

School Resource Officer Program:

A Community Partnership between the Branford Board of Education and the Branford Police Department

December 18, 2024

Meeting begins in...

10:00



Mission & Global Learning Competencies

Mission

The Branford Public School's community is committed to developing lifelong learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.



Strategic Coherence Plan

Strategic Actions

1. Ensure equal opportunity for growth and development for all Branford students.
2. Align the key systems in the District to support the student acquisition of the Global Learning Competencies through the implementation of the Definition of Deep Learning.
3. Improve the process and tools used to communicate and engage critical stakeholders.



Deep Learning

Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

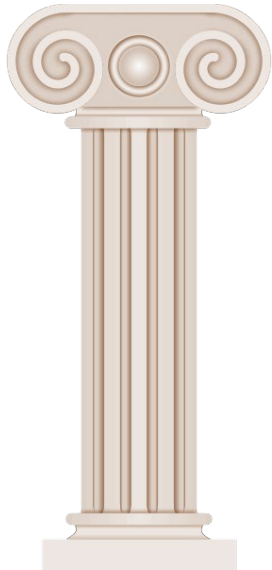
Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

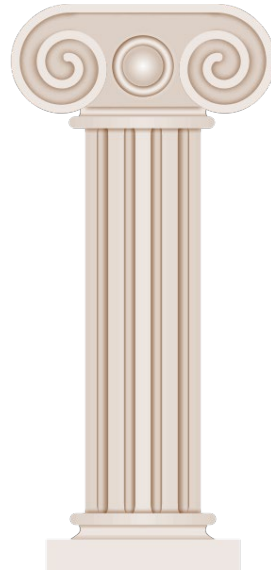
Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.



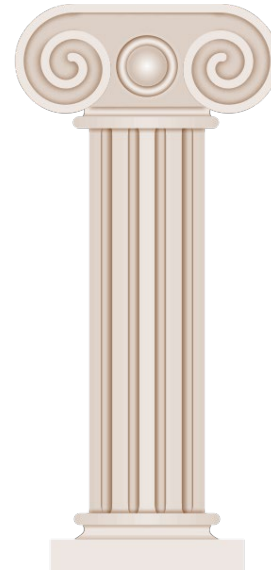
SRO Program Pillars



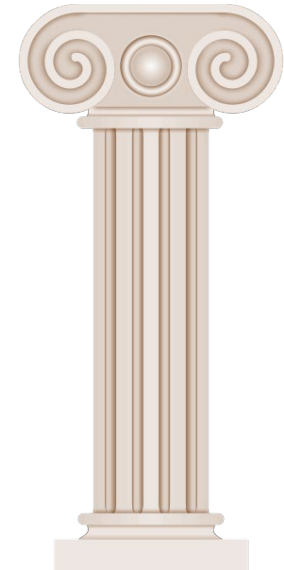
Safety & Security



Student Well-Being



Education



Community
Partnership



Enhance School Safety and Security

With the district's internal restructure of the school security guard program in FY 24, the need to maintain closer comprehensive security oversight persists. To address this, a school resource officer (SRO) would bring specialized training in threat assessment, crisis intervention, and conflict resolution, ensuring more robust safety protocols. The inclusion of an SRO aligns with the district's goal of enhancing security operations and providing dedicated, trained professionals to support those efforts.



Student Well-Being

Similar to the national trend, the district is seeing a rise in student challenges related to mental health, bullying, substance abuse, and peer violence, all of which threaten the emotional and physical well-being of students. An SRO, trained in adolescent behavior and crisis de-escalation, would be a valuable addition in promoting a safer school environment. They can also collaborate with counselors and educators to address these concerns, providing an additional layer of support for students navigating these issues.



Community Partnership

Stronger, more positive relationships between students, law enforcement, and the broader community are essential to cultivating trust and mutual respect. An SRO can serve as a liaison, facilitating opportunities for students to interact with law enforcement in non-confrontational settings. This collaboration promotes a shared responsibility for school safety and fosters a community where students feel supported and understood.



Student Education

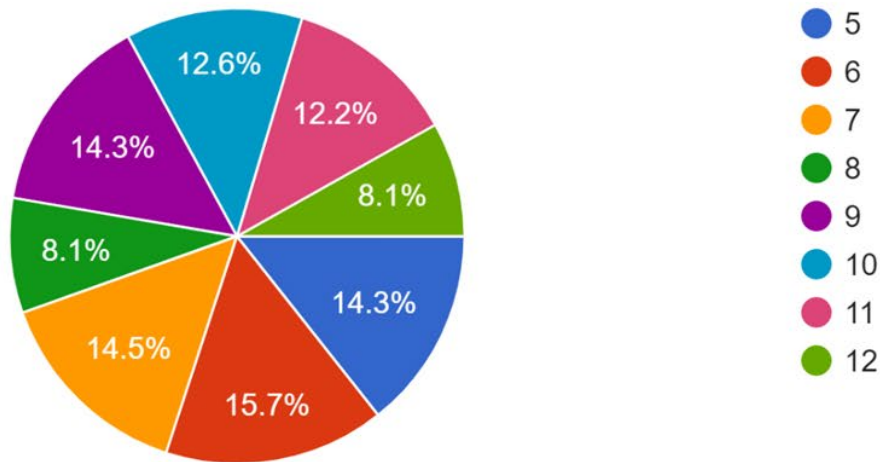
In addition to their role in safety, an SRO would also contribute to educational efforts, particularly by supporting health and wellness programs. They can provide instruction on topics such as substance abuse prevention, online safety, and legal awareness, aligning with the health education curriculum. Their expertise enhances the district's ability to educate students on critical life skills while reinforcing positive behaviors.



Student Feedback

Please select your current grade level.

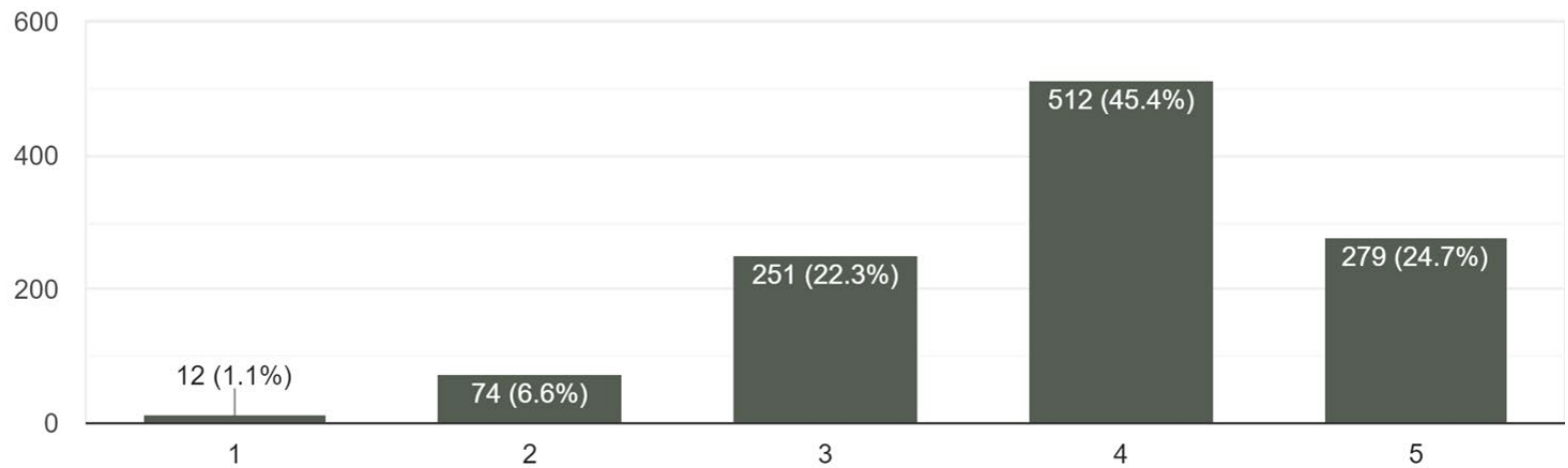
1,129 responses



Student Feedback

I believe my school is a safe, supportive and orderly environment to learn.

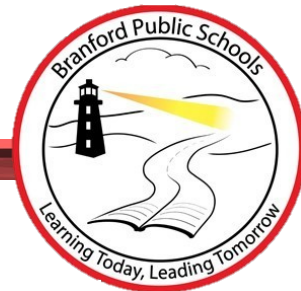
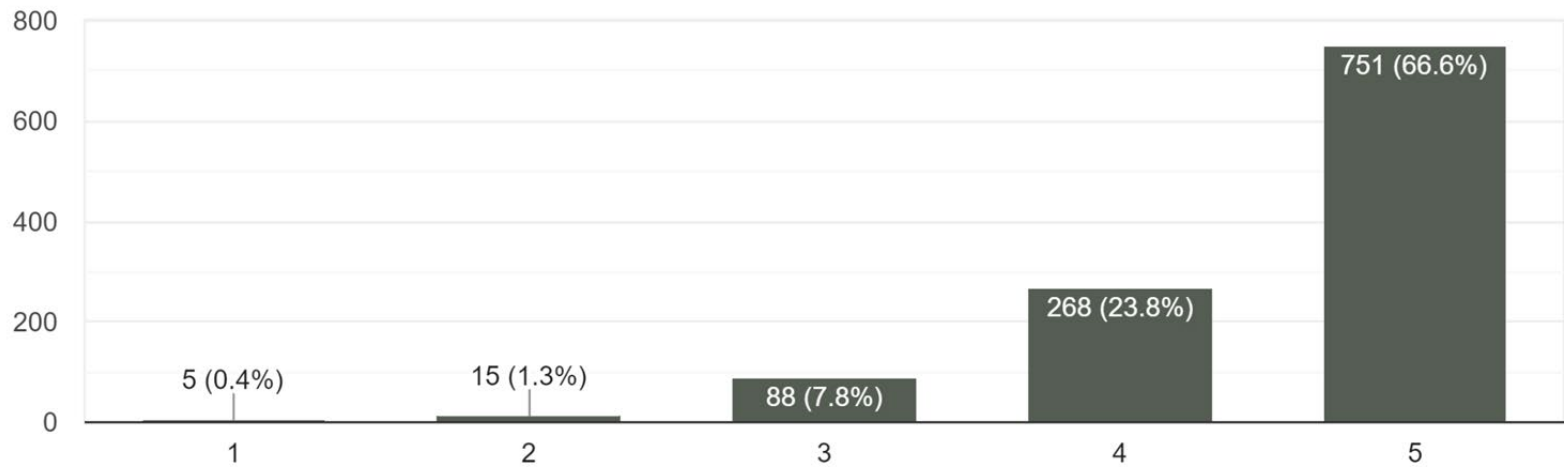
1,128 responses



Student Feedback

We participate in drills (fire, lockdown) to practice safety in case of an emergency.

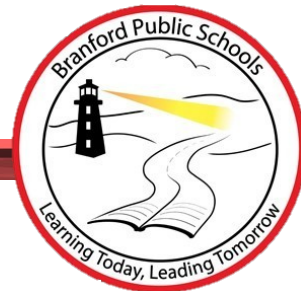
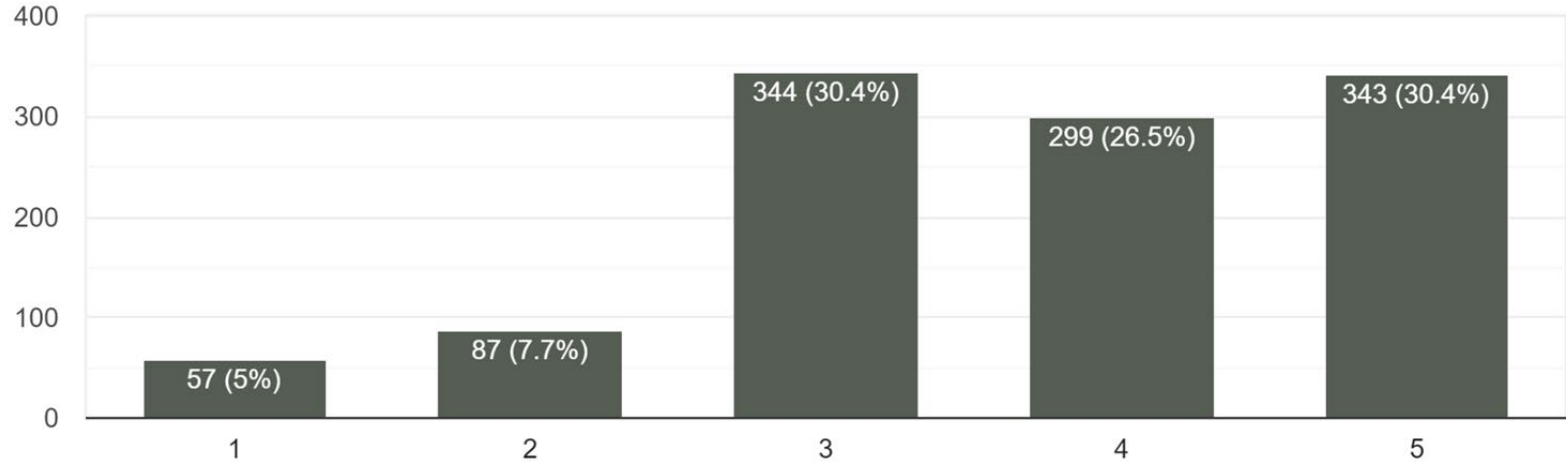
1,127 responses



Student Feedback

I believe the presence of a School Resource Officer (SRO) would make me feel safer at school.

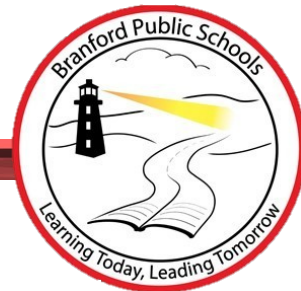
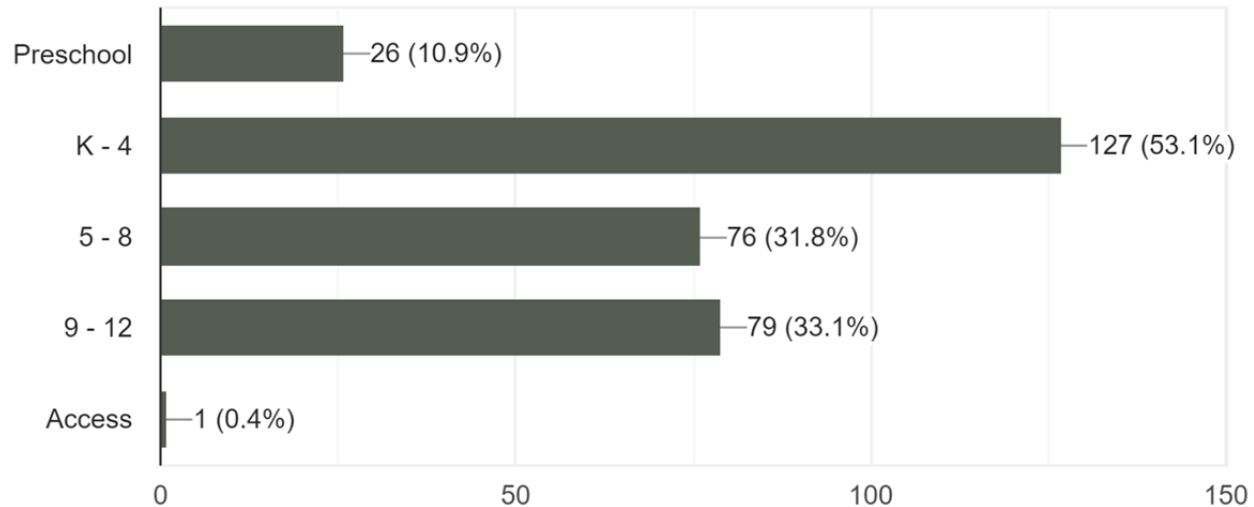
1,130 responses



Parent/Guardian Feedback

Please check all grade levels representing your BPS students.

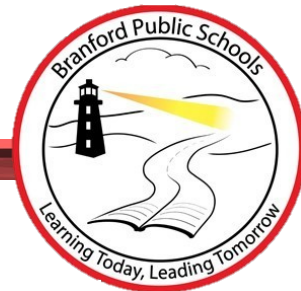
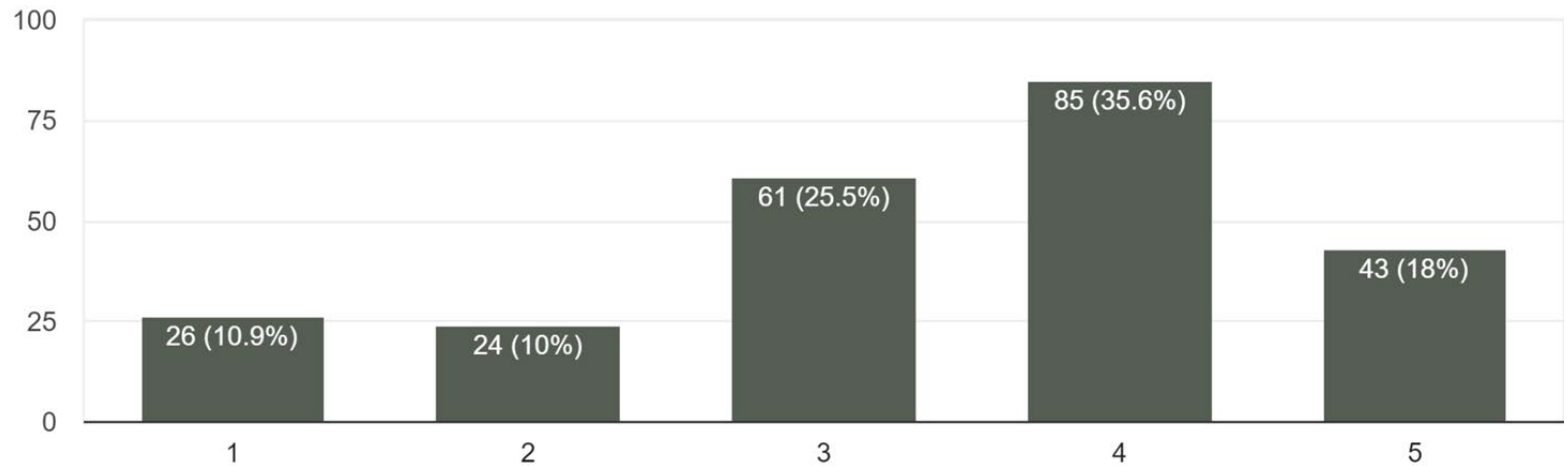
239 responses



Parent/Guardian Feedback

I perceive the district as a safe, supportive and orderly environment for students to learn.

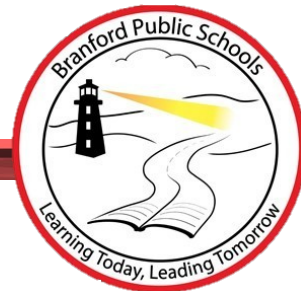
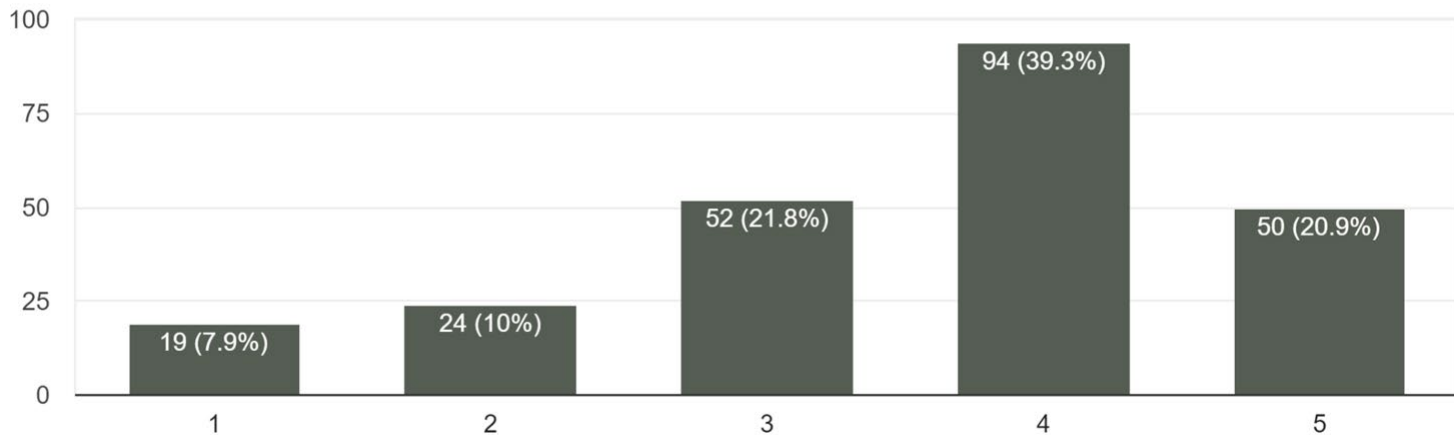
239 responses



Parent/Guardian Feedback

The school/district communicates important information regarding safety and security in a timely manner.

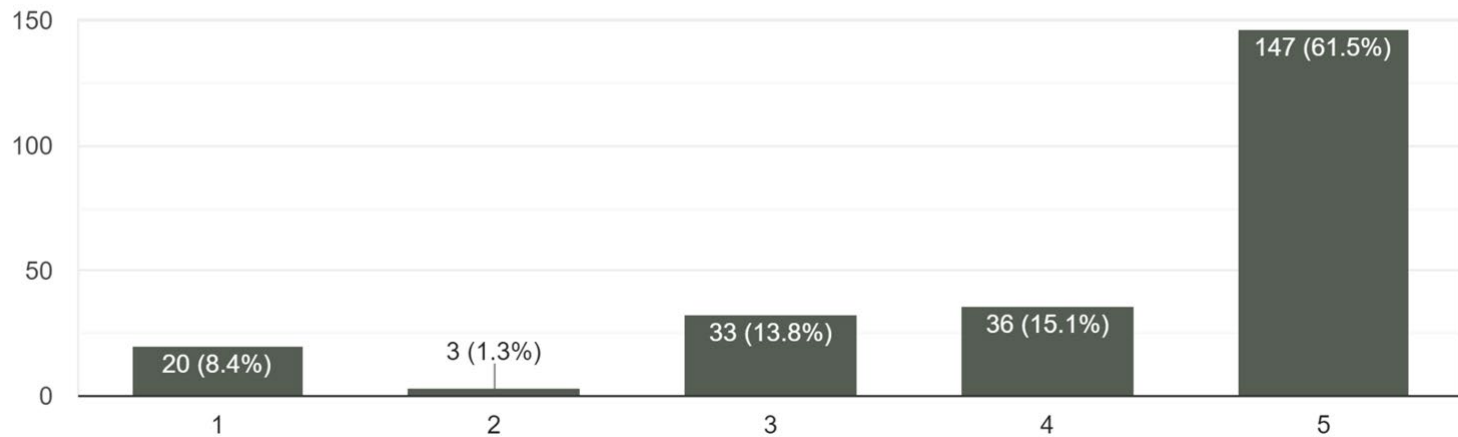
239 responses



Parent/Guardian Feedback

I believe the addition of a School Resource Officer (SRO) for the district would enhance safety and security practices in our schools.

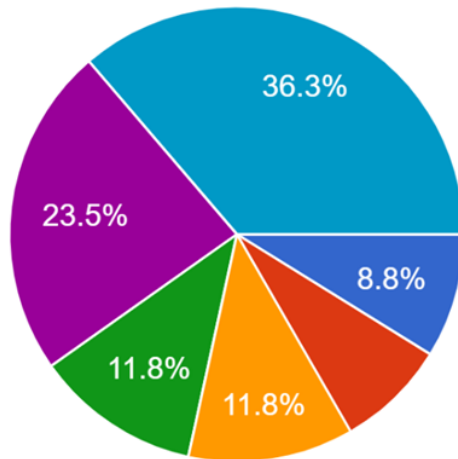
239 responses



Faculty/Staff Feedback

Please select your primary work location.

102 responses



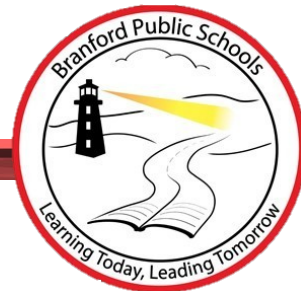
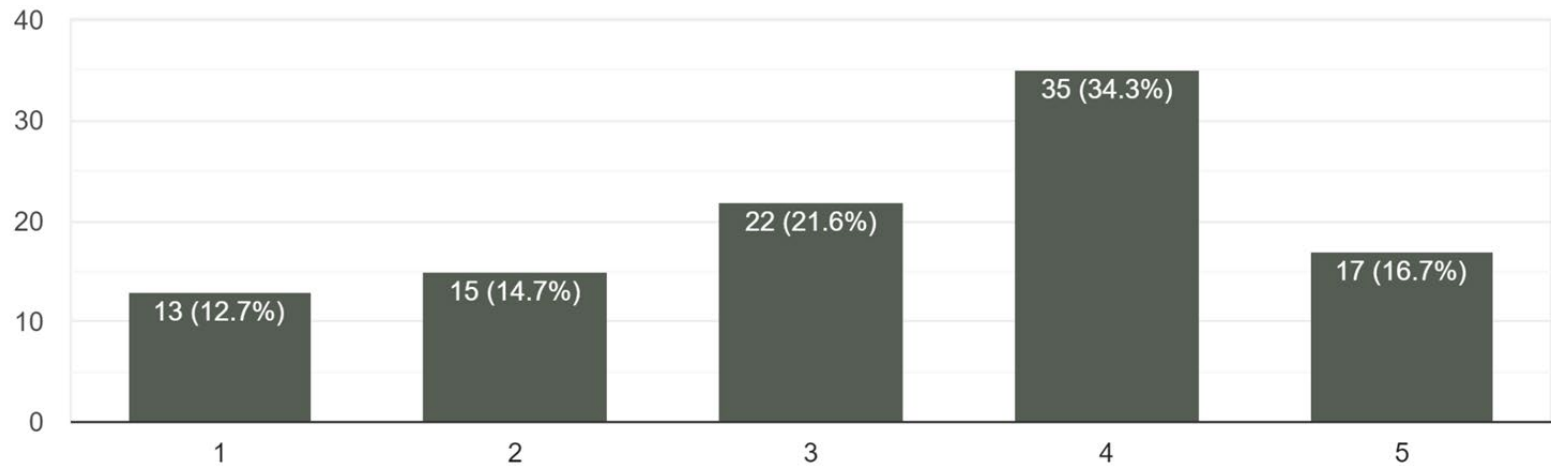
- Indian Neck School
- Mary R. Tisko Elementary
- Mary T. Murphy Elementary
- John B. Sliney Elementary
- Walsh Intermediate School
- Branford High School



Faculty/Staff Feedback

I perceive the district as a safe, supportive and orderly environment for students to learn.

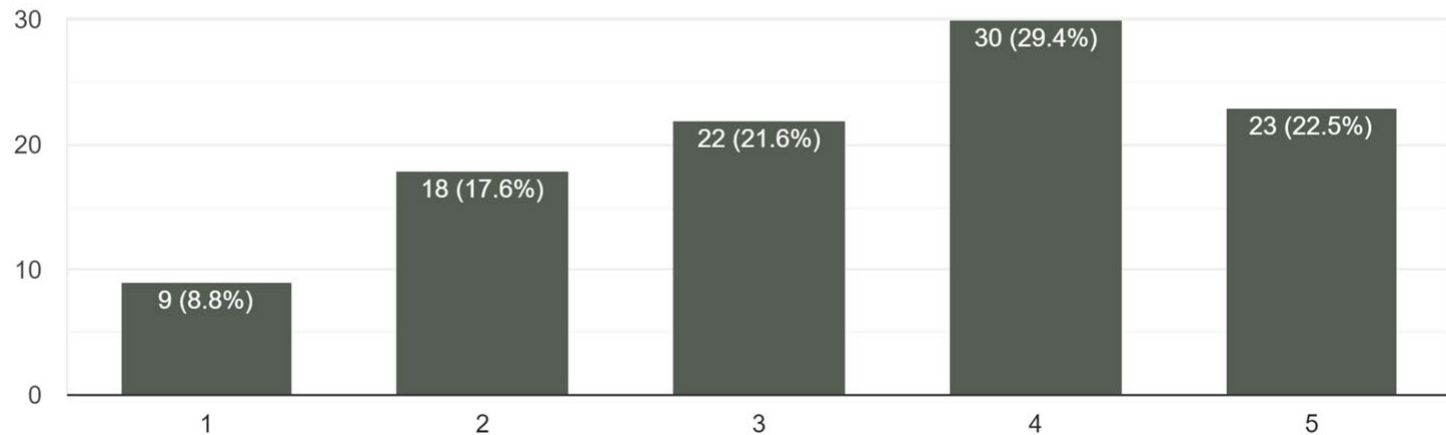
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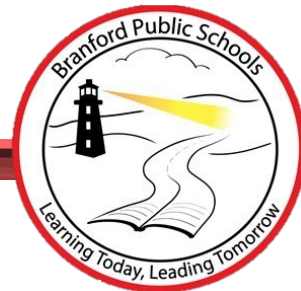
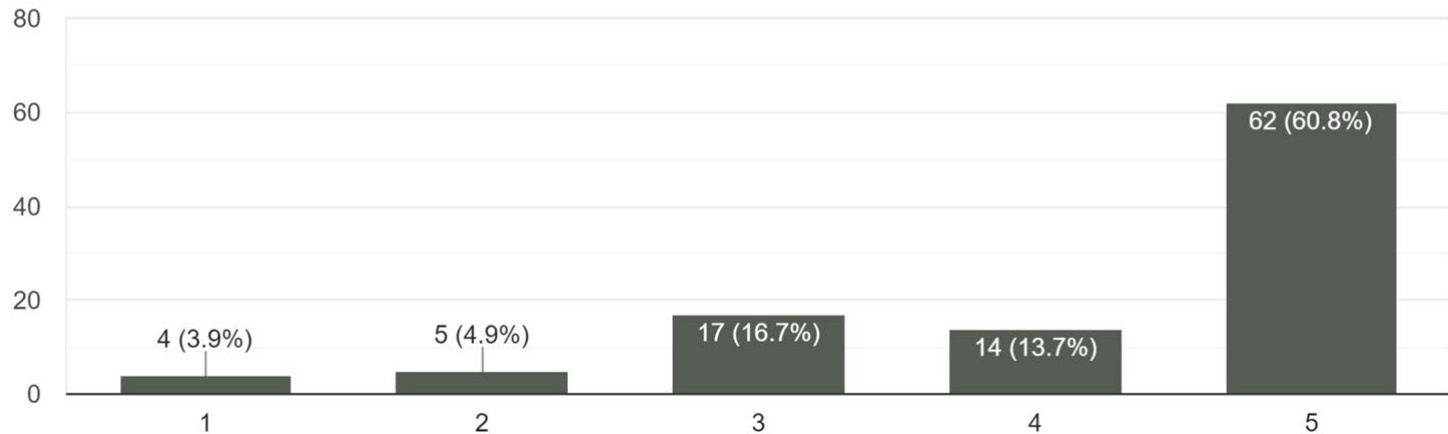
102 responses



Faculty/Staff Feedback

I believe the addition of a School Resource Officer (SRO) for the district would enhance safety and security practices in our schools.

102 responses



Timeline

Initial Approval by BOE and BPD
December 2024

Development of Memorandum of Agreement

December 2024

Training of SRO

Winter 2025

Program Initiation

March 2025

Board Updates

Biannually

Program Evaluation

June 2026



Discussion



branfordschools.org

PROGRAM PROPOSAL

School Resource Officer (SRO) Program:
A Community Partnership between the Branford Board of Education and
the Branford Police Department

Prepared by Christopher J. Tranberg, Ph.D.
Superintendent of Schools
December 18, 2024

Introduction

The Superintendent of the Branford Public Schools (BPS) and the Chief of the Branford Police Department (BPD) propose a new School Resource Officer (SRO) Program. This program supports Goal III of the BOE Strategic Plan, to improve the processes and tools that the district uses to communicate and engage critical stakeholders across the district so they can be more meaningful partners in support of student learning. Specifically, this proposal addresses Strategy 2, strengthening the presence and partnerships with the larger Branford Community and Action 3, developing educational programs that benefit both students and the larger community.

Purpose

The Branford School Resource Officer (SRO) program aims to create a safer and more supportive school environment by enhancing security protocols, fostering positive relationships between students and law enforcement, and addressing the growing challenges of student well-being. Through specialized training in threat assessment, crisis intervention, and adolescent behavior, the SRO will work closely with school security teams to ensure proactive and comprehensive oversight of school safety.

The program also seeks to build stronger community partnerships by encouraging positive interactions between students and law enforcement, helping to foster trust and mutual respect. The SRO will play a pivotal role in the education and mentorship of students, contributing to the health curriculum with lessons on substance abuse prevention, online safety, conflict resolution and other applicable topics. Furthermore, by identifying and intervening early with at-risk students, the SRO will collaborate with educators and counselors to provide additional support, ensuring the emotional and physical well-being of all students.

In alignment with Branford's commitment to maintaining a secure, supportive, and engaged school community, the SRO program will serve as a key initiative for improving safety, enhancing student education, and promoting a positive school climate.

Needs Assessment

Several factors indicate the need for a School Resource Officer program in Branford schools:

- **Safety and Security:** With the district's internal restructure of the school security guard program in FY 24, the need to maintain closer comprehensive security oversight persists. To address this, a school resource officer (SRO) would bring specialized training in threat assessment, crisis intervention, and conflict resolution, ensuring more robust safety protocols. The inclusion of an SRO aligns with the district's goal of enhancing security operations and providing dedicated, trained professionals to support those efforts.

- **Student Well-Being:** Similar to the national trend, the district is seeing a rise in student challenges related to mental health, bullying, substance abuse, and peer violence, all of which threaten the emotional and physical well-being of students. An SRO, trained in adolescent behavior and crisis de-escalation, would be a valuable addition in promoting a safer school environment. They can also collaborate with counselors and educators to address these concerns, providing an additional layer of support for students navigating these issues.
- **Community Partnership:** Stronger, more positive relationships between students, law enforcement, and the broader community are essential to cultivating trust and mutual respect. An SRO can serve as a liaison, facilitating opportunities for students to interact with law enforcement in non-confrontational settings. This collaboration promotes a shared responsibility for school safety and fosters a community where students feel supported and understood.
- **Student Education:** In addition to their role in safety, an SRO would also contribute to educational efforts, particularly by supporting health and wellness programs. They can provide instruction on topics such as substance abuse prevention, online safety, and legal awareness, aligning with the health education curriculum. Their expertise enhances the district's ability to educate students on critical life skills while reinforcing positive behaviors.

The addition of this program emphasizes the unique contributions of an SRO in addressing security, student well-being, community engagement, and education. It is clear that the needs of our students and community are evolving. Therefore, our practices need to adapt in order to meet the needs of our students.

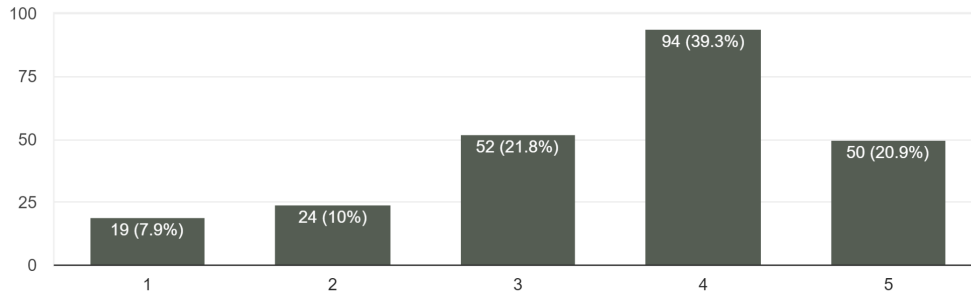
Community Survey

Parents/Guardians: 239 parents/guardians responded to survey

Grade/Program	Number of Responses
Preschool	26
K-4	127
5-8	76
9-12	79
Access	1

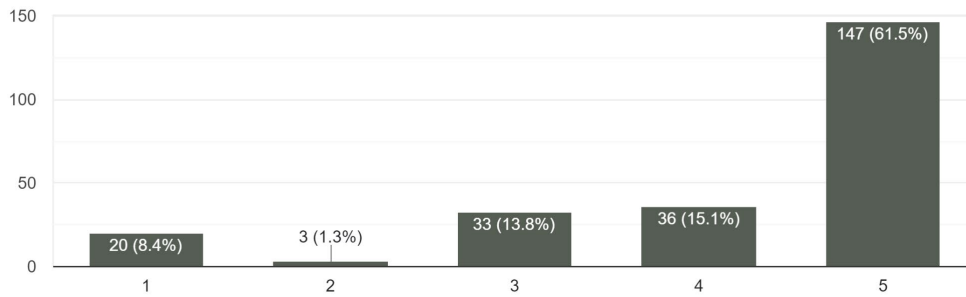
The school/district communicates important information regarding safety and security in a timely manner.

239 responses



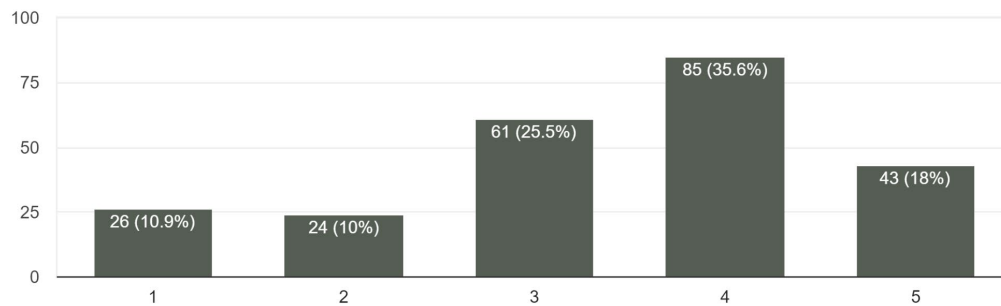
I believe the addition of a School Resource Officer (SRO) for the district would enhance safety and security practices in our schools.

239 responses



I perceive the district as a safe, supportive and orderly environment for students to learn.

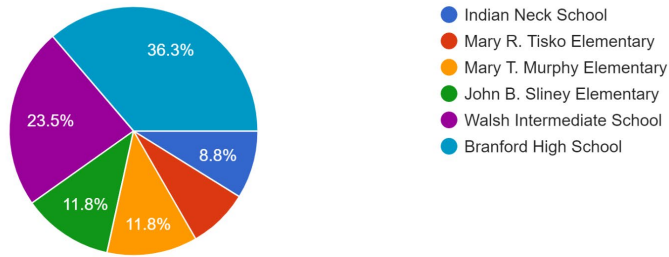
239 responses



Faculty/Staff

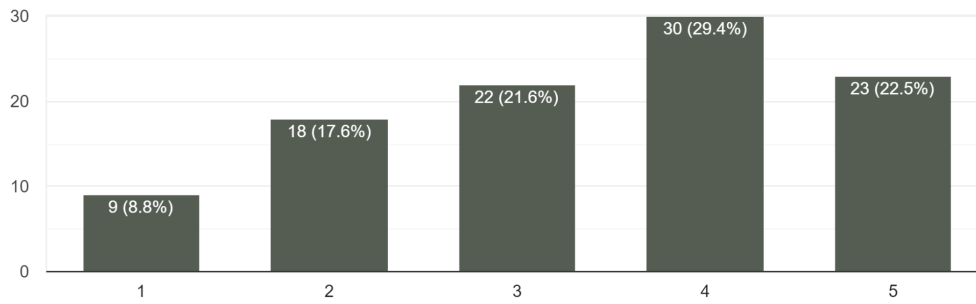
Please select your primary work location.

