

Regular BoE Meeting
Wednesday, December 1, 2021 7:00 PM

Board of Education and via Zoom
129 Church Street
Bristol, CT 06010

Agenda

- I. CALL TO ORDER and PLEDGE OF ALLEGIANCE
- II. STAFF and STUDENT RECOGNITION*
- III. APPROVAL OF MINUTES - November 3, 2021 - Regular Meeting and
November 15, 2021 - Special Meeting
- IV. COMMITTEE REPORTS
- V. STUDENT REPRESENTATIVE REPORTS
- VI. CHAIR REPORT
- VII. SUPERINTENDENT REPORT
- VIII. CONSENT AGENDA
 - A. PERSONNEL
 1. Administrator Resignation - Effective October 27, 2021
 2. New Administrative Hires
 3. Teacher Resignations
 4. New Teacher Hires
 5. A-2 Hires - Effective November 1, 2021
 6. A-3 Resignations
 7. A-3 Hires
 8. Teacher Request for One Year Sabbatical Leave - Effective Fall 2022 -
Spring 2023
 9. Teacher Request for Unpaid Leave of Absence - Effective 2/4/22 –
4/25/22
- IX. PUBLIC COMMENT
- X. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS
 - A. Cafe Expenditure
 - B. Request to authorize the BoE OPS Committee to serve as the Bristol Central
and Bristol Eastern Commercial Culinary Arts Lab Project Committee
 - C. Request to City Council to form a Building Committee to oversee projects
funded by the ESSER/ARP Grant
 - D. Request to Approve the Bid Waiver for ReadyCT
 - E. Policy 6114.81 - Emergencies and Disaster Preparedness -
Pandemic/Epidemic Emergencies - Emergency Suspension of Policy During
Pandemic *
 - F. Special Services Leadership Team Report
Presenter: Dr. Kimberly Culkin
- XI. CURRICULUM REVISIONS*
 - A. Baking and Patisserie - Second Reading
 - B. A Cappella Curriculum - Second Reading
 - C. Digital Music - Second Reading
 - D. Jazz Band - Second Reading

- XII. POLICY REVISIONS
 - A. Policy 4118.231 - Alcohol, Drugs and Tobacco - Revision/Replace
 - B. Policy 5136 - Alcohol, Drugs and Tobacco - Revision
- XIII. NEW BUSINESS
- XIV. BUILDING REPORTS
 - Presenter:** Dr. Michael Dietter
- XV. INFORMATION/LIAISON REPORTS
 - Presenter:** Commissioners
- XVI. VOTE TO CONVENE EXECUTIVE SESSION for the purpose of discussing: 1.
 - Local 2267 Contract
 - 2. Local 3551 Contract
 - 3. Bristol Federation of Teachers (BFT) Contract
- XVII. VOTE TO RECONVENE INTO PUBLIC SESSION
- XVIII. ADJOURNMENT

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
November 3, 2021 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, November 3, 2021, at 7:00 p.m. in the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O'Brien, John Sklenka, Karen Vibert (virtual), Allison Wadowski and Christopher Wilson; Dr. Catherine Carbone, Superintendent, Dr. Michael Dietter, Deputy Superintendent and Kim Culkin, Director of Special Services

EXCUSED: Commissioner Shelby Pons

CALL TO ORDER/PLEDGE OF ALLEGIANCE/ MOMENT OF SILENCE

Chair Jennifer Dube called the meeting to order at 7:01 p.m. and asked attendees to stand for the Pledge of Allegiance. A moment of silence was observed for Russell Aldreich a Grade 6 Teacher at South Side and a Social Studies Teacher at Chippens Hill Middle School from 9/3/68 to 1/24/03; and Carol Latko a Paraprofessional at Mountain View, Hubbell, and Ivy Drive from 9/18/80 to 6/19/03.

MEETING NORMS

Chair Dube acknowledged the meeting norms.

STAFF & STUDENT RECOGNITION

The Board recognized the following staff and students:

Dr. Carbone shared that Kimberly Culkin - Director of Special Services has received her Doctoral Degree.

Teacher Terry Grant recognized Caitlyn Carbone (Gr. 8), Kayla Beaulieu (Gr. 7), and Amelia Daliga (Gr. 7) for their hard work and participation in the Greene-Hills school store.

APPROVAL OF MINUTES

October 6, 2021 – Regular Meeting Minutes

Following a motion by Kristen Giantonio and a second by Eric Carlson

Approval of the **October 6, 2021 - Regular Meeting Minutes PASSED** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

COMMITTEE REPORTS

Operations Committee - Commissioner Carlson reported that the committee met on October 27. There are three projects that the Operations Committee will serve as the building committees for CHMS Heating Oil Underground Storage Tank Replacement, CHMS Diesel Fuel Underground Storage Tank Replacement, and Edgewood School Roof Replacement. They, along with additional state-required resolutions will appear later on the agenda for a vote. The Ops Committee will review the RFP responses and choose the vendor in the spring and construction will start in June 2022.

Student Achievement - Commissioner Wilson reported that the committee met on October 20, 2021, and discussed several curricula; two curriculums - MS CTE for grades 6-8 and the STEM curriculum will appear later on the agenda for a second reading and three new curricula will be presented this evening for a first reading.

Personnel – Commissioner O’Brien reported that Local 3551 and Local 2667 have voted to approve the tentative agreement. Commissioners Sklenka and Carlson will push through to finish this process after all BoE members get a copy of the contracts.

STUDENT REPRESENTATIVE REPORTS

Trisha Monahan — Student Representative from Bristol Eastern reported on recent activities at Bristol Eastern. Some highlights from the report included: Fall sports are wrapping up; the pep rally is being planned; homecoming was a success; five (5) students were invited to attend the recent NAACP Freedom Fund banquet and they are now at the 2nd half of Quarter one.

Sydney Rodriguez – Student Representative from Bristol Central shared recent activities at Bristol Central. A couple of highlights from the report included: The Annual Homecoming Dance was held on October 16th and boys and girls soccer both beat Bristol Eastern.

CHAIR REPORT - Chair Jennifer Dube thanked the leaving commissioners Allison Wadowski and Thomas O’Brien for their contributions to the Board of Education.

SUPERINTENDENT REPORT - Dr. Carbone shared the District Strategic Action Plans and the work that is being done as the district prepares for the opening of BAIMS. Parent Informational Sessions were held for Grades 5-7 on October 19, 21, 26, 27, 2021, and November 3, 2021; Student and School Visits for Grade 5-7 were conducted on October 19, 21, 26, 27, 2021. High School sessions will be held in December. Themes from BAIMS Parent Sessions were shared through Thoughtexchange. Both students and parents are very excited about BAIMS and there is definitely more interest than seats available. Parents are appreciative that BAIMS is an intra-district magnet school and only available to Bristol residents. Parents believe that the presentation was informative and many, if not all, of their questions, were answered. Parents do not like the lottery process and prefer an application process that favors only students interested in attending. A video of the BAIMS presentation is on the BPS Website. The lottery will open the week of November 24, 2021, and the hiring process for the principal is underway and will conclude the week of November 18, 2021; hiring for academic staff will be held in November and December. Dr. Carbone took a moment to recognize Commissioner Wadowski and Commissioner O’Brien for their time and contributions to the Board of Education.

CONSENT AGENDA - Chair Dube called for the approval of the Consent Agenda which included Items VIII.A.1. through VIII.B1.

Following a motion by Thomas O’Brien and a second by John Sklenka

Approval of the **CONSENT AGENDA PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

PERSONNEL

Teacher Retirement - Effective December 31, 2021

Berthiaume, Jennifer - NEMS - Health and Physical Education Teacher

Following a motion by Thomas O’Brien and a second by John Sklenka

Approval of the **Teacher Retirement PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Teacher Resignations

Carlson, Christine - WB - Grade 8 Math Teacher - Effective November 15, 2021

Boswell, Samantha - WB - Grade 1 Teacher - Effective October 13, 2021

Holley, Christine - BCHS - Health Teacher - Effective October 6, 2021

PERSONNEL - cont'd

Rossi, Jennifer - WB - 6-8 Math Coach - Effective October 27, 2021
Spada, Daniel - EPH - Library Media Specialist - Effective November 8, 2021

Following a motion by Thomas O'Brien and a second by John Sklenka

Approval of the **Teacher Resignations PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

New Teacher Hires

Allredge, William - WB - Music Teacher - Effective October 12, 2021
Duffany, Susan - WB - Special Education Teacher - Effective TBD
Love, Paula - STAF - Grade 1 Teacher - Effective October 22, 2021
Santiago, Lauren - EPH/GHS - .8 Music Teacher - Effective October 26, 2021

Following a motion by Thomas O'Brien and a second by John Sklenka

Approval of the **New Teacher Hires PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

A-2 Resignations - Effective August 14, 2021

Collins, Michelle - BCHS - Senior Class Co-Advisor
Diaz, Gregory - BEHS - Senior Class Co-Advisor
Greenleaf, David - BCHS - Senior Class Co-Advisor
Lomaglio, Angela - NEMS - Special Elementary/MMS/HS Performing Groups - Choral
Pauquette-Claman - Creighton - BEHS - Senior Class Co-Advisor

Following a motion by Thomas O'Brien and a second by John Sklenka

Approval of the **A-2 Resignations PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

A-2 Hires

Abucewicz, Danielle - NEMS - Special Elementary/MS/HS Performing Groups - Choral -Effective October 4, 2021
Dornfried, Jessica - BCHS - Grade 9 Co-Class Advisor - Effective September 27, 2021
Mirmina, Shawn - BCHS - Grade 9 - Co-Class Advisor - Effective September 27, 2021
Pagan, Yahiry - BCHS - Band Auxiliary Unit Instructor Dance - Effective October 1, 2021

Following a motion by Thomas O'Brien and a second by John Sklenka

Approval of the **A-2 Hires PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

A-3 Resignation

Timreck, Kaitlyn - EDGE - K-5 Technology Leader - Effective October 20, 2021

Following a motion by Thomas O'Brien and a second by John Sklenka

Approval of the **A-3 Resignation PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

PERSONNEL - cont'd

A-3 Hires

Ferony, Leandra - SSS - Elementary Science Leader - Effective October 19, 2021
Morgan, Amy - ID - Technology Leader/Webmaster - Effective September 24, 2021

Following a motion by Thomas O'Brien and a second by John Sklenka

Approval of the **A-3 Hires PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Certified Personnel Who Have Attained Tenure

<u>Bristol Central High School</u>	<u>Effective Date</u>
Gardiner, Kenneth - Social Studies Teacher	6/30/21
Nass, Brian - Social Studies Teacher	6/30/21
<u>Bristol Eastern High School</u>	
LeClair, Michael - Technology Teacher	2/28/19*
Mendal, Zoe - Science Teacher	1/31/21
<u>Chippens Hill Middle School</u>	
Abucewicz, Danielle - Music Teacher	12/31/20
Maust, Andrew - Music Teacher	6/30/21
McCane, Tara - Social Studies	6/30/21
Santopietro, Jenna - English Teacher	6/30/21
Stabile, Anamarie - Science Teacher	6/30/21
<u>Ivy Drive School</u>	
Susat, Kathleen - Physical Education	6/30/21
<u>Northeast Middle School</u>	
Roche, Sheryl - Math Teacher	1/31/21
<u>South Side School</u>	
Webster, Amanda - Physical Education	6/30/21
<u>Stafford School</u>	
Wood, Andrew - Physical Education Teacher	9/30/20
<u>West Bristol K-8 School</u>	
Taylor, Tina - Art Teacher	6/30/21
<u>Special Education</u>	
Autencio, Danielle M. - Special Education Teacher - EPH	6/30/21
Consonni, Claire A. - Pre-K Special Education Teacher - BECC	6/30/21
Costa, John - Special Education Teacher - NEMS	6/30/21
Daboul, Kristin L. - Speech and Language Pathologist - EPH	6/30/21
Ferraro, M. Rebeca. - Pre-K Special Education Teacher - BECC	6/30/21
Lease, Noah - Special Education Teacher - BCHS	5/31/21
Turner, Eric - Special Education Teacher - EPH	1/31/21

Administrators

Culkin, Kimberly
Ward, Leszek
Rechenberg, Jaime

6/30/2021
6/30/2021
11/30/2020

Following a motion by Thomas O’Brien and a second by John Sklenka

Approval of the **Certified Personnel Who Have Attained Tenure PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

GRANTS

Adult Education State Grant

Following a motion by Thomas O’Brien and a second by John Sklenka

Approval of the **Adult Education State Grant PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

FRC - BOOST Grant

Following a motion by Thomas O’Brien and a second by John Sklenka

Approval of the **FRC - BOOST Grant PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

FRC: UCONN PEP Parent Leadership Training Grant - SDE/ Parent Trust Fund:

Following a motion by Thomas O’Brien and a second by John Sklenka

Approval of the **FRC: UCONN PEP Parent Leadership Training Grant PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Sandra Godin was present on the zoom and explained the FRC grants that were approved.

PUBLIC COMMENT

Scott Jensen – 146 West Street – Addressed the Board regarding discipline issues at West Bristol School.

Lauren Verneiglia – 79 Beechwood Lane – Addressed the Board regarding mask and vaccination mandates.

Jennifer VanGorder – 272 Candlewood Drive – Addressed the Board regarding mandates.

Kristen Bevins – 41 Leon Road – Addressed the Board regarding mandates.

Annie McDonald – 124 Lakeside Drive - Addressed the Board regarding discipline on the bus and at school.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

October 1 Enrollment Count for the 2021-2022 School Year - Dr. Galloway, Director of Talent Management presented the October 1 Enrollment Count for the 2021-2022 school year report.

Questions followed regarding Magnet School students returning to Bristol.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS – cont'd

NEMS School Building Committee Appointment

The NEMS School Building Committee was established and the BOE must appoint a member to serve on the Committee.

Following a motion by Jennifer Dube and a second by Kristen Giantonio

Approval of the **Appointment of Commissioner Eric Carlson to the NEMS School Building Committee PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to Apply for a School Construction Grant for the Edgewood School Roof Replacement

At the Operations Committee, the process of the Edgewood School Roof Replacement Project was reviewed. As a part of the State application process, there are specific local resolutions that must be approved. This is one of them.

Following a motion by Eric Carlson and a second by Thomas O'Brien

The resolution to request the City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept a grant for the Edgewood School Roof Replacement located at the Edgewood School, 345 Mix Street PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request Authorization of Schematic Design for the Edgewood School Roof Replacement

At the Operations Committee, the process of the Edgewood School Roof Replacement Project was reviewed. As a part of the State application process, there are specific local resolutions that must be approved. This is one of them.

Following a motion by Eric Carlson and a second by Thomas O'Brien

The resolution that the Bristol Board of Education authorizes at least the preparation of the schematic drawings and outline specifications for the Edgewood School Roof Replacement located at Edgewood School, 345 Mix Street and to forward to the City Council for any action PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to Approve Ed Specs for the Edgewood School Roof Replacement Project

At the Operations Committee, the process of the Edgewood School Roof Replacement Project was reviewed. As a part of the State application process, the Ed Specs must be approved.

Following a motion by Eric Carlson and a second by Thomas O'Brien

The resolution to approve the education specifications for the Edgewood School Roof Replacement located at Edgewood School, 345 Mix Street and to forward to the City Council for any action PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to authorize the BoE Operations Committee to serve as the Edgewood Roof Replacement Building Committee

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS – cont’d

At the Operations Committee, the process of the Edgewood School Roof Replacement Project was reviewed. Because the total project costs fall below \$1.5M, the town ordinance states the BoE Operations Committee can serve as the building committee for this project.

