactive?
- How can we use coding to tell stories, solve problems, and express creativity?

Standards Addressed

- ISTE Standard 4: Innovative Designer
- ISTE Standard 5: Computational Thinker
- ISTE Standard 6: Creative Communicator
- ISTE Standard 7: Global Collaborator
- *2-AP-11:* Create clearly named variables that represent different data types and perform operations on their values.
- *2-AP-14:* Create procedures with parameters to organize code and make it easier to reuse.
- *2-AP-17:* Systematically test and refine programs using a range of test cases.

Stage 2: Assessment Evidence

Performance Tasks

- End-of-unit quiz and/or project (beginner or advanced option).

Other Evidence

- Class discussions on computing concepts.
- Reflections on debugging and problem-solving.
- Peer review during gallery walks and show-and-tell.

Stage 3: Learning Plan

Note: All lessons are hosted on CodeHS.com. Students and teachers will make accounts to complete the activities.

Day 1-2: Intro to Python with Tracy the Turtle

Learning Target

- I can define programming, use basic commands, and write my first program.

Activities

- CodeHS intro video
- first program (forward, circle, penup/pendown)
- sequencing exercises.

Assessment: First Tracy program and reflection on error messages.

Day 3-4: Debugging with Error Messages

Learning Target

- I can identify and fix bugs using error messages.

Activities

- Watch debugging video
- Complete Debugging #1–#3
- Debugging steps handout.

Assessment: Corrected code and reflection on debugging strategies.

Days 5-8: A Day at the Carnival

Learning Target

- I can write programs that use functions and artistic effects to complete themed challenges.

Activities

- Complete Carnival story challenges
    - Map
    - Clown
    - corn dog
    - ring toss
    - balloon buster
    - ferris wheel
    - fireworks

Assessment: Completed Carnival programs; peer/gallery walk.

Day 9-10: Evaluation

Learning Target

- I can demonstrate my coding skills by completing a project or quiz.

Activities

- End-of-unit assessment
- -OR- beginner or advanced coding project (Carnival).

Assessment: Final project showcase and quiz results.

OPTIONAL Extension

Under the Sea

Learning Target

- I can use variables, parameters, and user input to make programs interactive.

Activities

- Under the Sea challenges:
    - Octopus
    - Seahorse
    - Jellyfish
    - Dolphin
    - Shipwreck
    - Whale spout
    - Sea turtle
    - Creative “Finish the Story” exercise.

Assessment: Completed Under the Sea programs; reflection on challenges and successes.

Middle School Digital Applications Curriculum

Formerly known as Middle School Computers, this comprehensive three-year program builds essential digital literacy skills through hands-on application mastery. Students progress from foundational exposure to advanced proficiency, preparing them for high school success and future career readiness in our increasingly digital world.

Our Four Core Priorities

Application Mastery

Word processing, spreadsheets, presentations, desktop publishing, digital literacy, and coding fundamentals

Skill Expansion

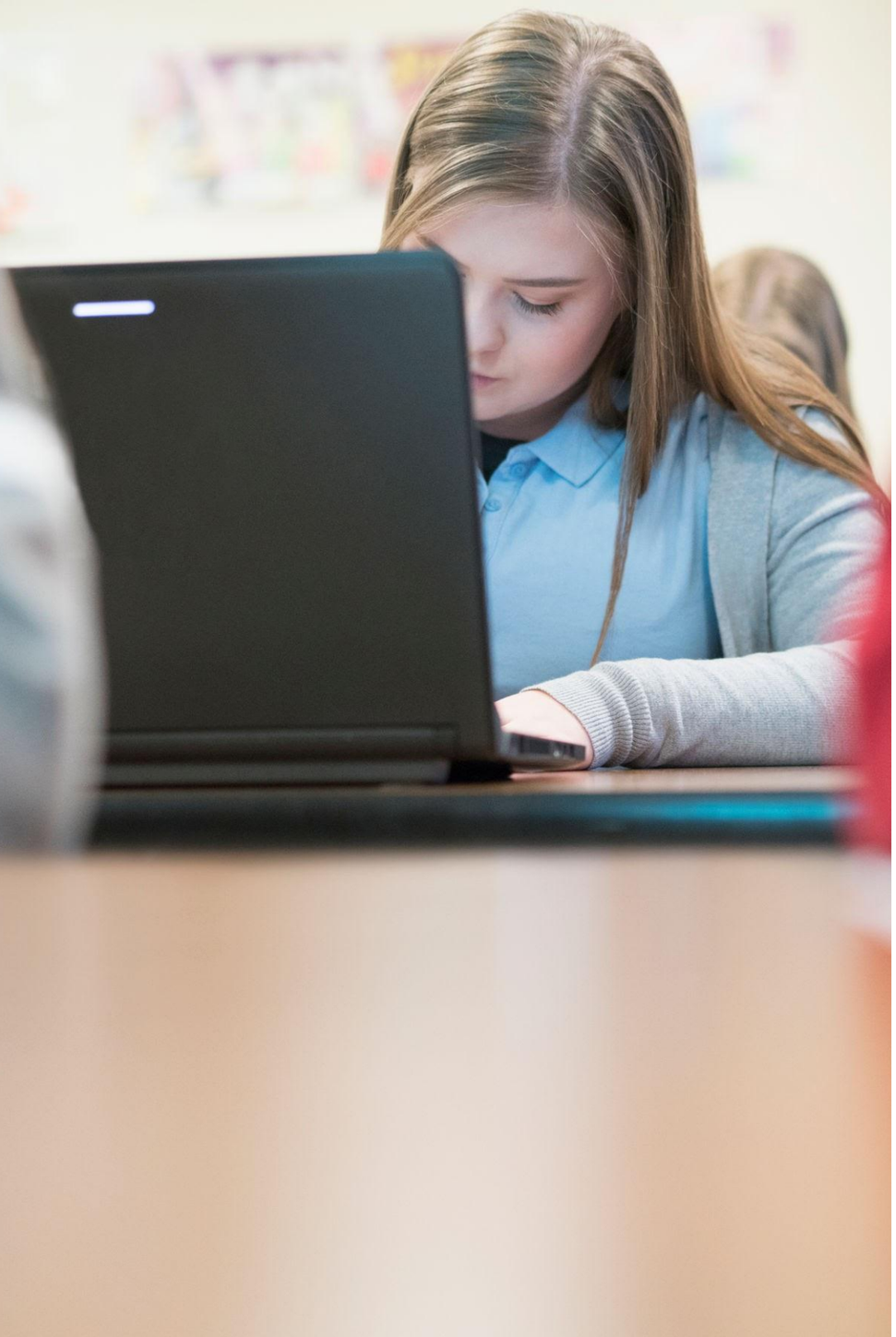
Building upon elementary library media program foundations with advanced techniques and capabilities

Spiraling Development

Key skills reinforced and deepened across grades 6-8 through progressive complexity and application

Project-Based Learning

Real-world application through hands-on projects that mirror professional workplace scenarios



Grade 6: Building Digital Foundations

Core Applications & Tools

Google Sheets: Spreadsheet basics, formatting, functions, and introductory data analysis

Google Slides: Effective presentations with consistent formatting, images, and speaker notes

Canva: Graphic design fundamentals for business communications, logos, and infographics

Digital Literacy: Research skills and note-taking using Google Docs and Keep

Scratch Coding: Visual programming through animations, games, and interactive storytelling

Essential Skills Developed

- Digital Communication & Literacy
- Data Analysis & Problem-Solving
- Creativity & Design Thinking
- Collaboration & Reflection

These foundational skills create a strong base for advanced applications in grades 7 and 8.

Grade 7: Advancing Digital Mastery

01

Google Docs Mastery

Advanced formatting techniques, real-time collaboration tools, and professional document creation standards for business communications

02

Google Sheets Excellence

Complex formatting, dynamic chart creation, multi-tab references, and collaborative data analysis projects

03

Canva Advanced Design

Multi-page presentations, custom animations, smooth transitions, and sophisticated design principles for professional outputs

04

Digital Citizenship

Professional email communication via Outlook, Canvas messaging systems, notification management, and responsible technology use

05

Advanced Coding

JavaScript and Python basics through Blackbird and Codester platforms, creating complex animations, interactive games, and structured coding projects

Grade 7: Refining Skills from Grade 6

Digital Communication & Collaboration

Students master professional communication standards through email, messaging platforms, and collaborative document editing. They learn to provide constructive feedback and work effectively in digital team environments.

Data & Problem-Solving

Advanced spreadsheet skills enable students to analyze trends, create compelling visualizations, and make data-driven decisions across multiple projects and subject areas.

Creativity & Design

Through sophisticated design tools and principles, students develop visual communication skills that enhance their ability to present ideas effectively and professionally.

Digital Citizenship

Comprehensive understanding of ethical technology use, online safety, privacy considerations, and responsible digital footprint management in academic and professional contexts.

Grade 8 Business Plan Capstone

The Grade 8 Business Plan Unit represents the **culminating application** of all skills developed in grades 6 and 7. Over 20 intensive days, students create comprehensive business proposals that demonstrate mastery across all digital applications.

1

Business Development

Students research market opportunities, develop innovative business concepts, create organizational structures, and design comprehensive operational plans

2

Financial Planning

Advanced spreadsheet skills create detailed budgets, financial projections, and data visualizations that demonstrate business viability

3

Professional Presentation

Culminating pitch presentations combine design, communication, and collaboration skills in a real-world business context

Grade 8: Connecting to Grade 6 & 7 Foundations

Digital Communication Evolution

Grade 6 Google Docs and Slides basics evolve into Grade 7 advanced formatting and Grade 8 professional business documents and polished presentations

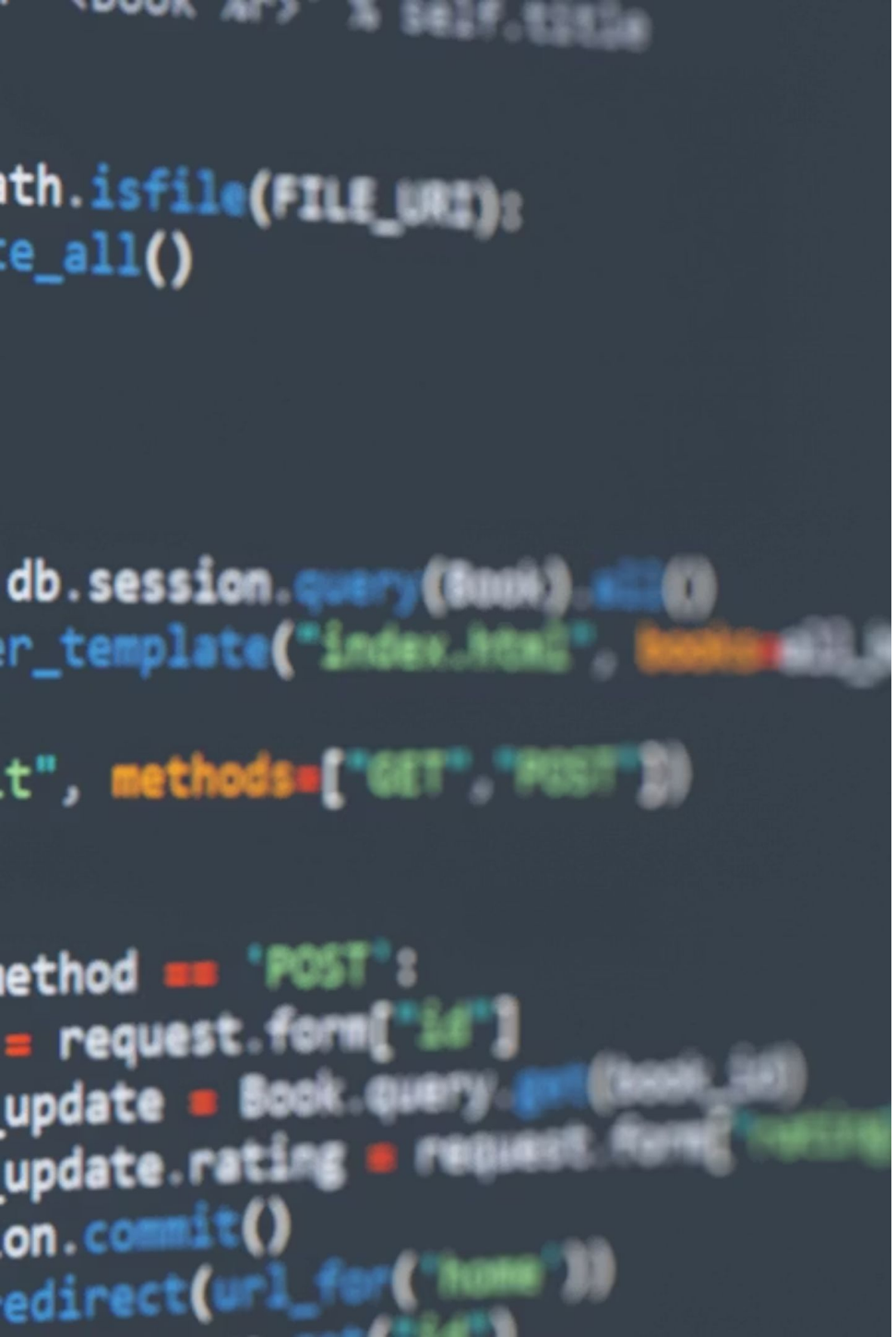
Data Literacy Progression

Foundation spreadsheet skills from Grade 6 develop into Grade 7 advanced charting and Grade 8 complex business budgeting and financial analysis

Creative Design Journey

Canva basics for simple graphics grow into sophisticated branding, marketing materials, and professional visual communication strategies

This seamless progression ensures students build confidence while developing increasingly sophisticated digital workplace skills.



Grade 8 Coding Capstone: Python Mastery

Introduction to Python

Advanced Topics Covered

Tracy's Grid World: Interactive programming environment navigation
Debugging Mastery: Error message interpretation and systematic problem-solving
Function Development: Creating reusable, efficient code blocks
Visual Programming: Color, effects, and size manipulation through code
Variable Management: Data storage and manipulation techniques
Interactive Design: User input/output for dynamic program experiences

Professional Skills Developed

- Advanced problem-solving and systematic debugging
- Computational thinking and logical reasoning
- Creative expression through programming
- Interactive application development
- Persistence and growth mindset cultivation

Coding Progression: From Blocks to Professional Programming

1. ## Grade 6: Scratch Foundation

   Visual, block-based coding introduces fundamental programming concepts through games, animations, and interactive storytelling projects

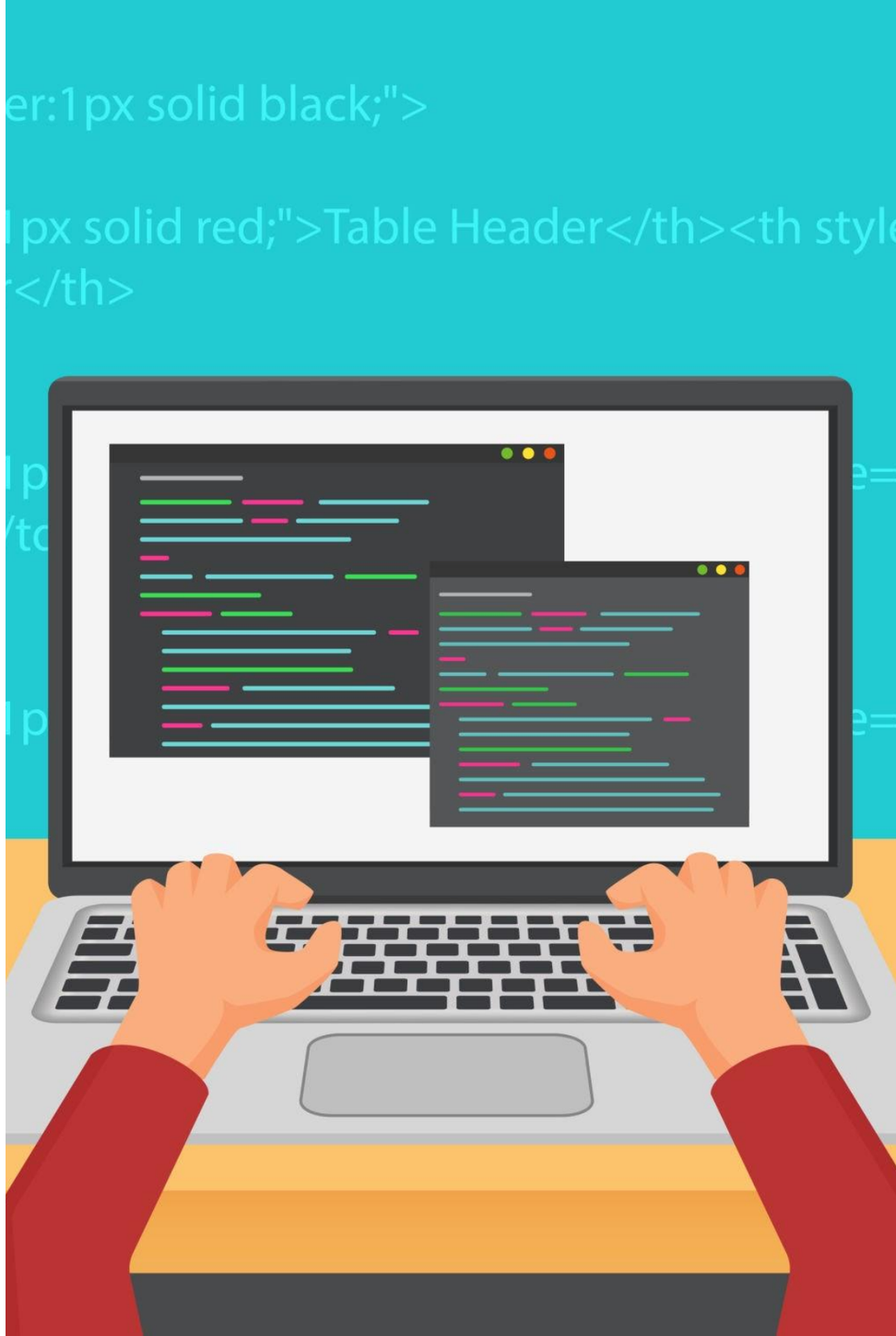
2. ## Grade 7: Web Technologies

   Blackbird and Codester platforms teach JavaScript, HTML, and CSS through increasingly complex interactive projects and structured coding challenges

3. ## Grade 8: Python Mastery

   Text-based programming in professional development environments, transitioning from guided projects to independent problem-solving applications

This carefully structured three-year coding sequence ensures students develop both creative problem-solving abilities and technical programming skills essential for high school computer science success.



Summary of Curriculum

6

Core Applications

Comprehensive mastery across essential business and creative software platforms

3

Programming Languages

Progression from Scratch to JavaScript to Python programming

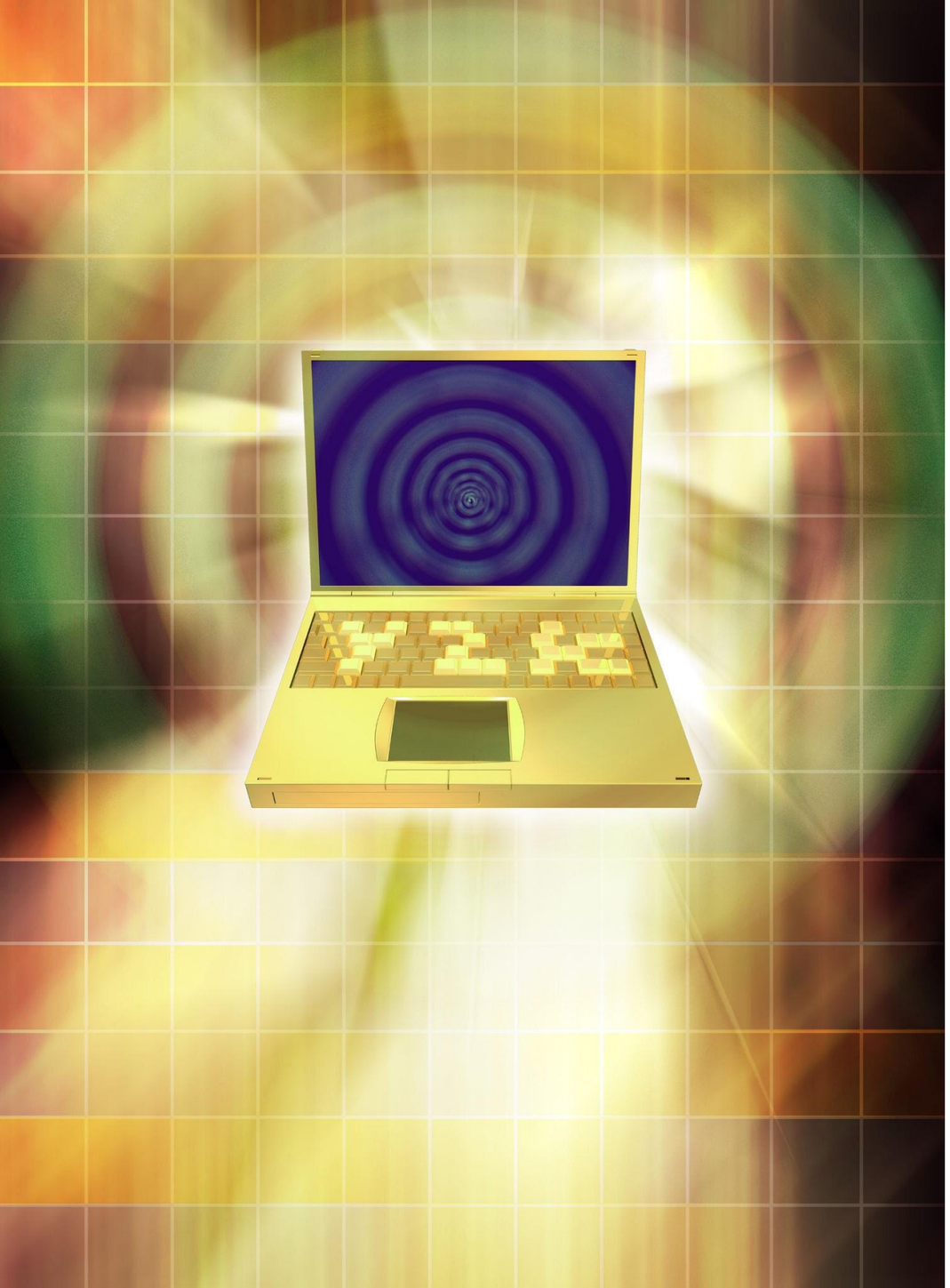
30

Capstone Project Days

Intensive business plan development and advanced programming demonstrating skill mastery

This comprehensive Middle School Digital Applications Curriculum transforms students from digital consumers into confident digital creators. By Grade 8 graduation, students possess the technical skills, creative problem-solving abilities, and professional communication standards necessary for high school success and future career readiness in our technology-driven economy.

Implementation Ready: This curriculum builds systematically on existing elementary foundations while preparing students for advanced high school coursework, creating seamless educational progression and measurable student outcomes.



Summary of Changes

MS schedule change

- Prior to 25-26, students chose between Music and “Computers” in grades 6, 7, and 8, creating inconsistency
- Beginning in 25-26, all students take Digital Applications for 30 instructional days in grades 6, 7, and 8

Topic considerations

- More depth for each topic, spiralled through 3 years
- Topics based on high school pathways in business, marketing, tech ed, and computer science
- 4C’s incorporated into every lesson

Skill mastery

- The spiralling nature of the new curriculum allows students to master essential skills, preparing them to be successful at the next level

Connection to elementary content

- These units connect directly to the skills introduced in elementary library media, including digital citizenship, office products, desktop publishing, and coding

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **March 12, 2026**

Decision Requested **X** **Agenda Code** **10. k.**

AGENDA REPORTING FORM

Agenda Topic: MS Health – Revised Curriculum- Second Reading.

Summary of Issue: MS Health – Revised Curriculum - Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

Unit Overview	
Unit Title:	Alcohol, The Media, & Me
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 6 Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	The views surrounding alcohol, drinking, and drunkenness are complex - and often positive. This unit will help students improve their understanding of alcohol consumption, its health effects, and the media's influence on societal attitudes. With a partner, students will create and present a billboard ad focusing on the dangers of binge drinking and excessive alcohol consumption.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.5.8, 1.7.8, 1.9.8 INF 2.1.8, 2.3.8, 2.4.8 SM 7.1.8 AV 8.2.8, 8.3.8, 8.4.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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.

Enduring Understanding(s): What are the big picture understandings that are transferable	U1 Student will understand the effects of alcohol on the body and the developing brain. U2 Student will understand what binge drinking is and the dangers associated with it.

across contexts, places, and times?	U3 Students will understand how drinking is perceived in our society (i.e., tv shows, movies, billboards, etc.).

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Q1 What effect does alcohol have on someone's body and judgment? Q2 What does "binge drinking" mean? Q3 What aspects of our media encourage drinking? For example, consider the role of drinking in movies, TV shows, and advertisements.

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
● Students will know how the mind and body react during and after alcohol consumption. ● Students will know the harm binge drinking can do to himself/herself. ● Students will know how to recognize bias in the portrayal of alcohol in advertisements, movies, tv shows, etc....	● Students will state what happens to the body and mind while consuming alcohol. ● Students will identify the danger associated with binge drinking. ● Student will recognize biased advertising in the media, movies, tv shows, etc...

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.
Alcohol Billboard Advertisement **Goal:** Create an advertisement billboard that shows the dangers of binge drinking and excessive alcohol consumption. **Role:** You are an advertising agent. **Audience:** Pre-teens / Adolescents

Situation:
You and your partner are advertising agents who have been hired to design a series of highway billboards to promote the truth about the dangers of binge drinking and alcohol consumption.
Product/Performance & Purpose:
Create an alcohol advertisement billboard about the danger of binge drinking and excessive consumption of alcohol. Billboard ad will be graded based upon the rubric provided.

Differentiation:

- Role-play a conversation with a classmate who has a drinking problem. In your discussion, include strategies for getting your friend some help.
- Billboards and advertising can influence how a person feels about alcohol, but parents and other adult family members also play an important role. Discuss how adults can affect your opinion about drinking. Then write a letter to parents, providing strategies for talking to their children about alcohol use and suggestions for helping students to avoid alcohol.

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

https://www.cdc.gov/nchs/fastats/alcohol.htm

https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/underage-drinking

https://dosomething.org/article/11-facts-about-teens-and-alcohol

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

- Rubric will be utilized to evaluate performance task (self-assessment & teacher assessment)

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

N/A

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 slips will be utilized to check for understanding at the end of each lesson.

Stage 3: Instructional Design

Learning Target:	Success Criteria:
Students will be able to… • Understand the harmful effects of alcohol on the body & mind	• Students will be able to explain & apply various vocabulary words related to alcohol (alcoholism, BAC, cirrhosis, etc)

• Understand various concepts related to alcohol (vocabulary, standard drink sizes, current use among teens, social influences)	• Students will be able to determine standard drink sizes based on alcohol content (ABV)

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.

I. **Introduction:** The teacher will introduce the unit & determine what students already know about the topic of alcohol by having students fill out a "braindump" within their small groups. Then, they will discuss it as a class.

II. **Introduction to Alcohol Unit Activity:** Students will complete a research activity to gain a deeper understanding of various vocabulary words related to alcohol, standard drink sizes, current rates of alcohol amongst teens, and the impact of alcohol on the developing brain/body.
Link to Google Form

III. **Lesson Closure:** The teacher will review the main concepts from the activity. Then, she will explain that the focus of next lesson will be on alcohol & the media (social media, movies/tv shows, advertisements, etc.)

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

- **Formative Assessment:**
  Introduction to Alcohol Unit Activity (Classwork grade)

Learning Target:	**Success Criteria:**
Students will be able to… • Evaluate the impact of media (social media, movies/tv shows, ads, etc) on societal views regarding alcohol use. • Create an alcohol billboard focused on the dangers of underage drinking / binge drinking.	• See Alcohol Billboard Advertisement Rubric

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.

I. **Lesson Introduction:** The teacher will begin the class by presenting images from various forms of media (social media, movies/tv shows, ads) on the board that depict alcohol use as being "cool" and/or a social norm. After each picture is presented on the board, students will discuss their thoughts/observations in small groups. This will lead to a class-wide discussion about the media's impact on society's view of alcohol use.

II. **Alcohol Billboard Project:** The teacher will explain the directions & criteria for the Alcohol Billboard Project. Students will work in groups to collaboratively create a billboard that represents the dangers of underage drinking & excessive alcohol use. (See rubric below)

III. **Lesson Closure**

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

- **Summative Assessment**
  Alcohol Billboard Advertisement Rubric

Resources
Any materials and resources related to Stage 3 learning activities.

https://www.cdc.gov/nchs/fastats/alcohol.htm

https://www.niaaa.nih.gov/publications/brochures-and-fact-sheets/underage-drinking

https://dosomething.org/article/11-facts-about-teens-and-alcohol

Unit Overview	
Unit Title:	Bullying Prevention
Teacher:	Kolesnik & Brown
Grade Level/Course:	6
Length/Dates:	3 Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will understand what motivates a bully and how to identify and prevent different forms of bullying through on-the-spot strategies taught in the unit. Through collaborative role play, students will create a bullying situation and use the strategies to safely and effectively handle the conflict.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

VP 1.1.8, 1.3.8
SAAP 1.8.8
MEH 1.17.8
SIP 1.10.8
IC 4.1.8, 4.3.8, 4.4.8
AV 8.3.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

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?	U1 Students will understand the different forms of bullying (physical, verbal, social, cyber). U2 Students will understand that bullying can cause serious harm to a person's physical, mental/emotional, and social health. U3 Students will understand how to use on-the-spot strategies to prevent bullying in a safe, effective manner.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	Q1 What are the different forms of bullying and what do they look like in a real-world situation? Q2 How can bullying affect someone's physical, mental, and social health? Q3 What are the on-the-spot strategies and how can I apply them to handle bullying situations in a safe, effective manner?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator		**What will students <u>be able to do…</u>** 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

K1 Students will know the different forms of bullying. K2 Students will know the on-the-spot strategies to prevent/handle bullying situations. K3 Students will know the different roles in a bullying situation & how to become an upstander.		S1 Students will be able to identify different forms of bullying with examples of how each form would look in a real-world situation. S2 Students will be able to prevent/handle bullying by applying the following strategies in real-world scenarios: telling the bully to stop, avoiding physical violence, trying humor, finding a trusted adult, and walking away. S3 Students will be able to help themselves or a friend who is being bullied by being an upstander and utilizing on-the-spot strategies.

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.
Performance Task: Bullying Prevention Skit **Goal:** Students will practice utilizing the “on the spot strategies” taught throughout the unit by creating & acting out a real-world scenario/skit. **Role:** You are a middle school student. **Audience:** Classmates. **Situation:** You and/or a close friend are being bullied by one or more students at your school and you need to address it in a healthy way using “on the stop strategies”. **Product:** Create a skit that represents a real-world bullying scenario. Role play the scenario with your group members using one or more of the on-the-spot strategies to address/prevent the bullying. **Standards:** Students will be assessed using the bullying skit rubric. **Differentiation/Accommodations:** ● Students will be provided with a bullying scenario and they will have to choose an on-the-spot strategy to resolve the conflict. ● Students can present to the teacher if they are not able to present in front of the whole class.

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

Kidshealth.org
Bullying Unit Slides
Bullying Skit Rubric

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

- Rubric will be utilized to evaluate performance task (self-assessment & teacher assessment)

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

N/A

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 Ticket (Formative Assessment):** Students will demonstrate understanding of the different forms of bullying & the on-the-spot strategies by completing an exit ticket at the end of Lesson 1.
- **Bullying Skit Project (Summative Assessment)**

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
I can… • Understand how bullying impacts an individual's physical, mental, & social health.	• Students will be able to identify and differentiate between the forms of bullying (physical, verbal, social, cyber). • Students will be able to describe how bullying can affect an individual's overall health.

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.

I. **Lesson Introduction:** The teacher will begin the lesson with an anonymous survey, which requires students to answer questions on whether they have ever experienced bullying & whether they have ever engaged in bullying behaviors. The teacher will project the survey results on the board and facilitate a discussion on the class's data.

II. **Bullying Basics:** Students will review information on a slideshow while responding to questions on a worksheet.
[Bullying Unit Slides]
[Bullying Classwork Assignment]

III. **Lesson Closure**

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

[Bullying Classwork Assignment] **(Formative Assessment)**

Learning Target:	**Success Criteria:**
I can… • Apply safe and healthy preventative strategies to various real-world bullying scenarios.	• Students will be able to create a bullying skit that includes one or more of the on-the-spot strategies to effectively handle the conflict at hand.

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.

IV. **Lesson Introduction:** The teacher will begin the lesson by explaining the 5 on-the-spot strategies that can be used to handle/prevent bullying situations (tell the bully to stop, find a trusted adult, walk away, avoid physical violence, try humor). Then, she will explain the directions & criteria for the bullying skit project.

V. **Bullying Skit Project:** In small groups, students will create a skit that represents a real-world bullying scenario. Students will role play the scenario with your group members using one or more of the on-the-spot strategies to address/prevent the bullying. Students will present their skits to the class.

VI. **Lesson Closure**

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

Bullying Skit Project (Summative Assessment): The bullying skit project rubric will be used as a self-assessment tool for students, as well as a teacher tool to provide feedback to students when they present their skits.

Unit Overview	
Unit Title:	Communicable Diseases
Teacher:	Kolesnik & Brown
Grade Level/Course:	6th Grade Health Education
Length/Dates:	3 Lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will have a kinetic experience of the ways that germs/diseases can transfer from one person to another via indirect and direct contact. Students will also learn about a variety of communicable diseases through peer teaching.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

OWDP 1.1.8, 1.2.8, 1.3.8, 1.5.8
SM 7.1.8, 7.2.8, 7.3.8, 7.4.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

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

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand how communicable diseases spread via hands-on activities, as well as peer taught presentations. 2. Students will understand how to prevent and seek treatment for a variety of communicable diseases. 3. Students will understand how to access valid health information regarding disease prevention. (CDC.gov, WHO.int)

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How do communicable diseases spread? (Direct vs. Indirect Contact) 2. How can you prevent and treat various communicable diseases? 3. Where can I go to find valid health information regarding communicable diseases?

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
1. Students will know the connection between personal hygiene habits and the spread of communicable diseases. 2. Students will know preventive measures people can use to stop the spread of communicable diseases. 3. Students will know the different treatment methods for a variety of communicable diseases.	1. Students can identify behaviors that increase the spread of communicable diseases. 2. Students will apply measures that prevent communicable diseases from spreading in real world situations. 3. Students will identify treatment methods for various communicable diseases.

Stage 2: Evidence of Student Learning

Month, Year

Performance Tasks

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

- **Goal:** In small groups, students will conduct research on a specific communicable disease to create a presentation that will be used to teach their peers.
- **Role:** Students will act as health professionals teaching about a specific communicable disease at a school-wide health fair.
- **Audience:** Students who are attending a school health fair.
- **Situation:** Students will work in small groups for this activity. They will act as health professionals at a health fair to inform the public about their assigned communicable disease. Students will be required to research what the disease is, how it spreads, prevention methods, treatment methods, and statistics/interesting facts regarding their disease to create a slideshow presentation.
- **Product/Performance/Purpose:** The product of this task will be a slideshow presentation used to peer teach about various communicable diseases.
- **Standards and Criteria for Success:** Communicable Disease Project Rubric

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

Communicable Disease Unit Slideshow

Communicable Disease Project Rubric

CDC.gov

WHO.int

https://kidshealth.org/en/kids/germs.html

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

- **Formative Assessment** - Students will complete an exit slip following lesson 1 in this unit. They will be asked to differentiate between indirect & direct contact, as well as compare & contrast viral & bacterial infections/diseases.
- **Summative Assessment** - Students will create a slideshow presentation on a communicable disease to be shared with their peers. They will be assessed using the project rubric above.

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

N/A

Other Evidence

Month, Year

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
● **Exit Ticket Questions (Formative Assessment)** ○ What is the difference between indirect contact and direct contact? ○ List an example of indirect contact & direct contact. ○ Compare and contrast viral infections versus bacterial infections. (ie. How are they spread, treatment methods, etc.)