102 responses



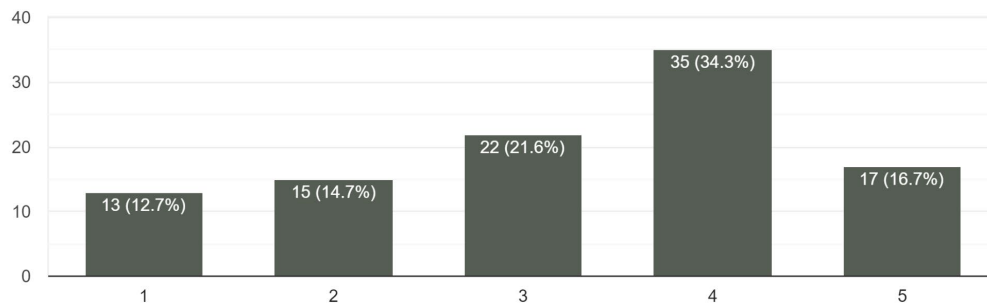
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102 responses



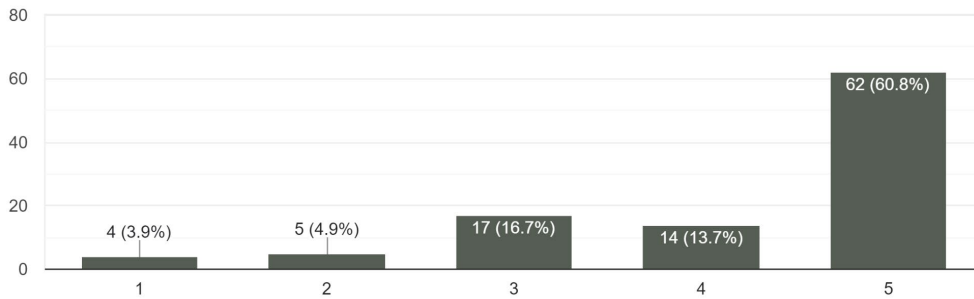
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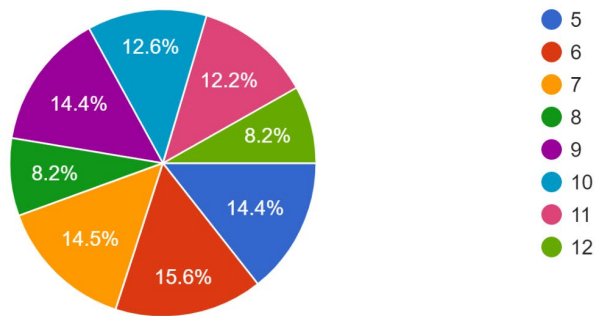
102 responses



Students

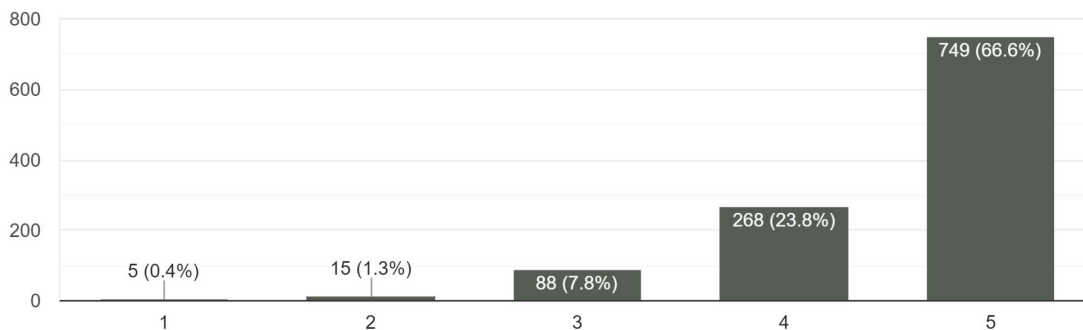
Please select your current grade level.

1,127 responses



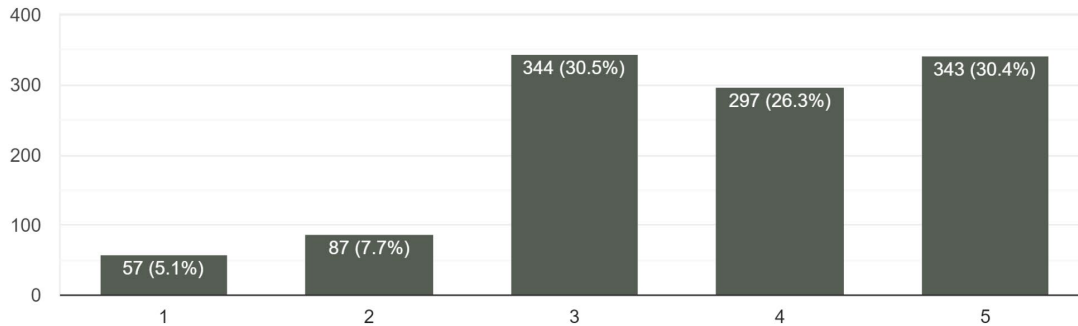
We participate in drills (fire, lockdown) to practice safety in case of an emergency.

1,125 responses



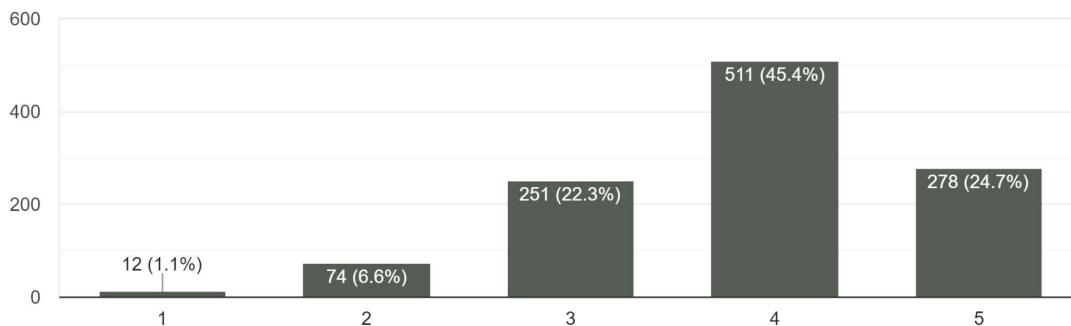
I believe the presence of a School Resource Officer (SRO) would make me feel safer at school.

1,128 responses



I believe my school is a safe, supportive and orderly environment to learn.

1,126 responses



Goals of the Program

1. Enhance School Safety and Security:

The primary goal is to create a safer school environment by implementing comprehensive security measures, including proactive prevention and swift response to incidents. The SRO will work in coordination with the district's security team to ensure stronger oversight and enhance the overall effectiveness of school safety protocols.

2. Strengthen Community Partnerships:

Foster meaningful relationships between students, faculty, staff, and law enforcement by building trust and encouraging positive interactions. The SRO will serve as a bridge, creating opportunities for collaboration between the school community and law enforcement, and helping students view officers as allies in maintaining a safe and supportive environment.

3. Educate and Mentor Students:

The SRO will take an active role in the education of students, particularly in areas aligned with the health and safety curriculum. This includes providing guidance on legal matters, substance

abuse prevention, conflict resolution, online safety, and promoting responsible citizenship. The SRO will also serve as a mentor, helping students navigate challenges related to safety and well-being.

4. Early Intervention and Support for At-Risk Students:

Collaborate with school staff, including counselors and teachers, to identify at-risk students and intervene before problems escalate. The SRO will be trained to recognize early signs of behavioral or safety concerns and work with the school team to provide appropriate resources and support, contributing to the overall well-being and safety of the student population.

Expectations of the School Resource Officer

1. Provide law enforcement and police services to the school, school grounds and areas adjacent to the school.
2. Liaise with BPD and BPS administration on the investigation of allegations of criminal incidents per police department policies and procedures.
3. Enforce state and local laws and ordinances, making appropriate referrals to administration or necessary agencies.
4. Reduce incidents of youth misconduct by establishing positive relationships with students and school personnel.
5. Collaborate with the building administration and security team to review and enhance daily operating safety practices.
6. Counsel and mentor students in special situations, such as students showing high risk of engaging in unsafe and potentially illegal behavior when requested by the administration or by the parents/guardians of the student.
7. Facilitate the investigation of criminal activity committed on or adjacent to school property.
8. Offer high visibility within the school community, attending and participating in school functions, participating in campus activities, student organizations, and athletic events when invited and feasible.
9. Build positive working relationships with the school's staff as well as with student and parent groups.
10. Participate in the Branford Juvenile Review Board or other applicable organizations aimed at supporting youth.
11. Establish a bond of trust between figures of authority and youth.
12. Initiate town-wide dialogues/forums to discuss issues on a regular basis such as drugs, underage drinking, tobacco, etc.
13. Provide in-service training to school staff on issues including but not limited to safety issues, identification of problematic behavior, and identification of drugs.
14. Provide assistance to school staff related to school avoidance behavior.

Research

Despite the increased presence and normalization of School Resource Officer Programs across the United States, there are concerns reflected in the research base. Most prominently, the presence of SROs is associated with increased reporting of school crimes, including incidents categorized as minor, such as fights (Devlin & Gottfredson, 2018; Na & Gottfredson, 2011). Additionally, the presence of SROs is attributed to higher rates of exclusionary discipline, such as suspensions and expulsions, compared to schools without SROs (Fisher & Hennessey, 2016).

Another thematic concern of SRO involvement is the escalation of non-criminal student misbehavior into criminal charges, with disorderly conduct being a common category (Nolan, 2011; Theriot, 2009). SROs are generally associated with higher rates of reported violence, though it remains unclear if this reflects an actual increase or more frequent reporting due to their presence (Crawford & Burns, 2015, 2016; Lane, 2009; Maskaly, Donner, Lanterman, & Jennings, 2011). In tandem, younger and disruptive students face higher arrest rates in schools with SROs, although fewer crimes are reported overall in such schools (Owens, 2017). Schools with higher levels of students with high needs tend to have SROs engaging in more law-enforcement-related activities (Lynch, Gainey, & Chappell, 2016).

Research consistently shows that SROs do not significantly improve students' general feelings of safety (Bracy, 2011; Miller, Gibson, Ventura, & Schreck, 2005; Perumean-Chaney & Sutton, 2013; Theriot & Orme, 2016). However, individual relationships between officers and students can foster a sense of safety in specific cases (Portillos, González, & Peguero, 2012). Despite general feelings regarding safety, many students support having police in schools and perceive their presence as a normal part of the educational environment (Bracy, 2011; Brown, 2005; Schuiteman, 2001). Increased interaction with SROs can positively influence students' perceptions of the officers themselves. However, this increased contact correlates with reduced feelings of school connectedness (Theriot, 2016).

Mitigation of Concerns

Research findings emphasize the need for a thoughtful approach to implementing SRO programs. A common area of concern is community hesitancy regarding the presence of law enforcement in schools. To mitigate this concern, open communication and opportunities to welcome feedback prior to program initiation as well as when the program is in progress is helpful. Transparency regarding the goals and outcomes of the program are also crucial to build trust and understanding.

Another issue is the potential for students to view the SRO with suspicion, which can negatively impact trust between officers and students. To address this, the SRO will undergo specialized training in student engagement, mentorship, and de-escalation techniques. The goal is to foster positive relationships with students and create a supportive and safe school environment.

Many communities find these programs to put strain on the operating budget. We are fortunate, however, that this partnership will be funded through the police department budget. The BPD budget impacts the same taxpayer base. Therefore, we would work closely with the police department to manage the program’s cost-effectiveness and will be carefully monitored and assure that impact is demonstrated to secure continued financial support.

Finally, legal or liability issues could arise if incidents involving the SRO lead to legal challenges for the district. To address this, the roles and responsibilities of the SRO will be clearly outlined in a Memorandum of Agreement between the Board of Education and the Police Department. The SRO will also receive comprehensive training in school law, child development, and conflict resolution to ensure their actions align with legal and ethical standards.

Budgetary Impact

The agreement with the Branford Police Department will indicate that full funding of the program will be provided by the BPD.

Timeline for Implementation

Milestone	Timeline
Initial Approval by BOE and BPD	December 2024
Development of Memorandum of Agreement	December 2024
Training of SRO	January–February 2025
Program Initiation	March 2025
Board Updates	Biannually
Program Evaluation	June 2026

Evaluation and Accountability

- **Define Clear Success Metrics:**

- Track safety incidents such as violence, bullying, and substance abuse.
- Monitor the SRO's effectiveness in crisis prevention, de-escalation, and early intervention.
- Evaluate the SRO's impact on student well-being, including mental health support and collaboration with counselors.
- Assess community engagement through student, parent, and staff feedback.
- Review the SRO's educational contributions to health and wellness programs.
- **Implement Feedback Mechanisms:**
 - Conduct regular surveys and focus groups with students, staff, and parents to gather feedback and shape the program to maximize benefits to the schools and community.
- **Establish a District Safety & Security Committee:**
 - Form a committee of school, police, parent, and student representatives to provide general feedback regarding school and district security efforts, including the SRO program.
 - Conduct biannual meetings to review progress, address issues, and suggest adjustments.
- **Conduct Continuous Data Collection and Reporting:**
 - Collect baseline data before program implementation and continuously track key performance indicators.
- **Conduct Comprehensive Program Evaluation (June 2026):**
 - Review the overall impact of the program on school safety, student well-being, and community relations.
 - Analyze the program's cost-effectiveness with input from the police department.
 - Use feedback from all stakeholders to make necessary adjustments or recommendations for future implementation.
- **Address Community Concerns:**
 - Engage the community with regular communication to explain the program's goals and outcomes.
 - Ensure the SRO receives ongoing training in de-escalation, conflict resolution, and student engagement.
 - Regularly review legal protocols and ensure the SRO's actions align with legal and ethical standards.

This structured approach will ensure the SRO program is continuously evaluated, adjusted as necessary, and responsive to the needs of the school community.

Conclusion

The proposed School Resource Officer (SRO) Program represents a crucial step in ensuring the safety, well-being, and development of Branford's students while strengthening the partnership between the

Branford Board of Education and the Branford Police Department. Through a focus on prevention, early intervention, and education, the SRO will not only enhance school security but also foster positive relationships between students and law enforcement. This program is designed to provide students with the guidance and support they need, while helping to address important issues such as mental health, substance abuse, and peer violence.

By incorporating comprehensive training, continuous community engagement, and a clear framework for accountability and evaluation, this proposal ensures that the SRO program will be both effective and responsive to the needs of the school community. The partnership between the Branford Board of Education and the Branford Police Department offers a unique opportunity to maintain a safe, supportive, and educational environment for all students. We are confident that this initiative will have a lasting positive impact on school safety, student well-being, and community trust.

Anticipated Questions and Answers

Q1: Why is a School Resource Officer (SRO) needed in our schools?

A1: The need for an SRO stems from a shared desire to continuously strengthen safety and security and student well-being. The SRO will provide a proactive approach to preventing incidents like bullying, substance abuse, and peer violence. Beyond the officer's sworn duties related to law enforcement, the SRO will act as a mentor and educator, helping students navigate challenges related to safety and personal well-being. Their presence will ensure a safer environment for learning while also fostering positive relationships between students and law enforcement.

Q2: Will having an officer on campus make students feel intimidated?

A2: The SRO's role is not to intimidate but to build trust and provide support. By undergoing specialized training in student engagement, mentorship, and conflict de-escalation, the SRO will integrate into the school community as a trusted figure students can turn to for help. Nationally, many students report feeling safer with an SRO in their school, recognizing them as a resource for guidance and protection rather than someone to fear. The Branford PD is committed to working with the district to make sure we are matched with an officer who will be successful in this role.

Q3: What will the SRO do daily in the schools?

A3: The SRO will have a varied role that includes ensuring the safety of students and staff, providing mentorship, and contributing to educational efforts such as health and wellness lessons. Their presence will be balanced between monitoring campus safety at a high level, assisting school staff in managing at-risk students, and responding to any incidents. The SRO's daily activities will prioritize relationship-building and preventive measures, rather than focusing solely on enforcement. The SRO is not a security guard and our current security guard model will remain in place.

Q4: Will the SRO treat students like criminals for minor misbehavior?

A4: No, the SRO's role is to prevent escalation of minor issues through mediation, counseling, and

restorative justice approaches. Formal law enforcement actions, such as arrests, are reserved only for serious offenses. For most student behavioral issues, the SRO will work closely with school counselors and staff to provide support, not punishment. Even when the need arises, efforts will be made to prevent an SRO from being the arresting officer in recognition of the importance of maintaining strong and positive relationships with students.

Q5: How will the SRO ensure fair treatment of all students?

A5: The SRO will undergo comprehensive training on topics such as cultural competency, implicit bias, and equity; these are required training for all SROs. This training ensures the officer is equipped to treat all students fairly, regardless of race, ethnicity, or background. Regular program reviews will monitor for any disparities, and adjustments will be made as needed to ensure all students are treated with respect and fairness.

Q6: Will the SRO carry a firearm on school grounds?

A6: Yes, the SRO will be a fully certified law enforcement officer and will carry a firearm as part of their duties. However, their focus will be on using de-escalation and conflict resolution techniques, and the use of force will only occur if absolutely necessary to ensure safety. The presence of a firearm is a standard precaution in law enforcement, and the SRO will prioritize building positive relationships through communication and support.

Q7: How is the SRO program funded, and will it increase taxes?

A7: The program's initial funding will come from the Branford Police Department's budget, with additional support sought through state and federal grants when available. There are no immediate plans to increase the BOE operating budget for the program. Cost-effectiveness will be continuously monitored, and adjustments will be made to ensure the program remains financially sustainable.

Q8: How will success be measured for the SRO program?

A8: Success will be measured through several key metrics, including the number of safety incidents reported, improvements in student attendance and academic performance, and feedback from surveys of students, parents, and staff. Quarterly reviews will track progress and allow for adjustments based on data and community feedback.

Q9: How will student privacy be protected when speaking with the SRO?

A9: The SRO will adhere to strict confidentiality guidelines. Students can speak with the SRO in confidence, except in situations where there is a legal requirement to report, such as imminent harm. In these cases, the SRO will follow the same legal protocols as other school staff, ensuring that students receive the appropriate support while respecting their privacy.

Q10: How will the SRO be selected, and what qualifications will they have?

A10: The Branford Police Department will select an SRO with relevant experience in working with youth and schools. The officer will receive additional specialized training in adolescent behavior, conflict resolution, and cultural sensitivity. The selection process will ensure that the officer is someone

committed to fostering positive relationships with students and staff. The district will maintain the right to request a replacement SRO if insurmountable barriers exist between the school and the officer.

Q11: Are there privacy concerns regarding a police officer's access to student data and information?

A11: The district takes student privacy very seriously, and the launch of the School Resource Officer program has been designed with strict safeguards in place to protect it. SROs are required to follow all applicable laws, including the Family Educational Rights and Privacy Act (FERPA). This means they cannot access student records or information without proper authorization and only when it is necessary to address a legitimate safety concern or legal requirement. The SRO's primary role is to maintain a safe and supportive school environment, not to police or monitor students unnecessarily. Any access to student data will be limited, specific to their duties, and done in collaboration with school administrators. We are committed to respecting the rights and privacy of all students.

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MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN
THE BRANFORD BOARD OF EDUCATION
AND THE BRANFORD POLICE DEPARTMENT

School Resource Officer Program

This Memorandum of Understanding (“Agreement”) is made and entered into this ____ day of _____, 2024 by and between the Branford Board of Education and the Branford Public Schools (together, the “School District”) and the Branford Police Department (“Department”).

I. Introduction

The School Resource Officer (“SRO”) Program involves the placement of a law enforcement officer within the education environment. The SRO is an employee of the Department assigned by the Department to serve as liaison between the school community and the Department and to support the school administration and staff in maintaining a safe, secure, and positive school environment. [1] Any individual hired by the Department to work as an SRO shall be a sworn police officer.

The Department and the School District shall review and adhere to the requirements and principles set forth in Conn. Gen. Stat. § 10-233m, including but not limited to the implementation of a graduated response model for student discipline; training related to social-emotional learning and restorative practices; and the reporting of investigations or behavioral interventions of challenging behavior or conflict that are conducted by an SRO and escalate to violence or constitute a crime.

This document expresses the agreement of the parties for responding to non-emergency school disruptions. It strives to clarify the role of law enforcement in school disciplinary matters and reduce involvement of police and court agencies for misconduct at school and school-related events.

This Agreement is founded on the following principles:

- The vast majority of student misconduct can and should be addressed through classroom and in-school strategies and by maintaining a positive school climate.
- The response to school disruptions should be reasonable, consistent, and fair, with appropriate consideration of relevant factors, such as the age of the student and the nature and severity of the incident.
- The School District and the SRO Program will utilize a graduated response model, described in Section VI of this Agreement, which provides increasingly more serious consequences for continued student misconduct. As such, disruptive students should receive appropriate redirection

and support from in-school and community resources prior to the consideration of police involvement or court referral.

- Establishment of clear and consistent guidelines for school and police personnel with regard to non-emergency disruptive behavior at school and school-related events promotes the best interests of students, the school system, law enforcement and the community at large.

When determining consequences for a student's disruptive behavior the following factors shall not be considered: (1) the student and/or family's race, ethnicity, gender, gender identity or expression, sexual orientation, religion, national origin and/or membership in any other protected class, and/or (2) the economic status of the student and family.[2]

II. Supervision of SROs

The Department agrees to provide 01 SRO for the District. The SRO will be primarily based at Branford High School but may be assigned to assist at other schools within the District.

The Department, in consultation and agreement with the Superintendent of Schools, will determine who will assume the role and responsibilities of the SRO. If the Department conducts interviews for the assignment to such position, the Superintendent or designee will be invited to attend the interviews.

The SRO shall remain an employee of the Department and shall not be an employee of the School District. As such, the Department agrees to provide fully uniformed and armed SROs to the School District, and the Department shall bear the costs of the SRO Program during school days when the SRO is present in the schools. The Department agrees to fund and provide all required, as well as advanced, ongoing training to ensure SROs are current in best law enforcement practices. Whenever possible, such training will take place when school is not in session.[3]

The School District acknowledges that the SRO will remain subject to the administration, supervision and control of the Department. However, while acting in the capacity of an SRO, the SRO shall take direction from the Superintendent or designee with the exception that, while in the performance of law enforcement duties, the SRO will follow protocols established by the Department and its Chief of Police.

Except as provided in Section XI of this Agreement, the Superintendent or designee shall meet annually in June or July with the SRO and the Chief of Police for the Department to discuss the job performance of the SRO. The school administration shall then submit a written report to the Department regarding the SRO's job performance. [4]

III. Appointment, Term, and Schedule

An SRO will be appointed by the Department to each of the schools listed above, after consultation and upon agreement with the Superintendent of Schools. The Department, in partnership with the Superintendent of Schools, will assign each SRO's workdays and shifts. The SRO's duty hours shall,

whenever possible, conform to the school day.

In the performance of their duties, SROs shall coordinate and communicate with school administration. It is understood and agreed that in the event of an emergency in the community, an SRO may be ordered by the Department to leave school during normal duty hours and to perform other services for the Department.

In the event an SRO must be absent from work, the SRO shall notify the Department supervisor and the school principal(s) at the building(s) to which the SRO is assigned. At the principal's request, the Department will assign another SRO, if available, to substitute for the absent SRO.[5]

The School District shall contact the SRO's supervisor at the Department to request SRO attendance at after-school and evening school activities. If such attendance requires overtime, it shall be subject to approval by the Superintendent of Schools and the SRO's supervisor at the Department.

IV. Uniform and Equipment

The SRO will wear the SRO's approved uniform with appropriate logos and name badges depending on the type of school activity and program and/or the request of the school principal(s) at the building(s) to which the SRO is assigned. It is understood that the SRO will carry a Department-approved duty firearm and other Department-issued equipment. The SRO is responsible for carrying such equipment or otherwise storing and securing such equipment, including firearms and ammunition, in accordance with police protocols. In no event shall such equipment be stored in a school building or on school grounds. Such duty firearm and other Department-issued equipment shall only be used when law enforcement intervention is necessary and then shall only be used in accordance with the policies and standards of the Department and applicable law[6].

Body-worn recording equipment shall not be turned on by the SRO while acting in the capacity of an SRO with respect to educational responsibilities or typical interactions with students, staff, or other members of the public in the school setting. The SRO will use Department-issued body-worn recording equipment only when acting in a law enforcement capacity and as required by Department policy and in accordance with applicable law and guidelines. The Department and the Superintendent of Schools shall jointly set expectations and resolve any disputes in this area.

If body-worn recording equipment is turned on for any reason during the school day in the school setting, the SRO shall promptly notify the building principal(s) at the building(s) to which the SRO is assigned or the principal's designee. Unless designated otherwise, all video recordings captured by the body camera shall be the property of the Department, and the School District shall not be responsible for their storage, maintenance, release, or disposal.

Upon request of the building principal(s) at the building(s) to which the SRO is assigned or the Superintendent of Schools or designee, the Department may permit such individuals to view and review any video recording captured by the SRO while performing official SRO duties as outlined in this Agreement, subject to the requirements of the Freedom of Information Act, other applicable law, and the approval of the Chief of Police. Such recording shall be considered a law enforcement record.[7]

V. Duties and Responsibilities of the SRO[8]

The SRO will abide by all applicable School District policies and administrative regulations.

- The SRO will complete, while in the performance of the SRO's duties as a school resource officer and during periods when such SRO is assigned to be at the school, any separate training specifically related to social-emotional learning and restorative practices, physical restraint and seclusion, [and insert additional training, as appropriate] [9] that is provided to certified employees of the school(s) to which the SRO is assigned.
- The SRO will work proactively to develop positive relationships with students and staff and be available to students, parents and staff who want to discuss concerns.
- The SRO will collaborate with school administrators, as well as local law enforcement, fire service, public safety and emergency management agents, as may be appropriate, in emergency crisis planning and building security matters. Among other things, the SRO will assist the school administration in conducting lock down drills and offer suggestions regarding how to maintain and improve school safety in all schools.
- The SRO will confer with the building principal(s) at the building(s) to which the SRO is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near the campus or involving students at school-related activities.[10]
- The SRO will provide educational programs, as requested by the Superintendent or designee, to students, parents and faculty concerning topics such as substance abuse, violence prevention and diffusion, conflict resolution, crime prevention, Internet safety, cyberbullying, and other issues relevant to the student population.
- The SRO will attend meetings of parent and faculty groups to communicate about the goals and role of the SRO Program, as requested by the principal(s) at the building(s) to which the SRO is assigned. The SRO has no role in ordinary school discipline or enforcement of school rules, although an SRO may provide assistance to school personnel at the request of a school administrator. The SRO will work collaboratively with the Superintendent to determine the goals and priorities for the SRO Program and the parameters for SRO involvement in school matters, consistent with the Graduated Response Model described in Section VI, below.
- The SRO shall not use physical restraint or seclusion, as defined in Conn. Gen. Stat. § 10-236b, on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others. Before using physical restraint or seclusion on a student, the SRO shall have participated in the training required for school employees to engage in physical restraint or seclusion of students, as described in Board Policy and Administrative Regulations #####. Any use of force by an SRO to restrain any student must be the least amount necessary to detain the student, reasonable in light of the totality of the circumstances, and in compliance with Board Policy and Administrative Regulations ##### and all applicable laws. [11]
- The SRO will abide by applicable law, School District policy and administrative regulations, and the Department's general orders concerning investigations, interviews and searches of students or staff on school property or at school functions under the jurisdiction of the School District. At no time will the SRO direct or demand that school personnel interview or search a student.
- The SRO will consult with and coordinate activities through the Superintendent or building principal(s) at the building(s) to which the SRO is assigned. Except in emergency situations, the SRO will not take any official law enforcement action without notifying the school administration in accordance with Section VII, below.

- The SRO will act swiftly and cooperatively when responding to emergencies at school, including but not limited to disorderly conduct by trespassers and the possession and/or use of weapons on school grounds, consistent with Department policy and protocols.

VI. Graduated Response Model

Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is acknowledged as the first line in implementing the school discipline code. As such, this model begins with a range of classroom management techniques that must be implemented prior to any other sanctions or interventions. Classroom intervention is managed by the teacher for behaviors that are passive and non-threatening such as dress code violations and violations of classroom rules. SROs should not be involved at this level. Classroom intervention options might include redirection, re-teaching, school climate initiatives, and moving seats. The teacher should initiate parental contact.

School Administration Intervention - Classroom interventions are supported by school administrators and other school staff who address more serious or repetitive behaviors and behaviors in school but outside of the classroom. Examples of behaviors at this level may include, but are not limited to: repetitive patterns, defacing school property; truancy; threatening; and other behaviors in hallways, bathrooms, courtyards and school buses. Administration intervention options might include time in the office, after school detention, loss of privileges, reparation, and/or parent conference.

Assessment and Service Provision - When the behavior and needs of the student warrant, an assessment process and intervention with the use of school services may be appropriate. This intervention is managed by the school administrator or a **student assistance team (SAT)**. Repetitive truancy or defiance of school rules, and behaviors that interfere with others such as vandalism or harassment may be examples that belong at this level as well as misbehaving students who would benefit from service provision. Assessment and service intervention options should include any classroom or school administration interventions and might include referral to a juvenile review board (JRB) or community service or program, suspension, expulsion or referral to court. Truant behavior should not lead to an out-of-school option. Police can be involved in their role on JRBs.

Law Enforcement Intervention – Only when classroom, school and community options have been found ineffective, or when deemed appropriate by the administration or in an emergency, should the school involve the police in a specific student intervention, including the SRO. Involvement of the police does not necessarily mean arrest and referral to court. This intervention is managed by the police. Law enforcement options may include, but not be limited to, verbal warning; conference with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court. In appropriate circumstances, law enforcement options may include arrest. Absent an emergency, any such arrest will be conducted in accordance with Section VII, below.

VII. Law Enforcement Professionals/SRO Activity at Schools

The parties agree that employees of the Department and/or the assigned SRO (“Law Enforcement Professionals”) need to follow certain protocols when on school grounds in non-emergency circumstances as follows.

Except in an emergency, all Law Enforcement Professionals seeking to conduct formal police interviews, interrogations, and/or arrests of any student on School District property or at school-sponsored activities shall be referred to the building principal. When making such request, SROs shall be aware of the potential disruption to the educational process that their action may cause and consider the necessity of such action based on the (1) the potential danger to persons; (2) the likelihood of destruction of evidence or other property; and (3) the ability to conduct the investigation, arrest or search elsewhere. As such, Law Enforcement Professionals will work to minimize the potential for disruption through a coordinated effort with the schools.

When taking a student into custody, officers should make reasonable efforts to avoid making arrests or taking students into custody on school premises or at a school-sponsored activity. Whenever possible and except in the event of an emergency, students should be taken into custody out of sight and sound of other students.

VIII. Police Access to Images from School Cameras

In the event of a criminal investigation, the Department or other law enforcement agencies may request access to School District video images, live or recorded, by making a request for access to the Superintendent. Access may be granted by the Superintendent or other such certified administrator as designated by the Superintendent only when determined by the Superintendent to be appropriate under state and federal law. If access is granted, the Department shall abide by its policies and procedures with respect to evidence, juvenile records, and personally identifiable information.

In the absence of express permission from the Superintendent, the Department may only access School District live streaming video and/or recorded images from school cameras in emergency circumstances, including an emergency alarm originating from one of the school facilities or grounds or a 911 call pertaining to a school facility/grounds. Any such access by the Department shall be only be made for the purpose of the Department and other law enforcement or first responders aiding in the public safety emergency response to a school facility.

The Superintendent or designee may disclose video images to the Department, live or recorded, which include personally identifiable student information and/or video images of District employees and/or other persons on school property, when there is an articulable and significant threat to the health and safety of a student or other individuals, or when otherwise appropriate under state and federal law.

A virtual private network will be used for live viewing by the Department when authorized by this Agreement. Other than system tests conducted by the Chief of Police or designee(s), conducted on a periodic basis at times when students are not present in the building, the Department will not routinely view School District video images, live or recorded, to monitor the schools or grounds.

Notwithstanding the above, the SRO will have access to live video images captured at the school at which the SRO is assigned, during the days and hours in which the SRO is performing such assignment, in order to help maintain school security.[12]

IX. Reporting of Investigations and Behavioral Interventions[13]

In accordance with state law requirements, each SRO shall submit a report to the Chief of Police for each

investigation or behavioral intervention of challenging behavior or conflict that (1) is conducted by the SRO and (2) escalates to violence or constitutes a crime, no later than five school days after conducting such investigation or behavioral intervention. An "investigation or behavioral intervention" is "a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts."

The SRO's report shall include: (1) the date, time and location of such investigation or behavioral intervention, (2) the name and badge number of the SRO, (3) the race, ethnicity, gender, age and disability status for each student involved in such investigation or behavioral intervention, (4) the reason for and nature of such investigation or behavioral intervention, (5) the disposition of such investigation or behavioral intervention, and (6) whether any student involved in such investigation or behavioral intervention was (a) searched, (b) apprised of such student's constitutional rights, (c) issued a citation or a summons, (d) arrested, or (e) detained, including the amount of time such student was detained. The SRO shall not include student names on the report.

All SROs shall use and complete Form A, attached hereto and incorporated herein. SROs and/or the Department shall not substitute their own form(s) for Form A and shall not submit any supplemental or additional documents in connection with Form A, unless required by law or mutually agreed upon by the parties in writing.

[OPTIONAL: For purposes of this section, the School District will provide the SRO with only as much student demographic information as is necessary for the limited purpose of complying with state reporting requirements as reflected in Form A, in accordance with applicable law. The SRO shall not redisclose this information for any purpose other than sharing the information with the Chief of Police, as required by statute.][14]

On a monthly basis, the Chief of Police shall compile and provide to the Superintendent of Schools all Form A documents completed by the SROs during the prior month. In the event there were no Form A documents completed by the SROs during any given monthly period, the Chief of Police shall notify the Superintendent of Schools in writing as follows: "During the month period consisting of ____ to ____, the SROs did not engage in any investigation or behavior intervention of challenging behavior or conflict that escalated to violence or constituted a crime."

X. Duties of the School District

The School District shall provide to the SRO the following materials and facilities which are deemed necessary to the performance of the SRO.

- An office at the school to which the SRO is primarily assigned.
- A desk with drawers, a chair and filing drawers.
- A computer and phone.
- Assigned parking space(s).
- Access to inspect and copy public records maintained by the school to the extent allowed by law.

· Training specifically related to social-emotional learning, restorative practices, and physical restraint and seclusion that is provided to certified employees of the school.[15]

XI. SRO and SRO Program Review Processes

In the event school administration feels that an SRO is not effectively performing the SRO's duties or responsibilities, the administrator shall contact the Superintendent of Schools. Within a reasonable amount of time, the Superintendent shall notify the Chief of Police. A meeting shall be conducted with the SRO to resolve any problems. If the issue cannot be resolved, the Superintendent shall request that the Chief of Police assign a different officer to the SRO position. In such an event, the Chief of Police will recommend an SRO candidate to the Superintendent of Schools for approval. The Superintendent may decline the assignment of an SRO to any school in the School District.

[OPTIONAL: The School District and Department will create a School/Police Collaboration Team ("SPCT") comprised of at least two individuals from each agency. The SPCT will meet on an annual basis and will provide a report of key qualitative and quantitative data to the School District and the Department. The School District and the Department will utilize the data to review the effectiveness of the SRO Program, make any changes deemed necessary and make recommendations as to the continuance of the SRO Program.]

XII. Term

The term of this Agreement shall be three (3) years from the date of execution. Notwithstanding, this Agreement may be terminated by both parties at any time by mutual written agreement, or by either party providing written notice of termination to the other party prior to March 31st of any year, with such termination to be effective the following July 1st.

Prior to March 31st of each year, the Department will notify the School District, in writing, of the number of SROs to be provided during the following school year. Absent written notice, the number of SROs in the SRO Program will remain the same for the following school year.

This Agreement constitutes a final written expression of all terms of this Agreement and is a complete and exclusive statement of those terms. This Agreement may be modified in writing by consent of the parties.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be signed by their authorized officers. _____.

Board of Education Chair

Date

[Insert Board of Education]

Superintendent of Schools

Date

[Insert Name of Public Schools]

Chief of Police

[Insert Town] Police Department

Dat

FORM A

[Insert] Public Schools

School Resource Officer (SRO) Report on Investigations and Behavioral Interventions

This form must be completed and provided to the [Insert] Chief of Police within five (5) school days of conducting an investigation and/or behavioral intervention of 1) challenging behavior that escalates to violence or constitutes a crime, or 2) conflict that escalates to violence or constitutes a crime.

“Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

“Investigation or behavioral intervention” means a circumstance in which a school resource officer is conducting (i) a fact-finding inquiry concerning student behavior or school safety, including, but not limited to, emergency circumstances, or (ii) an intervention to resolve violent or nonviolent student behavior or conflicts.

The SRO may only report investigations and/or behavioral interventions of challenging behavior or conflict that escalate to violence or constitute a crime. If the conduct did not escalate to violence or constitute a crime, it may not be reported in this form.

Name of School Resource Officer: _____

Badge Number: _____ School Affiliation: _____

Investigation and/or Behavioral Intervention Information:

Date of Investigation/Intervention:

Time of Investigation/Intervention:

Location of Incident:

The reason for and nature of such investigation and/or behavioral intervention:

The disposition of such investigation or behavioral intervention (check all that apply):

- Referral to administration for possible discipline
- Restorative practices implemented
- Peer mediation
- Referral to student support services
- Other: _____
 - Citation or summons issued
 - Arrest of student(s)
 - Search of student(s) by SRO
 - Management of crisis or emergency

Please complete the following section for each student involved in the investigation and/or behavioral intervention. Do not include student names. Identify additional students, if applicable, as "Student B," "Student C," etc. Demographic information for each student will be collected by the School District from the school's information system and shared with the SRO for the limited purpose of complying with state reporting requirements.

	Age	Gender	Race/Ethnicity (check all that apply)	Does the student have a known disability?	During the investigation and/or behavioral intervention, was the student...

Student A	_____	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Searched by SRO <input type="checkbox"/> Apprised of constitutional rights <input type="checkbox"/> Issued a citation or a summons <input type="checkbox"/> Arrested <input type="checkbox"/> Detained[1] (if detained, note how long the student was detained: _____)
<i>Insert additional rows for Students B, C, D, as applicable</i>					

This report was completed on: _____.

By signing below, I certify that the information I have provided in this report is true and accurate to the best of my ability and recollection. I have not maintained a copy of this report and I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.

School Resource Officer

Date

I, the [Insert] Police Department Chief of Police, received this report on: _____. I understand that the information set forth herein is confidential and may not be redisclosed except in accordance with state and federal law.

Print

Signature

cc: Superintendent of Schools

[1] Detained, for the purposes of this form, means detained by the SRO as a law enforcement action or placed under the direct supervision of the SRO by a responsible administrator.

[1] Consider whether one or more SROs will be part of the program.

[2] The School District and PD are advised to review and tailor these principles as appropriate.

[3] Consider whether the Town/PD will cover all of the costs and whether overtime will be treated differently.

[4] This is just one way to structure a review process. The parties should review to determine whether this meets their goals and needs.

[5] The parties should consider whether this is feasible and whether any other qualified SROs would be available to fill this role, in an SRO's absence.

[6] Consider whether the parties wish to describe additional parameters for the use of firearms at school. There are pros and cons to including more specific provisions.

[7] SRO MOUs are not required to address body-worn recording equipment. Consider whether the parties wish to do so.

[8] The parties should review and customize this section, as appropriate, while ensuring all statutory topics are addressed.

[9] The parties should consider what additional training will be required.

[10]The School District is advised to review its safety and security plan to ensure it addresses SROs, if it has SROs assigned to its schools.

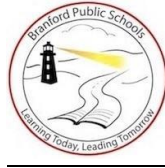
[11]The SRO MOU must address restraint of students. This is one way in which this issue can be addressed.

[12]This topic is not required to be, but can be, addressed in an SRO MOU. There are various ways to address these issues (e.g., livestreaming access).

[13]State law requires that the Superintendent submit the reports described in this section to the Board of Education, in accordance with applicable law, including FERPA, but does not mandate a particular schedule for submission. We would be happy to discuss this process further.

[14]Recommend discussing how information will be shared with SROs, in accordance with FERPA.

[15]Revise as appropriate.



**ADMINISTRATION OF
STUDENT MEDICATIONS IN THE SCHOOLS**

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or after school program means any child care program operated and administered by the Branford Board of Education (the “Board”) and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or Board enhancement programs and extracurricular activities.

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by the Board to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before-or-after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

1. the failure to do any of the following as ordered:
 - a. administer a medication to a student;
 - b. administer medication within the time designated by the prescribing physician;
 - c. administer the specific medication prescribed for a student;
 - d. administer the correct dosage of medication;
 - e. administer medication by the proper route;
 - f. administer the medication according to generally accepted standards of practice; or
 - g. failure to document after a medication is given
2. the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, over-the-counter medication, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational therapist means an occupational therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraeducator means a health care aide or assistant or an instructional aide or assistant employed by the Board who meets the requirements of the Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Qualified school employee means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the Board as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

B. General Policies on Administration of Medications

1. Except as provided below in Sections D and E, no medication, including non-prescription drugs, may be administered by any school personnel without:

- a. the written medication order of an authorized prescriber;

- b. the written authorization of the student's parent or guardian or eligible student; and
 - c. the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
 2. Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
 3. Except as provided in Sections D and E, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:
 - a. a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district who has been trained in the administration of medication in accordance with Section J of this policy. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications after proper training on medication administration. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.
 - b. students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:
 - i. an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
 - ii. there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;
 - iii. the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
 - iv. the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency

and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan;

- v. the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
 - vi. such medication is transported to school and maintained under the student's control in accordance with this policy; and
 - vii. controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.
- c. a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
- i. an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
 - ii. there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - iii. the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the

school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

- iv. the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- d. a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of a cartridge injector at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
- i. an authorized prescriber provides a written order requiring the possession of a cartridge injector by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;
 - ii. there is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector by the student at all times in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;
 - iii. the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

- iv. the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- e. a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:
 - i. the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and
 - ii. a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.
- f. a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication, in accordance with Section J of this policy, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:
 - i. the school nurse has determined that a self-administration plan is not viable;
 - ii. the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;
 - iii. the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and
 - iv. the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.