Following a motion by Eric Carlson and a second by Thomas O’Brien

The resolution to request the City Council to establish the BoE Operations Committee as the Edgewood Roof Replacement Building Committee with regard to the Edgewood Roof Replacement at the Edgewood School, 345 Mix Street PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to Apply for a School Construction Grant for the Chippens Hill Heating Fuel Underground Storage Tank Replacement

At the Operations Committee, the process of the Chippens Hill Heating Fuel Underground Storage Tank Project was reviewed. As a part of the State application process, there are specific local resolutions that must be approved. This is one of them.

Following a motion by Eric Carlson and a second by Thomas O’Brien

The resolution to request the City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept a grant for the Chippens Hill Heating Fuel Underground Storage Tank Replacement Project with regard to the Chippens Hill underground storage tank A1 at the Chippens Hill Middle School, 551 Peacedale Street PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request Authorization of Schematic Design for the Chippens Hill Heating Fuel Underground Storage Tank Replacement

At the Operations Committee, the process of the Chippens Hill Heating Fuel Underground Storage Tank Project was reviewed. As a part of the State application process, there are specific local resolutions that must be approved. This is one of them.

Following a motion by Eric Carlson and a second by Thomas O’Brien

The resolution that the Bristol Board of Education authorizes at least the preparation of the schematic drawings and outline specifications for the Chippens Hill Heating Fuel Underground Storage Tank Replacement located at Chippens Hill Middle School, 551 Peacedale Street and to forward to City Council for any action PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to Approve the Ed Specs for Chippens Hill Heating Fuel Underground Storage Tank Replacement

At the Operations Committee, the process of the Chippens Hill Heating Fuel Underground Storage Tank Project was reviewed. As a part of the State application process, the Ed Specs must be approved.

Following a motion by Eric Carlson and a second by Thomas O’Brien

The resolution that the Board of Education approves the education specifications for the Chippens Hill Heating Fuel Underground Storage Tank Replacement located at Chippens Hill Middle School,

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS – cont'd

551 Peacedale Street and to forward to City Council for any action PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to authorize the BOE Operations Committee to serve as the Chippens Hill Heating Fuel Underground Storage Tank Replacement Building Committee

At the Operations Committee, the process of the Chippens Hill Fuel Underground Storage Tank Project was reviewed. Because the total project costs fall below \$1.5M, the town ordinance states the BOE Operations Committee can serve as the building committee for this project.

Following a motion by Eric Carlson and a second by Thomas O'Brien

The resolution to request the City Council to establish the BOE Operations Committee as the Chippens Hill Heating Fuel Underground Storage Tank Replacement Building Committee with regard to the Chippens Hill underground storage tank A1 located at Chippens Hill Middle School, 551 Peacedale Street PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to Apply for a School Construction Grant for the Chippens Hill Diesel Fuel Underground Storage Tank Replacement

At the Operations Committee, the process of the Chippens Hill Diesel Fuel Underground Storage Tank Project was reviewed. As a part of the State application process, there are specific local resolutions that must be approved. This is one of them.

Following a motion by Eric Carlson and a second by John Sklenka

The resolution to request the City Council to authorize the Bristol Board of Education to apply to the Commissioner of Administrative Services and to accept a grant for the Chippens Hill Diesel Fuel Underground Storage Tank Replacement located at Chippens Hill Middle School, 551 Peacedale Street PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request Authorization of Schematic Design for the Chippens Hill Diesel Fuel Underground Storage Tank Replacement

At the Operations Committee, the process of the Chippens Hill Diesel Fuel Underground Storage Tank Project was reviewed. As a part of the State application process, there are specific local resolutions that must be approved. This is one of them.

Following a motion by Eric Carlson and a second by Thomas O'Brien

The resolution that the Bristol Board of Education authorizes at least the preparation of the schematic drawings and outline specifications for the Chippens Hill Diesel Fuel Underground Storage Tank Replacement located at Chippens Hill Middle School, 551 Peacedale Street and to forward to City Council for any action PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to approve Ed Specs for the Chippens Hill Diesel Fuel Underground Storage

At the Operations Committee, the process of the Chippens Hill Diesel Fuel Underground Storage Tank Project was reviewed. As a part of the State application process, the Ed Specs must be approved.

Following a motion by Eric Carlson and a second by John Sklenka

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS – cont'd

The resolution that the Board of Education approves the education specifications for the Chippens Hill Diesel Fuel Underground Storage Tank Replacement located at Chippens Hill Middle School, 551 Peacedale Street and to forward to City Council for any action PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Request to authorize the BOE Operations Committee to serve as the Chippens Hill Diesel Fuel Underground Storage Tank Replacement Building Committee

At the Operations Committee, the process of the Chippens Hill Diesel Fuel Underground Storage Tank Project was reviewed. Because the total project costs fall below \$1.5M, the town ordinance states the BOE Operations Committee can serve as the building committee for this project.

Following a motion by Eric Carlson and a second by Thomas O'Brien

The resolution to request the City Council to establish the BOE Operations Committee as the Chippens Hill Diesel Fuel Underground Storage Tank Replacement Building Committee with regard to the Chippens Hill underground storage tank B2 located at Chippens Hill Middle School, 551 Peacedale Street PASSED UNANIMOUSLY with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Office of Teaching and Learning Leadership Team Report – Carly Fortin, Director of Teaching and Learning presented the 21-22 Professional Learning Plan. The Professional Development and Evaluation Committee will be implementing an innovative approach to professional learning this year. This summer, teacher-leaders, and supervisors within the Office of Teaching and Learning developed professional learning modules that will be implemented and shared with teachers throughout the school year. The professional learning modules include three 100-minute sessions focused on the following topics: School Climate, North Star 3 (Engaging and Purposeful Instruction), Inclusion, Strategies for Emerging Bilingual students, and Diversity, Equity and Inclusion. Each professional learning team rehearsed their professional learning module for school administrators this summer, so each group received feedback that helped to refine their work. After participating in the preview, school administrators prioritized the topics for their school, and our teachers are now in the process of providing this professional learning leadership for each other.

Special Services Leadership Team Report – Dr. Culkin, Director of Special Services presented the Special Services Leadership Report. Mrs. Culkin reported that as of October 1, we had 1,654 of our 8,072 students identified as requiring special education programming; This enrollment reflects 20.49% of the total BPS student population. During the month of September, 13 of the 87 or 15% of newly registered students were identified as students with special needs at the time of registration. Also during the month of September, two students newly enrolled in BPS were receiving their programs and services through out-of-district special education school programs at the time of enrollment. As of October 1, 2021, 103 of our 1654 identified students require out-of-district placements at special education school programs and 65 students require special education programming services at other public out-of-district schools such as magnet schools. These numbers reflect two (2) fewer private out-of-district program placements and one (1) additional public school placement as compared to overall out-of-district placements the previous month. Dr. Culkin shared the changes that will be coming to the CT-SEDS. The changes will reduce the current local data reporting burdens, eliminating the need for various local data uploading or collection reports (SEDAC, Evaluation Timelines, ECO, and Restraint/Seclusion); it will provide a document repository and facilitate timely record transfers and allow for the interoperability with PowerSchool. CT-SEDS will include The following modules and functions according to a staggered timeline:

- IEP Module
- Statewide Assessment Eligibility and Accommodations Testing Designated Supports/Accommodations Form and Alternate Assessment Eligibility Form
- Service Delivery Tracking
- Documentation for Medicaid billing
- Progress Monitoring and Student Progress Reporting
- Services Plan Module
- Multi-tiered Systems of Support/Scientific Research-Based Interventions (MTSS/SRBI) Management Module
- Section 504 Accommodation Plan Module
- Gifted and Talented Module
- Surrogate Parent Module
- Document Repository Module
- Restraint/Seclusion Module
- Due Process Module
- Special Education Excess Cost Grant Module

A core leadership team will participate in 8-1.5 hour sessions starting in January to prepare for district implementation. The core team will consist of special education administrators and teachers/staff as well as general education teachers and administrators. The training sessions are at no cost to the district and the CT-SEDS IEP platform will be provided to local education agencies (LEAs) at no cost. In partnership with the Greater Bristol SEPTO, we will provide parents and families with information to aid in the transition to the new IEP document and format. Implementation of the new IEP document and platform will begin July 1, 2022.

Questions followed regarding an update on the reimaging plan, the safety of the program for staff and students, and staff feedback on the plan. Commissioner Giantonio will email any questions posed this evening to Dr. Culkin for her to respond.

CURRICULUM REVISIONS

Middle School CTE Revision - Second Reading

Dr. Rechenberg presented the Middle School CTE Revision for a second reading.

Following a motion by Kristen Giantonio and a second by John Sklenka

Approval of the Middle School CTE Revision **PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

STEM Curriculum Revisions - Second Reading

Dr. Rechenberg presented the STEM Curriculum Revisions for a second reading.

Following a motion by Kristen Giantonio and a second by John Sklenka

Approval of the **STEM Curriculum Revisions PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O'Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion.

Baking and Patisserie - First Reading

Dr. Rechenberg presented the Baking and Patisserie for a first reading. This semester course is an introduction to baking and pastry with intensive hands-on laboratory training. Laboratory classes emphasize basic ingredients and production techniques for breads, rolls, folded doughs, batters, basic cakes, cake decorating, pies, and cookies. Three themes run through this course: Safety and sanitation,

- Prerequisite: Introduction to Foods and Nutrition
- Credit: 0.5
- College Credit/certification opportunity: ServSafe

This is the first reading of the curriculum. Commissioners may contact Dr. Rechenberg in the intervening month with any questions.

Digital Music - First Reading

Dr. Sarli presented the Digital Music Curriculum for a first reading. The digital music curriculum is written as a .5 credit or semester-long course for Bristol Arts and Innovation Magnet School. There are 3 units of study and there is no prerequisite required. This course introduces students to digital music using computers, synthesizers, and digital audio workstations to create original music. Students will collaborate with others to create works across other subjects such as art, theater, film, dance, English, and the curriculum is grounded in the National Arts Standards which were revised in 2014.

This is the first reading of the curriculum. Commissioners may contact Dr. Sarli in the intervening month with any questions.

A Cappella Curriculum - First Reading

Dr. Samantha Sarli presented the A Cappella Curriculum for a first reading. This course was designed as a semester-based course for Bristol Arts and Innovation Magnet School, where students earn .5 a credit and will learn how to sing in a small group. Students will learn vocal techniques used in contemporary college A Cappella style (Glee, Pitch Perfect, or Pentatonix). This will include learning vocal percussion (beatboxing), microphone technique, arranging, and writing. The curriculum is broken into 18 units which sounds like a lot for a semester-based course, however many of these units are fundamental skills that students work on simultaneously with other units. For example, Posture and Breath Support does not start and stop in unit 1, rather it is carried through all the other units. There is no prerequisite for students to enter this course.

This is the first reading of the curriculum. Commissioners may contact Dr. Sarli in the intervening month with any questions.

Jazz Band - First Reading

Dr. Samantha Sarli presented the Jazz Band Curriculum for a first reading. Jazz Band has always existed as an after-school or before school offering. At Bristol Arts and Innovation Magnet School, this will be a semester-based course that students can take during the school day. The course is broken into 8 units. Similar to the A Cappella curriculum, several of these units layer on top of the next and serve as the foundation for performing jazz music. A prerequisite is required for this course as students need to be currently or previously enrolled in another ensemble-based class such as band or chorus to enroll in this course. Students will earn .5 credits.

This is the first reading of the curriculum. Commissioners may contact Dr. Sarli in the intervening month with any questions.

NEW BUSINESS

There was no New Business to come before the Board.

BUILDING REPORTS

MBIAMS Update - Dr. Dietter provided the Memorial Boulevard Intradistrict Arts Magnet School Update and shared photos of the building's progress. Student and parent information sessions have been held; construction continues on budget. The 100th Anniversary celebration was held on October 16, 2021.

South Side School HVAC Project

Tim Callahan provided an update on the South Side HVAC Project. We are currently experiencing a delay in the AC unit. Water leaks in Units 1 and 4. We are working with the contractor and water company. We are moving forward to get this resolved. Questions followed regarding mold.

INFORMATION/LIAISON REPORTS – Chair Dube shared a report on Mountain View and BECC. Commissioner Giantonio thanked Commissioner Wadowski and Commissioner O’Brien for their time on the Board of Education.

CONVENE INTO EXECUTIVE SESSION *for the purpose of discussing*

1. Superintendent’s Evaluation

Following a motion by Kristen Giantonio and a second by John Sklenka

The Board of Education vote to **Convene Into Executive Session for the purpose of discussing the Superintendent’s Evaluation PASSED UNANIMOUSLY** with eight (8) Commissioners (Carlson, Dube, Giantonio, O’Brien, Sklenka, Vibert, Wadowski, and Wilson) in favor of the motion. (8:52 p.m)

EXECUTIVE SESSION

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Thomas O’Brien, John Sklenka, Allison Wadowski, and Christopher Wilson; Dr. Catherine Carbone, Superintendent

EXCUSED: Commissioner Shelby Pons and Commissioner Vibert

CALLED TO ORDER: Executive Session was called to order at 9:00 p.m.

Superintendent’s Evaluation

Commissioners discussed the Superintendent’s Evaluation.

RECONVENE INTO PUBLIC SESSION

Commissioners reconvened into public session to take any necessary action on items discussed in Executive Session.

ADJOURNMENT

There being no further business to come before the board, the meeting was adjourned. (9:52 p.m.)

Respectfully Submitted,



Susan P. Everett
Executive Secretary to the Board of Education

BOARD OF EDUCATION
Bristol, Connecticut
November 15, 2021 – Special Meeting Board Meeting

A Special Meeting of the Bristol Board of Education was held on Monday, November 15, 2021, at 6:30 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons, John Sklenka, Todd Sturgeon, Dante Tagariello and Karen Vibert; Dr. Catherine Carbone, Superintendent and Dr. Michael Dietter, Deputy Superintendent

EXCUSED: Commissioner Christopher Wilson

CALL TO ORDER

Dr. Carbone called the meeting to order at 6:30 p.m. and explained the Election of Officers process.

ELECTION OF OFFICERS

Chair of the Board of Education for a Two Year Period

Dr. Carbone called for nominations for the position of Chairman of the Board of Education. Commissioner Giantonio nominated Jennifer Dube for the position of Board Chair; Commissioner Carlson seconded the nomination. With no other nominations made, Dr. Carbone announced the nominations closed and asked that ballots be distributed to commissioners. Written ballots for the position of Chair were returned to Dr. Carbone and tallied. Dr. Carbone announced that Jennifer Dube was elected Chair of the Board of Education for a two-year Period with a unanimous vote.

Vice-Chair of the Board of Education for a Two Year Period

Chair Dube called for nominations for the position of Vice-Chair of the Board of Education. Commissioner Sklenka nominated Kristen Giantonio to the position of Vice-Chair; Commissioner Tagariello seconded the motion. With no other nominations made, Chair Dube announced the nominations closed and asked that ballots be distributed to commissioners. Written ballots for the position of Vice-Chair were returned to Dr. Carbone and tallied. Dr. Carbone announced that Kristen Giantonio was elected Vice-Chair of the Board of Education for a two-year period with a unanimous vote.