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
Students will be able to… ● Understand how certain behaviors increase the spread of communicable diseases. ● Understand what direct contact & indirect contact means in relation to the spread of diseases.	● Students will be able to identify several behaviors that increase the spread of communicable diseases & explain how to prevent those behaviors. ● Differentiate between direct & indirect contact in relation to the spread of germs.
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.	
I. **Lesson Introduction:** Teacher will introduce the unit using the **Communicable Disease Unit Slides**. II. **What Are Germs? Article & Questions:** Students will read an article from Kids Health about different forms of germs & how they spread while responding to comprehension questions. III. **"How Do Germs Spread?" Class Activity** IV. **Lesson Closure**	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
What Are Germs? Article & Questions **(Formative Assessment)**	

Learning Target:	Success Criteria:
Students will be able to… ● Access valid health information to create an informational slideshow on a communicable disease.	● Students can access information on disease prevention using valid resources, such as the CDC and WHO ● Students can explain a specific communicable disease, its symptoms, how to prevent it, and several ways to treat it.

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.

Communicable Disease Project: Students will work in groups of 4 for this activity. They will act as health professionals who will be presenting at a health fair to inform the public about their assigned communicable disease. Students will be required to research what the disease is, how it spreads, prevention methods, treatment methods, and statistics/interesting facts regarding their disease to create a slideshow presentation. Each group will present their slideshow to the class as an opportunity for peer teaching.

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

Communicable Disease Project (Summative Assessment)
Communicable Disease Project Rubric **-** Will be used as a self-assessment tool & a teacher assessment tool during final presentation.

Resources
Any materials and resources related to Stage 3 learning activities.

Communicable Disease Unit Slides

What Are Germs? Article & Questions

https://kidshealth.org/en/kids/germs.html

Unit Overview	
Unit Title:	Health and Me
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 6 Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit will focus on the three components of the Health Triangle (i.e., physical, mental/emotional, social). Student will use the definition of each to self-reflect and determine the status of each within himself/herself. Students will set personal improvement goals for each component. Students will be assessed on their knowledge of the Health Triangle.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.2 SAAP 1.10.8 MEH 1.2.8, 1.5.8, 1.6.8, 1.8.8, 1.10.8, 1.12.8, 1.13.8 INF 2.1.8, 2.4.8 AI 3.1.8, 3.4.8 GS 6.2.8, 6.3.8, 6.4.8, 6.5.8 SM 7.2.8, 7.3.8, 7.4.8 AV 8.2.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand what qualities and practices comprise physical health and how it relates to their life. 2. Students will understand what qualities and practices comprise mental/emotional health and how it relates to their life. 3. Students will understand what qualities and practices comprise good social health and how it relates to their life.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What qualities and practices relate to physical health and how do I measure up? 2. What qualities and practices relate to mental/emotional health and how do I measure up? 3. What qualities and practices relate to social health and how do I measure up?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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

1. Students will know various factors that allow a person to improve/maintain his/her physical health. 2. Students will know various factors that allow a person to improve/maintain his/her mental and emotional health. 3. Students will know various factors that allow a person to improve/maintain his/her social health.	1. Students will construct their own Health Triangle to identify several practices they utilize to maintain their physical, mental/emotional, and social health. 2. Students will reflect on their practices regarding the three components of the Health Triangle and set personal goals based on their own strengths/weaknesses.

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 Health Triangle directly related to the activities/practices you do in your everyday life. **Role:** You are the older sibling to a brother or sister who does not have much background in health-related topics. **Audience:** Your younger sibling. **Situation:** You are a middle school student who has been asked to create a personal Health Triangle by his/her health teacher. You are concerned about your younger sibling's health habits. You decide to use your personal Health Triangle as a teaching guide for that sibling. You intend to share it when the two of you have time together. **Product/Performance & Purpose:** After a class discussion and research on your own, you will create a Health Triangle that directly relates to yourself and your everyday habits/practices. You will construct a Health Triangle that includes multiple examples of health practices that relate to each component of the Health Triangle

(physical, mental/emotional, social). Then, based on your current practices, you will evaluate your strengths and weaknesses to create a personal goal for improving your overall health.

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

Health Triangle Slideshow

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

Health and Me Rubric

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

Other Evidence

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

These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… ● Identify and explain the three components, or sides, of the health triangle (physical, mental/emotional, social).	● Students can conduct research on each of the three components of the health triangle to complete a graphic organizer.

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.

I. **Introduction:** The teacher will introduce the unit by discussing the three components of the health triangle: physical, mental, and social. The teacher will have students brainstorm in small groups to come up with anything they already know about the components of the health triangle (activities/examples, definitions, etc.).

II. **Station Activities:** Students will rotate to 3 different stations throughout the class period to research and collect information about the 3 components of the health triangle. Each station will focus on 1 of the components. While students are at the learning stations, they will record their information on a graphic organizer. Each station will also include an activity that goes along with that component of health (ie. jumping jacks - physical health, breathing techniques - mental health, discussion questions - social health).

III. **Closure:** After students have rotated to each station gathering information, the teacher will review the information that was discussed in class and check for understanding. Then, the teacher will tell students that they will use the information they learned today to work on a health triangle project next class.

Assessment

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

I. **Formative Assessment (Exit Ticket):**
   1. Which component of the health triangle involves your body, illness/disease, and personal hygiene? Please list an example of how you can improve this component of your health.
   2. Which component of the health triangle involves your self-esteem and overall mindset? Please list an example of how you can improve this component of your health.
   3. Which component of the health triangle involves your interactions with others? Please list an example of how you can improve this component of your health.

Learning Target:	**Success Criteria:**
Students will be able to… ● Create a health triangle that represents their own practices regarding physical health, mental health, and social health. ● Reflect on their strengths and weaknesses regarding each component of the health triangle.	● Students can draw 3 examples of activities they engage in that relate to physical health, mental health, and social health. ● Students can complete reflection questions related to their personal strengths and weaknesses.

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.

I. **Introduction:** The teacher will briefly review the information from the previous class regarding the 3 components of the health triangle. Then, he/she will explain that students will be creating their own health triangles today to reflect their own health practices.
II. **Health Triangle Activity:** Students will draw/write 3 examples of activities they do in their everyday life that relate to each component of the health triangle. Once students have 3 examples for each component, they will color in their health triangle to make it more personalized.
III. **Health Triangle Reflection:** To close out this activity/unit, students will complete reflection questions to evaluate their strengths and weaknesses in regard to the health triangle. They will be required to identify and explain which component of health they feel they are very good at and which component of health they feel they need to improve.
IV. **Closure**

Assessment

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

I. **Summative Assessment:** The health triangle activity will assess students ability to identify and reflect on their own health practices in regards to the 3 components of the health triangle. This activity will serve as a summative assessment for this unit of instruction.

Resources

Any materials and resources related to Stage 3 learning activities.

Health Triangle Slideshow
Health and Me Rubric

Unit Overview	
Unit Title:	Nutrition
Teacher:	Kolesnik & Brown
Grade Level/Course:	6th Grade Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	During this unit, students will gain an understanding of the 5 food groups included in MyPlate (proteins, grains, fruits, vegetables, and dairy) and differentiate between each of their functions. Students will be able to brainstorm and create healthy meal options using the MyPlate diagram.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HEPA 1.1.8, 1.2.8, 1.3.8, 1.9.8, 1.10.8 DM 5.7.8 GS 6.3.8 SM 7.2.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
These will be the “practices” that guide your discipline (ie: Mathematical Practice Standards, Science and Engineering Practices, etc).

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand the functions of each food group (proteins, grains, fruits, veggies, dairy). 2. Students will understand why a balanced diet is important in maintaining overall health. 3. Students will understand how to create healthy meals that include all 5 food groups.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the 5 food groups and what are their functions? 2. Why is a balanced diet important for your overall health? 3. What are the components of a healthy meal?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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

Students will know the following vocabulary: - Protein - Grains - Vegetables - Dairy - Vitamins - Minerals - MyPlate Students will know the components of a healthy, balanced meal. Students will know what foods fit into each of the 5 food groups.	Students will be able to define the following vocabulary terms & use them in context throughout unit activities: - Protein - Grains - Vegetables - Dairy - Vitamins - Minerals - MyPlate Students will be able to identify & differentiate between the 5 food groups. Students will be able to create a plate that represents healthy, balanced meal options.

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:** Students will create a plate (aligned with MyPlate guidelines) that includes multiple examples of foods that fit into each food group, providing them with multiple options of healthy, balanced meals. ● **Role:** You are a middle school student who is creating healthy meal options to choose from for breakfast, lunch, & dinner. ● **Audience: N/A** ● **Situation:** You are a middle school student who is brainstorming healthy meal options for you and your family to choose from at breakfast, lunch, & dinner. ● **Product/Performance/Purpose:** Students will create healthy, balanced meals by drawing foods that fit into each food group. The plate diagram ● **Standards and Criteria for Success:** Create A Plate Activity Rubric.

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Create A Plate Activity

Create A Plate Activity Rubric
Nutrition Slides

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

The teacher will utilize the rubric below to assess student work & provide feedback.
Create A Plate Activity Rubric

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

N/A

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 Ticket (Lesson 1): Following lesson #1, the teacher will give students an exit slip with the following questions to assess their understanding of the food groups & functions.

1. List the 5 food groups.
2. List the functions for the following food groups:
    a. Proteins -
    b. Grains -
    c. Fruits/Vegetables -

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
Students will be able to… • Identify the 5 food groups & their functions to the human body • Categorize various foods into the 5 food groups	• Students can list the 5 food groups (proteins, grains, fruits, vegetables, & dairy) • Students can explain the most important function(s) of each food group

	• Students can match a variety of foods to their appropriate food group.

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.

I. **Introduction of Lesson**
II. Nutrition Slides **-** The teacher will introduce the unit using the slideshow presentation. The teacher will facilitate class-wide discussion focusing on food groups & functions.
III. **Food Group Movement Activity -** There will be 5 signs located throughout the classroom (1 for each food group). The teacher will call out the names of various foods and students will move to the appropriate sign on the wall.
IV. **Closure & Exit Ticket**

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

Exit Ticket (Lesson 1): Following lesson #1, the teacher will give students an exit slip with the following questions to assess their understanding of the food groups & functions.

3. List the 5 food groups.
4. List the functions for the following food groups:
    a. Proteins -
    b. Grains -
    c. Fruits/Vegetables -

Learning Target:	**Success Criteria:**
Students will be able to… • Create healthy meals that align with the MyPlate guidelines & portions.	• Students can draw/label 3 examples of foods for each food group to create multiple healthy, balanced meal options.

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.

I. **Introduction / Review -** The teacher will briefly review the information taught in the previous class. Then, she will discuss the focus of today's lesson.
II. **Create A Plate Activity:** The teacher will explain the directions & criteria for the Create A Plate Activity. Students will draw & label 3 examples for each section of the MyPlate

diagram, which includes proteins, grains, fruits/vegetables, and dairy. Students will be assessed using the Create A Plate Activity Rubric.

III. Lesson Closure

Assessment

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

Create A Plate Activity Rubric

Resources Any materials and resources related to Stage 3 learning activities.	
Create A Plate Activity Rubric Nutrition Slides	

Unit Overview	
Unit Title:	Personal Safety
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 6 Health Education
Length/Dates:	2-3 Days
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on lessons that will help students learn how to identify and avoid personal danger. After instruction and discussion about personal safety, students will develop their own personal safety plans to address a variety of dangers.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.3.8, 1.4.8, 1.6.8, 1.7.8, 1.11.8 SAAP 1.5.8, 1.6.8, 1.7.8, 1.9.8, 1.11.8 MEH 1.9.8, 1.17.8 SIP 1.10.8 DM 5.1.8, 5.2.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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

Enduring Understanding(s): What are the big picture understandings that are transferable	1. Students will understand the origin and importance of Erin's Law. 2. Students will identify various dangers that can impact their personal safety. 3. Students will develop a safety plan that outlines what to do in a dangerous situation.

across contexts, places, and times?	

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What is Erin's Law? Why was it created? 2. What/Who are threats to personal safety? 3. What can I do if I am ever in an unsafe situation?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
1. Students will be able to explain Erin's Law and why it was created. 2. Students will know how to develop a personal safety plan. 3. Students will know strategies to remove himself/herself from a dangerous/unwanted situation.	1. Students will be able to identify situations where Erin's law ensures personal safety. 2. Students will create and discuss his/her own personal safety plan. 3. Students will be able to identify and remove himself/herself from an unsafe situation.

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: Create a safety plan that addresses dangers and personal safety in or outside of the home. **Role:** You are a youth services counselor. **Audience:** Grade 6 students.

Situation:
You are a youth services counselor presenting a workshop to grade 6 students. You are displaying a personal safety plan that relates to a middle school student. The plan will highlight potential dangers inside of school, outside of school, and dangers in the home that a middle schooler may encounter and offer safety tips.
Product/Performance and Purpose:
Students will produce their own individual safety plans to be assessed on the provided rubric.

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

Personal Safety Unit

Personal Safety Plan Rubric

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

Personal Safety Plan Rubric

Each student will be provided with their own copy of rubric with teacher feedback.

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

Other Evidence

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

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to…	• Students can participate in small-group / class discussions regarding personal safety.

• Identify and discuss various situations that involve personal safety at home, at school, and outside of school.
• Explain what Erin's Law is and why it was created.
  ○ Safe touch vs. unsafe touch
  ○ Personal boundaries
	• Students can verbally explain what Erin's Law is and why it is important to their safety.
	• Students can differentiate between safe touch & unsafe touch.

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.

I. **Lesson Introduction:** The teacher will introduce the lesson by asking students why personal safety is important for maintaining a healthy lifestyle. Following a class discussion, the teacher will share a slideshow that includes information on the following: safe touch vs. unsafe touch, personal boundaries, body safety, & self-protection strategies for instances at home, at school, & in public places. (See unit slides above)
II. **Group Brainstorm:** In small groups, students will be given a chart to fill out. The chart will have 3 sections: IN SCHOOL, AT HOME, & OUTSIDE OF SCHOOL. As a group, students must brainstorm different scenarios and/or situations that can bring about danger in those specific categories. After time is up, the teacher will facilitate a class-wide discussion where students share their brainstorm responses.
III. **Lesson Closure**

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

- **Formative Assessment:** Group Brainstorm Chart

Learning Target:	**Success Criteria:**
Students will be able to… • Create their own personal safety plan that addresses a variety of dangers at home, in school, and outside of school.	• Students can identify various solutions & self-protection strategies to keep themselves safe in the following settings: at home, in school, and outside of school.

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.

I. **Personal Safety Plan:** Students will act in the lens of a youth services counselor presenting a lesson to grade 6 students. Their presentation will include a personal safety plan that relates to a middle school student & the situations a middle school student may encounter. The plan will highlight potential dangers inside of school, outside of school, and dangers in the home along with safety tips/strategies to address these dangers. Students will create their safety plan on a Google Slide or on poster paper to be displayed & presented to the class.

Assessment

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

- **Summative Assessment:** Personal Safety Plan
  Personal Safety Plan Rubric

Resources
Any materials and resources related to Stage 3 learning activities.

Personal Safety Unit

Personal Safety Plan Rubric

Unit Overview	
Unit Title:	The Tweenage Years
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 6 Health Education
Length/Dates:	2-3 Lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit is designed to help students understand the social, emotional, and physical changes they will experience during puberty. They will also explore strategies for managing the emotional and social issues that some experience during puberty and for maintaining personal hygiene.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.2 SAAP 1.10.8 MEH 1.2.8, 1.5.8, 1.6.8, 1.8.8, 1.10.8, 1.12.8, 1.13.8 INF 2.1.8, 2.4.8 AI 3.1.8, 3.4.8 GS 6.2.8, 6.3.8, 6.4.8, 6.5.8 SM 7.2.8, 7.3.8, 7.4.8 AV 8.2.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s):	● Students will understand the growth & development stages that occur during puberty.

What are the big picture understandings that are transferable across contexts, places, and times?	● Students will understand how to take care of their bodies with personal hygiene practices throughout puberty and beyond ● Students will understand who to go to with questions about puberty and/or personal hygiene.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● How will my body change during puberty and why do these changes occur? ● How do I take care of myself during puberty? ● If I have questions related to this topic, who can I go to?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
● Students will learn the physical, social and emotional changes that occur in boys & girls during puberty. ● Students will learn about various personal hygiene practices that can help them care for their body throughout puberty & beyond. ● Students will know where to turn for support during puberty.	● Students will be able to identify the physical, social, and emotional changes boys & girls experience during puberty and their impact. ● Students will be able to create a daily personal hygiene plan that they can use to take care of their body throughout puberty & beyond. ● Students will be able to identify various resources for support from school & at home.

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:** Students will be responsible for creating a personal hygiene help guide for 5th grade students. This will include personal hygiene items 5th grade students will need as they experience puberty, as well as a morning/nightly routine.
- **Role:** Middle school student.
- **Audience:**5th grade students.
- **Situation:** Each student has been asked to create a personal hygiene help guide for 5th graders that can be used daily, both in the morning and at night, to ensure that students are keeping their body's clean and healthy, especially during puberty.
- **Product/Performance/Purpose:** Students will produce a flipbook using Canva or Google Slides discussing their personal hygiene plan (including a shopping list for personal hygiene items) for the purpose of establishing daily self-care practices.
- **Standards and Criteria for Success:** Students will be assessed using a rubric that outlines the criteria for this project (*See below*).

Resources Any materials and resources related to the performance task that the teacher or student would need to be successful.
Puberty/Personal Hygiene Slides Puberty/Personal Hygiene Article Personal Hygiene Help Guide Project Rubric

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Personal Hygiene Help Guide Project Rubric

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**

I can… ● Understand what personal hygiene is and why it is important, especially during tweenage/puberty years. ● Identify various personal hygiene practices that are necessary for overall health during tweenage years and beyond.	I can… ● Create a personal hygiene help guide that includes items needed and a daily/nightly routine that can be used to enhance personal health (applying deodorant, showering, washing face, brushing hair, etc.).

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.

I. **Introduction:** The teacher will introduce the unit with a slideshow & turn-and-talk discussions about personal hygiene practices.
II. **Personal Hygiene Help Guide Project:** Students will produce a flipbook using Canva or Google Slides discussing their personal hygiene plan (including a shopping list for personal hygiene items) for the purpose of establishing daily self-care practices. The teacher will review the rubric with students before they begin working.
III. **Gallery Walk:** After students have completed their projects, they will present their help guide flipbooks.

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

Personal Hygiene Help Guide Project Rubric (Summative Assessment)

Learning Target:	**Success Criteria:**
I can… ● Understand the physical, social and emotional changes that occur in boys & girls during puberty.	I can… ● Identify the physical, social, and emotional changes boys & girls experience during puberty and their impact.

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.

I. **Introduction:** The teacher will review the topic of puberty utilizing a slideshow as a visual aid. Some of this information will be a review from what they have learned previously in 5th grade.
II. **Article & Google Form:** Students will read a Kids Health Article, which will provide them with information on the physical, social, & emotional changes they will experience during puberty. Once they finish the article, they will complete a Google Form as a formative assessment.
III. **Q & A:** Students will be able to write down any questions they still have related to personal hygiene and/or puberty on an index card (anonymous). The teacher will read and answer the questions out loud to the class.
IV. **Closure:**

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

Puberty Google form

Resources
Any materials and resources related to Stage 3 learning activities.

Puberty/Personal Hygiene Slides

Puberty Google Form (Formative Assessment, Lesson #2)

Personal Hygiene Assignment

Unit Overview	
Unit Title:	Tobacco, Nicotine, & Vaping Prevention
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 6 Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit of instruction, students will evaluate the similarities and differences of e-cigarettes and regular cigarettes, as well as why young adults may be pressured to use vaping devices in today's society. They will learn the negative health effects associated with all tobacco/nicotine products.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.5.8, 1.6.8, 1.9.8 INF 2.1.8, 2.4.8 AI 3.1.8, 3.4.8 IC 4.2.8 DM 5.1.8, 5.3.8, 5.5.8 SM 7.1.8, 7.2.8 AV 8.1.8, 8.2.8, 8.3.8, 8.4.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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.

Enduring Understanding(s):	

What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand the differences between e-cigarettes and cigarettes. 2. Students will understand that e-cigarettes are just as harmful to your health as cigarettes, if not worse. 3. Students will understand why young adults are using e-cigarettes/vaping in today's society.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the differences between e-cigarettes and cigarettes? 2. Why are e-cigarettes/vaping just as harmful as smoking cigarettes/tobacco? 3. Why are teens using e-cigarettes/vapes in today's society?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
1. Students will learn how many young adults are using e-cigarettes and why they are trying it. 2. Students will know the harmful effects associated with tobacco products and e-cigarettes. 3. Students will learn refusal skills and exit strategies to help prevent e-cigarette use.	1. Students will access current health information to identify the percentage of e-cigarette users in middle/high school. 2. Students will identify reasons why teens may begin using e-cigarettes. 3. Students will evaluate the harmful consequences of e-cigarette use through various hands-on activities. 4. Students will develop, practice and demonstrate refusal skills to prevent e-cigarette use.

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**: Create an anti-vaping poster to warn pre-teens and teens about the negative health concerns associated with vaping and nicotine addiction.
- **Role**: Middle school student
- **Audience**: Other middle school students / teens.
- **Situation**: The students will act as if they were asked by their building principal to create a public service announcement (PSA) to display current facts/statistics regarding the negative impact that vaping has on a person's overall health. The PSA project will be in the form of a poster, which will be hung up around the school to warn other middle schoolers about the consequences of vaping.
- **Product/Performance/Purpose**: Create an anti-vaping poster to warn other middle school students and teens about the consequences of vaping/nicotine.
- **Standards and Criteria for Success**: Rubric provided below.

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

Vaping and E-Cigarettes → Unit Slideshow

Tobacco / Nicotine Station Activities → Google Form

Vaping PSA Project Rubric

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

Vaping PSA Project Rubric

Feedback will be provided to students on their own personal copy of the rubric.

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

N/A

Other Evidence

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

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… ● Evaluate the negative health concerns associated with tobacco/nicotine products (cigarettes) and second hand smoke through various learning stations & hands-on activities.	● Students can complete the tasks at each learning station, while filling out a google form with questions related to the activities at each station.

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.

I. **Introduction:** The teacher will begin the unit by briefly introducing the topics of tobacco (cigarettes), nicotine, and vaping (e-cigarettes). The teacher will show students a variety of recent statistics to emphasize that vaping/e-cigarette use is on the rise amongst middle school and high school students. The teacher will tell students that today's lesson will focus on the negative health concerns associated with tobacco use, specifically cigarettes and chewing tobacco.

II. **Tobacco / Nicotine Learning Stations:** Students will work in small groups to complete 6 different station activities (See Google Form below for specific instructions for each station). While at each station, students will complete questions on a google form to demonstrate their understanding of the information. Students will spend about 5 minutes at each station and rotate to all 6 prior to the end of the class period.

III. **Closure:** Prior to dismissal, the teacher will briefly review the information that was presented at each of the stations and ask students to share what information was most surprising to them. Then, the teacher will tell students that the next lesson will focus on vaping/e-cigarettes.

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

I. **Formative Assessment:** The Google Form that students complete during this lesson will serve as a formative assessment. The teacher will review student responses to check for understanding.

Learning Target:	**Success Criteria:**
Students will be able to… ● Evaluate the negative health concerns associated with vaping/e-cigarettes. ● Analyze influences that make vaping enticing to teens in today's society.	● Students can create an anti-vaping poster to display how vaping can negatively impact a person's overall health. ● Students can identify several factors that may influence a teen's decision to use vaping products in today's society.

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.

I. **Introduction:** The teacher will introduce the topic of vaping / e-cigarettes by reviewing a slideshow (see resources below) that includes information and videos on vaping products. Then, the teacher will facilitate a brief discussion amongst the class to identify some factors that influence a teen's decision to try vaping in today's society.

II. **Vaping PSA Project:** Students will use a variety of resources (provided by teacher) to research information regarding the negative impacts of vaping, as well as recent statistics related to vaping use amongst teens. Then, students will create an anti-vaping poster that includes at least 3 facts related to the consequences of vaping to warn middle schoolers / teens about this topic. The rubric below will be utilized to evaluate student performance and provide feedback.

III. **Closure**

Assessment

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

I. **Summative Assessment**: The anti-vaping poster will be utilized to assess students' understanding of the negative health consequences associated with vaping / e-cigarette use. The rubric below outlines how students' performance will be evaluated.

Resources

Any materials and resources related to Stage 3 learning activities.

Vaping and E-Cigarettes → Unit Slideshow

Vaping PSA Project Rubric

Stage 1: Desired Results

Unit Overview	
Unit Title:	Say What? (Communication Styles)
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 7 Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on communication styles and skills students will need to employ during their lives to foster positive interrelationships. It explores how communication styles can influence emotions, attitudes, and actions. Through collaborative role play, students will create a skit that focuses on identifying the three types of communication styles: passive, aggressive, and assertive. They will also include and identify at least two types of nonverbal communication skills (e.g., eye contact).

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.1.8, 1.5.8 VP 1.5.8 HEPA 1.3.8, 1.9.8 IC 4.1.8, 4.4.8, 4.6.8 AV 8.2.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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

Collaboration Transdisciplinary Goal: Students flexibly and cooperatively work with others in physical and virtual environments and assume shared responsibility for completing a project or achieving a goal. **Communication Transdisciplinary Goal:** Students effectively communicate and use interpersonal skills in a range of formal and informal contexts.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand why effective communication is important to their everyday life. 2. Students will understand the three types of communication styles (passive, aggressive, assertive) and which is most effective. 3. Students will understand what attributes one must exhibit to have and maintain effective communication skills.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. Why is communication an important skill to have in your everyday life? 2. What are the three types of communication styles and which is the most effective? 3. What qualities or attributes define effective communication skills?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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

1. Students will know how to identify the differences among the three communication styles. 2. Students will know the impact of nonverbal communication and the various forms it takes (i.e., eye movement, hugging, etc.).	1. Students will be able to identify what type of communication style is being used in various situations/scenarios. 2. Students will demonstrate nonverbal communication skills to achieve positive interactions.

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.
“Hey you!” **Performance Task** **Goal:** In small-groups, students will construct a skit that demonstrates all three types of communication styles. The skits must include at least two nonverbal communication skills as well. **Role:** You are one among a group of 7th graders at school. **Audience:** A grade 7 class. **Situation:** Imagine an entire grade 7 class viewing student interactions via the school's cameras/microphones. This class observes your group's role playing a situation that involves health-related peer issues.

Product/Performance and Purpose:
Each group presents their skit demonstrating all three styles of communication as well as nonverbal communication skills. The group is assessed via a rubric that reflects a clear understanding of communication styles and skills. After each group performs their skit, the observing class must determine which student was utilizing each of the communication styles (aggressive, assertive, passive) and which was most effective in handling the situation/scenario at hand.

Teacher-Provided Scenarios:

1. A group of friends are sitting on a mall bench as people pass by. One friend has a tendency to say something that ridicules a person (based on dress, body type, mannerisms, etc.) as that person walks by. Another friend decides to speak up about the importance of kindness and acceptance of others, while the other sits back and takes a more passive role. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
2. A group of students is working on a project together in school. One student has not completed their part of the project, which is causing the group to fall behind. The project is due tomorrow. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
3. A group of friends is walking down a street in their neighborhood when a teenager with a skateboard comes flying by with no helmet. Shortly after, the group of friends notices that the teenager fell off their bike and has suffered from minor injuries. The friends must determine what to do to help the teenager who has fallen off their bike. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
4. One of your friends is trying to convince you and your other friends to steal your older sibling's vaping device. Each friend takes a different role in handling the situation…In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
5. While sitting around the lunch table, one of your friends claims that their parents will be away this weekend and they were thinking about throwing a party. You and some of your other friends chime in, expressing what they think of this idea…In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.
6. While walking around at the local fair, one of your friends dares you to jump off the dumpsters as a joke. You know that this is dangerous and can result in you getting into trouble. In your skit, provide examples of passive, assertive, and aggressive communication, as well as non-verbal communication skills that were discussed in class.

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

Communication Unit Slideshow

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Say What? Rubric

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Communication Styles Exit Slip - At the end of Lesson 1, students will respond to the following questions to check for understanding of the 3 communication styles taught (aggressive, assertive, passive): 1. Yelling and using threatening language is an example of what style of communication? 2. This style of communication avoids expressing feelings and is often apologetic in nature. 3. _____ is the most effective style of communication because it is direct, non-threatening, and involves positive language.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to: ● Identify characteristics of effective communication. ● Explain why communication is important in everyday life. ● Identify and differentiate between three styles of communication (aggressive, passive, assertive).	● Students can list several characteristics that describe effective communication ● Students can brainstorm and list multiple reasons why communication skills are important to our everyday lives ● Students can differentiate between the three communication styles taught on an exit ticket provided at the end of the lesson
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.

I. **Effective Communication Brainstorming:** Students will work in groups of 4 to brainstorm ideas on what effective communication looks like, feels like, and sounds like. They will record their ideas on sticky notes. Students will be encouraged to come up with **3 characteristics** for each sticky note. Once they are finished brainstorming, they will bring their sticky notes to the whiteboard and place them in the appropriate section (labeled looks like, sounds like, feels like).
** Once all groups have finished, the class will discuss the characteristics on the board **

II. **Communication Styles Chart:** Students will work independently to review slides 7-9 on the teacher's slideshow. These slides discuss the three different styles of communication, which include aggressive, assertive, and passive. While students are reviewing these slides, they will complete a compare-contrast chart that will allow them to differentiate between each of the different communication styles. The teacher will briefly review the information once students have completed the chart.

III. **Video Clip:** The teacher will show the class a variety of brief video clips, which display the different communication styles. Throughout this activity, the teacher will stop the video and ask the students to identify which communication style(s) the characters are exhibiting.

IV. **Exit Slip:** Before the end of the class period, the teacher will have students complete an exit slip to check for their understanding of the 3 communication styles covered during the lesson. The exit slip will include the following questions:

1. Yelling and using threatening language is an example of what style of communication?
2. This style of communication avoids expressing feelings and is often apologetic in nature.
3. _____ is the most effective style of communication because it is direct, non-threatening, and involves positive language.

Assessment

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

Exit Slip: Before the end of the class period, the teacher will have students complete an exit slip to check for their understanding of the 3 communication styles covered during the lesson. The exit slip will include the following questions:

4. Yelling and using threatening language is an example of what style of communication?
5. This style of communication avoids expressing feelings and is often apologetic in nature.
6. _____ is the most effective style of communication because it is direct, non-threatening, and involves positive language.

Learning Target:	**Success Criteria:**
Students will be able to… ● Collaborate with peers in small groups to create a skit that demonstrates the 3	● Students can share ideas and cooperate successfully with group members to construct a script for a skit.

communication styles (aggressive, assertive, passive).	• Students can perform a short skit based on a teacher-provided scenario.

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.

I. **Introduction:** The teacher will briefly review the 3 communication styles, which were taught in the previous lesson (passive, assertive, aggressive) and check for student understanding.

II. **"Hey You!" Performance Task**: The teacher will divide students into groups of 3-4 and provide each group with a real-world scenario. Students will work together to construct a skit (with a script) that includes examples of all 3 communication styles. Once they have completed and practiced their skits, all groups will present to the class. Students will try to guess which communication style each student is using during presentations.

III. **Closure**

Assessment

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

Summative Assessment: Students will construct a skit that includes all 3 communication styles taught during this unit as a summative assessment. Students will be assessed with a rubric, which can be found below.

Resources

Any materials and resources related to Stage 3 learning activities.

Say What? Rubric

Communication Unit Slideshow

Communication Styles Chart

Unit Overview	
Unit Title:	Cyberbullying
Teacher:	Kolesnik & Brown
Grade Level/Course:	7th Grade Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn about the harmful effects of cyberbullying and how it can impact an individual's physical, mental, and social health. They will practice the skill of advocacy while creating a cyberbullying public service announcement (PSA) in the form of an informational poster.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.5.8, 1.12.8, 1.13.8 VP 1.7.8 SH 1.12.8 SAAP 1.10.8 MEH 1.9.8, 1.17.8 AI 3.4.8 SM 7.1.8 AV 8.2.8, 8.3.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Students will understand what cyberbullying is and how it differs from other forms of bullying. ● Students will understand how cyberbullying can impact an individual's physical, mental, & social wellbeing. ● Students will understand what to do and who to go to if they (or someone they know) are experiencing cyberbullying. ● Students will understand how to advocate against cyberbullying inside and outside of school.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is cyberbullying and how is it different from other forms of bullying? ● How can cyberbullying affect a person's physical, mental, & social wellbeing? ● Who can I go to if I am experiencing cyberbullying? ● How can I advocate against cyberbullying?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
1. Students will know what cyberbullying is. 2. Students will know several ways that cyberbullying impacts a person's physical, mental, & social health. 3. Students will know what to do/who to go to if they are experiencing cyberbullying. 4. Students will know how to advocate against cyberbullying.	1. Students will be able to define cyberbullying. 2. Students will be able to identify several ways that cyberbullying impacts a person's physical, mental, & social health. 3. Students will be able to identify various people/places to go to in order to report cyberbullying. 4. Students will be able to create a PSA project to help advocate against cyberbullying.

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:** The goal of this performance task is for students to address the issue of cyberbullying by creating a Public Service Announcement (PSA) in the form of a poster or brochure. The PSA must include the definition of cyberbullying, warning signs, harmful health effects, current statistics, and resources for help.
- **Role:** Your role is a middle school student who is trying to inform & advocate against cyberbullying.
- **Audience:** Your audience is other middle school students.
- **Situation:** "You have been given the task of creating a PSA (poster or brochure) to inform & advocate against cyberbullying. Your PSA will be displayed in and around your middle school. Your PSA must include the definition of cyberbullying, warning signs, harmful effects, current statistics, and resources for help."
- **Product/Performance/Purpose:** The end product of this task is a handwritten or electronic poster or brochure (PSA).
- **Standards and Criteria for Success:** Students will be assessed using the Cyberbullying PSA Project Rubric (*see below*).

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

Cyberbullying Unit Slides
Cyberbullying PSA Project Outline
Cyberbullying PSA Project Rubric

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

Cyberbullying PSA Project Rubric

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

N/A

Other Evidence

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

Cyberbullying PSA Project Outline

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
I can… ● Understand what cyberbullying is & how it can impact an individual's physical, mental, & social health.	Students will be able to… ● Define cyberbullying & list examples of it. ● Explain how cyberbullying affects physical, mental, & social health. ● Identify resources for help regarding cyberbullying issues inside & outside of school.

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.

I. **Introduction/Class Discussion:** The teacher will introduce the topic of cyberbullying with a class discussion. Then, she will show the class a video that displays several different cyberbullying scenarios. Finally, she will go over slides on current statistics related to cyberbullying amongst teens.
II. **Cyberbullying PSA Project Outline:** Students will utilize multiple online resources to research information on cyberbullying (definition, warning signs, harmful health effects, statistics, & resources for help). This information will be used to fill out a project outline.
III. **Closure:** The teacher will conclude the lesson by reviewing the information taught during this lesson. She will tell the students that they will use their project outline to begin working on a project next class.

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

- Cyberbullying PSA Project Outline **(Formative Assessment)**

Learning Target:	**Success Criteria:**
I can… ● Understand how to advocate against cyberbullying inside & outside of school.	Students will be able to… ● Create a Cyberbullying PSA Project (brochure or poster) that includes the definition of cyberbullying, warning signs, harmful effects, current statistics, & resources for help).

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.

I. **Introduction:** The teacher will review the information taught in the previous lesson. Then, she will go over the directions and rubric for the Cyberbullying PSA Project before students begin working on their projects.
II. **Cyberbullying PSA Project:** Students will use their project outlines from the previous lesson to work on a PSA project, which will be in the form of a brochure or poster

(handwritten or electronic). Once completed, students will use the project rubric to self-assess.

III. **Closure:** The teacher will close out the lesson by having students discuss (turn & talk / class discussion) their greatest takeaways from this unit. Then, she will tell students that they will begin next class with a gallery walk activity, where they will be able to walk around and see other students' PSA projects.

Assessment

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

- Cyberbullying PSA Project Rubric **(Summative Assessment)**

Resources

Any materials and resources related to Stage 3 learning activities.