- g. an identified paraeducator who has been trained in the administration of medication in accordance with Section J of this policy, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, and the following additional conditions are met:
- i. there is written authorization from the student's parents/guardian to administer the medication in school;
 - ii. medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes;
 - iii. medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;
 - iv. the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
 - v. the paraeducator shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.
- h. a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:
- i. there is written authorization from the student's parents/guardians to administer the medication;
 - ii. a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;

- iii. the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;
 - iv. the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut as required by Connecticut General Statutes § 10-212a , and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and
 - v. the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.
- i. a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:
 - i. only to a child enrolled in such program; and
 - ii. in accordance with Section L of this policy.
 - j. a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:
 - i. training in administration of medications as part of their basic nursing program;
 - ii. successful completion of a pharmacology course and subsequent supervised experience; or
 - iii. supervised experience in the administration of medication while employed in a healthcare facility.
4. Medications may also be administered by a parent or guardian to the parent or guardian's own child on school grounds.

5. Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Students with Diabetes

1. The Board permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing, or the use of continuous blood glucose monitors (CGM) by children diagnosed with Type 1 diabetes, who have a written order from a physician or an advanced practice registered nurse.
2. The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that such child is capable of conducting self-testing on school grounds.
3. The Board will not require a student using a continuous glucose monitor approved by the Food and Drug Administration for use without finger stick verification to undergo finger stick verification of blood glucose readings from a continuous glucose monitor on a routine basis. Finger stick testing of a child using a continuous glucose monitor so approved by the Food and Drug Administration shall only be conducted: (1) as ordered by the student's physician or advanced practice provider; (2) if it appears that the continuous glucose monitor is malfunctioning; or (3) in an urgent medical situation.
4. The Board shall purchase or use existing equipment owned by the Board to monitor blood glucose alerts transmitted from continuous glucose monitors of students with Type 1 diabetes to dedicated receivers, smartphone/tablet applications, or other appropriate technology on such equipment.
5. In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
 - a. The student's parent or guardian has provided written authorization;

- b. A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
- c. The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator;
- d. The school nurse shall provide general supervision to the selected school employee;
- e. The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon;
- f. The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
- g. The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- 1. For purposes of this Section D, "regular school hours" means the posted hours during which students are required to be in attendance at the individual school on any given day.
- 2. The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
 - a. The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school.
 - b. In determining the appropriate supply of epinephrine in cartridge injectors, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.

3. The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or paraeducator(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid as described in Paragraph (2) above, in the absence of the school nurse.
 - a. More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - b. The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid.
 - c. The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors for the purpose of emergency first aid, as described in Connecticut General Statutes § 10-212g.
4. Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.
 - a. The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - b. If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.
5. The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication, and the Regulations adopted by the Department of Education.

6. The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
 - a. The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
 - b. The Board shall annually notify parents or guardians of the need to provide such written notice.
7. Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:
 - a. Such emergency administration shall be reported immediately to:
 - i. The school nurse or school medical advisor, if any, by the personnel who administered the epinephrine; and
 - ii. The student's parent or guardian, by the school nurse or personnel who administered the epinephrine.
 - b. A medication administration record shall be:
 - i. Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and
 - ii. filled in or summarized on the student's cumulative health record, in accordance with the Document and Record Keeping section of this policy.

E. Opioid Antagonists for Purposes of Emergency First Aid Without Prior Authorization

1. For purposes of this Section E, "regular school hours" means the posted hours during which students are required to be in attendance at the individual school on any given day. "Regular school hours" does not include after-school events such as athletics or extracurricular activities that take place outside the posted hours.
2. For purposes of this section, an "opioid antagonist" means naloxone hydrochloride (e.g., Narcan) or any other similarly acting and equally safe drug that the FDA has approved for the treatment of a drug overdose.
3. In accordance with Connecticut law and this policy, a school nurse may maintain opioid antagonists for the purpose of administering emergency first aid to students who experience a known or suspected opioid

overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist.

- a. The school nurse, in consultation with the Board's medical advisor, shall determine the supply of opioid antagonists that shall be maintained in the individual school.
 - b. In determining the appropriate supply of opioid antagonists, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
 - c. The school nurse shall be responsible for the safe storage of opioid antagonists maintained in a school and shall ensure any supply of opioid antagonists maintained is stored in a secure manner, in accordance with the manufacturer's instructions, and in a location where it can be obtained in a timely manner if administration is necessary.
 - d. The school nurse shall be responsible for maintaining an inventory of opioid antagonists maintained in the school, tracking the date(s) of expiration of the supply of opioid antagonists maintained in a school, and, as appropriate, refreshing the supply of opioid antagonists maintained in the school
4. The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of opioid antagonists in the event of a known or suspected opioid overdose.
 5. A school nurse shall be approved to administer opioid antagonists for the purpose of emergency first aid, as described in Paragraph (3) above, in the event of a known or suspected opioid overdose, in accordance with this policy and provided that such nurse has completed a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
 6. The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), coach(es), school paraeducator(s), and/or

licensed physical or occupational therapist(s) employed by the Board to maintain and administer the opioid antagonists for the purpose of emergency first aid as described in Paragraph (3) above, in the absence of the school nurse.

- a. More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - b. The selected personnel, before administering an opioid antagonist pursuant to this section, must complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
 - c. All school personnel shall be notified of the identity of qualified school employees authorized to administer an opioid antagonist in the absence of the school nurse.
7. Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (6) above, shall be on the grounds of each school during regular school hours.
- a. The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - b. If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (6) above shall be responsible for the emergency administration of opioid antagonists.
 - c. If a Board employee becomes aware of a student experiencing a known or suspected opioid overdose on school grounds but

outside of regular school hours and opioid antagonists and/or the school nurse or other qualified school employee is not available to administer opioid antagonists for the purpose of emergency first aid, the Board employee will call 9-1-1.

8. The administration of opioid antagonists pursuant to this policy must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.
9. The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that opioid antagonists shall not be administered to such student pursuant to this section.
 - a. The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of opioid antagonists.
 - b. The Board shall annually notify parents or guardians of the need to provide such written notice of refusal.
10. Following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section:
 - a. Immediately following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section, the person administering the opioid antagonist must call 9-1-1.
 - b. Such emergency administration shall be reported immediately to:
 - i. The school nurse or school medical advisor, if any, by the personnel who administered the opioid antagonist;
 - ii. The Superintendent of Schools; and
 - iii. The student's parent or guardian.
 - c. A medication administration record shall be:
 - i. Created by the school nurse or submitted to the school nurse by the personnel who administered the opioid antagonist, as soon as possible, but no later than the next school day; and
 - ii. filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.

11. In the event that any provisions of this Section E conflict with regulations adopted by the Connecticut State Department of Education concerning the use, storage and administration of opioid antagonists in schools, the Department's regulations shall control.

F. Documentation and Record Keeping

1. Each school or before-and-after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:
 - a. the name of the student;
 - b. the student's state-assigned student identifier (SASID);
 - c. the name of the medication;
 - d. the dosage of the medication;
 - e. the route of the administration, (e.g., oral, topical, inhalant, etc.);
 - f. the frequency of administration;
 - g. the name of the authorized prescriber;
 - h. the dates for initiating and terminating the administration of medication, including extended-year programs;
 - i. the quantity received at school and verification by the adult delivering the medication of the quantity received;
 - j. the date the medication is to be reordered (if any);
 - k. any student allergies to food and/or medication(s);
 - l. the date and time of each administration or omission, including the reason for any omission;
 - m. the dose or amount of each medication administered;
 - n. the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and
 - o. for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.
2. All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.
3. Written orders of authorized prescribers, written authorizations of a parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before or after school programs and school readiness programs, in the child's program record.

4. Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
5. Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
 - a. The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities upon receipt of a signed approval form (RC-075) from the Office of the Public Records Administrator, so long as such record is superseded by a summary on the student health record.
 - b. The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.
6. Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:
 - a. a medication administration record for each student shall be maintained in the athletic offices;
 - b. administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - c. all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - d. the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

G. Errors in Medication Administration

1. Whenever any error in medication administration occurs, the following procedures shall apply:

- a. the person making the error in medication administration shall immediately implement the medication emergency procedures in this policy if necessary;
 - b. the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and
 - c. the principal shall notify the Superintendent or the Superintendent's designee.
2. The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
 3. Any error in the administration of medication shall be documented in the student's cumulative health record or, for before or after school programs and school readiness programs, in the child's program record.
 4. These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

H. Medication Emergency Procedures

1. Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
2. Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - a. use of the 911 emergency response system;
 - b. application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - c. administration of emergency medication in accordance with this policy;
 - d. contact with a poison control center; and

- e. transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
3. As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

1. The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
2. The school nurse's duty of general supervision includes, but is not limited to, the following:
 - a. availability on a regularly scheduled basis to:
 - i. review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;
 - ii. set up a plan and schedule to ensure medications are given properly;
 - iii. provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraeducator designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
 - iv. support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific

medications during school hours and during intramural and interscholastic athletics as provided by this policy;

- v. provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and
- vi. provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.

b. In addition, the school nurse shall be responsible for:

- i. implementing policies and procedures regarding the receipt, storage, and administration of medications;
- ii. reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
- iii. performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducator designated in accordance with Section B(3)(g), above, who have been newly trained to administer medications; and
- iv. conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducator designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

J. Training of School Personnel

- 1. Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in

accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall be allowed to administer medications.

2. Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:
 - a. the general principles of safe administration of medication;
 - b. the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and
 - c. specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.
3. The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraeducator(s) who administer epinephrine pursuant to Sections B and D above, shall annually complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid, as described in Connecticut General Statutes § 10-212g.
4. The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s), coach(es) and/or school paraeducator(s) who administer opioid antagonists as emergency first aid, pursuant to Section E above, shall annually complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or

pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's procedures for opioid antagonist storage, handling, labeling, recalls, and record keeping.

5. The Board shall maintain documentation of medication administration training as follows:
 - a. dates of general and student-specific trainings;
 - b. content of the trainings;
 - c. individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
 - d. names and credentials of the nurse or school medical advisor, if any, trainer or trainers.
6. Licensed practical nurses may not conduct training in the administration of medication to another individual.

K. Handling, Storage and Disposal of Medications

1. All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine or naloxone to be used for emergency first aid in accordance with Sections D and E above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.
2. The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D and E above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
3. The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine and naloxone intended for emergency first aid in accordance with Sections D and E above.
4. Emergency Medications

- a. Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
 - b. Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
5. All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.
6. Access to stored medications shall be limited to persons authorized to administer medications. Each school or before or after school program and school readiness program shall maintain a current list of such authorized persons.
7. All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.
8. At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before or after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.
9. Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.
10. All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the

medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:

- a. non-controlled drugs shall be destroyed in the presence of at least one witness;
- b. controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and
- c. accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.

11. Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:

- a. in containers for the exclusive use of holding medications;
- b. in locations that preserve the integrity of the medication;
- c. under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
- d. in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.

12. In no event shall a school store more than a three (3) month supply of a medication for a student.

L. School Readiness Programs and Before or After School Programs

1. As determined by the school medical advisor, if any, and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before or after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:
 - a. Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.

- b. Except as provided by Sections D and E above, no medication shall be administered in these programs without:
 - i. the written order of an authorized prescriber; and
 - ii. the written authorization of a parent or guardian or an eligible student.
 - c. A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before or after school program, additional nursing services are required for these programs.
 - d. Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
 - e. Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the program with the medication order and parent permission for self-administration.
 - f. In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision-making regarding medication administration.
 - g. Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
2. Local poison control center information shall be readily available at these programs.
 3. Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication

error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.

4. Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section J of this policy.
5. All medications must be handled and stored in accordance with Section K of this policy. Where possible, a separate supply of medication shall be stored at the site of the before or after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.
6. Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:
 - a. a medication administration record for each student shall be maintained by the program;
 - b. administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - c. all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - d. the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.
7. The procedures for the administration of medication at school readiness programs and before or after school programs shall be reviewed annually by the school medical advisor, if any, and school nurse supervisor.

M. Review and Revision of Policy

In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, Director of Health Services or other qualified licensed physician.

Legal References:

Connecticut General Statutes:

Public Act No.24-93, “An Act Concerning Various and Assorted Revisions to the Education Statutes.”

Section 10-206

Section 10-212

Section 10-212a

Section 10-212g

Section 10-220j

Section 14-276b

Section 19a-900

Section 21a-240

Section 52-557b

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Storage and Administration of Opioid Antagonists in Schools: Guidelines for Local and Regional Boards of Education, Connecticut State Department of Education (October 1, 2022)

ADOPTED: 10-19-2022

REVISED:

10/20/2022

**REFUSAL TO PERMIT ADMINISTRATION OF EPINEPHRINE
FOR EMERGENCY FIRST AID**

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s): _____
(if different from child)

Connecticut law requires the school nurse and other qualified school personnel in all public schools to maintain epinephrine in cartridge injectors (EpiPens) for the purpose of administering emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. State law permits the parent or guardian of a student to submit a written directive to the **school nurse or school medical advisor** that epinephrine shall not be administered to such student in emergency situations. This form is provided for those parents who refuse to have epinephrine administered to their child. The refusal is valid for only for the 20__ - 20__ school year.

I, _____, the parent/guardian of _____,
Print name of parent/guardian Print name of student

refuse to permit the administration of epinephrine to the above named student for purposes of emergency first aid in the case of an allergic reaction.

Signature of Parent/Guardian

Date

Please return the completed original form to your child's school nurse or BPS school medical advisor, Dr. Richard Young at Branford Public Schools, 185 Damascus Road, Branford, CT 06405.

10/2022

**REFUSAL TO PERMIT ADMINISTRATION
OF OPIOID ANTAGONISTS FOR EMERGENCY FIRST AID**

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s): _____
(if different from child)

Connecticut law authorizes the school nurse and other qualified school personnel in all public schools to maintain opioid antagonists (Narcan) for the purpose of administering emergency first aid to students who experience an opioid-related drug overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of opioid antagonists. State law permits the parent or guardian of a student to submit a written directive to the **school nurse or school medical advisor** that opioid antagonists shall not be administered to such student in emergency situations. **This form is provided for those parents who refuse to have opioid antagonists administered to their child.** The refusal is valid for only for the 20__-20__ school year.

I, _____, the parent/guardian of _____,
Print name of parent/guardian Print name of student

refuse to permit the administration of opioid antagonists to the above named student for purposes of emergency first aid in the case of an opioid-related drug overdose.

Signature of Parent/Guardian

Date

Please return the completed original form to your child's school nurse or BPS school medical advisor, Dr. Richard Young at Branford Public Schools, 185 Damascus Road, Branford, CT 06405.

10/2022



Students

5750 P

POLICY TO IMPROVE COMPLETION RATES OF THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The Branford Board of Education (the “Board”) understands that completion of the Free Application for Federal Student Aid (“FAFSA”) is an important step in the path to postsecondary education and is associated with higher rates of college enrollment. The Board is committed to improving the completion rates of the FAFSA for students enrolled in the Branford Public Schools (the “District”).

Program to Improve FAFSA Completion Rates

In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in the District and students enrolled in the District’s adult education program, the District shall develop a systematic program through which students are educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board directs the Superintendent or designee to develop administrative regulations in furtherance of this policy. The Board further directs the Superintendent or designee to conduct periodic assessments of such regulations, at least annually, to determine the effectiveness of such regulations in improving completion rates of the FAFSA.

FAFSA Graduation Requirements

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

1. completed a FAFSA;
2. for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
3. completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student’s parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Confidentiality of FAFSA

Any information contained in a FAFSA, held by the Board, shall not be a public record for purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the provisions of section 1-210 of the Connecticut General Statutes.

Reporting of FAFSA Completion Rates

Each year, the Superintendent or designee will report to the Board the FAFSA completion rate for each high school in the District and for the District’s adult education program.

Gifts, Grants and Donations to Implement Policy

The Board may accept gifts, grants and donations, including in-kind donations, to implement the provisions of this policy.

Legal References:

Conn. Gen. Stat. § 10a-11i

Conn. Gen. Stat. § 10-223m

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Public Act No.24-25, “An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth”

ADOPTED: 10-19-2022

REVISED:

8/28/2024

**ADMINISTRATIVE REGULATIONS ADDRESSING IMPROVING THE
COMPLETION RATES OF FAFSA**

In order to improve the completion rates of the Free Application for Federal Student Aid (“FAFSA”) by students enrolled in the Branford Public Schools (the “District”) and students enrolled in the District’s adult education program, the District will:

- Track data from such students regarding FAFSA completion, including date of completion.
- Identify FAFSA coaches who will be assigned a caseload of students to assist students in completing the FAFSA, monitor their completion rates, and make a good faith effort to contact students graduating in 2027 and beyond or such students’ parent/guardian about completing the FAFSA.
- Provide incentives to students who have completed the FAFSA, which may include but are not limited to, spirit days and giveaways, if funding permits.
- Conduct annual presentations to students about the purpose and importance of the FAFSA and the District’s resources available to help students in completing the FAFSA.
- Provide professional development to identified District staff regarding the FAFSA and best practices for supporting students in completing the FAFSA.

Legal Reference:

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Conn. Gen. Stat. § 10-223m

Public Act No.24-25, “An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth”

8/28/2024



STUDENT DISCIPLINE

It is the policy of the Branford Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the Branford Public Schools (the “District”). Compliance with this policy will enhance the Board and the District’s ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter. Where appropriate, the District implements strategies that teach, encourage and reinforce positive student behavior that do not require engagement with the discipline system.

I. Definitions

- A. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- B. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- C. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.
- D. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- E. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a

disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

- F. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- G. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- H. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- I. **Generative Artificial Intelligence ("AI")** refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.
- J. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, or any other basis prohibited by state or federal law ("Protected Class"). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or

persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual's association with someone in a Protected Class may be a form of Protected Class harassment.

- K. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- L. **Martial Arts Weapon** means a nunchaku, kama, kusari-fundo, octagon sai, tonfa or chinese star.
- M. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- N. **School Days** shall mean days when school is in session for students.
- O. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Branford Board of Education) and includes activities conducted on or off school property.
- P. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- Q. **Suspension** means the exclusion of a student from school and/or transportation services only, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- R. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or

instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

- S. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.
- T. For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

II. Scope of the Student Discipline Policy

A. *Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:*

- 1. Suspension. Students may be **suspended** for conduct on school grounds, on school transportation, or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**
- 2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

B. *Conduct off School Grounds:*

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

C. *Seriously Disruptive of the Educational Process:*

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: **(1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the**

unlawful use of a weapon, as defined in Section 29-38 of the Connecticut General Statutes, and **whether any injuries occurred**; and (4) **whether the conduct involved the use of alcohol**. The Administration and/or the Board may also consider (5) **whether the off-campus conduct involved the illegal use of drugs**.

- D. A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

- A. Striking or assaulting a student, member of the school staff or other person(s).
- B. Theft.
- C. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
- D. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
- E. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
- F. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.
- G. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
- H. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.

- I. A walk-out from or sit-in within a classroom or school building or school grounds.
- J. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.
- K. Possession and/or use of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
- L. Possession of any ammunition for any weapon described above in Paragraph 11.
- M. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
- N. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
- O. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances 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, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term “electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of

Paragraph 15, the term “vapor product” shall mean 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 and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

- P. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
- Q. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.
- R. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
- S. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
- T. Trespassing on school grounds while on out-of-school suspension or expulsion.
- U. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
- V. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.

- W. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.
- X. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
- Y. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
- Z. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
- AA. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
- BB. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.
- CC. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
- DD. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
- EE. Hazing.
- FF. Bullying, defined as an act that is direct or indirect and severe, persistent or pervasive, which:
 - 1. causes physical or emotional harm to an individual;
 - 2. places an individual in reasonable fear of physical or emotional harm; or
 - 3. infringes on the rights or opportunities of an individual at school; or

Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

- GG. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- HH. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.
- II. Engaging in a plan to stage or create a violent and/or sexual situation or activity for the purposes of recording it by electronic means and/ or recording such situation or activity by electronic means . Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
- JJ. The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings may warrant exceptions from disciplinary action in certain circumstances.
- KK. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
- LL. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
- MM. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
- NN. Any action prohibited by any Federal or State law.

- OO. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. An administrator responsible for a school program (“responsible administrator”) may consider recommendation of expulsion of a student in grades three to twelve, inclusive, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A responsible administrator must recommend expulsion proceedings in all cases against any student in grades kindergarten to twelve, inclusive, whom the District Administration has reason to believe:
1. was in **possession on school grounds, on school transportation, or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument or a martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
 3. was engaged **on or off school grounds or school transportation in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion. The terms “**dangerous instrument,**” “**deadly weapon,**” “**electronic defense weapon,**” “**firearm,**” and “**martial arts weapon,**” are defined above in Section I.
- C. In any preschool program provided by the Board or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board, no student enrolled in such a preschool program shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board in accordance with Section IX of this policy whenever the Administration

has reason to believe that that a student enrolled in such preschool program was in possession of a firearm as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “firearm” is defined above in Section I.

- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.
- E. If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Behavior that Causes a Serious Disruption

- A. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.
- B. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
- C. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
- D. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

VI. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational

process. When a student is removed by a teacher, the teacher must send the student to a designated area and notify the responsible administrator or the administrator's designee at once.

- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the responsible administrator or the administrator's designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VII. Procedures Governing Suspension

- A. The responsible administrator or the administrator's designee on the administrative staff of the school, shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-school suspension for students in grades three through twelve, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.
 - 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which the student is informed of the alleged misconduct and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 - 2. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any student:
 - a) in grades three to twelve, inclusive, if, during the informal hearing, (i) the responsible administrator or the administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's

previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or

- b) in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee
 - (i) determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that caused physical harm;
 - (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
 - (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
- 3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.
- 4. By telephone, the responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
- 5. Whether or not telephone contact is made with the parent or guardian of such minor student, the responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.

6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.
9. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VII.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.
11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.
 13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VIII. Procedures Governing In-School Suspension

- A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the responsible administrator or the administrator's designee.
- C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

IX. Procedures Governing Expulsion Hearing

A. *Emergency Exception:*

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. *Hearing Panel:*

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. *Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):*

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing, not including the day of such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a) The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.
 - b) The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c) A short, plain description of the conduct alleged by the Superintendent or designee.
 - d) The student may present as evidence relevant testimony and documents concerning the conduct alleged and the

appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

- e) The student may cross-examine witnesses called by the Superintendent or designee.
- f) The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
- g) A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.
- h) The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i) Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- j) The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. *Hearing Procedures:*

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent or designee or the student. If an impartial board of more than one person has been appointed, the impartial board shall appoint a Presiding Officer.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.

11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VII.A (9), (10), (11), above, and Section XI, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial board) as to the appropriate discipline to be applied.
15. The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student

completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

17. The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.
18. The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

E. *Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:*

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the District in accordance with this policy, unless the Superintendent or designee specifically provides written permission for the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

F. *Stipulated Agreements:*

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the

Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents and/or student over the age of 18 understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

X. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.
2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.
3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining

whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.

C. ***Students eighteen (18) years of age or older:***

The Board is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. **Content of Alternative Educational Opportunity**

1. For the purposes of Section X, and subject to Subsection X.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education (“CSBE”), with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.
2. The Superintendent, or designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):***

Notwithstanding Subsections X.A. through D. above, if the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.

F. ***Students for whom an alternative educational opportunity is not required:***

The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the District if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section IX.D(16), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XII. Change of Residence During Expulsion Proceedings

A. *Student moving into the District:*

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section VIII are consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233i, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.
2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section IX are consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233i, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. *Student moving out of the District:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act (“IDEA”)

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the a responsible administrator suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the District that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The District shall immediately convene the student’s planning and placement team (“PPT”), but in no case later than ten (10) school

days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the responsible administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. *Removal of Special Education Students for Certain Offenses:*

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or

- c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.
2. The following definitions shall be used for this subsection XIII.C.:
 - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
 - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
 - c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
 - d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible under Section 504

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The District shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine

whether the student's behavior was a manifestation of the student's disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
- B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the

discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The Board shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Documentation and Reporting Requirements

- A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The District shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

- § 10-16 Length of school year
- § 10-74j Alternative education
- §§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act
- § 10-222d Safe school climate plans. Definitions. Safe school climate assessments
- §§ 10-233a through 10-233f Suspension and expulsion of students
- § 10-233l Expulsion and suspension of children in preschool programs
- § 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters,

homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

- § 19a-342a Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties
- § 21a-240 Definitions
- § 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
- §§ 21a-408a through 408p Palliative Use of Marijuana
- § 29-35 Carrying of pistol or revolver without permit prohibited. Exceptions
- § 29-38 Weapons in vehicles
- § 53a-3 Definitions
- § 53-206 Carrying of dangerous weapons prohibited
- § 53-344 Sale or delivery of cigarettes or tobacco products to persons under twenty-one.
- § 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to persons under twenty-one years or age

Public Act 24-45, “An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth.”

Public Act 24-93, “An Act Concerning Various and Assorted Revisions to the Education Statutes.”

Packer v. Board of Educ. of the Town of Thomaston, 717 A.2d 117 (Conn. 1998).

State v. Hardy, 896 A.2d 755 (Conn. 2006).

State v. Guzman, 955 A.2d 72 (Conn. App. Ct. 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)
18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)
18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)
21 U.S.C. § 812(c) (identifying “controlled substances”)
34 C.F.R. § 300.530 (defining “illegal drugs”)
Gun-Free Schools Act, 20 U.S.C. § 7961
Honig v. Doe, 484 U.S. 305 (1988)
U.S. Department of Education Office for Civil Rights, U.S. Department
of Justice Civil Rights Division, Resource on Confronting Racial
Discrimination in Student Discipline (May 2023)

ADOPTED: 10-19-2022

REVISED:

8/14/2024

ADMINISTRATIVE REGULATIONS REGARDING ALTERNATIVE EDUCATIONAL OPPORTUNITIES FOR EXPELLED STUDENTS

I. Applicability of these Administrative Regulations

These administrative regulations shall apply in cases when, pursuant to state law, a student in the Branford Public Schools (the “District”) is entitled to an alternative educational opportunity during a period of expulsion.

II. Responsible Personnel

The administrator responsible for a school program (“responsible administrator”) from which the student has been expelled, or designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

III. Student Placement Procedures

- A. After a student has been expelled, and unless extraordinary circumstances exist, the responsible administrator, or designee(s), will take the following steps:
1. Meet with the expelled student’s parent(s)/guardian(s) prior to the student’s placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
 2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student’s academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.
 3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.

- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act (“IDEA”) shall be determined by the student’s Planning and Placement Team (“PPT”). In such case, Subsection A above shall not apply.

IV. Individualized Learning Plan

A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the responsible administrator, or designee, will develop an Individualized Learning Plan (“ILP”) that will govern the programming for the student for the period of expulsion. To develop the ILP, the responsible administrator, or designee, will collaborate with school personnel from the school or program from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - b. Individualized education program (“IEP”);
 - c. Section 504 Plan;
 - d. Individualized health care plan or emergency care plan; and/or
 - e. Other relevant academic and behavioral data.
2. The ILP will address the following:
 - a. The student’s academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student’s core classes at the time of expulsion and the student’s current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the

Board's academic program and earn graduation credits, if applicable;

- b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
- c. Provision for the timing and method for reviewing the student's progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school or program from which the student was expelled;
- d. Provision for the timely transfer of the student's records both from the student's school or program to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school or program; and
- e. The possibility of early readmission to the school or program from which the student was expelled and the early readmission criteria, if any, established by the Board of Education or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 - 1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and

2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board or Superintendent, as applicable.

VI. Transition Plan for Readmission

- A. Before a student is readmitted to the school or program from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the responsible administrator, or designee, should consider:
 1. Efforts to readmit the student at a semester starting point (at the high school level);
 2. A plan to transfer the student's credits and records back to the school or program from which the student was expelled:
 - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school or program from which the student was expelled;
 - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
 3. The student's need for academic and other supports upon returning to school or program; and
 4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.
- B. In the event the responsible administrator, or designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school or program from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled* (January 3, 2018).

ADOPTED: October 19, 2022

REVISED: _____

5/2/2023

SECOND READING REC.



[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent) (If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s)).

(Parent's/Student's Address)

(Non-custodial Parent, if applicable)

(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; D.O.B.; State-Assigned Student Identifier (SASID)

Dear *(Parent/Guardian)*:

In accordance with the *(name of district)* Board of Education Policy (*policy # & title*), I am writing to advise you that the *(name of district)* Board of Education (the "Board") will hold a formal hearing concerning your child, *(name of student)* to consider the recommendation of *(name of administrator)* that your child be expelled from school. *[In cases where the district uses an impartial hearing board, add the following: Please be advised that the Board has appointed Attorney [Name(s)], to serve as an impartial hearing board in this matter.]* This hearing is being held pursuant to Section 10-233d *[In cases where a preschool student is recommended for expulsion, add the following: and Section 10-233I]* and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the *(name of district)* Board Policy (*policy # & title*), a copy of which is enclosed. The Board (*OR the impartial hearing board*) intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your child (*for on or off-campus conduct*: violated Board Policy *cite Student Discipline Policy number and any other specific policy number on date* and seriously disrupted the educational process) (*and/or, for on-campus conduct*: endangered persons or property) by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.)

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for *(date, time, place [note: unless an emergency exists, this notice must be given to the student/parent/guardian at least five (5) business days before the hearing, not including the day of such hearing]). (If a manifestation determination must be held prior to the expulsion hearing, add the following language: Prior to the expulsion hearing, your child's [planning and placement (PPT) team OR Section 504 team] will determine if your child's conduct constitutes a manifestation of the child's disability. The expulsion hearing will be canceled if the [PPT OR Section 504 team] determines that the conduct was a manifestation of your child's disability; otherwise, the hearing will proceed as scheduled.* You and your child are asked to attend this hearing. Your child has the right to be represented by an attorney or other advocate at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board ***(OR the impartial hearing board)*** may also question witnesses. An opportunity will also be given for the administration and your child or your child's representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

Unless the administration has determined that an emergency exists, you have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation. If you would like to request a postponement, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board ***(OR the impartial hearing board)*** has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your child has a right to be represented, at your own expense, by an attorney or other advocate at the expulsion hearing. Obtaining an attorney or other advocate is the responsibility of the family. Very low income families may be able to obtain free or reduced rate advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your child is expelled as a result of the scheduled hearing, and your child is under sixteen (16) years of age, the Board will offer your child an alternative educational opportunity during any period of exclusion from school as determined by the Administration in accordance with applicable law and Board policy. If your child is

between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your child an alternative educational opportunity if your child wishes to continue their education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who have previously been expelled or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (*number*).

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: *(Name of District)*, Chairman, *(Name of District)* Board of Education
(Name of Special Education Director, where applicable)
(Name of Responsible Administrator at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

8/14/2024



AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENT(S)/GUARDIAN(S) (the parent(s)/guardian(s) of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____; SASID _____) is currently enrolled as a _____ grade student at _____ School.
2. NAME OF STUDENT admits having engaged in the following conduct (*insert a short, plain statement of the conduct*) on or about _____, 20__.
3. NAME OF STUDENT's conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline) (*Cite other policies here as appropriate*), and is considered by the district administration to be seriously disruptive of the educational process. (*For conduct that occurs on school grounds, on school transportation, or at a school-sponsored activity, you may alternatively or additionally state whether such conduct is considered to endanger persons or property*). (*If the student has admitted to this conduct, note the admission here*).
4. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
5. (*Optional Section for students with disabilities*): A manifestation determination was made on (*date*) concerning this conduct and it was determined that the conduct was not a manifestation of the student's disability.
6. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
7. Subject to the approval of the _____ Board of Education (the "Board"), NAME OF STUDENT shall be expelled, effective _____, 20__ and continuing through _____, 20__, under the following conditions:
 - a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration in accordance with applicable law and Board policy.

(Optional alternative language if the parties agree to an alternative educational opportunity other than that required by the state standards:

The NAME OF PARENT(S) and NAME OF STUDENT understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes, NAME OF STUDENT is entitled to an alternative educational opportunity during the Expulsion Period which shall be (1) alternative education, as defined by Section 10-74j of the Connecticut General Statutes, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education, pursuant to section 3 of public act 17-220 (a “Statutory Alternative Educational Opportunity”). The NAME OF PARENT(S) and NAME OF STUDENT hereby waive NAME OF STUDENT’s right to a Statutory Alternative Educational Opportunity and accordingly waive the application of the *Standards of Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education, and the Board’s Administrative Regulations concerning the implementation of said standards. In lieu of a Statutory Alternative Educational Opportunity, the NAME OF PARENT(S) and NAME OF STUDENT agree that during the Expulsion Period, the Board will provide NAME OF STUDENT with an alternative educational opportunity as follows:

[Describe alternative educational opportunity agreed to by parties.]

If NAME OF STUDENT becomes ineligible to attend the _____ Public Schools pursuant to Board Policy and/or if the Parents withdraw NAME OF STUDENT from enrollment as a student at [name of school], the Board will have no obligation to provide NAME OF STUDENT with the alternative educational opportunity described herein.

- b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds or school transportation, and will not be permitted to attend or participate in any school-sponsored activities, except as authorized in writing in advance by the Superintendent of Schools.

(Optional Sections regarding early readmission):

- c) Prior to _____, the Superintendent will review NAME OF STUDENT’s conduct, attendance and effort level in the alternative educational opportunity [list other conditions as applicable], for the purpose of determining, in the Superintendent’s sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.
- d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT’s expulsion for the remainder of the expulsion period, through (*date*), without the need for any further proceedings before the Board.

(Optional Section for expungement if the expulsion is the student’s first expulsion):

- e) Prior to *(date)*, the Superintendent will review NAME OF STUDENT's conduct, attendance and effort level since the expulsion, for the purpose of determining, in the Superintendent's sole discretion, whether the expulsion hearing record of NAME OF STUDENT should be expunged from NAME OF STUDENT's educational record as of *(date)*.
8. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or NAME OF STUDENT's parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.
9. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes and Board Policy, NAME OF STUDENT is entitled to an expulsion hearing before the _____ Board of Education to contest NAME OF STUDENT's proposed expulsion from the _____ Public Schools. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) further understands and acknowledges that at such hearing NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) would have the right to call witnesses and to introduce documentary evidence, to cross examine witnesses called by the Administration, and to be represented by an attorney or other advocate at their own expense. Accordingly, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) waive NAME OF STUDENT's right to an expulsion hearing pursuant to Section 10-233d of the Connecticut General Statutes.
10. The Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.
11. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

 NAME OF SUPERINTENDENT
 Superintendent of Schools

Date: _____

Date: _____

NAME OF STUDENT
Student

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

5/2/2023

SECOND READING DEC.



Note: This is a sample Individualized Learning Plan drafted in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, which was approved by the State Board of Education on January 3, 2018. The specific goals and benchmarks can be customized to meet the needs of individual students.

Branford Public Schools Individualized Learning Plan

Student Name: _____ **Date of Birth:** _____ **Gr.** _____

School/Program Prior to Expulsion: _____ **SASID:** _____

Does the student have an Individualized Education Program? Yes No

Does the student have a Section 504 Plan? Yes No

Records Reviewed with Relevant Information for the Provision of an Alternative Educational Opportunity

- | | |
|--|--|
| <input type="checkbox"/> Student Success Plan | <input type="checkbox"/> Report Cards and Current Grades |
| <input type="checkbox"/> Individualized Education Program (IEP) | <input type="checkbox"/> Attendance Records |
| <input type="checkbox"/> Behavioral Intervention Plan (BIP) | <input type="checkbox"/> Disciplinary/Behavioral Records |
| <input type="checkbox"/> Section 504 Plan | <input type="checkbox"/> Other:
_____ |
| <input type="checkbox"/> Individualized Health Care Plan/Emergency Care Plan | <input type="checkbox"/> Other:
_____ |

ILP Developed Through Collaboration With (check all that apply):

<input type="checkbox"/> Parent/Guardian: _____	<input type="checkbox"/> Teacher: _____
<input type="checkbox"/> Parent/Guardian: _____	<input type="checkbox"/> Teacher: _____
<input type="checkbox"/> Student: _____	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Administrator: _____	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> School Counselor: _____	<input type="checkbox"/> Other (specify): _____

Records Transferred

Date of transfer of relevant student records from the student's school/program to provider of alternative educational opportunity: _____	Date of transfer of records from provider of alternative educational opportunity to the student's school/program: _____
--	---

Records Distribution and Storage

Copies of the Individualized Learning Plan will be distributed to the following locations and/or individuals and stored in accordance with the District's student records policy:

- Student's cumulative file
- The Student's receiving school or alternative educational placement
- Student's parent/guardian

[Note: Districts should insert or delete locations where this record may be kept in accordance with their student records policies and practices]

Student's Classes Prior to Expulsion

Core Class	Placement/Progress in Class at Time of Expulsion <i>(e.g. current grade, current unit, etc.)</i>

Note: If the student receives special education and related services, the alternative educational opportunity provider must also refer to the student's IEP.

NEEDS

Academic Needs	
<input type="checkbox"/> See IEP <i>(if applicable)</i>	
<input type="checkbox"/> Other:	

Behavioral Needs	
<input type="checkbox"/> See IEP <i>(if applicable)</i>	
<input type="checkbox"/> Other:	

GOALS

Academic Goals		
<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Satisfactory work completion	<input type="checkbox"/> Satisfactory progress in coursework and toward meeting relevant academic standards
<input type="checkbox"/> Other:		

Benchmarks to Measure Progress Toward Academic Goals		
<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> Passing grades on midterm progress reports	<input type="checkbox"/> Passing grades on report card
<input type="checkbox"/> Other:		
Progress monitoring <i>mm/dd/yy</i> :		

Behavioral Goals

<input type="checkbox"/> See IEP (<i>if applicable</i>)	<input type="checkbox"/> Satisfactory attendance	<input type="checkbox"/> Satisfactory compliance with behavioral expectations and disciplinary policies
<input type="checkbox"/> Other:		

Benchmarks to Measure Progress Toward Behavioral Goals		
<input type="checkbox"/> See IEP (<i>if applicable</i>)	<input type="checkbox"/> Fewer than _____ teacher referrals to administration for disciplinary matters	<input type="checkbox"/> Fewer than _____ contacts to parents/guardians for disciplinary matters
<input type="checkbox"/> Attends alternative program _____% or more of scheduled days/sessions.	<input type="checkbox"/> Other:	
Progress monitoring mm/dd/yy:		

INTERVENTIONS

Academic Interventions	
<input type="checkbox"/> See IEP (<i>if applicable</i>)	<input type="checkbox"/> See Section 504 Plan (<i>if applicable</i>)
<input type="checkbox"/> Tier 1 _____	<input type="checkbox"/> Tier 2 _____
<input type="checkbox"/> Tier 3 _____	
<input type="checkbox"/> Other:	

Behavioral Interventions	
<input type="checkbox"/> See IEP (<i>if applicable</i>)	<input type="checkbox"/> See Section 504 Plan (<i>if applicable</i>)
<input type="checkbox"/> Tier 1 _____	<input type="checkbox"/> Tier 2 _____
<input type="checkbox"/> Tier 3 _____	

Other:

SECOND READING DEC.

Review and Communication of Progress to Parents/Guardians or Student

Method of monitoring and review: *(for most students, monitoring and reviewing progress will include monitoring the student's attendance, work completion, and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable)*

- Monitoring attendance
- Monitoring work completion
- Monitor progress toward meeting relevant academic standards
- Review and monitor progress in accordance with IEP and/or BIP (if applicable)
- Other: _____

Timing for communication of progress to parents/guardians or student: *(Progress must be communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students)*

- Each marking period
- Other: _____

Early Readmission

The expulsion decision contains the following early readmission criteria:

- The student may apply to the Board of Education for early readmission and such readmission shall be at the discretion of the Board of Education.
- The student applied to the Board of Education for early readmission on _____ and the Board of Education granted the request and has conditioned such early readmission on the following criteria:

The student applied to the Board of Education for early readmission on _____ and early readmission was not granted.