Secretary of the Board of Education for a Two Year Period

Chair Dube called for nominations for the position of Secretary of the Board of Education. Commissioner Sklenka nominated Dante Tagariello to the position of Secretary; Commissioner Giantonio seconded the motion. With no other nominations made, Chair Dube announced the nominations closed and asked that ballots be distributed to commissioners. Written ballots for the position of Secretary were returned to Dr. Carbone and tallied. Dr. Carbone announced that Dante Tagariello was elected Secretary of the Board of Education for a two-year period with a unanimous vote.

Chair Dube addressed the board regarding serving as the Chair for the next two years.

Chair Dube announced Committee Assignments:

Finance – Dante Tagariello (Chair), Karen Vibert and Kristen Giantonio; Alternate – John Sklenka

Student Achievement – Todd Sturgeon (Chair), Christopher Wilson, Kristen Giantonio; Alternate – Dante Tagariello

Operations – Eric Carlson (Chair), Christopher Wilson, John Sklenka; Alternate – Todd Sturgeon

Personnel – John Sklenka (Chair), Karen Vibert, Eric Carlson; Alternate – Todd Sturgeon

Policy – Kristen Giantonio (Chair), Shelby Pons, Todd Sturgeon; Alternate Dante Tagariello

SCREEN AND STAY INITIATIVE

Dr. Dietter provided an overview of the Screen and Stay Initiative. Questions followed regarding in-school extracurricular activities not being included, the numbers of questions that have been received thus far and when the mask mandate will be removed.

ADJOURNMENT

There being no other business to come before the Special Board of Education the meeting should adjourn. (6:55 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

Jeremy D. Gervais

English & Drama Teacher

Student-centered instructional leader known for being an energetic and caring professional. Proven record of building high functioning teams and working through sensitive issues with positive results. A collaborative decision-maker who works effectively under pressure.



Certifications

- ◆ Mar 2021 Intermediate Administration/Supervision, State of Connecticut- Endorsement 092 (Eligible & Applied)
- ◆ Sep 2012 Professional Educator Certification, State of Connecticut- Endorsement 015



Education

- ◆ Sep 2019 - **092 Administrator Program**
May 2020 *Sacred Heart University - Fairfield, CT*
- ◆ Sep 2010 - **Master of Arts: Curriculum & Instruction**
May 2012 *University Of Connecticut - Storrs, CT*
 - Graduated summa cum laude
 - Dissertation: "A Comprehensive Understanding of School Equity: How Perceptions and Attitudes Influence the Determination of Equity"
- ◆ Sep 2006 - **Bachelor of Arts: English/Secondary Education**
May 2010 *Saint Joseph's College Of Maine - Standish, ME*
 - Graduated summa cum laude
 - Awarded "Secondary Education Student Teaching Award"
 - Minored in History



Experience

- ◆ 2011 - **English & Drama Teacher**
Current *Glastonbury High School, Glastonbury, Connecticut*
 - Plan and implement student-based instruction that is aligned with the

◆ **Sep 2015 - May 2017** **NEASC Instruction Committee Co-Chair**
Glastonbury High School

Lead a team of 30 teachers from across discipline in preparation for the NEASC Visiting Committee. Oversaw the collection, analysis, and organization of data and evidence correlated with multiple indicators to evaluate school-wide performance in the area of instruction. Drafted, revised, and published a self-study report that was ultimately approved by the school faculty.

◆ **Sep 2015 - Jun 2017** **English Department Instructional Technology Coach**
Glastonbury High School

Coordinated strategic integration of emerging technological learning tools within the English department that improved instruction in meaningful, purposeful, and authentic ways; lead department meeting technology sessions and multiple professional development sessions centered around technology integration and 21st-century learning capacities (i.e. iPad use, online formative assessment tools, mind mapping, Google Classroom, presentation apps, online grammar platform, etc.).

◆ **Sep 2012 - Jun 2015** **Unified Theater Advisor**
Glastonbury High School

Founded a local chapter of this organization to engage students with and without disabilities, of all backgrounds, to join together as equals to stage a unique and inspiring production. Facilitated student leadership team to produce the show and organized trips to state-wide training summits. Supervised productions that were entirely organized, written, directed, and performed by the students themselves.

◆ **Sep 2011 - Jun 2012** **Drama Director & Club Advisor**
Norwich Free Academy

Directed a fall straight play and spring musical. Promoted and organized student leadership to delegate tasks such as publicity, costuming, props, set design, and stage management. Collaborated with students, parents, community members, school staff, and administration to produce high-quality productions.

◆ **Jul 2012 - Aug 2012** **Teacher**
Education First International Academy

Instructed international students with a wide range of abilities from five countries in English literacy skills in an intensive five-week summer program.

◆ **★ Committee Work**

- ◆ **• Safe School Climate Committee (2011-2016)**
Collaborated with cross-discipline faculty, students, and administrators to improve school

DR. SAMANTHA L. SARLI

EDUCATION

Sacred Heart University - Fairfield, Connecticut Education Certificate - <i>Superintendent of Schools</i>	June 2021
Northeastern University - Boston, Massachusetts Educational Doctorates (Ed.D) - <i>Curriculum Teaching Learning and Leadership</i>	August 2020
Sacred Heart University - Fairfield, Connecticut Education Leadership - <i>Intermediate Administration and Supervision K-12</i>	June 2015
Northeastern University - Boston, Massachusetts Master of Education (MEd) - <i>Education Administration</i>	May 2014
Western Connecticut State University - Danbury, Connecticut Bachelors of Science – <i>Music Education</i>	May 2012

WORK EXPERIENCE

Bristol Public Schools - Bristol, Connecticut <i>Administrator & Director of Fine Arts</i>	2018 - Present
<ul style="list-style-type: none">• Worked with principals and grade level instructional improvement teams; executed district's improvement plan and district's evaluative guidelines.• Assisted principals in hiring staff and upheld district hiring practices and policies.• Chaired the Elementary Principal Scheduling Committee for Elementary Schools.• Coordinated all Fine Arts Programs and instructional activities within the school district while working closely with central office and building administrator to implement district and school policies and improve program and instructional effectiveness.• Created a continuous improvement cycle to ensure <i>Curriculum</i> implementation, monitoring and alignment to national standards.• Established and maintained effective working relationships with parents, staff and community.• Aided in the budgeting process relative to the specific areas of the Fine Arts Department; prepared orders, inventories, and budget requests; applied and received grants.• Revised 15 curriculums that were voted and passed by the Board of Education.• Developed a grade 6-12 schedule and curricula pathway for Bristol Arts & Innovation Magnet School.• Served as <i>interim principal</i> for <i>Hubbell School</i> and acting principal for all elementary schools in district.	
New Haven Public Schools - New Haven, Connecticut <i>Instructional Coach</i>	2015-2018
<ul style="list-style-type: none">• Advised Academic Leadership Team and Culture Leadership Team by conducting weekly walk-throughs, delivered subsequent feedback, support, and "spot" coaching as appropriate.• Co-chaired implementation of school wide Scientific Research Based Intervention (SRBI) team.• Co-chaired <i>Smarter Balanced Assessment</i> (SBA) Team in creating a testing schedule for 3rd-8th grade, providing proper training to all proctors, and implementing schedule along with flexibility and collaboration with grade bands that experienced difficulties.• Managed and directed school wide District Student Surveys, Picture Day, Scholastic Book Fair, Read Across America Day in collaboration with United Way and hosting Judge Kenneth Shluger to read to students connecting members of the community to the school while promoting <i>literacy</i>.• Liaison for community organizations that were re-introduced to our school including but not limited to <i>Big Brother Big Sister</i>, Squash Haven, Project Launch, <i>Family Legal Clinic</i>, School Based Health Center, Dental Clinic, Family Resource Center, and <i>Mental health Outreach for Mothers</i>.	
New Haven Public Schools - New Haven, Connecticut <i>Curriculum Facilitator</i>	2014-2015
<ul style="list-style-type: none">• Instructed teachers in efficient, exemplary instructional decision-making through reflective planning and provided planning consultations serving as the technical resource for staff.	

- Established, coordinated and facilitated *professional learning communities* (PLCs); provided presentations and workshops to small and large groups to accelerate student achievement.
- Collected and analyzed data to increase student achievement and promoted the use of data for planning; provided supervision for tracking *longitudinal* statistics for individual achievement.
- Suggested curricular and instructional changes, innovations, and critiques in a constructive manner to building administrator, Directors, and Department Chairs.
- Created and implemented units of study in conjunction with classroom teachers.

Yale University - New Haven, Connecticut

2013-2014

All City Honors Orchestra Director

- Strengthened community relations working with New Haven Public Schools and Yale University to enhance youth involvement and increase partnerships within the community.
- Planned and *executed university's vision*, goals, and objectives consistent with the existing policies.
- Developed programs and actions to enhance youth contribution in orchestral music.
- Maintained current knowledge of industry best practices in youth orchestra management.
- *Supervised Yale graduate student interns* working with New Haven Public School students, Yale University professors, and the Yale University Associate Dean.

New Haven Public Schools - New Haven, Connecticut

2012-2015

K-8 Music Teacher

- Provided a *nurturing, supportive, and positive* classroom climate that encouraged student responsibility and progressive learning, using *positive motivation*, clear classroom routines, rigorous instructional strategies, and effective classroom management techniques.
- Administered and developed subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advised parents and/or legal guardians of student progress to communicate expectations; student achievement; developing methods for improvement and/or reinforcing classroom goals in the home environment by increasing teacher-parent communication.

VOLUNTEER WORK

Western Connecticut State University - Danbury, Connecticut

2019-present

University Board of Directors

- Served as an alumni representative at select Alumni Relations and University events.
- Served as a spokesperson to solicit participation in Annual Giving from alumni colleagues, family, friends and prospective organizations at local community events and sponsored events.

New Haven Public Schools - New Haven, Connecticut

2012-2017

After School Program Coordinator

- Provided students with activities that promote their physical and intellectual development.
- Coordinated the creating, planning and maintaining of a safe and healthy learning environment.

New Haven Public School - New Haven, Connecticut

2012-2015

Parent Teacher Association

- Assisted Parent Teacher Association (PTA) in organizing weekend events (Basketball & Brunch).
- Participated in PTA fundraisers in collaboration with local business owners including Stop & Shop, McDonalds, Dunkin Donuts, Starbucks, C-Town Supermarket and more.

ACTIVITIES & ASSOCIATIONS

- LEAD Connecticut
- Western Regional Festival and Fairfield County Strings, Adjudicator
- Connecticut Arts Administration Association (CAAA)

HONORS & AWARDS

- Recipient of the Graduate Scholarship for Educators & Mr. Holland's Opus Grant Recipient
- Nominated to the National Society of Collegiate Scholars
- Graduated Cum Laude (Undergraduates) - Graduated Magna Cum Laude (Graduates)

Domenico DeLucia

Clinical Experience

Hartford Public High School - Hartford, Connecticut

August 2020 - October 2021 (Present)

- Provided individualized speech services to help clients maximize their potential in their everyday lives
- Documented daily therapy sessions using acquired data and clinical expressions
- Assessed, diagnosed, made recommendations, and provided intervention for clients using the CASL, OWLS-2, and CELF - Metalinguistics.
- Experience with treating clients in the scopes of expressive/receptive language delays, hearing, social aspects of communication, mild articulation delays, non-verbal autism, high-functioning autism, and phonological process delays.

Graduate Student Speech Clinician at Iona College's Speech, Language, and Hearing Clinic - New Rochelle, New York

September 2018 - August 2019

Practicum Site: 95.5 hours

- Identified and properly documented long and short term goals, and evaluated progress using an EMR system (Medicat), and planned reevaluation
- Provided supervised speech services to pediatric and school-age clients in one-on-one and group settings
- Clinical experience gained in the following scopes of practice: expressive and receptive language, social communication, articulation, swallowing, and cognition.

Prime Time for Kids Preschool - New City, New York

September 2019 - December 2019

Practicum Site: 155.5 hours

- Managed caseload involving early intervention clients
- Documented daily therapy sessions using acquired data and clinical expressions
- Assessed, diagnosed, made recommendations, and provided intervention for clients using the PLS-5, CELF-5 Preschool, and Goldman-Fristoe.
- Experience with treating clients in the scopes of articulation, receptive/receptive language, cognition, social aspects of communication, non-verbal autism and echolalia.

AWARDS

Dean's List - Fall/Spring Semester 2014, Fall/Spring 2015, and Spring 2016

Academic Award - Fall 2014

Related Experience

Tutor Time, Milford — *Teacher Assistant*

March 2018 - February 2019

- Skilled child care worker with knowledge of developing fun and interesting activities. High level of patience to go along with good communication and interpersonal skills

Gaylord Hospital, Wallingford — *Volunteer*

August 2017 - June 2018

- Observed language, feeding, and swallowing evaluations and treatment.

Education

Iona College, New Rochelle - *Speech Pathology - Master's Degree*

August 2018 - May 2020

Southern Connecticut State University, New Haven — *Communication Disorders - BS*

September 2013 - May 2018

Notre Dame High School, West Haven — *Degree*

September 2009 - May 2013

Jillian Kelley

83 Mercier Ave., Bristol, CT 06010 • 860-707-0829 • jillian.kelley1@yahoo.com

Professional Summary

A compassionate, self-motivated educator who has a positive and goal-oriented mindset for herself and her students. Known for her dedicated work performance to prioritize individualized student needs, who uses scaffolded but guided approaches to individual student learning. Knowledgeable about the Individuals with Disabilities Education Act, Connecticut State Board of Education's laws and policies, IEP requirements, and the Birth-3 system. Communicates information in effective but simplified formats to develop and maintain positive relationships with coworkers and parents. Adept in using many technologies, online resources, curriculums, and databases, and is eager to advance her career through professional development opportunities.

Education and Credentials

Master of Arts Advanced Teaching Comprehensive Special Education K-12 August 2019
The University of Saint Joseph, West Hartford, CT. GPA 3.97
Connecticut Comprehensive Special Education K-12 (165)

Bachelor of Science Early Childhood Education/Special Education Birth-K August 2017
The University of Hartford, West Hartford, CT. Summa Cum Laude
Connecticut Integrated Early Childhood Education/Special Education Birth-K (112)

Associate of Science Early Childhood Education; Early Childhood Certified May 2015
Tunxis Community College, Farmington, CT. Honors
Connecticut Early Childhood Education Certificate

Professional Experience

Chippens Hill Middle School, Bristol, CT August 2020 - October 2021
Special Education Teacher; Multiple Disabilities Specialized Program; 6-8

Ivy Drive Elementary School, Bristol, CT. August 2017 - June 2020
Paraeducator; Medically Fragile Program; K-5

Ivy Drive Elementary School, Bristol, CT. August 2017 - June 2020
Intermittent Substitute Teacher: Resource Room, Medically Fragile Program, First Grade

Gengras Center School, West Hartford, CT. June 2019 - August 2019
Student Teacher, High School Transition Program, ages 18-21

Dwight Bellizzi Asian Studies Academy, Hartford, CT. August 2018 - May 2019
Field Experience, After School Program; Grades 2 and 5

Women's League Child Development Center, Hartford, CT. June 2017 - August 2017
Student Teacher, Toddler Classroom; ages 1-3

Terryville Learning Center, Terryville, CT. June 2016 - June 2017
Co-teacher, Preschool Classroom; ages 4-5

Hubbell Elementary School, Bristol, CT. December 2015 - June 2016
Paraeducator, Extended Resource Classroom; K-5

Wintonbury Early Childhood Magnet School, Bloomfield, CT.
Field Experience, Preschool Classroom; ages 3-5

August 2015 - December 2015

Tunxis Early Childhood Center, Farmington, CT.
Student Teacher, Preschool Classroom; ages 3-5

January 2015 - May 2015

Skill Sets

- * Knowledge of IDEA, CT State Department of Education laws, IEP procedures, and the Birth-3 process.
- * Demonstrates leadership skills by following policies and procedures under special education laws including case management, instruction, progress monitoring, record keeping, and team meetings.
- * Establishes positive, working relationships with students, team members, families, and related service staff to ensure effective and productive communication.
- * Collaborates effectively with all staff and team members to ensure successful job performances through fidelity.
- * Collects and tracks data and necessary information needed to organize and transcribe professional documents and reports.
- * Committed to developing and meeting personal, work-based, and student-based short-term and long-term goals, measured by performance, growth, and success.
- * Identifies learning barriers for students in diverse populations through educational testing, performance evaluations, and through cognitive, behavioral, and social-emotional assessments.
- * Participates in advancement experiences through related professional development opportunities including BESB/DORS/NEC Services for the Blind, Perkins School for the Blind Cortical/Cerebral Visual Impairment (CVI), SERC Assistive Technology and Universal Design for Learning, and Registered Behavior Technician (RBT) Autism trainings.
- * Strong knowledge of educational related multimedia and technological tools which drives successful record keeping, assessments, and instruction, and assists in the completion of work-related tasks; Google, Microsoft...etc.