Cyberbullying Unit Slides
Cyberbullying PSA Project Outline - helpful links embedded in this assignment
Cyberbullying PSA Project Rubric

understandings that are transferable across contexts, places, and times?	• Students will differentiate between facts and misconceptions surrounding the topic of marijuana. • Students will understand the physical, mental, and social health effects of marijuana use, especially in the teenage years.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What is marijuana and how do people use it (recreational vs. medical)? • What are the facts about marijuana versus misconceptions/myths? • How does marijuana impact me as a teen regarding my physical, mental, and social health?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… • What marijuana/cannabis is • The difference between recreational and medical use of marijuana • The difference between CBD & THC products • How marijuana impacts a teens' physical, mental, & social health	*Students will be able to…* • Define what marijuana/cannabis is • Explain the difference between recreational use and medical use • Differentiate between CBD products and THC products that are sold in society • Understand the health concerns associated with marijuana use, especially for teens (physical, mental, social health)

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.
Marijuana Legalization Fishbowl Discussion

- **Goal:** Students will conduct research using reliable sources on the pros and cons associated with marijuana legalization. They will need to have multiple pieces of evidence for each side in order to participate in the fishbowl discussion.
- **Role:** Students will act as state representatives who are reviewing the laws on the legalization of marijuana. Students will conduct research to find evidence for the pros and cons, as they will not know which side they are defending until the day of the fishbowl discussion.
- **Audience:** State lawmakers.
- **Situation:** Students will be acting as state representatives who are reviewing the laws on marijuana legalization. They will discuss the pros and cons associated with marijuana legalization to come to a conclusion on this societal issue.
- **Product/Performance/Purpose:** Students will present their research/evidence during the fishbowl discussion.
- **Standards and Criteria for Success:** Marijuana legalization fishbowl discussion rubric.

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

Marijuana Legalization Fishbowl Discussion Rubric

https://kidshealth.org/en/teens/marijuana.html

https://marijuana.procon.org/

https://publichealth.jhu.edu/2023/risks-and-benefits-of-legalized-cannabis

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

Marijuana Legalization Fishbowl Discussion Rubric

Marijuana / Cannabis Legalization Research

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

N/A

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 Ticket Questions (Lesson #1)

Unit Overview	
Unit Title:	Drug Research
Teacher:	Kolesnik & Brown
Grade Level/Course:	7th Grade Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit allows students to conduct research on the pros and cons of marijuana legalization in society. Students will understand the facts vs. misconceptions about the substance and create an argument regarding the issue of marijuana legalization. They will also understand the various health concerns associated with this substance, especially amongst teens.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.4.8, 1.6.8, 1.7.8, 1.9.8 HR 1.3.8 INF 2.3.8, 2.4.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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	● Students will understand what marijuana is and how it is used in our society (recreational vs medical use).

understandings that are transferable across contexts, places, and times?	• Students will differentiate between facts and misconceptions surrounding the topic of marijuana. • Students will understand the physical, mental, and social health effects of marijuana use, especially in the teenage years.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What is marijuana and how do people use it (recreational vs. medical)? • What are the facts about marijuana versus misconceptions/myths? • How does marijuana impact me as a teen regarding my physical, mental, and social health?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… • What marijuana/cannabis is • The difference between recreational and medical use of marijuana • The difference between CBD & THC products • How marijuana impacts a teens' physical, mental, & social health	*Students will be able to…* • Define what marijuana/cannabis is • Explain the difference between recreational use and medical use • Differentiate between CBD products and THC products that are sold in society • Understand the health concerns associated with marijuana use, especially for teens (physical, mental, social health)

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.
Marijuana Legalization Fishbowl Discussion

- **Goal:** Students will conduct research using reliable sources on the pros and cons associated with marijuana legalization. They will need to have multiple pieces of evidence for each side in order to participate in the fishbowl discussion.
- **Role:** Students will act as state representatives who are reviewing the laws on the legalization of marijuana. Students will conduct research to find evidence for the pros and cons, as they will not know which side they are defending until the day of the fishbowl discussion.
- **Audience:** State lawmakers.
- **Situation:** Students will be acting as state representatives who are reviewing the laws on marijuana legalization. They will discuss the pros and cons associated with marijuana legalization to come to a conclusion on this societal issue.
- **Product/Performance/Purpose:** Students will present their research/evidence during the fishbowl discussion.
- **Standards and Criteria for Success:** Marijuana legalization fishbowl discussion rubric.

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

Marijuana Legalization Fishbowl Discussion Rubric

https://kidshealth.org/en/teens/marijuana.html

https://marijuana.procon.org/

https://publichealth.jhu.edu/2023/risks-and-benefits-of-legalized-cannabis

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

Marijuana Legalization Fishbowl Discussion Rubric

Marijuana / Cannabis Legalization Research

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

N/A

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 Ticket Questions (Lesson #1)

1. Explain what marijuana is in your own words.
2. What is the difference between recreational & medical marijuana use?
3. What is one NEW fact or piece of information you learned during your research today? Why was that interesting to you?
4. What is a question you still have about marijuana after today's lesson?

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
I can… ● Understand what marijuana is and the difference between recreational & medical use. ● Understand the various pros/cons associated with marijuana legalization.	*Students will be able to…* ● Explain what marijuana is (where it comes from) and differentiate between the ways in which it is used in society (recreational vs. medical) ● Research & provide evidence for pros/cons associated with marijuana legalization

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.

I. **Lesson Introduction:** The teacher will introduce the new unit by having a discussion with students about marijuana. She will have students turn & talk about what they already know about marijuana.
II. **Legalization Research:** Students will utilize reliable sources to research the pros/cons associated with marijuana legalization. They must find multiple pieces of evidence for BOTH sides in order to participate in the fishbowl discussion next class.
III. **Closure / Exit Ticket Questions:** *See exit ticket questions below.*

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

Exit Ticket Questions (Formative):

1. Explain what marijuana is in your own words.
2. What is the difference between recreational & medical marijuana use?
3. What is one NEW fact or piece of information you learned during your research today? Why was that interesting to you?
4. What is a question you still have about marijuana after today's lesson?

Legalization Research (Summative)

Learning Target:	Success Criteria:
I can… ● Understand the various pros/cons associated with marijuana legalization. ● Utilize research/evidence to defend a side in a large group discussion.	*Students will be able to…* ● Participate in a fishbowl discussion to defend their side regarding the issue of marijuana legalization using multiple pieces of evidence as support (pros/cons)

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.

Marijuana Legalization Fishbowl Discussion Activity: Students will be randomly assigned to two groups (pros or cons). Once assigned a group, students will use the research they gathered from the previous class to discuss/defend their side. Students will use multiple sources of evidence in their discussion. They will take turns voicing their side and listening to their peers.

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

Marijuana Legalization Fishbowl Discussion Rubric

Resources
Any materials and resources related to Stage 3 learning activities.

See resources above.

Unit Overview	
Unit Title:	Erin's Law
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 7 Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This is a continuation from a 6th grade unit that focuses on personal safety. After a class discussion about Erin's law, students will be responsible for responding to scenarios that will require strategies that entail outside resources for help.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

Connecticut Goals & Standards for Health Education

- **HR** 1.3.8, 1.4.8, 1.6.8, 1.7.8, 1.11.8
- **SAAP** 1.5.8, 1.6.8, 1.7.8, 1.8.8, 1.9.8, 1.11.8
- **CORE CONCEPTS**
  - Use and evaluate appropriate strategies to promote well-being, delay onset and reduce the risks of potential health problems during adulthood.
- **SELF-MANAGEMENT**
  - Distinguish between safe, risky, or harmful behaviors affecting themselves and others in the community.
- **INTERPERSONAL COMMUNICATION**
  - Compare and contrast skills for communicating effectively with family, peers, and others.

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

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).

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?	Students will understand… ● The origin and rationale behind Erin's Law. ● How to recognize unsafe situations. (safe vs. unsafe touch) ● Who / where to go to if an unsafe situation arises (resources for help).

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is Erin's Law and why was it created? ● What are some characteristics / examples of unsafe situations? ● Who or where can you turn if you or someone you know is in danger?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know how to… ● Explain what Erin's Law is. ● Identify a variety of self-protection strategies ● Identify multiple resources for help in dangerous situations	Students will be able to… ● Differentiate between safe and unsafe situations ● Respond to real-world scenarios regarding personal safety

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.

Performance Task

Goal: Students will be able to recognize unsafe situations and how to respond to them utilizing self-protection strategies.

Role: You are a grade 7 student. The school psychologist has entered health class to present on Erin's Law.

Audience: Middle school students.

Situation: Your school psychologist is trying to promote personal safety amongst the students at your middle school. You have been asked to respond to specific scenarios using the self-protection strategies you have learned throughout this unit.

Product/Performance and Purpose: Students will collaborate with peers in a small group setting to complete his/her scenario organizer. Students will be assessed using a rubric.

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

Erin's Law Website

Erin's Law Unit Slideshow

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

Erin's Law Rubric

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

N/A

Other Evidence

Assessment Evidence

Month, Year

Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Exit Slip Questions: 1. In your own words, describe what Erin's Law is and how you can apply it to your everyday life (in school & outside of school). 2. What is the difference between safe touch and unsafe touch? 3. Who / where can you go to for help if you or someone you know is in a dangerous situation? (List 3 resources)

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… ● Explain what Erin's Law is and why it was created. ● Differentiate between safe & unsafe touch. ● Identify multiple resources for help.	*Students can…* ● Define Erin's Law. ● Compare & contrast the differences between safe touch and unsafe touch. ● List at least 3 resources for help.
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.	
I. Introduction of Erin's Law: Students will discuss in small groups what they remember about personal safety from grade 6 health education. Then, the teacher will introduce Erin's Law and show the class a brief video on the origin of this law. **II. Discussion:** The teacher will facilitate a class discussion on the following topics… A. What is the difference between safe and unsafe touch? B. What are self-protection strategies you can use to keep yourself safe? C. Who / where can you go to if you or a friend is in a dangerous situation? (ie. resources for help) **III. Consent Activity:** The teacher will lead the class through an activity regarding the importance of consent (no means no).	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Exit Slip Questions:	

4. In your own words, describe what Erin's Law is and how you can apply it to your everyday life (in school & outside of school).
5. What is the difference between safe touch and unsafe touch?
6. Who / where can you go to for help if you or someone you know is in a dangerous situation? (List 3 resources)

Learning Target:	**Success Criteria:**
Students will be able to… ● Utilize self-protection strategies to respond to various real-world scenarios regarding personal safety.	*Students can…* ● Respond to real-world scenarios effectively by providing multiple self-protection strategies that can be used.

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.

I. **Turn & Talk Discussions:** Students will discuss what Erin's Law is and why it was created with the person next to them, which will lead to a brief class discussion to review information from the previous lesson.
II. **Review of Self-Protection Strategies:** The teacher will briefly review information about self-protection strategies, which were also taught in the previous lesson.
III. **Real-World Scenarios:** Students will work in small groups (3-4) to come up with solutions to a real-world scenario regarding an unsafe situation. They will use the self-protection strategies to respond to the scenarios.

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

Erin's Law Rubric

Resources
Any materials and resources related to Stage 3 learning activities.

Erin's Law Website

Erin's Law Unit Slideshow

Unit Overview	
Unit Title:	First Aid & CPR
Teacher:	Kolesnik & Brown
Grade Level/Course:	7th Grade Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	During this unit, students will demonstrate the skills necessary to provide basic First Aid, CPR (hands-only), and the Heimlich Maneuver. They will also learn the steps to effectively respond to various emergency situations.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
SIP 1.1.8, 1.3.8 DM 5.1.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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.

Enduring Understanding(s): What are the big picture	● Students will understand the steps for treating minor wounds, such as lacerations, abrasions, & punctures.

understandings that are transferable across contexts, places, and times?	• Students will understand how to perform hands-only CPR, as well as when CPR is necessary. • Students will understand the steps for performing the Heimlich Maneuver, as well as when this would be used to help an individual. • Students will understand how to respond in an emergency situation (check, call, care).

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What are the steps for treating a laceration, abrasion, & puncture wound? • How do you respond to a situation in which an individual is unconscious? • How do you respond to a situation in which an individual is choking? • What are the steps for responding to emergency situations?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… • The steps for treating a laceration, abrasion, & puncture wound. • What items are important to include in a first aid kit for treating minor wounds, such as cuts, scrapes, burns, & punctures. • When CPR is necessary & how to perform the skill (hands-only) • When the Heimlich Maneuver is necessary and how to perform the skill	Students will be able to… • Identify the steps for treating a laceration, abrasion, & puncture wound. • Create a first aid kit that includes at least 5 items necessary for treating these minor wounds (peroxide, bandages, gloves, gauze pads, antibacterial ointment, etc.) • Perform hands-only CPR using proper hand placement & compression pace • Perform the Heimlich Maneuver using proper hand placement & technique

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:** Students will create their own personal first aid kit (electronically) that includes the necessary items used to treat minor wounds, such as lacerations, abrasions, burns, & punctures. They will include pictures and labels for each item they choose to include in their first aid kit.
- **Role:** Middle school student.
- **Audience:** Individuals of all ages who may experience a minor wound.
- **Situation:** :"You have been given the task of creating a first aid kit to keep in your backpack in case you, or someone you know, experiences a minor wound (laceration, abrasion, burn, puncture). Your first aid kit must include pictures and labels of at least 5 items.
- **Product/Performance/Purpose:** The end product will be an electronic version of a first aid kit, which will be created on a google slide or on Canva.com.
- **Standards and Criteria for Success:** Students will be assessed using the First Aid Kit Project Rubric (*see below*).

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

First Aid Lesson Slides

First Aid Kit Project Rubric

CPR/Heimlich Maneuver Slides

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

First Aid Kit Project Rubric (Lesson 1)

First Aid Review (Do Now - Lesson 2)

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

N/A

Other Evidence

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

- **First Aid Kit Project** (Summative)
- **First Aid Review** (Formative)

Stage 3: Instructional Design

Learning Target:	Relevance:	Success Criteria:
I can… ● Understand how to apply basic first aid skills to treat laceration, abrasion, & puncture wounds.	● Understanding basic first aid skills allows an individual to help themselves, as well as others, in situations where a minor injury is present.	Students will be able to… ● Create a first aid kit that includes the items necessary for treating laceration, abrasion, & puncture wounds.

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.

I. **Introduction:** The teacher will begin class by explaining that basic first aid skills are essential because they can be used to help yourself, or the people you care about, if a minor injury occurs. She will tell students that they will learn the steps for treating lacerations, abrasions, & puncture wounds today and that they will be creating their own virtual first aid kits.
II. **First Aid Slides:** The teacher will review the First Aid Slides with students, which will include turn & talk opportunities & class-wide discussion.
III. **First Aid Kit Project:** After learning about how to treat minor wounds (lacerations, abrasions, punctures), students will create a virtual first aid kit, using google slides or canva, that includes the necessary items for treating such wounds. Students must have at least 5 items in their first aid kit.
IV. **Closure:** The teacher will close out the lesson by explaining to students that they will learn the steps for performing hands-only CPR & the Heimlich Maneuver next class.

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

- **First Aid Kit Project** (Summative)

Learning Target:	Relevance:	Success Criteria:
I can… ● Understand when & how to perform hands-only CPR ● Understand when & how to perform the Heimlich Maneuver	● Understanding how to perform skills, such as hands-only CPR & the Heimlich Maneuver is invaluable, as both can help save a person's life in an emergency situation!	Students will be able to… ● Perform hands-only CPR using proper hand placement & compression pace on a manikin ● Perform the steps of the Heimlich Maneuver

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.

I. **Introduction:** The teacher will review the content/skills taught in the previous lesson on first aid. Then, she will explain that the focus of today's lesson will be on emergency, life-threatening situations, such as how to perform hand-only CPR & the Heimlich Maneuver.

II. **CPR & Heimlich Maneuver Slides:** The teacher will review the CPR & Heimlich Maneuver Slides with students, explaining when/how to perform CPR and when/how to perform the Heimlich Maneuver (on yourself & others).

III. **Skill Practice:** The teacher will take 4 students at a time to practice hands-only CPR on 2 different manikins. Students will be provided feedback on their hand placement, technique, & compression pace to ensure that they are performing the skill correctly. Students will also learn their responsibilities as a responder (check, call, care). While students are performing the skill, the teacher will be assessing them using the hands-only CPR skill checklist (*see below*).

IV. **Closure:** The teacher will close out the lesson by reviewing the content/skills taught in today's lesson. She will provide overall feedback as necessary based on what was observed during the skill practice and perform a verbal check for understanding.

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

- **First Aid Review** (Formative)
- **Hands-Only CPR Skill Checklist** (Formative)

Resources
Any materials and resources related to Stage 3 learning activities.

See embedded links above.

Unit Overview	
Unit Title:	Mental & Emotional Health Disorders
Teacher:	Kolesnik & Brown
Grade Level/Course:	7th Grade Health Education
Length/Dates:	3 Lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on lessons that will help students understand how to identify and seek help for mental and emotional disorders. After instruction and discussion about mental and emotional health, students will work collaboratively to research and create a presentation that can be used to teach their peers about a specific mental health disorder.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.1.8, 1.2.8, 1.5.8, 1.9.8 HEPA 1.2.8, 1.6.8, 1.7.8 OWDP 1.3.8 MEH 1.3.8, 1.4.8, 1.5.8, 1.9.8, 1.11.8, 1.13.8, 1.14.8, 1.17.8 AI 3.2.8, 3.4.8 DM 5.1.8, 5.2.8, 5.7.8 GS 6.5.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	● Students will understand various mental and emotional disorders. ● Students will understand how mental and emotional disorders affect overall health. ● Students will understand how to seek help and learn strategies to improve various mental and emotional disorders.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What are mental/emotional disorders? ● How do mental/emotional disorders affect an individual' s life and overall health? ● Who can I go to if I am experiencing symptoms of a mental/emotional disorder and what are my treatment options?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
● Students will know the characteristics of different mental/emotional disorders. ● Students will learn strategies to cope with certain mental/emotional disorders. ● Students will identify resources and methods that can be used to treat mental/emotional disorders.	Students will be able to… ● Identify a variety of mental/emotional disorders and their impact on individuals. ● Identify treatment strategies for mental/emotional disorders. ● Identify resources for help with mental/emotional disorders ● Utilize reputable online resources to seek more information regarding mental/emotional disorders

Stage 2: Evidence of Student Learning

Month, Year

Performance Tasks

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

- **Goal:** With a partner or small group, students will conduct research on a specific mental health disorder to identify the definition, signs/symptoms, interesting facts/statistics, and treatment options for their assigned disorder. Students will organize their information in a slideshow format to teach their peers about their assigned disorder.
- **Role:** Students will act as if they are health professionals teaching middle school students about specific mental health disorders.
- **Audience:** The audience will be middle school students seeking more information on mental/emotional disorders.
- **Situation:** Students will be asked to act as if they are a health professional working in the field of mental/emotional health. They will utilize reputable online sources to research information about their assigned disorder and create a slideshow presentation to inform the audience (their peers) about their assigned disorder and its effect on everyday life / overall health.
- **Product/Performance/Purpose:** Students will create a slideshow presentation based on the criteria outlined in the rubric, as well as any other information they find important to the topic, and teach their peers about their assigned disorder.
- **Standards and Criteria for Success:** See evaluation rubric below.

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

Mental Health Disorders Unit Slides

Mental Health Disorders Project Rubric

https://www.nih.gov/

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

Mental Health Disorders Project Rubric

The rubric above will be utilized to evaluate student performance and provide feedback on the slideshow presentation project. Prior to submitting and presenting their project, students will self-assess with their partner(s) using the rubric and providing evidence of meeting the success criteria.

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

N/A

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Following student peer-teaching presentations, a quiz will be utilized to assess student learning of various mental health disorders. Mental Health Disorders Quiz

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
I can… ● Understand what a mental/emotional health disorder is and how these disorders can affect an individuals' overall health/wellbeing	*Students will be able to…* ● Explain what a mental/emotional health disorder is ● Evaluate how mental health disorders can affect an individuals' wellbeing ● Identify resources that can be used to find more information on mental health disorders.
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.	
I. **Introduction (Direct Instruction):** The teacher will introduce the topic of mental/emotional disorders and their prevalence in society. He/she will define what mental health disorders are, provide examples, and explain how they can affect an individuals' wellbeing. II. **Mental Health Disorders Survey / Discussion**: Students will complete a survey based on a variety of misconceptions that exist surrounding mental health disorders. Then, the teacher will facilitate a class discussion based on the results of the survey. III. **Mental Health Disorders Project**: The teacher will split the class into small groups (2-3) and have students choose a mental health disorder to focus their project on. He/she will explain the criteria for the slideshow presentation project (*definition of disorder, signs/symptoms, interesting facts/statistics, and treatment options*). Then, students will begin conducting research on their assigned disorder. Students will get 1 full class period to complete their research and finalize their slideshow project. Then, after self-assessing their project, they will present their information to their peers during the following class period. Students in the audience will take guided notes throughout presentations.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Exit Ticket Questions: 1. What are mental health disorders and how can they affect an individuals' overall health? 2. Provide THREE examples of mental health disorders.	

3. What is ONE new piece of information you learned today about mental health disorders?

Learning Target:	**Success Criteria:**
I can… ● Understand a variety of mental health disorders and how they can affect an individual's overall health. ● Understand the treatment options that exist for various mental health disorders.	*Students will be able to…* ● Identify a variety of mental health disorders, as well as their signs/symptoms ● Explain how mental health disorders can impact an individuals' overall health ● Identify multiple treatment options that exist for mental health disorders, including therapy, medications, etc.

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.

I. **Peer Teaching Activity:** Students will take turns teaching one another about their assigned mental health disorders using their slideshow presentations as visual aid to display their research/information. The students in the audience will take guided notes to ensure that they are retaining the information being presented by their peers. Following presentations, students will complete a mental health disorders quiz to assess their understanding of various disorders.

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

- **Formative Assessment:** Mental Health Disorders Quiz
- **Summative Assessment:** Mental Health Disorders Project Rubric

Resources
Any materials and resources related to Stage 3 learning activities.

See rubrics and resources listed above.

Unit Overview	
Unit Title:	Non-Communicable Diseases
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 7 Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit will focus on non-communicable diseases / chronic diseases. Students will research information and learn from their peers about the prevalence of various diseases as well as prevention and treatment methods.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
SH 1.2.8, 1.6.8 OWDP 1.1.8, 1.2.8, 1.4.8, 1.5.8 GS 6.2.8 SM 7.2.8 AV 8.1.8, 8.2.8, 8.4.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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.

Enduring Understanding(s):	Students will understand… ● What a non-communicable disease is, as well as examples of them.

What are the big picture understandings that are transferable across contexts, places, and times?	● How to prevent & treat various non-communicable diseases. ● The influence of lifestyle choices on reducing risk of non-communicable diseases (nutrition, physical activity, avoiding smoking / alcohol, etc.) ● How to access valid health information regarding non-communicable diseases (ie. CDC.gov)

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What is a non-communicable disease and what are some examples of this type of disease? ● How can I prevent/treat certain non-communicable diseases? ● How can lifestyle choices impact a person's risk for developing a non-communicable disease? ● Where can I go to find valid information on non-communicable diseases?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… ● The definition of a non-communicable disease ● Examples of non-communicable diseases ● Lifestyle choices that can increase a persons' risk of disease	Students will be able to… ● Research and present information on a non-communicable disease to their peers (prevalence, symptoms, prevention, treatment) ● Explain various examples of non-communicable diseases based on what they learn from their peers ● Access valid health information on disease prevention utilizing the CDC website

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:** Conduct research on a specific non-communicable disease to create a presentation that includes definition, prevalence, signs/symptoms, prevention methods, and treatments for your disease. This presentation will be shared with peers to teach them about your chosen disease.
- **Role:** Your role is a health professional who was asked to present at a local community health fair to warn about disease risks and prevention methods.
- **Audience:** Your audience is your peers within your class, who will be listening to your presentation as the “health fair attendees”.
- **Situation:** Imagine you are a health professional and you have been asked to present at a Southington Community Health Fair regarding disease prevention. You will conduct research to determine the definition, prevalence, signs/symptoms, prevention, and treatment methods for your presentation. On the day of the “health fair”, you will present your information to your peers to warn them about your disease and answer any questions they have.
- **Product/Performance/Purpose:** The product includes a slideshow presentation, which includes the information outlined in the rubric.
- **Standards and Criteria for Success:** The teacher will utilize the rubric below as an assessment tool. Students will also self-ass using this rubric prior to submitting their presentation/project.

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

http://www.cdc.gov

Non-Communicable Disease Slideshow

Non-Communicable Disease Project Rubric

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

I will evaluate the task & provide feedback utilizing the rubric below. Students will also provide constructive feedback to each other during peer teaching (ie. presentations).

Non-Communicable Disease Project Rubric

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

N/A

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
• Students will take guided notes on various non-communicable diseases during presentations • Students will complete reflection questions on a google form following presentations Non-Communicable Disease Unit Reflection

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will… • Define what a non-communicable disease is and provide multiple examples. • Access valid health information utilizing the CDC website.	*Students can…* • Explain what a non-communicable disease is and how it differs from a communicable disease. • Utilize the CDC website to find and sort through information regarding a specific disease.
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.	
I. Introduction A. Students will turn & talk to recall information about communicable diseases (review from 6th grade health education) B. Teacher will discuss the difference between communicable & non-communicable diseases C. Class discussion about how healthy lifestyle choices can reduce risk of disease D. CDC website tutorial → accessing valid health information **II. Research / Small Group Project** A. Students will begin conducting research on their non-communicable disease to determine the definition, prevalence, signs/symptoms, prevention methods, and treatment associated with their disease B. Students will work on creating a google slideshow to display their research **III. Closure & Exit Slip Questions**	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Exit Slip Questions: 1. What is a non-communicable disease and how is it different from a communicable disease?	

2. Through your research today, what did you find to be most interesting about your disease and why?
3. List 3 healthy lifestyle choices you can make to reduce your risk of disease.

Learning Target:	**Success Criteria:**
Students will be able to… ● Conduct research on a non-communicable disease to create an informative presentation. ● Communicate effectively with peers to teach about their non-communicable disease & provide constructive feedback to one another.	*Students can…* ● Explain their disease and identify symptoms, prevention methods, & treatment associated with their disease. ● Utilize communication skills to peer teach and provide constructive feedback to one another.

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.

I. Introduction
II. Small Group Project
A. Students will finish researching & creating their presentations on a non-communicable disease
B. As a small group, students will self-assess to ensure they are meeting the requirements outlined on the project rubric
III. Health Fair Activity
A. Students will take turns peer teaching to small groups of students using their presentation as a visual aid
B. Audience will take notes on the different diseases while they are learning from their peers
IV. Closure

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

Non-Communicable Disease Project Rubric

Resources
Any materials and resources related to Stage 3 learning activities.

http://www.cdc.gov

Non-Communicable Disease Slideshow

Non-Communicable Disease Project Rubric

Unit Overview	
Unit Title:	Nutrition - Understanding Food Labels
Teacher:	Kolesnik & Brown
Grade Level/Course:	7th Grade Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	During this unit, students will learn how to analyze & interpret the various components of a food label to make healthy food choices. They will apply this skill by analyzing various snack food labels to determine whether or not it is a health-enhancing option. If not, they will construct alternative, healthy snack options.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HEPA 1.1.8, 1.2.8, 1.3.8, 1.9.8, 1.10.8 DM 5.7.8 GS 6.3.8 SM 7.2.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address
During this three-lesson unit, students will also learn the function and importance of macronutrients (carbohydrates, proteins, & fats), as well as portion sizes and daily allowances.

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). **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	● Students will evaluate and understand the function and importance of carbohydrates, proteins, and fats for maintaining a health-enhancing diet (review from 6th grade). ● Students will understand that various food sources provide different macronutrients.

across contexts, places, and times?	• Students will understand how to analyze and interpret the components of a food label.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• What is the function and importance of carbohydrates, proteins, and fats for maintaining a health-enhancing diet? • What are the various food sources that provide different macronutrients? • What is a food label and what does each component represent?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… • Students will know the function and importance of carbohydrates, proteins, and fats for maintaining a health-enhancing diet. • Students will be able to identify what food sources provide different macronutrients. • Students will be able to analyze and interpret a food label.	Students will be able to… • Students will be able to explain the function and importance of carbohydrates, proteins, and fats for maintaining a healthy, balanced diet. • Students will be able to categorize food sources by macronutrient (proteins, carbs, fats). • Students will be able to analyze and interpret food labels to determine whether or not it is a nutritious food choice.

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:** Apply learned skills to analyze and interpret food labels of popular snacks found in vending machines.
- **Role:** Employee of a wellness promotion committee in Southington.
- **Audience:** Students and staff of Southington Schools.
- **Situation:** You are an employee of a wellness promotion committee in Southington. You have been assigned to investigate the snacks found in vending machines throughout the schools and to replace them with healthier alternatives for students/staff. You must apply your skills to analyze and interpret food labels of popular snacks found in the vending machines. Then, you must report back on your findings and make suggestions for healthy snack alternatives that can be added to vending machines.
- **Product/Performance/Purpose:** Students will complete a food label investigation. Then, they will construct a report on the snacks that they analyzed, as well as healthier alternatives that should replace processed snack items.
- **Standards and Criteria for Success:** Nutrition Fact Label Investigation Rubric

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

https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro

Interactive Food Label Activity

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

Nutrition Fact Label Investigation Rubric

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

N/A

Other Evidence

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

Stage 3: Instructional Design

Learning Target:	Relevance:	Success Criteria:

I can… • Understand the different components that make up a food label.	• Reading food labels is an essential skill for maintaining a health-enhancing diet and choosing nutritious foods at the grocery store.	Students will be able to… • Read and interpret the components of a food label.

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.

I. **Introduction/Review:** The teacher will introduce the unit by reviewing nutrition information taught in 6th grade, including MyPlate recommendations and the functions/importance of macronutrients (proteins, carbohydrates, and fats). Then, the teacher will facilitate a class discussion on food labels, which can be found on (almost) all foods and beverages purchased in a grocery store.

II. **Interactive Food Label Activity:**
   A. **Part 1:** Students will use the FDA website to explore an interactive food label, gathering information about each component of the label.
   B. **Part 2:** Students will apply the skill of reading food labels to analyze various processed snack foods found in vending machines. Then, they will report back on what they found and make suggestions for healthy snack alternatives that can be added to school vending machines.

III. **Closure**

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

Interactive Food Label Activity (Summative Assessment)

Resources
Any materials and resources related to Stage 3 learning activities.

https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro

Interactive Food Label Activity

Learning Target:	**Relevance:**	**Success Criteria:**
I can… • Understand the basics of a balanced diet and nutritional needs.	• To Reflect on dietary patterns and identify areas for improvement	Students will be able to… • Create a 1-3 day food log that calculates macronutrients.

• Track and analyze their eating habits using a food log		

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.

IV. Introduction/Review: The teacher will review and facilitate a class discussion on food labels, which can be found on (almost) all foods and beverages purchased in a grocery store. The teacher will ask the students to share some foods they ate the previous day and demonstrate how to locate the macronutrients of those foods. The teacher will show example food logs and discuss the purpose of them.

V. Interactive Food Label Activity:

- **A. Part 1:** Students will use the https://www.nutritionix.com/ to create a food log for 1-3 days of food they had or will eat.
- **B. Part 2**: Students will create a "Makeover Meal," where they will make adjustments to one of their meals to make it more balanced.
- **C. Part 3**: Scenario stations: Students will create the healthiest meal from a fast food menu, school lunch menu, and/or convenience store.

VI. Closure: The teacher will summarize the lesson. Students will complete and discuss the reflection questions.

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

Food log completion, participation in discussions, reflection questions

Unit Overview	
Unit Title:	Alcohol Rap
Teacher:	Kolesnik & Brown
Grade Level/Course:	8th Grade Health Education
Length/Dates:	2 Lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on the pressure to drink alcohol. Students will create a Rap associated with the pressures of drinking at the high school level.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.3.8, 1.5.8, 1.7.8, 1.9.8 INF 2.1.8, 2.3.8, 2.4.8 SM 7.1.8 AV 8.2.8, 8.3.8, 8.4.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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

Enduring Understanding(s):	● Alcohol has negative effects on the brain and body. ● Drinking alcohol can impact your decisions and behavior. ● Alcohol can impact your relationships.

What are the big picture understandings that are transferable across contexts, places, and times?	● Young people may feel pressured to drink alcohol. ● Make safe decisions regarding alcohol.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	● What happens to your brain and body when you drink alcohol? ● How can drinking alcohol affect your decisions and behavior? ● How can alcohol impact friendships, school, and family life? ● Why do some people feel pressure to drink, even when it's unsafe? ● How can knowing the risks of alcohol help you make safer decisions?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
● Students will know how the mind and body react during and after alcohol consumption. ● Students will know how alcohol affects their decisions. ● Students will know how alcohol affects their relationships. ● Students will know the risks of alcohol and learn how to make safer decisions.	● Students will state what happens to the body and mind while consuming alcohol. ● Students will identify how alcohol impairs the ability to make decisions. ● Students will identify how alcohol impacts their relationships (family, friends, work, etc) ● Students will identify the risks of alcohol and ways to make safer decisions.

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:
Create a rap associated with the pressures of drinking alcohol at the high school level.
Role:
You are an upcoming musician.
Audience:
Pre-teens / Adolescents
Situation:
You and your partner are upcoming musicians.Your first job is to create a rap associated with the pressures of drinking alcohol at the high school level.
Product/Performance & Purpose:
Create an alcohol rap rap associated with the pressures of drinking alcohol at the high school level. The rap will be graded based upon the rubric provided.

Differentiation:

- Role-play a conversation with a classmate who has a drinking problem. In your discussion, include strategies for getting your friend some help.
- Peer pressure can influence how a person feels about alcohol. Discuss how adults (parents/ teachers) can influence a teens choice to drink alcohol. Write a letter from an adult's perspective about why teens should avoid alcohol.

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

Kidshealth.org

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

Alcohol Rap Rubric

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

N/A

Other Evidence

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

These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
• *Describes what the students will learn in the lesson.* • *Comes from STAGE 1 standards, and EU's* • *Targets map out the progression of learning over the course of the unit.* • *I can…I will….student facing language.*	• *Describes what students need to do to be successful in the lesson (meet the target).* • *Provides students the answers to, "How will I know when I have met the learning target."* • *Connects to the assessment(s) for the lesson/unit.*
Learning Target:	**Success Criteria:**
• Define the negative impacts of alcohol on the body and brain. • Define the negative impacts of alcohol on decision making and relationships. • Identify how peer pressure can affect a teen's alcohol use. • Develop strategies for saying "no" to underage drinking.	• See Alcohol Rap Rubric
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.	
A production company wants a musical artist to get the word out about the dangers of alcohol. They've hired us to design a series of raps (songs) to promote how peer pressure can affect underage drinking. We can use KidsHealth.org articles to get the low-down on alcohol and its effects on the body, mind, and relationships. Then, with your partner, design rap on the dangers of alcohol consumption and ways to say "no" to peer pressure.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
• Alcohol Rap Rubric (summative assessment) • Exit Slip (formative assessment)	

Unit Overview	
Unit Title:	Conflict Resolution
Teacher:	Kolesnik & Brown
Grade Level/Course:	8th Grade Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn skills/strategies to resolve real-world conflicts in an effective, healthy manner. Through collaborative role play, students will apply these strategies to successfully handle a conflict.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.3.8, 1.6.8, 1.7.8 IC 4.1.8, 4.3.8, 4.4.8, 4.6.8 GS 6.5.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	• Students will understand that successful conflict resolution uses proven strategies/skills and viable resources to achieve healthy, effective outcomes. • Students will understand that successful conflict resolution skills lead to successful relationships with family, friends, and others. • Students will understand that strong emotions generated by conflict can negatively impact the outcome of that conflict.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	• How are core issues in conflict identified? • What strategies, skills, and/or resources may be necessary to resolve a conflict? • How can I manage emotions that arise with conflict in a healthy, effective manner?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… • What an internal conflict is • What an interpersonal conflict is • Where/when conflicts typically arise • What emotions can arise during a conflict • What the T.A.L.K Method is • Resources for help if needed to solve a conflict	*Students will be able to…* • Identify different types of conflicts (internal vs. interpersonal) • Explain why conflict resolution is important in everyday life • Understand how to effectively manage strong emotions that can arise during a conflict • Apply the T.A.L.K Method to resolve a conflict in a role-play situation

Stage 2: Evidence of Student Learning

Performance Tasks

Month, Year

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

- **Goal:** As a middle school student, there are a variety of conflicts that may arise in your life. These conflicts can be with classmates, close friends, family members, teammates, etc. For this task, students will work collaboratively in small groups to resolve a real-world scenario using the T.A.L.K Method. Students will create a skit to act out in front of the class.
- **Role:** A middle school student
- **Audience:** Other middle school students (classmates)
- **Situation:** Each group will be given a real-world scenario that includes an interpersonal conflict. Students will work collaboratively to brainstorm how to resolve the conflict in a healthy, effective manner by applying the steps of the T.A.L.K Method.
- **Product/Performance/Purpose:** Students will produce a skit and act this skit out in front of the class. *If students are uncomfortable performing their skit in front of the entire class, they can perform their skit to the teacher only.*
- **Standards and Criteria for Success:** Students will be assessed using the Conflict Resolution Project Rubric.

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

Conflict Resolution Lesson 1 Slides

Conflict Resolution Lesson 2 Slides

Conflict Resolution Project Rubric

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

Conflict Resolution Project Rubric

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

Other Evidence

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

- **Formative Assessment**

- **Exit Ticket (Lesson 1)**: What is an internal conflict vs. an interpersonal conflict? How can negative emotions affect the outcome of a conflict? Identify the steps of the T.A.L.K Method, as discussed during today's lesson.

- **Summative Assessment**
  - **Conflict Resolution Skit (Lesson 2)**: Students will work in small groups to develop a skit that displays conflict resolution skills utilizing the steps of the T.A.L.K Method.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… ● Understand the difference between internal & interpersonal conflicts & how emotions can impact conflicts ● Understand the steps of the T.A.L.K Method	*Students can…* ● Explain the difference between an internal conflict & an interpersonal conflict ● Recite the steps of the T.A.L.K Method ● Apply these concepts to reflect on a conflict they have experienced in their own lives

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.

I. **Introduction to Unit:** The teacher will introduce the new unit by reviewing slides & having students participate in small group discussions about different types of conflicts they have experienced. Then, the teacher will facilitate a class wide discussion on how emotions can negatively impact a conflict. Finally, the teacher will introduce each step of the T.A.L.K Method.

II. **Self-Reflection:** Students will participate in self-reflection by completing a journal entry on a conflict they have faced in their own life. Students will have to determine what type of conflict it was (internal or interpersonal), how it made them feel, and they will evaluate the outcome (how was the conflict solved?). Then, students will apply what they have learned during this lesson about the T.A.L.K. Method to create a more effective outcome/solution to their conflict.

III. **Exit Ticket:** Students will answer the following questions on an exit ticket in order to check for understanding. 1. What is an internal conflict vs. an interpersonal conflict? 2. How can negative emotions affect the outcome of a conflict? 3. Identify the steps of the T.A.L.K Method, as discussed during today's lesson.

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

Formative Assessment (Exit Ticket): Students will answer the following questions on an exit ticket in order to check for understanding. 1. What is an internal conflict vs. an interpersonal conflict? 2. How can negative emotions affect the outcome of a conflict? 3. Identify the steps of the T.A.L.K Method, as discussed during today's lesson.

Learning Target:	Success Criteria:
Students will be able to… ● Understand how to solve an interpersonal conflict effectively using the T.A.L.K Method.	*Students can…* ● Apply the steps of the T.A.L.K Method to a real-world scenario while working collaboratively in small groups.

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.

I. **Introduction/Review:** The teacher will briefly review the concepts taught in the previous lesson and explain the learning activity that students will be participating in during today's lesson.
II. **Conflict Resolution Skits:** Students will be assigned to small groups of 3-4. Each group will be given a real-world scenario that includes an interpersonal conflict. Students will work collaboratively to brainstorm how to resolve the conflict in a healthy, effective manner by applying the steps of the T.A.L.K Method. Students will produce a skit and act this skit out in front of the class. (Differentiation: *If students are uncomfortable performing their skit in front of the entire class, they can perform their skit to the teacher only.)*
III. **Lesson Closure**

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

Summative Assessment (Conflict Resolution Skit): Students will work in small groups to develop a skit that displays conflict resolution skills utilizing the steps of the T.A.L.K Method. The teacher will use the Conflict Resolution Skit Rubric to evaluate each group and provide feedback.

Resources
Any materials and resources related to Stage 3 learning activities.

Conflict Resolution Lesson 1 Slides

Conflict Resolution Lesson 2 Slides

Conflict Resolution Project Rubric

Unit Overview	
Unit Title:	Decision Making
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 8 Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn the analysis, forethought, and methodical steps to effective decision-making and evaluate how decision-making skills are necessary to maintain a healthy lifestyle.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
IC 4.1.8, 4.3.8, 4.4.8 DM 5.1.8, 5.2.8, 5.5.8, 5.7.8 GS 6.4.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand how the steps of effective decision-making can lead to successful outcomes & decrease the likelihood of negative consequences.. 2. Students will understand that effective decision-making skills are necessary for maintaining safety & a healthy lifestyle. 3. Students will understand that involving the ideas/input of others provides alternate viewpoints that can impact their decisions.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How should I approach a conflict/challenge to resolve it effectively? 2. How can a poor decision become a learning experience? 3. What determines if a decision was the correct one to make? How can I adjust my decision-making skills to achieve better outcomes?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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

Students will know...	Students will be able to...
● How to define a problem. ● How to gather the views and experiences of others and access helpful resources. ● How to implement the steps of good decision-making in real-world scenarios. ● Collaborative decision-making requires speaking and listening skills. ● Group decisions result from consensus. ● How to construct a compromise. ● Analysis and reflection of any decision is needed to ensure good health and to achieve goals.	● Identify and implement the steps for effective decision-making. ● Make effective decisions in an individual and small group setting. ● Correlate effective decision-making to achievement and maintenance of a healthy lifestyle. ● Correlate good decision-making with the ability to achieve goals.

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:** Students will respond to a variety of real-world scenarios using the steps of the DECIDE Model. ● **Role:** A middle school student. ● **Audience:** N/A ● **Situation:** You are a middle school student who is faced with several challenging situations/conflicts that require you to weigh out your options & potential consequences. You must work through each situation & develop an outcome by responding to the steps of the DECIDE Model. ● **Product/Performance/Purpose:** Students will use the DECIDE Model to respond to various scenarios on a google doc. ● **Standards and Criteria for Success:** DECIDE Model Rubric

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

Decision Making Unit Slides

Decision Making Scenarios Assignment

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
DECIDE Model Rubric - Teacher will use this rubric to assess & provide feedback on Decision Making Scenarios Assignment.

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

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 Slip (Formative Assessment)**: An exit slip will be used at the end of Lesson 1 to assess student's understanding of the steps of effective decision making (DECIDE Model). • **Decision Making Scenarios Assignment (Summative Assessment)**

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
Students will be able to… • Identify the steps utilized for effective decision making ("DECIDE" acronym). • Explain & evaluate how decision-making relates to overall health and well-being.	• Students can recite the 6 steps for effective decision-making (verbal and/or written). • Students can provide examples of decisions they make in their everyday lives that relate to their overall health (verbal and/or written).
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.

I. **Article Review (Do-Now):** Students will read a brief article on decision-making and the teenage brain as an introduction to the unit. Once all students have read the article, the teacher will facilitate a class discussion about the key information found in the article.

II. **Self Reflection Activity:** Students will work independently to list all of the decisions they made this morning before coming to school (what they ate for breakfast, what time they woke up for school, hygiene practices, etc.). They will highlight all of the decisions that relate directly to their overall health. Then, they will turn-and-talk with the other students at their group, sharing what they came up with.

III. **Small Group Discussion Questions:** Once all students in each group have shared the list of decisions they made before coming to school, as a group, students will choose 3 decisions that relate to their health and answer the following discussion questions:
   A. Was it easy or difficult to make a health-enhancing choice?
   B. Did any of these decisions require a lot of thought? If so, which ones?
   C. What are some examples of health-related decisions that require a lot of thought? Why?

IV. **Step Forward, Step Back Activity:** Students will stand in the middle of the classroom. The left side of the room will represent difficult decisions that require a lot of thought (giving into peer pressure, etc.), while the right side of the room will represent easy decisions that do not require a lot of thought (brushing your teeth before school). As the teacher reads out a list of health-related decisions, the students will rate the difficulty of each decision by moving to either side of the room.

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

- **Formative Assessment:** Before being dismissed, students will complete a written exit slip in which they will identify the 6 steps of effective decision-making ("DECIDE" acronym) and provide 3 examples of health-related decisions.

Learning Target:	**Success Criteria:**
Students will be able to… ● Apply the steps of effective decision-making to a variety of real-world scenarios.	● Students can recite the 6 steps for effective decision-making. ● Students can utilize the steps of effective decision-making to respond to real-world scenarios in small groups.

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.

I. **Introduction:** The teacher will briefly review the steps of effective decision-making ("DECIDE" acronym), which was taught during the first lesson of the unit. Then, the teacher will facilitate a class discussion regarding real-world situations that would require the use of decision-making skills.

II. **Small Group Scenarios Activity:** Students will work in groups of 4-5 to evaluate a real-world scenario (health-related) that is provided to them by the teacher. Students will apply the steps of effective decision-making using the "DECIDE" acronym to determine the solution to the problem. This activity will be completed on a google doc assignment (see link in resources).

III. **Closure:** The teacher will have students share their experiences with using the "DECIDE" acronym to solve the real-world scenarios as a class. Then, the teacher will explain that with practice, this method can assist them with making difficult decisions throughout their lives.

Assessment

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

- **Summative Assessment:** At the end of class, each student will submit the google doc assignment completed during the small group scenarios activity. **DECIDE Model Rubric**

Resources

Any materials and resources related to Stage 3 learning activities.

- **Decision Making Slideshow Presentation**
- **Decision Making Article**
- **Decision Making Scenarios**
- **Decision Making Assignment**

Unit Overview	
Unit Title:	Sexual Harassment/Assault Prevention
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 8 Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit is a continuation of the Erin's Law Unit, taught in 7th grade health. Students will understand how to identify different forms of sexual harassment (physical, verbal, visual/digital) through various scenarios, how to access various resources for help, and what laws protect them against sexual harassment.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
HR 1.8.8, HR 1.9.8 SAAP 1.1.8, 1.2.8, 1.3.8, 1.4.8, 1.5.8, 1.6.8, 1.7.8, 1.9.8, 1.11.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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.

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know... ● How to identify the different forms of sexual harassment, including physical, verbal, and digital. ● How to differentiate between flirting and sexual harassment in various scenarios. ● How to define consent and explain why it is important for maintaining healthy relationships. ● Who to go to for help if they, or someone they know, is involved in a sexual harassment situation. ● What law(s) protect them against sexual harassment in school, as well as in the workplace (Title 9).	Students will be able to… ● Differentiate between the 3 forms of sexual harassment (physical, verbal, digital) in various real-world scenarios. ● Explain what consent is and why it is important in maintaining healthy, safe relationships. ● Create a personal safety plan to address sexual harassment situations. ● Identify multiple resources for help if they, or someone they know, is involved in a sexual harassment situation.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand how to identify the three forms of sexual harassment & examples of each (verbal, physical, digital). 2. Students will understand the difference between flirting and sexual harassment through various scenarios. 3. Students will understand the importance of consent and establishing boundaries for healthy relationships. 4. Students will understand how to access several resources for help, such as teachers, guidance counselors, the police, and hotlines.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the three forms of sexual harassment and examples of each form? 2. What is the difference between flirting and sexual harassment? 3. What is consent and why is it important? 4. Who can you go to if you or a friend is experiencing sexual harassment/assault?

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:** Students will construct a personal safety plan to address different forms of sexual harassment/assault. Students will need to include the following information on their safety plans: 3 forms of sexual harassment with examples of each (physical, verbal, digital), 3 resources for help (parents/guardians, teachers, guidance counselors, police, etc), legal protection (Title 9), and effective action steps to handle sexual harassment situations.
- **Role:** The students' role will be a middle schooler who is creating a personal safety plan to address the issue of sexual harassment/assault.
- **Audience:** The students' audience will include other middle school students and teens in general.
- **Situation:** Sexual harassment/assault is a rising issue amongst children and adolescents. With that said, it is critical that students are able to recognize the different forms of sexual harassment in order to protect themselves. It is also necessary that students know who to go to for help regarding sexual harassment/assault. This safety plan project allows students to construct their own plans to help keep themselves (and others) safe in regards to sexual harassment situations.
- **Product/Performance/Purpose:** Students will create their safety plans on paper OR on Canva.com, if they prefer a digital copy.
- **Standards and Criteria for Success:** See rubric included below.

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

Safety Plan Project Rubric
Sample of Safety Plan Project

Sexual Harassment Unit Slides

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Students will be evaluated using the Safety Plan Project Rubric. Written feedback will be provided on the rubric.

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

Other Evidence

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

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… ● Understand what sexual harassment is and how it differs from flirting ● Understand the different forms of sexual harassment (verbal, physical, digital) ● Understand the importance of ***consent***	*Students will be able to…* ● Define sexual harassment & identify various forms & examples of sexual harassment ● Differentiate between sexual harassment & flirting in a real-world scenario
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.	

I. **Do Now:** Students will research statistics on sexual harassment amongst teens. They will have a turn-and-talk discussion with a peer to share what they found. Then, the teacher will facilitate a class-wide discussion on the prevalence of sexual harassment among teens & young adults.

II. **Introduction:** Students will watch a brief video, which displays various examples & real-world situations related to sexual harassment. After discussing the video, the teacher will review informational slides regarding sexual harassment/assault.

III. **Sexual Harassment vs. Flirting Scenario:** Students will apply what they learned throughout the lesson to a scenario activity. They will have to determine the difference between sexual harassment & flirting.

IV. **Closure:** The teacher will go over the answers to the scenario activity to ensure understanding of concepts taught throughout today's lesson. Then, the teacher will explain that students will be working on a safety plan project next class.

Assessment

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

- **Formative Assessment:** Sexual Harassment vs. Flirting Scenario Activity

Learning Target:	**Success Criteria:**
Students will be able to… • Identify the different forms of sexual harassment, including physical, verbal, and digital. • Identify people/places to go to for help if they, or someone they know, is involved in a sexual harassment situation. • Identify the law(s) that protect them against sexual harassment in school, as well as in the workplace (Title 9).	*Students will be able to…* • Create a personal safety plan to address sexual harassment situations.

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.

I. **Introduction:** The teacher will briefly review the information covered in the previous lesson. Then, the teacher will explain the safety plan project that students will be completing during today's lesson.

II. **Safety Plan Project:** For this project, students will construct their own safety plans to help keep themselves (and others) safe in regards to sexual harassment situations. Their safety plans will include the definition of sexual harassment, the 3 forms of sexual harassment (with examples of each form), resources for help, and the name of the law that protects them from sexual harassment in schools & in the workplace.

III.	**Closure:** Once students have completed their safety plans, the teacher will review information & check for understanding of main concepts taught throughout this unit.

Assessment

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

- **Summative Assessment:** Safety Plan Project Rubric

Resources

Any materials and resources related to Stage 3 learning activities.

Sexual Harassment Unit Slides
Legal Protection Against Sexual Harassment (Title 9)

Unit Overview	
Unit Title:	STDs/STIs
Teacher:	Kolesnik & Brown
Grade Level/Course:	8
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit students will learn that about 9.5 million teens and young adults are diagnosed with sexually transmitted diseases (STDs) each year, according to the U.S. Department of Health and Human Services. Students will study risky behaviors/transmission, prevention methods, and treatment. Students will, in the role of interns at a health clinic, construct fact sheets to be presented to six patients experiencing different STDs. Each of six groups will have its STD fact sheet graded based on the rubric provided.

Stage 1: Desired Results

Grade Level/Subject Standard(s)
List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address

SH 1.1.8, 1.2.8, 1.5.8, 1.6.8, 1.7.8, 1.8.8
1.9.8, 1.10.8
OWDP 1.5.8
INF 2.2.8, 2.4.8
AI 3.3.8
DM 5.3.8, 5.4.8, 5.5.8, 5.7.8
SM 7.1.8, 7.4.8

Other Goal(s)
List the Disciplinary Transfer Goals that this unit will address

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).
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.

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand what STDs are and their harmful effects. 2. Students will understand risky behaviors that place them at risk for contracting an STD. 3. Students will understand how to prevent STDs. 4. Students will understand resources

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are STDs and why are they dangerous? 2. What are the behaviors that cause people to contract an STD? 3. How do you prevent getting an STD? 4. If STDs are contracted, what available resources exist that provide treatment?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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

• Students will understand what STDs are and their harmful effects. • Students will understand risky behaviors that place them at risk for contracting an STD. • Students will understand how to prevent STDs. • Students will understand resources for treatment are available if STDs are contracted.	• Identify and discuss different types of STDs. • Identify the types of behaviors that put people at risk for contracting an STD. • Identify ways to protect themselves from contracting an STD. • Skilled at accessing treatment resources

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 inform a patient with an STD about the risky behaviors that lead to STDs, the signs and symptoms of STDs, behaviors to prevent transmission, and resources to access in the event STDs are contracted
- **Role :** You are an intern at a community health center one of a group of interns assigned a patient with an STD
- **Audience:** Your patient
- **Situation:** (Using the pictures from the learning activity) Today you are acting as an intern for a community health clinic. These people on the classroom board are your patients. They've all come in for the results of their STD tests. The group of interns of which you are one will be assigned a patient experiencing one STD.
- **Product/Performance/Purpose:** Working as a group, your job is to create the STD fact sheet that your patient can take home today. Include as much information as you can (risky behaviors, behaviors to prevent transmission, and treatment). Use articles at TeensHealth.org for research. Afterward, each group will present what they learned.
- **Standards and Criteria for Success:** You will be graded based on the rubric provided.

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

STI worksheet

Evaluative Criteria How will you evaluate this task? How will you provide feedback to students?
Students will be evaluated using a rubric. Written feedback will be provided on the rubric.

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
These will also be embedded below in the daily learning plan.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… ● Define HIV (definition, transmission, symptoms, testing and treatment). ● Explain the difference between HIV and AIDS	*Students will be able to…* ● Complete HIV questions
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.	
I. **Introduction:** Students will learn about HIV/AIDS and ways to prevent it. II. **Activity:** Students will complete the HIV questions . They will share and discuss their answers with a small group. III. **Closure:** The teacher will go over the answers to the HIV questions to ensure understanding of concepts taught throughout the lesson.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

- **Formative Assessment:** HIV questions

Resources
Any materials and resources related to Stage 3 learning activities.

HIV video

HIV questions

Learning Target:	**Success Criteria:**
Students will be able to… • Define various STDs (symptoms and treatment). • Identify risky behaviors that place them at risk for contracting an STD. • Learn how to prevent STDs • Know that resources for treatment are available if STDs are contracted	*Students will be able to…* • Research and discuss various STD's

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.

IV. **Introduction:** The teacher will review the previous lesson about HIV/AIDS.
V. **Activity**: Students will complete the STI worksheet. They will use https://www.cdc.gov/sti/ & https://www.cdc.gov/hpv/about/index.html to research various STD's. They will share and discuss their findings with a small group.
VI. **Closure:** The teacher will go over the answers to the STI worksheet to ensure understanding of concepts taught throughout today's lesson.

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

- **Formative Assessment:** STI worksheet

Resources
Any materials and resources related to Stage 3 learning activities.

STI worksheet https://www.cdc.gov/sti/ https://www.cdc.gov/hpv/about/index.htm

Unit Overview	
Unit Title:	Stress Management
Teacher:	Kolesnik & Brown
Grade Level/Course:	8th Grade Health Education
Length/Dates:	3 Lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	In this unit, students will learn how acute & chronic stress can negatively impact the human body (physically,mentally, and socially). Students will understand the importance of developing healthy, positive coping skills and teach a coping activity / hobby of their choice to the class.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
MEH 1.5.8 Recognizing stressors, their impact on mind and body, and effective coping strategies. MEH 1.10.8 Describe a variety of appropriate ways to respond to stress when angry or upset. SM 7.3.8 Demonstrate healthy practices and behaviors to improve the health of oneself and others.

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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

Enduring Understanding(s): What are the big picture	1. Students will understand the negative impact that *acute* & *chronic* stress have on the human body.

understandings that are transferable across contexts, places, and times?	2. Students will understand the importance of developing positive coping mechanisms to use in times of stress. 3. Students will understand how to share their coping skills with others.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. How does *acute* & *chronic* stress impact the human body (physically, mentally, socially)? 2. Why are coping mechanisms important for handling stress? 3. How can I share my coping skills/hobbies with others if they are dealing with a stressful situation?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know how to define following vocabulary terms & how to use them appropriately in context: ● Acute stress ● Chronic stress ● Nervous system ● Fight or flight ● Coping skill/mechanism ● Dopamine ● Serotonin ● Endorphins	● Students will be able to explain how acute & chronic stress can negatively impact the human body ● Students will be able to identify several positive coping skills / hobbies that can be used in stressful situations. ● Students will be able to peer teach coping skills to their peers through a presentation/activity.

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:** Students will create a presentation & coping skill activity to practice with the class. ● **Role:** Middle school student. ● **Audience:** Elementary & middle school students.

- **Situation:** As part of a “Mental Health Awareness Movement”, your school has asked you to teach other students in Southington about a coping skill that you enjoy using when you feel stressed or overwhelmed. Examples include exercise, reading, listening to music, going outside, puzzles, etc. Students will present research that supports how their coping skill improves mental health and lead the class through an activity that allows students to practice using this coping skill.
- **Product/Performance/Purpose:** Students will create a slideshow presentation to share their research evidence and organize a coping activity to share/demonstrate with the class.
- **Standards and Criteria for Success/VOG Alignment:** See Stress Management Rubric.

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

Stress Management Unit Slides

Stress Management Project Rubric

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

Stress Management Project Rubric

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

N/A

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
I can… • Understand the negative impact(s) of acute & chronic stress on the human body.	• Students will be able to describe how acute & chronic stress can negatively impact physical, mental, & social health. • Identify several coping mechanisms that can be helpful in overwhelming/stressful situations.

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.

I. Lesson Introduction
- **A.** Stress Management Unit Slides

II. Class Discussion / Brainstorm: The teacher will facilitate a class discussion regarding examples of positive vs. negative coping mechanisms. Then, she will introduce the project.

III. Lesson Closure

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

- **Exit Ticket (Formative Assessment):** Students will complete an exit ticket at the end of class to assess their understanding of acute & chronic stress and its impact on the body. They will also have to identify examples of coping mechanisms.

Learning Target:	**Success Criteria:**
I can… ● Understand how different coping skills can help manage stress and improve mental health.	● Students can peer teach coping skills to their peers through a presentation/activity. ○ *See rubric for specific success criteria*

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.

I. **Stress Management Project:** Students will work in partners and choose a coping skill that they want to focus their project on. They will conduct research to find evidence that supports how their coping skill helps with stress management & mental health. Students will create a slideshow presentation to share their research evidence and organize a coping activity to share/demonstrate with the class.

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

- **Stress Management Project (Summative Assessment)**

Resources
Any materials and resources related to Stage 3 learning activities.

Stress Management Unit Slides

Stress Management Project Rubric

Unit Overview	
Unit Title:	Suicide Awareness & Prevention
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 8 Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Students will learn the warning signs and risk factors associated with self harm and suicide. They will identify resources (trusted adults, police, hotlines, etc.) that can be utilized if they, or someone they know, are in need of help. Finally, they will create a public service announcement to inform teens about the importance of this issue.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
MEH 1.3.8 AI 3.1.8, 3.2.8, 3.4.8 AV 8.2.8, 8.3.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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. Students will understand the warning signs and risk factors associated with self harm / suicide prevention. 2. Students will understand the importance of reporting concerns regarding self harm / suicide to trusted resources (teachers, parents/guardians, police, hotlines, etc.). 3. Students will understand what resources to use if they, or someone they know, are having thoughts of self harm / suicide.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the warning signs and risk factors associated with self harm / suicide? 2. Why do I need to report concerns about self harm / suicide? 3. Who/where can I go to if I, myself, or someone I know is having thoughts of self harm / suicide?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… ● The definition of suicide and suicide attempt ● Current suicide rates amongst adolescents ● Warnings signs associated with self harm / suicide ● Risk factors associated with self harm / suicide ● Resources for help	Students will be able to... ● Define the terms suicide and suicide attempt ● Evaluate recent statistics regarding suicide rates among adolescents and the general U.S. population ● Identify warning signs associated with self harm / suicide ● Identify risk factors associated with self harm / suicide ● Identify several resources for help in a situation regarding self harm / suicide

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**: Students will create a public service announcement (PSA) to inform teens about suicide prevention / awareness.
- **Role**: Students will act as if they have been hired by their community's health organization to create a PSA that will be used across town to inform teens (and the public) about suicide prevention / awareness.
- **Audience**: Teens and adults in the Southington community
- **Situation**: You have been hired by your community's health organization to create a PSA informing teens (and the public) about the importance of suicide prevention / awareness. The PSA should include the definition of suicide, warning signs and risk factors associated with self harm / suicide, statistics on current suicide rates amongst teens and young adults, and resources for help (teachers, parents/guardians, counselors, hotlines, etc.).
- **Product/Performance/Purpose:** Students will create an informational poster or brochure (handwritten or digital).

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

Suicide Prevention Unit Slides

Latosha's Story Exit Slip Assignment (Lesson 1)

Suicide Prevention Project Outline

Suicide Prevention Project Rubric

https://www.nimh.nih.gov/health/topics/suicide-prevention#part_7680

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

Latosha's Story Exit Slip Assignment (Lesson 1)

Suicide Prevention Project Rubric

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Latosha's Story Exit Slip Assignment (Lesson 1) Suicide Prevention Project Rubric

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
Students will be able to… ● Understand the importance of suicide awareness and prevention amongst teens and young adults.	● Define suicide & suicide attempt ● Identify warning signs & risk factors associated with self harm / suicide ● Identify multiple resources for help (hotlines, trusted adults, police, etc.)
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.	
I. Introduction: The teacher will introduce the topic of suicide prevention via Google Slides that include various statistics regarding suicide rates amongst teens and young adults. **II. Turn & Talk Discussions :** Students will engage in multiple turn & talk discussions regarding potential ***risk factors***, ***warning signs, and resources for help*** that they believe are associated with self-harm and suicide. This will lead to a class-wide discussion. **III. Closure / Exit Slip:** Following discussions, students will complete an exit slip called, "Latosha's Story". This scenario-based assignment will assess students' ability to identify warning signs, risk factors, and resources for help associated with suicide prevention (see below).	
Assessment List any formative or summative assessments that should be administered within this learning sequence.	

(They can be listed/linked below)
• **Formative Assessment:** Before being dismissed, students will complete an exit slip assignment called, “Latosha’s Story”. This is a scenario that students must read and then they will respond to questions regarding warning signs and risk factors of self harm / suicide, as well as resources for help. Latosha’s Story Exit Slip Assignment

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… • Advocate for the importance of suicide awareness and prevention amongst teens and young adults by creating a PSA project.	• Students can define suicide / suicide attempt • Students can identify multiple risk factors & warning signs associated with self-harm / suicide • Students can access recent statistics regarding suicide rates among teens • Students can identify various resources for help
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.	
I. **Introduction:** The teacher will briefly review the information taught in the previous lesson, calling on students to identify risk factors, warning signs, & resources for help associated with self-harm / suicide. Then, the teacher will introduce the PSA project (instructions, rubric, etc.) that students will be working on for the remainder of class. **II.** **Suicide Prevention PSA Project:** Students will create a public service announcement (PSA) to inform teens about suicide prevention / awareness. Students will be able to choose to complete a handwritten OR digital brochure, informational handout, or poster. They must include the following criteria on their PSA project: definition of suicide, 3 warning signs, 3 risk factors, 3 recent statistics regarding teen suicide rates, and 3 resources for help (*see rubric below*). Students will complete the project outline prior to starting their final draft. **III.** **Closure:** The teacher will have students peer assess each other’s projects using the rubric provided prior to submitting.	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	

Summative Assessment:

- Suicide Prevention Project Outline
- Suicide Prevention Project Rubric

Resources

Any materials and resources related to Stage 3 learning activities.

Suicide Prevention Unit Slides

Latosha's Story Exit Slip Assignment (Lesson 1)

Suicide Prevention Project Outline

Suicide Prevention Project Rubric

https://www.nimh.nih.gov/health/topics/suicide-prevention#part_7680

Unit Overview	
Unit Title:	The Reproductive System
Teacher:	Kolesnik & Brown
Grade Level/Course:	8th Grade Health Education
Length/Dates:	2 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	This unit focuses on the understanding of the anatomy and functions of the male & female reproductive systems. Students will be assessed on their ability to label male and female reproductive system diagrams and explain their functions.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
SH 1.3.8, 1.4.8, 1.11.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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).

Enduring Understanding(s): What are the big picture understandings that are transferable	1. Students will understand the parts and functions of the male reproductive system. 2. Students will understand the parts and functions of the female reproductive system. 3. Students will understand the importance of personal hygiene & regular check-ups to promote reproductive/sexual health.

across contexts, places, and times?	

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are the main parts and functions of the male reproductive system? 2. What are the main parts and functions of the female reproductive system? 3. How can I maintain reproductive/sexual health throughout my life?

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
● Students will know the parts & functions of the male reproductive system. ● Students will know the parts & functions of the female reproductive system. ● Students will know the importance of personal hygiene & regular check-ups for maintaining sexual/reproductive health.	● Students will be able to define the parts of the male reproductive system & label them on a diagram. ● Students will be able to define the parts of the female reproductive system & label them on a diagram. ● Students will be able to identify health practices that help promote sexual/reproductive health.

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:** The goal of this task is to learn the names & functions of the main parts of the male & female reproductive systems.
- **Role:** Students will act as if they are 8th grade science teachers.
- **Audience:** 8th grade students in a science class.
- **Situation:** “Imagine you are an 8th grade science teacher. You have been given the task of teaching your students about the reproductive system. You must construct a worksheet that displays the names & functions of the parts of the male & female reproductive systems for students to complete.
- **Product/Performance/Purpose:** Students will label the male and female reproductive system diagrams with the correct name and function of each part.
- **Standards and Criteria for Success:** Students will be able to check their diagrams & definitions with an answer key once they complete their worksheet.

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

Female Reproductive System Slides
Female Reproductive System Worksheet
Male Reproductive System Slides
Male Reproductive System Worksheet

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

Students will self assess by comparing their diagram & definitions with an answer key. The teacher will also review the answers to ensure understanding of parts & functions of male & female reproductive system.

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

N/A

Other Evidence

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

See links to worksheets above.

Stage 3: Instructional Design

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… • Understand the parts & functions of the ***male*** reproductive system.	*Students will be able to…* • Define the functions of the main parts of the male reproductive system. • Label a diagram of a male reproductive system.
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.	
Learning Activity: Students will use the slides linked below to access information on the male reproductive system. These slides will assist them in defining the parts of the male reproductive system & in labeling the diagram on the worksheet. Male Reproductive System Slides Male Reproductive System Worksheet	
Assessment List any formative or summative assessments that should be administered within this learning sequence. *(They can be listed/linked below)*	
Male Reproductive System Worksheet	

Learning Target:	**Success Criteria:**
Students will be able to… • Understand the parts & functions of the ***female*** reproductive system.	*Students will be able to…* • Define the functions of the main parts of the female reproductive system. • Label diagrams of a female reproductive system.
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.	
Learning Activity: Students will use the slides linked below to access information on the female reproductive system. These slides will assist them in defining the parts of the female reproductive system & in labeling the diagram on the worksheet. Female Reproductive System Slides Female Reproductive System Worksheet	

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

Female Reproductive System Worksheet

Resources
Any materials and resources related to Stage 3 learning activities.

https://kidshealth.org/en/teens/male-repro.html
https://kidshealth.org/en/teens/female-repro.html

Unit Overview	
Unit Title:	Vaping Prevention
Teacher:	Kolesnik & Brown
Grade Level/Course:	Grade 8 Health Education
Length/Dates:	2-3 lessons
Unit Summary: 2-4 sentences describing the main ideas, content and skills of the unit.	Today, vaping is one of the largest health concerns amongst adolescents. In this unit, students will evaluate how vaping can affect various parts of the body, particularly the lungs, brain (addiction), and heart. They will also research recent statistics related to teen vaping rates and identify several refusal skills that can be used to say no in a peer pressure situation.

Stage 1: Desired Results

Grade Level/Subject Standard(s) List the Content Standards, Guiding Principles, or Cross-Curricular Skills this unit will address
ANOD 1.6.8, 1.7.8, 1.9.8, INF 2.4.8, 2.1.8

Other Goal(s) List the Disciplinary Transfer Goals that this unit will address

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). **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.

Essential Question(s): These questions are related to the enduring understandings and provide relevance for the learning in the unit.	1. What are vaping devices? What is nicotine? 2. What are the health concerns associated with vaping? 3. Why is it important not to vape? 4. What are some ways to say no to vaping in a peer pressure situation (refusal skills)?

Enduring Understanding(s): What are the big picture understandings that are transferable across contexts, places, and times?	1. Students will understand what vaping devices are and that they contain many harmful substances, such as nicotine, which is highly addictive. 2. Students will understand the various health concerns associated with vaping, especially for adolescents. 3. Students will understand why avoiding vaping is crucial for living a healthy lifestyle. 4. Students will understand how to say no to vaping in a peer pressure situation.

What will students <u>know...</u> Factual information, vocabulary and basic concepts related to each indicator	**What will students <u>be able to do…</u>** 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
Students will know… ● What a vaping device is ● What nicotine is ● How vaping impacts the lungs, heart, brain, and other parts of the body ● What addiction is and how the teen brain is more susceptible to addiction than the adult brain ● Recent statistics regarding vaping rates amongst teens (middle/highschoolers) ● Refusal skills that can be used to say no to vaping in a peer pressure situation	Students will be able to... ● Define what a vaping device is ● Define what nicotine is ● Identify the effects that vaping/nicotine has on the lungs, heart, and brain ● Define the role that nicotine plays in addiction / brain functioning ● Research recent statistics on vaping rates amongst teens using valid sources ● Identify multiple ways that a teen can say no to vaping in a peer pressure situation

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**: Students will create a project in the form of a filmed interview/podcast, filmed advertisement/commercial, or a newspaper article to inform teens and adolescents about the dangers of vaping.
- **Role**: Students will act as if they have been hired by a local news channel to create an interview/podcast, commercial/advertisement, or newspaper article regarding the issue of teen vaping.
- **Audience**: Teens and adults in the community.
- **Situation**: You have been hired by a local news channel to create one of the following: an interview/podcast, a commercial/advertisement, or a newspaper article to warn teens about the harmful effects of vaping. Your project will appear on television and/or the news channel's website to inform the community about this public health issue. Your project should include what vaping devices are, how vaping/nicotine affects overall health (lungs, heart, brain), recent statistics on teen vaping, and refusal skills that can be used to say no in a peer pressure situation.
- **Product/Performance/Purpose:** Students will create an informational interview/podcast, a commercial/advertisement, or a newspaper article.

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

Vaping Unit Slides

Vaping Research Assignment

Vaping Project Rubric

https://www.lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette

https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf

https://www.fda.gov/tobacco-products/youth-and-tobacco/results-annual-national-youth-tobacco-survey

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

Vaping Project Rubric

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

Other Evidence

Assessment Evidence Include other assessment strategies such as tests, quizzes, exit tickets, and any other strategies you may use as information-recall.
Formative Assessment: Vaping Research Assignment **Summative Assessment:** Vaping Project Rubric

Stage 3: Instructional Design

Learning Target:	**Success Criteria:**
Students will be able to… ● Understand the harmful effects of nicotine and vaping	● Define what vaping devices are ● Identify various chemicals found in vaping devices, including nicotine ● Explain various ways that vaping impacts the lungs, heart, and brain ● Evaluate factors that may influence a teen's decision to vape ● Identify ways to say no in a peer pressure situation (refusal skills)
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.	
I. Introduction: The teacher will introduce the topic of vaping by discussing recent statistics on teen vaping rates (middle & highschool students). The teacher will briefly review information that students learned in previous years about vaping. Then, students will turn & talk to discuss factors that may influence a teen's decision to vape (stress, peer pressure, friends/family, curiosity, etc.).	

II. **Vaping Research Assignment:** Students will navigate through various slides and reliable websites to find information for a vaping research assignment. This assignment will include information that students will need to include on their project (Lesson 2).

III. **Closure:** Once students have finished the research assignment, the teacher will end class by discussing the upcoming project that students will begin next class. Then, each student will write one NEW fact / piece of information they learned while researching on a piece of paper that will be collected as an exit slip.

Assessment

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

- **Formative Assessment**
  - Vaping Research Assignment
  - **Exit Slip**: Before being dismissed, students will write down one new fact / piece of information they learned while researching

Design EACH activity for the unit. Copy and paste the tables below to outline all lessons within the unit.

Learning Target:	**Success Criteria:**
Students will be able to… ● Understand the various effects that vaping / nicotine can have on overall health.	● Students can define what a vaping device is ● Students can define what nicotine is and how it affects the teen brain in terms of addiction ● Students can identify various ways that vaping impacts the lungs and heart ● Students can recall several statistics regarding recent teen vaping rates ● Students can identify several ways to say no to vaping in a peer pressure situation

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.

I. **Introduction:** The teacher will briefly review the information taught in the previous lesson. Then, the teacher will introduce the project (instructions, rubric, etc.) that students will be working on for the next two classes.

II. **Vaping Project:** Students will act as if they have been hired by a local news channel to create an interview/podcast, commercial/advertisement, or newspaper article regarding the issue of teen vaping. They will need to research and include the following information, despite what format they choose to complete: explanation of what a vaping device is, how

vaping affects overall health (lungs, heart, brain), 3 recent statistics on teen vaping rates, and at least 3 ways to say no to vaping in a peer pressure situation.

III. **Closure:** The teacher will have students peer assess each other's projects using the rubric provided. Students will provide constructive feedback to one another. This project will take a total of 2 class periods to complete.

Assessment

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

Summative Assessment:

- Vaping Project Rubric

Resources

Any materials and resources related to Stage 3 learning activities.

Vaping Unit Slides

Vaping Research Assignment

Vaping Project Rubric

https://www.lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette

https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf

https://www.fda.gov/tobacco-products/youth-and-tobacco/results-annual-national-youth-tobacco-survey

Middle School Health Education Curriculum

SPS Curriculum & Instruction Committee - January 2026

SOUTHINGTON Public Schools

HEALTH EDUCATION STANDARDS

- A quality health curriculum begins with the standards
- The National Health Ed. Standards were recently updated (Jan. 2024)
    - CT State Health Ed. Standards are aligned with the National Standards (May 2022)

The Standards Driving Our Curriculum:

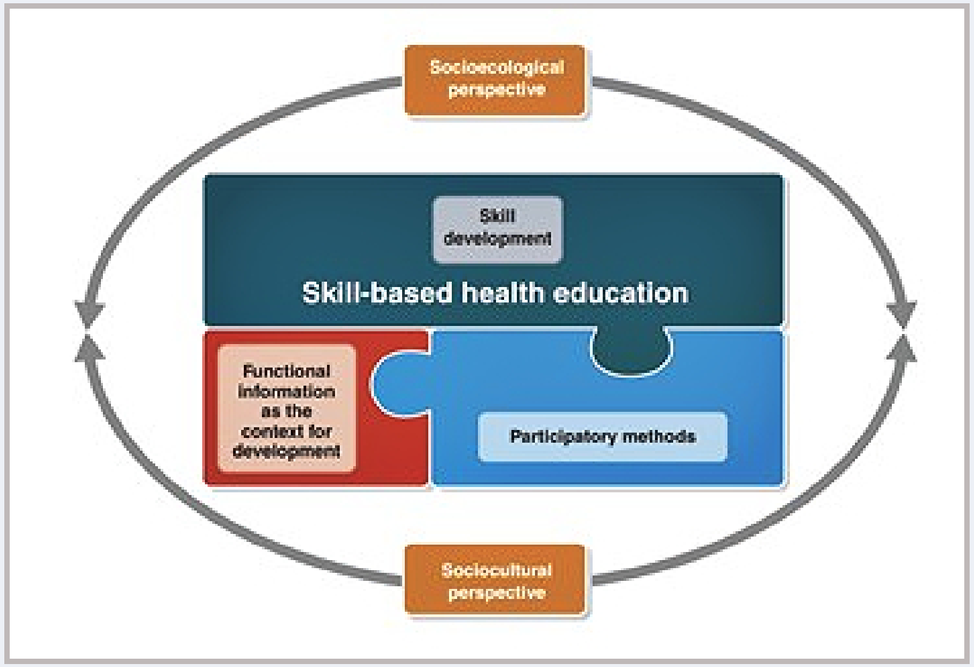
- Standard 1: Concepts/Functional Health Info.
- Standard 2: Analyzing Influences
- Standard 3: Accessing Valid Health Info.
- Standard 4: Interpersonal Communication
- Standard 5: Decision Making
- Standard 6: Goal Setting
- Standard 7: Self-Management
- Standard 8: Advocacy

WHAT IS SKILLS-BASED HEALTH EDUCATION?

- Skills-based units, not content based units

- Skill development is the **FOUNDATION** of each unit of instruction
    - Students have multiple opportunities to practice the skill(s) throughout each unit

- Content is the **CONTEXT** for teaching skills
    - The skill is taught through the topic/content
        - Ex. Decision making can be taught during a vaping unit



The skills taught can be applied to a variety of topics - they are transferrable!

HOW DO STANDARDS RELATE TO SKILLS-BASED HEALTH ED. ?

Health-Related Skills (Standards 2-8)

- Analyzing Influences
- Accessing Valid Health Info.
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

Required Content (Standard 1)

- Drug Education
- Human Growth & Development
- Nutrition
- Accident Prevention / Personal Safety
- Disease Prevention
- Youth Suicide Prevention
- HIV/AIDs
- Sexual Harassment / Assault Awareness & Prevention
- Sexual Health

HEALTH UNITS
GRADE 6

- Health & Me
- Bullying Prevention
- Tobacco, Nicotine, & Vaping Prevention
- Alcohol Awareness
- Communicable Diseases
- Personal Safety
- Nutrition
- Tweenage Years

GRADE 6 - UNIT 1
SELF MANAGEMENT THROUGH HEALTH & ME

Overview: This unit will focus on the three components of the Health Triangle (physical health, mental/emotional health, and social health). Students will reflect on their own strengths related to each component of the triangle while constructing a project. Students will also develop personal goals to improve their physical, mental, and social health

Performance Assessments:
Health Triangle Project & Reflection

GRADE 6 - UNIT 2
INTERPERSONAL COMMUNICATION THROUGH BULLYING PREVENTION

Overview: Students will learn what motivates a bully and how to identify and prevent bullying/cyberbullying through various on-the-spot strategies taught throughout the unit. Through collaborative role play, students will address a bullying situation using the on-the-spot strategies to stop and prevent future bullying

Performance Assessments:

Bullying Prevention Skit Project

GRADE 6 - UNIT 3
ADVOCACY THROUGH TOBACCO, NICOTINE, & VAPING PREVENTION

Overview: Students will understand the similarities and differences of e-cigarettes (vapes) and cigarettes, as well as why young adults may feel pressured to use these substances. They will learn how nicotine and other chemicals found in these products can impact their short- and long-term health. They will apply their new knowledge and practice the skill of advocacy by creating a Vaping PSA Project in the form of a poster or brochure.

Performance Assessments:

Tobacco and Nicotine Stations

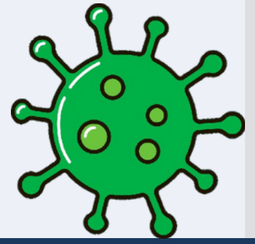
Vaping PSA Project

GRADE 6 - UNIT 4
ADVOCACY THROUGH ALCOHOL AWARENESS

Overview: Students will gain an understanding of the dangers of underage alcohol consumption/binge drinking and how it affects certain parts of the body. They will also learn about addiction, as it relates to alcohol consumption and the brain. They will practice advocacy skills while designing an Anti-Alcohol Billboard.

Performance Assessment:
Anti-Alcohol Billboard Project

GRADE 6 - UNIT 5
ACCESSING VALID HEALTH INFO. THROUGH COMMUNICABLE DISEASES



Overview: Students will practice the skill of accessing valid health information while researching various communicable diseases to create an informational slideshow presentation. They will access information regarding disease symptoms, prevention, and treatment methods.

Performance Assessments:

Communicable Disease Presentation Project

GRADE 6 - UNIT 6
SELF-MANAGEMENT THROUGH PERSONAL SAFETY

Overview: This unit allows students to practice self-management skills related to their personal safety. Students will analyze various real-world scenarios and create a personal safety plan to address situations that may result in danger in school, at home, and in public places.

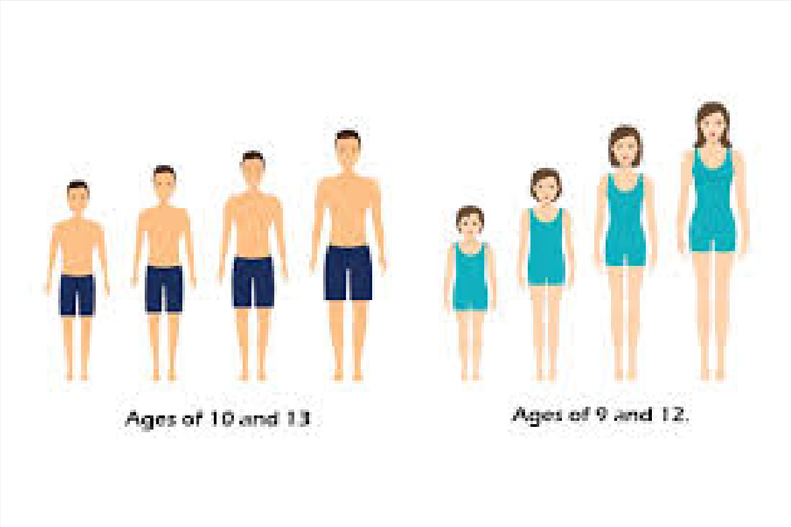
Performance Assessments:
Personal Safety Plan

GRADE 6 - UNIT 7
SELF MANAGEMENT THROUGH NUTRITION

Overview: Students will learn about the functions of macronutrients (protein, carbohydrates, & fats). They will also understand the food groups that compromise a healthy, balanced diet. They will practice the skill of self management to create healthy, balanced meals.

Performance Assessment:
Create A Plate Activity

GRADE 6 - UNIT 8
SELF MANAGEMENT THROUGH TWEENAGE YEARS



Overview: This unit is designed to help students understand the social, emotional, and physical changes they will experience during puberty. They will also explore strategies for managing the emotional and social issues that some experience during puberty and learn how to practice daily self-care/personal hygiene routines.

Performance Assessment:
Personal Hygiene Help Guide

HEALTH UNITS
GRADE 7

- Communication Styles
- Cyberbullying Prevention
- Mental Health Disorders
- Non-Communicable Disease Prevention
- Drug Research
- Erin's Law
- Nutrition

**** First Aid & CPR ****

GRADE 7 - UNIT 1

INTERPERSONAL COMMUNICATION THROUGH COMMUNICATION SYLES

Overview: This unit focuses on different communication styles (aggressive, assertive, passive) and skills students will need to employ during their everyday lives to foster positive relationships. Through the creation of a skit, students will explore how communication styles can influence emotions, attitudes, and outcomes.

Performance Assessments:

Communication Styles Skit

GRADE 7 - UNIT 2
ADVOCACY THROUGH CYBERBULLYING PREVENTION

Overview: Students will understand what motivates a bully, how to identify cyberbullying, and how to practice internet safety through various strategies taught in this unit. Students will create an informative poster or brochure to advocate for cyberbullying awareness and prevention.

Performance Assessments:
Cyberbullying PSA Project

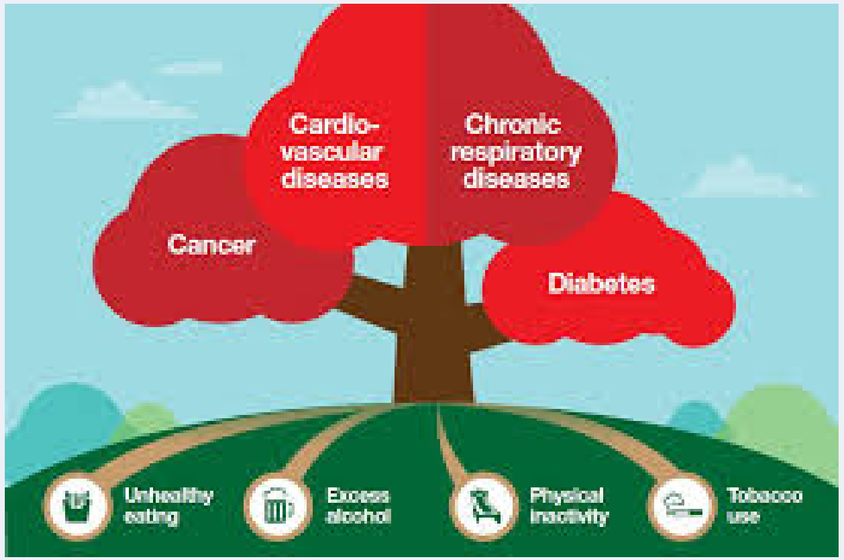
GRADE 7 - UNIT 3
ACCESSING VALID HEALTH INFO. THROUGH MENTAL HEALTH DISORDERS

Overview: During this unit, students will practice researching specific mental health disorders using valid online resources, such as the WHO and CDC to construct an informational slideshow. These informational slideshows will be presented to the class so that students can learn about various mental and emotional health disorders from their peers.

Performance Assessments:

Mental Health Disorders Research Project

GRADE 7 - UNIT 4
SELF-MANAGEMENT THROUGH NON-COMMUNICABLE DISEASE PREVENTION



Overview: This unit will focus on the symptoms, prevention methods, and treatment options for various non-communicable diseases. Students will conduct research on a disease of their choosing and develop a brochure/slideshow to present to the class in a “health fair” activity.

Performance Assessments:

Non-Communicable Disease Project

GRADE 7 - UNIT 5
DECISION MAKING THROUGH DRUG RESEARCH

Overview: This unit focuses on the substance of marijuana, specifically THC products, and how this substance can impact teenage brain development. Students will also understand the facts vs. fiction about the substance.

Performance Assessments:

Drug Research Assignment

GRADE 7 - UNIT 6
SELF-MANAGEMENT THROUGH ERIN'S LAW

Overview: Students will watch a short video to understand what Erin's Law is and how it came about. They will practice self-management skills while responding to various real-world scenarios related to personal safety.

Performance Assessments:

Erin's Law Research

Personal Safety Scenarios

GRADE 7 - UNIT 7
GOAL-SETTING THROUGH NUTRITION

Overview: During the 7th grade nutrition unit, students will learn about the function(s) and importance of macronutrients (carbohydrates, proteins, & fats) and how to analyze nutrition fact labels in order to make health-enhancing food choices. Students will also create and interpret a food log to set personal nutrition goals.

Performance Assessments:

Nutrition Fact Label Analysis

Personal Food Log Project

GRADE 7 - UNIT 8
SELF-MANAGEMENT THROUGH FIRST AID & CPR

Overview: During this unit, students will demonstrate skills necessary to provide basic First Aid and CPR (hands-only), as well as the Heimlich Maneuver. They will also learn how to respond to various emergency situations.

Performance Assessments:

Hands-Only CPR Skill Assessment

First Aid Kit Project

HEALTH UNITS
GRADE 8

- Decision Making
- Suicide Awareness & Prevention
- Sexual Harassment/Assault Prevention
- Vaping Prevention
- Alcohol

**** Stress Management ****

- STD's/STI's
- The Reproductive System

GRADE 8 - UNIT 1
DECISION MAKING

Overview: Throughout this unit, students will learn the steps of effective decision-making using the "DECIDE" model and why decision-making is a crucial skill for maintaining a healthy lifestyle. They will have multiple opportunities to practice the skill of decision making while working collaboratively to resolve a variety of real-world scenarios.

Performance Assessments:

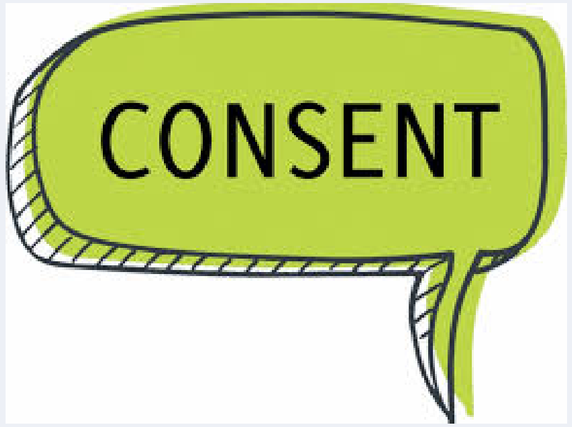
Decision Making Scenarios

GRADE 8 - UNIT 2
ADVOCACY THROUGH SUICIDE AWARENESS & PREVENTION

Overview: Students will be able to identify the warning signs & risk factors associated with self-harm and suicidal thoughts. They will learn about several resources that can be used to report a concern about themselves and/or someone they know. At the end of this unit, students will create an advertisement/poster to advocate for suicide prevention and inform the public about resources for help.

Performance Assessment:
Suicide Prevention PSA Project

GRADE 8 - UNIT 3
SELF-MANAGEMENT THROUGH SEXUAL HARASSMENT/ASSAULT PREVENTION



Overview: This unit focuses on on the skill of self-management, as it relates to personal safety . Students will learn about the different forms of sexual harassment (physical, verbal, digital) that can occur both in- and outside of school. They will also understand the importance of personal boundaries and consent. Students will practice the skill of self-management by creating a personal safety plan that includes various resources for help & how to handle sexual harassment/assault situations.

Performance Assessment:
Personal Safety Plan

GRADE 8 - UNIT 4
ADVOCACY THROUGH VAPING PREVENTION

Overview: In this unit, students will research the many harmful effects of vaping, as well as the prevalence of teen vaping in today's society. They will practice the skill of advocacy while creating a Public Service Announcement (PSA) in the form of an anti-vaping commercial/advertisement or podcast episode.

Performance Assessments:

Vaping Research

Anti-Vaping PSA Project

- Commercial, podcast, newspaper article

GRADE 8 - UNIT 5
ANALYZING INFLUENCES THROUGH ALCOHOL

Overview: During this unit, students will practice the skill of analyzing influences by considering internal & external factors that can influence an adolescent's decision to drink alcohol and/or engage in binge drinking. Their skill practice will include various real-world scenarios and role play opportunities.

Performance Assessments:
Underage Drinking Scenarios
Alcohol Rap Song

GRADE 8 - UNIT 6
SELF-MANAGEMENT THROUGH MENTAL & EMOTIONAL HEALTH

Overview: This unit focuses on practicing self-management skills through content related to mental health, specifically dealing with acute stress in healthy ways. Students will research and practice positive coping strategies that they can utilize in their daily lives to manage stressful situations and maintain their mental/emotional health.

Performance Assessment:
Stress Management Project

GRADE 8 - UNIT 7
ACCESSING VALID HEALTH INFO. THROUGH STDS / STI'S

Overview: In this unit, students will practice the skill of accessing valid health information, while researching sexually transmitted diseases and infections. They will research the transmission, prevention methods, and treatment methods for a variety of STDs/STIs, including HIV/AIDs using "ACCESS" model skill cues.

Performance Assessment:
STD/STI Research

GRADE 8 - UNIT 8
SELF-MANAGEMENT THROUGH REPRODUCTIVE SYSTEM HEALTH

Overview: This unit focuses on the understanding of the anatomy and functions of the male and female reproductive systems. Students will also utilize self-management skills by identifying several practices for maintaining reproductive / sexual health (personal hygiene, regular doctor visits, etc.)

Performance Assessments:
Male Reproductive System Diagram
Female Reproductive System Diagram
Personal Hygiene Plan

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **March 12, 2026**

Decision Requested **X** **Agenda Code** **10. l.**

AGENDA REPORTING FORM

Agenda Topic: SHS Unified Physical Education – New Course Proposal- Second Reading.

Summary of Issue: SHS Unified Physical Education – New Course Proposal - Second Reading.

Background: _____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

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

Titles of Attachments:

1. Course Proposal

Signature of Staff Member Submitting Report

Signature of Superintendent of Schools

PROPOSED COURSE/PROGRAM CHANGE FORM

Southington Public Schools
Southington, Connecticut

School: **Southington High School**

Department: **Health & Physical Education**

Please check appropriate item:

New Course: **X - new course**

Revised Course: ☐

Course Title: **Unified Physical Education**

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

Unified Physical Education (PE) is a fully inclusive and unique program that allows students of varying ability levels to work collaboratively through ongoing fitness, sports, leadership and wellness activities. The Unified PE course heavily emphasizes the social and emotional development of all participants while incorporating physical and intellectual concepts in a fun and meaningful manner. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships. Members of this course will be empowered to help create a positive and more accepting school environment for all students.

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

- Studies have linked social connections and involvement in school activities with better academic performance, attendance and behavior for students of all abilities
- A program evaluation completed by UMass Boston found students who participated in Unified Champion Schools were twice as likely to invite a student with ID (intellectual disabilities) to go out with friends or spend time together outside of school, along with all students reporting having more positive experiences in school
- The skill learned and bonds created through the Unified PE course can be applied in and out of school, and are likely to last throughout students' lives

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

This course has the potential to impact many students at the high school. Unified PE is a fully inclusive program. Half the students in this course will be students with a disability, and the other half will be students without a disability. Students in our current CLC program are the target population for half of the class, but it is open to other identified students who would potentially benefit from the social interaction. Non-disabled students in grades 11 & 12 will have the opportunity to take this course as an elective. All students enter the class on an equitable social footing. Students without disabilities are not meant to

PROPOSED COURSE/PROGRAM CHANGE FORM

serve as helpers or mentors, but to be equitable classmates. All students should be encouraged to use their unique skills to support each other.

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

Students will be evaluated through a variety of performance assessments and learning activities. A major emphasis of the course is the social and emotional development of all students involved. Assessments, therefore, will be developed to measure the students' growth in these areas. Rubrics and checklists will likely be utilized for both performance assessments and learning activities.
The department leader will utilize both quantitative and qualitative data to evaluate the implementation and sustainability of the course. For example, if we have trouble garnering interest from non-disabled peers, the course may be at risk due to the need for a 1:1 ratio of disabled to non-disabled students. If there is too much interest in the course, an application will be created for non-disabled peers. Multiple strategies will be employed to alert 11th and 12th-graders of this great opportunity. Along with the health & physical education teachers promoting the course, the school counseling department will be briefed so they can share the opportunity with students.

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

There are no costs associated with the creation of this course. Existing personnel and equipment will be utilized.

	YEAR		
	I	**II**	**III**
Staff	$	$	$
Textbooks	$	$	$
Materials	$	$	$
Other	$	$	$
TOTAL	**$ 0**	**$ 0**	**$ 0**

Comments: _____

_____

Principal: Approved ☒ Denied ☐

Signature

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** **March 12, 2026**

Decision Requested **X** **Agenda Code** **10. m.**

AGENDA REPORTING FORM

Agenda Topic: SHS Electricity & Electronics Applications for STEM – Revised Curriculum- Second Reading.

Summary of Issue: SHS Electricity & Electronics Applications for STEM – Revised Curriculum - Second Reading.

Background: _____

_____

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Move that the Board of Education approve the SHS Electricity & Electronics Applications for STEM – Revised Curriculum – as presented by the Curriculum & Instruction Committee.

Titles of Attachments:

1. Course Proposal

Frank Ryan

Signature of Staff Member Submitting Report

Peter Madaras

Signature of Superintendent of Schools

SHS-Technology and Engineering Department

Proposed Changes to Existing Courses

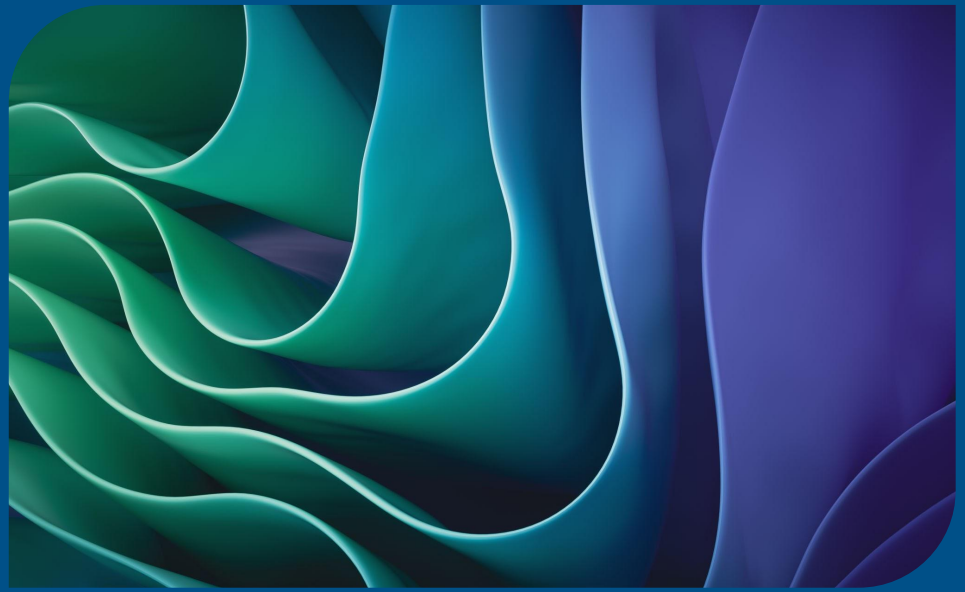
Current Course Title	Proposed Course Title	Key Shifts in Course Content
Title: Electricity & Electronics **Grades:** 10-12 **Length:** 1 semester **Credit:** 0.5 credits	**Title:** Electrical Applications for STEM **Grades:** 11-12 **Length:** 1 semester **Credit:** 0.5 credits, 3 CCSU credits	• The course will allow students who successfully complete it to receive 3 credits from CCSU, and it also fulfills a lab science requirement within the CSU system. • Concepts of electricity and electronics, including circuits, current/voltage/resistance measurement, as well as computer simulation and bread-boarding will remain the same. • One change that needs to be made is that a teaching unit will be added into the course, where students will explore and teach the class about a specific topic/circuit. • One of the hands-on projects throughout the course will focus on Go Baby Go, which is a national, school-based program that adapts battery-powered ride-on toy cars, making them accessible for children with limited mobility.
Summary of Changes: • The proposed course adjustments will create an opportunity for students to expand their options of concurrent enrollment courses in the Technology & Engineering field, as well as hopefully broaden the number of students that take our classes. Core content will remain unchanged, while a new teaching unit will be added in.Additionally, this course will connect to the Go Baby Go program which will be impactful in our Southington community.		

Proposed Course Changes

Electricity & Electronics

↓

Electrical Applications in STEM
3 CCSU Credits

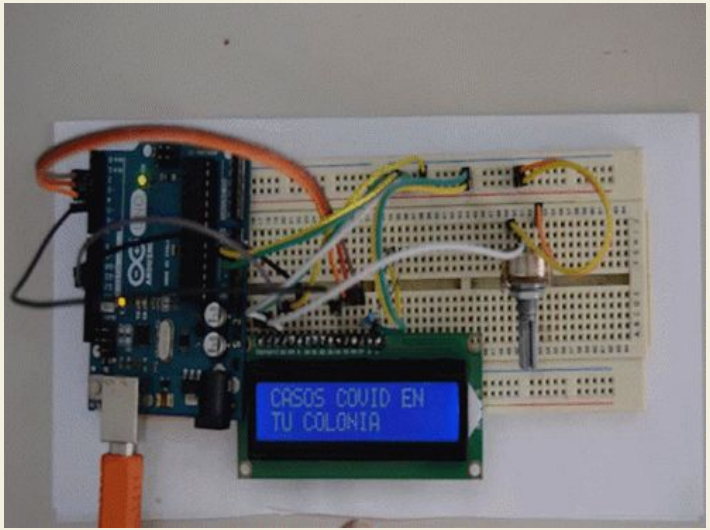


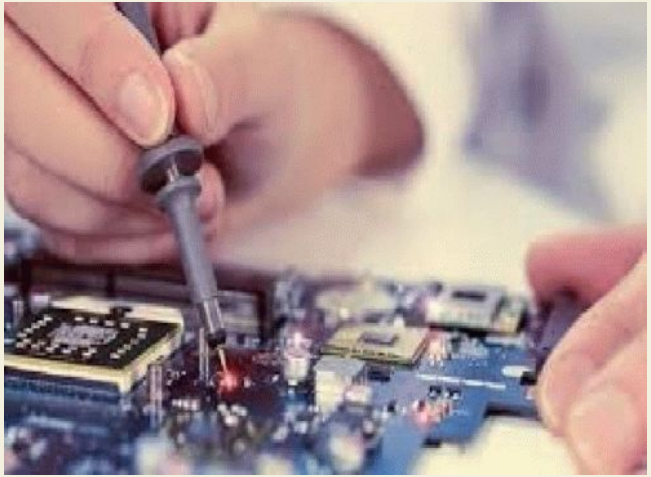
Key Benefits of Changes

- **Students who successfully complete this course will receive 3 credits from CCSU, which are transferable among all CT state colleges and universities.**
- **This course also fulfills a lab science requirement at CCSU**

What Stays the Same

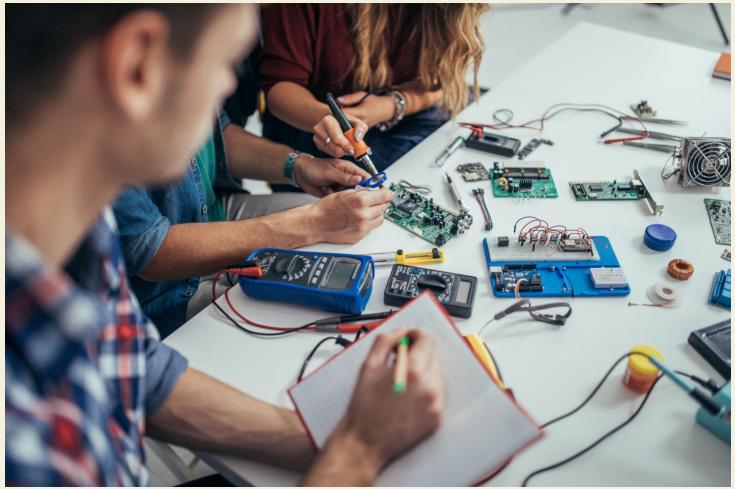
- Concepts of electricity and electronics, including circuits, current/voltage/resistance measurement, as well as computer simulation and bread-boarding will remain the same.

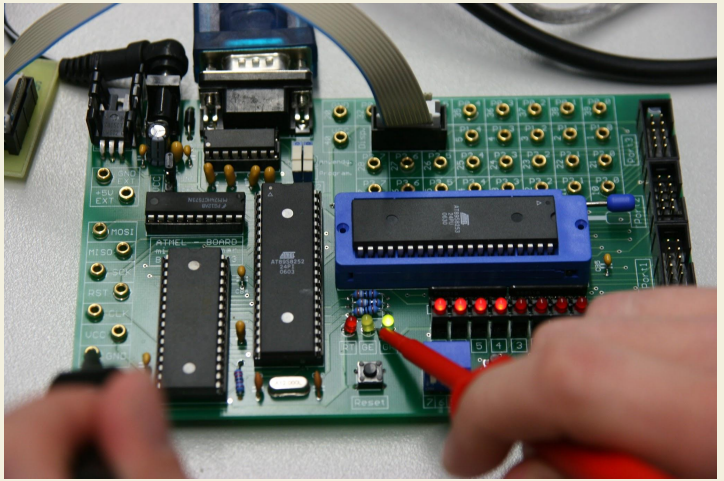




What Will Be Different

- A teaching unit will be added into the course, where students will explore and research, and teach the class about a specific topic/circuit.





What Will Be Different

- One of the hands-on projects throughout the course will focus on Go Baby Go, which is a national, school-based program that adapts battery-powered ride on toy cars, making them accessible for children with limited mobility.

Summary of Changes

- Create an opportunity for students to expand their options of concurrent enrollment courses in the Technology & Engineering field
- Broaden the number of students that take our classes.
- Core content will remain unchanged, while a new teaching unit will be added in.
- Connect to the Go Baby Go program which will be impactful in our Southington community.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date March 12, 2026

Decision Requested X Agenda Code 10. n.

AGENDA REPORTING FORM

Agenda Topic: 2025-2026 School Calendar Revision

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

Background: The calendar was approved by the Board at the January 22, 2026 meeting.

Alternative Strategies: 1) Due to snow days, proposed last day of school would be Thursday, June 18, 2026.

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 School Calendar for the 2025-2026 School Year as presented.

Steven Madaras

Signature of Superintendent of Schools

Title of Attachment

1. 2025-2026 School Calendar Revision

SOUTHINGTON Public Schools

Board Adopted 1/9/25
Updated 3/6/26

2025-2026 CALENDAR

August –2 Days				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
PD	PD	PD	*28*	29

September – 21 Days				
M	T	W	Th	F
(1)	~2~	3	4	5
8	9	10	11	12
15	~~16~~	17	18	19
22	23	24	25	26
29	30			

October – 22 Days				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
(13)	14	15	16	17
20	~~21~~	22	23	24
27	28	-29-	-30-	31

November – 15 Days				
M	T	W	Th	F
3	PD	5	6	7
10	(11)	12	-13-	14
17	18	19	-20-	21
24	25	(26)	(27)	(28)

December – 17 Days				
M	T	W	Th	F
1	~~2~~	3	4	5
8	9	10	11	12
15	16	17	18	19
22	~~23~~	(24)	(25)	(26)
(29)	(30)	(31)		

January – 19 Days				
M	T	W	Th	F
			(1)	(2)
5	6	7	8	9
12	~~13~~	14	15	16
(19)	20	21	22	23
26	27	28	29	30

February – 18 Days				
M	T	W	Th	F
2	~~3~~	4	5	6
9	10	11	12	13
(16)	(17)	18	19	20
23	24	25	26	27

March – 22 Days				
M	T	W	Th	F
2	~~3~~	4	5	6
9	10	11	12	13
16	-17	-18-	-19-	20
23	24	25	26	27
30	31			

April – 16 Days				
M	T	W	Th	F
		1	2	(3)
(6)	(7)	(8)	(9)	(10)
13	~~14~~	15	16	17
20	21	22	23	24
27	28	29	30	

May – 20 Days				
M	T	W	Th	F
				1
4	~~5~~	6	7	8
11	12	13	14	15
18	19	20	21	22
(25)	26	27	28	29

June – 9 Days				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	~~18~~	19
22	23	24	25	26
29	30			

180 Instructional Days
(186 Staff Days)

KEY	
~~ ~~	Early Dismissal- Listed Schools
- -	Early Dismissal - Listed Schools
( )	Holiday/Vacation – **No School**
PD	Workday/PD – **No School for Students**

8/28/2025 *First Day of School for K-12 Students*
9/2/25 ~First Day of School for Pre-K Students~

8/25/2025, 8/26/2025, 8/27/2025, 11/4/2025 – 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, 2026. If additional weather-related days are needed beyond these days, we will begin with April 10, 2026 and move backward.

Early Dismissal – Listed Schools /	
9/16/25	K-12
10/21/25	K-12
12/2/25	K-12
12/23/25	PreK-12
1/13/26	K-12
2/3/26	K-12
3/3/26	K-12
4/14/26	K-12
5/5/26	K-12
6/18/26-Tent. Last Day	PreK-12

Early Dismissal – Listed Schools - -	
Southington High School / KSA	
11/13/25 – H.S. Conferences	
JAD & JFK Middle Schools	
11/20/25 – M.S. Conferences	
Elementary Schools – PreK-5	
10/29/25 & 10/30/25 - Elem. Conf.	
3/18/26 & 3/19/26 - Elem. Conf.	