The student may apply to the Superintendent for early readmission and such readmission shall be at the discretion of the Superintendent.

The student applied to the Superintendent for early readmission on _____ and the Superintendent granted the request and has conditioned such early readmission on the following criteria:

The student applied to the Superintendent for early readmission on _____ and early readmission was not granted.

Review of Placement and ILP:

A review of the appropriateness of the placement must occur at least once per marking period. Such review must include:

- Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable.
- Consideration of opportunities for early readmission as set forth in the ILP (see Early Readmission section)

Transition Plan for Readmission:

The following has been considered and, where appropriate, addressed:

- Efforts to readmit the student at a semester starting point (at the high school level)
- A plan to transfer the student's credits and record back to the student's school/program
- The student's need for academic and other supports upon returning to school/program
- Efforts to connect the student with opportunities to participate in extracurricular activities

5/2/2023



**BRANFORD HIGH SCHOOL
NEW COURSE PROPOSAL FORM**

Course Title: Art and Culture

Credit: 0.5 credit

Credit Area(s): Visual Art Elective

Course Proposed by:

Administration
Board of Education
Fine Arts Department

- Students (in collaboration with faculty)
- Other (specify):

New courses must embed indicators of deep learning:

- Focus on intrinsic motivation, passion and reason as the drivers of the pursuit of learning.
- Provide ongoing skills development and recognition of progress along the way.
- Include hands-on learning by doing and practice.
- Require appropriate resources to facilitate learning.
- Flourish within a culture of optimism and support.

Course Catalog Description:

Art and Culture is a one-semester course designed for grades 9-12, providing a cultural context of art's historical role in society. Students explore major art movements, analyze art's impact on culture, and engage in hands-on projects to express their insights. This course fulfills a Fine Arts graduation requirement while emphasizing National Art Standards, focusing on connecting with and responding to art.

Prerequisite(s):

N/A

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. (*Is it a stand alone, is it part of a sequence or is it replacing another course?*)

This is a standalone course targeting students interested in project-based learning across diverse art media. The goal of the course will be to provide students with a foundational knowledge of art history within a multicultural society, satisfying the graduation requirement while building an appreciation for the arts and a confidence in self-expression.

How many electives does your department currently offer and what are they?



There are currently 16 art electives: AP Studio Art, Ceramics/3D Design, Advanced Ceramics/3D Design, Fiber Arts-Fashion Design, Advanced Fiber Arts-Fashion Design, Drawing/Painting, Studio Art, Computer Animation, Graphic Design, Advanced Graphic Design, Jewelry Design and Wire Manipulation, Advanced Jewelry Smithing, Photograph, Advanced Photography and Photoshop, Sculpture, and Advanced Sculpture.

Who is your target audience?

9-12 grade

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

Pros include fostering cultural awareness, offering hands-on art practice, and aligning with Fine Arts standards. A significant asset discussed by the faculty is that a presence of a new elective can help to even out class enrollment, providing students with a new option that encompasses a broader curriculum that can be easily adapted and differentiated to student needs. Potential cons could be the need for additional resources (e.g., Wacom tablets), though these are not essential.

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

Yes. The department met to discuss the proposed course and gain support.

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

The course aligns with Fine Arts objectives by fostering art appreciation, historical knowledge, and personal expression through art.

What is the need this course addresses?

Provides a cultural and historical perspective on art, meeting a demand for broader arts education.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

Feedback:

The course will provide continuous feedback on skills development through class discussions, project critiques, and reflective activities that promote growth in art analysis and creation.

Content:

Students will study historical and contemporary art movements, analyze art's cultural impact, and create projects, helping them progress from understanding to applying art knowledge.

Context:



The course will engage students by exploring the relevance of art in personal and societal contexts, helping students connect learning to their own experiences and communities.

Community:

The course will encourage collaboration and discussion among peers, building a supportive environment for artistic expression and exploration.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

The course will encourage critical thinking, communication, and cultural awareness, aligning with competencies aimed at global-mindedness and cross-cultural understanding.

Communication & Active Listening:

- Application: Art inherently involves interpretation, discussion, and expression. In this course, students present their insights on artworks, explain the significance of art in different cultural contexts, and engage in group discussions to convey their ideas.
- Outcome: Through these activities, students improve their ability to articulate complex ideas, listen to diverse perspectives, and communicate effectively, both in written and verbal formats.

Collaboration:

- Application: Group projects and discussions on artistic interpretations allow students to work together, share ideas, and respect others' perspectives. They learn how to navigate differing interpretations and collaboratively build deeper insights into artworks.
- Outcome: These collaborative activities build interpersonal skills and encourage teamwork, equipping students to work effectively in diverse group settings.

Adaptability and Interest in New Learning:

- Application #1: The course exposes students to a wide array of art styles, movements, and cultural influences, pushing them to think flexibly and adapt their perspectives as they encounter new information. By analyzing art from different eras and cultures, students develop the ability to shift viewpoints, respond to evolving interpretations, and embrace diverse artistic expressions.
- Application #2: Through hands-on projects, research, and discussions, students actively engage with historical and contemporary art forms, sparking curiosity about the world and an appreciation for continuous learning. The course's emphasis on reflection and personal expression encourages students to pursue topics of interest and delve into the connections between art, culture, and their own lives.
- Outcome #1 Students learn to approach new and unfamiliar concepts with an open mind, a skill essential for adapting to varied situations, viewpoints, and ideas both in art and beyond. This adaptability prepares them to navigate complex, changing environments in their future academic and personal lives.
- Outcome #2: By inspiring students to explore the unknown and take ownership of their learning, the course nurtures a sustained interest in discovering new ideas. This fosters a mindset of lifelong learning, where students are motivated to seek knowledge, embrace challenges, and remain intellectually curious.

Empathy and Kindness:

- Application: The course covers a variety of cultural and historical perspectives on art, helping students



appreciate the role of art across different societies. Students explore how art reflects and shapes cultural identities, traditions, and values, fostering an understanding of cultural diversity.

- Outcome: This broadens students' perspectives, encouraging respect for and sensitivity toward cultural differences, a key competency in our interconnected world.

Citizenship and Civic Responsibility:

- Application: By examining global art movements and their connections to societal issues, students see how art transcends borders and unites diverse cultures. The course emphasizes how historical and contemporary art influences global communities, thereby promoting a sense of shared human experience.
- Outcome: Students develop a mindset that values and seeks to understand different worldviews, enhancing their capacity to engage thoughtfully with global issues.

By integrating these competencies into its curriculum, the Art and Culture course not only enriches students' understanding of art but also prepares them to engage thoughtfully and responsibly in a global society. This approach aligns well with GLCs, cultivating students who are informed, empathetic, and capable of navigating a culturally complex world.

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

One time expense: 10 Wacom tablets (approximately \$500)

Facility Requirements:

Additional FTE required	0
Minimum number of students required to run the class	12
Anticipated/estimated enrollment for year one	20-25 students

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?



Yes

Are there physical needs or limitations for this course? (water, power, room size, etc.)

N/A

STAGE ONE LEARNING PLAN

Unit Focus		
Unit 1 serves as an introduction of the course, introducing the idea that art stems from a need for cultural representation, and is a reflection of one's customs, values, heritage and geographical location. This unit will draw from students' own experience as well as the works of artists to help students gain an understanding of how art making has helped to create cultural impact around the world.		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
VA:Cr1.2.IIa VA:Cr1.2.IIIa <ul style="list-style-type: none"> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design. VA:Cr2.1.IIa VA:Cr2.1.IIIa <ul style="list-style-type: none"> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr3.1.IIa <ul style="list-style-type: none"> Engage in constructive critique with peers, then reflect on, re engage, revise, and refine works of 	Students will independently apply their understanding of artistic movements, cultural contexts, and historical significance to analyze, interpret, and create artworks that express personal insights and respond to contemporary societal issues	
	Meaning	
	Understandings	Essential Questions
1. Artistic Techniques Allow for Meaning and Purpose: Drawing techniques offer the artist a variety of ways to convey meaning through lines, shading, perspective, and use of positive/negative space. Exploring the 2-dimensional and 3-dimensionality of drawings in figure/ground relationships of forms in space will help develop a compositional mindset. As students grow their skill in using specific drawing techniques, they will discover which ones most powerfully help them express personal meaning and connectedness to self and their relationships to the world.	1. How can artists manipulate media by using a variety of techniques and processes? 2. How and why do artists use perspective? 3. How is mark-making (drawing, painting) a tool to develop and express an artist's voice? 4. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? 5. What responsibilities come with the freedom to create?	



<p>art and design in response to personal artistic vision.</p>	<p>2. Perspective is about understanding how to present and interact with space: Students are looking at their surroundings and using perspective to create a unique, realistic, and expressive vision of the world. Manipulating perspective is about manipulating the rules in order to give voice to ideas, beliefs, values and connections.</p> <p>3. Art is a medium of self-expression: Students can use drawing techniques to create personally meaningful works of art that, when examined as a collection, can highlight how the artist's voice develops and grows as techniques are mastered and insights are deepened. The artist tells a story through art - and their voice creates the meaning of those stories through their images.</p>	
Other Goals	Acquisition of Knowledge & Skill	
Opportunities for Interdisciplinary Connections:	Knowledge	Skills
<ul style="list-style-type: none"> Identity: The voice of an artist is one of self-expression and understanding where they stand in the world. Students have opportunities to view the world with a critical eye, and use the arts as a way to turn their vision of the world back on itself. How we perceive ourselves in society and culture plays a critical role in the art that we create, and an artist's voice - when realized - can change how others perceive their world, their relationships, and their beliefs. 	<p>Students in the "Art and Culture" course will gain foundational knowledge of:</p> <ol style="list-style-type: none"> Major Art Movements: Key historical and contemporary art movements, including their cultural and societal contexts. Art's Role in Society: Understanding how art reflects and influences cultural identity, values, and societal change. Art Evaluation and Interpretation: Learning to perceive and interpret the meanings and intentions behind various works of art. 	<p>Throughout the course, students will develop skills in:</p> <ol style="list-style-type: none"> Art Critique and Analysis: Evaluating artistic works by considering elements such as intent, context, and technique. Creative Expression: Creating art that synthesizes personal experience and knowledge of historical art trends. Technical Proficiency in Adobe Photoshop: Gaining hands-on experience with digital tools to create and enhance artwork. Mixed Media Art Techniques: Experimenting with various materials and



<ul style="list-style-type: none">● Representation: Culture and social norms influence the art that is created. Throughout history, artists have been constrained by power structures like religion, government, and political climate. Art is a reflection of culture, and can be used to understand and examine what was important, valued and respected. Artists have not always been free to express their vision or criticism of culture and society. In representing the world and themselves, how is the voice of the artist influential in the meaning that is made?	<p>4. Media and Techniques: An introduction to mixed media art, combining different materials and methods for creative expression.</p>	<p>combining media to produce innovative artworks.</p>
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Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





BRANFORD HIGH SCHOOL NEW COURSE PROPOSAL FORM

Course Title: UConn Early College Experience (ECE) Spanish Intermediate Spanish Composition

Credit: 1 credit BHS, 3 credits UConn

Credit Area(s): World Language

Course Proposed by:

- Administration
- Board of Education
- Department _____
- Students (in collaboration with faculty)
- Other (specify): _____

New courses must embed indicators of deep learning:

- **Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- **Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
- **Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- **Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Course Catalog Description:

This course is an advanced study of Spanish texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews. Students are exposed to authentic content such as documentary videos, informational articles, cultural and literature readings, and audio, inspiring them to understand target cultures and communicate in Spanish through the perspectives of native speakers while building their own point of view.

By the end of this course, students will develop the ability to communicate at an ACTFL intermediate high to advanced level of Spanish. Students will achieve intermediate to advanced proficiency in reading and writing in the language. They will acquire the ability to exchange opinions and compare products, practices, and perspectives in their own and other cultures. Students will recognize and respect the different cultural norms and traditions that exist among other cultures. They will develop the ability to interpret and discuss literature and film at an intermediate level.

This course is aligned with the principles of the ACTFL 21st-century classroom and the BPS World Language Vision. It makes meaningful connections with diverse cultural practices, products, and perspectives while

fostering the intercultural understanding indispensable to our interconnected world.

Students must complete summer assignments for this course in order to maintain and further fortify their language proficiency and skills.

Prerequisite(s):

Eligibility Guidelines from Uconn ECE:

Successful completion of three or more years of high school Spanish or instructor consent is recommended.

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. (*Is it a stand alone, is it part of a sequence or is it replacing another course?*)

This ECE course will be an additional Spanish course option for students who have completed three years of high school Spanish or have instructor consent.

World Language Flow chart

WIS Spanish or BHS Spanish 1 → Spanish 2 → Spanish 3/3H → Spanish 4/4H-Options*: UConn ECE Spanish 3178 Intermediate Spanish Composition / UConn ECE Latin American Studies / Spanish 5 Standard / Spanish 5 Honors

*Student enrollment will determine which courses run each year.

How many electives does your department currently offer and what are they?

The addition of this Spanish course will be an additional Spanish option for students in their final year of high school Spanish.

The World Language department currently offers UConn ECE options in both French, Latin American Studies, and Latin.

Who is your target audience?

The target audience for this course are advanced level Spanish students who have completed at least three years of Spanish language instruction.

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

The department has contributed to the following list of pros and cons. The WL dept. will continue to work together on how we will promote our different options to students for final year of high school language study.

Pros

- An additional course option for World Language students in their final year of high school language study.
- An additional opportunity to earn college credit for their advanced language studies.
- A second Spanish based ECE course choice, that differs in content from the ECE Latin American Studies option.
- Will utilize the same resource/curriculum as the UConn ECE French course we currently offer.
- This course may be a good option for our Native or Heritage Spanish speakers.
- Since the Spanish program begins in grade 5, we would like the program to become robust enough to have

several options available to students in their final year of high school language study.

Cons

-Not all of our WL courses can/will run each year, courses will run based on student choice and enrollment. These decisions will be made in coordination with the department and guidance counselors each year.

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

In addition to ongoing communication and discussion, a survey was sent to the 5-12 World Language department to gauge support and receive feedback.

The 5-12 WL dept. supports the addition of this course to the Program of Studies.

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

This course is aligned with the principles of the ACTFL 21st-century classroom and the BPS World Language vision. It makes meaningful connections with diverse cultural practices, products, and perspectives while fostering the intercultural understanding indispensable to our interconnected world.

Students are exposed to authentic content such as documentary videos, informational articles, culture and literature readings, and audio, inspiring them to understand target cultures and communicate in Spanish through the perspectives of native speakers while building their own point of view.

What is the need this course addresses?

This course supports student choice and addresses the need for additional Spanish course options for students. Students can choose based on interest between a UConn ECE Spanish course that focuses on literature, composition, and film with a focus on the entire Spanish speaking world, or a UConn ECE Latin American studies course that focuses more on Latin America, or a Spanish 5 standard course that focuses on intermediate communication and culture.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

- **Feedback:** This course will emphasize the ACTFL Communities Lifelong Learning standard, where learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. The teacher will support students to reach their individual best level of proficiency and provide feedback in a supportive and respectful classroom community of language learners. In addition to written and oral teacher feedback, students will regularly engage in peer-to-peer and self-assessment.
- **Content:** Students are exposed to engaging and authentic content such as documentary videos, informational articles, culture and literature readings, and audio, inspiring them to understand target cultures and communicate in Spanish through the perspectives of native speakers while building their own point of view. The teacher, their peers, and multiple sources of text and other media sources will serve as mentors for authentic language development.

- **Context:** Any student enrolled in advanced level Spanish courses is, by nature, intrinsically motivated. They possess the passion and personal reasons to continue their pursuit of mastering the Spanish language. Offering an ECE option further encourages and motivates students to improve their learning and understanding of the Spanish language and cultures.
- **Community:** Students will engage in conversations and discussions in Spanish with their peers and teacher. Peer-to-peer and self-assessment provide additional hands-on work with the language. Cultural and linguistic immersion travel to local museums further enriches hands-on experiences by doing and practicing outside of the classroom.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

The following Global Learning Competencies are supported by the following ACTFL World Readiness Standards:

Communication and Active listening and Collaboration

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

Adaptability and Interest in New Learning and Empathy and Kindness

- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2)
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)

Citizenship and Civic Responsibility

- School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)

Questioning, Reasoning, and Problem Solving

- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2)
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No. This course will just be an additional option, therefore, it will not require additional staffing. Spanish courses will run based on student enrollment and interest in the selection.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

One time only expense for the text required for the course.

Perspectivas Intermediate Spanish / A Cultural Approach / Vista Higher Learning First Edition / 2023

Print + Digital:

Perspectivas 1e Student Edition(Hardcover) + Supersite Plus(v) + WebSAM(6 year license)

\$204.95 per student (includes print textbook and 6 year Supersite access)

\$204.95 x 25 (one class set of approximately 25) = 5123.75 + 165.26 tax = 5289.01

Teachers Resource box - 384.95 - will be included free with order above

Facility Requirements:

Additional FTE required	0
Minimum number of students required to run the class	Per BOE policy
Anticipated/estimated enrollment for year one	20-25

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Yes. This course will be taught in the Spanish classrooms at BHS.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

Per UConn ECE: All foreign language courses cannot exceed 25 students per section.

STAGE ONE LEARNING PLAN

Unit Focus

UNIDAD 1 (LECCIÓN 2 - CON SABOR)

In this flavorful unit, students will embark on a journey through the rich and diverse world of gastronomy in Spanish-speaking countries. They will delve into spoken and written texts to uncover key insights about food and cuisine, sharpening their language skills along the way. Through comparisons of food, music, and celebrations, students will explore the connections between products, practices, and perspectives in their own culture and those of Spanish-speaking communities. Finally, they will develop confidence and cultural sensitivity as they engage in meaningful discussions and demonstrate openness while experiencing unfamiliar foods and drinks.

Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>ACTFL World Readiness Standards</p> <p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)</p> <p>Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</p> <p>Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)</p> <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and</p>	<p>T1: Communicate effectively in a variety of situations in order to create meaningful cultural connections and acknowledge and respect diverse perspectives</p> <p>T2: Explore the relationship between perspectives, products, and practices in order to develop cultural competence and understanding</p> <p>T4: Make comparisons between the language and culture studied and their own in order to interact with cultural competence.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>EU1: The world is a global community and it is important that World Language acquisition enables students to converse, interpret authentic material and demonstrate understanding of other cultures in the target language.</p> <p>EU2: Studying the traditions, products and perspectives of other cultures offers an enhanced understanding of the global community.</p> <p>EU4: By learning another language and culture, students can have a deeper understanding of their own language and culture.</p>	<p>EQ1: How can I use the target language to express myself and to communicate ?</p> <p>EQ2: What is culture?</p> <p>EQ4: How does the target language and culture compare with my own?</p>

<p>perspectives of the cultures studied. (C.2.2)</p> <p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)</p> <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)</p> <p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)</p> <p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2)</p>		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills

	<p>Literatura: Neruda, Pablo <i>Oda al caldillo de congrio</i></p> <p>Documental: <i>Tres famosas marisquerías para disfrutar en la ciudad de México</i></p> <p>Artículo: Auténtico <i>Comida con insectos en México</i></p> <p>Target structures: The preterite The imperfect The preterite vs. the imperfect Progressive forms Telling time</p>	<ul style="list-style-type: none"> ● I can understand key information in spoken and written texts related to food and cuisine. ● I can discuss the relationship between food and culture. ● I can write recipes and restaurant reviews. ● I can compare products, practices, and perspectives about food, music, and celebrations in my own culture and other cultures. ● I can demonstrate culturally appropriate behaviors when discussing and trying unfamiliar food and drink. ● I can both narrate events in the past and describe what is going on right now in the current moment.
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STAGE ONE LEARNING PLAN

Unit Focus	
Unidad 2 (Lección 4)-Los seres queridos	
<p>This unit invites students to delve into the meaningful theme of loved ones and personal relationships. They will practice identifying main ideas in spoken and written texts, gaining insights into how relationships shape our lives. Through meaningful conversations, students will share and reflect on personal connections while honing their communication skills in both oral and written forms. By comparing perspectives on activities, traditions, and relationships across cultures, students will deepen their understanding of how individuals interact and connect in diverse ways.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals
<p>ACTFL World Readiness Standards</p> <p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share</p>	<p>T1: Communicate effectively in a variety of situations in order to create meaningful cultural connections and acknowledge and respect diverse perspectives</p> <p>T4: Make comparisons between the language and culture studied and their own in order to interact with cultural competence.</p>
Meaning	
Understandings	Essential Questions

<p>information, reactions, feelings and opinions (C.1.1)</p> <p>Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</p> <p>Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)</p> <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)</p> <p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)</p> <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons</p>	<p>EU1: The world is a global community and it is important that World Language acquisition enables students to converse, interpret authentic material and demonstrate understanding of other cultures in the target language.</p> <p>EU4: By learning another language and culture, students can have a deeper understanding of their own language and culture.</p>	<p>How do my personal relationships and interactions define who I am?</p> <p>EQ1: How can I use the target language to express myself and to communicate ?</p> <p>EQ4: How does the target language and culture compare with my own?</p>
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<p>of the language studied and their own. (C.4.1)</p> <p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)</p> <p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)</p>		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Literatura: Lourdes, Márquez Barrios. <i>Anacrusa</i></p> <p>Articulos: Winter, Brian. <i>Estos chicos representaban lo mejor de Argentina</i></p> <p>Documental: <i>Amor después del amor</i></p> <p>Target structures: The subjunctive in adjective clauses Reflexive verbs Por and Para To become: hacerse, ponerse, volverse, and llegar a ser (3.1) The subjunctive in noun clauses</p>	<ul style="list-style-type: none"> ● I can identify the main idea of spoken and written texts about loved ones and personal relationships. ● I can participate in conversation on personal relationships. ● I can communicate orally and in writing about how individuals interact. ● I can interact appropriately at events with family and friends based on cultural norms ● I can use adjective clauses to describe the unknown or uncertainties

STAGE ONE LEARNING PLAN

Unit Focus

Unidad 3 (Lección 5)-Perspectivas profesionales

In this unit, students will explore the interconnected worlds of work and education. They will identify main ideas in spoken and written texts while engaging in thoughtful exchanges of opinions on educational approaches. Students will sharpen their writing skills by crafting compelling cover letters and gain a deeper understanding of global perspectives by comparing views on college and employment across cultures. Finally, they will showcase their qualifications and aspirations by presenting goals for an academic program, training, or job opportunity.

Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>ACTFL World Readiness Standards</p> <p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)</p> <p>Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</p> <p>Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)</p> <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and</p>	<p>T1: Communicate effectively in a variety of situations in order to create meaningful cultural connections and acknowledge and respect diverse perspectives</p> <p>T6: Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	
	Meaning	
	Understandings	Essential Questions
<p>EU6: Learning a World Language opens doors to a greater variety of career options and increased lifelong learning opportunities</p> <p>EU7: Self-reflection is an important tool in fostering personal growth in language acquisition.</p>	<p>EQ6: How does learning another language help me to broaden my own personal interests?</p> <p>EQ7: How do I reflect on my progress as a language learner?</p>	

<p>perspectives of the cultures studied. (C.2.2)</p> <p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)</p> <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)</p> <p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)</p> <p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2)</p>		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills

	<p>Literatura: Rivas, Manuel. <i>La lengua de las mariposas</i> Artículos: Alex, Gustavo Ocando <i>Los profesionales de Colombia y Ecuador</i></p> <p>Documental: “<i>Mis manos, mi voz</i>”, <i>para una educación inclusiva</i></p> <p>Target structure: The future The conditional Relative pronouns Qué vs cuál The neuter lo</p>	<ul style="list-style-type: none"> ● I can identify the main idea in spoken and written contexts related to work and education ● I can exchange opinions related to educational approaches. ● I can write a cover letter describing my personal, academic, and professional skills and goals. ● I can compare perspectives related to college and employment in my own and other countries. ● I can use irregular the future and conditional tense to present my qualifications and goals for an academic program, a training, or a job.
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STAGE ONE LEARNING PLAN

Unit Focus	
<p>Unidad 4 (Lección 6) En Comunidad This unit invites students to examine the dynamic world of society and public life. They will explore spoken and written texts to uncover main ideas and key details about public institutions and civic engagement. Through discussions, students will compare and contrast their views on politics and public institutions with those of their peers, gaining new insights. They will also delve into cultural perspectives on the military and multiculturalism, reflecting on similarities and differences across societies. To culminate their learning, students will investigate the advantages and disadvantages of three political candidates, applying their knowledge to analyze real-world scenarios.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals
<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)</p>	<p>T1: Communicate effectively in a variety of situations in order to create meaningful cultural connections and acknowledge and respect diverse perspectives. T2: Explore the relationship between perspectives, products, and practices in order to develop cultural competence and understanding. T3: Connect with other disciplines and acquire information and diverse perspectives to become well rounded, informed global citizens.</p>
Meaning	
Understandings	Essential Questions

<p>Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</p> <p>Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)</p> <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)</p> <p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)</p> <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)</p>	<p>EU1: The world is a global community and it is important that World Language acquisition enables students to converse, interpret authentic material and demonstrate understanding of other cultures in the target language.</p> <p>EU2: Studying the traditions, products and perspectives of other cultures offers an enhanced understanding of the global community.</p> <p>EU3: Students' proficiency in the target language will enable them to gain interdisciplinary and cross cultural knowledge and understanding.</p>	<p>EQ1: How can I use the target language to express myself and to communicate?</p> <p>EQ2: What is culture?</p> <p>EQ3: How do I use the target language to connect with other content areas and cultures?</p>
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<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)</p> <p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)</p>		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Literatura: Márquez, Gabriel García. <i>Un día de estos</i> Artículos: Regidor, Cindy. <i>¿Cómo vive un país sin ejército? Costa Rica cumple 70 años sin el</i></p> <p>Documental: <i>El sistema de salud de Costa Rica</i></p> <p>Target Structure: The subjunctive in adverbial clauses The past subjunctive Comparatives and superlatives Adverbs Diminutives and augmentatives</p>	<ul style="list-style-type: none"> ● I can understand the main idea and key information of spoken and written texts related to public life. ● I can compare and contrast my views with those of my peers regarding politics and public institutions. ● I can make a presentation about the role of minority groups in politics. ● I can compare perspectives on healthcare and the military in your own and other cultures. ● I can use the subjunctive to express opinion, and emotion on politician

STAGE ONE LEARNING PLAN

Unit Focus

Unidad 5 (Lección 7)-Tesoros visuales

In this unit, students will immerse themselves in the vibrant world of artistic expression and visual arts. They will interpret main ideas and key details from spoken and written texts about various forms of art. Through meaningful exchanges, students will share their perspectives on the concept of art and its many expressions. They will also design and present a proposal for an art project that reflects their cultural identity. By exploring the interplay between traditions, events, and art in their own and other cultures, students will deepen their appreciation of how art shapes and is shaped by society. Discussions will also consider the historical and cultural contexts of target countries, providing a richer understanding of the works they study.

Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)</p> <p>Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</p> <p>Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)</p> <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)</p>	<p>T1: Communicate effectively in a variety of situations in order to create meaningful cultural connections and acknowledge and respect diverse perspectives</p> <p>T2: Explore the relationship between perspectives, products, and practices in order to develop cultural competence and understanding.</p> <p>T4: Make comparisons between the language and culture studied and their own in order to interact with cultural competence.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>EU1: The world is a global community and it is important that World Language acquisition enables students to converse, interpret authentic material and demonstrate understanding of other cultures in the target language.</p> <p>EU2: Studying the traditions, products and perspectives of other cultures offers an enhanced understanding of the global community.</p> <p>EU4: By learning another language and culture, students can have a deeper understanding of their own language and culture.</p>	<p>EQ1: How can I use the target language to express myself and to communicate ?</p> <p>EQ2: What is culture?</p> <p>EQ4: How does the target language and culture compare with my own?</p> <p>EQ5: How do traditions and events influence art?</p>

<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)</p> <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)</p> <p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)</p> <p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)</p>		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Literatura: Dario, Ruben. <i>A Goya</i> Artículos: Uribarri, Fatima. <i>¿Por qué nos fascina el Guernica?</i></p> <p>Documental: <i>Los cuadros que salvo la Republica del Museo del Prado</i></p>	<ul style="list-style-type: none"> ● I can understand the main idea and key information of spoken and written texts related to visual arts. ● I can exchange ideas about the concept of art and the different kinds of arts.

	<p>Target structure: The present perfect The present perfect subjunctive Uses of se Past participles used as adjectives Time expressions with hacer</p> <p>Mini-lessons: The past perfect Uses of the infinitive Prepositions Transitional expressions</p>	<ul style="list-style-type: none"> ● I can present a proposal for an art project that reflects my culture. ● I can compare how traditions and events influence art, and vice versa, in my own and other cultures. ● I can consider the historical and cultural contexts of the target countries when discussing works of art. ● I can use the present perfect to describe actions in the past that are still relative to the present
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STAGE ONE LEARNING PLAN

Unit Focus		
Unidad 6 [Lección 10]-El mundo de las letras		
<p>In this unit, students will explore the transformative power of language and literature as forms of artistic expression. They will uncover main ideas and key details in spoken and written texts related to language, literature, and culture. Through engaging discussions, students will delve into topics such as immigration and the role of Spanish in their community. They will also compare Latin-American cultural products and practices with those in their own lives, gaining a deeper appreciation for cultural diversity. To conclude, students will articulate the benefits of language learning through reflective and creative writing.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)</p> <p>Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</p>	<p>T1: Communicate effectively in a variety of situations in order to create meaningful cultural connections and acknowledge and respect diverse perspectives. T6: Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>EU1: The world is a global community and it is important that World Language acquisition enables students to converse, interpret authentic material and demonstrate understanding of other cultures in the target</p>	<p>How can I enrich myself personally? EQ1: How can I use the target language to express myself and to communicate ?</p>

<p>Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)</p> <p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)</p> <p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)</p> <p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)</p> <p>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)</p> <p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of</p>	<p>language.</p> <p>EU6: Learning a World Language opens doors to a greater variety of career options and increased lifelong learning opportunities</p> <p>EU7: Self-reflection is an important tool in fostering personal growth in language acquisition.</p>	<p>EQ6: How does learning another language help me to broaden my own personal interests?</p> <p>EQ7: How do I reflect on my progress as a language learner?</p>
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<p>the cultures studied and their own. (C.4.2)</p> <p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)</p> <p>Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)</p>		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Literatura: Rossi, Cristina Peri. <i>Punto Final</i> Artículos: Lozano, Rosina. <i>El español nunca fue una lengua extranjera en Estados Unidos</i></p> <p>Documental: <i>La huella latina en Estados Unidos</i></p> <p>Target Structures: The passive voice Negative and affirmative expression Summary of the indicative and the subjunctive Pero vs. sino</p>	<ul style="list-style-type: none"> ● I can understand most of what is said or written in texts related to language and literature. ● I can participate in a discussion about immigration and the status of Spanish in the community. ● I can write about the benefits of language learning using the passive voice and negative and affirmative expressions.

Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





**BRANFORD HIGH SCHOOL
NEW COURSE PROPOSAL FORM**

Course Title: ECE Kinesiology: Exercise and Wellness For Everyone (UConn)

Credit: .5 credit

Credit Area(s): Health and Physical Education

Course Proposed by: Jennifer Stackpole and Brian Zaklukiewicz

- Administration
- Board of Education
- Department —
- Students (in collaboration with faculty)
- Other (specify): _____

New courses must embed indicators of deep learning:

- Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
- Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Course Catalog Description:

This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships) as well as the role of exercise in health promotion and disease prevention across the lifespan; impacts of exercise in leisure time, culture, community, careers and the workplace.

Physical activity including aerobic exercise, yoga, and fitness will be included. Students will create, execute and monitor a personal wellness plan that includes exploring group and personal exercises, how those choices impact their emotional, psychological and social well-being. Students will pinpoint approaches for stress reduction and personal wellness.

Students who successfully complete this course will be awarded UCONN credit.

Students may earn three college credits through the University of Connecticut's Early College Experience (ECE) program.

Prerequisite(s):

BHS Health 9 & PE 9 AND BHS Health 10 & PE 10

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. *(Is it a stand alone, is it part of a sequence or is it replacing another course?)*

	Freshmen	Sophomore	Junior	Senior
Health:	Health 9	Health 10		
P.E.:	P. E. 9	P.E. 10		
H/PE Combined: Select 1 per year			ECE: KINS 1100	ECE: KINS 1100
			H/PE 11/12	H/PE 11/12
			Lifetime Wellness	Lifetime Wellness
			Personal Fitness	Personal Fitness
			Unified P.E.	Unified P.E.

How many electives does your department currently offer and what are they?

BHS electives that fulfill graduation requirements for Health and Physical Education are offered to Juniors and Seniors only.

- Lifetime Fitness and Wellness
- Personal Fitness and Wellness
- Unified Physical Education and Health
- 11/12 Physical Education and Health

Who is your target audience?

The target audience for this class is 11th and 12th grade students at Branford High School who are interested in pursuing a deeper understanding of overall wellness and/or interested in pursuing health-related career opportunities.

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

An ECE course in Health and Physical Education is a great addition to our program. Students will have the time, knowledge and tools to apply previous health and wellness knowledge to their own lives. We have discussed this thoroughly for many years and are excited for this new offering from UCONN ECE. This course can also help students fulfill BHS graduation requirements for Health and Physical Education.

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

Yes. This submission does have the full support of the department members, department leaders, school

counseling and administration. This course is another building block to our implementation of additional Career Pathways at BHS.

We began discussing this particular course at the end of the 2023-2024 school year and the idea of an ECE option for many years during department and leadership team meetings.

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

The Kinesiology: Exercise and Wellness for Everyone course aligns effectively with Branford High School Physical Education Department's goals by fostering a culture of health, wellness, academic achievement, and career preparation.

1. Health and Wellness Prioritization

- The course emphasizes physical activity, wellness, and a holistic approach to health, which resonates with Branford High School's Physical Education Department's commitment to promoting lifelong healthy habits among students.
- By encouraging inclusive and sustainable wellness practices, it supports the school's focus on developing well-rounded individuals prepared to maintain their health beyond high school.

2. Accessible and Inclusive Learning

- "Exercise and Wellness for Everyone" suggests an inclusive curriculum designed to engage students of all fitness levels and backgrounds, reflecting the school's goal of meeting the diverse needs of its student body.

3. Career Pathways in Health and Fitness

- The course introduces students to potential careers in health sciences, fitness, and wellness coaching, aligning with Branford's goal of helping students explore career opportunities and preparing them for success in future professions.

4. Early College Credit Opportunity

- Students earn college credits, enhancing their academic profile while easing their transition to higher education. This aligns with Branford's commitment to academic excellence and post-secondary readiness.

5. Promoting Personal Growth and Leadership

- The course encourages students to take responsibility for their own health and wellness, fostering personal growth, self-discipline, and leadership—qualities Branford High School seeks to develop in its students.

What is the need this course addresses?

This course will help to satisfy Physical Education and Health graduation requirements. This course can offer additional exposure to health and wellness as well as college credit for those students that are interested in pursuing careers and/or education in Allied Health, Fitness and Wellness.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

1. **Feedback:** by having students complete wellness assessments, behavior change projects, and track their own progress throughout the semester. Students reflect on their growth and improvement, and they are provided with feedback from the instructor. This continuous cycle of self-assessment and instructor input helps students recognize their development over time. By offering personalized instructor guidance throughout the semester. Students receive feedback on their wellness assessments, behavior change projects, and reflections. The instructor also supports students in setting and revising personal goals, ensuring they have the tools and encouragement needed to succeed.
2. **Content:** to facilitate learning by offering materials for wellness assessments, tools for behavior change, and structured activities that guide students in tracking progress. These resources support students in applying practical wellness strategies and achieving personal goals.
3. **Context:** by having students actively engage in wellness assessments, plan and implement behavior change projects, and apply practical wellness strategies. Students are required to track their own progress, which involves real-world application of the skills they are learning. These activities provide practical experience and allow students to "learn by doing."
4. **Community:** by emphasizing personal growth and wellness. The course encourages students to set and achieve individualized goals, with the instructor offering continuous support and feedback. This creates an environment where students feel empowered to succeed, knowing that their efforts are recognized and valued, leading to a positive and motivating experience throughout the course.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

The Global Learning Competencies this course supports are:

1. Questioning, Reasoning, and Problem Solving: This course fosters critical thinking by encouraging students to ask questions about how and why the body responds to exercise, exploring physiological and biomechanical principles, and solving problems related to movement, fitness, and health by analyzing case studies and/or conducting fitness assessment.
2. Adaptability and Interest In New Learning: This course covers evolving research and technologies in exercise science, which exposes students to new techniques, tools, and health practices. This supports adaptability as students must stay open to new ways of thinking and learning, whether it's adjusting to recent findings in sports medicine or emerging fitness trends and therapies.
3. Communication and Active Listening: Through group activities, labs, and discussions, students

practice conveying scientific concepts clearly and listening actively to peers and instructors. Whether it's presenting findings or engaging in collaborative projects, students refine their ability to communicate technical information effectively and respond thoughtfully.

4. Empathy and Kindness: This course emphasizes an inclusive approach to fitness and health, and encourages students to consider and respect diverse physical abilities and health challenges. Moreover, discussions on social and environmental factors, stress management and effective communication, community wellness and public health, and the impact of socio-economic factors on health foster empathy and a compassionate outlook toward people of different backgrounds and abilities.
5. Collaboration: In this course, students might assess movement, develop fitness plans, peer teach, or solve case-based scenarios together. This collaborative experience helps students develop the skills needed to work effectively in teams, share responsibility, and build consensus in problem-solving.
6. Citizenship and Civic Responsibility: This course highlights the role of exercise science in public health and community well-being. By understanding the impact of physical health on society, students are encouraged to consider how they can contribute to community health initiatives, promote wellness programs, and support fitness accessibility for all. This fosters a sense of civic responsibility and a commitment to contributing positively to society.

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No. Jenn Stackpole and Brian Zaklukiewicz plan to teach this ECE course. Both are certified K-12 Health and Physical Education Teachers in CT, and both possess Masters degrees so there is no need for additional staffing within the department at this moment.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Health Now, An Integrative Approach to Personal Health, Version 3.2, Flat World Publishing, 2025.

I believe the only equipment, materials, and textbooks we'll need are textbooks. ECE courses require us to use the textbook that they've selected. We'll probably need between twenty and thirty of these textbooks, depending on class sizes.

Facility Requirements:

Additional FTE required	No
Minimum number of students required to run the class	10
Anticipated/estimated enrollment for year one	10-25 per class

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Yes, there is classroom availability within the department for this class.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

No

STAGE ONE LEARNING PLAN

***Each unit needs to have a Stage One Plan**

Unit Focus: The Five Pillars of Health in our Society

Module 1: Five Pillars in Society

This module introduces the five pillars of health (exercise, nutrition, sleep, stress, and relationships), analyzing their individual and collective impacts on society’s health, wellness trends, and public health concerns.

Learning Goals

Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<ul style="list-style-type: none"> ● AI 3.1.12 Evaluate the validity and reliability of health information, products, and services. ● AI 3.2.12 Determine the accessibility of valid and reliable health products and services ● DM 5.1.12 Examine barriers to healthy decision making. ● DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision. ● DM 5.4.12 Predict potential shortand long-term consequences of alternatives to health-related decisions. ● GS 6.1.12 Assess personal health practices and behaviors. ● GS 6.2.12 Set a realistic personal health goal. 	<p>Learners will be able to apply their understanding of the foundational principles of health, evaluate personal and public health risks, and actively contribute to initiatives that promote individual and community wellness. They will be equipped to make informed decisions, advocate for healthier lifestyles, and support public health efforts, ensuring sustained improvement in both personal and societal health outcomes.</p>	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> - Understanding of the 5 Pillars of Health - Role of medical care, genetics, personal behaviors, and environment in health and wellness - Objectives of initiatives and organizations such as, ACSM, “Exercise is Medicine” and Healthy People 	<ul style="list-style-type: none"> ● What do the five pillars of health reveal about the interconnectedness of physical, mental, and social well-being, and how do they guide a balanced approach to wellness? ● How do medical care, genetics, personal behaviors, and environmental factors interact to influence health and wellness, and what does this reveal about the complexity of maintaining a healthy lifestyle?