Related Experience

Front Desk Reception
Office duties; Customer service

June 2013 - Present: Intermittently

National Association for the Education of Young Children (NAEYC) Jan. - May 2015 / June 2016 - June 2017
NAEYC trained for preschool classrooms; ages 3-5

CHALLENGER Interscholastic Sports, Bristol Boys and Girls Club, Bristol, CT.
Special Education extracurricular sports; K-12

Sept. - Dec. 2009-2012

Professional References

Catherine Cassin, Supervisor of Special Services
Bristol Public Schools, Bristol, CT.
Email: catherinecassin@bristol.k12.org
Phone: 860-584-7072

Mariliz Fitzpatrick, Principal
Chippens Hill Middle School, Bristol, CT.
Email: marilizfitzpatrick@bristol.k12.org
Phone: 860-584-3881

Kristy Ricciardone, Supervisor of Climate and Culture
Bristol Board of Education, Bristol, CT.
Email: kristyricciardone@bristol.k12.org
Phone: 860-584-7000

Amy Bastiaanse, Assistant Principal
Chippens Hill Middle School, Bristol, CT.
Email: amybastiaanse@bristol.k12.org
Phone: 860-584-3881

Dr. KARLENE RICHARDSON

5-19

-
- ✚ Certified Billing and Coding Specialist Certified (2017)
 - ✚ Nursing Home Administrator in Training (completed) (2007)

EDUCATION

Masters of Science

Health Information Management
College of St. Scholastica (2020)
- *Certificate in Online Instruction*

Doctor of Healthcare Administration

Dissertation: Strategies to Recruit and Retain Millennial Nursing Students
Health Services Administration
University of Phoenix (2013)

Masters of Science

Health Services Administration
St. Joseph's College of Maine
****Graduate Magna Cum Laude (2007)***
- *Certificate in Long Term Care Management 2007*
- *Certificate in Health Services Management 2007*

Bachelors of Science

Health Care Administration
St. Joseph's College of Maine (2006)

Associate of Applied Science

Pre Teaching / Liberal Arts
Nassau Community College (2003)

PROFESSIONAL EXPERIENCE

ECG Monitor Tech

2018 – Present

PHELPS at NORTHWELL HEALTH SYSTEM, Sleepy Hollow, NY
Monitors patients admitted on the cardiac unit of the hospital and reviews their cardiac output as ECG to identify patient's rhythm and any abnormal findings such as Tachycardia, Bradycardia, A Fib, etc. Report findings to physicians and nurses and document for continuity of care.

Building Substitute Teacher

2017 – 2018

WEST SIDE MIDDLE SCHOOL, Waterbury, CT
Covered class in teachers' absence and maintained lesson plans. Provided guidance for students in the absence of their teachers.

Assistant Dean of Student Success and Assessment

2014 – 2017

Dean of Academic Affairs

2016 - 2017

ALPHA BETA DELTA SOCIETY, Queens, NY

- Daily management of problem resolution, advocating on behalf of students and assisting students with understanding Mandl School's resources, and implementing crisis response protocols to support students.
- Provide leadership with campus-wide activities i.e., new student orientation.
- Provide leadership for the Student Life which is charged with developing a vibrant campus life.
- Assist in the review and development of system-wide policies and regulations impacting students i.e., uniform policy.
- Created Retention Plan and Assessment.
- Conduct weekly Retention Committee meetings.
- Collaborated with the Vice President of Academic Affairs in developing in-service training for Faculty on topics such as FERPA, Student Discipline, Pedagogical Tools, Faculty Teaching Freshmen.
- Initiated Campus Safety and Security Advisory Committee.
- Created Student Return To Class Policy.
- Works with students to identify/develop support system.
- Meet and maintain contact with students to address needs/concerns.
- Liase with community to advocate for community buy-in for support of student life events.

Health Care Administration Department Chair

2014 - 2017

ALPHA BETA DELTA, Queens, NY

- First semester on the job conducted indepth Program Review.
- Revised Externship Manual (students' version; externship site supervisor's version).
- Mentor new Faculty.
- Schedule classes.
- Supervise Faculty.
- Responsible for overall quality of the department's instructional program by reviewing textbooks to ensure usefulness and appropriateness.
- Responsible for the administration of department resources.
- Ensure that classes are met and conducted responsibly.
- Ensure Faculty compliance with college's policies and procedures.
- Assist in the facilitation of the ongoing professional development of faculty colleagues.
- Perform 30-day evaluation of newly hired faculty, and annual evaluation for Adjunct Faculty.
- Recruit new faculty.
- Review and revise syllabi accordingly.
- Conduct program review and assessment.
- Plan and executive HCA Program Advisory Board meeting.

Accreditation Evaluator

2012 - 2014

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES & SCHOOLS - Washington, DC

- Review documentation and processes, and interview students to ensure higher institutions of learning applying for accreditation from ACICS have met the minimum requirements. Prepare reports in a timely manner to ensure timely processing of documentation.

Professor/Assistant Dean Curriculum Review & Design

2010 - 2014

PLAZA COLLEGE - Jackson Heights, NY

Professor

- Responsible for providing quality instruction to students through well prepared classes, relevant assignments, fair and holistic assessment of learning, and clear documentation of student progress
- Adequately prepared all course materials and lessons

- Provided each student with clear course expectations, evaluations and timelines through carefully written topical outlines and approved, and standardized syllabus
- Provided interesting and relevant assignments for students that demonstrated learning outcomes in a real-life setting

Assistant Dean Curriculum Review & Design

- Identify and resolve issues in the health information technology program
- Assist with approving changes for courses and adding of new courses in health information technology program
- Assist with developing learning objectives and program development
- Facilitates discussions between and among the various divisions on interdisciplinary course work.
- Ensures the accuracy of curriculum in catalogues and websites
- Communicates regularly with the Deans concerning curriculum development at the course and program level.
- Assists Chairs and Deans with the development of models for determining the resource needs for proposed curricula.
- Serves as a consultant to Faculty, Chairs, and Deans, providing guidance and support in the development of curriculum.

Subject Matter Expert/Health Care Administration Course Developer **(Higher Education)**

2011 - 2012

- Colorado Technical University
- Briarcliffe College
- Worked closely with external vendors to develop curriculum, design and write educational content such as assessments and instructional content
- Ensure course objectives meet and/or exceed Blooms Taxonomy

Online Faculty of Associates in HCA

2007 - 2012

AXIA COLLEGE OF UNIVERSITY OF PHOENIX – Online

Faculty

- Responsible for providing quality instruction to students through well prepared classes online, relevant assignments, fair and holistic assessment of learning, and clear documentation of student progress
- Engaged each student online to ensure substantive participation
- Monitored the class to ensure all students were in compliance with university's policies and netiquette
- Provided timely and complete feedback on assignments used to guide students' understanding of topics
- Adequately prepared all course materials and lessons
- Provided each student with clear course expectations, evaluations and timelines through carefully written topical outlines and approved, and standardized syllabus
- Provided interesting and relevant assignments for students that demonstrated learning outcomes in a real-life setting

Online Faculty of Bachelors in HCA

2011 - 2012

COLORADO TECHNICAL UNIVERSITY – Online

Faculty

- Responsible for providing quality instruction to students through well prepared classes online, relevant assignments, fair and holistic assessment of learning, and clear documentation of student progress
- Engaged each student online to ensure substantive participation
- Monitored the class to ensure all students were in compliance with university's policies and netiquette
- Provided timely and complete feedback on assignments used to guide students' understanding of topics
- Adequately prepared all course materials and lessons
- Provided each student with clear course expectations, Adequately prepared all course materials and lessons
- Provided each student with clear course expectations, evaluations and timelines through carefully written topical outlines and approved, and standardized syllabus
- Provided interesting and relevant assignments for students that demonstrated learning outcomes in a real-life setting

Associate Professor/Program Coordinator of HCA and HIT Programs

2007 - 2012

ASA COLLEGE - Brooklyn, NY

Faculty

- Responsible for providing quality instruction to students through well prepared classes, relevant assignments, fair and holistic assessment of learning, and clear documentation of student progress
- Adequately prepared all course materials and lessons
- Provided each student with clear course expectations, evaluations and timelines through carefully written topical outlines and approved, and standardized syllabus
- Provided interesting and relevant assignments for students that demonstrated learning outcomes in a real-life setting

Program Coordinator

- Act as liaison between faculty and Dean of Health Disciplines
- Provide mentoring to new faculty
- Conduct program evaluation and assessment

Nursing Home Administrator (In Training)

2006 - 2007

LITTLE NECK NURSING HOME - Little Neck, NY

Under the preceptorship of a nursing home administrator:

- Worked closely with the preceptor to ensure knowledge of all state and federal regulations governing nursing home facilities
- Developed and maintained employee relations
- Developed inservice training on Fall Prevention and conducted workshop on all three shifts
- Ensured all required records were maintained as appropriate
- Ensured facility was safe, clean and comfortable

Medical Secretary

2004 - 2006

GLEN COVE HOSPITAL - Glen Cove, NY

- Performed a wide variety of office and clerical duties for the Chief Physician of Nuclear Medicine
- Provide administrative support within the department for nuclear medicine technologists
- Schedule patients for nuclear medicine procedures

- Transcribed documentation and ensure timeliness, accuracy, and completeness of documentation
- File patients' health records
- Assisted in the process of peer review of patients' health records within the department

Supervisor / Administrative Assistant

2003 - 2004

GLEN COVE CENTER FOR NURSING & REHAB - Glen Cove, NY

- Supervised 3-5 receptionists
- Ensure adequate staffing
- Performed a wide variety of office and clerical duties for the Nursing Home Administrator and owner of the nursing home facility
- Provide administrative support for all management during state and accreditation visits
- Familiar with the process of preparing corrective actions post state and accreditation visits.

STATE EXAMS

Teacher Certification Exam (Passed on first attempt)

- Liberal Arts and Science Test (LAST)
- Content Speciality: Family and Consumer Science
- Secondary Assessment of Teaching Skills – Written (ATS-W)

ADVISORY BOARDS & COUNCILS

Accreditation Evaluator - ACICS

Phi Theta Kappa Honor Society Chapter Advisor - ASA College

General Education Advisory Board - Metropolitan College of New York

General Education Advisory Board - Plaza College

PROFESSIONAL AFFILIATIONS

- American College of Healthcare Executives, Member
- American College of Health Care Administrators, Member
- American Health Information Management Association (AHIMA), Student Member, 2011
- Association for College Executives of Health Informatics & Information Programs, Member
- Delta Epsilon Sigma Honor Society, Member, 2006
- Health Information Management Systems, Member
- Phi Theta Kappa, Advisor, 2011 – Present
- Phi Theta Kappa, Member, 2003

PRESENTATIONS

- American College of Health Care Administrators. (2011). *“Strategies for Recruitment and Retention of Millennial Nurse Leaders”*.
- New York State Medical Assistant. (2011). *“Health Care Reform: From Here to There to Eternity”*.
- New York State Medical Assistant. (2010). *“Fundamentals of Managed Care”*.
- New York State Medical Assistant. (2009). *“HIPAA and the Medical Assistant”*.

COMMITTEE WORK

- Middle States Committee, Work Group 7, (Vice President-elected), ASA College, 2009-2010

- Retention Committee, Chair, (Vice President-elect), Mandl College, 2014-Present

PUBLISHED WORKS

Journal Articles

“Computerized Physician Order Entry: Is This the Solution?”
The Journal of Global Health Care Systems, Vol.1 (2), 2011.

“Effect of Prospective Payment System on Acute Care Delivery in a Hospital Setting.”
The Journal of Global Health Care Systems, Vol.1 (1), 2011.

“The Impact of Retiring Baby Boomers on Nursing Shortage.”
The Journal of Global Health Care Systems, Vol.1 (2), 2011.

Books

Little Red Riding Hood and the Insurance Dilemma - A Simplified Way of Learning: US Health Care Delivery Systems: New York: Richardson Publishing House, Spring 2013.

LR

LEIGH ROBILLARD

Summary

I am an outgoing and organized speech language pathologist who enjoys working with students who have communication and language challenges. It is most rewarding to watch a student reach a higher level of skill in whatever area they may be experiencing problems. In diagnosing and treating language articulation and fluency issues that impact both academic and social success within the classroom, I constantly research the newest and most effective therapies. However, I also recognize that each child is different and that even the most successful therapy practices must be tailored to each child's individual personality. In addition to therapy, I am also skilled in speech, language and hearing screenings. In addition to fourteen plus years in the K-5 environment, I have also worked with preschoolers.

Skills

- Speech and language screenings
- Adept in standardized speech tests
- Case management experience
- IEP and 504 compliance
- Empathetic and patient
- Google Educator Level 1 and Level 2 Certified
- Kami Level 1 and Level 2 Certified Educator
- BrainPop Certified Educator

Experience

Waterbury Public School | Waterbury, CT

Speech-Language Pathologist

08/2007 - Current

- Evaluate treatment goals and student progress on continuous basis.
- Utilize appropriate testing and assessment protocols to evaluate students referred to program.
- Assist in IEP goal development and gave professional input determining student progress.
- Treat fluency disorders, language delays, articulation or phonology delays and voice disorders for students in pre-kindergarten through 5th grade.
- Conduct regular IEP meetings to address educational concerns related to speech therapy.

Education and Training

Southern Connecticut State University | New Haven, CT

Master of Science in Speech-Language Pathology

08/2007

Southern Connecticut State University | New Haven, CT

Bachelor of Arts in Communication Disorders

05/2005

- Cum laude graduate

Certifications

- Licensed Speech-Language Pathologist - State of Connecticut, 2008-present
- Professional Educator Certification - State of Connecticut, June 2018-present



LEIGH ROBILLARD

elmsgirl82@yahoo.com | 203-525-7856 | Waterbury, CT 06708

Summary

I am an outgoing and organized speech language pathologist who enjoys working with students who have communication and language challenges. It is most rewarding to watch a student reach a higher level of skill in whatever area they may be experiencing problems. In diagnosing and treating language articulation and fluency issues that impact both academic and social success within the classroom, I constantly research the newest and most effective therapies. However, I also recognize that each child is different and that even the most successful therapy practices must be tailored to each child's individual personality. In addition to therapy, I am also skilled in speech, language and hearing screenings. In addition to fourteen plus years in the K-5 environment, I have also worked with preschoolers.