NO SCHOOL ( )	
9/1/25	**Labor Day**
10/13/25	**Columbus Day**
11/11/25	**Veterans Day**
11/26/25 - 11/28/25	**Thanksgiving Recess**
12/24/25 - 1/2/26	**Holiday/Winter Recess**
1/19/26	**Martin Luther King Day**
2/16/26 - 2/17/26	**Presidents' Day Recess**
4/3/26	**Good Friday**
4/6/26 - 4/10/26	**Spring Break**
5/25/26	**Memorial Day**

Facility/School	Phone	Hours	Address
Board of Education	860-628-3202	7:30-4:30	200 N. Main St.
Southington High School	860-628-3229	7:37-2:15	720 Pleasant St.
Karen Smith Academy	860-628-3379	7:37-12:50 & 1:30 (WL Class)	242 Main Street
Stellar Program	860-628-3200	8:00-2:00	51 North Main St.
J. A. DePaolo Middle School	860-628-3260	8:05-2:40	385 Pleasant St.
J. F. Kennedy Middle School	860-628-3275	8:05-2:40	1071 South Main St.
Derynoski Elementary School	860-628-3286	8:55-3:25	240 Main St.
Flanders Elementary School	860-628-3372	8:35-3:05	100 Victoria Dr.
Hatton Elementary School & Wrinn Preschool Center	860-628-3377	8:35-3:05	50 Spring Lake Rd
Kelley Elementary School	860-628-3310	8:55-3:25	501 Ridgewood Rd
Oshana Elementary School	860-628-3450	8:35-3:05	70 Church St.
South End Elementary School	860-628-3320	8:35-3:05	Maxwell Noble Dr.
Strong Elementary School & Wrinn Preschool Center	860-628-3314	8:55-3:25	820 Marion Ave.
Thalberg Elementary School	860-628-3370	8:35-3:05	145 Dunham St.

Special Observation Days	
9/22/25 - 9/24/25*	**Rosh Hashanah**
10/1/25 - 10/2/25*	**Yom Kippur**
10/6/25 - 10/13/25*	**Sukkot**
10/20/25	**Diwali**
1/6/26	**Three Kings Day**
Begins 2/17/26*	**Ramadan**
3/3/26 – 3/4/26*	**Holi**
4/1/26 - 4/9/26*	**Passover**

*Holiday begins at sundown the evening of the first date specified.

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.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date March 12, 2026

Decision Requested **X** Agenda Code **11 a. – 11 b.**

AGENDA REPORTING FORM

Agenda Topic: 2026-27 Healthy Food Certification – 2026-27 Food and Beverage Exemption

Summary of Issue: Section 10-215f of the Connecticut General Statutes requires that all districts must take action to certify whether all food items sold to students separately from reimbursable meals will or will not meet CSDE's Connecticut Nutrition Standards. For the 2026-2027 school year, the state requires the HFC statement to be part of the CSDE's online. Application and Claiming System for Child Nutrition Programs. The Board of Education must vote at a Board meeting whether to implement the healthy food option or not by June 30, 2026 and the Board meeting minutes are uploaded on the HFC application module.

Background: The Board of Education has participated in the Healthy Food Certification Program since the 2014-2015 school year.

Alternative Strategies: To participate in the program.

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

Beginning Date of Program or Project: July 1, 2026

Ending Date of Program or Project: June 30, 2027

Recommendation or Comment: (Two motions needed)

1) Pursuant to C.G.S. Section 10-215f, the Southington Board of Educaton certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2026, through June 30, 2027. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

2) The Southington Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.

Jennifer Mellett
_____
Signature of Staff Member Submitting Report

Steven Madaras
_____
Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ Board Meeting Date March 12, 2026

Decision Requested **X** Agenda Code **11 a. – 11 b.**

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Jennifer Mellett
_____
Signature of Staff Member Submitting Report

Steven Madaras
_____
Signature of Superintendent of Schools

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____ **Board Meeting Date** March 12, 2026

Decision Requested X **Agenda Code** 11 c.

AGENDA REPORTING FORM

Agenda Topic: **Appointment of UPSEU (Physical Therapists and Occupational Therapists) Negotiating Committee**

Summary of Issue: The Board of Education will enter into contract negotiations with the UPSEU (Physical Therapists and Occupational Therapists) bargaining unit.

Background:

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.

Steven Madaras

Signature of Superintendent of Schools

GROWING INTENTIONAL KINDNESS

EVERYDAY EVERYWHERE…

IN ALL SCHOOLS, HOMES, AND COMMUNITIES

EVERY ELEMENTARY SCHOOL WILL BE GIFTED A K.A.T.E. BENCH

FROM JEANNETTE MARÉ, PHD
DIRECTOR OF THE SCIENCE OF KINDNESS AT THE UNIVERSITY OF ARIZONA

- Kindness is a critical determinant of health and well-being, reducing stress, enhancing social connection, and building resilience.
- Despite its proven benefits, kind behavior is often under-prioritized in schools.
- Fostering prosocial behaviors has significant, evidence-backed impacts on both student and staff outcomes.
  - For students, practicing and experiencing kindness improves mental health, academic performance, engagement, and social relationships.
  - For staff, it reduces burnout, increases job satisfaction, and enhances collaboration and retention.
- Implementing kindness involves teaching skills like empathy, fairness, and collaboration while creating systems that support and sustain these behaviors, resulting in healthier, more inclusive school communities.

MAYO CLINIC

Can simply sharing kindness on a regular basis help your health? Research says yes, in more ways than you might guess.

- Learning and practicing intentional kindness can profoundly affect your attitude, outlook, and even your health.
- You can rewire your brain to choose to be kinder to others, which has been shown to increase self-esteem, empathy, compassion, and improve mood.
- The act of helping others actually activates the part of your brain that makes you feel pleasure. It releases a hormone called oxytocin that helps modulate social interactions and emotion – the higher your oxytocin levels, the more generous you may be.
- Feelings of thankfulness can help improve sleep, diminish fatigue, increase confidence, and even lessen depression.
- Kindness can decrease blood pressure and cortisol, a hormone directly correlated with stress levels. People who give of themselves in a balanced way also tend to be healthier and live longer.
- Kindness can increase your sense of connectivity with others, decrease loneliness, combat low mood and improve relationships.
- Everyone should start their day with asking themselves “How am I going to practice kindness today?”
  - This positive focus is like planting seeds in your mind garden. Where focus goes, energy flows.
- Being Kind on a regular basis gives you a greater ability to Regulate Emotions

UNIVERSITY OF SUSSEX KINDNESS STUDY RESULTS

BBC (British Broadcasting Corporation) Radio 4 reports on The Extraordinary Power of Kindness devised by the University of Sussex. The kindness study included 60,000 people.

- An act of kindness intentionally done to benefit others, actually has some positive consequences for yourself. The reward passages in the brain are connected when people are performing kind acts.
- Kind Acts trigger neurotransmitters in the brain – the chemical messages that control our brain.
- The pleasurable sensations that follow drive a sense of connectedness with others
- The relationships that are required to work cooperatively with others are formed upon basic social connections.
- This simply can't be a matter of instructing people in a given time to be kind ie "Hey you, you need to be kind". We need to change our environment so that being kind becomes an everyday habit.

RICHARD WEISSBOURD

HARVARD PSYCHOLOGIST

Richard's research focuses on children's moral development, on vulnerability and resilience in childhood, and on effective schools and services for children. His writings have appeared in the New York Times, Forbes, and the Boston Globe.

- Children are hard-wired to be kind and empathetic.
- Studies show that people who engage in the habit of expressing gratitude are more likely to be helpful, generous, compassionate, and forgiving—and they're also more likely to be happy and healthy.
- Our challenge is helping children learn to have empathy and care about someone outside that circle, such as a new child in class, someone who doesn't speak their language, the school custodian, or someone who lives in a distant country.
- Many of the most impressive programs to build caring and respect and to stop bullying and cruelty, for example, have been started by children and youth.
- To get kids to be kind, we must model for them what being kind looks like. Then we need to encourage them to participate in acts of kindness that benefits others.

PATTY O'GRADY

EXPERT IN NEUROSCIENCE, EMOTIONAL LEARNING, AND POSITIVE PSYCHOLOGY

Patty is a dedicated educator, researcher, and author. She wrote "Positive Psychology in the Elementary School Classroom" (Norton, 2013). Her work appears in "Psychology Today", "Education Week", and more. Patty is a popular speaker at events, including the National Association for Gifted Children annual convention, the Learning and Brain Conference, and the Young Child Expo.

- Children and adolescents do not learn kindness by only thinking about it and talking about it. Kindness is best learned by feeling it so that they can reproduce it.

- One of the best ways for kids to "feel" what being kind feels like is by practicing acts of kindness

INTENTIONAL KINDNESS IF/THEN STATEMENT

Students need to

- **See** Acts of Kindness
- **Hear** Words of Kindness
- **Practice** Intentional Kindness

If students are provided with these opportunities on campus

Then we will have helped each student feel good about themselves, which leads students to:

"**thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success**".

CT School Climate Policy P5131.911(a)

TOOL KIT FOR SCHOOLS

The Tool Kit is not meant to overwhelm the teachers. We hoped to share ideas that would save them from having to find time in their day to research Intentional Kindness.

The Tool Kit was shared with the Elementary School Principals in December.

LET'S WORK TOGETHER AND USE ALL OF OUR RESOURCES TO HELP GROW THE SCHOOL CLIMATE BY NURTURING INTENTIONAL KINDNESS

Music Teacher – Kindness is a Muscle and Count on Me

Art Teacher – Design a Gratitude Wall to be used by everyone
– Offer a contest to design a "Caught Being Kind" note

PE/Health Teacher – Practicing CARE Conflict Resolution Strategies

Classroom Teacher – Monday morning Weekly Kindness Check in

Social Worker/Guidance Counselor – Reinforce CARE Strategies

SCS Food and Children's Clothing Drives – Possible help from each Principal to coordinate with:

SHS Interact Service Club
SHS Key Service Club
SHS STELLAR
Karen Smith Academy
After School Y Program/Scouts
Kindness Clubs

Note – Many of the above can provide their own transportation

THANK YOU!

JoElle Castonguay has been an Art teacher in the Southington Schools since 1994. She has published a book called **Welcome In.** JoElle currently works at South End and Strong Schools.

This book is about acceptance and diversity. It is a response to the negative interactions she has witnessed, often as a result of ignorance, prejudice and lack of understanding. *JoElle invites us to spread the word "Welcome In".*

Autumn Eliza Sheffy is an actor, singer, and songwriter. She has created a YouTube video geared for Elementary Schools using the Bruno Mars song "Count on Me". This song is about how friendship and how friends can rely on each other during difficult times.

Private YouTube video - COUNT ON ME - SOUTHINGTON

Linda Lindsey was a School Social Worker in Southington for 35 years before retiring in 2021. She currently works at Hatton and Strong Schools as a substitute teacher. We appreciate her support in pursuing Intentional Kindness in the schools.

THANK YOU
BOE MAINTENANCE
AND DIRECTOR OF OPERATIONS
PETE ROMANO (NOT PICTURED)

KINDNESS GROWS HERE

THIS SCHOOL RUNS ON INTENTIONAL KINDNESS

https://www.youtube.com/watch?v=2vUA8OeViUg

Picture source is https://www.parentmap.com/article/benefits-running-kids

THANK YOU

Paula Lopatosky – paulalopatosky@yahoo.com
Linda Bass Reilly – lbreilly28@gmail.com

**Intentional Kindness is a planned every day activity.
Together, let's grow confident and caring children
to lead us into the future.**

KINDNESS IS A CHOICE - CHOOSE KINDNESS

Solar Procurement Services

Town of Southington

2026 Solar RFP Results

TITAN ENERGY
Creative energy solutions

Process Overview

- Titan, acting as procurement advisor to the Town of Southington, issued an RFP for solar development services at the High School and Police Station.
- A site visit was conducted and three bidders were present: Greenskies Clean Energy, Verogy and Davis Hill Development. All three companies are Connecticut-based solar development groups with fantastic track records of renewable energy project development and asset management.
- Greenskies Clean Energy submitted the most advantageous bid for the projects as a portfolio.
- The Town will be able to purchase the output from the system at a fixed price over a 20-year period in an arrangement known as a Power Purchase Agreement (PPA).
- There is zero development-related cost for Southington to participate in this program, as Greenskies will own, operate and maintain the assets over the systems' life.
- Greenskies has developed solar assets on approximately 30% of Connecticut public schools, including Southington, and is highly qualified to successfully complete this project.
- The Non-Residential Renewable Energy Solutions (NRES) incentive program from Eversource will support this project in conjunction with federal tax incentives. NRES bids are due by March 16th.
- The 40% federal tax credit will terminate in July so it's important to contact for the project well in advance of that date.

Bid Results

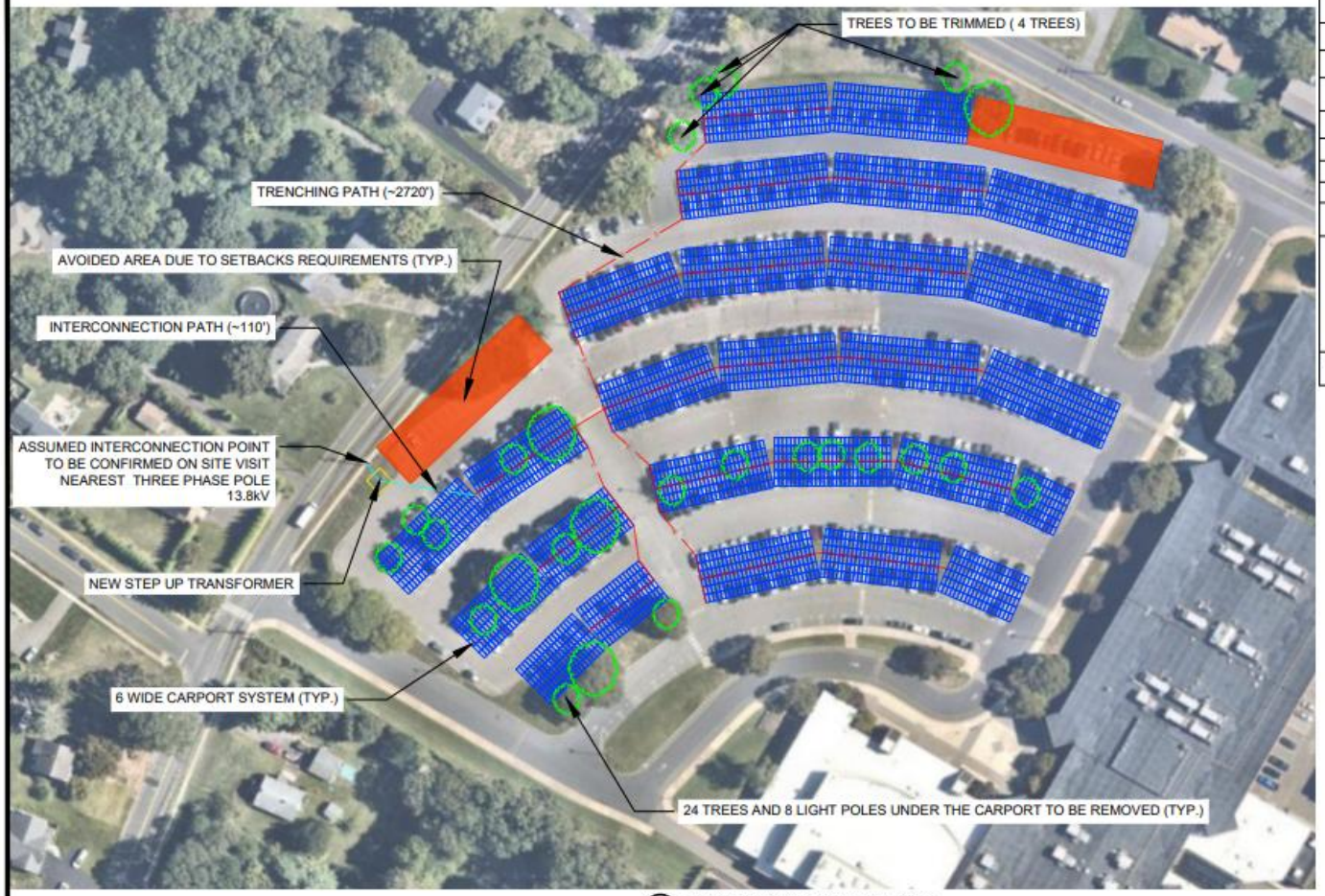
Bidder	System Size (kW DC)	Annual kWh Production	Eversource $/kWh	Solar $/kWh	Annual Savings	20-Year Savings
Greenskies	2,300	3,015,000	$.1236	$.0570	$200,799	$4,920,849
Verogy	2,677	3,202,671	$.1236	$.0689	$175,186	$4,500,059
Davis Hill	2,400	3,120,000	$.1236	$.1260	-$7,488	$985,131

- The Solar $/kWh entry represents the price paid for each kilowatt-hour of solar electricity created by the system. These kWh displace the kWh bought from Eversource.
- Savings are based on the difference between the Eversource $/kWh and the Solar $/kWh, multiplied by the annual kWh production.
- This savings calculation methodology is the most conservative approach. Factoring in additional Eversource costs would increase the annual savings by approximately 20%.
- This system will not interfere with the planned rooftop array.
- Titan, Greenskies and the BOE facilities team met with the plow provider to discuss cost adjustments to the service to clear snow. It was shared with us that the annual increase would be approximately $40,000/year.
- The snow removal contract goes out to bid every three years, so there may be a provider that can more easily absorb the cost based on experience with canopy systems.

Greenskies High School 20-Year Projection					
Year	Solar Production*	Eversource $/kWh**	Solar PPA $/kWh	Annual Savings	Total Savings
1	3,015,000	$.1236	$.0570	$200,799.00	$200,799.00
2	2,999,925	$.1255	$.0570	$205,356.87	$406,155.87
3	2,984,925	$.1273	$.0570	$209,947.14	$616,103.01
4	2,970,001	$.1292	$.0570	$214,570.22	$830,673.23
5	2,955,151	$.1312	$.0570	$219,226.48	$1,049,899.71
6	2,940,375	$.1332	$.0570	$223,916.33	$1,273,816.04
7	2,925,673	$.1351	$.0570	$228,640.15	$1,502,456.19
8	2,911,045	$.1372	$.0570	$233,398.34	$1,735,854.53
9	2,896,490	$.1392	$.0570	$238,191.32	$1,974,045.85
10	2,882,007	$.1413	$.0570	$243,019.49	$2,217,065.34
11	2,867,597	$.1434	$.0570	$247,883.25	$2,464,948.59
12	2,853,259	$.1456	$.0570	$252,783.03	$2,717,731.61
13	2,838,993	$.1478	$.0570	$257,719.24	$2,975,450.85
14	2,824,798	$.1500	$.0570	$262,692.30	$3,238,143.15
15	2,810,674	$.1522	$.0570	$267,702.65	$3,505,845.81
16	2,796,620	$.1545	$.0570	$272,750.71	$3,778,596.52
17	2,782,637	$.1568	$.0570	$277,836.92	$4,056,433.43
18	2,768,724	$.1592	$.0570	$282,961.71	$4,339,395.14
19	2,754,881	$.1616	$.0570	$288,125.52	$4,627,520.66
20	2,741,106	$.1640	$.0570	$293,328.82	$4,920,849.48
Total	57,519,880				$4,920,849.48

TITAN ENERGY
Creative energy solutions

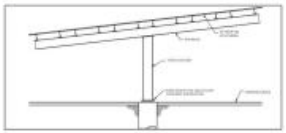
*.5% panel degradation applied
**1.5% escalator applied



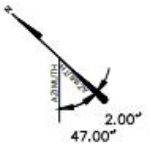
1 S.01 PROPOSED PV SOLAR ARRAY LAYOUT 1"=100'

SYSTEM INFORMATION	
SYSTEM SIZE (DC)	2359.35 kW
SYSTEM SIZE (AC)	1925 kW
PANEL SIZE	LONGI 535W*
PANEL QUANTITY	4,410
PANEL TILT	7°
PANEL AZIMUTH	2° / 47°
ROW SPACING	0.5"
Min. CLEARANCE HEIGHT	13.5'
INVERTER SIZE	(11) GINLONG SOLIS 60K* (11) GINLONG SOLIS 50K* (5) GINLONG SOLIS 33K* (22) GINLONG SOLIS 25K*
ESTIMATED ANNUAL PRODUCTION	3015 MWh

*Preliminary equipment selection, equivalent alternative may be used in actual installation



RACKING CROSS-SECTION (NOT TO SCALE)



PROGRESS SET
NOT FOR CONSTRUCTION

Greenskies
127 Washington Avenue
North Haven, CT 06473
PH - 860.398.5408
FAX - 860.398.5423

REVISIONS:

NO.	DATE	DESCRIPTION

PROPOSED SITE PLAN

PV SOLAR ARRAY
720 PLEASANT STREET
SOUTHINGTON, CT 06489

BATCH NO.:	PROPOSAL
DRAWN BY:	AH
SCALE:	AS NOTED
DATE:	08 JAN 2026

PV.01

TITAN ENERGY
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Example Photos

TITAN ENERGY
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Example Photos

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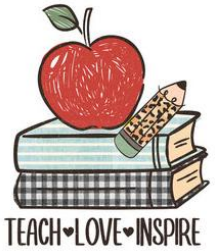
Example Photos

Suggested Next Steps

1. TOS and developer(s) to finalize Power Purchase Agreements
   - March 14th 2026
2. Developers to submit projects into NRES Program
   - March 15th 2026
3. NRES awards issued
   - June 1st 2026
4. Engineering, Procurement, Construction
   - May 1st 2028
5. Construction complete
   - September 1st 2028

SHS: Reinvest Your Savings!

There are any number of ways to reinvest the savings from your solar project participation. Here are just a few ideas to help get the brainstorming started!



- 4,000 hours paraprofessional services per year

- 20,000 meals per year

- 667 Chromebooks per year

- $50/hour
- $10/meal
- $300/Chromebook

About Titan Energy

- Founded in 2001, Titan has over 20 years of energy centric experience
- Offers commodity procurement, demand-side management, onsite generation services and data management, dashboarding, EV charging solutions and demand response
- Headquartered in Connecticut with a nationwide presence
- Commodity procurement coverage in all deregulated markets and other energy management services in all states
- ~10,500 commercial, industrial & municipal customers, encompassing ~70,000 meters
- Proud CCM Energy Procurement Partner

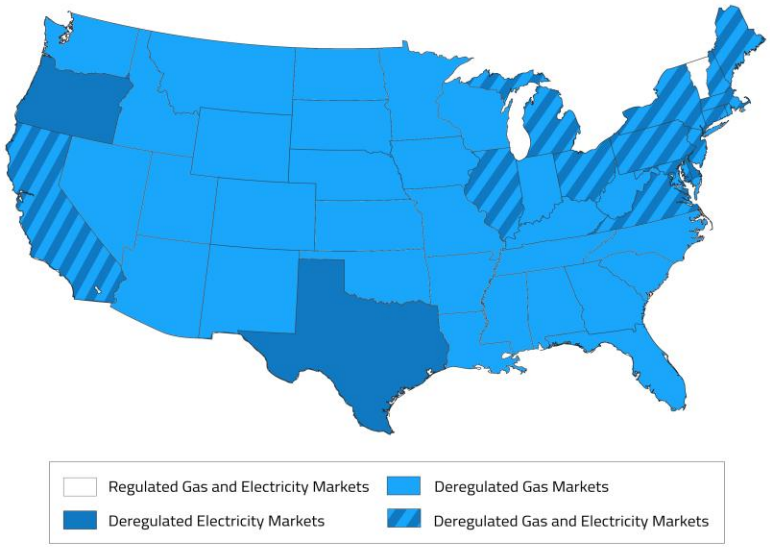
Key Stats

# of Customers: ~10,500

# of Meters Managed: ~70,000

Energy Spend Managed: $550 million

Geographies Served



TITAN ENERGY
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BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only ____ Board Meeting Date March 12, 2026
Decision Requested X Agenda Code 11. f.1.

AGENDA REPORTING FORM

Agenda Topic: Approval of educational specifications for the Urbin T. Kelley Elementary School.

Summary of Issue: Educational specifications are required as part of the design process for construction of a school.

Background: To initiate planning for a new PK-5 Kelley Elementary School, the Southington Board of Education engaged the services of Colliers Project Leaders, and Daniel Hansen, educational consultant, to assist with the development of these educational specifications. The consultants collaborated with staff in developing the educational specifications.

Alternative Strategies:

Cost (if applicable): N/A **Funding Source:** Town of Southington Bond Project

Beginning Date of Program or Project: October 2019

Ending Date of Program or Project: September 2030

Recommendation or Comment: Recommend that the Board of Education approve the Educational Specifications for the Urban T. Kelley Elementary School, as presented.

Steven Madaras
Signature of Superintendent

Southington Public Schools
Southington, Connecticut

ELEMENTARY EDUCATIONAL SPECIFICATIONS

for

Urbin T. Kelley Elementary School

March 12, 2026

BOARD OF EDUCATION

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Steven G. Madancy, Superintendent of Schools
Frank Pepe, Assistant Superintendent
Jennifer S. Mellitt, Director of Business & Finance
Peter Romano, Director of Operations

TABLE OF CONTENTS

I. INTRODUCTION 3

II. SOUTHINGTON CORE DOCUMENTS 3

III. PROJECT RATIONALE.....4

IV. THE PROJECT.....4

V. ENROLLMENT AND CAPACITY DATA.....5

VI. OVERVIEW OF PROGRAMS 5

VII. PROGRAM SPECIFICATIONS (Detailed Description) 7

VIII. COMMUNITY USE.....21

IX. ENVIRONMENT - SYSTEMS – EQUIPMENT.....21

X. SITE DEVELOPMENT.....24

SPACE SUMMARY 25

I. INTRODUCTION

The Southington Public Schools is committed to consistently maintaining our facilities and planning for the future of our buildings as 21st century learning environments. To initiate planning for a new PK-5 Kelley Elementary School, the Southington Board of Education engaged the services of Colliers Project Leaders, and Daniel Hansen, educational consultant, to assist with the development of these educational specifications. The following individuals participated in the initial specific program meetings to provide input for these educational specifications:

Marge Appleby, Paraeducator
Cindy Arduini, Secretary to the Principal
Barabara Bartlett, Manager, Food Services
Lauren Berko, Social Worker
Penny Bianchini Victor, Teacher, Grade 1
Missy Boneski, Teacher, Kindergarten
Alexis Borelli, Teacher, Grade 1
Barbara Bottiglieri, Teacher, Grade 4
Mary Cannan, Paraeducator
Lisa Christensen, Paraeducator
Melissa D'Orazio, Teacher, Special Education
Lisa Doucette, Teacher, Literacy Intervention
Darleen Folcik, Paraeducator, Media Center
Alicia Gauvin, Teacher, Special Education
Ali Grigerek, Teacher, Math Intervention
Scott Herman, Teacher, Grade 4
Rob Jacques, Teacher, Grade 3
Marilyn Kahl, Principal, Kelley School
Lisa Kelly, Teacher, Grade 2
Eric Korp, Teacher, Physical Education
Larry Lacombe, Head Custodian
Amy Lasbury, Teacher, Kindergarten
Dea Laviero, Teacher, Special Education
Stephanie Lawlor, District Curriculum Coordinator (ELA/SS)
Lauren Liberatore, Teacher, Visual Arts
Rachel Lyles, Occupational Therapist
Steven Madancy, Superintendent
Marigrace Maley, Teacher, General Music
Jennifer Manware, Teacher, Grade 3
Amie Miron, School Nurse, RN
Christine Monahan, Physical Therapist
Valerie Moriarty, Teacher, Grade 5
Amanda Newland, Media Specialist
Frank Pepe, Assistant Superintendent
Rachel Pitino, Teacher, Grade 5
Lynn Potamis, Teacher, Grade 2
Peter Romano, Director of Operations
Jillian Ranno, Teacher, Grade 1
Tyler Savage, Technology Network Manager
Matthew Schmidt, Teacher, General Music
Amanda Schroder, Teacher, Speech & Language
Heather Shane, Teacher, Instrumental Music
Andrea Silva, Psychologist
Dan Spatafore, Custodian
Lindsay Veroneau, Teacher, Intervention
Candace Zakrzewski, Teacher, BCBA
Amy Zappone, District Curriculum Coordinator (Math/Science)

II. SOUTHINGTON CORE DOCUMENTS

Southington Public Schools Mission Statement

The Mission of the Southington Public Schools is to have:

Students engage in a range of educational experiences to become informed, adaptive problem solvers who effectively communicate, rise to challenges, and are committed to improve themselves and their communities.

Curriculum & Instruction

The Southington Public Schools are committed to offering all of its students outstanding curriculum and instruction that is aligned to state and national standards, the developmental needs of students and preparatory for success in the 21st century.

III. PROJECT RATIONALE

This project seeks to provide a school building that:

- Creates learning environments designed for current instructional strategies as captured in Southington's Core Documents;
- Benefits from needed technology upgrades;
- Complies with current building and fire codes;
- Incorporates contemporary design for school safety;
- Utilizes modern, efficient heating and cooling systems; and
- Provides accessibility to all by meeting the requirements of the Americans with Disabilities Act.

IV. THE PROJECT

Objective: To ensure all Southington children are able to attend a school that is safe, modern, compliant with current building codes and able to support their educational program.
The following project specifications for the new Kelley Elementary School were developed using data from the population capacity study conducted in 2025 by the MP Planning Group. A forthcoming 2026 projection is expected shortly:

- School: **Kelley Elementary School (PK – 5)**
- Project Type: New Construction
  - Total Program Area: **61,225** square feet
- Anticipated Referendum: June 2026

- Design Enrollment: **494** students (K-5); **136** (PreK)

V. ENROLLMENT AND CAPACITY DATA

The Kelley Elementary School enrollment as of October 1, 2025 was 288 students in grades K-5. The eight-year maximum enrollment projection for the new K-5 Kelley Elementary School is 494, which takes into consideration redistricting efforts throughout the Southington elementary school districts. The new Kelley Elementary School will also include seven (7) Preschool classrooms serving students from throughout the district.
Source: *School Enrollment Projections, MP Planning Group, 2025*

VI. OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of the elementary classrooms at Kelley can be divided into three classifications: Early Childhood – Full-Day Kindergarten; Early Elementary - grades one and two; and Intermediate - grades three, four and five. The classroom needs of all elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while providing low height furnishings and more space for group instruction and movement that will range from total class involvement to three or four separate groups doing different activities at the same time. Specific to Southington's instructional approach, whole class gathering spaces are required for class meetings, language arts and mathematics mini lessons. Space should also be provided for students to read, write, research, and study for either individual or small group projects. The learning environment must also accommodate space for multiple adults (specialists and para educators) who work with students within the general classroom environment. All instructional classrooms require storage space for items such as classroom libraries, texts, reference materials, supplemental books, supplies, curriculum materials, and student technology. Equally important is wall space to post anchor charts and other instructional reference materials for students to access on a daily basis.
In addition to the subject areas of Health & Wellness, Mathematics, Reading/Language Arts, Science, and Social Studies, our General Education program includes curriculum focused on Art, Music, and Physical Education. Additionally, an instrumental program is provided for all students in grades 4 and 5. Support Services include a Library/Media Center and technology support integrated throughout the learning environments. Facilities for these areas need to be specific to each program's purpose yet allow for flexibility of space as with the K-5 classrooms. As the K – 5 program requires that students travel to these various program areas periodically during the day, consideration should be given to the student traffic that will result from this academic arrangement.
A platform off of the gymnasium will serve as a stage area for school assemblies, performances and other events. It will be adjacent to the gymnasium and accessible from the main corridor. The platform will be accessible and code compliant with ramp access. Included in the design will be a high-quality built-in sound system, stage draperies and main curtains, as well as adjustable stage and general lighting. An electronically controlled acoustical wall will be installed at the proscenium to allow the space to be used for instrumental music lessons and ensemble practice on the platform while the gymnasium is in use.
Additional instructional space is necessary to provide support for non-identified students, as prescribed in the Scientific Researched Based Intervention (SRBI) requirements of the

Connecticut State Department of Education. General Education Intervention/Support Services is comprised of Reading, Mathematics and Multi Language Learner support (ML). Each of these rooms will be centrally located within the academic area of the building. These rooms will be utilized for individual testing, individual and small group instruction. Additionally, an office is required for a school-based Climate Specialist who provides behavioral supports for students. The outside play area for the early elementary and intermediate levels must be extensive and varied to accommodate activities that range from the minimal space demands of individual and partner activities, to larger areas needed for larger group activities. Ideally, this play area should be in close proximity to gymnasium and cafeteria for easy access, yet away from instructional classroom spaces, if possible. The early childhood play area should be near the kindergarten classrooms, depending on the design of the school and proximity to other classrooms.

SPECIAL EDUCATION

Southington Public Schools invest significantly in their special education programming to best serve their students and in order to avoid costly outplacement services for their students. Special Education programs at the new Kelley Elementary include: K-5 Special Education Resource, Occupational/Physical Therapy (OT/PT) Services and Related Services (Social Work, Psychologist, Speech/Language/Hearing, BCBA).

Program spaces for special education/related service teachers should be able to meet the needs of small group instruction. They will need to be of sufficient size to accommodate children who require specialized equipment. Rooms will be used for individual testing, confidential meetings with parents and/or students, individual and small group instruction, counseling, and staff conferences.

PRE-SCHOOL PROGRAM

Based on current enrollment projections of 136 students, seven classrooms of the Preschool program will be required to meet the needs of special education students. Of the 136 students served, 112 would attend at a time. By design, and to meet the legal requirements for inclusive education, the classes include eligible students with special needs and at least equal numbers of typical same age peers. All of the furnishings, toilet and sinks should be at a level appropriate for children aged three to five. These classrooms should have space to accommodate gross and fine motor activities as well as lessons and an area for the children to sit together as a group. The classroom needs to have ample space to accommodate children who use wheelchairs, standers or other adaptive equipment, and several adults.

SUPPORT SERVICES

MEDIA CENTER

The Library Media Center of an elementary school is a multi-purpose room and preferred to be located as a central “hub” of the school and can be referred to as a Learning Commons. It should be bright, colorful, attractive, warm and inviting. It is important that the media center be designed with the student’s safety in mind. There should be freestanding, moveable, low, double-faced shelving allowing a staff member to see the entire area. The area must be spacious enough to house an appropriate print and media collection. There should be room for multiple classrooms to use this resource on an independent basis. The room is divided for multiple purposes: a small story corner, a large group instructional “classroom” space, a student project area, a production area for teachers, provision for computer workstations for research and access

to online card catalogue as well as a circulation area located near an entrance/exit door is also required.

TECHNOLOGY

A contemporary elementary school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as the capacity to support future requirements. Computers should support the full range of educational and operational functions in the school. Wiring for all classrooms will include multiple network drops and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of one-to-one mobile devices such as laptops, netbooks, and other Internet-ready devices.

VII. PROGRAM SPECIFICATIONS (Detailed Description)

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices
- Multiple electric outlets
- Sound Field System
- Telephone
- Intercom for communication with office

GENERAL EDUCATION PROGRAMS

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
SPACE: 1,200 square feet including student toilet room (each) **NUMBER**: Five (5) classrooms	
Toilet	• Toilet room with a sink within classroom at a level appropriate for children ages 4-6
Sinks	• Stainless steel sink with laminate countertops appropriate for 4 and 5-year olds • Soap and towel dispenser
Classroom Storage	• Consider placement of classroom door in center of wall to maximize storage and center areas • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where possible
Teacher Storage	• Lockable teacher storage wardrobe for 3 adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-1 (with copier)
Student Storage	• Coat and personal storage area for twenty-four (24) located within the classroom • Built in to allow for maximum site-lines for teachers • Student mailboxes
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Magnetic whiteboards, at appropriate height • Bulletin Boards

EARLY CHILDHOOD: FULL-DAY KINDERGARTEN	
Student Furniture	• Two (2) tables • Flexible seating/tables to accommodate up to twenty-four (24) students (flexible/adaptable workstations)
Teacher Furniture	• One (1) Teacher desk/chair
Other Furniture	• Desk and chair for classroom para
Classroom Technology	• Large screen interactive projection system, at appropriate height for K • Document camera
Computers (each)	• 1-to-1 chromebooks for each student with charging station • One (1) teacher computer

EARLY ELEMENTARY – GRADES ONE and TWO	
SPACE: 890 square feet (each classroom) 50 square feet (in-class toilet room) **NUMBER**: Eight (8) classrooms	
Toilet	• Toilet room with sink within classroom at a level appropriate for children ages 6-8
Sinks	• Stainless steel sink with laminate counters • Soap and towel dispenser
Classroom Storage	• Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where possible
Teacher Storage	• Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades K-1; Grades 2-3 (each with copier)
Student Storage	• Coat and personal (non-locking) lockers for twenty-four (24)/classroom located in the corridor
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Magnetic whiteboard • Bulletin Boards
Student Furniture	• Two (2) tables • Flexible seating/desks/tables to accommodate up to twenty-four (24) students
Teacher Furniture	• Teacher desk/chair, possibly built into counter area to save space
Other Furniture	• Desk and chair for classroom para
Special Needs/Equipment	• Common space outside classroom desirable
Classroom Technology	• Large screen interactive projection system • Document camera
Computers (each)	• 1-to-1 Chromebook device for each student with charging station • One (1) teacher computer

INTERMEDIATE – GRADES THREE, FOUR, and FIVE	
SPACE: 890 square feet (each) **NUMBER**: Twelve (12) classrooms	
Toilet	• Toilet facilities located in close proximity to classrooms
Sinks	• Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser

INTERMEDIATE – GRADES THREE, FOUR, and FIVE	
Classroom Storage	• Consider classroom door placed in middle of wall versus corner to maximize usable space • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where appropriate
Teacher Storage	• Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades 2-3; Grades 4-5 (each with copier)
Student Storage	• Coat and personal storage areas are located in the corridors for up to twenty-six (26) students per classroom (one (non-locking) locker per student; double stacked)
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Magnetic whiteboard • Bulletin Boards
Student Furniture	• Table and appropriate student seating for twenty-six (26)
Teacher Furniture	• Teacher desk/chair, possibly built into counters to save space
Other Furniture	• Desk and chair for classroom para
Special Needs/Equipment	• Common small group space outside classroom desirable
Classroom Technology	• Large screen interactive projection system • Document camera
Computers (each)	• 1-to-1 Chromebook device for each student with charging station • One (1) teacher computer

VISUAL ARTS	
SPACE: 1,450 square feet (includes 350 s.f. for kiln room and separate storage room)	
Sinks	• Minimum two (2) deep sinks with clay traps in addition to one (1) student accessible sink all in same location; sinks should be accessible to primary-age students • Paint-resistant countertops
Access	• Close to workroom and STEM classroom, if possible
Classroom Storage	• Lockable closets • Easily accessible cabinets and shelves • Vertical file tub-storage cabinets with locks • Two (2) kitchen-type mobile carts with shelves • Draftsman cabinet file for large paper/poster storage
Teacher Storage	• Lockable teacher storage wardrobe • One (1) lockable four-drawer filing cabinet
Student Storage	• Space to store student work in progress; one area per classroom
Lighting	• North facing classroom, preferable
Flooring	• Vinyl enhanced tile; carpet area
Display	• Locked showcase on room's corridor wall • Magnetic whiteboard • Bulletin Board
Student Furniture	• Twenty-six (26) adjustable chairs/stools
Teacher Furniture	• Teacher desk/chair, possibly built into counters to save space • Demonstration table
Other Furniture	• Six (6) adjustable worktables (rectangular) to seat six (6)

VISUAL ARTS	
Special Needs/Equipment	• One (1) kiln (to be appropriately located and sized) with ventilation system • Drying racks • Book racks and magazine shelves (fine arts area) • Four (4) sturdy wooden adjustable painting easels • Two (2) large rolling waste barrels • Eyewash station • Paper cutter
Classroom Technology	• Large screen interactive projection system • Document camera
Computers (each)	• One (1) teacher computer

GENERAL AND INSTRUMENTAL MUSIC	
SPACE: 1,000 square feet for General Music 1,000 square feet for Instrumental Music (including instrument storage) **NUMBER**: One (1) room for General Music (K – 5), and one (1) space for Instrumental Music (Gr. 4-5)	
Sinks	• Large sink in Instrumental Music room to submerge brass instruments for cleaning (3' wide by 8" deep) • Small sink/fountain area in both Music rooms
Access	• In proximity to gymnasium and platform (stage) • Instrumental room ideally located near bus entrance for easy drop off/pick up of instruments
Classroom Storage	• Music cabinets for sheet music storage (each room) • Built-in bookcases • Open storage for Orff instruments for general music classroom (accessible to students)
Teacher Storage	• Lockable teacher storage wardrobe in each space • One (1) lockable four-drawer filing cabinet in each area
Student Storage	• Built-in lockable storage for instruments (low built-in cubbies at instrumental music room entrance) • Rack storage for large string instruments
Lighting	• Soft color, dimmable lighting
Flooring	• Carpet in both music classrooms
Display	• Two 8 ft. whiteboards, one with permanent musical staff lines (each room)
Student Furniture	• Eighty (80) stackable chairs for instrumental room • Twenty-six (26) stackable seating in general music room
Teacher Furniture	• Teacher desk/chair
Other Furniture	• Eighty (80) music stands for instrumental room • Two (2) conductor's stands • Large Move and Store cart for music stands • Electronic keyboard in both music rooms • Flexible, adjustable platforms/risers (such as "Flip Forms") in general music room
Special Accommodations	• General music room needs open space for movement and varied activities • Sound deadening/soundproof walls • Acoustical divider built between platform and gymnasium • Instrumental lessons and large group ensembles require 48" of space per student
Classroom Technology	• Sound systems in both rooms • Large screen interactive projection system in each room
Computers (each)	• One (1) teacher computer with access to high quality sound system control (each room)

PHYSICAL EDUCATION	
SPACE: Gymnasium: 4,700 square feet PE Office/Storage: 600 square feet (includes 140 s.f. office) Platform/Stage: 900 square feet	
Sinks	• Recessed drinking fountains located inside gymnasium
Access	• Capacity to hold entire student body, staff and faculty
Storage	• Folding seating/table/carts/storage for entire student body, staff and faculty (separate storage from PE equipment) • Storage area will have access from both the interior of the gymnasium, as well as the exterior of the building (for outdoor sports and playground activities); a roll-up exterior access door is desired • Six (6) shelving units (48"x18"x72") inside storage facility
Lighting	• Lighting with safety cages or equivalent
Flooring	• Synthetic rubberized "poured in place" floor system with essential markings for basketball and volleyball, each with distinct color markings • Protective matting
Special Accommodations	• Sound deadening/soundproof walls including acoustical wall dividing platform (stage) from gymnasium • Clerestory windows with remote room darkening shade system • High ceiling, the lowest features should be a minimum of 22 ft. from the floor • Wall matting around entire perimeter, from height of wall base to 6'-0" minimum above finish floor • Removable wall matting along front of platform as well. • Two (2) main and four (4) side baskets for basketball (all adjustable for height and electrically operated) • Volleyball post recessed floor sleeves • Chinning bars • Horizontal bar • Divider curtain • Ceiling mounts for cargo nets and rope climbing • One wall to be designated for future climbing "bouldering wall" • Two (2) sections of portable risers for use with the gymnasium platform (one on the gymnasium floor, and one on the platform) for musical presentations • Movable cart for storage/equipment • Two (2) AED with audible alarm box will be installed; one (1) in the public access hallway outside nurse's office, and one (1) outside the gymnasium • Scoreboard
Classroom Technology	• One (1) teacher computer • Portable SMART Board system, or similar device for classroom instruction • Built-in sound system for assemblies and programs • Remote control screen with appropriate rear projection device

LIBRARY MEDIA CENTER	
SPACE: 2,750 square feet (includes 200 s.f. office for media staff and 200 s.f. work room with copier)	
Sinks	• Sink in media center workroom
Access	• Centrally located in the school • Access to outdoor garden area, desirable • Close proximity to STEM lab, desirable
Storage	• Audio-visual storage cabinets • Over-size vertical filing cabinet • Storage/display for teacher resources and professional development materials

LIBRARY MEDIA CENTER	
Teacher Storage	• One (1) lockable four-drawer filing cabinet • Two (2) lockable teacher wardrobe closets
Lighting	• Remote control room darkening blinds
Flooring	• Wall to wall carpeting
Display	• Magnetic whiteboards • Bulletin Boards • Well-placed and secure space for displays and promotional materials
Student Furniture	• Tables and chairs with sleigh legs; easy to reconfigure • Computer furniture/workstations for two (2) student computers
Teacher Furniture	• Two (2) teacher desks/chairs; Two (2) adult visitors chairs
Other Furniture	• 48-inch free standing, double-faced shelving for student print materials; on wheels for adjusting space layout • Comfortable lounge style seating – adult and student
Space Considerations	• Small tiered story corner • Area for independent study; • Separate area for whole class instruction with partial wall • Maker Space area (Robotics) • Informal seating or an informal area with comfortable chairs • Space should be able to accommodate staff professional development activities
Classroom Technology	• Sufficient outlets to support all technology • Sound system for large group events • Online circulation system (2 circulation stations) • Large screen interactive projection system (2 – one for classroom area; one for general media center area)
Computers (each)	• Two (2) student computers • One (1) Chromebook cart (class set) • Two (2) teacher computers

SMALL BREAKOUT ROOM	
SPACE: 125 square feet (each) for individual assessment with teachers and/or small group work with para educators **NUMBER**: Two (2) rooms	
Access	• In close proximity to general education classrooms
Teacher Storage	• Secured closet for testing materials
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile
Display	• Magnetic whiteboard • Bulletin Board
Furniture	• One (1) table • Six (6) student chairs • One (1) teacher chair

READING/MATH COACH'S OFFICE	
SPACE: 175 square feet (each) for meetings with teachers **NUMBER**: Two (2) rooms	
Access	• In close proximity to general classroom areas
Teacher Storage	• Bookshelves, cabinets, lockable teacher wardrobe
Lighting	• Soft color, dimmable lighting
Flooring	• Carpet
Display	• Magnetic whiteboard • Bulletin Board

READING/MATH COACH'S OFFICE	
Teacher Furniture	• Teacher desk, small table with four (4) chairs
Computers (each)	• Teacher computer

CLIMATE SPECIALIST OFFICE	
SPACE: 175 square feet for meetings with teachers **NUMBER**: One (1) room	
Access	• In close proximity to general classroom areas
Teacher Storage	• Bookshelves, cabinets, lockable teacher wardrobe
Lighting	• Soft color, dimmable lighting
Flooring	• Carpet
Display	• Magnetic whiteboard • Bulletin Board
Teacher Furniture	• Teacher desk, small table with four (4) chairs
Computers	• Teacher computer

GENERAL EDUCATION INTERVENTION SERVICES – READING AND MATH	
SPACE: 890 square feet (each) for Reading and Math Intervention, each space to accommodate 4 adults working with small groups **NUMBER**: Two (2) rooms	
Sinks	• Stainless steel sink with laminate counters • Soap and towel dispenser
Access	• In close proximity to primary education classrooms and Reading/Math Coach offices and SPED Resource
Classroom Storage	• Built-in bookcases • A walk-in supply closet with shelving installed in each room • Wall length countertop with wall storage cabinets and electrical strips. • Counters under windows where possible • Separate literacy closet adjacent to Reading Room
Teacher Storage	• Lockable teacher storage wardrobe for four (4) adults • Two (2) lockable four-drawer filing cabinets
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Magnetic whiteboards • Bulletin Boards
Student Furniture	• Differentiated student tables and chairs to accommodate K-5 students
Teacher Furniture	• One (1) Teacher desk/chair
Other Furniture	• Visitor's chairs
Classroom Technology	• Large screen interactive projection system
Computers (each)	• Eight (8) student computer devise with charging station • One (1) teacher computer

SPECIAL SERVICES PROGRAMS

PRE-SCHOOL PROGRAM

PRE-SCHOOL CLASSROOM	
SPACE: 1,200 square feet (each) (includes 50 s.f. in-class toilet room) **NUMBER**: Seven (7) classrooms	
Toilet	• Separate toilet room within classroom for ages 3-5 with shelves and extra storage space
Sinks	• Two (2) stainless steel sinks with laminate counters (one adult, one children) • Soap and towel dispenser
Access	• In close proximity to all PreK services
Classroom Storage	• Storage area for large equipment (adaptive chairs, prone standers, supine standers, walkers, gait trainers, therapy balls, etc.). • Built-in bookcases • Storage areas • Counters under windows where appropriate • Large drawer storage (posters, large books, etc.)
Teacher Storage	• Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet
Student Storage	• Coat and cubby storage for eighteen (18) students
Lighting	• Soft color, dimmable lighting
Flooring	• Carpet with vinyl tile near sink and toilet area
Display	• Whiteboard • Bulletin Boards
Student Furniture	• PreK tables and chairs • Computer workstations
Teacher Furniture	• Teacher Desk/Chair
Other Furniture	• Center Instruction: three (3) small tables with four (4) chairs each • Activity Groups: one (1) table with six (6) chairs
Special Needs/Equipment	• Block carts • Easel • Play equipment for centers • Full-length mirror (Mylar)
Classroom Technology	• Large screen interactive projection system
Computers (each)	• One (1) teacher computer • Five (5) student laptops

PRE-K SPEECH LANGUAGE	
SPACE: 250 square feet (each) **NUMBER**: Two (2) rooms	
Classroom Storage	• Closed built-in bookcases • Storage areas • Counters under windows where appropriate
Teacher Storage	• Lockable teacher storage wardrobe • One (1) lockable built-in four-drawer filing cabinet
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Whiteboard • Bulletin Board
Student Furniture	• Pupil tables and chairs (adjustable and movable)
Teacher Furniture	• Teacher Desk/Chair
Other Furniture	• Activity Groups: One (1) kidney-shaped table with six (6) chairs • Adult size visitor's chair • Play equipment for centers • Full length mirror (Mylar)

PRE-K SPEECH LANGUAGE	
Classroom Technology	• Per district standard
Computers (each)	• One (1) teacher computer

PK ABA CLASSROOM	
SPACE: 450 square feet **NUMBER**: One (1) classroom	
Sinks	• Stainless steel sink with laminate counter (limit "climbable" countertops) • Soap and towel dispenser
Access	• Close proximity to PK classrooms
Classroom Storage	• Built-in bookcases, storage areas, large-drawer storage • Storage areas • Counters under windows where possible • Soft edges on all storage units
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Magnetic whiteboards • Bulletin Boards
Student Furniture	• Four-section low partition work stations (cubicles) large enough for one adult/one child and four-tiered storage unit • One student table/chair and one adult chair per cubicle • Sensory area with carpet
Teacher Furniture	• Teacher Desk/Chair
Classroom Technology	• Large screen interactive projection system
Computers (each)	• One (1) teacher computer

PK O.T./P.T. RESOURCE	
SPACE: 450 square feet **NUMBER**: One (1) room shared by two (2) staff	
Sinks	• Stainless steel sink with laminate counters • Soap and towel dispenser
Access	• Adjacent to PK program
Classroom Storage	• Storage closet (walk-in) for large equipment (large adaptive chairs, swings, balance beams, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Open shelving and counter area • Counters under windows where possible
Teacher Storage	• Two (2) lockable teacher storage wardrobes • Two (2) lockable built-in four-drawer filing cabinets
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile
Display	• Magnetic whiteboard • Bulletin Boards
Student Furniture	• Small tables with student chairs • Sensory break area
Teacher Furniture	• Two (2) Teacher desk/chair workstations
Other Furniture	• Adult visitor chairs
Special Needs/Equipment	• Trampoline, Balance Beam, Swing suspended from ceiling beam (6' radius), Stairs, Floor Mats • Area for gross motor activities.
Computers	• Two (2) teacher computers

PK PSYCHOLOGIST OFFICE	
SPACE: 175 square feet	
Access/Location	• Close proximity to PK services and conference room
Storage	• One (1) large wall unit bookcase with closed shelving • Lockable lateral files
Lighting	• Soft color, dimmable lighting
Flooring	• Wall to wall carpeting
Office Furniture	• Desk/Chair • Visitor's seating for four (4)
Other Accommodations	• Bulletin board
Technology	• Polycom telephone
Computers	• One (1) laptop with docking station

PK CONFERENCE ROOM	
SPACE: 250 square feet each **NUMBER**: One (1) room	
Access/Location	• Adjacent to PK classrooms and related services.
Storage	• One (1) credenza
Lighting	• Soft color, dimmable lighting
Flooring	• Wall to wall carpeting
Office Furniture	• Conference Table • Seating for ten (10)
Other Accommodations	• Magnetic whiteboard • Bulletin board
Technology	• Polycom telephone • Large screen interactive projection system • Copier
Computers (each)	• One (1) computer

Grades K-5 Special Services Programs

SPECIAL EDUCATION RESOURCE	
SPACE 890 square feet (each) with 100 square feet assessment rooms **NUMBER**: Two (2) classrooms (each to be shared by two resource teachers)	
Sinks	• Stainless steel sink with laminate counter • Soap and towel dispenser
Access	• Close proximity to general education classrooms and to each other • Close proximity to related services (SW/Psych/SLH), preferred • Quiet area of school; away from Music, PE, playgrounds
Classroom Storage	• Built-in bookcases • Storage areas • Counters under windows where possible
Teacher Storage	• Lockable teacher storage wardrobe for four (4) adults • Two (2) lockable four-drawer filing cabinets • Access to shared testing materials
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs

SPECIAL EDUCATION RESOURCE	
Display	• Magnetic whiteboards • Bulletin Boards
Student Furniture	• Student tables/chairs (adjustable/movable)
Teacher Furniture	• Two (2) Teacher desks/chairs
Other Furniture	• Adult visitor's chairs • Activity Groups: Two (2) tables with six (6) chairs (each) • Portable dividers • Sensory area with storage
Classroom Technology	• Large screen interactive projection system
Computers (each)	• Two (2) teacher computers • Six (6) student desktop computers with large screens

K-5 O.T./P.T. RESOURCE	
SPACE: 450 square feet **NUMBER**: One (1) room shared by two (2) staff	
Sinks	• Stainless steel sink with laminate counters • Soap and towel dispenser
Classroom Storage	• Storage closet (walk-in) for large equipment (large adaptive chairs, swings, balance beams, large walkers, gait trainers, large therapy balls, etc.) • Built-in bookcases, storage areas, large-drawer storage • Open shelving and counter area • Counters under windows where possible
Teacher Storage	• Two (2) lockable teacher storage wardrobes • Two (2) lockable built-in four-drawer filing cabinets
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile
Display	• Magnetic whiteboard • Bulletin Boards
Student Furniture	• Small tables with student chairs • Sensory break area
Teacher Furniture	• Two (2) Teacher desk/chair workstations
Other Furniture	• Adult visitor chairs
Special Needs/Equipment	• Trampoline, Balance Beam, Swing suspended from ceiling beam (6' radius), Stairs, Floor Mats • Area for gross motor activities.
Computers	• Two (2) teacher computers

K – 5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
SPACE: 700 square feet (total) **NUMBER**: Three (3) offices @ 200 s.f. each: Social Worker; Psychologist; K-5 Speech/Language Pathologist; with 100 s.f. common area	
Access	• Close proximity to the main office and sped resource rooms (first floor) • Consider these offices as a suite with common area • Away from Music and gymnasium
Storage	• One (1) lockable built-in four-drawer filing cabinet (each office) • Closed bookcase and shelving • Walk-in supply closet (common area) • Laminate counters and shelving (common area)
Lighting	• Soft color, dimmable lighting
Flooring	• Wall to wall carpeting
Display	• Magnetic whiteboard

K – 5 RELATED SERVICES – SOCIAL WORKER/PSYCHOLOGIST/SPEECH	
	• Bulletin Board
Teacher Furniture	• Teacher desk/chair (each office)
Other Furniture	• Two (2) adult chairs (each office) • One (1) table, with 6 student chairs (each office) • Small play/cozy area
Special Needs/Equipment	• Built-in mirror wall (6' wide x 4' tall) (Speech only) • Observation room between offices
Computers	• One (1) teacher computer (each office) • Large screen interactive projection system

ADMINISTRATION AND SUPPORT SERVICES

Unless otherwise noted, the standard furnishings for every area noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Year-round air conditioning
- ADA compliant building standards
- Wireless/internet access
- Multiple electric outlets
- Telephone

PRINCIPAL'S OFFICE	
SPACE: 200 square feet	
Access/Location	• Close proximity to secretary's workstation and conference room
Storage	• One (1) large wall unit bookcase • Lockable lateral files
Lighting	• Soft color, dimmable lighting
Flooring	• Wall to wall carpeting
Office Furniture	• Desk/Chair • Visitor's seating for six (6)
Other Accommodations	• Bulletin board • Private lavatory
Technology	• Polycom telephone • Building security system monitor • Security "panic" button with dedicated phone line
Computers	• One (1) laptop with docking station • Large screen interactive projection system

ADMINISTRATIVE OFFICE	
SPACE: 175 square feet	
Access/Location	• Close proximity to Main Office and conference room
Storage	• One (1) large wall unit bookcase • Lockable lateral files
Lighting	• Soft color, dimmable lighting
Flooring	• Wall to wall carpeting
Office Furniture	• Desk/Chair • Visitor's seating for six (6)
Other Accommodations	• Bulletin board

ADMINISTRATIVE OFFICE	
Technology	• Polycom telephone • Building security system monitor • Security "panic" button with dedicated phone line
Computers	• One (1) laptop with docking station • Large screen interactive projection system

MAIN OFFICE (SECRETARIAL AREA)	
SPACE: 700 square feet	
Access/Location	• Adjacent to principal's office • Main hallway wall should have multiple windows, and the Main Office should be able to view main entranceway of school and bus traffic • Connecting door between office and health suite preferred • Staff lavatories should be adjacent to office
Storage	• Safe • Staff mailboxes within main office area • Base and wall cabinets with counter space • Lockable files to fit dimensions of student confidential records within separate workroom
Lighting	• Soft color, dimmable lighting
Flooring	• Wall to wall carpeting
Office Furniture	• Secretarial workstations (2); Clerk workstation (1) • Secretarial chairs (2); clerk chair (1) • Additional worktable/counter area • Visitor's seating
Other Accommodations	• Bulletin boards • Closet for coats • Kitchenette counter, small refrigerator, sink, microwave
Technology	• Network copier/fax machine • Building security system monitor (secretary/clerk) • Security "panic button with dedicated phone line (secretary/clerk) • Radio charging station • Parent access Kiosk computer
Computers	• Three (3) computers for secretaries and clerk

CONFERENCE ROOM	
SPACE: 250 square feet each **NUMBER**: Two (2) rooms	
Access/Location	• One adjacent to Main Office/Principal's Office and one near SPED resource rooms wing
Storage	• One (1) credenza
Lighting	• Soft color, dimmable lighting
Flooring	• Wall to wall carpeting
Office Furniture	• Conference Table • Seating for ten (10)
Other Accommodations	• Magnetic whiteboard • Bulletin board
Technology	• Polycom telephone • Large screen interactive projection system • Copier
Computers (each)	• One (1) computer

HEALTH SERVICES	
SPACE: 650 square feet	
Toilet	• Oversized accessible toilet room
Sink	• Sink with foot pedal controls (outside Toilet room) • Sink with eye wash
Access/Location	• Access to main office for assistance during times of emergency • Access through main corridor • Access to natural light; windows that open
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile
Storage	• Lockable cabinets for medication • Three (3) four-drawer lockable filing cabinets • Closet and extra storage for materials
Office Furniture	• Desk/chair facing room entry • Bookcase • Table in separate area for testing/conferences (private) • Four (4) student chairs for waiting area
Space Considerations	• Recovery area with 4 cots with privacy curtains • Private space where nurse can speak privately with students/parents • Examination room • Isolation Room with dedicated exhaust system • 25-ft space to conduct vision screenings • Waiting area for students
Medical Equipment	• Wheelchair/evac chair • Magnifying lamp • Rolling cart (portable emergency cart) • Examination table
Other Accommodations	• AED with audible alarm box will be installed in the public access hallway. Additional AED located near gymnasium • Refrigerator with separate frost-free freezer compartment
Technology	• Telephone with direct access to an outside line and ability to access classrooms • Portable phone for nurse • Fax machine • Printer
Computers	• One (1) computer

TEACHER WORKROOM	
SPACE: 440 square feet	
Sink	• Stainless steel sink with laminate counter tops • Soap and towel dispenser
Access/Location	• Close proximity to Main Office area
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile
Storage	• Shelving and ample counter space • Locked cabinet
Furniture	• Table and six (6) chairs
Other Accommodations	• Die press (letter cutting machine) • Laminating machine • General office supplies
Technology	• Network copier/fax machine/scanner
Computers	• One (1) teacher computer

FOOD SERVICES – CAFETERIA	
SPACE: 2,800 square feet *(Based on 3 lunch waves: 33% enrollment x 17.5 square feet)*	
Access/Location	• Adjacent to full kitchen and serving area • Exits to outdoors • Close proximity to playground and fields
Lighting	• Soft color, dimmable lighting
Flooring	• Resilient rubber flooring – needs to be easy to sweep and mop
Storage	• Storage room to accommodate tables/benches and chairs
Furniture	• Folding roll-away tables/benches, long type with built-in seating, to accommodate projected number of students in a lunch wave plus 25% • Chair and desk for cafeteria supervisor
Other Accommodations	• Recessed drinking fountains • Sound reducing measures • Soundproof divider between kitchen and cafeteria • Bulletin boards
Technology	• Localized public address system – must integrate with building system • Screen and projection device (matrix of flat panel LED's or multi-cast to multiple LED's) for Professional Development activities • Electronic Signage sized appropriately for the space • WIFI – full coverage

FOOD SERVICES – KITCHEN	
SPACE: 1,200 square feet – Kitchen 100 square feet – Food Manager's Office	
Toilet	• Locker room for five (5) with adjacent unisex toilet room
Sink	• One (1) three bay deep sink with drain board • One (1) double well stainless-steel produce sink • One (1) triple well stainless-steel pot wash sink • Three (3) hand sinks with soap and towel dispensers
Access/Location	• In close proximity to loading/delivery dock
Lighting	• Task lighting over preparation areas
Flooring	• Epoxy flooring – stable non-slip surface, must be easy to sweep and mop • Appropriately pitched floor with multiple floor drains and water source for custodial purposes.
Storage	• Safe • Four (4) stainless steel utility carts, three shelves, #300/#400 capacity • Two (2) stainless steel cart for tray storage, ADA accessible • Adequate space for annual supplies (dry storage)
Furniture	• Teacher desk/chair • Visitor's chair
Space Considerations (required)	• Large walk-in storeroom with heavy-duty wire mesh chrome-mate shelving • Dishwasher room with necessary utilities (racks and tray carts) • High capacity appropriate commercial grade dishwasher that can accommodate large sheet pans • Two (2) serving lines with built-in hot and cold units • Can washing area (outside, near dock – custodial)

FOOD SERVICES – KITCHEN	
Food Services Equipment	• One (1) slicer on stand • One (1) 30-gallon mixer • One (1) combi-oven (steam/convection) example Alto-shaam • One (1) commercial microwave oven • Two (2) side-by-side convection ovens • Stove top to hold six (6) pots • One (1) small double kettles • Pasta cooker • One (1) food processor (Robo Coupe) • Two (2) food warmers • Walk-in freezer, minimum 196 square ft. with shelving for 3 weeks of food • Walk-in refrigerator, minimum 144 square ft. with shelving • Dry storage room • Paper goods and chemical storage • Two (2) pass-thru refrigerator near serving line • Steam table with five (5) wells • Cold well in serving line for fruits, vegetables and salads • Four (4) preparation tables (stainless steel) at least 5' from ovens; one with locking drawer for knives; shelves to store pots, pans, etc. • Three (3) Milk coolers in kitchen, not cafe • Itwo (2) ice cream freezers • Exhaust fans (ventilation) for ovens, skillet, stove, etc. • Exhaust fans (ventilation) in washroom and pantry areas • Laundry area
Technology	• Two (2) cash registers and stands (point of sale system – including data drops) • One (1) computer (Food Services Office – requires data drop) • Two (2) telephones (one in Manager's Office and one in Kitchen Prep Area (amplified ringers)

FACULTY LOUNGE	
SPACE: 600 square feet	
Toilet	• Faculty toilets adjacent to faculty lounge
Sink	• Stainless steel sink with laminate counter • Soap and towel dispenser
Access/Location	• Close proximity to the major instructional section of the school
Lighting	• Provide windows and maximize natural light
Flooring	• Vinyl enhanced tile
Storage	• Built-in upper and lower cabinets
Furniture	• Soft seating • Tables and seating for twenty (20) people
Equipment	• Microwave oven • Refrigerator • Coffee maker

CUSTODIAL OFFICE	
SPACE: 150 square feet	
Toilet	• Locker room for four (4) with adjacent unisex toilet room
Access/Location	• In close proximity to Cafeteria; loading/receiving dock/mechanical room
Flooring	• Vinyl enhanced tile
Storage	• Locked cabinet • Storage for outdoor equipment (separate space) with access from outside

CUSTODIAL OFFICE	
Furniture	• Desk/Chair • Two (2) adult chairs
Computers	• One (1) computer • Video surveillance system

STORAGE
SPACE: 800 square feet – Instructional Storage (Literacy closet; K-1 storage; 2-3 storage; 4-5 storage) 600 square feet – General Storage (These storage spaces are separate from custodial storage/washroom spaces for supplies and equipment; accounted for in CORE Factor.)

VIII. COMMUNITY USE

The community uses Southington elementary schools before and after school hours. Some of the groups that regularly use the facilities include:

- Southington Parks and Recreation Department
- Registrar of Voters
- Scouting organizations
- Civic organizations
- PTO

IX. ENVIRONMENT – SYSTEMS – EQUIPMENT

SYSTEM	SPECIFICATIONS
Building Systems	• The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating.
Heating/Cooling (HVAC) System	• Heating & cooling should be produced with natural gas with a boiler for heating and roof top DX cooling. • All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months. • Energy recovery units, VFD fan systems and pumps to be utilized in the design. • Perimeter heating will be provided by ceiling mounted radiant panels, cooled by a VAV system with each room served by a dedicated VAV box and hydronic reheat coil. • The use of "chill beams" will be considered for general heating and cooling. Designer to provide additional information on chill beam systems to Owner. • The gymnasium/auditorium and cafeteria will be served by separate variable speed air handlers. Air handlers shall include a hot water heating coil and DX cooling coils.

SYSTEM	SPECIFICATIONS
Climate Controls/ Ventilation System	• The building will be designed with Direct Digital Control (DDC) systems (Distech or Automate logic) centrally tied into the School Facilities Department via Graphical User Interface. • Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency. • Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used. • Climate controls/ventilation systems need to meet current codes and standards. • MDF and IDFs must be climate controlled (A/C)
Lighting System	• Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. • Motion sensors and dual switching will be installed in classrooms. • The use of LEDs throughout, with exceptions in specialty areas. • Attention should be given to security lighting for both interior and exterior of the building. • Emergency back-up will be via local battery ballasts. • The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible.
Electrical (Power) System	• Power to be provided by local utility company. • Consider solar roof mounted. • Distribution will include customer metering. • Emergency (whole building) generator to accommodate Life Safety needs. • Generator must be sufficient to support critical IT equipment in MDF and all IDFs as well as administrative offices and Nurse's office. • Generator must support critical kitchen equipment with the intention being to cook, serve, and store food. (Hoods, ovens, serving line, freezer, refrigeration, etc.)
Technology	• There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design. • Video streaming devices in every classroom and meeting space. • Chrome Book charging stations in every room. • Multiple data drops with sufficient power in every classroom and meeting space. • Latest generation full WIFI coverage throughout the entire building. • Shared printing stations to support multiple classrooms in convenient locations throughout the building. • Head end equipment to be housed in an MDF with 24-hour environmental control. • All IDF closets require 24-hour environmental control. • Horizontal cabling shall be Category 6e plenum rated or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber backbone between the MDF and IDF rooms shall be capable of at least 10GB minimum anticipating future growth. • Fiber optical cable from street to MDF also must support 10 GB as well as anticipate future growth. • Office space and workspace for Technology Personnel with sufficient data drops and power to support technology in the building. • Storage for Technology Department is critical.

SYSTEM	SPECIFICATIONS
Security	• Digital video surveillance of exterior/interior areas of the building integrated with District system. • Electronic security system with keypad access control installed into the school. • Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours. • Motion sensors shall be mounted in corridors. • Respond to future state and/or federal mandates related to security requirements for elementary facilities (i.e. panic button systems) • Door locks shall be Corbin Russwin and integrated with existing SPS system.
Phone System	• A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Must be capable of reporting originating room identification as part of E911 call. • Install phones in every room of the facility occupied by teachers or students at any given time, including all meeting, support and instructional spaces. • Provide Voice Over "IP" options.
Public Address	• The building's public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications. • The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school. • Secondary access to security and public address systems will be located in the MDF/Head End Room.
Clocks	• Clocks, similar to the phone system will be integrated into the technology component of the project. • All support and instructional spaces will be included. • System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government.
Plumbing System	• Plumbing fixtures/system will be designed per current and applicable codes. • Fixtures will be self-operating • Plastic piping to be considered for domestic water and heating where possible. • Floor drains with trap primers in gang toilet areas • Plumbed for full whole building sprinkler system
Fire Protection	• Building will be fully protected by a sprinkler system installed per NFPA 13. • Waterless fire suppression systems required in MDF and IDFs with appropriate redundant detection.
Fire Alarm	• The building will be protected by a fully addressable analog, manual and automatic fire alarm system. SPS use Notifier fire system in all schools.
Acoustics	• The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. • Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building. • Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control. • In specialized areas, such as media centers, appropriate acoustical treatments will be installed. • Sound field system will be provided in each classroom.
Windows/Doors	• Windows should be high efficiency, non-operational type with low e-glazing. • Emergency egress windows and rated doors will be installed in accordance with applicable codes. • Consider key fobs, thumb latches, vision panels – review with District and integrate with security section. • Door locks shall be Corbin Russwin and integrated with existing SPS system.

X. SITE DEVELOPMENT

There will be three primary entrance areas to the building: (1) the Main Entrance for visitors and parent drop off/pick up; (2) K-5 student entrance for bus drop-off/pick up; and (3) Drop off and pick up for the PK program. Passive security measures, such as visual control of the entrances from the adjacent office area, must be planned for. Active security measures and systems will be developed with the building design. Adequate lighting for monitoring activities and ensuring safety are of paramount importance at the building entrances. Entry overhangs or covered walkways will be provided for inclement weather to the extent practicable.

Bus loading areas should be configured as a one-way drive in a direction to assure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. The drive will have two lanes: one for travel, and one for stopping and unloading. The bus loading driveway should be located such that buses exit upstream of automobiles, thereby reducing delays.

Parent drop-off areas will also be configured as a one-way drive in a direction to ensure that loading and unloading of students occurs from the right-hand side of the vehicle adjacent to the building. Student drop-off and pick-up areas are to be separated from the bus loading area, and preferably should be separate from other parking lots.

A receiving/loading dock should accommodate 18-wheeler vehicles and should be located in such a way as not to interfere with primary entrance areas yet be close to kitchen/custodial area.

Parking for staff and visitors will be developed to take the multiple uses of the building into account. In determining the size and location of the parking lots, consideration will be given to the use of the building for community access as well as student safety. ADA and other code requirements will be addressed in the design of parking.

Sidewalks will be featured around the perimeter of the school and shall be concrete with monolithic concrete curbing. Access to the parking lots, playfields, bus and parent pickup/drop-off areas, and access for student walkers will be addressed. Sidewalks should be designed to accommodate students who walk or ride bicycles to school. The number of driveways that are crossed by sidewalks should be eliminated/minimized as much as practicable.

Playgrounds will include paved (dry) play areas, replacement multi-purpose fields, and new playscape equipment. The PK playground should be located in close proximity to the PKclassrooms and enclosed by a fence. The Kindergarten- Grade 1 play area should be located in close proximity to their classrooms and enclosed by a fence. Grades 2-5 play area should be located away from classroom areas, and in close proximity to the gymnasium and/or cafeteria. Playfields, parking, service drives, drop-off zones and bus zones should be located to reduce the need for pedestrians to cross vehicular traffic lanes. The location of driveways, walkways and landscaping must permit adequate sight distances for both vehicles and pedestrians.

Site utilities and physical plant components, including drives and access roads, will be located to avoid conflict with student and vehicular traffic, as well as the planned future growth of building components. Staging areas for snow removal is required with Cape Cod style curbing preferred.

Landscaping will be designed to allow the school to blend with the environment as well as to provide passive cooling and windbreaks when possible. Trees and other greenery will be of a hearty variety, native specimens, and require little maintenance and which complement the building and site. Trees will be planted a sufficient distance from the building to avoid future maintenance problems. Consideration will be given to safety and security when placing foliage around walkways and areas of building access.

KELLEY ELEMENTARY ED SPECS SPACE SUMMARY				
Room Description	**# of Students Per Room**	**Required # of Rooms**	**Square Feet Per Room**	**Total Area (Sq. Feet)**
GENERAL EDUCATION PROGRAMS				
Early Childhood: Full-Day Kindergarten	18 max	5	1,200	6,000
Early Elementary: Grade 1 and 2	21-22 max	8	940	7,520
Intermediate: Grades 3-5	24 max	12	890	10,680
Visual Arts – Classroom	18-24	1	1,100	1,100
Visual Arts - Kiln Room and Storage		1	350	350
Music - General Music/Instrumental Music	18-24	2	1,000	2,000
Physical Education - Gymnasium		1	4,700	4,700
Physical Education - Office and Storage		1	600	600
Platform (Stage)		1	900	900
Media Center		1	2,750	2,750
Reading/Math Coach Office		2	175	350
Climate Specialist Office		1	175	175
Small group breakout rooms	1-5	2	125	250
General Ed. Intervention Services (Math)	6-8	1	890	890
General Ed. Intervention Services (Reading)	6-8	1	890	890
Total				**39,155**
SPECIAL EDUCATION PROGRAMS				
Preschool Classroom		7	1,200	8,400
Preschool Speech & Language Office		2	250	500
Preschool OT/PT		1	450	450
Preschool ABA Classroom		1	450	450
Preschool Psychologist Office		1	175	175
Preschool Conference Room		1	250	250
Special Education Resource Room	4-8	2	890	1,780
K-5 OT/PT Resource Room		1	450	450
K-5 Related Services (Social Worker/Psychologist/Speech)		1	700	700
Total				**13,155**
ADMINISTRATION AND SUPPORT FACILITIES				
Principal's Office		1	200	200
Administrative Office		1	175	175
Main Office Secretarial Area		1	700	700
Conference Room		2	250	500
Health Services		1	650	650
Teacher Workroom		1	440	440
Food Services – Cafeteria		1	2,800	2,800
Food Services – Kitchen and Manager's Office		1	1,300	1,300
Faculty Lounge		1	600	600
Custodial Office Area		1	150	150
Instructional Storage (Literacy Closet, K-1, 2-3, 4-5 storage)		1	800	800

General Supply Storage		1	600	600
Total				**8,915**
Total Program Area				**61,225**

Kelley Elementary School Test Fit

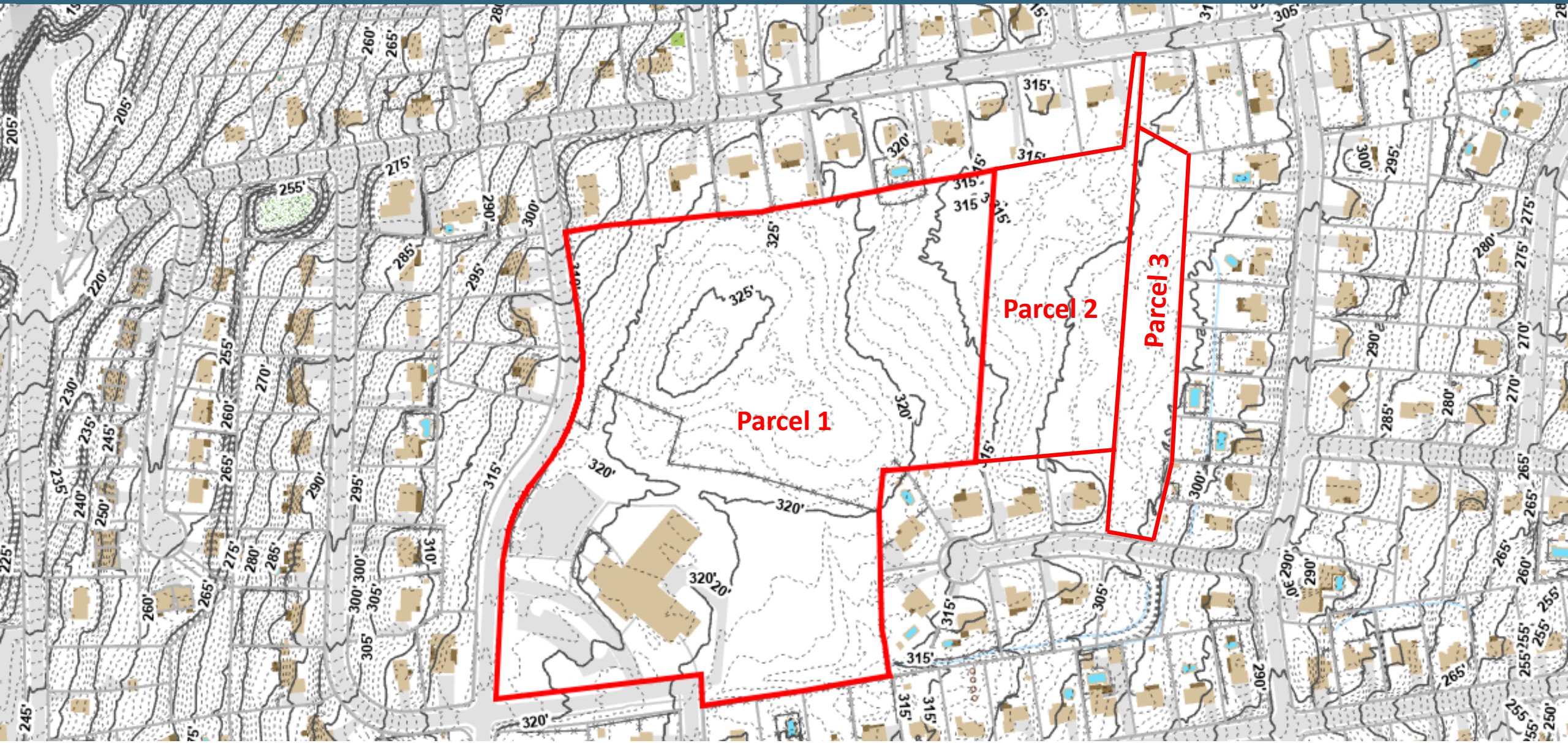
March 12, 2026

PREPARED FOR SOUTHINGTON PUBLIC SCHOOLS

BY

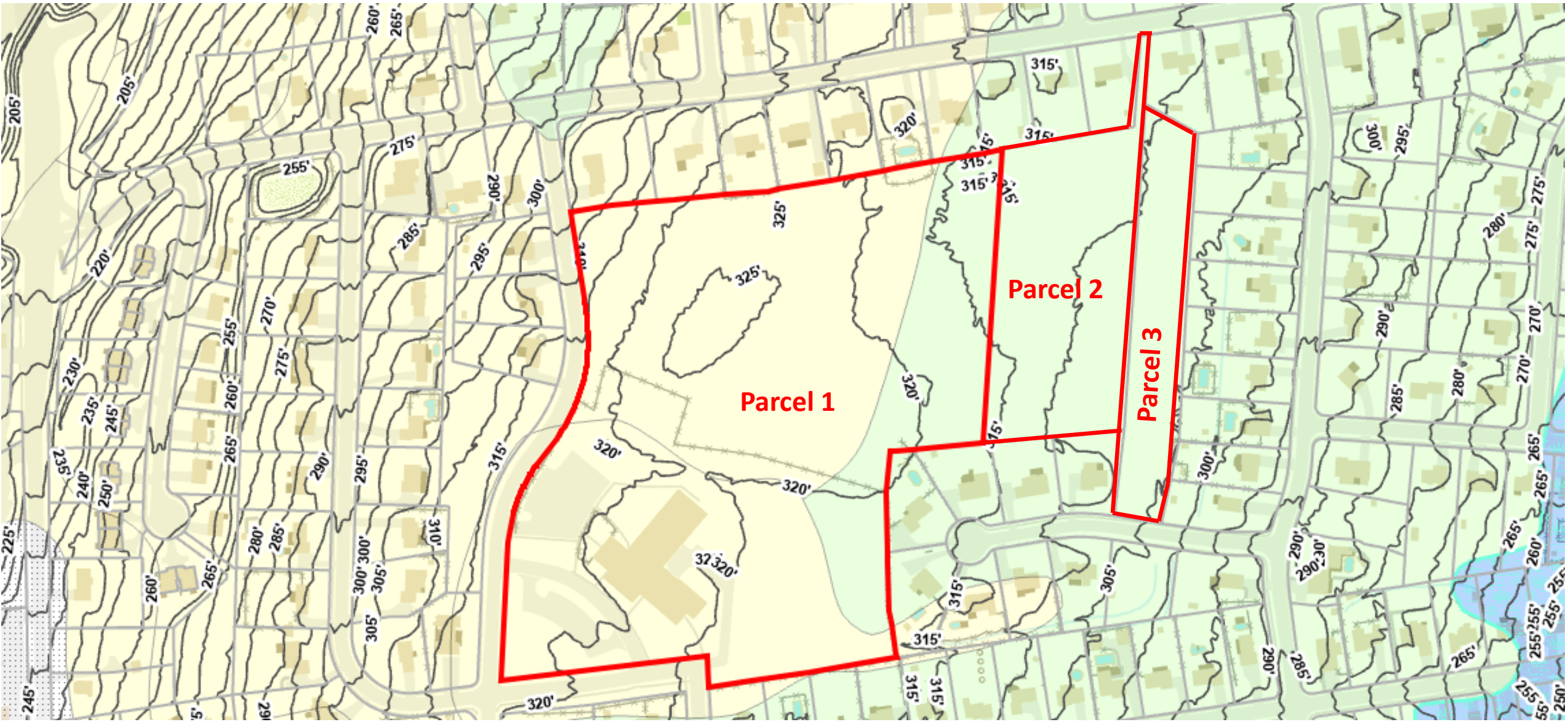
SLAM

Site Analysis: Topo – 1 foot contours



SLAM

Site Analysis: Soils (Drainage Classifications)



42C

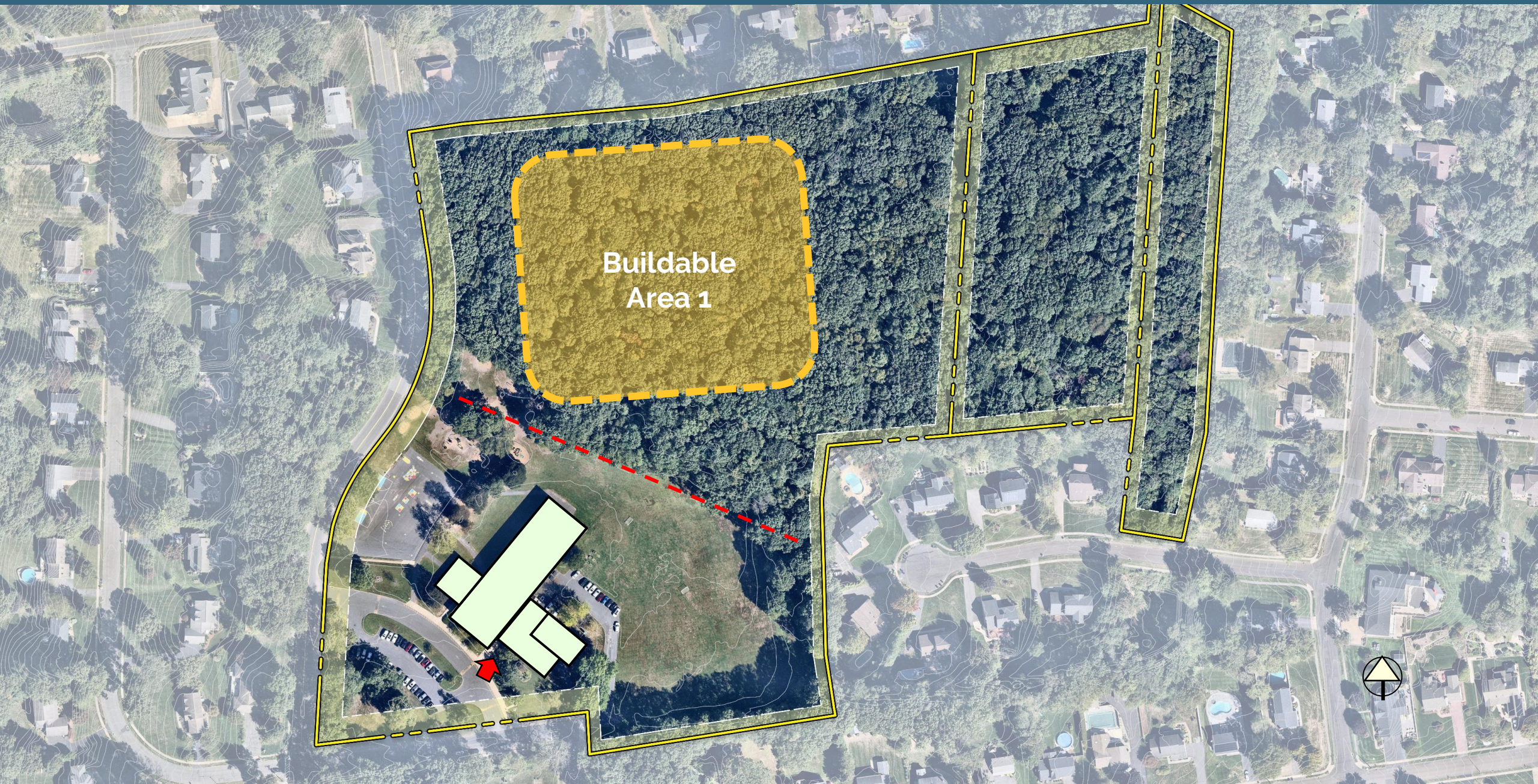
306

SLAM

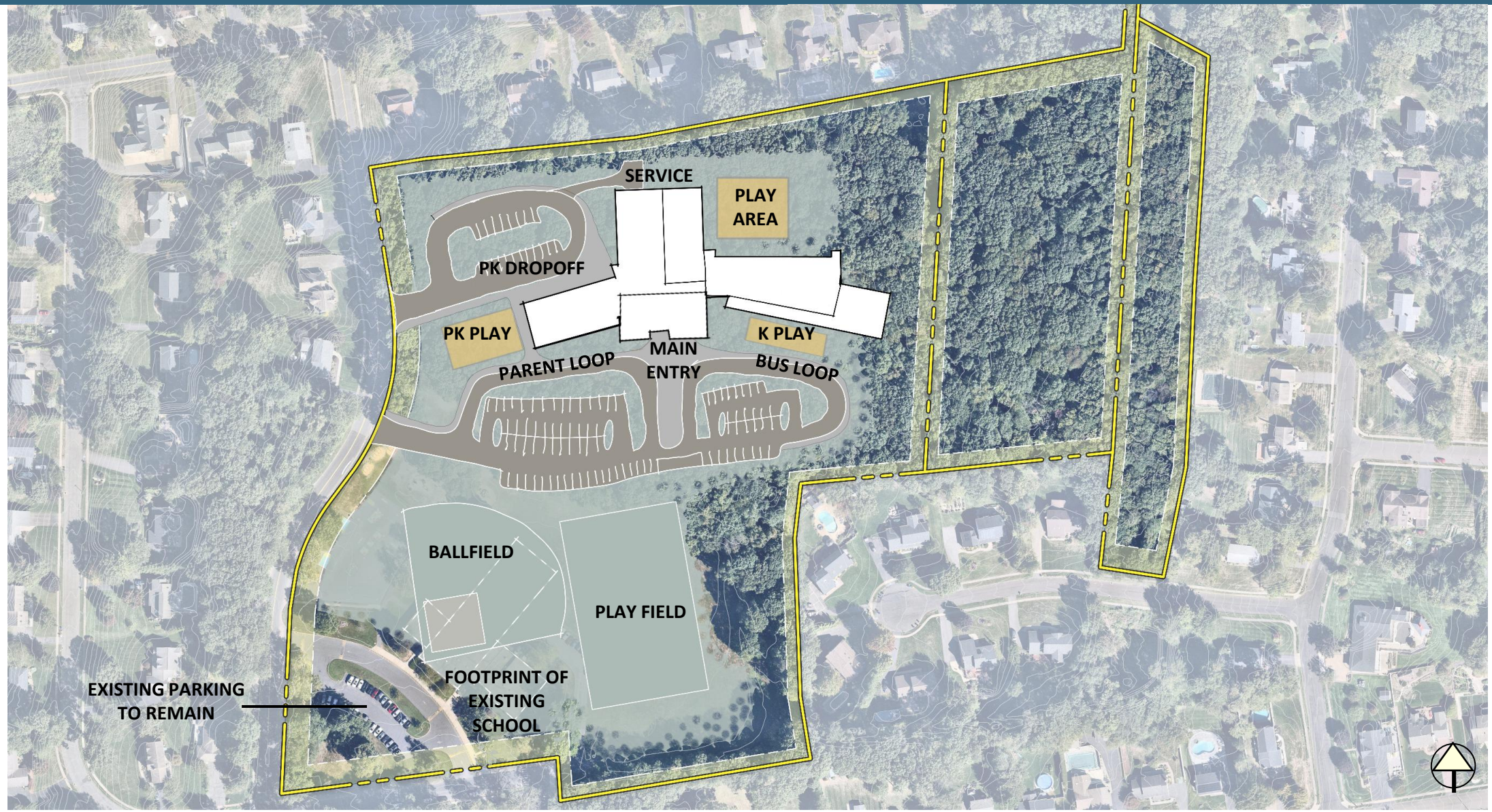
Site Layout: Existing Conditions

Site Analysis: Overall Site

Site Analysis: Overall Site



Site Layout: Option 3

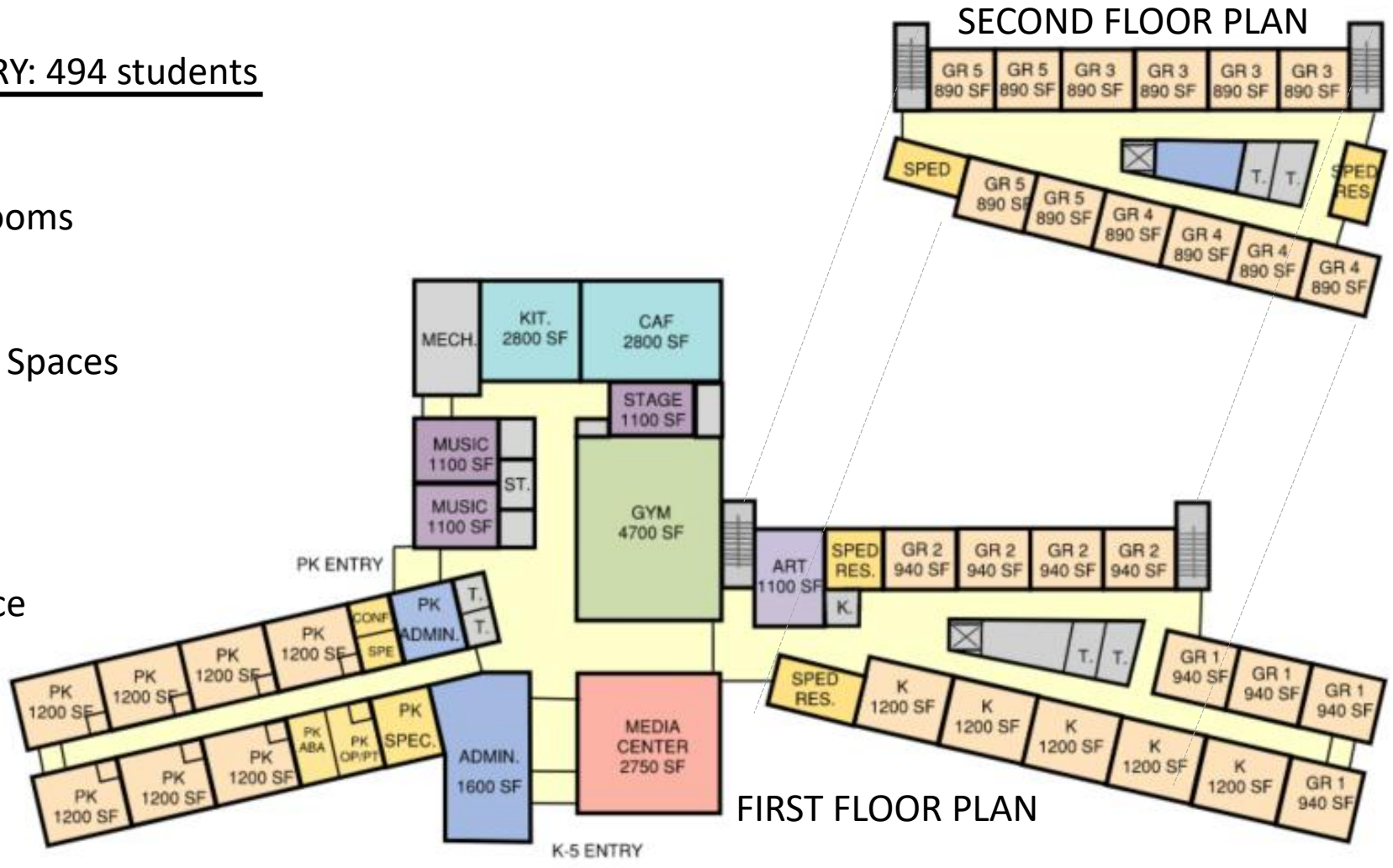


SLAM

Floor Plan: Option 3

PROGRAM SUMMARY: 494 students

- 7 PK Classrooms
- 5 K Classrooms
- 20 GR 1-5 Classrooms
- 2 Music Rooms
- 1 Art Room
- Multiple Support Spaces
- Gym
- Stage
- Cafeteria
- Media Center
- Main Admin Office



+/- 61,225 NSF (from 2/25/2026 Ed Spec)

+/- 93,215 GSF

*see attached summary

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only_____ Board Meeting Date March 12, 2026

Decision Requested X Agenda Code 11. f.2.

AGENDA REPORTING FORM

Agenda Topic: Approval of educational specifications for enhancements to South End Elementary School.

Summary of Issue: Educational specifications are required as part of the design process for enhancement of adding additional intermediate classrooms at a school.

Background: The South End Elementary School was newly constructed in 2010. Lower-level building space was reserved for use at a later time. The educational specifications will outline the building and space needs for the build-out of that reserved space. This enhancement of adding additional intermediate classrooms at South End is planned as part of the districtwide facility master plan, which includes the new construction of Kelly Elementary School.

Alternative Strategies:

Cost (if applicable): N/A **Funding Source:** Town of Southington Bond Project

Beginning Date of Program or Project: October 2019

Ending Date of Program or Project: September 2030

Recommendation or Comment: Recommend that the Board of Education approve the Educational Specifications for enhancements to the South End Elementary School, dated February 21, 2026, as presented.

Steven Madaras

Signature of Superintendent

Southington Public Schools
Southington, Connecticut

ELEMENTARY EDUCATIONAL SPECIFICATIONS

For Enhancement to

South End Elementary School

February 21, 2026

BOARD OF EDUCATION

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Terri C. Carmody, Vice Chair
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Frank Pepe, Assistant Superintendent
Jennifer S. Mellitt, Director of Business & Finance
Peter Romano, Director of Operations

TABLE OF CONTENTS

I. INTRODUCTION 3

II. SOUTHINGTON CORE DOCUMENTS 3

III. PROJECT RATIONALE.....4

IV. THE PROJECT.....4

V. ENROLLMENT AND CAPACITY DATA.....4

VI. OVERVIEW OF PROGRAMS 4

VII. PROGRAM SPECIFICATIONS (Detailed Description) 5

VIII. ENVIRONMENT - SYSTEMS – EQUIPMENT.....6

SPACE SUMMARY 9

I. INTRODUCTION

The Southington Public Schools is committed to consistently maintaining our facilities and planning for the future of our buildings as 21st century learning environments. The South End Elementary School was newly constructed in 2010. Lower-level building space was reserved for use at a later time. This document will outline the building and space needs for the build-out of that reserved space. This enhancement of adding additional intermediate classrooms at South End is planned as part of the districtwide facility master plan, which includes the new construction of Kelly Elementary School.

II. SOUTHINGTON CORE DOCUMENTS

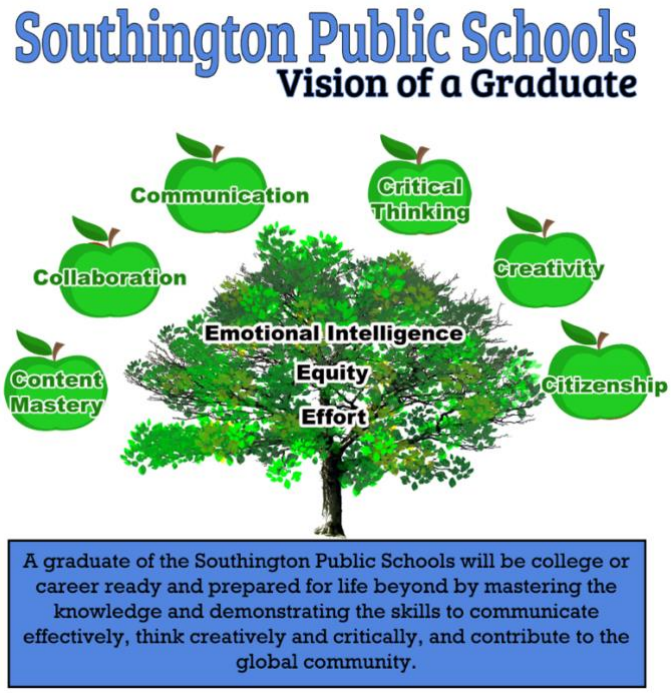
Southington Public Schools Mission Statement

The Mission of the Southington Public Schools is to have:

Students engage in a range of educational experiences to become informed, adaptive problem solvers who effectively communicate, rise to challenges, and are committed to improve themselves and their communities.

Curriculum & Instruction

The Southington Public Schools are committed to offering all of its students outstanding curriculum and instruction that is aligned to state and national standards, the developmental needs of students and preparatory for success in the 21st century.



III. PROJECT RATIONALE

This project seeks to enhance the South End Elementary School building with additional classrooms that:

- Create learning environments designed for current instructional strategies as captured in Southington's Core Documents;
- Benefit from needed technology upgrades;
- Comply with current building and fire codes;
- Incorporate contemporary design for school safety;
- Utilize modern, efficient heating and cooling systems; and
- Provide accessibility to all by meeting the requirements of the Americans with Disabilities Act.

IV. THE PROJECT

Objective: To ensure all Southington children are able to attend a school that is safe, modern, compliant with current building codes and able to support their educational program.
The following project specifications for the South End Elementary School build-out were developed using data from the population capacity study conducted in March 2025 by the MP Planning Group:

- **School: South End Elementary School**
- **Project Type:** Renovation of Basement Level
- **Total Program Area: 4,500** square feet
- **Program Area, Lavatories, and circulation: 6,100** square feet

V. ENROLLMENT AND CAPACITY DATA

The South End Elementary School enrollment as of October 1, 2025 was 245 students in grades K-5. The eight-year maximum enrollment projection for the South End Elementary School is 271. Source: *Southington School Enrollment Projections, MP Planning Group, March 2025.*

VI. OVERVIEW OF PROGRAMS

GENERAL EDUCATION

The features of the elementary classrooms at South End can be divided into three classifications: Early Childhood – Full-Day Kindergarten; Early Elementary - grades one and two; and Intermediate - grades three, four and five. This project will focus on the addition of Intermediate classrooms, specifically grades four and five. The classroom needs of elementary children will require flexibility of space, portability of furniture and acoustical treatment of environment. This will be accommodated while providing low height furnishings and more space for group instruction and movement that will range from total class involvement to three or four separate groups doing different activities at the same time. Specific to Southington's instructional approach, whole class gathering spaces are required for class meetings, language arts and mathematics mini lessons. Space should also be provided for students to read, write, research,

and study for either individual or small group projects. The learning environment must also accommodate space for multiple adults (specialists and para educators) who work with students within the general classroom environment. All instructional classrooms require storage space for items such as classroom libraries, texts, reference materials, supplemental books, supplies, curriculum materials, and student technology. Equally important is wall space to post anchor charts and other instructional reference materials for students to access on a daily basis.

SUPPORT SERVICES

TECHNOLOGY

A contemporary elementary school must be able to support varied uses of technology. In particular, the school's infrastructure should reflect the latest in wiring and cabling, which would support current technology applications as well as the capacity to support future requirements. Computers should support the full range of educational and operational functions in the school. Wiring for all classrooms will include multiple network drops and multiple electrical outlets. The entire facility will have wireless connectivity to support the implementation of one-to-one mobile devices such as laptops, netbooks, and other Internet-ready devices.

VII. PROGRAM SPECIFICATIONS (Detailed Description)

Unless otherwise noted, the standard furnishings for every classroom noted below are expected to include the following:

- Room darkening shades
- Acoustical insulation for soundproofing
- Air conditioning
- ADA compliant building standards
- Wireless/internet access to support at least 30 mobile devices
- Multiple electric outlets
- Sound Field System
- Telephone
- Intercom for communication with office

GENERAL EDUCATION PROGRAMS

INTERMEDIATE – GRADES FOUR and FIVE	
SPACE: 900 square feet (each) **NUMBER**: Five (5) classrooms	
Toilet	• Toilet facilities located in close proximity to classrooms
Sinks	• Stainless steel sink with laminate counter • In-room water fountain • Soap and towel dispenser
Classroom Storage	• Consider classroom door placed in middle of wall versus corner to maximize usable space • Built-in bookcases • Storage areas for anchor charts, large bins/kits • Classroom library storage • Counters under windows where appropriate
Teacher Storage	• Lockable teacher storage wardrobe for three (3) adults • One (1) lockable four-drawer filing cabinet • Additional instructional storage closet in corridor to be shared by Grades 4-5 (with copier)

INTERMEDIATE – GRADES FOUR and FIVE	
Student Storage	• Consider coat and personal storage areas to be located in the corridors (rather than within classrooms) for up to twenty-six (26) students per classroom (one (non-locking) locker per student; double stacked)
Lighting	• Soft color, dimmable lighting
Flooring	• Vinyl enhanced tile and area rugs
Display	• Magnetic whiteboard • Bulletin Boards
Student Furniture	• Table and appropriate student seating for twenty-six (26)
Teacher Furniture	• Teacher desk/chair
Other Furniture	• Desk and chair for classroom para
Special Needs/Equipment	• Common small group space outside classroom desirable
Classroom Technology	• Large screen interactive projection system • Document camera
Computers (each)	• 1-to-1 Chromebook device for each student with charging station • One (1) teacher computer

VIII. ENVIRONMENT – SYSTEMS – EQUIPMENT

SYSTEM	SPECIFICATIONS
Building Systems	• The building systems incorporated into the new construction will be designed in accordance with Connecticut High Performance Building standards, equivalent in performance to a LEED Silver rating.
Heating/Cooling (HVAC) System	• Heating & cooling should be produced with natural gas with a boiler for heating and roof top DX cooling. • All spaces are to receive air conditioning, but only those areas with summertime use will have the systems running year-round; all other areas will have systems set to dehumidification only during summer months. • Energy recovery units, VFD fan systems and pumps to be utilized in the design. • Perimeter heating will be provided by ceiling mounted radiant panels, cooled by a VAV system with each room served by a dedicated VAV box and hydronic reheat coil. • The use of "chill beams" will be considered for general heating and cooling. Designer to provide additional information on chill beam systems to Owner. • The gymnasium/auditorium and cafeteria will be served by separate variable speed air handlers. Air handlers shall include a hot water heating coil and DX cooling coils.
Climate Controls/ Ventilation System	• The building will be designed with Direct Digital Control (DDC) systems (Distech or Automate logic) centrally tied into the School Facilities Department via Graphical User Interface. • Spaces should have independent, on demand heating, cooling and ventilation control for operational efficiency. • Each classroom will be provided with a temperature sensor and carbon dioxide sensor. The carbon dioxide sensor is an energy saving device. By sensing the carbon dioxide within the room, the outside air intake is adjusted, reducing the amount of outside air being heated or cooled, resulting in less energy used. • Climate controls/ventilation systems need to meet current codes and standards. • MDF and IDFs must be climate controlled (A/C)

SYSTEM	SPECIFICATIONS
Lighting System	• Efficient and appropriate natural lighting will be maximized within the facility as appropriate for the programmatic use of the spaces. • Motion sensors and dual switching will be installed in classrooms. • The use of LEDs throughout, with exceptions in specialty areas. • Attention should be given to security lighting for both interior and exterior of the building. • Emergency back-up will be via local battery ballasts. • The use of light shelves and light sensors for natural light to reduce electrical load shall be considered in locations where possible.
Electrical (Power) System	• Power to be provided by local utility company. • Consider solar roof mounted. • Distribution will include customer metering. • Emergency (whole building) generator to accommodate Life Safety needs. • Generator must be sufficient to support critical IT equipment in MDF and all IDFs as well as administrative offices and Nurse's office. • Generator must support critical kitchen equipment with the intention being to cook, serve, and store food. (Hoods, ovens, serving line, freezer, refrigeration, etc.)
Technology	• There shall be a combined voice/data system with "VOIP" (Voice Over Internet Protocol) design. • Video streaming devices in every classroom and meeting space. • Chrome Book charging stations in every room. • Multiple data drops with sufficient power in every classroom and meeting space. • Latest generation full WIFI coverage throughout the entire building. • Shared printing stations to support multiple classrooms in convenient locations throughout the building. • Head end equipment to be housed in an MDF with 24-hour environmental control. • All IDF closets require 24-hour environmental control. • Horizontal cabling shall be Category 6e plenum rated or contemporary equivalent. • Cable shall be run in corridors to support horizontal cable structure. • Fiber backbone between the MDF and IDF rooms shall be capable of at least 10GB minimum anticipating future growth. • Fiber optical cable from street to MDF also must support 10 GB as well as anticipate future growth. • Office space and workspace for Technology Personnel with sufficient data drops and power to support technology in the building. • Storage for Technology Department is critical.
Security	• Digital video surveillance of exterior/interior areas of the building integrated with District system. • Electronic security system with keypad access control installed into the school. • Design the plan to prevent access to instructional areas of the school when community events take place in assembly areas during non-school hours. • Motion sensors shall be mounted in corridors. • Respond to future state and/or federal mandates related to security requirements for elementary facilities (i.e. panic button systems) • Door locks shall be Corbin Russwin and integrated with existing SPS system.
Phone System	• A comprehensive, district-integrated phone system (dial-out) will be integrated into technology scope of the project, including hands-free and handle options. • Must be capable of reporting originating room identification as part of E911 call. • Install phones in every room of the facility occupied by teachers or students at any given time, including all meeting, support and instructional spaces. • Provide Voice Over "IP" options.

SYSTEM	SPECIFICATIONS
Public Address	• The building's public address system is comprehensive and will be addressed as part of the technology component of the project to incorporate internal building communications as well as external communications. • The PA system should be developed in conjunction with the phone, clock, data, voice and DIVOS video distribution system of the school. • Secondary access to security and public address systems will be located in the MDF/Head End Room.
Clocks	• Clocks, similar to the phone system will be integrated into the technology component of the project. • All support and instructional spaces will be included. • System to have manual override capability in the event that Daylight Saving Times are adjusted by the Federal Government.
Plumbing System	• Plumbing fixtures/system will be designed per current and applicable codes. • Fixtures will be self-operating • Plastic piping to be considered for domestic water and heating where possible. • Floor drains with trap primers in gang toilet areas • Plumbed for full whole building sprinkler system
Fire Protection	• Building will be fully protected by a sprinkler system installed per NFPA 13. • Waterless fire suppression systems required in MDF and IDFs with appropriate redundant detection.
Fire Alarm	• The building will be protected by a fully addressable analog, manual and automatic fire alarm system. SPS use Notifier fire system in all schools.
Acoustics	• The building will comply with ANSI S12.60-2002: Acoustical Performance Criteria, Design Requirements and Guidelines for Schools. • Suspended acoustical ceilings and/or acoustical decks will be installed throughout the building. • Corridor walls should be constructed of glazed concrete masonry units, or materials with a comparable NRC rating, and provide an adequate separation for sound control. • In specialized areas, such as media centers, appropriate acoustical treatments will be installed. • Sound field system will be provided in each classroom.
Windows/Doors	• Windows should be high efficiency, non-operational type with low e-glazing. • Emergency egress windows and rated doors will be installed in accordance with applicable codes. • Consider key fobs, thumb latches, vision panels – review with District and integrate with security section. • Door locks shall be Corbin Russwin and integrated with existing SPS system.

SOUTH END ELEMENTARY (BUILD-OUT) ED SPECS SPACE SUMMARY				
Room Description	**# of Students Per Room**	**Required # of Rooms**	**Square Feet Per Room**	**Total Area (Sq. Feet)**
GENERAL EDUCATION PROGRAMS				
Intermediate: Grades 4-5	24 max	5	900	4,500
CORE Factor (lavs and corridors)			1,600	1,600
Total				**6,100**