<ul style="list-style-type: none"> ● GS 6.3.12 Assess the barriers to achieving a personal health goal. ● GS 6.4.12 Develop a plan to attain a personal health goal. 		<ul style="list-style-type: none"> ● How do initiatives like ACSM’s “Exercise is Medicine” and Healthy People reflect societal priorities and strategies for improving health and wellness in the United States, and what lessons can we apply from their objectives?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> - Nutrition - Exercise - Sleep - Mental Health - Stress management - medical care - genetics - personal behaviors - environment - ACSM - “Exercise is Medicine” - Healthy People 	<ul style="list-style-type: none"> - Personal Assessment: Evaluate and assess personal health practices related to nutrition, exercise, sleep, mental health, and stress management. - Planning: Creating a balanced lifestyle plan that integrates all five pillars to enhance overall well-being. - Implementation: Applying strategies and habits that support each pillar in daily life. - Adaptation: Adjusting health practices based on changing personal needs or circumstances. - Analysis: Understanding and interpreting how medical care, genetics, personal behaviors, and environmental factors contribute to health outcomes. - Risk Assessment: Identifying personal risk factors related to genetics, behaviors, and environmental influences. - Behavior Change: Developing and implementing strategies to modify personal behaviors for better health. - Advocacy: Promoting awareness and action to

		<p>address environmental and social factors affecting health.</p> <ul style="list-style-type: none"> - Evaluation: Assessing how the objectives of ACSM, "Exercise is Medicine," and Healthy People align with individual and public health goals. - Application: Utilizing guidelines and recommendations from these organizations to develop personal and community health improvement plans. - Engagement: Participating in or supporting initiatives and programs that promote physical activity and preventive care. - Communication: Effectively conveying the importance of physical activity and preventive health measures to individuals and groups.
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STAGE ONE LEARNING PLAN

*Each unit needs to have a Stage One Plan

Unit Focus		
Module 2: Stress, Sleep & Relationships		
Focuses on the physiological and psychological impacts of stress, the importance of adequate sleep for cognitive and physical health, and how relationships contribute to emotional well-being, using evidence-based approaches to manage these factors.		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<ul style="list-style-type: none"> ● HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society. ● HR 1.6.12 Evaluate effective strategies for 	Learners will be able to recognize and manage the interconnected factors of stress, sleep, and social wellness that influence mental and physical health. They will apply this understanding to assess their own health patterns, adopt healthier behaviors, and contribute to improved overall well-being for themselves and their communities.	
	Meaning	
	Understandings	Essential Questions

<p>handling challenges in relationships (e.g., family members, peers, and significant others).</p> <ul style="list-style-type: none"> ● MEH 1.4.12 Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response. ● MEH 1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning. ● MEH 1.7.12 Summarize personal stressors at home, in school, and with friends. ● MEH 1.8.12 Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care). ● 	<ul style="list-style-type: none"> - Prevalence and effects of stress overload - Physiological effects of stress - Unique stress patterns and behaviors - Impact/Role of lifestyle and thought habits - Risk factors for mental health issues - Prevalence of sleep disorders and the relationship with poor health - Impact of sleep deprivation on physical and mental health - Analyzing sleeping habits - Determinants of social health and their effect on exercise - Impact of social wellness and overall health - Analyzing social wellness to promote improved wellness. 	<ul style="list-style-type: none"> ● What are the causes and consequences of stress overload on individuals and communities, and how do acute and chronic stress affect mental and physical health? ● How do personal patterns, behaviors, and habits—including those related to stress, sleep, and social wellness—shape overall well-being and psychological function? ● How can identifying risk factors for mental ill health and analyzing personal habits (such as sleep and social interactions) lead to effective strategies for improved health and wellness? ● In what ways do social determinants and social wellness influence exercise adherence, participation in activities, and overall health outcomes?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> - Stress overload - Acute Stress - Chronic Stress - Personal Stress Patterns - Lifestyle Choices and Cognitive Patterns - Risk Factors for Mental Health - Prevalence of Disordered Sleep - Sleep Deprivation - Analyzing/Optimizing Sleep Habits - Social Health Determinants - Social Wellness 	<ul style="list-style-type: none"> - Managing Stress Overload - Understanding Stress Effects - Assessing Personal Stress Patterns - Evaluating Lifestyle and Thought Patterns - Risk Factor Identification - Sleep Health Assessment - Improving Sleep Quality - Social Health Evaluation - Enhancing Social Wellness - Promoting Overall Wellness Through Social Analysis

STAGE ONE LEARNING PLAN

*Each unit needs to have a Stage One Plan

Unit Focus

Module 3: Nutrition

Covers principles of balanced nutrition, the relationship between diet and chronic diseases (e.g., obesity, diabetes), and strategies for improving personal and community dietary practices.

Learning Goals

Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<ul style="list-style-type: none"> ● HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet. ● HEPA 1.2.12 Describe the relationship between nutrition, physical activity, and overall health ● HEPA 1.5.12 Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods). ● HEPA 1.6.12 Distinguish food sources that provide key nutrients. ● HEPA 1.10.12 Summarize how to make healthy food selections when choices are available ● HEPA 1.12.12 Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.). 	Learners will be able to understand and address the impact of nutrition on health by recognizing the prevalence and consequences of poor nutrition and obesity, identifying barriers to healthy eating, and applying knowledge of nutritional needs to foster personal health, fitness, and sports performance.	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> - Prevalence of Poor Nutrition and Its Relation to Overweight and Obesity - Food Patterns that Promote Health and Barriers to Access - Health Consequences of Being Overweight and Obese - Analyzing Nutritional Needs for a Healthy Diet - Nutritional Needs for Improving Fitness and Sports Performance 	<ul style="list-style-type: none"> ● How does the prevalence of poor nutrition in the United States contribute to overweight and obesity, and what barriers prevent access to healthier food patterns? ● What food patterns and nutritional choices promote overall health, and how can understanding individual nutritional needs support personal wellness and fitness goals? ● What are the physical and societal consequences of overweight and obesity, and how can informed nutritional strategies improve health outcomes and sports performance?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> - High-calorie foods - Processed snacks - Calorie Intake - Nutrient Imbalance - Health Food Patterns - Healthy Fats - Food Deserts - Economic Constraints - Nutritional Education 	<ul style="list-style-type: none"> - Assessing Nutritional Impact - Identifying Healthy Food Patterns - Addressing Barriers to Healthy Eating - Understanding Health Consequences

	<ul style="list-style-type: none"> - Cultural Preferences - Chronic Disease - Type II Diabetes - Cardiovascular Disease - Chronic Disease - Cancer - Sleep Apnea - Mobility Issues - Caloric Requirements - Macro/Micronutrients - Dietary Choices - Carbohydrates - Proteins - Fats - Vitamins - Minerals - Energy - Meal Timing - Hydration 	<ul style="list-style-type: none"> - Evaluating Nutritional Needs - Personalizing Dietary Choices - Optimizing Nutrition for Fitness - Strategizing Meal Timing - Ensuring Adequate Hydration
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STAGE ONE LEARNING PLAN

***Each unit needs to have a Stage One Plan**

Unit Focus		
Module 4: Exercise as a Pillar of Health		
Emphasizes physical activity guidelines, the science behind exercise’s role in disease prevention, and practical ways to incorporate movement into daily routines to enhance longevity and quality of life.		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<ul style="list-style-type: none"> ● HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining health. ● HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity. ● HEPA 1.14.12 Identify healthy and risky approaches to eating and exercise. 	Learners will be able to apply their understanding of physical activity, exercise, and fitness to create and implement personalized exercise plans that align with health guidelines, reduce disease risk, and enhance overall well-being. They will also appreciate how careers in exercise science contribute to improving public health and understand global trends and risk factors related to chronic diseases such as diabetes, cardiovascular disease, and cancer.	
	Meaning	
	Understandings	Essential Questions
<ul style="list-style-type: none"> - Definitions/understanding the differences between Physical Activity, Exercise, and Physical Fitness. - Health Benefits of Regular Physical Activity and Risks of Inactivity. 	<ul style="list-style-type: none"> ● What are the distinctions between physical activity, exercise, and physical fitness, and how do they contribute to preventing and managing chronic diseases such as type 2 diabetes, cardiovascular disease, and cancer? 	

	<ul style="list-style-type: none"> - Creating an Exercise Plan based on Fitness and Disease Risk - Careers in Exercise Science and Their Impact - Incidence, Prevalence, and Trends of Diabetes, Cardiovascular Disease, and Cancer - Risk Factors for Type 2 Diabetes, Cardiovascular Disease and Cancer - Role of Exercise in Disease Prevention and Treatment 	<ul style="list-style-type: none"> ● How do physical activity guidelines and the health benefits of regular exercise compare to the risks of inactivity, and what role does exercise play in both the prevention and treatment of chronic diseases? ● How can analyzing personal fitness levels, health risks, and lifestyle choices help create effective exercise plans that align with recommended guidelines to improve health and reduce disease risk? ● What societal trends and risk factors contribute to the prevalence of chronic diseases, and how do careers in exercise science help individuals achieve health, fitness, and performance goals?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> - Energy Expenditure - Cardiovascular Endurance - Muscular Strength - Flexibility - Body Composition - Moderate/Vigorous Intensity - Aerobic activity - Chronic Disease Reduction - Obesity - Cardiovascular Disease - Type 2 Diabetes - Cancers - Health Risks - Physical Activity Guidelines - Exercise Plan - Disease Prevention - Fitness Trainers and Careers in Exercise Science - Trends - Public Health - Lifestyle Choices - Genetic Predisposition 	<ul style="list-style-type: none"> - Define and Use Key Terms - Conceptualization - understanding and differentiating concepts - Ability to Explain and Apply Physical Activity Recommendations - Clearly Communicate Activity Guidelines - Identify and explain benefits of physical activity and risks of inactivity - Assess Personal Fitness Levels - Identify Health Risks - Create Tailored Exercise Plans - Understanding various roles in Exercise Science and how they contribute to health improvement - Identify, analyze, interpret, and summarize disease

	<ul style="list-style-type: none">- Environmental Factors- Metabolic Function- Disease Risk Reduction	<p>statistics and disease trends over time.</p> <ul style="list-style-type: none">- Recognizing risk factors for chronic diseases- Formulate strategies to mitigate chronic diseases- Explain the correlation between exercise and disease prevention and management.- Apply exercise principles to disease treatment plans.
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Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





**BRANFORD HIGH SCHOOL
NEW COURSE PROPOSAL FORM**

Course Title: Residential Construction

Credit: .5 credit

Credit Area(s): Career and Technical Education

Course Proposed by: Rob Kovi

- Administration
- Board of Education
- Department —
- Students (in collaboration with faculty)
- Other (specify): _____

New courses must embed indicators of deep learning:

- Feedback: Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- Content: Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
- Context: Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- Community: Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Course Catalog Description:

This dynamic course equips students with the essential skills to design, plan, and construct residential structures, blending creativity with technical expertise. Through engaging hands-on projects and real-world applications, students will delve into every phase of construction, including site planning, blueprint reading, foundation work, framing, roofing, and finishing techniques. Emphasis is placed on safety, sustainability, building codes, and the collaborative roles of professionals in the construction industry. Students will also explore career opportunities and examine how cutting-edge technologies are transforming modern residential construction. Build your future with this immersive and practical experience.

Prerequisite(s):

Introductory Woodworking

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. *(Is it a stand alone, is it part of a sequence or is it replacing another course?)*

The course builds on the existing wood technologies curriculum, allowing students to advance into construction technologies. It serves as an extension of practical skills learned in wood technology, focusing specifically on residential construction.

How many electives does your department currently offer and what are they? There are 12 electives.

Wood Technology	Power Technology	Engineering/ Design Technology	Drafting Technology	Graphic Technology
Introductory Woodworking Advanced Woodworking	Introductory Power Technology Advanced Power Technology Automotive Mechanics Technology I/II	Hands-on Engineering Advanced Hands-on Engineering	Introductory/ Advanced Drafting Web Design and Computer Application	Introductory/ Advanced Web Design and Computer Applications, Video Broadcasting and Performance

Who is your target audience?

This course is primarily for students interested in or pursuing careers in construction, architecture, or engineering, this course will appeal to those seeking hands-on, career-oriented learning in the Career and Technical Education (CTE) pathway.

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

Pros: Expands career pathway options, addresses high-demand construction skills, provides hands-on learning experiences, and aligns with workforce needs in Connecticut. It can increase student engagement by offering real-world applications and fostering technical skills in construction.
Cons: Requires some specialized equipment and dedicated space for hands-on construction projects, which may limit enrollment capacity. Perkins grant can be used to help fund some of the specialized equipment.

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

The proposal for the course has been discussed in department meetings, gathering feedback, and ensuring alignment with department goals for expanding CTE pathways. It fits within the skills of teachers in the department.

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

The course aligns with the department's goal of expanding CTE pathways and meeting STEL and NGSS standards in technology and engineering. It supports students' career readiness in construction and related fields.

What is the need this course addresses?

This course meets the demand for skilled workers in Connecticut’s construction industry by equipping students with high-wage, high-skill abilities relevant to residential construction.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

Feedback: Students will receive continuous mentoring and feedback on hands-on projects, which will help them refine their technical skills and construction knowledge.

Content: Students will progress from fundamental principles of construction to application, using professional resources, including blueprint analysis and practical construction tasks.

Context: By setting clear rules, expectations, and a collaborative environment, students will gain intrinsic motivation and ownership of their learning journey.

Community: Collaboration with classmates on projects and potential guest speakers from the industry will create a supportive, real-world learning environment.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

Critical Thinking: Engaging students in problem-solving through project planning, blueprint reading, and hands-on construction.

Creativity and Innovation: Encouraging design thinking as students create blueprints and structural plans.

Collaboration: Requiring teamwork on projects that simulate real-world construction environments.

Communication: Teaching students to articulate design choices and collaborate effectively with peers and industry professionals.

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No additional staffing needs anticipated.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Perkins Grant-funded construction kits will cover material costs, though additional supplies may be needed over time.

Facility Requirements:

Existing classrooms will suffice for instructional activities; however, space should be organized to accommodate tools and materials safely.

Additional FTE required	No
Minimum number of students required to run the class	8
Anticipated/estimated enrollment for year one	10-15

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Yes

Are there physical needs or limitations for this course? (water, power, room size, etc.)

No

STAGE ONE LEARNING PLAN

Unit 1: Introduction to Residential Construction		
<p>This unit examines the critical elements of residential construction, emphasizing the importance of building codes, safety standards, and the collaborative roles of architects, contractors, and engineers in ensuring project success. Students will explore how adherence to these standards safeguards quality and safety, while also investigating sustainable practices that reduce environmental impact. Through case studies and hands-on projects, students will analyze the interplay between regulations, professional responsibilities, and environmental considerations, gaining insight into how thoughtful construction practices contribute to a safer and more sustainable built environment.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>STEL 1: Nature and characteristics of technology and engineering.</p> <p>STEL 7: Design in technology and engineering education.</p> <p>STEL 10: Safety standards and practices in technology and engineering.</p> <p>HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions.</p> <p>HS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.</p>	<p>Students will be able to apply building codes, safety standards, and professional roles to ensure the safety, quality, and sustainability of construction projects in real-world settings.</p>	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> Understand the importance of building codes and safety standards in construction. Learn the roles of professionals such as architects, contractors, and engineers in the construction process. Recognize the environmental considerations and 	<p>How do building codes, safety standards, and professional roles ensure the safety, quality, and sustainability of a construction project?</p> <p>In what ways can construction practices be designed to minimize environmental impact and promote sustainability?</p>

	sustainable practices in residential construction.	
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> • Understand the importance of building codes and safety standards in construction. • Learn the roles of professionals such as architects, contractors, and engineers in the construction process. • Recognize the environmental considerations and sustainable practices in residential construction. 	<ul style="list-style-type: none"> • Interpret and apply building codes and safety standards. • Identify the roles and responsibilities of construction professionals. • Analyze environmental considerations in construction projects.

Unit 2: Blueprint Reading and Design		
<p>In this unit, students will explore the foundational skills required to understand and create blueprints, focusing on symbols, scales, and annotations as critical components. They will learn and apply key design principles such as balance, proportion, and functionality to develop construction plans that are both practical and visually appealing. Additionally, students will gain hands-on experience with design software, leveraging technology to create, modify, and refine blueprints. Through these activities, students will develop a deeper appreciation for the role of clear communication and precision in the successful execution of construction projects.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>STEL 3: Integration of knowledge, technology, and engineering.</p> <p>STEL 4: Engineering design processes.</p> <p>STEL 8: Applying aesthetic and functional design principles.</p> <p>HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, manageable problems that can be solved through engineering.</p> <p>HS-ETS1-4: Use a computer simulation to model the impact of</p>	<p>Students will be able to design and interpret blueprints that balance technical requirements with aesthetic considerations, effectively communicating construction plans for real-world applications.</p>	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> • Understand the components of blueprints, including symbols, scales, and annotations. • Learn design principles such as balance, proportion, and 	<p>How do blueprint interpretation and design principles contribute to the creation of functional and aesthetically pleasing structures?</p> <p>How does the use of design software improve the</p>

proposed solutions to a complex real-world problem.	functionality in creating construction plans. <ul style="list-style-type: none"> Gain knowledge of design software and tools used to create and modify blueprints. 	communication and execution of construction projects?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> Understand the components of blueprints, including symbols, scales, and annotations. Learn design principles such as balance, proportion, and functionality in creating construction plans. Gain knowledge of design software and tools used to create and modify blueprints. 	<ul style="list-style-type: none"> Read and interpret blueprint symbols and scales. Create detailed designs using design principles and software tools. Balance functionality, client needs, and aesthetics in design projects.

Unit 3: Site Planning and Preparation

This unit focuses on the critical steps and considerations involved in selecting and preparing a construction site. Students will explore zoning laws, environmental impact assessments, and their significance in responsible site planning. They will learn about the processes of site selection, evaluation, and preparation, including strategies for erosion control and maintaining safety during construction. Through practical applications and scenario-based learning, students will examine how effective project management and adherence to regulations contribute to stable, efficient, and sustainable construction practices.

Learning Goals

Established Goals	Transfer	
Standards	Long Term Transfer Goals	
STEL 5: Impacts of technology and engineering on the environment. STEL 6: Relationships between technology, engineering, and society. STEL 11: Project and process management. HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. HS-ETS1-3: Evaluate a solution to a real-world problem based on prioritized criteria and trade-offs.	Students will be able to evaluate and prepare construction sites by considering environmental, legal, and logistical factors to ensure long-term stability, safety, and project success.	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> Understand zoning laws, environmental impact assessments, and their role in site planning. Learn the process of site selection, evaluation, and preparation for construction. Gain knowledge of erosion control and managing 	What factors must be considered when selecting and preparing a construction site to ensure stability, safety, and long-term success? How can project management strategies and zoning regulations impact the efficiency and responsibility of a construction project?

	construction site safety during preparation.	
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> • Understand the characteristics and applications of different foundation types and how they support structural stability. • Learn various framing techniques and their roles in constructing durable and stable structures. • Identify and analyze key structural components such as beams, joists, studs, and trusses, and their contributions to overall building integrity. 	<ul style="list-style-type: none"> • Evaluate site selection based on zoning laws and environmental impact. • Prepare construction sites, including erosion control and resource management. • Implement project management strategies for efficient site operations.

Unit 4: Foundation and Framing		
<p>This unit explores the critical role of foundations, framing methods, and structural elements in building design and construction. Students will investigate different foundation types, including slabs, crawl spaces, and basements, and their suitability for various conditions. They will learn about framing techniques such as balloon and platform framing, examining how these methods contribute to structural integrity and longevity. Additionally, the unit focuses on the functions of beams, studs, and trusses in maintaining stability and safety throughout a building's lifecycle. Through analysis and application, students will develop a comprehensive understanding of how foundational and structural choices impact a building's durability and safety.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>STEL 2: Core concepts of technology and engineering. STEL 4: Application of engineering design to structural elements. STEL 7: Materials and tools in construction. HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on an object, its mass, and its acceleration.</p>	<p>Students will be able to select and implement appropriate foundation and framing techniques, ensuring structural integrity and safety for various building types and environments.</p>	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> • Understand different foundation types (slab, crawl space, basement) and their specific uses. • Learn various framing methods (balloon framing, 	<p>How do the choice of foundation and framing techniques affect the structural integrity and longevity of a building? What role do structural elements play in maintaining the stability</p>

<p>HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions.</p>	<p>platform framing) and their structural functions.</p> <ul style="list-style-type: none"> Recognize the role of structural elements like beams, studs, and trusses in ensuring building stability. 	<p>and safety of a building throughout its life?</p>
<p>Other Goals</p>	<p>Acquisition of Knowledge & Skill</p>	
	<p>Knowledge</p>	<p>Skills</p>
	<ul style="list-style-type: none"> Understand different foundation types (slab, crawl space, basement) and their specific uses. Learn various framing methods (balloon framing, platform framing) and their structural functions. Recognize the role of structural elements like beams, studs, and trusses in ensuring building stability. 	<ul style="list-style-type: none"> Identify and construct various foundation types. Apply framing techniques to ensure structural stability. Understand the roles of different structural elements in construction.

<p>Unit 5: Roofing and Finishing</p>		
<p>This unit examines the critical steps of roofing and finishing in construction, focusing on their impact on a building’s durability, efficiency, and visual appeal. Students will explore various roofing materials and installation techniques, analyzing their advantages and limitations. They will also learn about exterior finishing processes, such as siding and weatherproofing, as well as interior techniques like drywall, painting, and trim work. Through hands-on activities and design projects, students will understand how these elements contribute to the overall performance, functionality, and aesthetics of a completed building.</p>		
<p>Learning Goals</p>		
<p>Established Goals</p>	<p>Transfer</p>	
<p>Standards</p>	<p>Long Term Transfer Goals</p>	
<p>STEL 2: Understanding and applying construction materials and methods. STEL 8: Evaluating energy efficiency and aesthetic design. STEL 10: Safety and precision in finishing techniques. HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and natural resources based on cost-benefit ratios.</p>	<p>Students will be able to choose and apply roofing and finishing techniques that enhance a building's durability, energy efficiency, and visual appeal while meeting construction requirements.</p>	
	<p>Meaning</p>	
	<p>Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> Learn about different roofing materials and installation techniques, including their pros and cons. 	<p>How do roofing materials, installation techniques, and finishing methods impact a building's durability, efficiency, and aesthetics?</p>	

<p>HS-ETS1-3: Evaluate a solution to a real-world problem based on prioritized criteria and trade-offs.</p>	<ul style="list-style-type: none"> ● Understand the processes involved in exterior finishing, such as siding and weatherproofing. ● Gain knowledge of interior finishing techniques, including drywall, painting, and trim work. 	<p>How do final construction touches, such as siding and trim, influence the overall performance and design of a building?</p>
<p>Other Goals</p>	<p>Acquisition of Knowledge & Skill</p>	
	<p>Knowledge</p>	<p>Skills</p>
	<ul style="list-style-type: none"> ● Key properties and applications of various roofing materials and installation techniques. ● Methods for interior and exterior finishing, emphasizing functionality, aesthetics, and energy efficiency. ● Integration of sustainable practices and material selection in construction finishing. 	<ul style="list-style-type: none"> ● Select and install appropriate roofing materials and methods. ● Execute exterior and interior finishing techniques, including drywall, siding, and windows. ● Enhance energy efficiency and aesthetic value through finishing choices.

Unit 6: Safety in Construction

This unit focuses on the importance of safety in construction environments, emphasizing adherence to OSHA guidelines and best practices. Students will explore the proper use of Personal Protective Equipment (PPE) and the role it plays in worker safety. They will also identify common construction hazards and learn strategies to prevent or mitigate risks through safe practices. By engaging in real-world scenarios and hands-on activities, students will develop the knowledge and skills needed to create and maintain safe worksites for both workers and the surrounding community.

Learning Goals

<p>Established Goals</p>	<p>Transfer</p>	
<p>Standards</p>	<p>Long Term Transfer Goals</p>	
<p>OSHA standards and STEL 10 on safety standards. STEL 10: Implementation of safety standards and protocols. STEL 12: Risk analysis and management in engineering projects.</p>	<p>Students will be able to apply OSHA guidelines and safety protocols to manage risks and ensure a safe working environment on construction sites.</p>	
	<p style="text-align: center;">Meaning</p>	
	<p>Understandings</p>	<p>Essential Questions</p>

<p>OSHA Standards: Compliance with workplace safety and hazard mitigation practices.</p> <p>HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem.</p> <p>HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another.</p>	<ul style="list-style-type: none"> ● Understand OSHA guidelines and safety standards for construction sites. ● Learn proper usage of Personal Protective Equipment (PPE) to ensure worker safety. ● Recognize common construction hazards and how to prevent or mitigate them through safe practices. 	<p>How do safety protocols and OSHA guidelines ensure a safe and effective construction environment for workers and the community?</p> <p>What are the key construction hazards, and how can they be prevented to ensure a safe worksite?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> ● Core OSHA guidelines, PPE usage, and emergency response procedures. ● Strategies for identifying and mitigating common construction hazards. ● Best practices for maintaining tool and equipment safety during projects. 	<ul style="list-style-type: none"> ● Demonstrate proficiency in OSHA guidelines and PPE usage. ● Identify and mitigate construction hazards effectively. ● Respond to emergencies using established safety protocols.

Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





**BRANFORD HIGH SCHOOL
NEW COURSE PROPOSAL FORM**

Course Title: Robotics Foundations

Credit: .5 credit

Credit Area(s): CTE, Technology Education

Course Proposed by: CTE Department

- Administration
- Board of Education
- Department —
- Students (in collaboration with faculty)
- Other (specify): _____

New courses must embed indicators of deep learning:

- **Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- **Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
- **Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- **Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Course Catalog Description:

This course introduces students to the exciting world of robotics, focusing on essential concepts such as programming, mechanical design, and problem-solving, while also exploring careers related to robotics. Students will learn foundational skills in programming and mechanical systems using VEX V5 robots and will engage in team-based challenges to apply their knowledge in real-world contexts. Through hands-on projects and performance-based tasks, students will develop critical thinking, collaboration, and engineering skills. The course culminates in a final problem-solving challenge, allowing students to showcase their skills and creativity. Aligned with NGSS and STEL standards, Robotics Foundations requires no prerequisites and is accessible to all students interested in exploring the field.

Prerequisite(s):

None

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. *(Is it a stand alone, is it part of a sequence or is it replacing another course?)*

This course is a stand-alone elective, but supports the potential future development of a career pathway in Engineering and Robotics within the Career and Technical Education (CTE) Department. It complements existing courses like Hands-On Engineering and Capstone, while laying the foundation for advanced courses in robotics and manufacturing.

How many electives does your department currently offer and what are they?

There are 13 electives.

Wood Technology	Power Technology	Engineering/ Design Technology	Drafting Technology	Graphic Technology
Introductory Woodworking Advanced Woodworking	Introductory Power Technology Advanced Power Technology Automotive Mechanics Technology I/II	Hands-on Engineering Advanced Hands-on Engineering	Introductory/ Advanced Drafting Web Design and Computer Application	Introductory/ Advanced Web Design and Computer Applications Video Broadcasting and Performance

Who is your target audience?

Students in grades 9-12 with an interest in robotics, programming, mechanical design, and problem-solving. No prior experience is required, which makes the course accessible to all students.

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

Pros:

Aligns with growing student interest in robotics and engineering.

Supports STEM career pathways.

Fosters critical thinking, collaboration, and technical skills.

Accessible to all students regardless of prior experience.

Cons:

Requires investment in materials and teacher professional development; this work is supported by the Perkins Grant

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

Yes, the proposal has been discussed and is fully supported. The department sees this course as a critical component of the district's commitment to STEM education and Career Pathways development.

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

This course supports department goals including growing and enhancing Career Pathways in Engineering and

Robotics. This course aligns with NGSS and STEL standards by fostering engineering design, programming, and collaboration skills while providing hands-on learning opportunities

What is the need this course addresses?

This course addresses the need for accessible STEM education, prepares students for future careers in robotics and engineering, and supports the district's focus on Career Pathways.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

Deep learning will occur through:

Feedback: Students receive continuous, iterative feedback through hands-on projects, peer assessments, and instructor evaluations, enabling them to refine skills at each stage.

Content: The course progresses from foundational robotics knowledge to real-world applications, emphasizing hands-on learning. Students apply skills in programming, mechanical design, and problem-solving to complete increasingly complex challenges.

Context: By connecting robotics to real-world applications, the course fosters intrinsic motivation and engagement. Clear expectations and structured activities guide students through practical, purposeful learning experiences.

Community: Team-based challenges promote collaboration, inclusivity, and shared problem-solving, creating a supportive classroom environment. The course connects students to the larger STEM community and future career pathways in robotics and engineering.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

The course develops competencies in:

Collaboration: Students work in diverse teams to design, build, and program robots, engaging in shared problem-solving and fostering strong teamwork skills during real-world challenges.

Critical Thinking: Through iterative engineering tasks, students analyze problems, devise innovative solutions, and optimize their designs to meet specific criteria and constraints.

Communication: Reflective journals and project presentations encourage students to articulate their learning processes, explain design decisions, and effectively share ideas with peers and instructors

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No additional staffing is required; existing staff can teach this course

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Vex v5 Kits are purchased through the Perkins Grant. Replacement parts are estimated at \$500/year. No textbooks as the resources are available online in the Vex community.

Facility Requirements:

Additional FTE required	No
Minimum number of students required to run the class	10
Anticipated/estimated enrollment for year one	20

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Yes. Additional facilities are not needed. The course will use existing lab spaces equipped with adequate power and workspace.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

No

STAGE ONE LEARNING PLAN

Unit 1: Introduction to Robotics

This unit immerses students in the exciting world of robotics, exploring its transformative impact on industries and everyday life. Through engaging activities, students delve into the basics of mechanical systems and foundational programming concepts. They will design, build, and program a simple robot to perform basic movement tasks, blending creativity and problem-solving with hands-on experience. By the end of the unit, students will gain a solid understanding of robotics principles and their real-world applications, setting the stage for deeper exploration in the field.

Learning Goals

Established Goals	Transfer
Standards	Long Term Transfer Goals

<p>STEL 1B: Analyze the relationship between technology and society.</p> <p>STEL 3A: Describe core concepts of technology, including systems, resources, and processes.</p> <p>STEL 6A: Use the engineering design process to define problems and generate solutions.</p> <p>HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions.</p> <p>HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs.</p>	Students will independently apply foundational knowledge of robotics to identify and analyze real-world problems, envisioning solutions that integrate mechanical systems and programming.	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Robotics integrates mechanical systems and programming to solve real-world problems. ● Foundational concepts in robotics set the stage for more advanced design and programming. ● Iterative processes and testing are essential for successful robot operation. 	<p>How do robotics impact and transform everyday life and various industries?</p> <p>How can we use robotics to solve real-world problems?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> ● Define robotics and identify its applications in industries like healthcare, warehousing, and manufacturing. ● Recognize basic mechanical components such as gears, wheels, and motors. ● Understand the purpose and structure of basic programming commands in robotics. 	<ul style="list-style-type: none"> ● Assemble a simple robot. ● Write and debug basic programs to control robotic movement. ● Reflect on the role of robotics in various industries and career pathways.

Unit 2: Mechanical Design and Engineering	
<p>This unit focuses on the foundational principles of mechanical design, emphasizing stability, efficiency, and the iterative nature of the engineering design process. Students will explore key engineering concepts such as torque, balance, and load distribution, learning how these principles contribute to the functionality and reliability of robotic systems. Through hands-on challenges, students will design, build, and test robotic mechanisms, applying the engineering design process to solve complex problems. By iteratively refining their designs, students will develop a deeper understanding of how stability and balance are critical to creating efficient and functional robots.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals

<p>STEL 1C: Analyze how technology influences and is influenced by society.</p> <p>STEL 2A: Identify and explain engineering principles, such as forces, loads, and torque.</p> <p>STEL 7A: Apply principles of structural stability and efficiency in mechanical systems.</p> <p>HS-PS2-1: Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</p> <p>HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, manageable problems.</p>	Students will design and build stable and efficient mechanical structures, applying engineering principles to solve challenges in diverse fields such as manufacturing, healthcare, or transportation.	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> • Effective mechanical design requires stability, efficiency, and adherence to the engineering design process. • Engineering principles such as torque, balance, and load distribution are foundational to robot functionality. • Iterative testing refines and improves mechanical designs. 	<p>How does the engineering design process help solve complex problems?</p> <p>Why is stability and balance critical in designing functional robots?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> • Identify principles of structural stability, balance, and mechanical efficiency. • Calculate torque and load distribution in robotic designs. • Understand the role of the engineering design process in developing solutions. 	<ul style="list-style-type: none"> • Design and build stable robotic structures. • Apply mathematical reasoning to engineering challenges. • Iterate and improve robotic designs through testing and evaluation.

Unit 3: Programming and Control Systems	
<p>This unit introduces students to the core principles of programming and their role in enabling robots to perform tasks and respond autonomously to their environment. Students will explore how sensors expand a robot’s ability to interact with its surroundings, fostering adaptability and precision. The unit emphasizes the importance of debugging and iterative processes in refining robotic functionality. Through hands-on projects, students will program and troubleshoot robotic systems, gaining a deeper understanding of the relationship between coding, sensors, and real-world problem-solving. By the end of the unit, students will develop critical thinking and technical skills, preparing them to create efficient and adaptable robotic systems.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals

<p>STEL 2B: Explain how technological systems use feedback and control.</p> <p>STEL 3C: Analyze how automation and programming improve efficiency in systems.</p> <p>STEL 8B: Develop and test programs to control technological devices or systems.</p> <p>HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem.</p> <p>HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>	<p>Students will use programming concepts and control systems to create adaptable and autonomous technologies capable of responding dynamically to environmental conditions and task requirements.</p>	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Programming enables robots to perform specific tasks and respond to their environment autonomously. ● Sensors enhance a robot's ability to interact with its surroundings, promoting adaptability. ● Debugging is a critical part of the programming process. 	<p>How do programming concepts enable a robot to perform specific tasks and adapt to its environment?</p> <p>How do debugging and iteration enhance the functionality of robotic systems?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> ● Understand programming concepts such as loops, conditionals, and variables. ● Recognize the functionality of sensors like ultrasonic, touch, and line followers. ● Explain how feedback loops improve robotic decision-making. 	<ul style="list-style-type: none"> ● Write programs that integrate loops, conditionals, and sensors to complete tasks. ● Use sensors to guide robot navigation or interaction with objects. ● Debug and refine programs to ensure successful robot performance.

Unit 4: Integrated Challenge and Problem-Solving	
<p>Students apply their mechanical design and programming skills to team-based challenges, designing and building robots to complete complex tasks. This unit emphasizes collaboration, creativity, and iterative improvement, simulating real-world engineering teamwork.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals

<p>STEL 4A: Evaluate and apply troubleshooting strategies in engineering systems.</p> <p>STEL 6B: Develop optimized solutions through iterative design and problem-solving.</p> <p>STEL 9B: Collaborate effectively to solve technological problems.</p> <p>NGSS Standards:</p> <p>HS-ETS1-1: Analyze a major global challenge to define criteria and constraints.</p> <p>HS-ETS1-3: Evaluate a solution to a complex problem considering trade-offs and constraints.</p> <p>HS-ETS1-2: Design a solution to a complex real-world problem by breaking it into manageable components.</p>	<p>Students will collaboratively design and optimize integrated robotic solutions, applying iterative problem-solving and teamwork skills to address complex, multifaceted challenges.</p>	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Real-world challenges require integrating mechanical design and programming to create efficient robotic systems. ● Collaboration enhances the problem-solving process and improves outcomes. ● Testing and refining designs optimize robotic performance under given constraints. 	<p>How can teamwork and collaboration enhance the process of designing and building robots?</p> <p>How do robots address complex challenges through integrated design and programming?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> ● Understand the requirements and constraints of complex robotic tasks. ● Recognize strategies for effective teamwork and communication. ● Identify ways to evaluate and refine integrated robotic systems. 	<ul style="list-style-type: none"> ● Collaborate on the design and programming of a robot to complete a multifaceted task. ● Test and refine integrated designs based on performance criteria. ● Assess and improve teamwork dynamics through peer and self-evaluations.

Unit 5: Culminating Project	
<p>In the final unit, students integrate all their learning into an open-ended robotics project. They design, build, and program a robot to solve a real-world problem or complete an advanced challenge. Students present their projects to peers and instructors, showcasing their skills, creativity, and engineering solutions.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals

<p>STEL 5A: Apply design thinking to create innovative solutions to open-ended problems.</p> <p>STEL 6C: Demonstrate iterative testing and refinement to optimize design.</p> <p>STEL 10B: Communicate design processes and outcomes effectively through</p> <p>HS-ETS1-2: Design a solution to a complex real-world problem, considering system constraints.</p> <p>HS-ETS1-4: Use a model or simulation to analyze and refine a solution to a technological challenge.</p> <p>HS-PS4-5: Communicate technical information or solutions in oral, graphical, or written forms.</p>	<p>Students will synthesize their knowledge of robotics, engineering, and programming to develop innovative solutions to open-ended problems, demonstrating the ability to communicate and present their designs effectively to diverse audiences.</p>	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Open-ended challenges promote creativity and innovation in robotics design. ● Effective communication and reflection are essential to presenting and refining solutions. ● Robotics solutions can be adapted and applied to address a wide range of real-world problems. 	<p>How can robots be designed to address real-world challenges or innovate solutions?</p> <p>What role does creativity and innovation play in developing advanced robotic systems?</p> <p>How does reflecting on the engineering process contribute to future problem-solving and growth?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ul style="list-style-type: none"> ● Understand the principles of open-ended problem-solving in robotics. ● Recognize the importance of clear communication and reflective feedback in engineering processes. ● Summarize key concepts in mechanical systems, programming, and collaborative design. 	<ul style="list-style-type: none"> ● Design and program a robot to address an open-ended task, such as navigating a maze or sorting objects. ● Present and defend robotic designs and problem-solving strategies to peers and instructors. ● Reflect on personal growth and learning throughout the robotics course.

Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





**BRANFORD HIGH SCHOOL
NEW COURSE PROPOSAL FORM**

Course Title: ECE Medical Terminology (UConn)

Credit: 1.0

Credit Area(s): Science, STEM elective

Course Proposed by:

- Administration
- Board of Education
- Department
- Students (in collaboration with faculty)
- Other (specify): _____

New courses must embed indicators of deep learning:

- **Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- **Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
- **Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- **Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Course Catalog Description:

Medical terminology is a full-year course designed to develop language that will support students as they pursue a career or major in the health sciences. This course showcases medical language through the lens of each body system. As students navigate each body system, they build an understanding of the prefix, suffix and combine forms related to the system and the terms associated with common pathologies and diagnostics for that system. This course embeds multiple hands-on and virtual lab experiences to enhance their knowledge and class experience. Students will be expected to research and share their findings through case studies, projects, models, written and/or oral reports, and presentations. Students who successfully complete this course will be awarded UCONN credit.

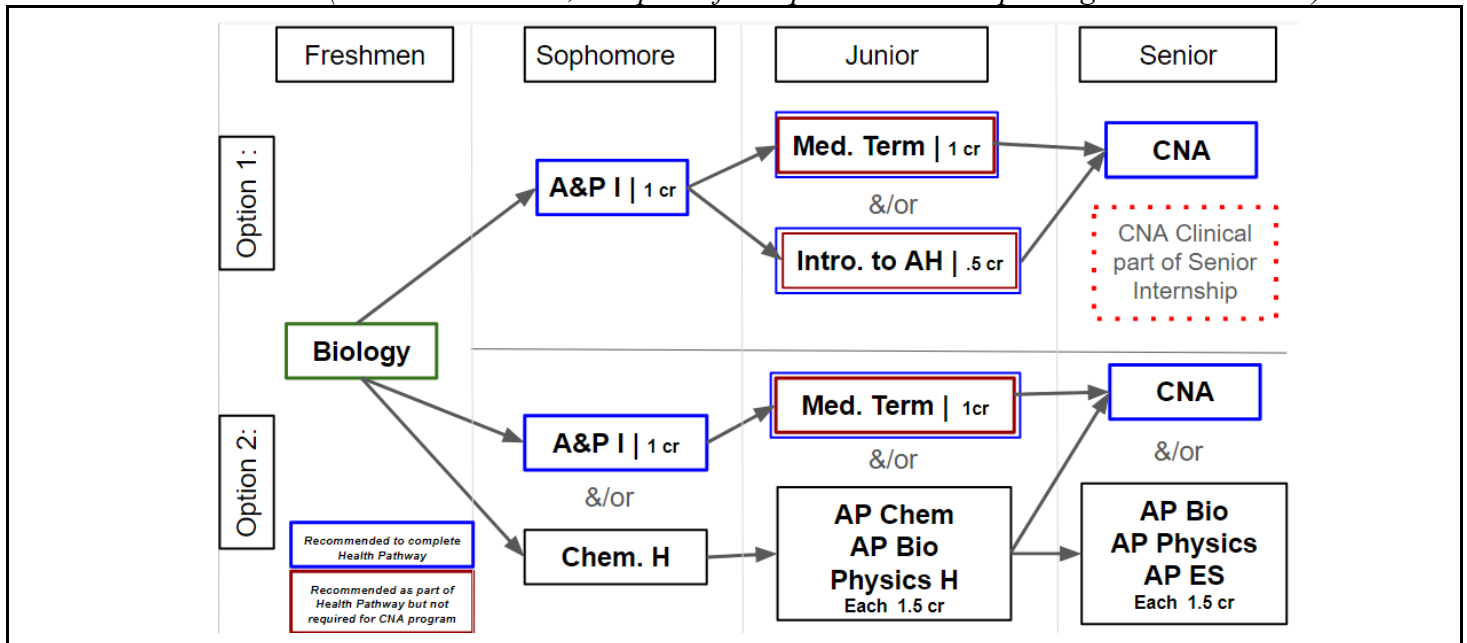
Students may earn three college credits through the University of Connecticut's Early College Experience (ECE) program.