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Bachelor of Arts in Communication Disorders
05/2005

- Cum laude graduate

Certifications

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- Professional Educator Certification - State of Connecticut, June 2018-present



Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Baking and Pâtisserie
Course Description for Program of Studies	The course is an introduction to baking and pastry with intensive hands-on laboratory training. Laboratory classes emphasize basic ingredients and production techniques for breads, rolls, folded doughs, batters, basic cakes, cake decorating, pies, and cookies.
Grade Level	10-12
Pre-requisites	Introduction to Foods and Nutrition
Credit (if applicable)	0.5

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[Curricular Theme: Careers and Employability](#)

[Curricular Theme: Planning, Preparation, and Production](#)

[Recipes: Baking and Patisserie](#)

Curricular Theme: Safety and Sanitation

UNWRAPPED STANDARDS

<u>Advance CTE Standard</u>	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HTC06.05: Review safety and sanitation procedures applicable to the work area to ensure a safe and healthy work environment.	<ul style="list-style-type: none"> ● HTC06.05.01: Examine overall safety procedures to maintain safe work areas in hospitality and tourism workplaces. ● HTC06.05.03 Practice personal safety while at the work site and on work related assignments to avoid injuries or accidents. 	<ul style="list-style-type: none"> ● Classify different types of fires and how to contain them. ● Identify proper fire evacuation procedures. ● Outline proper response to emergency situations. ● Use appropriate safety equipment and clothing. ● Demonstrate safe use of equipment commonly used in hospitality and tourism. 	Safety Sanitation
HTC06.07 Analyze the potential effects caused by common chemicals and hazardous materials used in the hospitality and tourism industry in order to prevent health problems that may result from exposure to these elements.	<ul style="list-style-type: none"> ● HTC06.07.01 Follow industry standards to comply with safety polices and procedures. 	<ul style="list-style-type: none"> ● Apply Hazcom and Hazardous Material practices and MSDS Procedures for handling and disposing of chemicals. ● Illustrate compliance with OSHA safety regulations and practices. 	Chemical Hazardous Material MSDS OSHA
HTC06.03 Assess types and sources of workplace hazards common to hospitality and tourism work settings in order to demonstrate a working understanding of key health and safety concerns.	<ul style="list-style-type: none"> ● HTC06.03.01 Demonstrate methods to correct common hazards 	<ul style="list-style-type: none"> ● Identify and describe common hazards in the workplace. ● Identify and describe major sources of information about hazards in the workplace (e.g., MSDS, work procedures, exposure control plans, training materials, labels, and signage). Identify sources of combustible/flammable materials, fire and emergencies to establish a fire safe environment. ● Interpret safety signs and symbols. 	Hazard

<p>NASAFACS: 8.2 Demonstrate food safety and sanitation procedures</p>	<ul style="list-style-type: none"> ● 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. ● 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. ● 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. ● 8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods. ● 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation. 		<p>Pathogens Foodborne illness Cross contamination Temp sheets Cleaning sheets</p>
<p>NASAFACS: 8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p>	<ul style="list-style-type: none"> ● 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. ● 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. ● 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. ● 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. ● 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. 		<p>Cleaning Sanitizing</p>
<p>NASAFACS: 8.6 Demonstrate implementation of food service management and leadership functions.</p>	<ul style="list-style-type: none"> ● 8.6.1 Apply principles of purchasing, receiving, issuing, and storing in food service operations. ● 8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping. ● 8.6.10 Apply principles of inventory management, labor cost and control techniques, 		<p>Receiving Inventory FIFO Date Marking Record keeping Inventory management</p>

	production planning and control, and facilities management to front and back of the house operations.		
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Curricular Theme-Safety and Sanitation

Theme Narrative: The contents of this unit are interwoven throughout the Baking and Patisserie course. Students are provided an overview of major safety and sanitation procedures prior to engineering the culinary lab. Throughout the course, students will deepen their understanding of safety and sanitation processes and procedures as they interweave them with baking skills.

Essential Questions:

- What are the characteristics and qualities of a safe kitchen?
- What are common kitchen hazards and chemicals?
- How can you mitigate common hazards in a culinary environment?
- What are food borne pathogens and how can they be prevented in a kitchen?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HTC06.05	<ul style="list-style-type: none"> ● I can understand and explain safety procedures and precautions to maintain a safe work environment. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)	x	Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● HTC06.05.01: Examine overall safety procedures to maintain safe work areas in hospitality and tourism workplaces. ● HTC06.05.03 Practice personal safety while at the work site and on work related assignments to avoid injuries or accidents. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Safety and sanitation learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
x	Observation (O)											
Pacing:	<ul style="list-style-type: none"> ● 1 block-General safety procedures and precautions. ● Ongoing-application of content as required by planned lab experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of safe and sanitary actions within the culinary lab and pre/post lab quizzes.</i> 								
HTC06.03 HTC06.07	<ul style="list-style-type: none"> ● I can identify and correct common kitchen hazards and chemicals. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● HTC06.03.01 Demonstrate methods to correct common hazards ● HTC06.07.01 Follow industry standards to comply with safety policies and procedures. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Safety and sanitation learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i> 		
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											

<p>Pacing:</p>	<ul style="list-style-type: none"> ● 0.5 block-General kitchen hazards and chemicals ● Ongoing-application of content as required by planned lab experiences. 	<table border="1"> <tr> <td data-bbox="695 110 741 175">x</td> <td data-bbox="741 110 1014 175">Observation (O)</td> </tr> </table>	x	Observation (O)	<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of safe and sanitary actions within the culinary lab and pre/post lab quizzes.</i> 						
x	Observation (O)											
<p>NASAFAC S8.2</p>	<ul style="list-style-type: none"> ● I can identify major food borne pathogens and how to prevent them. 	<table border="1"> <tr> <td data-bbox="695 367 741 431"></td> <td data-bbox="741 367 1014 431">Selected Response</td> </tr> <tr> <td data-bbox="695 431 741 521">x</td> <td data-bbox="741 431 1014 521">Constructed Response</td> </tr> <tr> <td data-bbox="695 521 741 581"></td> <td data-bbox="741 521 1014 581">Performance (P)</td> </tr> <tr> <td data-bbox="695 581 741 643"></td> <td data-bbox="741 581 1014 643">Observation</td> </tr> </table>		Selected Response	x	Constructed Response		Performance (P)		Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Safety and sanitation learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i>
	Selected Response											
x	Constructed Response											
	Performance (P)											
	Observation											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 0.5 block-General food borne pathogens and prevention ● Ongoing-application of content as required by planned lab experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of safe and sanitary actions within the culinary lab and pre/post lab quizzes.</i> 								

Curricular Theme: Careers and Employability

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
NASAFACS: 8.1 Analyze career paths within the food production and food services industries.	<ul style="list-style-type: none"> ● 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers. ● 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors. ● 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services. ● 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities. 	●	<ul style="list-style-type: none"> ● Food industry ● Entrepreneurial ● Career
NASAFACS: 8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	<ul style="list-style-type: none"> ● 8.4.1 Use computer based menu systems to develop and modify menus. ● 8.4.2 Apply menu-planning principles to develop and modify menus. ● 8.4.3 Analyze food, equipment, and supplies needed for menus. ● 8.4.4 Develop a variety of menu layouts, themes, and design styles. ● 8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements. ● 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. ● 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning. 	●	<ul style="list-style-type: none"> ● Menu ● Theme ● Design ● Production ● Performance of items ● Analyze sales ● Food cost analysis
HTC09.02 Identify career opportunities in one or more hospitality and tourism career pathways to broaden awareness of careers available within the	<ul style="list-style-type: none"> ● HTC09.02.01 Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries ● HTC09.02.02 Match personal interests and aptitudes to careers in the hospitality and 	<ul style="list-style-type: none"> ● Locate and interpret career information for at least one career cluster. Identify job requirements for career pathways. Identify educational and credentialing 	<ul style="list-style-type: none"> ● Aptitudes ● Entry level ● Skilled level ● Supervisory

<p>career cluster</p>	<p>tourism industry when researching opportunities within the pathways.</p> <ul style="list-style-type: none"> ● HTC09.02.03 Examine entry-level, skilled level, and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment. 	<p>requirements for career cluster and pathways</p> <ul style="list-style-type: none"> ● Identify personal interests and aptitudes. Identify job requirements and characteristics of selected careers. Compare personal interests and aptitudes with job requirements and characteristics of career selected. Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics. 	
<p>ESS07.01 Employ leadership skills to accomplish organizational goals and objectives.</p>	<ul style="list-style-type: none"> ● ESS07.01.02 Exhibit traits such as empowerment, risk, communication, focusing on results, decision-making, problem solution, and investment in individuals when leading a group in solving a problem. ● ESS07.01.03 Exhibit traits such as compassion, service, listening, coaching, developing others, team development, and understanding and appreciating others when acting as a manager of others in the workplace. ● ESS07.01.04 Exhibit traits such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living, and change when interacting with others in general. ● ESS07.01.06 Exhibit traits such as innovation, intuition, adaptation, life-long learning and coachability to develop leadership potential over time. ● ESS07.01.07 Analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation. 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Leadership ● Employability
<p>ESS07.03 Employ teamwork skills to achieve collective goals and use team member's talents effectively.</p>	<ul style="list-style-type: none"> ● ESS07.03.01 Work with others to achieve objectives in a timely manner. ● ESS07.03.02 Promote the full involvement and use of team member's individual talents and skills. ● ESS07.03.03 Employ conflict-management skills to facilitate solutions. ● ESS07.03.05 Demonstrate teamwork processes 		<ul style="list-style-type: none"> ● Teamwork ● Accountability ● Objectives

	<p>that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.</p> <ul style="list-style-type: none"> ● ESS07.03.07 Demonstrate commitment to and a positive attitude toward team goals. ● ESS07.03.08 Take responsibility for shared group and individual work tasks. ● ESS07.03.09 Assist team members in completing their work. ● ESS07.03.10 Adapt effectively to changes in projects and work activities. ● ESS07.03.11 Negotiate effectively to arrive at decisions. 		
ESS07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.	<ul style="list-style-type: none"> ● ESS07.04.03 Manage personal skills to accomplish assignments. ● ESS07.04.04 Treat people with respect. ● ESS07.04.06 Demonstrate sensitivity to and value for diversity. ● ESS07.04.07 Manage stress and control emotions. 		Respect
ESS09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable.	<ul style="list-style-type: none"> ● ESS09.01.01 Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation. ● ESS09.01.02 Demonstrate flexibility and willingness to learn new knowledge and skills. ● ESS09.01.03 Exhibit commitment to the organization. 		

Curricular Theme-Careers and Employability

Theme Narrative: The contents of this unit are interwoven throughout the Baking and Patisserie course. Students are provided an overview of employability skills for the food and beverage industry. . Throughout the course, students will deepen their understanding of employability and employability skills as they interweave them with baking skills.

Essential Questions

- What are the career options in the food and beverage industry?
- What are the ways in which culinary certifications can advance my opportunities in the food and beverage industry?
- How are the food industry and business entrepreneurial endeavors connected?
- What are the employability skills required for success in the food industry?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
NASAFAC S: 8.1 HTC09.02	<ul style="list-style-type: none"> ● I can identify careers in the food industry. ● I can analyze opportunities for employment and entrepreneurial endeavors. ● I can summarize education and training requirements and opportunities for career paths in the food industry. ● I can compare and contrast careers in the food industry and choose the best career path for me. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td></td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers. ● 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors. ● 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services. ● HTC09.02.01 Research career opportunities based upon their fit with personal career goals in the hospitality and tourism industries ● HTC09.02.02 Match personal interests and aptitudes to careers in the hospitality and tourism industry when researching opportunities within the pathways. ● HTC09.02.03 Examine entry-level, skilled level, and supervisory positions and the qualifications and skills needed for different levels of hospitality and tourism employment. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Food industry career project and presentation</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 3 blocks-Career Exploration ● Ongoing-application of content as required by planned lab and classroom experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Project</i> 								

ESS09.01	<ul style="list-style-type: none"> • I can identify the traits needed to be employable. • I can role-play to demonstrate positive and negative traits in a job. 	<table border="1"> <tr> <td data-bbox="693 151 741 240"></td> <td data-bbox="741 151 1016 240">Selected Response (SR)</td> </tr> <tr> <td data-bbox="693 240 741 337">x</td> <td data-bbox="741 240 1016 337">Constructed Response (CR)</td> </tr> <tr> <td data-bbox="693 337 741 402"></td> <td data-bbox="741 337 1016 402">Performance (P)</td> </tr> <tr> <td data-bbox="693 402 741 461"></td> <td data-bbox="741 402 1016 461">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)		Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • ESS09.01.01 Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation. • ESS09.01.02 Demonstrate flexibility and willingness to learn new knowledge and skills. • ESS09.01.03 Exhibit commitment to the organization. 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • <i>Employability skills and learning targets and skills are embedded with all content throughout this course. Focus on specific elements of safety and sanitation will vary based on concepts and skills required in the unit taught.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<p>1 block</p>		<p>CCSS Connections:</p> <ul style="list-style-type: none"> • <i>CCSS.ELA-LITERACY.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> • <i>Observation/assessment of employability actions within the culinary lab and classroom.</i> 								

Curricular Theme: Planning, Preparation, and Production

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
HTPA04.01 Manage and use basic reading, writing, and mathematical skills for food production and guest services to provide a positive guest experience.	<ul style="list-style-type: none"> ● HTPA04.01.01 Apply mathematical, reading, and writing skills to correctly deliver food products and guest service 	<ul style="list-style-type: none"> ● Convert recipes. ● Use proper measurements of ingredients. ● Calculate menu and recipe costs. ● Read and comprehend recipes, operational manuals, inventory control sheets, menus, correspondence, training manuals, etc. ● Use basic writing skills (grammar, punctuation, spelling) to produce inventory control sheets, recipes, menus, correspondence, employee evaluations, etc. 	<ul style="list-style-type: none"> ● Convert ● Equivalent ● Weight ● Volume ● Interpret ● Understand
NASAFACS: 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	<ul style="list-style-type: none"> ● 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. ● 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. ● 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. ● 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods. ● 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. 	<ul style="list-style-type: none"> ● Explain the use of a variety of sauces. ● Choose appropriate cooking procedures (sauté, broil, bake, etc.). ● Employ knowledge of nutritional values. ● Exhibit high quality food presentation. ● Use of scales and other food service equipment. ● Sharpen knives safely. ● Use pots and pans for different food preparations. ● Explain how to store and retrieve foods in a variety of settings (cold, hot, dry, etc.) ● Detail characteristics of French, Russian, Bistro style and other forms of service. Identify types of 	<ul style="list-style-type: none"> ● Equipment (full list available at request) ● Cooking methods (full list available at request) ● Technique ● Method ● Ingredient ● Prepare ● Mise en place

	<ul style="list-style-type: none"> ● 8.5.9 Prepare sandwiches, canapes, and appetizers using safe handling and professional preparation techniques. ● 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. ● 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques. ● 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques. 	<p>dining utensils and proper uses. Show proper set up procedures for the dining room/counter. Explain menu items. Detail the process of “upselling” and other forms of marketing at tableside.</p>	
HTPA09.01 Implements the company's standard operating procedures related to food and beverage production and guest service to provide quality products and services.	<ul style="list-style-type: none"> ● HTPA09.01.02 Evaluate prepared foods for quality and presentation to meet quality standards. ● HTPA09.01.04 Match equipment with correct cooking methodology. 	<ul style="list-style-type: none"> ● Show consistent appearance in prepared foods Detail ways to monitor quality of prepared food 	<p>Plating Quality Portion</p>

Curricular Theme: Planning, Preparation, and Production

Theme Narrative: This unit comprises the baking and patisserie skills and recipes that will support building the students foundational knowledge of baking. Students will build their understanding of safety and sanitation, employability skills as they delve into baking skills and “whip things up” in the culinary lab. Students will learn the basics of the creaming method, muffin method, biscuit method, lamination, pate a choux pastry, yeast breads, cakes and cake decorating.

Essential Questions:

- What are the different ways to mix and prepare baked good doughs/batters, and why is it important to understand the different methods and when to use them?
- What is the difference between quick bread and yeast bread, and how do the leavening agents in each work?
- How are different icings structured, and why are they used for different applications?
- How can you evaluate baked goods, and determine how to improve techniques and outcomes in the future?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments								
HTPA04.0 <u>1</u>	<ul style="list-style-type: none"> ● I can convert recipes to be larger or smaller. ● I can use correct measurements of needed ingredients. ● I can understand recipes and apply them properly. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● HTPA04.01.01 Apply mathematical, reading, and writing skills to correctly deliver food products and guest service 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Recipe conversion and measurement skill learning targets are embedded with all recipes throughout this course.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 1 blocks-Recipe Conversion/measurement ● Ongoing-application of content as required by planned lab and classroom experiences. 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● <i>HS.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</i> 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of recipe conversions and measurement within the culinary lab and classroom.</i> 								
NASAFAC S: 8.3 NASAFAC S: 8.5 HTPA09.0 <u>1</u>	<ul style="list-style-type: none"> ● I can identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. ● I can demonstrate professional skills in safe handling of knives, tools, and equipment. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="text-align: center;">Selected Response (SR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Constructed Response (CR)</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">Performance (P)</td> </tr> <tr> <td></td> <td style="text-align: center;">Observation (O)</td> </tr> </table>		Selected Response (SR)	x	Constructed Response (CR)	x	Performance (P)		Observation (O)	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware. ● 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. ● HTPA09.01.04 Match equipment with correct cooking methodology 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● <i>Food processing and equipment skill learning targets are embedded with all recipes throughout this course.</i>
	Selected Response (SR)											
x	Constructed Response (CR)											
x	Performance (P)											
	Observation (O)											
<p>Pacing:</p>	<ul style="list-style-type: none"> ● 2 blocks-Food Processing/Equipment Handling ● Ongoing-application of content 		<p>CCSS Connections:</p> <ul style="list-style-type: none"> ● 	<p>Assessments:</p> <ul style="list-style-type: none"> ● <i>Observation/assessment of food processing and</i> 								

	as required by planned lab and classroom experiences.			<i>equipment use within the culinary lab and classroom.</i>								
NASAFAC S: 8.2 NASAFAC S: 8.2 NASAFAC S: 8.3 NASAFAC S: 8.6 NASAFAC S: 8.4 ESS07.01 ESS07.03 ESS07.04 NASAFAC S: 8.1	<p>Food Preparation</p> <ul style="list-style-type: none"> I can demonstrate professional skill for a variety of cooking methods including sauteing, pan frying, deep frying, poaching, steaming, and baking using professional equipment and current technologies. I can utilize weights and measurement tools for different recipes. I can apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods. I can prepare various foods using safe handling and professional preparation techniques. I can demonstrate professional plating, garnishing, and food presentation techniques. <p>Safety and Sanitation</p> <ul style="list-style-type: none"> I can properly store and handle food, preventing cross contamination. I can dispose of waste in appropriate, safe, and environmentally friendly ways. I can maintain records to document time and temperature control, maintenance of equipment, and cleaning of equipment. I can maintain food inventory using FIFO, date marking, and record keeping. <p>Menu</p> <ul style="list-style-type: none"> I can make and modify menus using technology, including 	<table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance (P)</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response	x	Performance (P)	x	Observation	<p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods. 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. 8.5.9 Prepare sandwiches, canapes, and appetizers using safe handling and professional preparation techniques. 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques. 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques. 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. 8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling 	<p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> <i>Lesson and lab on:</i> <ul style="list-style-type: none"> <i>Cookies or similar (creaming method)</i> <i>Muffins or similar (muffin method)</i> <i>Scones or similar (biscuit method)</i> <i>Puff pastry or similar (lamination)</i> <i>Cream Puffs or similar (pate a choux pastry)</i> <i>Bread or similar (yeast)</i> <i>Cake decorating</i> <i>Incorporate Safety and Sanitation standards throughout the lessons and labs as applicable to recipe preparation.</i> <i>Incorporate Career and Employability standards throughout the lessons and labs.</i>
	Selected Response											
	Constructed Response											
x	Performance (P)											
x	Observation											

	<p>different designs and layouts.</p> <ul style="list-style-type: none"> ● I can plan a menu, including design, food items, cost, equipment, culture of origin. <p>Employability</p> <ul style="list-style-type: none"> ● I can demonstrate employability skills, including but not limited to leadership, teamwork, dependability, positive attitude, good customer service, respecting others, and holding myself accountable. ● I can create a portfolio of my work throughout the semester to show my improvement and commitment to learning new skills. 		<p>methods.</p> <ul style="list-style-type: none"> ● 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation. ● 8.3.1 Operate tools and equipment following safety procedures and OSHA requirements. ● 8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements. ● 8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements. ● 8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools. ● 8.6.1 Apply principles of purchasing, receiving, issuing, and storing in food service operations. ● 8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping. ● 8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations. ● 8.4.1 Use computer based menu systems to develop and modify menus. ● 8.4.2 Apply menu-planning principles to develop and modify menus. ● 8.4.3 Analyze food, equipment, and supplies needed for menus. ● 8.4.4 Develop a variety of menu layouts, themes, and design styles. ● 8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements. ● 8.4.6 Record performance of menu items to analyze sales and determine menu revisions. ● 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning. 	
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Pacing:	30 blocks		CCSS Connections: <ul style="list-style-type: none"> ● <i>HS.N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</i> ● <i>CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</i> ● <i>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i> 	Assessments: <ul style="list-style-type: none"> ● <i>Performance Tasks: Cooking and recipe adaptation</i> ● <i>Performance Task: Safe Behaviors and actions in the Kitchen</i>
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Recipes: Baking and Patisserie

Table of recipes to support student development of baking and patisserie skills.

Creaming Method (3 Days)	Muffin method (2 days)	Biscuit Method (2 days)	Lamination (4 days)
Shortbread Cookies Chocolate Chip Cookies Pound Cake Oatmeal Cookies	Blueberry Muffins Corn Muffins Pumpkin Muffins Pancakes/Waffles	Drop Biscuits Rolled Biscuits Buttermilk Biscuits Shortcake	Croissants Pie crust/Pie Babka
Pate a choux pastry (3 days)	Yeast Breads (4 days)	Cakes (2 days)	Cake Decorating (4 days)
Cream Puff Eclair Profiterole	Pizza Dough Egg Bread Rolls Pretzels Loaf bread	Sponge cake/Cupcakes	Royal Icing Piping techniques Sugar flowers Fondant



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	A Cappella
Course Description for Program of Studies	This is a semester based course where students will learn how to sing in a small group. Students will learn vocal techniques used in contemporary college A Cappella style (Glee, Pitch Perfect, or Pentatonix). This will include learning vocal percussion (beatboxing), microphone technique, arranging and writing. Student's will also have the opportunity to sing solos and enhance their ability to connect with their peers and audience.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	.5

MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	P						P	P		P	S			P			
Responding																			
MU:Re7.1 Perceive and analyze artistic work.										S									
MU:Re8.1 Interpret intent and meaning in artistic work.			S						S		P								
MU:Re9.1 Apply criteria to evaluate artistic work.													P				P		
Connecting																			
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.																			
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.											S								

ESSENTIAL QUESTION OF STANDARDS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How does understanding the structure and context of musical works inform performance?
- How do musicians make creative decisions?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of the music influence a response?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

ENDURING UNDERSTANDING OF STANDARDS

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT 1: Posture and Breath Support

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E.HSI (Proficient)	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		Content Knowledge	Thorax (intercostal muscles), diaphragm
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	All breathing is from the diaphragm
			Product Development	RESOURCES
			Learning Behavior	ENT diagram, thorax diagram

LEARNING TARGETS

I CAN

- Stand or sit using proper posture.
- Identify muscle groups used in singing.
- Prepare my body for the physical act of singing.

UNIT 2: Articulation

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E.HSI (Proficient)	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		Content Knowledge	Legato, staccato, accent
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
		X	Physical Skill	Should have previous exposure
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Identify staccato, accent, legato within my music.
- Perform staccato, accent, legato.
- Explain and understand why staccato, accent, and legato are used within selected repertoire

UNIT 3: Phrasing

Vocal Awareness/Technique

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E. HSII (Accomplished) a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.		Content Knowledge	Phrasing
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
	X	Physical Skill	All notes are monodynamic
		Product Development	
		Learning Behavior	
MU:Re8.1.E .HSI (Proficient) Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	X	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

LEARNING TARGETS

I CAN

- Recognize the natural rise and fall of a vocal line.
- Find the word that represents the apex (peak) of the phrase.
- Sing a vocal line with direction and meaning.

UNIT 4: Vocal Percussion

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E.HSIII (Advance d)	a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.		Content Knowledge	Vocal Percussion
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	That it is hard or impossible to do.
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Create drum sound vocally.
- Understand basic rhythms.

UNIT 5: Pitch & Rhythm

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.HSI (Proficient)	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	<ul style="list-style-type: none"> • Treble and bass clef • 16th notes, whole notes, dotted notes
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	What standard notation is (i.e. the staff).
			Product Development	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Learning Behavior	Quarter and eighth notes

LEARNING TARGET

I CAN

- Read standards notes and perform them. (notes on the treble and bass clef)
- Identify written notes; their pitch and duration. (16th notes to whole notes, and dotted notes)
- Sing correct pitch and duration as indicated by the music.

UNIT 6: Key Signatures

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.HSI (Proficient)	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	solfège, key signature, and how sharps and flats affect the “do”
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	That “do” is fixed
			Product Development	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Learning Behavior	Basic solfège scale

LEARNING TARGETS

I CAN

- Find and sing the ‘do’ note of C in written music.
- Find and sing the ‘do’ note of G in written music.
- Find and sing the ‘do’ note of F in written music.
- Find and sing the ‘do’ note of D in written music.
- Find and sing the ‘do’ note of Bb in written music.
- Find and sing the ‘do’ note of A in written music.
- Find and sing the ‘do’ note of Eb in written music.

UNIT 7:Time Signatures

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.HSI (Proficient)	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	Compound and simple meter
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	That 6/8 and 3/4 are the same meter
			Product Development	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Learning Behavior	Ability to keep a steady beat

LEARNING TARGET

I CAN

- Identify the difference between compound and simple meters. (2/4, 2/2, 3/4, 3/8, 4/4, 6/8, 6/4, 9/8, 12/8)
- Perform simple and compound meters and know where each of the beats are.
- Associate beats with conductor's gesture.

UNIT 8: Road Map Symbols

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.HSI (Proficient)	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	<ul style="list-style-type: none"> repeat signs, CODA, DS, and first/second endings
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	That you do not need to go back to the beginning when there is a repeat Read/sing through first and second ending (forgetting to repeat and jump to 2nd ending)
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Identify repeat signs, CODA, DS, and first/second endings
- Follow the score returning to the correct measure with the road map symbols.

UNIT 9: Solfège

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.HSI (Proficient)	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	solfège
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
		X	Physical Skill	Exposure to solfège
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Sing a scale using solfège syllables.
- Jump to any scale degree (interval) from do.
- Identify ‘do’ in the key signature of the musical passage.
- Sing musical passages with solfège syllables.

UNIT 10: Conducting Gestures

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E.HSI (Proficient)	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.		Content Knowledge	Conducting, upbeat and downbeat
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	COMMON MISCONCEPTIONS
			Product Development	Forgetting to look at the conductor to know when and how to sing/articulate
			Learning Behavior	
MU:Re8.1. E.HSI (Proficient)	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Start and end music phrases together with others.
- Follow directions/gestures for appropriate synchronization.
- Associate beats with conductor's gesture.
- Prepare and perform for upbeats and downbeats

UNIT 11: Arranging

Vocal Awareness/Technique

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary	
MU:Cr2.1.C .HSII (Accomplished)	a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	X	Product Development	
		Learning Behavior	
MU:Cr3.1.C .HSII (Accomplished)	Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		X	Product Development
		Learning Behavior	
MU:Re9.1.C .HSI (Proficient)	Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
		COMMON MISCONCEPTIONS	
		It is easy to arrange music	
		PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	
		Foundational music reading and theory skills	

LEARNING TARGETS

I CAN:

- Arrange songs for various ensemble groups.
- Analyze scores to understand voice leading, harmonization and arranging norms.

UNIT 12: Dynamics

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Re7.2.E .HSI (Proficient)	Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.		Content Knowledge	Dynamics ranging from pp-ff and sfz
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	Not vary the dynamics enough
			Product Development	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Learning Behavior	Ability to sing at different volumes
MU:Pr6.1.E. HSI (Proficient)	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Identify and perform ff in written music.

- Identify and perform *f* in written music.
- Identify and perform *mf* in written music.
- Identify and perform *mp* in written music.
- Identify and perform *p* in written music.
- Identify and perform *pp* in written music.
- Identify and perform *sfz* in written music.

UNIT 13: Diction

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Re8.1. E.HSI (Proficient)	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	x	Content Knowledge	Diction
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	Singing everything in an American accent
			Product Development	
			Learning Behavior	
MU:Cn11.0 .E.HSII (Accomplished)	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Perform the correct vowels and consonants.
- Make myself understandable to others.

UNIT 14: Vowel Color & Intonation

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E.HSI (Proficient)	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.		Content Knowledge	Larynx, pharynx, soft palette placement, mask, resonance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	That pop stars sing correctly
			Product Development	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Learning Behavior	Breathing technique

LEARNING TARGETS

I CAN

- Shape my vocal tract appropriately.
- Identify muscles and spaces that affect the vowel color.
- Adjust tongue position for each of the italian singing vowels (ah, eh, ee, oh, oo)
- Adjust soft palette position for each of the italian singing vowels (ah, eh, ee, oh, oo)
- Place vowel sounds into the mask

UNIT 15: Meaning & Interpretation

Vocal Awareness/Technique

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E. HSII (Accomplished)	a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
			Product Development
			Learning Behavior
MU:Re9.1.E. HSI (Proficient)	Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.		Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

N/A

COMMON MISCONCEPTIONS

Bringing in prior knowledge of a song's meaning

LEARNING TARGETS

I CAN

- Understand the meaning of the text.
- Understand the context of the text.
- Sing so others can understand the text.
- Convey the meaning of the song using expression and body language.