Prerequisite(s):

Anatomy & Physiology I

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. (*Is it a stand alone, is it part of a sequence or is it replacing another course?*)



How many electives does your department currently offer and what are they?

- AP/ECE Biology
- AP Chemistry
- Anatomy/Physiology
- Forensics
- AP Physics
- Natural Disasters
- Investigating Life Beyond Earth
- Marine Biology
- Environmental A/B
- AP Environmental Science

Who is your target audience?

High school students who have an interest in pursuing careers within the Science or Healthcare fields.

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

This submission has been thoroughly researched, analyzed, and developed to provide all learners at BHS the opportunity to take this course via various tracks at any time during high school. This course is a foundation within the Healthcare Pathways Program (series of courses designed to support student needs and implementation of a Certified Nursing Assistant (CNA) program at BHS) and it was decided to also offer this course as a valuable Science elective to all students.

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

Yes. This is a foundational course for the Allied Health Career Pathway at BHS. All department leaders, administrators, and the Guidance Department have been involved in this process.

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

This course contributes to the alignment of all Science courses and electives offered at BHS (see Flowchart above). It supports our Theory of Action (If we create an environment where all members take ownership in building a community, then students will feel a strong sense of belonging and engage in meaningful learning) by supporting the interests of our students and building a supportive community that prepares students for life after high school. It is in alignment with the National Health Science Standards:

- 1.1.1 Describe the organization of the human body and directional terms.
- 1.1.2 Identify basic structures and describe functions of human body systems.
- 2.1 Concepts of Effective Communication
- 2.2 Medical Terminology
 - 2.2.1 Use common roots, prefixes, and suffixes to communicate information.
- 8.2 Team Member Participation

What is the need this course addresses?

As we continue to develop our Allied Health Career Pathway and Certified Nursing Assistant (CNA) Program, it was determined that this course would offer additional exposure to medical information and terminology that will give a strong base for all students at Branford High School who are interested in pursuing a career in the medical field. This course would also satisfy graduation credit requirements for STEM electives.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

Indicators of Deep Learning

1. **Feedback:** Encourage students to set personal learning goals (related to their intended healthcare field, e.g., nursing, medical research, physical therapy) at the start and reflect on these throughout the course, fostering a sense of ownership and purpose. Implement a UCONN mastery-based learning model, where students must achieve proficiency in each unit before progressing.
2. **Content *Digital Learning Tools:*** Integrate online platforms with interactive glossaries, practice quizzes, and flashcards to enhance student engagement outside the classroom. *Guest Lectures and Virtual Tours:* Provide access to guest speakers from medical fields and virtual tours of clinical settings to deepen real-world relevance and understanding.
3. **Context:** Use simulated patient case studies to apply terminology in realistic clinical scenarios. Organize small-group workshops focused on hands-on activities like dissecting terms and using visual aids to reinforce anatomical vocabulary.
4. **Community:** Establish study groups and peer review sessions to create a collaborative learning environment.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

Communication & Active Listening:

Encourage open dialogues in case studies where students actively listen to peers' interpretations and terminology usage, refining understanding and communication.

Collaboration:

Facilitate collaborative projects where students work together to dissect medical cases, discuss possible diagnoses, and present findings as a team.

Adaptability and Interest in New Learning:

Allow students to adjust their learning goals to explore new interests within the medical terminology field, reinforcing a growth mindset.

Empathy and Kindness:

Present cases that include patient stories to emphasize empathy in understanding patient experiences, the importance of kind, clear communication in healthcare settings, and foster a classroom culture of kindness and support through constructive, empathetic peer feedback during presentations and case study reviews.

Citizenship and Civic Responsibility: Explore the role of medical terminology in public health and discuss the importance of health literacy as a civic responsibility, encouraging students to consider how they can make medical information accessible.

Questioning, Reasoning, & Problem Solving: Use problem-solving case scenarios that require students to apply medical terminology in diagnosing or creating treatment plans, sharpening analytical and reasoning skills.

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No additional staff needed. UCONN ECE training and certification will be required for 2 current Anatomy & Physiology teachers.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

Medical Terminology, An Online Course: Online Access by Cohen, 9th edition. Jones and Bartlett

Publishing. Includes an electronic book and access code to AH 2001 Online Junction course. ISBN:

9781284227079

No anticipated yearly expenses, after the initial purchase of the text above.

Facility Requirements:

Additional FTE required	0
Minimum number of students required to run the class	8
Anticipated/estimated enrollment for year one	24-50

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Yes, it will be held in the current Anatomy & Physiology classrooms.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

None

AH 2001 Course Outline provided by UCONN:

Week 1: Ch. 1 Concepts, Suffixes, and Prefixes of Medical Terminology

Week 2: Ch. 2 Body Structure

Week 3: Ch. 3 Disease and Treatment

Week 4: Ch. 4 Integumentary System & Ch. 5 Skeletal System

Week 5: Ch. 6 Muscular System

Week 6: Ch. 7 Nervous System and Mental Health

Week 7: Ch. 8 Special Senses: Ear and Eye

Week 8: Ch. 9 Endocrine System

Week 9: Ch. 10 Cardiovascular and Lymphatic Systems

Week 10: Ch. 11 Blood and Immunity & Ch. 12 Respiratory System

Week 11: Ch. 13 Digestive System

Week 12: Ch. 14 Urinary System

Week 13: Ch. 15 Male Reproductive System

Week 14: Ch. 16 Female Reproductive System; Pregnancy and Birth

STAGE ONE LEARNING PLAN

***Each unit needs to have a Stage One Plan**

Unit Focus		
<p>Unit 1: Medical Terminology, Body Structure, Disease & Treatment By the end of this unit, students will not only possess a solid understanding of the human body's organization and function but will also be adept at communicating complex medical information effectively. This skill set will prepare them for future careers in healthcare and empower them to contribute positively to patient care and interdisciplinary collaboration. Ultimately, students will emerge as informed, ethical, and capable communicators ready to meet the challenges of the healthcare environment.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
1.1.1 Describe the organization of the human body and directional terms. 1.1.2 Identify basic structures and describe functions of human body systems. 2.1 Concepts of Effective Communication 2.2 Medical Terminology 2.2.1 Use common roots, prefixes, and suffixes to communicate information. 8.2 Team Member Participation	Students will be able to effectively communicate complex medical information using appropriate terminology and demonstrate a comprehensive understanding of the organization and functions of the human body. They will apply this knowledge in real-world healthcare settings, collaborating with team members to enhance patient care and support interdisciplinary communication.	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Determine and define common prefixes and suffixes. ● Explain the structure of medical terms and their components. ● Apply knowledge by constructing and deconstructing medical terms. ● Apply body structure terminology in context. ● Explain the terminology related to common diseases and their treatments. ● Analyze the relationship between medical terminology and healthcare practices. ● Develop skills to discuss disease concepts using appropriate terminology. 	<ul style="list-style-type: none"> ● What strategies can we use to effectively determine and define common prefixes and suffixes, and why are they important in medical terminology? ● How does understanding the structure of medical terms and their components aid in deciphering unfamiliar medical vocabulary? ● In what ways can the skills of constructing and deconstructing medical terms enhance our ability to communicate effectively in healthcare environments? ● In what practical ways can we apply body structure terminology in clinical settings to improve patient interactions and outcomes? ● How does understanding the terminology related to common diseases and their treatments enhance patient care and communication?

		<ul style="list-style-type: none"> • What is the significance of analyzing the relationship between medical terminology and healthcare practices, and how does it affect patient outcomes? • How can we develop effective communication skills to discuss disease concepts using appropriate terminology, and why is this skill critical in healthcare?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Basic Structures and Functions of Human Body Systems</p> <ul style="list-style-type: none"> • Overview of major body systems (e.g., skeletal, muscular, circulatory, respiratory, digestive, nervous, endocrine, immune). • Basic anatomical structures within each system and their functions. • Interrelationships between body systems and how they maintain homeostasis. <p>Concepts of Effective Communication</p> <ul style="list-style-type: none"> • Importance of clear communication in healthcare settings. • Principles of effective verbal and non-verbal communication. <p>Medical Terminology</p> <ul style="list-style-type: none"> • Understanding common medical roots, prefixes, and suffixes. • The role of medical terminology in documentation and patient care. 	<p>Analytical Skills</p> <ul style="list-style-type: none"> • Identify and analyze the functions of various body systems. • Evaluate how different systems interact to maintain homeostasis. <p>Communication Skills</p> <ul style="list-style-type: none"> • Utilize effective communication techniques to relay medical information. • Use medical terminology accurately in verbal and written communication. <p>Terminology Application Skills</p> <ul style="list-style-type: none"> • Construct and deconstruct medical terms using common roots, prefixes, and suffixes. • Apply medical terminology in clinical documentation and patient interactions. <p>Collaboration Skills</p> <ul style="list-style-type: none"> • Engage effectively in team discussions and decision-making processes. • Contribute meaningfully to group tasks and projects,

	<ul style="list-style-type: none"> ● Importance of precise language in healthcare to reduce misunderstandings. <p>Team Member Participation</p> <ul style="list-style-type: none"> ● Roles and responsibilities of team members in a healthcare setting. ● Strategies for effective collaboration and communication within a team. 	<p>demonstrating teamwork and respect for others' contributions.</p> <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> ● Assess and interpret medical information in a clinical context. ● Solve problems using medical terminology and concepts related to body systems.
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Unit Focus		
<p>Unit 2:Integumentary System & Skeletal System, Muscular System</p> <p>By the end of this unit, students will have a solid foundation in medical terminology related to the integumentary, skeletal, and muscular systems. They will possess the skills necessary to accurately communicate complex medical information, enhancing their readiness for future studies and careers in healthcare. This unit will empower students to engage confidently in health-related conversations and collaborate effectively with healthcare professionals, ultimately contributing to improved patient care and outcomes.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>1.1.1 Describe the organization of the human body and directional terms.</p> <p>1.1.2 Identify basic structures and describe functions of human body systems.</p> <p>2.1 Concepts of Effective Communication</p> <p>2.2 Medical Terminology</p> <p>2.2.1 Use common roots, prefixes, and suffixes to communicate information.</p> <p>8.2 Team Member Participation</p>	<p>Students will be able to accurately interpret, use, and communicate medical terminology related to the integumentary, skeletal, and muscular systems when encountering real-world clinical scenarios, reading professional medical literature, or engaging in health-related conversations. They will be able to analyze and construct medical terms to describe diagnoses, conditions, treatments, and anatomical structures within these systems, enabling clear and precise communication with healthcare professionals and patients.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>Integumentary System</p> <ul style="list-style-type: none"> ● Structure and Function: Understand the anatomy of the skin, including layers (epidermis, dermis, hypodermis) and associated structures (hair, nails, glands). Recognize the protective, regulatory, and sensory functions of the integumentary system. 	<p>Integumentary System</p> <ul style="list-style-type: none"> ● What roles does the integumentary system play in protecting the body and regulating its internal environment? ● How do the structure and function of skin layers contribute to overall skin health?

	<ul style="list-style-type: none"> ● Common Terminology: Familiarize with medical terms related to skin conditions (e.g., dermatitis, eczema, psoriasis) and procedures (e.g., biopsy, excision). ● Pathology and Treatment: Identify common diseases of the integumentary system, their causes, symptoms, and treatment options, including medications and surgical interventions. <p>Skeletal System</p> <ul style="list-style-type: none"> ● Bone Structure and Function: Understand the composition of bones, types of bones (long, short, flat, irregular), and the functions of the skeletal system, including support, movement, and protection. ● Terminology: Learn the terminology related to bone anatomy (e.g., diaphysis, epiphysis, marrow) and common conditions (e.g., osteoporosis, fractures, arthritis). <p>Muscular System</p> <ul style="list-style-type: none"> ● Joint Mechanics: Explore the types of joints (e.g., synovial, fibrous, cartilaginous), their movements, and associated terminology (e.g., flexion, extension, abduction). ● Muscle Anatomy: Recognize the major muscle groups, muscle types (skeletal, cardiac, smooth), and their roles in movement and function. 	<ul style="list-style-type: none"> ● In what ways can understanding medical terminology related to skin conditions improve patient communication and care? <p>Skeletal System</p> <ul style="list-style-type: none"> ● How does the composition of different types of bones influence their function within the skeletal system? ● What are the implications of common skeletal conditions on a person's mobility and overall health? ● How do joints facilitate movement, and what are the different types of joint movements that occur in the body? <p>Muscular System</p> <ul style="list-style-type: none"> ● What are the key differences between skeletal, cardiac, and smooth muscle, and how do these differences affect their functions? ● How can injuries and diseases of the muscular system impact a person's daily life and physical capabilities? ● In what ways do the muscular and skeletal systems interact to produce coordinated movement?
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	<ul style="list-style-type: none"> ● Muscle Terminology: Understand terms related to muscle contraction (e.g., isotonic, isometric), injuries (e.g., strains, tears), and diseases (e.g., muscular dystrophy). ● Interactions with Other Systems: Analyze how the muscular system interacts with the skeletal system for movement and how it works with the nervous system for coordination and control. 	
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills

	<p>Integumentary System: Structure and function of skin, hair, nails</p> <p>Skeletal System: Major bones, joint types, and their functions</p> <p>Muscular System: Types of muscles (skeletal, smooth, cardiac) and muscle functions</p> <ul style="list-style-type: none"> • Key organs and their roles in each system • Interrelationships between systems (e.g., how muscles move bones) • Basic medical vocabulary related to the integumentary, skeletal, and muscular systems 	<p>Anatomical Identification</p> <ul style="list-style-type: none"> • Ability to locate and identify major structures in diagrams/models of the integumentary, skeletal, and muscular systems. <p>Application of Directional Terms</p> <ul style="list-style-type: none"> • Use of directional terms to describe locations of structures within the integumentary, skeletal, and muscular systems relative to one another <p>Terminology Proficiency</p> <ul style="list-style-type: none"> • Ability to break down and understand medical terms using roots, prefixes, and suffixes related to the integumentary, skeletal, and muscular systems. <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyzing case studies related to disorders of the integumentary, skeletal, and muscular systems and proposing potential interventions or treatments.
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Unit Focus	
<p>Unit 3: Nervous System and Mental Health, Special Senses: Ear and Eye</p> <p>By the end of this unit, students will have developed a comprehensive understanding of the nervous system, mental health, and special senses. They will be prepared to analyze and communicate complex information effectively, fostering meaningful interactions with patients and colleagues. Through their contributions to collaborative healthcare teams, students will enhance patient care and outcomes, empowering them to become compassionate and competent future healthcare professionals.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals

1.1.1 Describe the organization of the human body and directional terms.	Students will be able to effectively analyze, communicate, and apply knowledge related to the nervous system, mental health, and the special senses (ear and eye) in real-world healthcare settings. They will demonstrate a comprehensive understanding of anatomy and terminology, engage in meaningful interactions with patients and colleagues, and contribute to collaborative healthcare teams to enhance patient care and outcomes.	
1.1.2 Identify basic structures and describe functions of human body systems.	Meaning	
2.1 Concepts of Effective Communication	Understandings	Essential Questions
2.2 Medical Terminology	<ul style="list-style-type: none"> ● Understand the structure and function of the nervous system. ● Explore mental health concepts and terminology. ● Describe the anatomy and functions of the ear and eye. ● Develop effective communication skills using appropriate medical terminology. ● Determine the major components of the nervous system (CNS and PNS). ● Explain the functions of neurons and neurotransmitters. ● Discuss the importance of the nervous system in overall health. ● Understand common mental health disorders and their terminology. ● Explore the impact of mental health on overall well-being. ● Determine treatment options and interventions for mental health issues. ● Identify the anatomy of the ear and its functions in hearing and balance. ● Understand common ear disorders and related terminology. ● Discuss the impact of ear disorders on communication and quality of life. 	<ul style="list-style-type: none"> ● What are the major components of the nervous system, and how do they interact to maintain bodily functions? ● How do neurons and neurotransmitters contribute to the communication within the nervous system, and why is this communication vital for overall health? ● In what ways can disorders of the nervous system affect an individual’s daily life and overall well-being? ● What are the key characteristics of common mental health disorders, and how do they impact individuals and their families? ● How does mental health influence overall physical health, and why is it essential to integrate mental health awareness into healthcare practices? ● What are effective treatment options for mental health disorders, and how can healthcare professionals support patients in their mental health journey? ● What is the anatomical structure of the ear, and how does each part contribute to hearing and balance?
2.2.1 Use common roots, prefixes, and suffixes to communicate information.		
8.2 Team Member Participation		

	<ul style="list-style-type: none"> ● Determine the anatomy of the eye and its functions in vision. ● Understand common eye disorders and related terminology. ● Discuss the importance of eye health and preventive measures. 	<ul style="list-style-type: none"> ● What are common ear disorders, and how do they affect an individual's ability to communicate and interact with their environment? ● How can early detection and treatment of ear disorders improve a person's quality of life? ● What are the major anatomical structures of the eye, and how do they work together to facilitate vision? ● What are some prevalent eye disorders, and how can understanding their terminology aid in patient education and care? ● What preventive measures can individuals take to maintain eye health and reduce the risk of vision-related disorders? ●
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Nervous System</p> <ul style="list-style-type: none"> ● Structure and function of the central nervous system (CNS) and peripheral nervous system (PNS). ● Anatomy of neurons and the process of neurotransmission. ● Major brain regions and their functions (e.g., cerebrum, cerebellum, brainstem). ● Common neurological disorders (e.g., epilepsy, Parkinson's disease) and their impact on health. <p>Mental Health</p> <ul style="list-style-type: none"> ● Common mental health disorders (e.g., anxiety, 	<p>Descriptive Skills</p> <ul style="list-style-type: none"> ● Ability to accurately describe the structures and functions of the nervous system and special senses. ● Use of medical terminology to discuss anatomical concepts. <p>Analytical Skills</p> <ul style="list-style-type: none"> ● Analyze case studies related to neurological and mental health disorders. ● Evaluate the impact of sensory disorders on individuals' quality of life. <p>Communication Skills</p> <ul style="list-style-type: none"> ● Use effective communication techniques

	<p>depression, schizophrenia) and their characteristics.</p> <ul style="list-style-type: none"> ● Basic understanding of psychological and psychiatric terms related to mental health. ● Treatment options and interventions, including psychotherapy and medication. <p>Special Senses: Ear</p> <ul style="list-style-type: none"> ● Anatomy of the ear: outer ear, middle ear, inner ear, and their respective functions. ● The physiology of hearing and balance. ● Common ear disorders (e.g., hearing loss, tinnitus, otitis media) and their terminology. <p>Special Senses: Eye</p> <ul style="list-style-type: none"> ● Anatomy of the eye: cornea, lens, retina, and their roles in vision. ● The process of vision and how the eye perceives light. ● Common eye disorders (e.g., cataracts, glaucoma, myopia) and associated terminology. <p>Medical Terminology</p> <ul style="list-style-type: none"> ● Knowledge of medical roots, prefixes, and suffixes relevant to the nervous system and special senses. ● Importance of precise language in healthcare communication. <p>Effective Communication</p>	<p>when discussing medical concepts with peers and patients.</p> <ul style="list-style-type: none"> ● Apply medical terminology accurately in verbal and written communications. <p>Terminology Application Skills</p> <ul style="list-style-type: none"> ● Construct and deconstruct medical terms using common roots, prefixes, and suffixes relevant to the nervous system and special senses. ● Translate medical terminology into patient-friendly language when necessary. <p>Collaboration Skills</p> <ul style="list-style-type: none"> ● Participate actively in team discussions, demonstrating respect for different viewpoints. ● Engage in collaborative problem-solving and contribute to group projects effectively. <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> ● Assess and interpret medical information regarding the nervous system and special senses. ● Apply critical thinking to make informed decisions about patient care and health education. <p>Research Skills</p> <ul style="list-style-type: none"> ● Conduct research on neurological and sensory disorders to enhance understanding and stay informed about current practices and treatments.
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	<ul style="list-style-type: none"> ● Principles of effective communication in healthcare settings. ● The role of non-verbal communication and active listening in patient interactions. <p>Team Member Participation</p> <ul style="list-style-type: none"> ● Understanding roles within a healthcare team and the importance of collaboration. ● Techniques for effective teamwork and constructive feedback. 	
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Unit Focus		
<p>Unit 4: Endocrine System, Cardiovascular and Lymphatic Systems, Blood and Immunity, Respiratory System</p> <p>By the end of this unit, students will possess a solid understanding of the endocrine, cardiovascular, lymphatic, blood & immunity, and respiratory systems, along with the terminology and communication skills necessary to apply this knowledge effectively. They will be prepared to analyze complex medical cases, communicate clearly with both patients and colleagues, and contribute meaningfully to collaborative healthcare teams. This foundation will support them in their future roles in healthcare, where clear communication and teamwork are essential to improving patient care and outcomes.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>1.1.1 Describe the organization of the human body and directional terms.</p> <p>1.1.2 Identify basic structures and describe functions of human body systems.</p>	<p>Students will be able to effectively analyze, communicate, and apply knowledge related to the endocrine system, cardiovascular and lymphatic systems, blood and immunity, and the respiratory system in real-world healthcare settings. They will demonstrate a comprehensive understanding of anatomy and terminology, engage in meaningful interactions with patients and colleagues, and contribute to collaborative healthcare teams to enhance patient care and outcomes.</p>	
	Meaning	
	Understandings	Essential Questions

<p>2.1 Concepts of Effective Communication</p> <p>2.2 Medical Terminology</p> <p>2.2.1 Use common roots, prefixes, and suffixes to communicate information.</p> <p>8.2 Team Member Participation</p>	<ul style="list-style-type: none"> ● Understand the structure and function of the endocrine system and its role in homeostasis. ● Determine the components and functions of the cardiovascular and lymphatic systems. ● Explore the structure and functions of blood, immunity, and the immune response. ● Describe the anatomy and physiology of the respiratory system and its importance in gas exchange. ● Determine the major glands of the endocrine system and their functions. ● Explain the role of hormones in regulating bodily functions and maintaining homeostasis. ● Discuss common endocrine disorders and their effects on health. ● Determine the components and functions of the cardiovascular system (heart, blood vessels, blood). ● Understand the role of the lymphatic system in immune function and fluid balance. ● Discuss common cardiovascular disorders and their impact on health. ● Understand the composition and functions of blood, including red and white blood cells, platelets, and plasma. ● Explain the immune response and the role of various immune cells in protecting the body. ● Discuss common blood disorders and their implications for health. 	<ul style="list-style-type: none"> ● What are the major glands of the endocrine system, and how do their hormones influence bodily functions? ● How do feedback mechanisms regulate hormone levels, and what is their significance in maintaining homeostasis? ● What are common endocrine disorders, and how do they impact an individual's health and daily life? ● What are the key components of the cardiovascular system, and how do they work together to transport blood throughout the body? ● What role does the lymphatic system play in immune function and fluid balance in the body? ● How do cardiovascular disorders affect overall health, and what preventive measures can be taken to mitigate these risks? ● What are the components of blood, and what roles do each of these components play in maintaining health? ● How does the immune response function to protect the body against pathogens, and what are the roles of different immune cells? ● What are common blood disorders, and how do they affect an individual's health and well-being? ● What is the anatomy of the respiratory system, and how does each structure contribute to the process of gas exchange? ● How do the mechanics of breathing work, and what
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	<ul style="list-style-type: none"> ● Determine the anatomy of the respiratory system and its role in gas exchange. ● Explain the mechanics of breathing and the regulation of respiration. ● Discuss common respiratory disorders and their effects on health. 	<p>regulatory mechanisms control respiration?</p> <ul style="list-style-type: none"> ● What are common respiratory disorders, and how do they impact an individual's ability to breathe and perform daily activities?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Endocrine System</p> <ul style="list-style-type: none"> ● Major glands (pituitary, thyroid, adrenal, etc.) and their functions. ● Hormonal regulation and feedback mechanisms that maintain homeostasis. ● Common endocrine disorders (e.g., diabetes, hyperthyroidism) and their health implications. <p>Cardiovascular System</p> <ul style="list-style-type: none"> ● Anatomy of the heart, blood vessels (arteries, veins, capillaries), and their functions. ● Blood flow through the heart and the circulatory system. ● Common cardiovascular diseases (e.g., hypertension, coronary artery disease) and risk factors. <p>Lymphatic System</p> <ul style="list-style-type: none"> ● Components of the lymphatic system (lymph nodes, lymph vessels, spleen, etc.) and their roles. ● The relationship between the lymphatic system and the immune system. ● Conditions affecting the lymphatic system (e.g., lymphedema). 	<p>Descriptive Skills</p> <ul style="list-style-type: none"> ● Accurately describe the structure and functions of the endocrine, cardiovascular, lymphatic, blood, and respiratory systems. ● Use medical terminology correctly in verbal and written communications. <p>Analytical Skills</p> <ul style="list-style-type: none"> ● Analyze case studies related to endocrine, cardiovascular, lymphatic, blood, and respiratory disorders. ● Evaluate the implications of various health conditions on patient care and outcomes. <p>Communication Skills</p> <ul style="list-style-type: none"> ● Demonstrate effective communication techniques when discussing medical concepts with peers and patients. ● Apply medical terminology accurately in clinical scenarios and documentation. <p>Terminology Application Skills</p> <ul style="list-style-type: none"> ● Construct and deconstruct medical terms using common roots, prefixes, and suffixes relevant to the body systems studied.

	<p>Blood and Immunity</p> <ul style="list-style-type: none"> ● Composition of blood (red blood cells, white blood cells, platelets, plasma) and their functions. ● The immune response, including the roles of various immune cells (e.g., lymphocytes, phagocytes). ● Common blood disorders (e.g., anemia, leukemia) and their impact on health. <p>Respiratory System</p> <ul style="list-style-type: none"> ● Anatomy of the respiratory system (nose, trachea, lungs, diaphragm) and their functions in gas exchange. ● Mechanisms of breathing and the regulation of respiration. ● Common respiratory disorders (e.g., asthma, COPD) and their effects on health. <p>Medical Terminology</p> <ul style="list-style-type: none"> ● Understanding medical roots, prefixes, and suffixes relevant to the endocrine, cardiovascular, lymphatic, blood, and respiratory systems. ● Importance of accurate terminology in healthcare communication. <p>Effective Communication</p> <ul style="list-style-type: none"> ● Principles of effective communication in healthcare settings, including active listening and clarity. ● The role of empathy in patient interactions and team collaboration. <p>Team Member Participation</p>	<ul style="list-style-type: none"> ● Translate complex medical terminology into patient-friendly language as necessary. <p>Collaboration Skills</p> <ul style="list-style-type: none"> ● Actively participate in healthcare team discussions, showing respect for diverse roles and contributions. ● Engage in collaborative problem-solving and contribute to group projects effectively. <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> ● Assess and interpret medical information regarding the endocrine, cardiovascular, lymphatic, blood, and respiratory systems. ● Apply critical thinking to make informed decisions about patient care and health education. <p>Research Skills</p> <ul style="list-style-type: none"> ● Conduct research on endocrine, cardiovascular, lymphatic, blood, and respiratory disorders to stay informed about current practices and treatments.
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	<ul style="list-style-type: none"> ● Understanding of roles within a healthcare team and the importance of collaboration and respect. ● Techniques for providing constructive feedback and working effectively in group settings. 	
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Unit Focus

Unit 5: Digestive System & Urinary System
 By the end of this unit on the digestive and urinary systems, students will develop the skills to accurately use and interpret medical terminology essential to these systems' functions, structure, and common conditions. By learning key roots, prefixes, and suffixes, along with directional and anatomical terms, students will build confidence in communicating patient information, diagnosing conditions, and discussing treatments within healthcare settings. Through collaborative activities and case-based learning, students will apply these skills to simulate real-world scenarios, enhancing their ability to support patient care, work effectively in teams, and contribute to accurate medical documentation.

Learning Goals

Established Goals	Transfer	
Standards	Long Term Transfer Goals	
1.1.1 Describe the organization of the human body and directional terms. 1.1.2 Identify basic structures and describe functions of human body systems. 2.1 Concepts of Effective Communication 2.2 Medical Terminology 2.2.1 Use common roots, prefixes, and suffixes to communicate information. 8.2 Team Member Participation	Students will be able to accurately use and interpret medical terminology related to the digestive and urinary systems to communicate patient information, diagnose conditions, and describe treatments in clinical and collaborative healthcare settings. They will confidently apply anatomical terminology, including directional terms and key linguistic roots, prefixes, and suffixes, to understand, describe, and discuss body structures and functions within these systems. Over time, students will use this knowledge to enhance patient understanding, collaborate effectively with healthcare team members, and contribute to accurate medical documentation and patient care.	
	Meaning	
	Understandings	Essential Questions
	Digestive System <ul style="list-style-type: none"> ● Structure and Function: Understanding the key anatomical structures and functions of the digestive system is essential to accurately describing digestion, absorption, and nutrient processing. 	Digestive System <ul style="list-style-type: none"> ● How do the structures of the digestive system work together to process food and absorb nutrients? ● What are the key roots, prefixes, and suffixes in digestive system terminology, and how do

- Root Words, Prefixes, and Suffixes: Recognizing root words and decoding complex terminology related to digestive processes and organs.
- Common Conditions and Diseases: Knowledge of terms related to diseases (e.g., gastroenteritis, hepatitis) and conditions (e.g., dysphagia, GERD) is essential to understanding and describing digestive system disorders.
- Diagnostic Procedures: Understanding terminology related to diagnostic tests (e.g., colonoscopy, endoscopy) is essential for discussing procedures used in diagnosing digestive system issues.
- Surgical and Therapeutic Terms: Familiarity with terms describing common surgical procedures (e.g., cholecystectomy) and therapies (e.g., antacids, laxatives) aids in communicating treatment plans and interventions.

Urinary System

- Anatomy and Physiology: A foundational understanding of the structures and functions of the urinary system (e.g., kidneys, ureters, bladder) is critical for describing how the body filters and removes waste.
- Medical Terminology Structure: Recognizing the roots, prefixes, and suffixes specific to urinary system terminology (e.g., nephro-, uro-, -uria) helps students decode and

they help us understand complex terms?

- How do medical professionals use specific terms to identify, describe, and diagnose digestive system conditions?
- What terminology is used to explain common diagnostic procedures for the digestive system, and why is precision in these terms critical?
- How do terms related to surgical and therapeutic treatments inform healthcare providers and patients about care options and interventions for digestive disorders?

Urinary System

- How does the anatomy of the urinary system support its role in filtering and removing waste from the body?
- What linguistic patterns (roots, prefixes, suffixes) are common in urinary system terminology, and how do they aid in building and interpreting medical terms?
- What specific terms are used to describe diseases and conditions affecting the urinary system, and how do these terms aid in understanding patient symptoms and treatment options?
- How are diagnostic and laboratory tests for the urinary system described using medical terminology, and what is their role in identifying urinary system health issues?

	<p>accurately use terms related to urinary health.</p> <ul style="list-style-type: none"> ● Diseases and Conditions: Terms for common urinary system disorders (e.g., nephritis, cystitis, uremia) are necessary for understanding and discussing symptoms, diagnoses, and impacts on urinary function. ● Diagnostic and Laboratory Tests: Familiarity with terms related to urinary diagnostics (e.g., urinalysis, cystoscopy) and their meanings is essential for describing testing methods used to evaluate urinary health. ● Treatment and Medications: Knowing terms for medications and treatments (e.g., diuretics, dialysis) enhances the ability to discuss options and approaches in managing urinary system diseases. 	<ul style="list-style-type: none"> ● What terms are essential for discussing treatment options and medications for urinary system disorders, and how do they support effective patient care and communication?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Basic Structures and Functions of Human Body Systems:</p> <ul style="list-style-type: none"> ● Digestive System: Key structures (mouth, esophagus, stomach, intestines, liver, pancreas) and functions (ingestion, digestion, absorption, excretion). ● Urinary System: Key structures (kidneys, ureters, bladder, urethra) and functions (filtration, waste elimination, electrolyte balance). <p>Medical Terminology:</p>	<p>Identifying and Describing Anatomical Structures:</p> <ul style="list-style-type: none"> ● Using anatomical terminology to accurately locate and describe the parts of the digestive and urinary systems. ● Practicing dissection or model-building exercises to visualize organ structure and spatial orientation. <p>Applying Medical Terminology:</p> <ul style="list-style-type: none"> ● Using roots, prefixes, and suffixes to accurately form and interpret medical terms related to both systems.

	<ul style="list-style-type: none"> ● Common roots, prefixes, and suffixes related to the digestive (e.g., gastro-, entero-, -itis) and urinary systems (e.g., nephro-, uro-, -uria). ● Abbreviations and symbols commonly used in medical documentation for these systems. 	<ul style="list-style-type: none"> ● Practicing decoding unfamiliar medical terms based on knowledge of linguistic patterns. <p>Effective Communication:</p> <ul style="list-style-type: none"> ● Developing written and oral skills to clearly explain medical terms and concepts to patients, family members, and team members. ● Role-playing scenarios to practice conveying complex information in an understandable way for various audiences. <p>Collaborating with Team Members:</p> <ul style="list-style-type: none"> ● Participating in collaborative projects, discussions, or simulations that require teamwork to diagnose or treat a digestive or urinary system condition. ● Practicing active listening, providing constructive feedback, and building consensus within a group setting. <p>Analyzing Case Studies:</p> <ul style="list-style-type: none"> ● Reviewing and interpreting patient case studies that involve conditions of the digestive and urinary systems. ● Applying knowledge of medical terminology and anatomy to diagnose and suggest treatment approaches for hypothetical patient cases.
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Unit Focus

Unit 6: Male Reproductive System, Female Reproductive System, Pregnancy and Birth

In this unit, students will embark on an in-depth exploration of the male and female reproductive systems, the complexities of pregnancy, and the process of childbirth. With a strong emphasis on effective communication and medical terminology, students will learn to articulate complex medical concepts clearly and empathetically. This unit aims not only to provide foundational knowledge about human anatomy and physiology but also to equip students with essential skills for real-world healthcare settings.

Learning Goals

Established Goals	Transfer	
Standards	Long Term Transfer Goals	
1.1.1 Describe the organization of the human body and directional terms. 1.1.2 Identify basic structures and describe functions of human body systems. 2.1 Concepts of Effective Communication 2.2 Medical Terminology 2.2.1 Use common roots, prefixes, and suffixes to communicate information. 8.2 Team Member Participation	Students will be able to effectively analyze, communicate, and apply knowledge related to the male and female reproductive systems, pregnancy, and childbirth in real-world healthcare settings. They will demonstrate a comprehensive understanding of anatomy and terminology, engage in meaningful interactions with patients and colleagues, and contribute to collaborative healthcare teams to enhance patient care and outcomes.	
	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Understand the anatomy and physiology of the male and female reproductive systems. ● Determine common disorders and diseases affecting the reproductive systems. ● Explore the stages of pregnancy and the process of childbirth. ● Develop medical terminology related to reproduction and maternal health. ● Determine the anatomy of the male reproductive system and its functions. ● Explain the hormonal regulation of male reproductive functions. ● Discuss common male reproductive disorders and their implications. ● Determine the anatomy of the female reproductive system and its functions. 	<ul style="list-style-type: none"> ● What are the key structures of the male reproductive system, and what roles do they play in male fertility? ● How does hormonal regulation influence male reproductive functions, including sperm production and sexual health? ● What are common disorders of the male reproductive system, and how do they affect overall health and well-being? ● What are the main components of the female reproductive system, and how do they work together to facilitate reproduction? ● How does the menstrual cycle function, and what hormonal changes occur during this process? ● What are prevalent disorders affecting the female reproductive system, and what impact

	<ul style="list-style-type: none"> ● Explain the menstrual cycle and hormonal regulation of female reproductive functions. ● Discuss common female reproductive disorders and their effects on health. ● Understand the stages of pregnancy and fetal development. ● Explain the physiological changes in the female body during pregnancy. ● Discuss prenatal care and its importance for maternal and fetal health. ● Describe the process of labor and delivery. ● Explain the stages of childbirth and common interventions. ● Discuss postpartum care and its importance for maternal health. 	<p>do they have on health and fertility?</p> <ul style="list-style-type: none"> ● What are the key stages of pregnancy, and what developmental milestones occur for the fetus during each trimester? ● How does the female body adapt physiologically during pregnancy to support fetal growth and development? ● What role does prenatal care play in ensuring the health of both the mother and the developing fetus? ● What are the stages of labor, and what physiological changes occur during each stage of childbirth? ● What methods of delivery are available, and how do healthcare providers determine the best approach for each individual? ● What is the significance of postpartum care, and what challenges might new mothers face after giving birth?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>Male Reproductive System</p> <ul style="list-style-type: none"> ● Anatomy: Identify the key structures such as testes, epididymis, vas deferens, prostate gland, seminal vesicles, and penis. ● Functions: Understand the role of these structures in sperm production, storage, and delivery. ● Hormonal Regulation: Explain the role of hormones like testosterone and luteinizing hormone 	<p>Descriptive Skills</p> <ul style="list-style-type: none"> ● Accurately describe the structure and functions of the male and female reproductive systems, as well as pregnancy and childbirth processes. ● Use appropriate medical terminology in both written and verbal communication. <p>Analytical Skills</p>

	<p>(LH) in male reproductive health.</p> <ul style="list-style-type: none"> ● Common Disorders: Recognize conditions such as erectile dysfunction, benign prostatic hyperplasia, and infertility. <p>Female Reproductive System</p> <ul style="list-style-type: none"> ● Anatomy: Identify key structures such as ovaries, fallopian tubes, uterus, cervix, and vagina. ● Functions: Understand the role of these structures in ovulation, fertilization, and pregnancy. ● Menstrual Cycle: Describe the phases of the menstrual cycle and the hormonal changes that occur (follicular phase, ovulation, luteal phase). ● Common Disorders: Recognize conditions such as polycystic ovary syndrome (PCOS), endometriosis, and uterine fibroids. <p>Pregnancy</p> <ul style="list-style-type: none"> ● Stages of Pregnancy: Identify the three trimesters and the key developmental milestones for the fetus in each stage. ● Physiological Changes: Understand how the body adapts during pregnancy (e.g., changes in hormone levels, blood volume, and organ function). ● Prenatal Care: Explain the importance of prenatal care and the types of assessments performed (e.g., ultrasounds, blood tests). 	<ul style="list-style-type: none"> ● Analyze case studies related to reproductive health and pregnancy, identifying key factors and potential interventions. ● Evaluate the implications of reproductive health disorders on individual and societal health. <p>Communication Skills</p> <ul style="list-style-type: none"> ● Demonstrate effective communication techniques when discussing sensitive topics related to reproductive health with patients and colleagues. ● Apply medical terminology accurately in clinical documentation and patient education. <p>Terminology Application Skills</p> <ul style="list-style-type: none"> ● Construct and deconstruct medical terms using common roots, prefixes, and suffixes relevant to reproductive health. ● Translate complex medical terminology into language that is understandable to patients. <p>Collaboration Skills</p> <ul style="list-style-type: none"> ● Actively participate in group discussions and projects, respecting diverse roles and contributions within a healthcare team. ● Engage in collaborative problem-solving regarding reproductive health issues. <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> ● Assess and interpret medical information regarding the male and
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	<p>Birth</p> <ul style="list-style-type: none"> ● Stages of Labor: Describe the stages of labor (early labor, active labor, delivery, and postpartum). ● Delivery Methods: Understand the different methods of delivery (vaginal birth, cesarean section) and the circumstances that influence these choices. ● Postpartum Care: Explain the significance of postpartum care for new mothers and common challenges they may face. <p>Medical Terminology</p> <ul style="list-style-type: none"> ● Terminology: Use medical roots, prefixes, and suffixes relevant to the reproductive system, pregnancy, and childbirth. ● Effective Communication: Recognize the importance of clear and empathetic communication in healthcare, especially concerning reproductive health. <p>Team Member Participation</p> <ul style="list-style-type: none"> ● Collaboration: Understand the roles of different healthcare team members in reproductive health and maternal care. ● Communication Skills: Emphasize the significance of providing constructive feedback and participating actively in team discussions. 	<p>female reproductive systems, pregnancy, and childbirth.</p> <ul style="list-style-type: none"> ● Apply critical thinking to develop informed decisions regarding patient care and health education. <p>Research Skills</p> <ul style="list-style-type: none"> ● Conduct research on reproductive health topics to stay informed about current practices, treatments, and advancements.
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Unit Focus		
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Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
1.1.1 Describe the organization of the human body and directional terms.		
1.1.2 Identify basic structures and describe functions of human body systems.	Meaning	
	Understandings	Essential Questions
2.1 Concepts of Effective Communication 2.2 Medical Terminology		
2.2.1 Use common roots, prefixes, and suffixes to communicate information.		
8.2 Team Member Participation		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills

Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





**BRANFORD HIGH SCHOOL
NEW COURSE PROPOSAL FORM**

Course Title: ECE Introduction to Allied Health Professions (UConn)

Credit: 0.5

Credit Area(s): Science, STEM Elective

Course Proposed by:

- Administration
- Board of Education
- Department
- Students (in collaboration with faculty)
- Other (specify): _____

New courses must embed indicators of deep learning:

- **Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- **Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
- **Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- **Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Course Catalog Description:

This is a half-year exploratory course in which students interested in pursuing college and a career in allied health professions will gain knowledge of the five allied health fields in terms of college requirements, licensing requirements, projected job opportunities, salaries, and job descriptions. Students will explore the five allied health pathways: Diagnostic, therapeutic, research and development, informatics, and support services. Students will complete occupational simulations in the classroom and interact with guest speakers from each pathway.