UNIT 16: Ballance

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.HSII (Accomplished)	a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	X	Content Knowledge	Ballance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	I can sing the right notes and it's right - but it needs to blend within the group
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Listen to the overall volume levels of each part.
- Adjust my personal volume level to match others.

UNIT 17: Blend

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.HSII (Accomplished)	a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	X	Content Knowledge	Vowel color and intonation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	“Ah” sound is the same
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Listen to vowel colors of others.
- Match vowel colors to others.

UNIT 18: Microphone Technique

Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.3.T.HSI (Proficient)	Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.	x	Content Knowledge	EQ system, frequencies, compression
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		x	Physical Skill	That microphone placement doesn't matter and will pick up your voice anywhere
			Product Development	RESOURCES
			Learning Behavior	microphones, mixing board

LEARNING TARGETS

I CAN

- Use and hold microphones.
- Adjust EQ settings to fortify vocal quality.



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Digital Music
Course Description for Program of Studies	This course introduces students to digital music using computers, synthesizers and digital audio workstations to create original music. Students will collaborate with others to create works across other subjects such as art, theater, film, dance, english.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Tools of the Trade	Interdisciplinary Collaboration	Post-Production
Creating			
MU:Cr1.1 Generate and conceptualize artistic ideas and work.	P		
MU:Cr2.1 Organize and develop artistic ideas and work.		P	
MU:Cr3.1 Refine and complete artistic work.		S	P
Performing			
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	S	
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.		S	

MU:Pr6.1 Convey meaning through the presentation of artistic work.			
Respond			
MU:Re7.1 Perceive and analyze artistic work.		S	
MU:Re8.1 Interpret intent and meaning in artistic work.			
MU:Re9.1 Apply criteria to evaluate artistic work.	S		P
Connecting			
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.			
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		P	

ESSENTIAL QUESTIONS OF STANDARDS

- How do musicians generate creative ideas?
- How does understanding the structure and context of musical works inform performance?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do performers interpret musical works?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?
- How do individuals choose music to experience?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

ENDURING UNDERSTANDING OF STANDARDS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.
- Musicians' creative choices are influenced by their context, expressive intent, and established criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

UNIT 1: Tools of the Trade

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1. T.HSI (Proficient)	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.		Content Knowledge	Music Theory, Music Notation, Loop-based composition, Live recording, Sound manipulation
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	RESOURCES
			Physical Skill	
			Product Development	
			Learning Behavior	
	Learning Behavior			
MU:Pr4.2. T.HSI	Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.		Content Knowledge	Computers, mics, cables (hardware) Notation, loop, DAW software Instructional videos Peer/teacher evaluations and guidance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
MU:Re9.1. T.HSI	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Compose and realize musical ideas using notation software
- Create musical sketches/soundscapes using loops
- Record live sounds using microphones
- Manipulate sound and layer/overdub tracks using DAW

UNIT 2: Interdisciplinary Collaboration

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr2.1. T.HSII (Accomplished)	Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.		Content Knowledge	Compose original music, record & edit podcast, Create music for a specific use. Workflows, deadlines Collaboration
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Physical Skill	Understanding the needs of 'client'
			Product Development	RESOURCES
			Learning Behavior	Interdisciplinary peer or teachers, Timeline flowcharts with deadlines for deliverables, Scripts, Videos, etc...
MU:Cr3.1. T.HSI (Proficient)	Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.1. T.HSI	Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr4.3. T.HSI	Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr5.1. T.HSII	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
MU:Re7.I. T.HSII	Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Cn11.0 .T.HSII	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

LEARNING TARGETS

I CAN

- Connect with students in other disciplines to create a collaborative work
- - English (or language arts) / Civics: create a podcast
 - . record interviews
 - . compose theme/incidental music
- - Theater: compose music for a theatrical performance
 - . write and notate music
 - . arrange with instruments (virtual or real)
 - . record singer/instrumentalist (if necessary)
- - Arts: compose music for an art installation
 - . write and notate music
 - . arrange with instruments (virtual or real)
 - . record singer/instrumentalist (if necessary)
- - Film: compose music for a video / record sound effects and dialogue
 - . write and notate music
 - . arrange with instruments (virtual or real)
 - . record actors
 - . mix sound effects
- - Other cross-discipline projects (Video Game Design, Choreography, Website Design, Music Video Production, Social Media Marketing And Communication, etc.)

UNIT 3 : Post-Production

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr3. 2.T.HSII	Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.		Content Knowledge	Mixing and Mastering Product, Deliverables
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re9. 1.T.HSII	Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

LEARNING TARGETS

I CAN

- Assemble audio elements
- Link audio to video elements

- Edit and master audio (effects, panning, level, ...)
- Create a high-quality finished product on time
- Present the collaborative work to the public



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Jazz Band
Course Description for Program of Studies	This is a semester based course where students will learn how to perform jazz music together in a small group. Students will learn styles of Salsa, Latin, and Swing to name a few. They will also learn how to perform in modes common to jazz music. This will allow students the opportunity to learn how to improvise and perform solos.
Grade Level	9-12
Pre-requisites	Previous or current enrollment in another ensemble
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Jazz Articulation	Style	Blues Scales	Modes	Tempo	Rhythm	ID in Text
Creating							
MU:Cr1.1 Generate and conceptualize artistic ideas and work.	S		P	P			
MU:Cr2.1 Organize and develop artistic ideas and work.	S						
MU:Cr3.1 Refine and complete artistic work.	S						
Performing							
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	S	S	S	P		P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.		S					
MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P			S	P	S
Responding							

MU:Re7.1 Perceive and analyze artistic work.		S				S	
MU:Re8.1 Interpret intent and meaning in artistic work.		P			S		
MU:Re9.1 Apply criteria to evaluate artistic work.							
Connecting							
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.	S						
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		S					

ESSENTIAL QUESTIONS OF STANDARDS

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do performers select repertoire?
- How do we discern the musical creators' and performers' expressive intent?
- How do performers interpret musical works?
- How do individuals choose music to experience?

ENDURING UNDERSTANDING OF STANDARDS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

UNIT 1: Jazz Articulation

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1. E.Hs novice-	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.		Content Knowledge	Dot tonguing, du tonguing, da tonguing, dit tonguing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Cr2.1. E.Hs novice.	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Cr3.1. E.Hs novice	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.2. E.Hs	Demonstrate, using music reading skills where appropriate, how the setting and formal	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.		Physical Skill
		X	Product Development
			Learning Behavior
MU:Pr6.1.E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
			Product Development
			Learning Behavior
MU:Cn10.0.E.HSI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior

LEARNING TARGETS

I CAN

- Perform using jazz articulations
- Demonstrate an understanding of jazz articulations..
- Identify and demonstrate different jazz articulations.
- Improvise melodies using various jazz articulations.

UNIT 2: Swing and Straight Styles

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Swing and straight
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	All jazz is swing
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: swing.
- Perform music using swing style.
- Demonstrate an understanding of the difference between swing and straight styles.
- Improvise a melody using swing rhythms.

UNIT 3: Blues

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Blues
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Physical Skill	Major scales
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Major scales
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Major scales
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	

			Learning Behavior	
MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: blues.
- Perform music using blues style and scale.
- Demonstrate an understanding of the blues.
- Improvise a melody using the blues scales.

UNIT 4: Ballad

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Ballad
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Ballad
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Ballad
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and expressive qualities in prepared	X	Content Knowledge	Ballad
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1.E.Hs intermediate	Identify and support interpretations of the expressive content and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: ballad.
- Perform music using ballad style.
- Improvise a melody ballad style.

UNIT 5: Latin Styles

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Latin style
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	Latin=Hispanic
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: latin.
- Perform music using latin style.
- Demonstrate an understanding of the difference between latin and straight styles.
- Improvise a melody using latin rhythms and styles.

RESOURCES

-Tito Puente

UNIT 6: Samba

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Samba
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and expressive qualities in prepared	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: samba.
- Perform music using samba style.
- Demonstrate an understanding of the difference between samba and straight styles.
- Improv a melody using samba rhythms and style.

UNIT 7: Salsa

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Standards: MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Salsa
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: salsa.
- Perform music using salsa style.
- Demonstrate an understanding of the difference between salsa and straight styles.
- Improvise a melody using salsa rhythms and style.

UNIT 8: Bossanova

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Bossanova
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Bossanova
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Bossanova
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	MU:Pr6.1.E.Hs intermediate Demonstrate attention to	X	Content Knowledge	Bossanova
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: bossanova.
- Perform music using bossanova style.
- Demonstrate an understanding of the difference between bossanova and straight styles.
- Improving a melody using bossanova rhythms and style.

UNIT 9: Rock

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Rock
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
			Physical Skill	Rock is loud and fast
		X	Product Development	COMMON MISCONCEPTIONS
		X	Learning Behavior	Rock is loud and fast
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	MU:Pr6.1.E.Hs intermediate Demonstrate attention to technical accuracy and	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: rock.
- Perform music using rock style.
- Demonstrate an understanding of the difference between rock and straight styles.
- Improvising a melody using rock rhythms and style.

UNIT 10: Funk

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Funk
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Funk
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Funk
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and	X	Content Knowledge	Funk
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: funk.
- Perform music using funk style.
- Demonstrate an understanding of the difference between funk and straight styles.
- Improvise a melody using funk rhythms and style.

UNIT 11: Shuffle

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Shuffle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Shuffle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge	Shuffle
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs	MU:Pr6.1.E.Hs intermediate Demonstrate attention to technical accuracy and	X	Content Knowledge	Shuffle
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

intermediate	expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: shuffle.
- Perform music using shuffle style.
- Demonstrate an understanding of the difference between shuffle and straight styles.
- Improv a melody using shuffle rhythms and style.

UNIT 12: Waltz

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Jazz Waltz	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS	
			Physical Skill		
		X	Product Development	Waltz is only for dancing	
		X	Learning Behavior		
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Waltz is only for dancing	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr4.3. E.Hs intermediate	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	X	Content Knowledge		Waltz is only for dancing
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr6.1. E.Hs	Demonstrate attention to technical accuracy and expressive qualities in prepared	X	Content Knowledge	Waltz is only for dancing	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

intermediate	and improvised performances of a varied repertoire of music representing diverse cultures and styles.		Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs intermediate	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Describe the different styles of music in relation to jazz: jazz waltz.
- Perform music using jazz waltz style.
- Demonstrate an understanding of the difference between jazz waltz and straight styles.
- Improvising a melody using jazz waltz rhythms and style.

UNIT 13: Scales

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs novice.	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble		Content Knowledge	Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian modes, pentatonic scales, blues scale
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	
MU:Pr4.2. E.HSI	Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Cr1.1. E.Hs novice	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	

		Learning Behavior	
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LEARNING TARGETS

I CAN

- Demonstrate understanding of how a blues scale is formed, how modes are formed, how pentatonic scales are formed,
- Perform blues scales in Concert Bb, C, Eb, and F Major Scales, Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian modes, pentatonic scales.
- Improv using a blues scale, modes, and pentatonic scales over chords.

UNIT 14: Identifying in the Text

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	
MU:Pr4.2. E.HSI	Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		Content Knowledge	mute techniques, pitch bend, turn, lip turn, and squeeze	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	
			Physical Skill		Jazz articulation, key signatures
		X	Product Development		
			Learning Behavior		
	Content Knowledge				
MU:Pr6.1. E.Hs intermediate	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	X	Content Knowledge		
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		

LEARNING TARGETS

I CAN

- Identify a glissando, mute techniques, pitch bend, turn, lip turn, and squeeze
- Perform a glissando, mute techniques, pitch bend, turn, lip turn, and squeeze in music
- Demonstrate understanding of a glissando, mute techniques, pitch bend, turn, lip turn, and squeeze

UNIT 15: Tempo

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice-	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		Content Knowledge	Swing and ballad
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs novice	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs novice	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Identify swing (132), ballad tempo (60-80), in the music
- Define swing tempo (132), ballad tempo (60-80)
- Perform swing tempo (132) tempo, ballad tempo (60-80) by following a conductor

UNIT 16: Rhythm

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	X	Content Knowledge	Straight 16ths
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re7.1. E.Hs novice	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN

- Perform straight 16th notes when performing swing
- Demonstrate understanding of proper rhythms using swing style.

Personnel -- Certified/Classified**Alcohol, Drugs, and Tobacco**

The Bristol Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

Alcohol and Drugs

The Board recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawfully manufacture, distribution, dispensing, possession or use on or in the workplace any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance. Controlled drugs are further defined in schedules I through V of section 202 of the controlled substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Employees shall notify his/her supervisor of his/her conviction for use or possession of drugs and/or alcohol as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

Tobacco

There shall be no smoking or other use of tobacco products, including vapor cigarettes, on school property at any times. This includes no smoking on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

A copy of this policy and the consequences of violating the policy shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

Legal Reference: Drug-Free Workplace Act. 102 Stat. 4305-4308.

Drug-Free Schools and Community Act, PL 99-570, as amended by
PL 101-226 (199)

21 U.S.C. 812, Controlled Substances Act, I through V, 202.

21 C.F.R. 1300.11 through 1300.15 regulation.

54 Fed. Reg. 4946 (1989)

Connecticut General Statutes

1-21b Smoking prohibited in certain places.

Policy Adopted: July 6, 1994

Policy Revised: January 4, 2017

Personnel -- Certified/Classified

Alcohol, Drugs, and Tobacco

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Connecticut General Statutes

1-21b Smoking prohibited in certain places.

Policy Adopted: July 6, 1994

Policy Revised: January 4, 2017

Students**Alcohol, Drugs and Tobacco**

It is the policy of the schools to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined by the Penal Code of the State of Connecticut and inhalable substances (including gases, solvents, butane propane, adhesives).

In the event that a student is under the influence of a drug or alcohol, he/she will be suspended from school in accordance with administrative regulations, referred to the appropriate treatment agency, possibly considered for expulsion and his/her parents will be contacted. Students engaged in the illegal activity of possessing or selling drugs and/or alcohol, he/she will be referred to the police department, will be suspended from school in accordance with administrative regulations, considered for expulsion and his/her parents will be contacted.

Personal privacy rights of students shall be protected as provided by law.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel. (cf. 5145.12 - Search and Seizure)

The Board is also concerned that other substances, not listed as "controlled substances," such as contained in common household items and inhalants, if purposely used inappropriately, can also have a stimulant, depressant or hallucinogenic effect on students. Inappropriate use, possession, sale or distribution of these non-controlled substances will result in disciplinary action, including but not limited to, suspension and/or expulsion.

Smoking is prohibited by law in school buildings and on school grounds.

(cf. 1330 – Use of School Facilities)

(cf. 1331 – Smoke Free Environment)

(cf. 4118.231/4218.231 Smoking, Drinking and Use of Drugs on School Property)

Legal Reference: Connecticut General Statutes

19a-342 Smoking prohibited in certain places.

10a-18 Programs to be offered on effects of drugs and alcohol.

10-221(d) boards of education to prescribe rules re use, sale of possession.

21a-240 Definitions, dependency producing drugs.

21a-243 Regulation re schedules of controlled substances.

20 U.S.C. Section 7181 et. seq., No Child Left Behind Act

Policy Adopted: March 1, 1995

Policy Revised: February 7, 2007

Substance Abuse

The Bristol Board of Education recognizes that both students and employees should be drug-free so that the most effective learning experiences may take place. This policy is an integral part of the Bristol Public Schools Drug, Alcohol, and Tobacco Prevention Program and represents one component of a district-wide effort to respond effectively to drug, mood altering substance and alcohol related activities that may occur at school or at school sponsored activities.