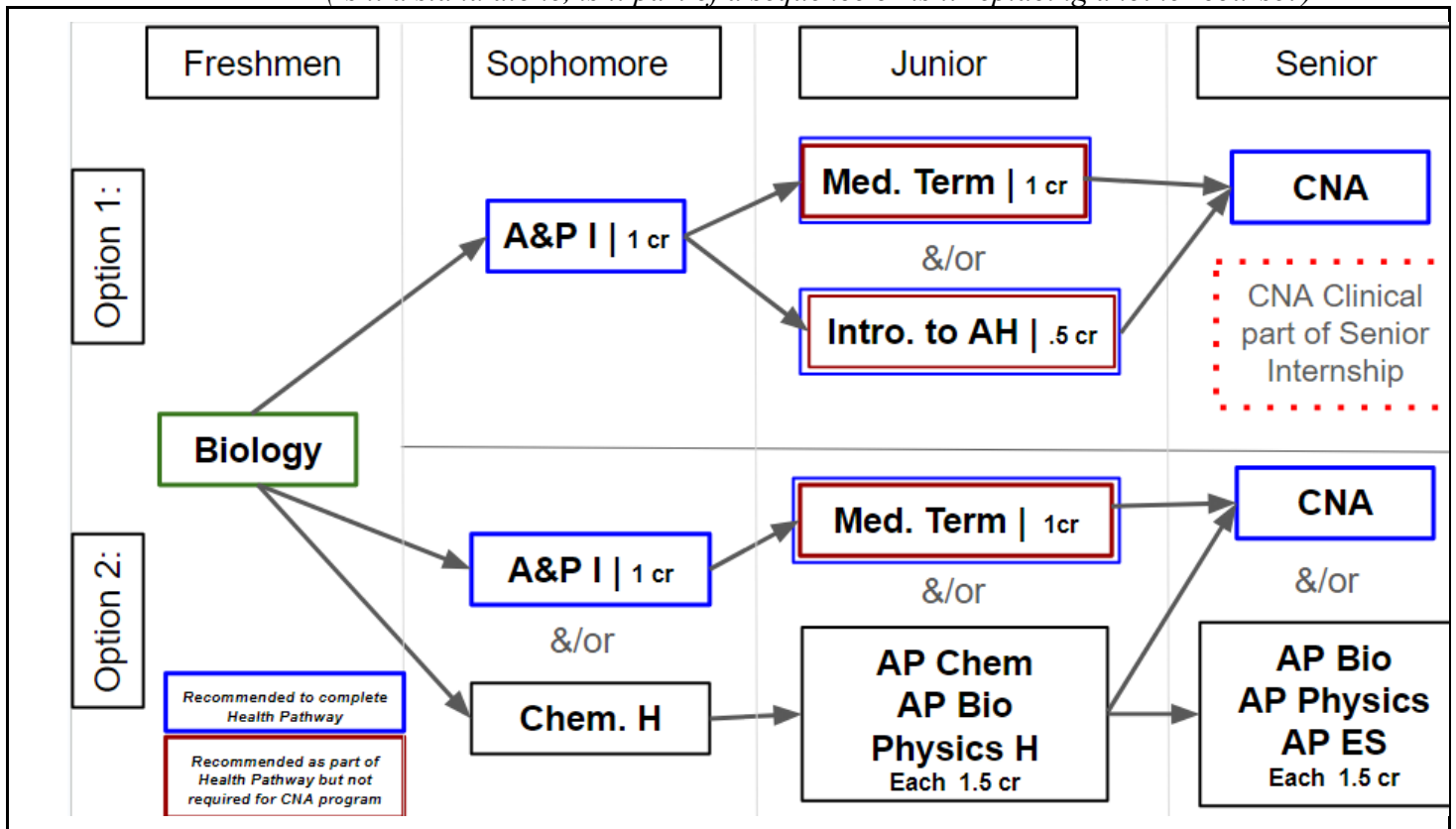
Students may earn two college credits through the University of Connecticut's Early College Experience (ECE) program.

Prerequisite(s):

Anatomy & Physiology I

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. (Is it a stand alone, is it part of a sequence or is it replacing another course?)



How many electives does your department currently offer and what are they?

- AP/ECE Biology
- AP Chemistry
- Anatomy/Physiology
- Forensics
- AP Physics
- Natural Disasters
- Investigating Life Beyond Earth
- Marine Biology
- Environmental A/B
- AP Environmental Science

Who is your target audience?

High school students who have an interest in pursuing careers within the Science or Healthcare fields.

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

This submission has been thoroughly researched, analyzed, and developed to provide all learners at BHS the opportunity to take this course via various tracks at any time during high school. This course is a foundation within the Healthcare Pathways Program (series of courses designed to support student needs and implementation of a Certified Nursing Assistant (CNA) program at BHS) and it was decided to also offer this course as a valuable Science elective to all students.

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

Yes. This is a foundational course for the Allied Health Career Pathway at BHS. All department leaders, administrators, and the Guidance Department have been involved in this process.

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

This course contributes to the alignment of all Science courses and electives offered at BHS (see Flowchart above). It supports our Theory of Action (If we create an environment where all members take ownership in building a community, then students will feel a strong sense of belonging and engage in meaningful learning) by supporting the interests of our students and building a supportive community that prepares students for life after high school. It is in alignment with the National Health Science Standards:

- 1.1.1 Describe the organization of the human body and directional terms.
- 1.1.2 Identify basic structures and describe functions of human body systems.
- 2.1 Concepts of Effective Communication
- 2.2 Medical Terminology
 - 2.2.1 Use common roots, prefixes, and suffixes to communicate information.
- 8.2 Team Member Participation

What is the need this course addresses?

As we continue to develop our Allied Health Career Pathway and Certified Nursing Assistant (CNA) Program, it was determined that this course would offer additional exposure to careers in the medical field for all students at Branford High School. This course would also satisfy graduation credit requirements for STEM electives.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

This course is designed to empower students with the skills and passion necessary to excel in diverse Allied Health fields. Building on core competencies, the curriculum emphasizes deep learning principles:

1. **Feedback** Students are recognized at each stage, fostering confidence and clarity as they master new skills related to various health professions, with regular progress assessments to celebrate milestones.
2. **Content** Core competencies and healthcare-related skills are developed through extensive hands-on learning, preparing students to translate knowledge into practice with real-world applications. This course was developed by UCONN providing access to resources and tools to help students discover various professions related to the healthcare field, aligning theoretical knowledge with practical skills essential for success in the medical field.
3. **Context** Courses are crafted to inspire intrinsic motivation, encouraging students to explore their passion for healthcare and uncover personal reasons driving their commitment to this career path.
4. **Community** An inclusive, supportive environment encourages students to engage deeply with course material, fostering an optimistic learning culture that values resilience and innovation.

This Allied Health Professions Course ultimately aims to nurture capable, motivated students committed to lifelong learning in healthcare.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

This Intro to Allied Health Professions Course integrates essential professional skills to prepare students for compassionate and effective service in a healthcare field of their choice. Key elements related to BPS's GLC's include:

1. **Communication & Active Listening:** Emphasis is placed on developing clear, empathetic communication and attentive listening, enabling students to connect meaningfully with patients, families, and healthcare teams.
2. **Collaboration:** Students engage in teamwork-focused exercises to enhance their ability to work harmoniously within diverse teams, fostering a shared commitment to patient care and continuous learning.
3. **Adaptability and Interest in New Learning:** The curriculum encourages openness to change and the pursuit of new knowledge, preparing students to adapt in fast-evolving healthcare settings.
4. **Empathy and Kindness:** With a focus on understanding and compassion, students learn to approach patient care with genuine kindness, respecting each individual's unique circumstances.
5. **Citizenship and Civic Responsibility:** The course promotes a sense of civic duty and ethical responsibility, guiding students to serve as conscientious healthcare professionals and informed community members.
6. **Questioning, Reasoning, & Problem Solving:** Students learn to ask insightful, targeted questions to gather essential patient information, clarify complex concepts, and explore multiple perspectives on health challenges.

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No additional staff needed. UCONN ECE training and certification will be required for 2 current Anatomy & Physiology teachers.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

No required texts beyond the provided UCONN curriculum.
Supplemental Textbook (optional) Stanfield, P, Cross, N, Hui, Y.H. (2012) Introduction to the Health Professions, Jones and Bartlett Publishers, Sudbury MA, 6th Edition
No anticipated yearly expenses.

Facility Requirements:

Additional FTE required	0
Minimum number of students required to run the class	8
Anticipated/estimated enrollment for year one	24-50 in year one

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Yes, it will be held in the current Anatomy & Physiology classrooms.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

None

STAGE ONE LEARNING PLAN

***Each unit needs to have a Stage One Plan**

Unit Focus		
<p>Unit 1: Allied Health Professions: Focus on College and Licensing Requirements</p> <p>This unit provides students with critical information on academic pathways, college entry prerequisites, and professional licensing essentials within Allied Health fields.</p> <p>This unit ensures that students are well-prepared for the academic and professional milestones that will enable them to succeed in the field of allied health.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>2.2 Medical Terminology</p> <p>2.2.1 Use common roots, prefixes, and suffixes to communicate information</p> <p>8.2 Team Member Participation</p>	<p>Students will independently use their learning to set and pursue realistic academic and career goals, aligning their strengths, interests, and aspirations with informed decision-making about future pathways.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>Students gain understanding of the steps required for their chosen profession and to develop a plan for completing necessary college and licensing requirements.</p>	<ul style="list-style-type: none"> What fundamental skills, knowledge, and mindsets are essential for success in allied health professions, and why are they important for patient care and professional growth?

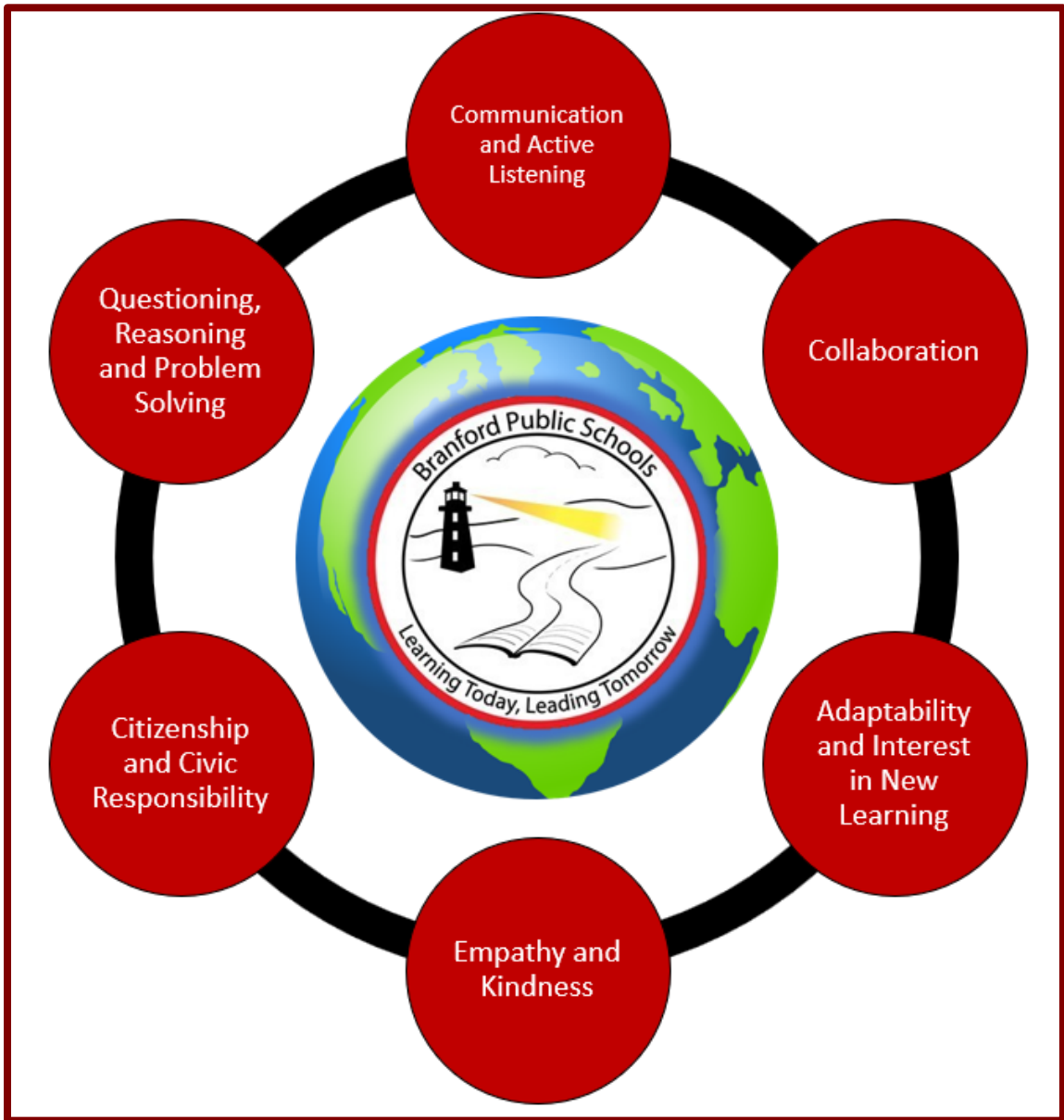
		<ul style="list-style-type: none"> • How do the pathways of college education and licensing requirements shape access to and advancement in allied health careers, and what do they reveal about the demands of the profession? • How do effective communication and active listening impact patient care and teamwork in healthcare settings?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<ol style="list-style-type: none"> 1. College Requirements: Students are introduced to specific degree and certification programs, including prerequisite courses, GPA requirements, and application procedures to successfully enroll in allied health programs. 2. Licensing Requirements: The unit outlines national and state licensing requirements for various allied health professions. obligations to maintain licensure. 	<ol style="list-style-type: none"> 1. Building a strong academic foundation of academic requirements in health-related fields. 2. Students understand the necessary examinations, certification processes, and continuing education

Unit Focus	
Unit 2: Allied Health Professions: Projected Job Opportunities, Salaries, and Job Descriptions	
This unit focuses on providing students with a comprehensive understanding of career prospects, salary expectations, and professional roles within the allied health field.	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals

<p>2.2 Medical Terminology</p> <p>2.2.1 Use common roots, prefixes, and suffixes to communicate information</p>	<p>Students will independently use their learning to make informed decisions about pursuing and advancing in allied health careers, applying knowledge and tools to navigate job acquisition, career progression, and professional growth effectively.</p>	
<p>8.2 Team Member Participation</p>	Meaning	
	Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will research and analyze current and future job openings in various allied health professions. ● Students acquire a clear picture of daily job duties in allied health roles, preparing them for informed career decisions and meeting qualification standards. 	<ul style="list-style-type: none"> ● How do current and projected job opportunities in allied health reflect evolving healthcare needs, and what do they reveal about the future of the profession? ● How can individuals align their career aspirations with trends in the job market, salary expectations, and personal values to build a meaningful and sustainable career in allied health?
Other Goals	Acquisition of Knowledge & Skill	
<p>Final Project: Students create a comprehensive profile for an allied health profession, incorporating job outlook, salary, qualifications, and their own assessment of how well the role aligns with their career aspirations.</p>	Knowledge	Skills
	<p>Students gain an understanding of job stability, growth potential, and demand in allied health fields.</p> <ul style="list-style-type: none"> ● Certification & Licensing Requirements Workshop: Students explore necessary certifications, licensure exams, and continuing education for each role. ● Pathway Planning Assignment: Students create a roadmap for their chosen career, including college prerequisites, licensure, and any additional training. 	<p>Students use tools such as the Bureau of Labor Statistics (BLS) to explore job growth projections and demands for roles like medical assistants, radiology technologists, physical therapy aides, and more.</p> <p>This unit provides students with the knowledge and tools to make educated decisions regarding their career in allied health, preparing them for the practical aspects of job acquisition and career progression.</p>

Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





BRANFORD HIGH SCHOOL NEW COURSE PROPOSAL FORM

Course Title: Honors Biology

Credit: 1.0

Credit Area(s): Science

Course Proposed by: Jocelyn Vennero-Wheaton and Suzanne Sullivan

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| <input checked="" type="checkbox"/> Administration | ● Students (in collaboration with faculty) |
| ● Board of Education | ● Other (specify): _____ |
| <input checked="" type="checkbox"/> Department | |

New courses must embed indicators of deep learning:

- **Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.
- **Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.
- **Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.
- **Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

Course Catalog Description:

This is a more rigorous biology course that covers topics in more depth and is specifically designed for students with strong backgrounds in both life science and math. This course is designed for college-bound students and serves as the foundation for Advanced Placement / Early College Experience Biology and AP Environmental Science. This course stresses the development of problem-solving skills and laboratory techniques. Mathematical formulas will be used throughout the year, and, therefore, it is necessary that students are able to independently calculate equations.

Prerequisite(s):

Recommendation

Students achieve a rating of “Above Standard” on their 8th grade NGSS State Test, Life Science Portion.
Students achieve level 3 or 4 on their 8th grade NGSS State Test
Minimum grade of a, “B” in 8th grade science and recommendation from their 8th grade science teacher

COURSE/DEPARTMENT INFORMATION

How does this course fit into the course offerings? Establish a flow chart of courses and indicate where this course will fit in. *(Is it a stand alone, is it part of a sequence or is it replacing another course?)*

This course expands on our current 9th grade biology offering. This course is designed as a pre AP Biology / AP Environmental Science to prepare students to be successful in our current AP/ECE Biology and Environmental Science courses. Honors Biology will meet and go beyond the State required Next Generation Science Standards (NGSS)

How many electives does your department currently offer and what are they?

We currently offer 13 electives			
AP / ECE Biology	Chemistry I - Honors	Chemistry II - AP	Physics I - Honors
Physics II - AP / ECE	Natural Disasters	Investigating Life Beyond Earth	Forensics
Environmental A - Ecology	Environmental B - Human Impact	AP Environmental Science	

Who is your target audience?

Our target audience are students who are ready and interested in an accelerated pace of instruction, as well as a deeper understanding of concepts in Biology.

What are the pros and cons of this submission? Have these been thoroughly discussed by the department?

Pros
Students will be better prepared for AP/ECE Biology and AP Environmental Science, should they take the course. The course will support a deeper and broader understanding of Biology.

Cons
Leveling of 9th grade students. We will plan to mitigate this concern by reviewing multiple data points.

Does this submission have the full support of the department? Describe any steps taken to gain or measure the level of support.

Yes, this course has the full support of the department. The course addition has been advocated for by the biology teachers. Additionally, the chemistry and physics teachers recognize the gap created by the lack of a Biology Honors course and the benefit to our students and program by adding it to our course options

RATIONALE

How does this course contribute to the department's goals and align with the department's standards?

This course incorporates the NGSS life science standards for biology as well as additional standards that will aid in students' background knowledge for AP / ECE Biology and AP Environmental Science. This course

supports the Science Department goals of developing a foundation across scientific disciplines, cultivating inquiry-based learning through Science Practices, strengthening proficiency in systems thinking, promoting science literacy and communication through argumentation and explanation, and encouraging data analysis and computational skills across science disciplines.

What is the need this course addresses?

This course will fill the gap in our current course offerings. This course will enable students who are interested and ready to gain the fundamental Biology enumerated in the NGSS as well as beyond those standards in preparation for AP / ECE Biology and AP Environmental Science.

In what ways will deep learning occur throughout the course? *(See the definition of deep learning at the top of the document.)*

1. **Feedback:** The course is structured to provide ongoing skills development by recognizing students' progress at each learning stage. Throughout the units, there will be continuous opportunities for mentoring, feedback, and support, especially as students engage in hands-on laboratory investigations and model-building exercises. These activities allow for formative assessment and guidance, helping students refine their understanding of complex biological concepts.
2. **Content:** The curriculum ensures that students advance from foundational understanding to practical application. Each unit, from "The Chemistry of Life" to "Bacteria and Viruses," includes hands-on experiences that require students to analyze data, construct explanations based on evidence, and engage with high-quality scientific resources. By studying processes like enzyme catalysis, membrane transport, and genetic variation through experiments and simulations, students can apply theoretical knowledge to real-world biological phenomena.
3. **Context:** The course fosters intrinsic motivation and engagement by setting high academic expectations within a supportive learning environment. Clear procedures and structured units create an organized framework that promotes student autonomy and encourages inquiry-based learning. Essential questions guide each unit, helping students connect abstract concepts to larger biological systems and their applications, which nurtures a deep commitment to the learning process.
4. **Community:** A collaborative culture is central to the Honors Biology course, involving students, teachers, and potentially even families. Students are encouraged to work together in labs and group activities, fostering a learning environment where peer support and teacher guidance play crucial roles. This collective approach enhances student engagement, encourages positive relationships, and cultivates a safe, optimistic setting for academic growth.

Each of these elements in the learning design promotes an environment that not only deepens students' biological knowledge but also enhances their skills and motivation, preparing them for further studies in Advanced Placement and college-level biology courses.

How does this course support the Global Learning Competencies? You may refer to the existing or newly revised GLCs (see page 4).

The Honors Biology course supports the Global Learning Competencies through its curriculum structure, instructional methods, and collaborative environment, fostering essential skills for global citizenship as outlined below:

1. **Communication & Active Listening:** Throughout the course, students will engage in activities that require clear communication, such as presenting findings from lab experiments, discussing essential questions, and participating in group projects. Active listening is developed as students listen to peers' ideas and constructively respond during collaborative tasks, like model-building and data analysis discussions, reinforcing effective interpersonal communication skills.
2. **Collaboration:** Many aspects of the course require students to work in teams, such as lab experiments, group investigations, and project-based assignments. By collaborating on complex topics like cellular functions and ecological interactions, students learn to share responsibilities, leverage each other's strengths, and contribute toward shared goals. This collaborative environment prepares students to function effectively in group settings and enhances their teamwork skills.\
3. **Adaptability and Interest in New Learning:** The course content and hands-on experiences, from studying enzyme functions to exploring genetics and evolution, expose students to complex, evolving scientific concepts. This requires adaptability as students encounter new information and methodologies. Additionally, the emphasis on real-world applications and current scientific discoveries fosters a curiosity for new learning and motivates students to remain open to innovative ideas.
4. **Empathy and Kindness:** The course promotes empathy by encouraging students to respect differing viewpoints and support each other's learning. Group activities and peer reviews nurture kindness, as students provide constructive feedback and support their classmates' academic growth. This emphasis on empathy builds a positive classroom atmosphere, which is essential for collaborative learning and mutual respect.
5. **Citizenship and Civic Responsibility:** The curriculum includes topics like human impact on the environment and bioethics, which provide opportunities for students to explore the connections between biology and civic responsibility. Through these discussions, students gain insights into how scientific knowledge can influence social and environmental issues, helping them develop a sense of responsibility toward their community and the broader world.
6. **Questioning, Reasoning, & Problem Solving:** Honors Biology encourages critical thinking through inquiry-based learning, where students are prompted to ask questions, design experiments, and solve complex problems. Units focusing on cellular energetics, genetics, and ecological systems require students to construct evidence-based arguments, reason through data, and apply problem-solving strategies to biological questions, which strengthens their analytical and reasoning skills.

Through these competencies, the Honors Biology course not only builds scientific knowledge but also develops essential skills for students to navigate and contribute to an interconnected global society.

BUDGET AND FACILITY CONSIDERATIONS

Staffing Requirements:

Will this create an additional staffing need within the department?

No, this addition will not require additional staffing within the department.

Budget Requirements:

Equipment, materials, textbooks? Please distinguish between a one time only and a yearly expense.

This course will require an initial purchase of textbooks for the course.

Based on our Chemistry Honors enrollment we are anticipating requests that will fill 3 - 4 sections.

Facility Requirements:

Additional FTE required	No
Minimum number of students required to run the class	15
Anticipated/estimated enrollment for year one	45-60 students

Is there classroom availability within the department for this class? If not, how will this class be accommodated within the school?

Yes there is classroom availability within the department.

Are there physical needs or limitations for this course? (water, power, room size, etc.)

As a life science lab course, this class should be taught in a science lab with access to lab stations, running water, sinks, refrigeration, etc.

STAGE ONE LEARNING PLAN

*Each unit needs to have a Stage One Plan

<https://pre-ap.collegeboard.org/media/pdf/pre-ap-biology-crosswalk-summary-next-generation-science-standards.pdf>

AP NGSS Standards Comparission

Unit Focus		
Unit 1: The Chemistry of Life		
<p>In this unit, students will explore the chemical foundations of life, focusing on the unique properties of water, the elements essential to living organisms, and the formation of biological macromolecules. Students will begin by investigating the structure of water, including hydrogen bonding, and how these properties affect Earth's surface and biological systems (HS-ESS2-5). Next, they will examine the role of carbon, hydrogen, and oxygen in building the molecules of life, particularly how sugars combine with other elements to form amino acids and large carbon-based molecules (HS-LS1-6).</p> <p>The unit will introduce the four major types of macromolecules—carbohydrates, lipids, proteins, and nucleic acids—explaining their structure, function, and significance. A key focus will be on proteins and enzymes, where students will explore enzyme catalysis and the factors affecting enzyme activity. Through hands-on investigations and data analysis, students will construct evidence-based explanations for biochemical processes and understand how these processes drive life at the molecular level.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules.</p> <p>HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface properties.</p> <p>Structure of water and hydrogen bonding</p> <p>Elements of life</p>	<p>Model basic properties of water, proteins, fats, and other molecules help make life possible. Use this knowledge to explain how chemical principles, like bonding and reactions, are essential to both living things and the environment.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>- Explain how the properties of water that result from its polarity and hydrogen bonding affect its biological function.</p> <p>-Describe the composition of macromolecules required by living organisms.</p>	<p>- How do the polarity and hydrogen bonding of water contribute to its unique properties and biological functions?</p> <p>- How do the properties of monomers and polymers determine the structure and</p>

<p>Intro to Macromolecules</p> <p>Enzymes</p> <p>Enzyme Catalysis</p>	<p>-Describe the properties of the monomers and the polymers.</p> <p>-Describe the properties of enzymes</p> <p>-Explain how enzymes affect the rate of biological reactions</p>	<p>function of biological macromolecules?</p> <p>- What characteristics define enzymes, and how do they enable biological processes?</p> <p>- How do enzymes facilitate and regulate biochemical reactions essential to life?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>SYI-1.A.1 The subcomponents of biological molecules and their sequence determine the properties of that molecule.</p> <p>SYI-1.A.2 Living systems depend on properties of water that result from its polarity and hydrogen bonding.</p> <p>SYI-1.A.3 The hydrogen bonding between water molecules results in cohesion and adhesion.</p> <p>ENE-1.A.1 Organisms must exchange matter with the environment to grow, reproduce and maintain organization.</p> <p>ENE-1.A.2 Atoms and molecules from the environment are necessary to build new molecules</p> <p>ENE-1.A.2 Carbon is used to build biological molecules such as lipids, carbohydrates, nucleic acids and protein.</p> <p>ENE-1.D.1 Structure and function of polymers are derived from the way their monomers are assembled</p>	<p>1.A Describe biology concepts and/or processes</p> <p>2.A Describe characteristics of a biological concept, process or model represented visually.</p> <p>6.E.b. Predict the cause of effects of a change in, or disruption to, one or more components in a biological system based on a visual representation of a biological concept, process or model.</p> <p>3.C.b Identify experimental procedures that are aligned to the question, including identifying appropriate controls.</p>

	<p>ENE-1.D.2 The structure of enzymes includes the active site that specifically interacts with substrate molecules</p> <p>ENE-1.E.1 The structure and function of enzymes contribute to the regulation of biological processes</p> <p>LS1.C Organization for Matter and Energy Flows in Organisms The sugar molecules formed contain carbon, hydrogen, and oxygen; their hydrocarbon backbones are used to make amino acids and other carbon based molecules that can be assembled into larger molecules (such as proteins or DNA) used, for example, to form new cells.</p>	
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Unit Focus	
Unit 2: Cell Structure, Function, and System Interactions	
<p>In this unit, students will explore the intricate organization and function of cells as the fundamental units of life. They will develop and use models to illustrate how cellular structures, from organelles to entire systems, interact to provide specific functions within multicellular organisms (HS-LS1-2). Students will first examine the structures and roles of subcellular components, gaining an understanding of how these organelles work together to ensure the proper functioning of the cell (2.1, 2.2).</p> <p>The unit will also focus on the plasma membrane, its structure, and its critical role in maintaining homeostasis by regulating the movement of substances in and out of the cell (2.4). Students will investigate membrane transport processes, including diffusion, osmosis, and active transport, as well as the specialized mechanisms that allow cells to transport large molecules and maintain internal stability (2.6, 2.9). Through hands-on investigations, model building, and data analysis, students will connect cellular functions to the broader systems that support life in multicellular organisms.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals
<p>HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific</p>	<p>Explain how the different components, and their functions, within a cell work together to establish and maintain internal environments that are different from external environments, and respond to various stimuli.</p>

function within multicellular organisms.	Meaning	
	Understandings	Essential Questions
<p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>2.1: Cellular Structures: Subcellular Components</p> <p>2.2: Cellular Structure and Function</p> <p>2.4: Plasma Membranes</p> <p>2.6: Membrane Transport</p> <p>2.9 Mechanisms of Transport</p>	<p>SYI-1.D Describe the structure and/or function of subcellular components and organelles</p> <p>SYI-1.E Explain how subcellular components and organelles contribute to the function of the cell.</p> <p>SYI-1.F Describe the structural features of a cell that allow organisms to capture, store and use energy.</p> <p>ENE-2.A Describe the role of each of the components of the cell membrane in maintaining the internal environment of the cell.</p> <p>ENE-2.B Describe the fluid mosaic model of the cell membrane.</p> <p>ENE-2.E: Describe the mechanisms that organisms use to maintain solute and water balance.</p> <p>ENE-2.F: Describe the mechanisms that organisms use to transport large molecules across the plasma membrane.</p> <p>ENE-2.J: Describe the processes that allow ions and other molecules to move across the membrane.</p>	<p>- How do the structure and function of subcellular components and organelles support the overall function of the cell?</p> <p>- In what ways do subcellular components and organelles contribute to the specialized functions and efficiency of the cell?</p> <p>-What mechanisms do cells use to maintain a stable internal environment that is different from the external environment?</p> <p>-What are the specific mechanisms involved in cellular transport and how are these processes regulated?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills

	<p>SYI-1.D.3 Endoplasmic reticulum (ER) occurs in two forms—smooth and rough. Rough ER is associated with membrane bound ribosomes</p> <p>SYI-1.D4 The Golgi complex is a membrane bound structure that consists of a series of flattened membrane sacs</p> <p>SYI-1.E.1 Organelles and subcellular structures and the interactions among them, support cellular function—</p> <ul style="list-style-type: none"> -Endoplasmic reticulum plays a role in protein processing and transport. -Mitochondria provide compartmentalization for cellular respiration. -Lysosomes are important in recycling the cell's organic materials. -Vacuoles play a role in storage of water in plant cells and storage of materials in animal cells. <p>SYI-1.F.1 The folding of inner membranes increases surface area.</p> <p>SYI-1.F.2 Within the chloroplast are thylakoids and the stroma.</p> <p>SYI-1.F.3 The thylakoids are organized into stacks called grana.</p> <p>SYI-1.F.6 The stroma is the fluid within the inner chloroplast membrane and outside of the thylakoid.</p> <p>ENE-2.A.1 Phospholipids have both hydrophilic and hydrophobic regions. The hydrophilic heads are</p>	<p>1.A: Describe biology concepts and/or processes</p> <p>1.B: Explain biological concepts and/or processes</p> <p>6.B: Support a claim with evidence from biological principles, concepts, processes and/or data.</p> <p>4.A: Construct a graph, plot, or chart</p> <p>6.E.b: Predict the cause or effects of a change in, or disruption to, one or more components in a biological system based on a visual representation of a visual concept, process or model.</p> <p>6.E.a: Predict the cause or effects of a change in, or disruption to, one or more components in a biological system based on a biological concept, process or model.</p>
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oriented towards the external side of the membrane and the hydrophobic tails face each other within the interior of the membrane.

ENE-2.B.1

Cell membranes consist of a structural framework of phospholipid molecules that is embedded with proteins, carbohydrates and cholesterol.

ENE-2.E.1:

Passive transport is the movement of molecules from high concentration to low concentration without the direct input of energy.

ENE-2.E.3:

Active transport requires the direct input of energy to move molecules from regions of low concentration to regions of high concentration.

ENE-2.F.1

The selective permeability of membranes allows for the formation of concentration gradients of solutes across the membrane.

ENE-2.F.2

The processes of endocytosis and exocytosis require energy to move large molecules into and out of cells—

-In exocytosis, internal vesicles fuse with the plasma membrane and secrete large macromolecules out of the cell.

-In endocytosis, the cell takes in macromolecules and particulate matter by forming new vesicles derived from the plasma membrane.

	<p>ENE-2.J.1: A variety of processes allow for the movement of ions and other molecules across membranes, including passive and active transport, endocytosis and exocytosis.</p> <p>LS1.A: Systems of specialized cells within organisms help them perform the essential functions of life.</p>	
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Unit Focus		
Unit 3: Cellular Energetics Energy Transfer and Matter Cycling in Living Systems		
<p>This unit focuses on the biochemical processes that drive the flow of energy and cycling of matter in living organisms and ecosystems. Students will use models to illustrate how cellular respiration breaks down food molecules and oxygen to form new compounds, releasing energy that powers cellular activities (HS-LS1-7, 3.6). The unit will explore both aerobic and anaerobic respiration, examining how matter and energy flow under different environmental conditions (HS-LS2-3).</p> <p>Students will also study photosynthesis, learning how it captures energy from sunlight to convert carbon dioxide and water into glucose and oxygen (3.5). They will develop models to explain the interdependence of photosynthesis and cellular respiration, focusing on how these processes cycle carbon through the biosphere, atmosphere, hydrosphere, and geosphere (HS-LS2-5). Throughout the unit, students will engage in hands-on experiments and data analysis to deepen their understanding of these essential life processes and their impact on the Earth's systems.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</p>	<p>Describe how cells get and use energy through processes like photosynthesis and respiration. Apply this understanding to bigger ideas about energy flow, like how plants and animals depend on each other and the environment for food and energy.</p>	
	Meaning	
	Understandings	Essential Questions
<p>HS-LS2-3: COConstruct and revise an explanation based on evidence for the cycling of matter and the</p>	<p>ENE-1.K: Describe the processes that allow organisms to use energy stored in biological macromolecules.</p>	<p>- What processes enable organisms to access and utilize energy stored in biological macromolecules?</p>

<p>flow of energy in aerobic and anaerobic conditions.</p> <p>HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere hydrosphere and geosphere.</p> <p>3.6 Cellular Respiration</p> <p>3.5 Photosynthesis</p>	<p>ENE-1.I: Describe the photosynthetic processes that allow organisms to capture and store energy.</p> <p>ENE-1.J: Explain how cells capture energy from light and transfer it to biological molecules for storage and use.</p> <p>ENE-1.L: Explain how cells obtain energy from biological macromolecules in order to power cellular functions.</p>	<p>- How do cells extract energy from biological macromolecules to power essential cellular functions?</p> <p>- How do cells capture energy from light and transfer it to biological molecules for energy storage and use?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>ENE-1.K.1: Fermentation and cellular respiration use energy from biological macromolecules to produce ATP. Respiration and fermentation are characteristic of all forms of life.</p> <p>ENE-1.K.2: Cellular respiration in eukaryotes involves a series of reactions that capture energy from biological macromolecules</p> <p>ENE-1.K.3: The electron transport chain transfers energy from electrons in a series of reactions.</p> <p>ENE-1.L.1: Glycolysis is a biochemical pathway that releases energy in glucose to form ATP from ADP, NADH from NAD⁺, and pyruvate</p> <p>ENE-1.L.3: In the Krebs cycle, carbon dioxide is released, ATP is synthesized from ADP and phosphate.</p>	<p>1.B: Explain biological concepts and/or processes.</p> <p>3.C.b: Identify experimental procedures that are aligned to the question, including identifying appropriate controls.</p> <p>4.A: Construct a graph, plot or chart.</p> <p>6.B: Support a claim with evidence from biological principles, concepts, processes and/or data.</p> <p>6.E.c: Predict the causes or effects of a change in, or disruption to, one or more components in a biological system based on data.</p>

ENE-1.L.6:

Fermentation allows glycolysis to proceed in the absence of oxygen and produces organic molecules, including alcohol and lactic acid.

ENE-1.L.7:

The conversion of ATP and ADP releases energy, which is used to power many reactions.

ENE-1.I.1:

Organisms capture and store energy for use in biological processes—

a. Photosynthesis captures energy from the sun and produces sugars.

ENE-1.J.1:

During photosynthesis, chlorophyll absorbs energy from light.

ENE-1.J.5:

The energy captured in the light reactions and transferred to ATP and NADPH powers the production of carbohydrates from carbon dioxide in the Calvin Cycle, which occurs in the stroma of the chloroplast.

LS1.C Organization for Matter and Energy Flow in Organisms

-The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.

-As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.

-As a result of these chemical reactions, energy is transferred from one system of interacting

	<p>molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules are broken and new compounds are formed that can transport energy to muscles.</p> <p>PS3.D: Energy in Chemical Pathways -The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.</p>	
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Unit Focus		
Unit 4: Cell Growth and Division Cellular Division, Genetic Variation, and the Regulation of Growth		
<p>This unit delves into the processes of cellular division and genetic variation that are essential for growth, development, and the maintenance of complex organisms. Students will explore the cell cycle, focusing on mitosis and how cellular division and differentiation contribute to the formation and maintenance of multicellular organisms (HS-LS1-4, 4.6). They will also study the regulation of the cell cycle, investigating how feedback mechanisms ensure proper cell division and prevent uncontrolled growth (4.7, 4.5).</p> <p>The unit further examines the molecular basis of genetic variation, with students using evidence to defend claims about how genetic diversity arises. They will explore the role of meiosis in generating new genetic combinations, how errors during DNA replication can lead to mutations, and how environmental factors can induce genetic changes (HS-LS3-2, 6.2). Through model-building, analysis of experimental data, and critical thinking, students will gain a deep understanding of the genetic and cellular mechanisms that underlie development and variation in living organisms.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p> <p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during</p>	<p>Model the processes cells undergo during growth and division. Use this knowledge to model situations like healing after injury or factors that affect uncontrolled cell growth, like cancer.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>IST-1.B: Describe the events that occur in the cell cycle.</p> <p>IST-1.C:</p>	<p>-What is the purpose of the cell cycle, and how does it ensure accurate transmission of chromosomes from one generation to the next?</p>

<p>replication, (3) mutations caused by environmental factors.</p> <p>4.6 Cell Cycle</p> <p>4.7 Regulation of the Cell Cycle</p> <p>4.5 Feedback</p> <p>6.2 DNA Replication</p>	<p>Explain how mitosis results in the transmission of chromosomes from one generation to the next.</p> <p>IST-1.D: Describe the role of checkpoints in regulating the cell cycle</p> <p>IST-1.E: Describe the effects of disruptions to the cell cycle on the cell or organism</p> <p>ENE-3.A: Describe positive and/ or negative feedback mechanisms.</p> <p>IST-1.M: Describe the mechanisms by which genetic information is copied for transmission between generations.</p>	<p>- What is the role of checkpoints in regulating the cell cycle, and how do they ensure proper cell division?</p> <p>- How can disruptions to the cell cycle affect the function and health of a cell or organism?</p> <p>- How do positive and negative feedback mechanisms regulate biological processes in living organisms?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>IST-1.B.1: In eukaryotes, cells divide and transmit genetic information via two highly regulated processes</p> <p>IST-1.B.2: The cell cycle is a highly regulated series of events for the growth and reproduction of cells—</p> <p>a. The cell cycle consists of sequential stages of interphase (G1, S, G2), mitosis, and cytokinesis</p> <p>IST-1.C.1: Mitosis is a process that ensures the transfer of a complete genome from a parent cell to two genetically identical daughter cells—</p>	<p>4.B.b: Describe data from a table or graph, including describing trends and/or patterns in the data.</p> <p>6.E.a: Predict the cause or effects of a change in, or disruption to, one or more components in a biological system based on a biological concept, process or model.</p> <p>6.E.b: Predict the cause or effects of a change in, or disruption to, one or more components in a biological system based on a visual representation of a visual concept, process or model.</p> <p>2.B.b: Explain relationships between different characteristics of biological concepts, processes, or models</p>

	<p>a. Mitosis plays a role in growth, tissue repair, and asexual reproduction.</p> <p>b. Mitosis alternates with interphase in the cell cycle.</p> <p>c. Mitosis occurs in a sequential series of steps (prophase, metaphase, anaphase, telophase).</p> <p>IST-1.D.1: A number of internal controls or checkpoints regulate progression through the cycle</p> <p>IST-1.E.1: Disruptions to the cell cycle may result in cancer.</p> <p>ENE-3.A.1: Organisms use feedback mechanisms to maintain their internal environments and respond to internal and external environmental changes.</p> <p>IST-1.M.1: DNA replication ensures continuity of hereditary information—</p> <ul style="list-style-type: none"> - Replication is a semiconservative process—that is, one strand of DNA serves as the template for a new strand of complementary DNA. -Helicase unwinds the DNA strands -DNA polymerase synthesizes new strands of DNA <p>LS1.B: Growth and development of organisms. In multicellular organisms individual cells grow then divide via a process called mitosis, thereby allowing the organism to</p>	<p>represented visually in applied contexts.</p>
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	<p>grow. The organism begins as a single cell that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.</p> <p>LS1.A: Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and function as external conditions change within some range.</p>	
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Unit Focus	
Unit 5: Heredity (DNA) Genetics, Inheritance, and Molecular Biology	
<p>Unit Description: This unit explores the molecular and genetic mechanisms that drive inheritance, variation, and the expression of traits in living organisms. Students will investigate how meiosis generates new genetic combinations, how errors in DNA replication and mutations from environmental factors contribute to genetic variation, and how these changes can be inherited (HS-LS3-2, 5.1, 5.2). They will also ask questions to clarify how DNA and chromosomes store and transmit genetic information, encoding traits passed from parents to offspring (HS-LS3-1, 5.6).</p> <p>The unit will cover Mendelian and non-Mendelian genetics, providing students with a framework to understand the statistical and probabilistic patterns of trait distribution in populations (HS-LS3-3, 5.3, 5.4). Students will apply probability and statistical concepts to predict trait variation and explain deviations from expected inheritance patterns. Finally, the unit will delve into the molecular structure of DNA, showing how it codes for proteins that carry out essential functions in the body (HS-LS1-1). Through hands-on investigations, data analysis, and evidence-based explanations, students will gain a comprehensive understanding of the principles of genetics and molecular biology.</p>	
Learning Goals	
Established Goals	Transfer
Standards	Long Term Transfer Goals

<p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, (3) mutations caused by environmental factors.</p> <p>HS-L3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristics traits passed from parent to offspring.</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p> <p>5.1 Meiosis</p> <p>5.2 Meiosis and Genetic Diversity</p> <p>5.3 Mendelian Genetics</p> <p>5.4 NonMendelian Genetics</p> <p>5.6 Chromosomal Inheritance</p>	<p>Model how traits are passed down from parents to offspring and how genetic variation occurs. Use this understanding to make predictions and analyze genetic scenarios.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>IST-1.F: Explain how meiosis results in the transmission of chromosomes from one generation to the next.</p> <p>IST-1.G: Describe similarities and/ or differences between the phases and outcomes of mitosis and meiosis.</p> <p>IST-1.H: Explain how the process of meiosis generates genetic diversity.</p> <p>EVO-2.A: Explain how shared, conserved, fundamental processes and features support the concept of common ancestry for all organisms.</p> <p>IST-1.I: Explain the inheritance of genes and traits as described by Mendel’s laws.</p> <p>IST-1.J: Explain deviations from Mendel’s model of the inheritance of traits</p> <p>SYC-3.C: Explain how chromosomal inheritance generates genetic variation in sexual reproduction</p>	<p>-How does the process of meiosis contribute to genetic diversity?</p> <p>-In what ways do genetic mutations and environmental factors influence genetic variation?</p> <p>-How do the laws of inheritance predict the distribution of traits in offspring?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills

	<p>IST-1.F.1: Meiosis is a process that ensures the formation of haploid gamete cells in sexually reproducing diploid organisms—</p> <ul style="list-style-type: none"> a. Meiosis results in daughter cells with half the number of chromosomes of the parent cell. b. Meiosis involves two rounds of a sequential series of steps (meiosis I and meiosis II). <p>IST-1.G.1: Mitosis and meiosis are similar in the way chromosomes segregate but differ in the number of cells produced and the genetic content of the daughter cells.</p> <p>IST-1.H.1: Separation of the homologous chromosomes in meiosis I ensures that each gamete receives a haploid ($1n$) set of chromosomes that comprises both maternal and paternal chromosomes.</p> <p>IST-1.H.2: During meiosis I, homologous chromatids exchange genetic material via a process called “crossing over” (recombination), which increases genetic diversity among the resultant gametes.</p> <p>EVO-2.A.1: DNA and RNA are carriers of genetic information.</p> <p>IST-1.I.2: Fertilization involves the fusion of two haploid gametes, restoring the</p>	<p>1.B: Explain biological concepts and/or processes</p> <p>6.E.c: Predict the causes or effects of a change in, or disruption to, one or more components in a biological system based on data.</p> <p>5.A.b. Perform mathematical calculations, including means.</p> <p>6.E.b. Predict the cause of effects of a change in, or disruption to, one or more components in a biological system based on a visual representation of a biological concept, process or model.</p>
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diploid number of chromosomes and increasing genetic variation by creating new combinations of alleles

-Rules of probability can be applied to analyze single gene traits from parent to offspring.

-Patterns of inheritance: (monohybrid, dihybrid, sex-linked) can be predicted from data, including pedigrees that give genotype/phenotype information.

IST-1.J.2:

Some traits are determined by genes on sex chromosomes and are known as sex-linked traits. The pattern of inheritance of sex-linked traits can often be predicted from data, including pedigree, indicating the parent genotype/phenotype and the offspring genotypes/phenotypes.

SYI-3.C.2:

The chromosomal basis of inheritance provides an understanding of the pattern of transmission of genes from parent to offspring

SYI-3.C.3:

Certain human genetic disorders can be attributed to the inheritance of a single affected or mutated allele or specific chromosomal changes, such as nondisjunction.

LS3.B: Variation of Traits

In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations

	and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation.	
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Unit Focus		
Unit 6: Gene Expression (RNA and Protein Synthesis)		
Students will study the flow of genetic information from DNA to RNA to proteins and how gene expression leads to cellular specialization and organismal diversity. This unit also explores gene regulation, mutations, and the techniques of genetic engineering, providing insights into biotechnology and its applications.		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, (3) mutations caused by environmental factors.</p> <p>HS-L3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristics traits passed from parent to offspring.</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>6.3 Transcription and RNA Processing</p> <p>6.4 Translation</p> <p>6.6 Gene Expression and Cell Specialization</p>	<p>Model the mechanism that demonstrates how genes carry instructions that determine physical traits. Make predictions and explain the role of mutations and how they impact the process of gene expression.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>IST-1.N Describe the mechanisms by which genetic information flows from DNA to RNA to protein.</p> <p>IST-1.O Explain how the phenotype of an organism is determined by its genotype.</p> <p>IST-2.D Describe the connection between the regulation of gene expression and phenotypic differences in cells and organisms.</p> <p>IST-2.E Describe the various types of mutation.</p> <p>IST-4.A</p>	<p>-How is genetic information from DNA translated into proteins that perform essential functions?</p> <p>-How do changes in genotype affect phenotype?</p> <p>-How does gene expression vary between cells and contribute to cell specialization?</p> <p>-What are the roles of genetic engineering and biotechnology in understanding and manipulating genetic information?</p>

<p>6.7 Mutations</p> <p>6.8 Biotechnology</p>	<p>Describe how changes in genotype may result in changes in phenotype.</p> <p>IST-1.P Describe the use of genetic engineering techniques in analyzing or manipulating DNA.</p>	
<p>Other Goals</p>	<p>Acquisition of Knowledge & Skill</p>	
	<p>Knowledge</p>	<p>Skills</p>
	<p>IST-1.N.1 The sequence of the RNA bases, together with the structure of the RNA molecule, determines RNA function—</p> <ul style="list-style-type: none"> a. mRNA molecules carry information from DNA to the ribosome. b. Distinct tRNA molecules bind specific amino acids and have anti-codon sequences that base pair with the mRNA. <p>IST-1.N.2 Genetic information flows from a sequence of nucleotides in DNA to a sequence of bases in an mRNA molecule to a sequence of amino acids in a protein.</p> <p>IST-1.O.1 Translation of the mRNA to generate a polypeptide occurs on ribosomes that are present in the cytoplasm.</p> <p>IST-1.O.4 Translation includes—</p> <ul style="list-style-type: none"> a. Translation is initiated when the rRNA in the ribosome interacts with the mRNA. b. The sequence of nucleotides on the mRNA is read in triplets called codons. c. Each codon encodes a specific amino acid, 	<p>2.B.b Explain relationships between different characteristics of biological concepts, processes, or models represented visually, in applied concepts.</p> <p>6.E.a Predict the causes or effects of a change in, or disruption to, one or more components in a biological system based on biological concepts or processes.</p> <p>6.A Make a claim.</p> <p>6.B Support a claim with evidence from biological principles, concepts, processes and/or data.</p> <p>2.C Explain how biological concepts or processes represented visually relate to larger biological principles, concepts, processes or theories.</p> <p>3.D Make observations, or collect data from representations of laboratory set ups or results.</p>

which can be deduced by using a genetic code chart.

- d. tRNA brings the correct amino acid to the correct place specified by the codon on the mRNA.
- e. The process continues along the mRNA until a stop codon is reached.

IST-2.D-1

Gene regulation results in differential gene expression and influences cell specialization.

IST-2.E-1

Changes in genotype can result in changes in phenotype—

- a. Disruptions in genes and gene products cause new phenotypes.

IST-2.E-2

Alterations in a DNA sequence can lead to changes in the type or amount of the protein produced and the phenotype.

IST-4.A-1

Errors in DNA replication or DNA repair mechanisms, and external factors, including radiation and reactive chemicals, can cause random mutations in the DNA—

- b. Mutations are the primary source of genetic variation.

IST-1.P-1

Genetic engineering techniques can be used to analyze and manipulate DNA and RNA—

- a. Electrophoresis separates molecules according to size and charge.
- b. Bacterial transformation introduces DNA into bacterial cells.
- c. DNA sequencing determines the order of nucleotides in a DNA molecule.

S.1.A: Structure and Function

All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins.

LS3.A: Inheritances of Traits

Each chromosome consists of a single very long DNA molecule, and each gene on a chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in the DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no known functions.

Unit Focus

Unit 7: Natural Selection

This unit focuses on the principles of evolution through natural selection, examining the genetic and environmental factors that contribute to adaptation and species diversity. Students will learn how advantageous traits increase an organism's survival and reproductive success, leading to evolutionary changes in populations over time.

Learning Goals

Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species is due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p>HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p>HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>7.1 Introduction to Natural Selection</p> <p>7.2 Natural Selection</p> <p>7.3 Artificial Selection</p>	Meaning	
	Understandings	Essential Questions
	<p>EVO-1.C Describe the causes of natural selection.</p> <p>EVO-1.D Explain how natural selection affects populations.</p> <p>EVO-1.E Describe the importance of phenotypic variation in a population.</p> <p>EVO-1.G Explain the relationship between changes in the environment and evolutionary changes in the population.</p> <p>EVO-1.H Explain how random occurrences affect the genetic makeup of a population.</p> <p>EVO-1.J Describe the change in the genetic makeup of a population over time.</p> <p>EVO-1.M Describe the types of data that provide evidence for evolution.</p>	<p>-What factors drive natural selection, and how do they influence species evolution over time?</p> <p>-How does phenotypic variation within a population impact its survival and potential changes over time?</p> <p>-How do environmental changes affect populations?</p>

7.4 Population Genetics 7.6 Evidence of Evolution		
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>EVO-1.C.1 Natural selection is a major mechanism of evolution.</p> <p>EVO-1.C.2 According to Darwin’s theory of natural selection, competition for limited resources results in differential survival. Individuals with more favorable phenotypes are more likely to survive and produce more offspring, thus passing traits to subsequent generations.</p> <p>EVO-1.D.1 Evolutionary fitness is measured by reproductive success.</p> <p>EVO-1.E.1 Natural selection acts on phenotypic variations in populations.</p> <p>EVO-1.E.2 Environments change and apply selective pressures to populations</p> <p>EVO-1.G.1 Convergent evolution occurs when similar selective pressures result in similar phenotypic adaptations in different populations or species</p> <p>EVO-1.H.1 Evolution is also driven by random occurrences— a. Mutation is a random process that contributes to evolution.</p>	<p>2.A Describe characteristics of a biological concept, process or model represented visually.</p> <p>1.B: Explain biological concepts and/or processes</p> <p>4.3.c. Describe data from a table or graph, including describing relationships between variables.</p> <p>3.B State the hypothesis or predict the results of an experiment.</p> <p>4.B.a. Describe data from a table or graph, including identifying specific data points.</p>

	<p>EVO-1.J.1 Mutation results in genetic variation, which provides phenotypes on which natural selection acts.</p> <p>EVO-1.M.1 Evolution is supported by scientific evidence from many disciplines (geographical, geological, physical, biochemical, and mathematical data).</p> <p>LS3.B: Variation of Traits Environmental factors can also cause mutations in genes, and viable mutations are inherited.</p> <p>LS3.B: Variation of Traits Environmental factors also affect expression of traits and hence affect the probability of occurrences of traits in a population. Thus, the variation and distribution of traits observed depend on both genetic and environmental factors.</p>	
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Unit Focus		
<p align="center">Unit 8: Ecology</p> <p>Students will explore the interactions within ecosystems, focusing on the factors that influence population dynamics, community interactions, and ecosystem stability. This unit emphasizes the role of resource availability, population density, and environmental changes in shaping biodiversity and ecological balance.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>HS-LS-2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p>	<p>Explain different interactions between species and their environments in various ecosystems. Use this understanding to explain how disruption impacts ecosystems over time.</p>	
	Meaning	
	Understandings	Essential Questions

<p>HS-LS-2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting both biodiversity and populations in ecosystems of different scales.</p> <p>HS-LS-2-6 Evaluate the claims, evidence and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p> <p>HS-LS-4-5 Evaluate the evidence supporting claims that change in environmental conditions may: (1) increase in the number of individuals of some species, (2) the emergence of new species overtime, and (3) the extinction of other species.</p> <p>8.3 Population Ecology</p> <p>8.4 Effect of Density of Populations</p> <p>8.5 Community Ecology</p>	<p>SYI-1.G Describe factors that influence growth dynamics of populations.</p> <p>SYI-1.H Explain how the density of a population affects and is determined by resource availability in the environment.</p> <p>ENE-4.B Explain how interactions within and among populations influence community structure.</p> <p>ENE-4.C Explain how community structure is related to energy availability in the environment.</p>	<p>-What factors affect the growth of populations within an ecosystem?</p> <p>-How do interactions between species shape community structure and ecosystem dynamics?</p> <p>-How do environmental changes impact biodiversity and ecosystem stability?</p>
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	<p>SYI-1.G.1 Populations comprise individual organisms that interact with one another and with the environment in complex ways.</p> <p>SYI-1.G.2 Many adaptations in organisms are related to obtaining and using</p>	<p>4.A Construct a graph, plot or chart.</p> <p>6.E.c Predict the cause or effects of a change in, or disruption to, one or more components in a biological system based on data.</p>

energy and matter in a particular environment–

- a. Population growth dynamics depends on a number of factors
- b. Reproduction without constraints results in the exponential growth of a population.

SYI.H.1

A population can produce a density of individuals that exceeds the system's resource availability.

SYI.H.2

As limits to growth due to density-dependent and density-independent factors are imposed, a logistic growth model generally ensures.

ENE-4.B.1

Communities change over time depending on interactions between populations.

ENE-4.B.2

Interactions among populations determine how they access energy and matter within a community.

ENE-4.C.1

Cooperation or coordination between organisms, populations, and species can result in enhanced movement of, or access to matter and energy.

LS2.A:

Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and non-living resources and from such challenges as predation, competition, and disease. Organisms would have the capacity to produce populations of

	<p>great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.</p> <p>LS4.C: Adaptation Changes in the physical environment, whether naturally occurring or human induced, have contributed to the explanation of some species, the emergence of new and distinct species as populations diverge under different conditions, and the decline– and sometimes the extinction– of some species.</p>	
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Unit Focus		
Unit 9: Bacteria and Viruses		
<p>This unit examines the structure, function, and diversity of prokaryotic organisms (bacteria) and viruses, highlighting their roles in ecosystems and their interactions with host organisms. Students will explore bacterial and viral mechanisms of genetic exchange and their evolutionary significance, gaining a foundational understanding of microbiology and virology.</p>		
Learning Goals		
Established Goals	Transfer	
Standards	Long Term Transfer Goals	
<p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p> <p>HS-LS4-1</p>	<p>Describe the diversity among bacteria and viruses and their roles in health and ecosystems. Use this understanding to predict expected and unexpected outcomes.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>EVO-1.A Describe similarities and/or differences in compartmentalization between prokaryotic and eukaryotic cells.</p>	<p>-What are the structural and functional differences between prokaryotic and eukaryotic cells?</p> <p>-How do bacteria and viruses interact with their environments and host organisms?</p> <p>-In what ways do bacterial and viral mechanisms contribute to</p>

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Prokaryotes Viruses		genetic change and evolution over time?
Other Goals	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	EVO-1.A.2 Prokaryotes generally lack internal membrane bound organelles but have internal regions with specialized structures and functions. EVO-1.A.3 Eukaryotic cells maintain internal membranes that partition the cell into specialized regions.	6.B Support a claim with evidence from biological principles, concepts, processes and/or data.

Branford Public Schools Global Learning Competencies

GLCs were updated as part of the 2023 Strategic Coherence Plan. The revised GLCs are listed here for reference, though more work is needed before putting them into practice.





HIGH SCHOOL GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within Branford Public Schools, a student must have satisfactorily completed the prescribed courses of study, demonstrated proficiency in basic skills identified by the Branford Board of Education (the “Board”) and satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in 2027 and thereafter, satisfied the Free Application for Federal Student Aid (“FAFSA”) requirements detailed below.

Required Coursework and Credits for Graduation

The Board conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2025 and 2026

For classes graduating in 2025 and 2026, the following twenty-five (25) credits are required:

Humanities	9 credits
• English	4 credits
• Social Studies (including one half credit in Civics and American Government)	3 credits
• Fine Arts	1 credit
• World Language	1 credit
Science, Technology, Engineering, and Mathematics (STEM)	9 credits
• Mathematics	3 credits
• Science	3 credits
• Electives Identified as STEM	3 credits
Physical Education and Wellness	1 credit
Health and Safety	1 credit
World Languages	1 credit
Mastery Based Diploma Assessment (Optional)	1 credit
Electives	3 credits

TOTAL

25 credits

Classes Graduating in 2027 and Thereafter

For classes graduating in 2027 and thereafter, the following twenty-five (25) credits are required:

Humanities	9 credits to include civics and the arts
• English	4 credits
• Social Studies (including one half credit in Civics and American Government)	3 credits
• Fine Arts	1 credit
• World Language	1 credit
Science, Technology, Engineering, and Math (STEM)	9 credits
• Mathematics	3 credits
• Science	3 credits
• Electives Identified as STEM	3 credits
Physical Education and Wellness	1 credit
Health and Safety Education	1 credit
Personal Financial Management and Financial Literacy	0.5 credits which may be counted toward humanities, STEM, or as an elective
Mastery-Based Diploma Assessment	1 credit
Other electives	4 credits
TOTAL	25 credits

A student who presents written documentation from a physician, advanced practice registered nurse, or physician assistant, stating that participation in physical education is not advisable because of the physical condition of the student, shall be ~~excused~~ **exempted** from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of a forty (40) minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is completed satisfactorily in accordance with Board policy, or

(3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the statewide subject matter content standards, adopted by the Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit:

High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- Crosscurricular graduation requirements,
- Career and technical education,
- Virtual learning,
- Work-based learning,
- Service learning,
- Dual enrollment and early college
- Courses taken in middle school, and
- Internships and student-designed independent studies;

Provided that such demonstration of mastery is in accordance with such statewide subject matter content standards.

High school graduation credit will be granted to students for courses successfully completed with a B or better in grades seven and eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.

High school graduation credit will be granted to students for World Language courses successfully completed with a B or better, or its equivalent, as determined by the Superintendent or designee, through one course or upon achievement of a passing grade, as determined by the Superintendent or designee, in a course offered privately through a nonprofit provider. High school graduation credit may also be granted to students who meet the World Language proficiency examination requirements for the Seal of Biliteracy.

High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in an instructional setting authorized by the Board learning the subject matter.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.

High school graduation credit will be granted to students upon the successful completion of on-line coursework in accordance with the Board's on-line coursework policy.

A student may be granted ~~on-line~~ credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. .

High school graduation credit will be granted to students upon the successful completion of a credit recovery program approved by the Commissioner of Education.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills of literacy, mathematics, and science.

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on the following:

Literacy

- Achieve a grade of C or better in two full credit (1.0) English courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Mathematics

- Achieve a grade of C or better in two full credit (1.0) Mathematics courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Science

- Achieve a grade of C or better in two full credit (1.0) Science courses, OR
- Meet Standard or Above on the Next Generation Science Standards Assessment taken in junior year, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Legal References:

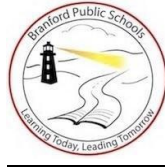
Conn. Gen. Stat. §10-14n
Conn. Gen. Stat. §10-16b
Conn. Gen. Stat. § 10221a
Conn. Gen. Stat. § 10221z
Conn. Gen. Stat. § 10223a

Public Act No.2445, "An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth"

ADOPTED: 10-19-2022

REVISED:

8/28/2024



**Series 5010
Students**

ADMISSION TO THE PUBLIC SCHOOLS AT OR BEFORE AGE FIVE

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

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

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

Legal Reference:

Connecticut General Statutes

10-15c	Discrimination by public schools prohibited. School attendance for five-year-olds
10-220	Duties of boards of education
10-221	Board of education to prescribe rules, policies, and procedures
10-184	Duties of parents. School attendance age requirements

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

ADOPTED: 2.21.2024

REVISED:

8/28/24

ADMINISTRATIVE REGULATIONS REGARDING EARLY ADMISSION TO KINDERGARTEN

In accordance with state law, the Branford Public Schools (the “District”) are open to all children five years of age and over who reach age five on or before September 1 of any school year. A child who has not reached the age of five on or before September 1 of the school year may be admitted to kindergarten only (1) upon a written request by the parent or guardian of the child to the principal of the school in which the child would be enrolled based on District residency and attendance area requirements, and (2) following an assessment of the child, conducted by the principal of the school and an appropriate certified staff member of the school, to ensure that admitting the child is developmentally appropriate (“Early Admission Process”). The Early Admission Process shall be available only for a child who will reach the age of five on or after September 2 and before January 1 of the school year.

I. **Assessment**

- A. The District will assess a child who does not meet the statutory age requirement if admission of such child is requested in writing by a child’s parent or guardian. Such request must be submitted via the Google Form linked on the school and district website. The form must identify the school in which the child would be enrolled based on District residency and attendance area requirements (the “Building Principal”) and must be received by the Building Principal no later than March 1, 2024.
- B. The Building Principal and an appropriate certified staff member of the school (together, the “Assessment Team”) will conduct an assessment of the child to gather information pertaining to the question of whether admitting the child is developmentally appropriate.
- C. The Assessment Team will take a holistic approach to assess a child’s developmental level in a variety of developmental domains (e.g. cognitive, social-emotional, physical development and health, etc.). The Assessment Team may use the following assessment to determine whether early admission to kindergarten is developmentally appropriate: Brigance Early Childhood Screen III (3–5 years).
- D. The Assessment Team will obtain information from the parent or guardian as part of the assessment.
- E. The Assessment Team will gather and consider relevant information from the child’s preschool teacher/early care provider, if available, as part of the assessment.
- F. The Assessment Team will conduct the assessment in a manner that is designed to be culturally and linguistically appropriate.

G. The Assessment Team will assess children whose parents request early admission at specifically defined times. If the request for early admission is received before March 1, the Early Admission Process will occur approximately 30 days within receiving such request. All requests for early admission must be submitted by March 1.

H. The Early Admission Process will be administered universally across all schools in the District that operate kindergarten classrooms.

II. Children with Disabilities

A. All parents and guardians, including those of children with disabilities, may request early entry to kindergarten pursuant to the Early Admission Process in Section I.

B. For a child with an Individualized Education Programs (IEPs), the Early Admission Process will be individualized and in alignment with the documented IEP accommodations/modifications in Section 5 (Supplementary Aids and Services) and Section 11 (District and State Testing).

C. For a child with a Section 504 plan, the Early Admission Process will be individualized and in alignment with the accommodations documented in the child's 504 plan.

III. Notification

The District will strive to notify parents and guardians who have requested their child be granted early admission to kindergarten as soon as possible.

Legal Reference:

Conn. Gen. Stat. § 10-15c Discrimination by public schools prohibited. School attendance for five-year-olds

Conn. Gen. Stat. § 10-220 Duties of boards of education

Conn. Gen. Stat. § 10-221 Board of education to prescribe rules, policies, and procedures

Conn. Gen. Stat. § 10-184 Duties of parents. School attendance age requirements

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

Connecticut State Department of Education *New Entry Age for Kindergarten:*
Considerations for Connecticut Schools October 23, 2023.

8/28/2024

FIRST READING



Students

5350 P

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the "Board"), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Public Act No. 23-160, "An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes."

Connecticut General Statutes ~~§-70d~~

Connecticut General Statutes ~~§-200~~

Connecticut General Statutes ~~§-104~~

Connecticut General Statutes ~~§-106~~

Connecticut General Statutes ~~§-108a~~

Connecticut General Statutes ~~§-198b~~

Connecticut General Statutes ~~§-198c~~

Connecticut General Statutes ~~§-198d~~

Connecticut General Statutes ~~§-198e~~

Connecticut General Statutes ~~§-108f~~

Connecticut State Department of Education *Guidelines for Reporting Student Attendance in the Public School Information System* (January 2008)

Connecticut State Board of Education Memorandum *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum *Youth Service Bureau Referral for Truancy and Delinquency of School Rules* (February 22, 2018)

Connecticut State Department of Education *Youth Service Bureau Referral Guide* (February 2018)

Connecticut State Department of Education Memorandum *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

ADOPTED: UPDATED:
REVISED:

8/27/2024

**ADMINISTRATIVE REGULATIONS REGARDING
ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

I. Attendance and Truancy

A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” as defined in these regulations.
2. “Disciplinary absence” - any absence as a result of school or District disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent except for each day that the student receives alternative education programming for at least half of the instructional school day. A disciplinary absence is not considered excused or unexcused for attendance and truancy purposes.
3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and/or motor abilities.
4. “Excused absence” - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student’s return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student’s tenth (10th) absence is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student’s tenth (10th) absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

- i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre approved by the District administrators and in accordance with Connecticut State Department of Education ("State Department of Education") guidance and this regulation; or
 - vi. lack of transportation that is normally provided by a school district other than the one the student attends.
- c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.
5. "In attendance"- any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (e.g., field trip), for at least half of the regular school day; and/or participating in statutorily authorized remote learning as determined through a combination of synchronous virtual classes, synchronous virtual meetings, activities on time logged electronic systems, and/or the

completion and submission of assignments for at least half of the instructional school day.

6. "Mental health wellness day" a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.
7. "Remote learning" instruction by means of one or more Internet based software platforms as part of a remote learning model as may be authorized by the Branford Board of Education (the "Board") in accordance with applicable law.
8. "Student" - a student enrolled in the Branford Public Schools (the "District").
9. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
10. "Unexcused absence" any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or designee, whose decision shall be final.

B. Mental Health Wellness Days

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. A mental health wellness day will count as

an “absence” for determining chronic absenteeism, as defined in Section II of this policy.

C. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student’s return to school. Consecutive days of absence are considered one incidence of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student’s tenth (10th) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
 - a. student illness:
 - i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
 - ii. a signed note from school nurse who has spoken with the student’s medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays: none.
 - c. mandated court appearances:
 - i. a police summons;
 - ii. a subpoena;
 - iii. a notice to appear;
 - iv. a signed note from a court official; or

- v. any other official, written documentation of the legal requirement to appear in court.
 - d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity approved by the District administrators and in accordance with State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a school district other than the one the student attend none.
4. Neither email nor text message shall satisfy the requirement of written documentation. Under certain circumstances, a building administrator may accept the delivery of written documentation through a scanned copy sent by email or submission of a report through an online system established for parents/guardians to comply with attendance reporting requirements.
 5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
 6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at the building principal's own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

D. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
 - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
 - b. be an opportunity not ordinarily available to the student;

- c. be grade and developmentally appropriate; and
 - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller ~~group~~ of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All requests for approval of extraordinary educational opportunities must:
 - a. be submitted to the Assistant Superintendent or designee in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building principal;
 - b. contain the signatures of both the parent/guardian and the student;
 - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
 - d. include additional documentation, where available, about the opportunity.
4. The Assistant Superintendent or designee shall provide a response in writing and include the following:
 - a. either approval or denial of the request;
 - b. brief reason for any denial;
 - c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity; and
 - e. the understanding that the Assistant Superintendent or designee may withdraw approval if the opportunity is

anceled or the student fails to meet the approved requirements of the approval.

5. All decisions of the Assistant Superintendent or designee to extraordinary educational opportunities shall be final.
6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

E. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the District office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student who is both (1) under seventeen (17) years of age and (2) a parent may request permission from the Board to attend adult education classes. The Board may, by a majority vote of the members of the Board present and voting at a regular or special meeting of the Board called for such purpose, assign such student to adult education classes.
3. A student who is seventeen (17) years of age shall not be considered truant if the parent or person having control over such child withdraws such child from school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat. § 10-69. Such parent or person shall personally appear at the District office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that the District has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

4. A student who is eighteen (18) years of age or older may withdraw from school. Such student shall personally appear in person at the District office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor, school counselor, or school administrator of the school that the District has provided such student with information on the educational options available in the school system and community.
5. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be “truant.”

F. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section E.3 or E.4 above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student’s withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section E.3 or E.4 above) seeks readmission within ten (10) school days of the student’s withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

G. Determinations of Whether a Student is “In Attendance”:

1. A student serving an out-of-school suspension or expulsion shall be reported as absent unless the student receives an alternative educational program for at least half of the instructional school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive

instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

H. Procedures for students in grades K-8

1. Notification

- a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the District.
- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal or designee shall make a reasonable effort to notify the parent or other person having control of such student by telephone, e-mail or mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Reasonable efforts shall include two (2) attempts to reach the parent or other person at the contact information provided by the parent or other person. Such attempts shall be recorded using the District's student data system. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

I. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- a. When a student is truant, the building principal or designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than ~~ten~~ **ten (10) days** after the student becomes truant. The District shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The District shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. When a student is truant, the Superintendent or designee shall provide notice to the student's parent or guardian of the information concerning the existence and availability of the 2 1-1 Infoline program, and other pediatric ~~mental~~ and behavioral health screening services and tools described in Conn. Gen. Stat. § 17-~~22~~2r.
- d. When a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the ~~well~~ **well** being of the child. "School mental health specialist" means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional ~~counselor~~ or licensed marriage and family therapist.
- e. When a student is truant, the District shall implement the truancy intervention model developed by the State Department of Education That accounts for mental and behavioral ~~health~~ **health** if the State Department of Education has developed such model. Otherwise, the District shall implement a truancy intervention plan that meets the requirements set forth in Conn. Gen. Stat. ~~19-198e~~(b).
- f. If the Commissioner of Education ~~determines~~ **determines** that any school under the jurisdiction of the Board has a disproportionately high rate of

truancy, the District shall implement in that school a truancy intervention model identified by the State Department of Education pursuant to Conn. Gen. Stat. § 10-108e.

- g. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the appropriate building based team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- h. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

J. Attendance Records

All attendance records developed by the District shall include the individual student’s state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

- 1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year.
- 2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Department of Education pursuant to Conn. Gen. Stat. § 10-198b and these administrative regulations.
- 3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of students under the jurisdiction of the Board for such school year.

4. "School chronic absenteeism rate" the total number of chronically absent students for a school in the previous school year divided by the total number of students enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the District has a District chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the District.

If a school under the jurisdiction of the Board has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the District has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.

If the District has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.9, and chronically absent students and their parents or guardians.

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

D. State Chronic Absenteeism Prevention and Intervention Plan

The District and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, the Board shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the District as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the State Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the Board to reduce truancy in the District.

Legal References:

Public Act No. 23-160, "An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to Education and Early Childhood Education Statutes."

Connecticut General Statutes ~~§-70d~~

Connecticut General Statutes ~~§-220~~

Connecticut General Statutes ~~§-104~~

Connecticut General Statutes ~~§-106~~

Connecticut General Statutes ~~§-108a~~

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Connecticut General Statutes ~~§-198d~~

Connecticut General Statutes ~~§-198e~~

Connecticut General Statutes ~~§-198f~~

Connecticut State Department of Education *Guidelines for Reporting Student Attendance in the Public School Information System* (January 2008)

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Connecticut State Department of Education Memorandum *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

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Connecticut State Department of Education Memorandum *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

APPROVED: REVISED:

8/27/2024



SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 160a provides that “each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child shall show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. A student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to [Connecticut General Statutes Section] 1609. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.”

In order to assist parents and other persons in meeting this responsibility, the Branford Board of Education (the “Board”) monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

Student's Name: _____

Address: _____

School/grade: _____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian Email Address: _____

Name of Other Person Having Control of Student: _____

Relationship to Student: _____

Daytime Telephone Number*: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

Signature: _____

Date: _____

8/27/2024



**UNEXCUSED ABSENCES
SAMPLE DOCUMENTATION LOG**

Date: _____

School: _____

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*	Excused or Unexcused	Reason Absence is Excused or Unexcused
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e mailed _____		

* No answer = N Left Message = LM Notification made = NM

9/3/2024

CHRISTOPHER J. TRANBERG, Ph.D.
Superintendent of Schools

ALLISON MORAN
Assistant Superintendent of Schools

BLAIZE LEVITAN
Chief Operating Officer



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www.branfordschools.org

Extraordinary Educational Opportunities

From time to time, students encounter an exceptional opportunity for an experience of an educational nature. While these events may not be part of their schoolwork, they provide an excellent chance to further their education. Under certain circumstances, the days devoted to these opportunities can count as excused absences for students whose absences already total nine for the school year (for a child with fewer than nine absences, parents may excuse the child's absence via a written note provided within ten days of the absence).

To qualify as an extraordinary educational opportunity, an experience must meet the following criteria:

- . The opportunity must be educational in nature. It must have a learning objective related to the student's coursework or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
- A. It must be an opportunity not ordinarily available to the student.
- B. It must be grade and developmentally appropriate.
- C. The content of the experience must be highly relevant to the student. While some opportunities will be relevant to all students, other will contain very specific content that would limit their relevance to a smaller group of students.
- D. The opportunity must be one that cannot be accessed by the student during school vacations or the summer break.

Note: Criteria C and D above may mean that an exceptional educational opportunity exemption may be approved for one family member but not for another attending the same event/opportunity. **Decisions will be made on a case-by-case basis. Requests may be granted with the requirement that certain conditions be met. Should these conditions fail to be met, approvals may be withdrawn by the district.**

Process for submitting a request for an extraordinary educational opportunity

To request that the district grant permission to a student for an extraordinary educational opportunity, the parent or guardian of the student should submit the accompanying form (see below), with the signature of parent or guardian, and include additional documentation (where available). Forms must be submitted at least 10 (ten) school days prior to the opportunity. When more than one child is involved in the request, a copy of the form should be submitted for each child. Forms must be submitted for each school year for which extraordinary educational opportunity permission is requested.

Approvals

All approvals for such opportunities will be provided by the district and will:

- . Be in written form;
- A. Detail any requirements placed upon the student as a condition of approval;

PLEASE NOTE: The administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually agreed on requirements of the approval.
- B. Include the specific days approved for the opportunities; and
- C. Include a requirement that the participating student share the experience with other students and/or staff upon return or completion of the opportunity for benefit of the larger school community. The expectation is that sharing the experience will not be purely informational but will contribute to the academic or social-emotional learning of classmates.

FIRST READING

Extraordinary Educational Opportunities Request Form

Please complete one form per child and per experience and per school year

Student Name: _____

Parent/Guardian Name: _____

Date(s) of Opportunity: _____

Name of Educational Opportunity: _____

Provider/Location of Educational Opportunity: _____

What are the learning objectives for this educational opportunity?

How does this learning connect to the student's coursework?

How will the student share this new learning with classmates?

What prevents the student from accessing this opportunity during a school vacation or over the summer break?

Please list any additional documentation provided.

Parent Signature: _____ Date: _____

Return this form and any other documentation to:

Office of the Superintendent
Branford Public Schools
185 Damascus Road
Branford, CT 06405
Email: keyrich@branfordschools.org

For Office Use Only

Student Name: _____

Parent/Guardian Name: _____

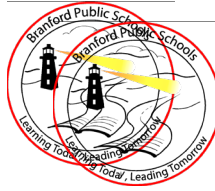
Request for Extraordinary Educational Opportunity is Approved Not Approved

Conditions of Approval:

Other Comments: _____

Superintendent or Designee: _____ (signature)
_____ (print name)

Title: _____



SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 5 OR 6)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school. Section 10-184 further provides that a parent or person having control of a child age five (5) shall have the option of not sending the child to school until age six (6), and a parent or person having control of a child age six (6) shall have the option of not sending the child to school until age seven (7). A parent or person having control of such child who is seeking to elect this option must appear in person at the school district offices and sign this option form.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is age five/six (circle appropriate age) and I elect not to send my child to school until the age of six/seven (circle appropriate age). I understand that this option is effective for only one (1) school year. By signing, I understand that if my child is currently age five (5) and I wish to elect next school year not to send my child to school, I must reappear at the school next year to elect this option. I further understand that if my child is currently age six (6), I am required by Section-104 to send my child to the public school, or demonstrate that the child is "elsewhere receiving equivalent instruction in the studies taught in the public schools," when the child turns seven (7).

Signature: _____ Date: _____

School Personnel Use Only

Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system.

Signature: _____ Date: _____

Title: _____

SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 17)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statute Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a parent or person having control of a student **seventeen (17) years of age** may consent to such student's withdrawal from school if they simultaneously enroll such child in an adult education program pursuant to Connecticut General Statutes Section 10-600.

Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is seventeen years of age. I hereby withdraw my child from school and attest that, upon my child's withdrawal, I will enroll my child in an adult education program pursuant to Connecticut General Statutes Section 10-600. I have personally appeared at the school district office and received information on the educational options available in the school system and community for my child.

Signature: _____ Date: _____

School Personnel Use Only

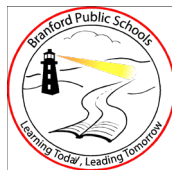
- € Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____

10/10/2021 8/27/2024

FIRST READING



SCHOOL ATTENDANCE OPTION FORM (STUDENTS AGE 18 AND OLDER)

Name of Student: _____ Date of Birth: _____

Address of Student:

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a student who is **eighteen (18) years of age or older** may withdraw from school. Such student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such student with information on the educational options available in the school system and in the community.

Withdrawal from School by Student Age 18 or Over

I, _____, am a student of at least eighteen years of age,
Name of student

and I hereby withdraw from school. I have personally appeared at the school district office and received information on the educational options available in the school system and community for me.

Signature: _____ Date: _____

School Personnel Use Only

€ Student appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____
10/10/2021