Any Bristol Board of Education student or employee is in violation of this policy if on a school bus, school

grounds, during a school session, or anywhere at a school sponsored activity such individual is under the influence of alcohol, drugs or mood-altering substances or unlawfully manufactures, possesses, uses, dispenses, distributes, sells or aids in the mood-altering substance or any substances purported to be a restricted substance or drug paraphernalia. Such student or employee shall be subject to discipline up to and including expulsion or termination, referral for prosecution, and intervention pursuant to the provisions and procedures outlined in the Administrative Regulations. Copies of these standards of conduct and sanctions shall be provided to all students, parents and employee.

Drug and alcohol awareness, education and prevention programs for students and employees shall be adopted and maintained, teaching that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The employee program shall include workplace, the availability of any drug counseling, rehabilitation, and employee assistance programs and the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

As a condition of employment, employees shall abide by the terms of this policy and shall notify the Board of Education of any criminal drug statute conviction for a violation occurring in the workplace within five days of the conviction. The Federal Agency(ies) which grant(s) funds to the Board of Education will be notified of the conviction within ten days, and appropriate personnel action will be taken against the employee within thirty days as set forth in the Board's Administrative Regulations.

The Board reserves the right to use any extraordinary measures deemed necessary to control substance abuse even if the same is not provided for specifically in any rule or regulation enumerated herein

The Board of Education prohibits the use-of anabolic steroids by students involved in school-related athletics, except for valid medical purposes. Body building and muscle enhancement of athletic ability are not considered as valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.

Students participating in athletics are prohibited from using anabolic steroids or any other performance enhancing drugs. Coaches shall inform students about this prohibition. Students shall be made aware of the dangers of steroid use and that their use, unauthorized possession, purchase, or sale could subject them to disciplinary action.

The Board will review its program biennially to determine its effectiveness, to implement changes to the program if they are needed, and to ensure that the sanctions set forth in the Administrative Regulations are consistently enforced.

Legal Reference: Connecticut General Statutes

P.L. No. 100-690, P.L. No. 101-226, Sec. 5145

Student Substance Abuse Regulations

Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10a-18 Programs to be offered on effects of drugs and alcohol

10-221(d) boards of education to prescribe rules re use, sale of, Possession.

21a-240 Definitions, dependency producing drugs.

21a-243 Regulation re schedules of controlled substances

21 U.S.C. 812 Controlled Substance Act

Policy Adopted: March 1, 1995

Policy Revised: December 5, 2007

Regulation

Students

Substance Abuse

There are four different identifiable substance abuse problem experienced by the schools:

☐ The student who is using substances or has knowledge of the use of substances (see Substance

Abuse policy, 5131.6, for definition) and voluntarily requests help from a staff member.

- ☐ The student who is using substances and/or under the influence of substances on school property and does or does not recognize use as a problem to self or the school.
- ☐ The student who is in possession, or selling, or providing substances to others on school property.
- ☐ The visitor or person who is not enrolled in the school or who is under the influence of, in possession of, or who may be selling or providing substances to students.

It is conceivable that a single student could fall into more than one of the above categories.

NOTE: In addition to procedures outlined in this policy for staff and administration, all sections of the Board's Discipline policy, 5144, as they apply to various grade levels, should be implemented as warranted.

The Self-Identified or Self-Referred User or Person with Knowledge of the Use of Substances

1. Staff Procedure

A. Determine if referral is to be confidential. Contact should be made with an administrator without violating confidentiality.

B. When referral is not confidential, bring student(s) to an administrator.

C. When referral is confidential

(1) Attempt to counsel student(s) to seek assistance from an administrator, guidance counselor, or agencies such as Youth Services, I family physician or pediatrician, Mental Health Services of the Bristol Hospital, Wheeler Clinic, Pupil Personnel Services, clergyman, or private agency. assistance from the administrator shall be sought.

2. Administrative Procedure

A. Not confidential - take steps to insure that students are receiving help from the proper agency and that parents are informed.

B. Confidential:

(1) Guide staff members to keep lines of communication with student(s) open and monitor situation.

(2) Advise staff members of the following:

(a) The students(s) should be fully informed of services that are available, their rights to receive the services, and confidentiality. The student should be encouraged to seek such help.

(b) The staff member involved in such circumstances is obligated to guard the confidentiality of the student.

Criteria For Determining The User

The student is under the influence of some substance on school property as evidenced by some deviation from a normal behavior pattern.

1. Staff Procedure

A. Determine all possible information.

B. Where substance is evident, confiscate material when possible to do so.

C. Refer all information, materials, and student(s) involved to a school administrator.

D. Involve school health personnel to the extent necessary – take appropriate action in the case of a medical emergency.

2. Administrative Procedure

A. Use staff input and visual and/or physical examination of student and his/her belongings to determine severity of problem.

B. Disciplinary action

(1) First violation: Three day out of school suspension.

(2) Second violation: Five day out of school suspension.

(3) Third and/or subsequent violations: Notify police and the student will be recommended to the Board of Education for expulsion from the school system.

C. Involve guidance and other supportive services to make necessary follow-up provisions including referral of student(s) and/or parents to a Connecticut licensed substance abuse agency and/or more of those previously listed on 5131.6, 1.C.(1) of the regulation.

D. Notify parents and Superintendent.

Criteria For Determining The Student Possessor Of Substances

The student is found to possess a quantity of substance or drug paraphernalia.

1. Staff Procedure

A. Determine possible information.

B. Confiscate substance if possible.

C. Refer all information, materials, and student(s) involved to a school administrator by whatever method is expedient and advisable under existing conditions.

2. Administrative Procedure

A. Determine all possible information.

B. Use staff input to determine severity of problem.

C. Disciplinary action:

(1) First violation: Three day out of school suspension.

(2) Second violation: Five day out of school suspension.

(3) Third and/or subsequent violations: The student will be recommended to the Board of Education for expulsion from the school system.

D. Involve guidance and other supportive services to make necessary follow-up provisions including referral of student(s) and/or parents to a Connecticut licensed substance abuse agency and/or more of those previously listed on 5131.6, I.C.(1) of the regulation.

E. Notify police, parents and Superintendent.

Criteria For Determining The Non-Student User/Seller Of Substances

The individual is not presently enrolled in the school and the individual is suspected to be under the influence of or in possession of drugs and/or drug paraphernalia.

1. Staff Procedure

A. Identify individual by name or description

B. Immediately notify school administrator

2. Administrative Procedure

A. Notify police.

B. Identify and detain suspect, when possible, until arrival of police.

C. Notify Superintendent of Schools.

Drug paraphernalia as state in the Board Substance Abuse policy, 5131.6, is not allowed on school property and will be automatically confiscated if found.

Note: If any substance abuse situation not covered by this regulation comes to the attention of a staff member, that staff member should feel free to confer with a school administrator.

Criteria Specific to Student Athletes

During the season of practice or play, 7 days a week, 24 hours a day, a student athlete shall not use, consume, or possess, buy, sell, or give away any beverage containing alcohol, any tobacco product, marijuana, steroids or any controlled substance such as stimulants or street drugs.

a. First Violation When the principal and/or assistant principal in conjunction with the Athletic Director confirms, following an opportunity for the student to be heard, that a violation has occurred, the student-athlete will be suspended from all contests for a period of five (5) school days. A minimum suspension of one (1) contest is required before reinstatement. Other disciplinary actions under the student code of conduct may be initiated by the principal. At the time of suspension, the school administrator shall advise and recommend appropriate treatment and /or rehabilitation services to the student.

b. Second Violation When the principal confirms, following an opportunity for the student to be heard, that a second or subsequent violation has occurred, the student shall lose interscholastic athletic eligibility for the remainder of the season.

c. CIAC Rules: Any student found in possession of or using any anabolic steroid, hormones and analogues, diuretics, or any other performance enhancing substance would also be subject to the new CIAC Chemical Health Policy and the repercussions of that policy which include disqualification of that student from any further participation in any CIAC sponsored sports for one hundred and eighty (180) school days for each violation. This policy applies to all CIAC controlled activities sponsored by the member schools.

The only exception is when a student is in possession of a legally defined drug that is prescribed by the student's doctor. The CIAC wants all student-athletes to know that participation in high school athletics is a privilege not a right.

Legal Reference: Connecticut General Statutes 10-16b Prescribed courses of study

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Study of prevention program. Report of findings and recommendations.

10-154a Professional communications between teacher or nurse and student. Surrender of physical evidence obtained from students.

10-220b Policy Statement on drugs.

10-221d Boards of education to prescribe rules.

10-223d Expulsion of pupils. Hearing format. Age limitation for the provision of an alternative educational opportunity; exceptions.

21a-240 Definitions. (8) "Controlled drugs"..

21a -277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing.

21a -278 Penalty for illegal manufacture, distribution sale, prescription or administration by non-drug dependent person.

21 U.S. C 812 Controlled Substance Act

Regulation Adopted: March 1, 1995

Policy Revised: December 5, 2007

Students

Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances)

Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana (cannabis), heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana (cannabis), alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana (cannabis), hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

Electronic nicotine delivery system means an electronic device that may be used to simulate smoking in the delivery of nicotine, cannabis or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

Liquid nicotine container means a container that holds a liquid substance containing nicotine or cannabis that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except "liquid nicotine container" does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine or cannabis that is inhaled by the user of such product.

CBD, for purposes of this policy, is defined under federal law as a cannabis product with less than 0.3% tetrahydrocannabinol (THC) on a dry weight basis. It is also referred to as hemp. (Nonprescription CBD products that are available have not been approved by the U.S. Food and Drug Administration (FDA) for any use)
(Optional definition to add to this policy)

Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for

searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale or distribution of drugs, including cannabis, prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug, including cannabis, or alcohol, or engaged in the illegal activity of possessing or selling drugs, including cannabis, and/or alcohol, the police will be notified, as deemed appropriate, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students may be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114.

Notification of Policy

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

1. the unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, including cannabis, other illegal drugs, performance-enhancing substances, alcohol or tobacco, including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. compliance with the standards of conduct stated in the handbook is mandatory;
3. a violation of its provisions will subject students to disciplinary action up to and including suspension and expulsion and referral for prosecution: and
4. CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations.
5. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

Disciplinary Action

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, including cannabis, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall immediately refer the matter to the Principal or his/her designee. The Principal or his/her designee may then search a student's person or possessions connected to that person, in accordance with Board policies and regulations, if he/she has reasonable suspicions from the inception of the search that the student has violated either the law or the substance abuse policy. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, including cannabis, other illegal

inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide - Laughing Gas, Whippets, CO2 Cartridge
Amyl Nitrite - "Locker Room," "Rush," "Poppers," "Snappers"
Butyl Nitrite - "Bullet," "Climax"
Chlorohydrocarbons - Aerosol Paint Cans, Cleaning Fluids
Hydrocarbons - Aerosol Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in the District schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

Performance-Enhancing Drugs (including food supplement)

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use, possession, distribution or sale of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, District policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any student violating this section is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

It is the expectation of the Board that District schools, as members of the Connecticut Interscholastic Athletic Association (CIAC), require all athletes playing in CIAC-controlled sports to be chemical free.

Tobacco/E-Cigarette Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time

drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The Principal will notify the student's parent/guardian, recommend a specified assessment as appropriate, may notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law. (not later than within 3 calendar days after the receipt of such physical evidence, excluding Saturdays, Sundays or holidays (C.G.S. 10-154a(c))

3. In conformity with the Board's discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.

4. Disciplinary action taken by District officials against a student for the use, sale, or possession of marijuana (cannabis) on school premises or at any District/school sponsored activity, on or after January 1, 2022, shall not result in any discipline, punishment, or sanction greater than that which a student would face for the use, sale, or possession of alcohol. (C.G.S. 10-221(d), as amended by P.A. 21-1, June Special Session, Section 19)

Drug-Free Awareness Program

The Superintendent shall assure that the school District provides a drug-free awareness program for students including the following topics:

- health and safety-related dangers of drug abuse;
- review of the Board of Education's policy of maintaining drug-free schools;
- notification of the availability of drug counseling and rehabilitation programs; and
- official penalties for drug abuse violations in schools.

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, including cannabis, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

Inhalant Abuse

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall

when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Alternate language to consider: *For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including but is not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products. In order to protect students and staff, the Board prohibits the use of tobacco or nicotine-based products in school buildings, on school grounds, in school vehicles, or at any school-related event.*

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently.

Prescribed Medications

Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school.

Students taking improper amounts of a prescribed medication, or otherwise taking medication contrary to the provisions of the Board's policy on the administration of medication will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Medical Marijuana

The conditions which follow are applicable to a District student who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana" and as amended by P.A. 16-23.

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending District schools. A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana
- On a school bus,
- On the grounds of any preschool, elementary or secondary school,
- Utilize marijuana on any form of public transportation or in any public place.
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by P.A. 12-55 as amended by P.A. 16-23; or
- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed.

A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

Alternate language to consider: Although possession and use of marijuana for certain medical conditions, consistent with Connecticut's P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana," as amended by P.A. 16-23, is no longer a crime in Connecticut, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and or possession of marijuana continues to be prohibited while a student is on a school bus, at school, on school grounds or at a school-sponsored activity. The District will continue to enforce its policies regarding controlled substances and any students who violate District policy prohibiting the use, sale or possession of illegal drugs in District facilities and school property will be subject to disciplinary and criminal action.

Use of CBD Products (*optional to add to policy*)

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal law.

(alternate language) Students are prohibited from being under the influence of any controlled drugs, narcotic, substance or any mind-altering substance or intoxicant, illegal or legal, specifically any product with cannabidiol (CBD), whether hemp or cannabis, and regardless of the amount of THC (tetrahydrocannabinol) in the product or the extent to which it is legal or illegal under state law.

(cf. 5114 - Suspension/Expulsion)

(cf. 5131 - Conduct)

(cf. 5131.61 - Inhalant Abuse)

(cf. 5131.62 - Steroid Use)

(cf. 5131.612 - Surrender of Physical Evidence Obtained from Students)

(cf. 5131.8 - Out of School Grounds Misconduct)

(cf. 5131.92 - Corporal Punishment)

(cf. 5144 - Discipline/Punishment)

(cf. 5145.12 - Search and Seizure)

(cf. 5145.121 - Vehicle Searches on School Grounds)

(cf. 5145.122 - Use of Dogs to Search School Property)

(cf. 5145.124 - Breathalyzer Testing)

(cf. 5145.125 - Drug Testing-Extracurricular Activities)

(cf. 6164.11 - Drugs, Alcohol, Tobacco)

Legal References: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-220b Policy statement on drugs.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs. (as amended by P.A. 21-1, June Special Session, Section 19)

21a-240 Definitions dependency producing drugs.

21a-240(8) Definitions "Controlled Drugs," dependency producing drugs.

21a-240(9) Definitions "controlled substance."

21a-243 Regulation re schedules of controlled substances.

21a-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)

53-198 Smoking in motor buses, railroad cars and school buses.

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.

P.A. 16-23 An Act Concerning the Palliative Use of Marijuana

P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

P.A. 21-1 (June Special Session) An Act Concerning Responsible and Equitable Regulation of Adult-use Cannabis.

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.

PL 114-95 Every Student Succeeds Act, Section 8573

Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)

New Jersey v. T.L.O, 469 U.S. 325 (1985).

Veronia School District 47J v. Acton, 515 U.S. 646. (1995)

Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Policy adopted: