



**CONSOLIDATED  
SCHOOL DISTRICT  
— OF —  
NEW BRITAIN**

**NEW BRITAIN BOARD OF EDUCATION  
CURRICULUM COMMITTEE MEETING**

**OCTOBER 16, 2023 – 6:00 PM | NEW BRITAIN EDUCATIONAL  
ADMINISTRATION CENTER**



## NOTICE OF MEETING

TO: New Britain Board of Education Members  
Mayor Erin Stewart  
Mr. Mark H. Bernacki, Town and City Clerk  
New Britain Common Council Members

DATE: October 13, 2023

RE: New Britain Board of Education Committee Meeting

**The following Board of Education committee meeting has been cancelled:**

- **The New Britain Board of Education Policy Committee** has **cancelled** their regular meeting on Monday, October 16, 2023 at 6:00 PM at the New Britain Educational Administration Center, located at 272 Main Street in New Britain, Connecticut.

**The following Board of Education committee meeting will be held:**

- **The New Britain Board of Education Curriculum Committee** will hold a regular meeting on Monday, October 16, 2023 at 6:00 PM at the New Britain Educational Administration Center, located at 272 Main Street in New Britain, Connecticut.

***Members of the public may attend meetings in person or view a live broadcast of the proceedings online via the livestream link:***

***<https://www.csdnb.org/board/>***

The agendas and board packets in their entirety can be found on the Board of Education website:

***<https://www.csdnb.org/board/BOE-2023-Meetings-Documents-Calendar.php>***





CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

## New Britain Board of Education | Curriculum Committee Regular Meeting

October 16, 2023 – 6:00 PM | New Britain Educational Administration Center

Members of the public may attend meeting in person or view a live broadcast of the proceedings online via the livestream link:

<https://www.csdnb.org/board/>

### 1. Call to Order and Opening

- A. Meeting Called to Order

### 2. Presentation

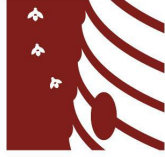
- A. Advancing Health Equity  
Presented by Ms. Lara Bohlke | Page 4
- B. PK-5 Language Arts Update Presented by  
Ms. Ivelise Velasquez | Page 58

### 3. New Business

- A. Review and Approve Minutes from Curriculum Committee Meeting on September 18, 2023  
Submitted by Ms. Aja Edwards | Page 70

### 4. Closing and Adjournment

- A. Other Business as Permitted by Law
- B. Adjournment



## CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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### Board Memorandum

Submitted by Lara Bohlke () for approval at the Regular Board Meeting on November 6, 2023.  
Senior Leadership Sponsor: Tyrone Richardson Staff Presenter: Lara Bohlke

#### Type of Memorandum

Presentation to the Board

#### Background and Purpose/Rationale

Advancing Health Equity

This presentation is aligned with Dr. Gasper's 'Essential 10' - Curriculum: A rigorous, useful, Board-approved curriculum document for every subject area, course, and grade.

This document includes the YES! Advisory Committee's recommendations for programs that have been shown through randomized controlled trials (RCTs) to be effective in preventing teen pregnancy and sexually transmitted infections (STIs) and / or antecedent behaviors, such as the use of contraception. These are known as evidence-based programs or EBPs, for short. The United States government has been reviewing reproductive health curricula in partnership with Mathematica Policy Research since 2009. This review process is known as the Teen Pregnancy Prevention Evidence Review (TPPER); its findings are publicly available at <https://youth.gov/evidence-innovation/tpper>.

As of April 2023, there were 52 reproductive health programs on the TPPER list of evidence-based reproductive health programs. In July and August 2023, the YES! Team reviewed all 52 EBPs, with a goal of identifying those that might be suitable for middle schools and high schools in New Britain. The YES! Team found several EBPs that are a good fit for school settings, and are available in Spanish, and eliminated those that are too costly, too lengthy, too specific, or unsuitable for classroom settings.

#### Financial Information

The total is and the funding source is.



## Committee Review

To be reviewed by the Curriculum Committee on October 16, 2023

[2023-10-03 EBP Memo for Superintendent - Lara Bohlke.pdf](#), [2023-10-06 NB Board of Ed Presentation - Lara Bohlke.pdf](#)

# Memo

**TO:** Dr. Anthony Gasper

**FROM:** Youth Empowerment Services! (YES!) Advisory

**DATE:** October 3, 2023

**SUBJECT:** YES! Advisory recommendations for evidence-based reproductive health programs to be incorporated into health curricula for middle schools and high schools.

For high schools, the YES! Advisory recommends that the *Making Proud Choices!* evidence-based program be incorporated into the Health I curriculum. The YES! Advisory recommends that the *Plan A* evidence-based, 23-minute video be incorporated into the Health II curriculum during the school year 2023-2024. A different curriculum for Health II will be selected at a later date.

For middle schools, the YES! Advisory recommends that the *Get Real* evidence-based program be incorporated into health curricula for grades 6, 7, and 8.

Enclosed is information on the YES! Team membership, the YES! Advisory membership, evidence-based program selection process, and evidence-based programs selected by the YES! Advisory.

Please reach out to Ms. Donna Maselli ([dcm@psr4u.com](mailto:dcm@psr4u.com)), Dr. Kosutic ([iva@psr4u.com](mailto:iva@psr4u.com)), or Mr. Freeman Burr ([fburr@psr4u.com](mailto:fburr@psr4u.com)) if you have any questions or are in need of additional information.

## YES! Team

Freeman Burr  
Donna Maselli  
Jennifer Trachtenberg  
Iva Kosutic  
*Partners in Social Research*

Jennifer Hernandez  
Cara McPhee  
*Family Enrichment Center*

Lara Bohlke  
Lisa Kaweck  
*Consolidated School District of New Britain*

T’Kai Howard  
Deb Milano  
*Klingberg Family Centers*

## YES! Advisory Committee

Julie Arcila  
Tyrone Richardson  
Lara Bohlke  
Lisa Kaweck  
*Consolidated School District of New Britain*

Lianna Cunningham  
*Planned Parenthood of Southern New England*

Amy Gagliardi  
Jean Palin  
*Community Health Center, Inc.*

James Jones  
*Boys and Girls Club of New Britain*

Maria Sanchez  
Maria Falvo  
*American Savings Foundation*

Freeman Burr  
Donna Maselli  
Jennifer Trachtenberg  
Iva Kosutic  
*Partners in Social Research*

Jennifer Hernandez  
Cara McPhee  
*Family Enrichment Center*

Gayle Connolly  
Tony Kane  
Diana Reyes  
*New Britain Board of Education*

Olga Fritho  
*YWCA*

Mallory Deprey  
Tyshaunda Wiley  
*Community Services, City of New Britain*

Heather Mills  
*Pathway Senderos*

Francine Truglio  
Daniela Babcock  
*New Britain Health Department*

Paulette Fox  
*OIC of New Britain*

T’Kai Howard  
Deb Milano  
*Klingberg Family Centers*

## EBP Selection Process

This document includes the YES! Advisory Committee's recommendations for programs that have been shown through randomized controlled trials (RCTs) to be effective in preventing teen pregnancy and sexually transmitted infections (STIs) and / or antecedent behaviors, such as the use of contraception. These are known as evidence-based programs or EBPs, for short.

The United States government has been reviewing reproductive health curricula in partnership with Mathematica Policy Research since 2009. This review process is known as the Teen Pregnancy Prevention Evidence Review (TPPER); its findings are publicly available at <https://youth.gov/evidence-innovation/tpper>. As of April 2023, there were 52 reproductive health programs on the TPPER list of evidence-based reproductive health programs.

In July and August 2023, the YES! Team reviewed all 52 EBPs, with a goal of identifying those that might be suitable for middle schools and high schools in New Britain. The YES! Team found several EBPs that are a good fit for school settings, and are available in Spanish, and eliminated those that are too costly, too lengthy, too specific, or unsuitable for classroom settings.

In September 2023, the YES! Advisory reviewed EBPs identified by the YES! Team, held discussions about these EBPs, and voted on preferred options for middle schools, high schools, and out-of-school settings. The *Making Proud Choices!* EBP was selected for high school Health I classes, and the *Get Real* EBP was selected for middle school health classes; 93% of the YES! Advisory members voted for each of these EBPs. Additionally, 82% of YES! Advisory members voted in favor of implementing the *Plan A* EBP in high school Health II classes during the 2023-2024 school year.

Notably, EBPs recommended for school-based settings are in alignment with the Connecticut State Department of Education (CT SDE) [Healthy and Balanced Living Curriculum Framework](#) and with the [National Sex Education Standards](#). Per CT SDE framework, at least 12 hours of instruction are recommended per each grade sequence. What's more, a sexuality education curriculum should address, per CT SDE, a variety of risk and protective factors impacting sexual behaviors (e.g., knowledge, perceived risks, values, attitudes, perceived norms, social pressures and influences and self-efficacy).

## Recommended EBPs

**YES! Advisory Recommendation:** 93% of YES! Advisory meeting participants voted in favor of implementing *Get Real* in middle schools; 93% of YES! Advisory meeting participants voted in favor of implementing *Making Proud Choices!* in high school Health I classes (grades 9 and 10); 82% of YES! Advisory meeting participants voted in favor of implementing *Plan A* in high school Health II classes (grades 11 and 12).

Criterion	Get Real	Making Proud Choices (MPC)	Plan A
<b>Coverage</b>	Abstinence-based comprehensive	Comprehensive	Comprehensive
<b>Grades</b>	6-8	9-10	18-19 years
<b>Recommended for</b>	Middle school health classes	Health I	Health II in 2023-2024
<b>Original Setting</b>	Classrooms	Classrooms and CBOs	clinics, CBOs, high schools
<b>Outcomes</b>	Delays sexual initiation	Delays sexual activity & increases contraceptive use	Increases contraceptive use
<b>Research*</b>	1	2	1
<b>Length</b>	9 45-minute lessons (7 hours) <b>per year, for each grade</b>	14 40-minute sessions (8-9 hrs)	23-minute video
<b>Goals</b>	<a href="#">Seeks to delay sex &amp; increase correct &amp; consistent use of protection methods; teaches responsible decision-making, healthy communication. Involves parents to communicate their values and beliefs.</a>	<a href="#">Seeks to reduce risk of STDs, HIV, pregnancy by abstaining from sex or using condoms.</a>	<a href="#">To reduce unplanned pregnancies and STIs</a>
<b>Language</b>	Available in Spanish	Available in Spanish	Available in Spanish
<b>Framework</b>	Social and Emotional Learning (self-awareness, self-management, social awareness, relationship skills and responsible decision)	Self-efficacy, skill building, role of sexual responsibility and accountability, role of pride, community and family approach	Entertainment-education model
<b>Developer</b>	Planned Parenthood	The Jemmotts	Aaron Plant
<b>Seller</b>	ETR	ETR	Aaron Plant
<b>Note</b>	<i>Get Real</i> has a parent component. It has been implemented successfully in New Haven.	<i>Making Proud Choices!</i> is an expanded version of <i>Be Proud!</i> which has been successfully implemented in CT high schools and out-of-school settings alike.	Target population is young women. There is no comparable video for young men. YES! Advisory thought this video was suitable for young men as well.

Note: \*Included in the count of research studies are only randomized controlled trials (RCTs) that have been reviewed by Mathematica Policy Research and that have been rated as high- or moderate- quality. All other studies are excluded from the count of research studies. [The links in the table below will pull up additional information about each EBP.](#)

## ***Get Real* Program Content**

*Get Real* (Middle School) is a 3-year, 27 lesson curriculum focused on delaying sex and increasing protection method use. The program is based on a behavior / determinant / intervention (BDI) theoretical model. The following four premises are built into the curriculum:

- Sexual health is an integral part of health education.
- Parents and other caring adults are students' primary sexuality educators.
- Relationship skills are a key element of a comprehensive sexuality education curriculum.
- While abstinence from sex is the healthiest choice for avoiding sexually transmitted infections and unintended pregnancy, adolescents require a comprehensive understanding of sexual health, sexuality and protection methods, which they will need when they become sexually active.

*Get Real* consists of nine sessions in each middle school grade (6-8). The lessons are organized as follows:

- **6th Grade Lessons:** communication and refusal skills; relationships and boundaries; anatomy and reproduction; puberty; abstinence; and decision making and values.
- **7th Grade Lessons:** media literacy and sexuality; sexual identity; creating a safe school environment; deciding about sexual behavior; defining and maintaining abstinence; introduction to STIs and protection methods.
- **8th Grade Lessons:** healthy and unhealthy relationships; addressing obstacles to abstinence; comprehensive protection methods; STI/HIV transmission; living with HIV; refusal skills; goals and decision making; and a *Get Real* capstone project.

*Get Real* content:

### **Grade 6 Lessons**

1. **Lesson 6-1: Creating the Classroom Climate.** Classroom expectations and group rights and responsibilities are established. Students are introduced to the key Social and Emotional Learning (SEL) skills they will focus on in the program: self-awareness, self-management, social awareness, relationship skills and responsible decision making. Students play a game to get to know each other and begin to become comfortable talking about sexuality in the class. They brainstorm caring adults to whom they can go to with questions or concerns.
2. **Lesson 6-2: Communication and Refusal Skills.** Students are introduced to effective communication skills and practice active listening and assertive communication. They discuss refusal tactics and various refusal techniques that can help them say “no” clearly and effectively, as well as the importance of respecting another person’s refusal.
3. **Lesson 6-3: Relationships and Boundaries.** Students examine relationships and identify the different relationship circles in their lives. They explore the idea of physical boundaries and the importance of

respecting others' personal space. Then they discuss qualities of healthy versus unhealthy relationships, including some of the risks of young people dating older partners. They practice communication skills for establishing clear boundaries and resisting peer pressure.

4. **Lesson 6-4: Anatomy and Reproduction: The Penis and Related Parts.** This lesson on reproductive anatomy and physiology focuses on the penis and related parts. Students test their knowledge and then review and label parts of the reproductive system using a poster and handout. The teacher explains how pregnancy occurs, and the role of condoms in preventing pregnancy. Then students play a game to review what they've learned.
5. **Lesson 6-5: Anatomy and Reproduction: The Vagina and Related Parts.** This lesson on reproductive anatomy and physiology focuses on the vagina and related parts. Students test their knowledge and then review and label the parts of the reproductive system using a poster and handout. The teacher explains the processes of ovulation and menstruation. Then students play a game to review what they've learned.
6. **Lesson 6-6: Puberty.** Students examine the physical and emotional changes of puberty, identifying which changes are related to a particular sex assigned at birth and which happen to most young people. They explore the range of feelings young people going through puberty might have in a variety of situations.
7. **Lesson 6-7: Abstinence.** This lesson introduces abstinence—choosing not to participate in any sexual behaviors that can result in pregnancy or STI. Students brainstorm examples of risky or unhealthy behaviors in general and examine the concept of abstaining to protect one's health. They examine motivations for becoming sexually active and the benefits of delaying sex. They apply their learning by giving advice to the characters in different scenarios on how to remain abstinent in pressure situations.
8. **Lesson 6-8: Decision Making and Values.** Students discuss how responsible decision making reduces unhealthy behaviors. They examine their personal values around a variety of situations and discuss how values affect behavior choices. They learn a decision-making model that can help them understand the risks of various choices and how to use their values and short-term goals to support responsible and healthy decisions.
9. **Lesson 6-9: Grade 6 Conclusion and Review.** This culminating lesson reviews the topics covered in *Get Real* Grade 6 and reinforces the importance of abstinence and refusal skills. Students develop a character case study and role-play the refusal skills this character could use in a sexual pressure situation to make a healthy decision. They consider messages about sexuality they could give to someone younger to promote healthy choices.

## Grade 7

1. **Lesson 7-1: Creating the Classroom Climate.** Classroom expectations and group rights and responsibilities are established. Students review the key Social and Emotional Learning (SEL) skills they will focus on in the program: self-awareness, self-management, social awareness, relationship skills and responsible decision making. They review the decision-making model by applying the steps to a scenario, and brainstorm caring adults and other resources they can go to with questions or concerns. They also play a game to review sexual and reproductive anatomy.
2. **Lesson 7-2: Media Literacy and Sexuality.** This lesson focuses on media literacy and sexuality. Students identify different types of media and discuss the ways sexuality is portrayed on television. They examine the effects of advertising on body image and critique an ad to understand how it uses sexuality and people's insecurities to sell a product.
3. **Lesson 7-3: Gender and Sexual Identity.** In this lesson on gender and sexual identity, students explore stereotypes around gender and sexuality, and then review definitions of various terms related to gender and sexual identity. They use a visualization to explore characteristics of attraction and what it feels like to be attracted to someone.
4. **Lesson 7-4: Creating a Safe School Environment.** With the intention of creating a safe school environment, students clarify their understanding and values around bullying. They define harassment and discuss what it means to be an ally who supports others' rights, using a scenario case study. Then they practice identifying and stopping harassment using role-plays.
5. **Lesson 7-5: Deciding About Sexual Behavior.** Students examine risks and decisions around sexual behaviors in this lesson. They begin by defining different sexual behaviors and examining factors that influence a person's decision to engage in these behaviors. Then they categorize various behaviors according to the risk they pose for pregnancy and STI transmission. The lesson concludes with a discussion of what dating means and the kinds of dating activities seventh graders can safely enjoy.
6. **Lesson 7-6: Defining and Maintaining Abstinence.** In this lesson, students define abstinence—choosing not to participate in any sexual behaviors that can result in pregnancy or STI—and analyze which behaviors fit this definition. They determine their own abstinence guidelines and how the concept of postponement can help them avoid engaging in sexual behaviors until they are older. They review key components of refusal skills, including avoiding alcohol and other drug use and respecting a partner's boundaries, and practice responding to challenges to abstinence.
7. **Lesson 7-7: Introduction to Sexually Transmitted Infections.** Students learn about sexually transmitted infections (STIs) and how they are prevented. After defining a STI and reviewing some statistics, the teacher reviews various STIs, including modes of transmission, which can be treated and which can be cured. Students identify important ways to prevent or avoid STIs, and then participate in a handshake demonstration to model how STIs can spread based on the number of sexual partners a person has.



8. **Lesson 7-8: Introduction to Protection Methods.** After reviewing abstinence as a safe and effective choice for people their age, students discuss questions people should consider before becoming sexually active and reasons to use protection. They learn about various protection methods and the effectiveness rates of different methods. They review why condoms are the one method besides abstinence that protects against both unplanned pregnancy and STI transmission, place the steps to correct condom use in the proper order, and watch a condom demonstration by the teacher. They also review how hormonal contraceptive methods work and the different forms of emergency contraception.
9. **Lesson 7-9: Grade 7 Conclusion and Review.** This culminating lesson reviews the potential consequences of sexual activity and the decision-making model. Students also practice skills for refusals and negotiating condom use through role-plays. They reflect on ways that negotiation and refusal skills will help them keep themselves safe.

## Grade 8

1. **Lesson 8-1: Creating the Classroom Climate.** Classroom expectations and group rights and responsibilities are established. Students review the key Social and Emotional Learning (SEL) skills taught in the program: self-awareness, self-management, social awareness, relationship skills and responsible decision making. They complete a “roadmap to resources” in which they identify people and places they could go to for questions about sexuality or relationships, and review the decision-making model by applying the steps to a scenario.
2. **Lesson 8-2: Healthy and Unhealthy Relationships.** Students explore the characteristics of healthy versus unhealthy relationships. They are introduced to two diagrams that present the different characteristics associated with power and control in unhealthy relationships and those associated with equality in healthy relationships. Then they analyze scenarios to identify the aspects of power and control and/or equality depicted in each. To personalize the learning, students make their own plan for having a healthy relationship.
3. **Lesson 8-3: Addressing Obstacles to Abstinence.** After reviewing the definitions of abstinence and postponement, students identify positive outcomes of abstinence and suggest strategies for making it effective. They brainstorm obstacles to abstinence and write advice columns to a teen who wishes to remain abstinent.
4. **Lesson 8-4: Comprehensive Protection Methods.** This lesson reviews protection methods. Abstinence is reinforced as a healthy and safe choice for eighth graders, and students discuss why protection is important when a person decides to become sexually active. Students play a game to review what they know about various contraceptive methods, and are shown samples of the methods, including a condom demonstration by the teacher. They explore obstacles to condom use and reasons for using condoms. As homework, they create a 1-page fact sheet on one of the protection methods they’ve learned about.

5. **Lesson 8-5: STI/HIV Transmission.** In this lesson, a simulation introduces students to patterns of STI transmission, then students examine feelings and responsibilities associated with STIs. They discuss the risk of multiple partners and compare how sequential versus concurrent partners affects transmission of STIs. Students examine the risk of various behaviors, and review the importance of testing. They review facts about HIV transmission in preparation for the speaker presentation in the next class.
6. **Lesson 8-6: Living with HIV.** In this lesson, students hear a presentation and participate in a question-and-answer session with a speaker who is living with HIV (**or** watch a video featuring people living with HIV). They reflect on the experience by writing a thank-you letter to the speaker (or a letter to someone in the video). As homework, they create HIV awareness posters that contain information about modes of transmission, how to get tested and ways to reduce risk.
7. **Lesson 8-7: Refusal Skills.** Students debrief the speaker presentation or the video from the last class. Then they review communication, refusal and negotiation skills and practice these skills using role plays with different scenarios involving both resisting pressure to have sex and maintaining abstinence and negotiation of protection methods.
8. **Lesson 8-8: Goals and Decision Making.** Students brainstorm future wishes and ideas of what they want to become, and link the SEL skills to these desired outcomes. They work in small groups to consider how the consequences of sexual activity might affect the characters in various scenarios, both positively and negatively, and review protection and risk-reduction.
9. **Lesson 8-9: *Get Real* Capstone Project.** In this culminating lesson, students create media projects to demonstrate the positive messages of *Get Real*. They are shown examples of public service announcements, pamphlets, educational posters and print ads, then are given class time to work on their projects. They conclude the lesson by reflecting on their own personal limits around sexual behaviors and how they can address challenges to those limits.

## ***Making Proud Choices!* Program Content**

*Making Proud Choices!* employs a safer sex approach to STI, teen pregnancy, and HIV prevention. This EBP aims to provide adolescents with the knowledge, confidence, and skills necessary to reduce their risk of STIs, HIV, and pregnancy by abstaining from sex or using condoms if they choose to have sex. The curriculum consists of eight modules delivered by trained facilitators to adolescents.

*Making Proud Choices!* is designed for high-school and middle-school youth. It was originally evaluated with African American 11- to 13-year-olds in urban areas and more recently with 9th and 10th graders of diverse races / ethnicities in urban and suburban areas. It is one of the most widely used EBPs in the United States.

*Making Proud Choices!* draws on three theories of change: (1) social cognitive theory, (2) the theory of reasoned action, and (3) the theory of planned behavior. This framework relies on the concept of self-efficacy or perceived behavioral control beliefs (beliefs about the ability to conduct the behavior). The framework also relies on the outcome expectancies (beliefs about the consequences of the behaviors). This EBP uses trauma-informed approaches and is inclusive of LGBTQI+ youth.

The core content addresses four types of behavioral beliefs and outcome expectancies:

1. **Goals and dreams beliefs**—the belief that unprotected sex can interfere with one’s goals and dreams for education and a career. In Session 1, the participants engage in a goals and dreams activity and discuss obstacles to goals and dreams. Having unprotected sex is listed and discussed as an obstacle. This belief is also incorporated throughout the curriculum.
2. **Prevention beliefs**—the belief that condoms can reduce the risk of pregnancy, STIs, and HIV/AIDS. This belief is incorporated throughout the curriculum.
3. **Partner-reaction beliefs**—the belief that one’s boyfriend / girlfriend would not approve of condom use and will react negatively to it. This belief might prevent a person from negotiating condom use. In Sessions 7 and 8, participants learn how to get out of a risky situation, set physical limits, and use negotiation and refusal skills to communicate with their partners about safer sex.
4. **Hedonistic beliefs**—the belief that condom use interferes with sexual pleasure. For example, many people believe that condoms reduce physical sensations during sexual activity or ruin the mood. Therefore, people are less likely to use condoms during sexual intercourse. In Sessions 7 and 8, youth learn that sex is still fun and pleasurable when a condom is used and are taught how to incorporate this belief into role-play scenarios.

The *Making Proud Choices!* modules cover the following topics:

1. **Module 1: Getting to Know You and Steps to Making Your Dreams and Goals Come True.** Module 1 introduces the curriculum, sets up the theme of proud and responsible behavior, establishes group rules, and asks participants to identify short-term and long-term goals and dreams.

2. **Module 2: The Consequences of Sex: HIV Infection.** Module 2 includes information on HIV etiology, transmission, and prevention, as well as myths about HIV.
3. **Module 3: Attitudes and Beliefs About HIV and Condom Use.** Module 3 includes two videos on HIV transmission risk and interactive discussion about the videos.
4. **Module 4: Strategies for Preventing HIV Infection: Stop, Think, and Act.** Module 4 introduces participants to problem-solving skills through role-plays using the “Stop, Think, and Act” framework for decision making.
5. **Module 5: The Consequences of Sex: STIs and Correct Condom Use.** Module 5 introduces myths and facts about STI transmission. Module 5 includes a condom demonstration by the facilitator and participant practice of condom application with a penis model. The module explores attitudes about condom use. The key theme of the module is that participants can protect themselves against STIs by correctly using condoms every time they have sex.
6. **Module 6: The Consequences of Sex: Pregnancy.** Module 6 introduces myths and facts about pregnancy, includes a demonstration of birth control methods, and explores attitudes about contraception. The key theme of the module is that participants can protect themselves against pregnancy and STIs by correctly using condoms along with another birth control method every time they have sex.
7. **Module 7: Developing Condom Use Skills and Negotiation Skills.** Module 7 teaches participants negotiation skills to address partner pressure and discusses ways to make condoms pleasurable.
8. **Module 8: Enhancing Condom Use Skills and Negotiation Skills.** Module 8 further teaches problem-solving and negotiation skills to participants using the “SWAT” technique (say no effectively, state why, propose an alternative, and talk it out) in role-plays.

## ***Plan A* Program Content**

*Plan A* is a brief, innovative intervention designed to reduce unplanned pregnancies and sexually transmitted infections (STIs) among young women. *Plan A* has been rigorously evaluated and shown to be effective at increasing healthy behaviors related to teen pregnancy and STI prevention.

*Plan A* is a 23-minute video intervention based on the entertainment-education model. The video includes three stories about young women as they navigate testing and treatment for STIs, condom use, birth control options, and emergency contraception. One story focuses on a young woman who has unprotected sex with her boyfriend while on birth control and contracts an STI. The story follows her as she navigates STI testing and treatment, and her relationship.

The next story follows a young single mother who is entering a new relationship and meets with a doctor about her birth control options. She also discusses using a condom with her boyfriend.

The third story follows a young woman having unprotected sex when she is not on birth control who then needs to use emergency contraception.

There are two versions of the video—one featuring intrauterine devices (IUDs) and implants only, and another with the full range of birth control methods. *Plan A* also includes an optional handout that provides additional resources on birth control and STIs.

Benefits of *Plan A*:

- Very engaging to participants
- Very brief (only 23 minutes)
- Can be implemented in a wide range of settings (e.g., clinics, schools, CBOs, outreach, and sending participants a link to watch on their own device)
- Easy to implement with fidelity
- Requires little staff time and no training
- Can reach large numbers of participants efficiently and cost- effectively



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# Advancing Health Equity

Through Evidence-Based Reproductive Health  
Programs and Services

Iva Kosutic, PhD  
Donna Maselli, RN MPH  
Freeman Burr, MEd, SYC

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*Get Real*  
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program

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01

# New Grant

from the Office of Population Affairs

20

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# New Grant? To do what?

To advance equity in adolescent health by targeting resources to support replication of

**medically accurate and age-appropriate  
evidence-based**

reproductive health programs and services in communities with the greatest need.

# New Grant? Who, when, and how much?

<b>From:</b>	Office of Population Affairs (OPA)
<b>To:</b>	Partners in Social Research, LLC
<b>For:</b>	Youth in New Britain and youth with DCF involvement
<b>When:</b>	July 2023 - June 2028
<b>Amount:</b>	~\$3.6 million

# Who is Partners in Social Research?



**Donna  
Maselli, RN MPH**  
Principal Investigator



**Freeman  
Burr, MEd, SYC**  
Education Leadership  
Consultant



**Jennifer  
Trachtenberg, PhD**  
Project Evaluator



**Iva  
Kosutic, PhD**  
Project Director

# Partners in Social Research Key Partners

## Partners in Social Research



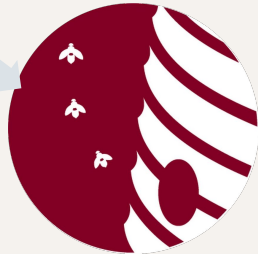
### **Family Enrichment Center, THOCC**

Jennifer Hernandez, EdD  
Cara McPhee, LMSW  
Social Worker TBD  
Outreach Liaison TBD



### **Klingberg Family Centers**

T'Kai Howard, LCSW  
Deb Milano, MA  
Sexuality Education Facilitator TBD



### **CSDNB**

Tony Gasper, EdD  
Tyrone Richardson  
Lara Bohlke  
Lisa Kawecki

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# What will the funds be used for?

- 4 full-time community health educators
- one part-time outreach coordinator
- Evidence-based curricula
- Facilitator manuals
- Student workbooks
- Curriculum training
- Professional development
- Funds for substitute teachers
- Posters, brochures, handouts, booklets
- Educational supplies
- Program evaluation & CQI
- Technical assistance
- Education for young people and families

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# To what end?

The goal is to work together, as a community, to provide **consistent messaging** in order to **shift social norms** around abstinence and safer sex and to promote positive youth development.

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# 02

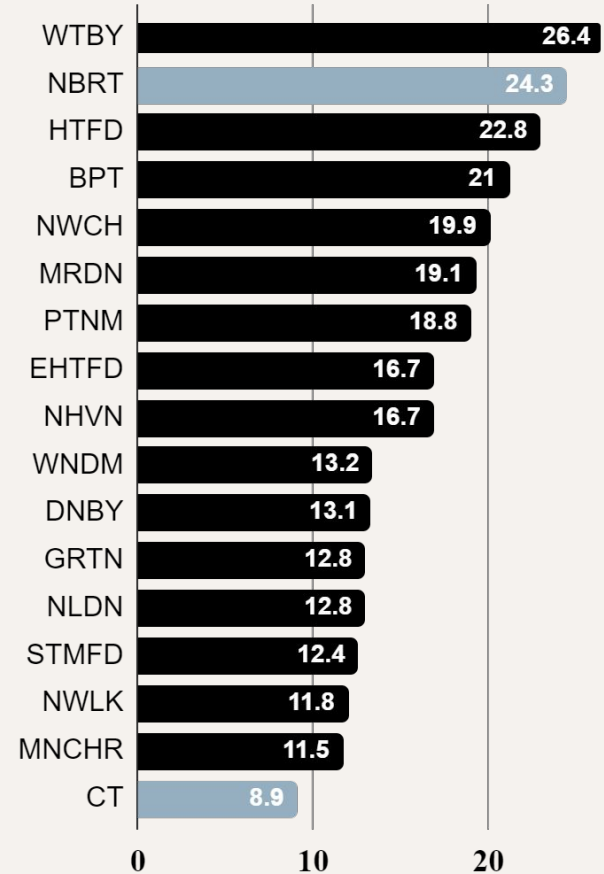
## The Need

Rates of teen birth and STIs

# Why New Britain?

# 2<sup>nd</sup>

on the rate of teen birth  
among 169 Connecticut towns



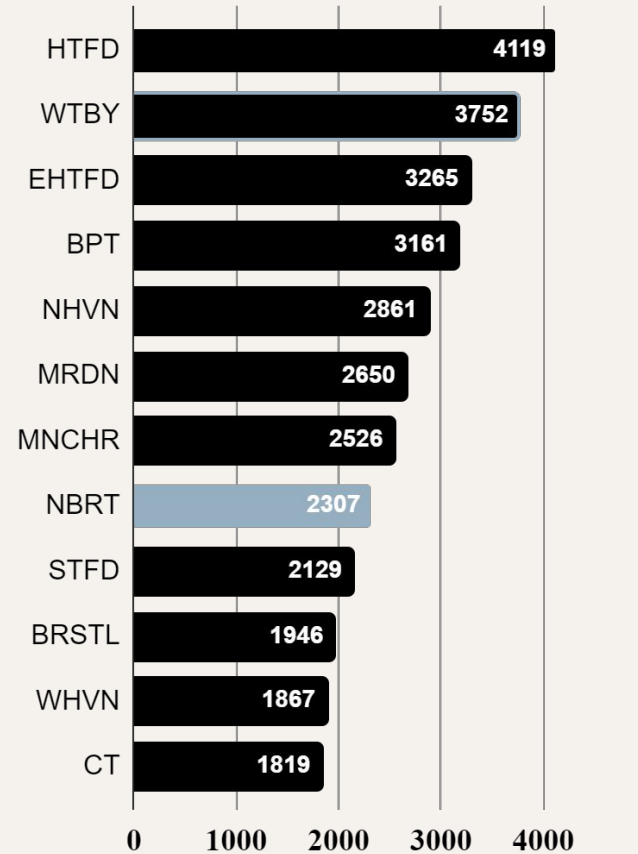
Source: CT DPH VRO, 2015-2019, per 1,000 women aged 15-19 **28**



# Why New Britain?

# 8<sup>th</sup>

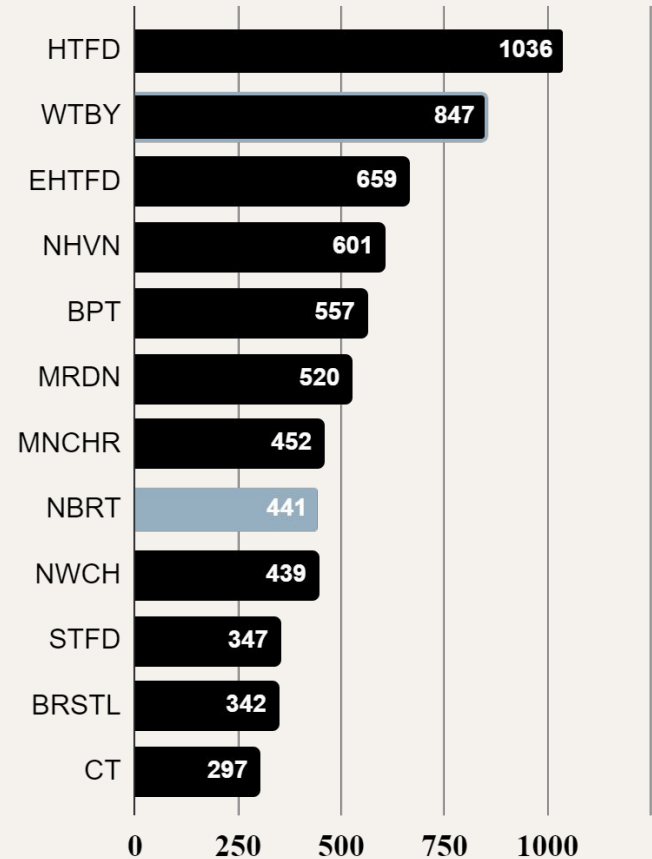
on the rate of chlamydia cases  
among youth aged 15-24



# Why New Britain?

# 8<sup>th</sup>

on the rate of gonorrhea cases  
among youth aged 15-24



Source: CT DPH STD Program, 2015-2019, per 100,000 youth **30**

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# Additional facts to consider

- **5<sup>th</sup>** in the count of gonorrhea cases among youth aged 15-24 years in 2015-2019
- **5<sup>th</sup>** in the count of chlamydia cases among youth aged 15-24 years in 2015-2019
- **6<sup>th</sup>** in the count of new HIV cases among youth aged 15-24 years in 2015-2019
- Among the highest in CT on repeat teen pregnancies



In New Britain, there are

71

teen births per year, on average

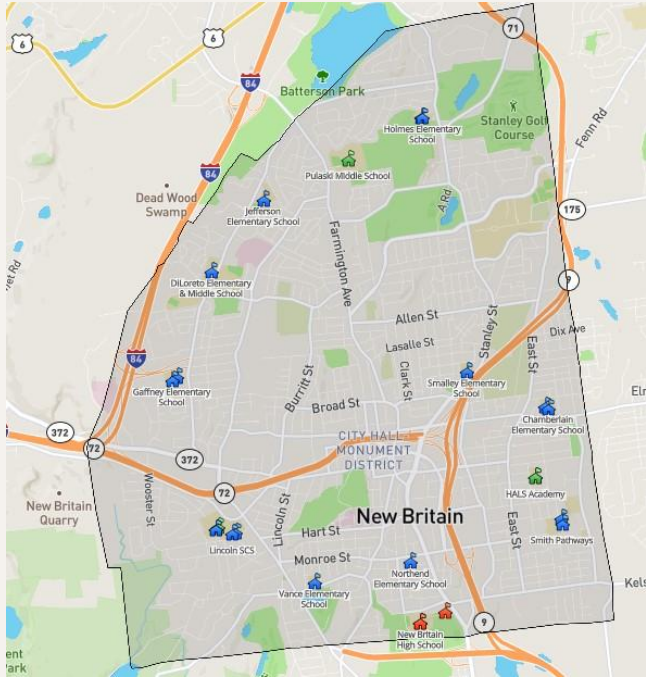
32

In New Britain, there are

173

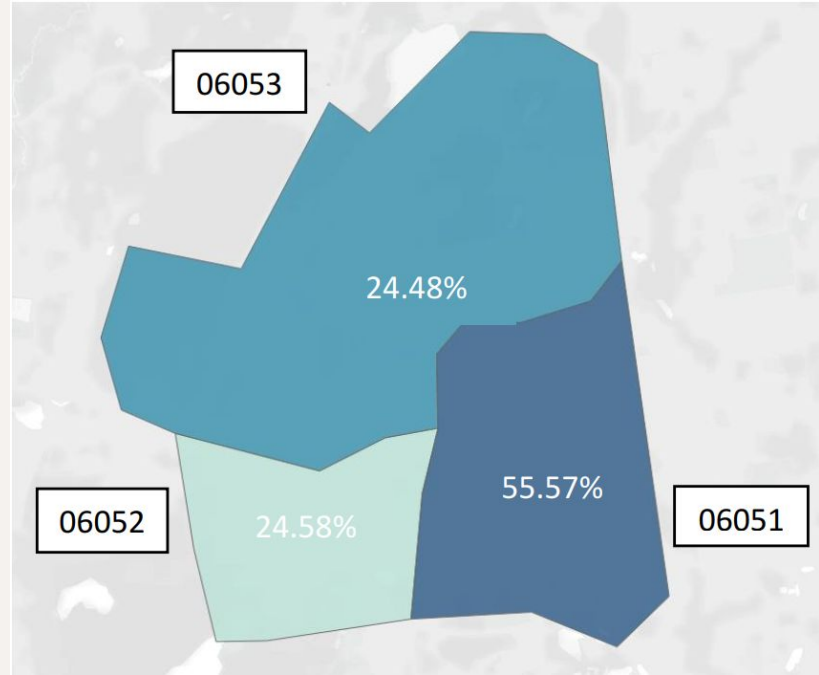
cases of gonorrhoea and chlamydia among youth aged 15-24

# Most STI cases are located in:



**Source:** School Locator, October 2023.

34



**Source:** Daniela Babcock, New Britain Health Department, August 2023.

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# 03

## The Solution

Working together to provide  
evidence-based programs and services

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# Community-wide approach

- Local Prevention Council subcommittee
  - Youth Empowerment Services! (YES!) Advisory
    - Community organizations
    - City of New Britain
    - CSDNB & Board of Education
    - Health care providers
  - Works to coordinate messaging and programming across settings and to strengthen the network of referrals to services



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# Systematic review of EBPs

- 52 EBPs have been identified by Mathematica Policy Research
- A preliminary review of all 52 EBPs was conducted by the YES! team
- A subset of 15 EBPs was reviewed by the YES! Advisory
- YES! Advisory members recommend that 3 EBPs be integrated into school health curricula

# Current health curriculum: middle school

## 6<sup>th</sup> Grade

1. Changes During Puberty
2. Your Endocrine System
3. Female Reproductive System
4. Male Reproductive System
5. Abstinence & Saying No
6. Understanding Boundaries
7. Practicing communication skills
8. Peer relationships
9. Peer pressure

## 7<sup>th</sup> Grade

1. Male and Female Reproductive Systems
2. Gender Identity and Sexual Orientation
3. Facts About Sex and Wise Decisions
4. HIV, AIDS, & other STDs
5. Family & peer relationships
6. Effective communication skills
7. Resolving conflicts

## 8<sup>th</sup> Grade

1. Responsible Relationships
2. Diversity in Relationships
3. Marriage & Parenthood
4. Pregnancy & Childbirth
5. Reproduction and Pregnancy
6. Gender Identity and Sexual Orientation
7. Rules of Dating
8. Saying NO
9. Preventing STDs

# Current health curriculum: high school

## Health I (9 & 10)

1. The endocrine system
2. Reproductive system
3. A healthy pregnancy
4. The risks of sexual activity
5. Types of STIs

## Health II (11 & 12)

1. Skills for healthy relationships
2. Reproductive health
  - a. Male & female reproductive health systems
  - b. Sexually transmitted infections
  - c. STI / HIV / AIDS
  - d. HPV
  - e. Pregnancy prevention
  - f. Healthy pregnancy

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# Crosswalk, training, fidelity

- Crosswalk between existing curricula and proposed EBPs
- Integrate proposed EBPs into existing curricula
- Train teachers to ensure that they can comfortably deliver high-quality reproductive health education with fidelity to EBPs
- Provide fidelity monitoring, technical assistance, and evaluation
- Provide co-facilitation and ongoing professional development

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# 04

## *Making Proud Choices!*

Evidence-based program for  
Health I classes in high school

# *Making Proud Choices!* at a glance

<b>Grade:</b>	9-10
<b>Setting:</b>	Health I classes in high school
<b>Research:</b>	2 RCTs showing delays in sexual initiation & increases in contraceptive use
<b>Length:</b>	8-9 hours
<b>Goal:</b>	To reduce risk of STIs, HIV, pregnancy by abstaining from sex or by using condoms

# *Making Proud Choices!* at a glance

<b>Language:</b>	English & Spanish
<b>Framework:</b>	Self-efficacy, skill building, role of sexual responsibility and accountability, role of pride, community & family approach
<b>Developer:</b>	The Jemmotts
<b>Note:</b>	An expanded version of <i>Be Proud! Be Responsible!</i>



# *Making Proud Choices!* modules / lessons

1. Getting to Know You and Steps to Making Your Dreams and Goals Come True
2. The Consequences of Sex: HIV Infection
3. Attitudes and Beliefs About HIV and Condom Use
4. Strategies for Preventing HIV Infection: Stop, Think, and Act
5. The Consequences of Sex: STIs and Correct Condom Use
6. The Consequences of Sex: Pregnancy
7. Developing Condom Use Skills and Negotiation Skills
8. Enhancing Condom Use Skills and Negotiation Skills



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# 05

## *Plan A*

Evidence-based video for  
Health II classes in high school

45

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# *Plan A at a glance*

<b>Grade:</b>	18-19 years
<b>Setting:</b>	Health II classes in high school in 2023-2024
<b>Research:</b>	1 RCT increases in contraceptive use
<b>Length:</b>	23 minutes
<b>Goal:</b>	To reduce unplanned pregnancies and STIs

# *Plan A at a glance*

<b>Language:</b>	English & Spanish
<b>Framework:</b>	Entertainment-education model
<b>Developer:</b>	Aaron Plant, Sentient Research
<b>Note:</b>	Target population is young women but YES! Advisory thought it is suitable for young men, as well

# *Plan A!* content

The first story focuses on a young woman who has unprotected sex with her boyfriend while on birth control and contracts an STI. The story follows her as she navigates STI testing and treatment, and her relationship.

The next story follows a young single mother who is entering a new relationship and meets with a doctor about her birth control options. She also discusses using a condom with her boyfriend.

The third story follows a young woman having unprotected sex when she is not on birth control who then needs to use emergency contraception.

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# 06

## *Get Real*

Evidence-based program  
for middle schools

## *Get Real at a glance*

<b>Grade:</b>	6, 7, 8
<b>Setting:</b>	Middle school health classes
<b>Research:</b>	2 RCT showing delays in sexual initiation
<b>Length:</b>	7 hours of content for each grade
<b>Goal:</b>	To delay sex & increase correct and consistent use of protection methods. To increase responsible decision-making & healthy communication. To involve parents to communicate their values & beliefs.

# *Get Real at a glance*

<b>Language:</b>	English & Spanish
<b>Framework:</b>	Social and emotional learning (self-awareness, self-management, social awareness, relationship skills, responsible decision-making)
<b>Developer:</b>	Planned Parenthood
<b>Note:</b>	Includes a parent component. Has been implemented successfully in New Haven

# *Get Real* modules / lessons for 6<sup>th</sup> grade

1. Creating the Classroom Climate
2. Communication and Refusal Skills
3. Relationships and Boundaries
4. Anatomy and Reproduction: The Penis and Related Parts
5. Anatomy and Reproduction: The Vagina and Related Parts
6. Puberty
7. Abstinence
8. Decision Making and Values
9. Grade 6 Conclusion & Review



# *Get Real* modules / lessons for 7<sup>th</sup> grade

1. Creating the Classroom Climate
2. Media Literacy and Sexuality
3. Gender and Sexual Identity
4. Creating a Safe School Environment
5. Deciding About Sexual Behavior
6. Defining and Maintaining Abstinence
7. Introduction to Sexually Transmitted Infections
8. Introduction to Protection Methods
9. Grade 7 Conclusion and Review

# *Get Real* modules / lessons for 8<sup>th</sup> grade

1. Creating the Classroom Climate
2. Healthy and Unhealthy Relationships
3. Addressing Obstacles to Abstinence
4. Comprehensive Protection Methods

5. STI/HIV Transmission
6. Living with HIV
7. Refusal Skills
8. Goals and Decision Making
9. Get Real Capstone Project

# What about other towns?

- City of Hartford used TPP funding to decrease their ranking on the rate of teen births from #1 to #3:
  - *Get Real*
  - *Be Proud! Be Responsible!*
  - *Making a Difference*
- State PREP grant served several high schools using *Be Proud! Be Responsible!*:
  - East Hartford
  - Bridgeport
  - New London
  - New Britain SCA and Brookside under superintendent Nancy Serra
- 81% of State PREP participants reported that they learned from PREP-funded EBPs.

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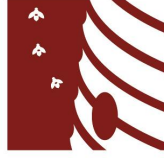
*“I really enjoyed the program and believe more kids / teenagers should have access to this. Withholding this type of information can result in diseases or pregnancy”*

**– Participant from CT**

# Questions?

**CREDITS:** This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics & images by **Freepik**

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## CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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### Board Memorandum

Submitted by Lillie Stuart () for approval at the Regular Board Meeting on November 6, 2023.  
Senior Leadership Sponsor: Kristie Bourdoulous Staff Presenter: Lillie Stuart

#### Type of Memorandum

Presentation to the Board

#### Background and Purpose/Rationale

PK-5 Language Arts Updates

This presentation provides updates on the implementation of the American Reading Core program from August to the present day.

#### Financial Information

#### Committee Review

To be reviewed by the Curriculum Committee on October 16, 2023

[10.16.23 BOE Presentation on pK-5 FLA - Lillie Stuart.pdf](#)



# PK-5 Language Arts Update

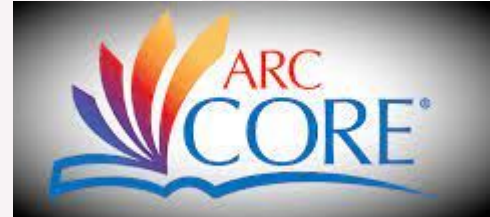
Board of Education  
Curriculum Committee

October 59 16, 2023



# CSDNB Literacy Block Components K-5

- ❑ **Phonemic Awareness/Phonics**
  - ❑ Foundations
  - ❑ Morning Message (Interactive Writing)
- ❑ **Whole Group**
  - ❑ Foundational Skills
  - ❑ Interactive Read Aloud
  - ❑ Book Shopping
  - ❑ Accountable Talk
- ❑ **Reading Labs 1 & 2**
  - ❑ Reading Focus
  - ❑ Independent/Partner Reading
  - ❑ Read to Me
  - ❑ Small Group Instruction
- ❑ **Writing**



60



DiLoreto & Jefferson  
Grade 5  
Author's Visit:

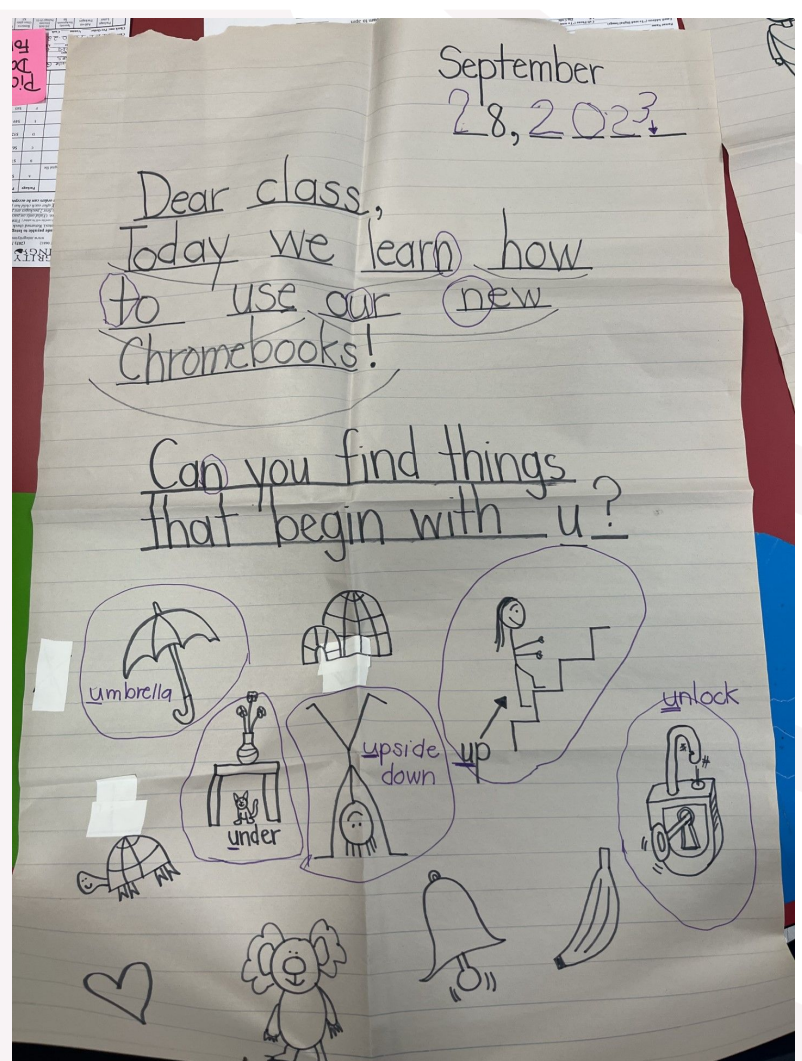
**Bruce Coville**  
**'My Teacher is an Alien'**



# Morning Message:

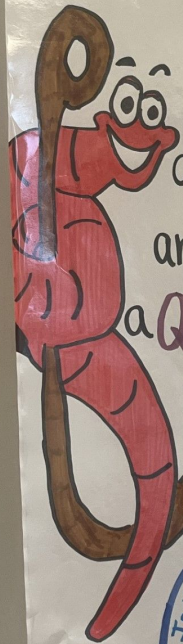
Sets the tone for the day and reinforces Foundational Skills

62





# Hook Your Reader



Start your story with...

a SOUND,  
an ACTION,  
a QUESTION,  
or DIALOGUE

SOUND  
SPLASH!  
The bird dived  
in the water  
EFFECT

ASK A  
QUESTION  
What has  
five rows of  
teeth?

QUOTE  
"Just keep  
swimming"  
-Dory

EXCLAMATION!  
Watch Out!  
Here Comes  
The Shark!

Interesting Facts  
Sharks  
use more than  
10,000 teeth in  
its life.

# Fiction VS Nonfiction

Read in order

Read in any order

Read to enjoy

Read to learn

Realistic or Fake

Facts

Tells a story

Teaches you

Characters/Setting

Index/ Table of Contents

Illustrations

Photographs

Problem/Solution

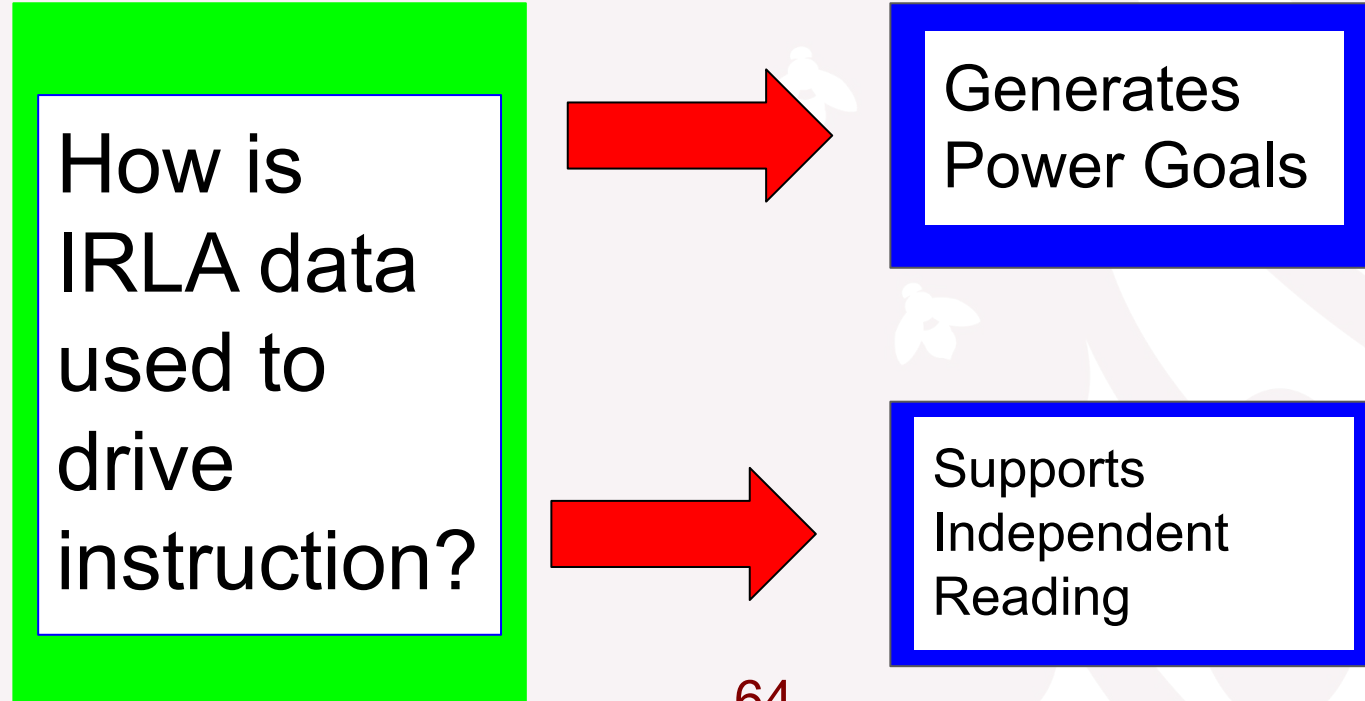
Glossary/ Words in Bold

Can have a theme/lesson

Main Idea/Details

Beginning, Middle, End

# Independent Reading Level Assessment (IRLA)



# IRLA Dashboard Tells Us...

What does it say about...?	Current Status	What does it mean?
Students Ready for Grade Level Engagement	29%	The percent of students who read on their own without being prompted.
Students Ready for Reading Practice	9.6%	<b>Percent reading on grade level.</b>
Individual School Status	Individual Dashboards	The range of students at grade level ranges from 15% to 7%.

# 100 Book Challenge

- Students read daily in school and at home
- Students track their minutes in their log
- Teachers track student minutes in SchoolPace
- Students see a visual of their progress on the class chart



*We Celebrate!*

# Professional Learning 2023-2024

- District-Wide PD
- Essential Collaboration (Grade level collaboration)
- Job- Embedded PD from ARC (10 onsite visits by ARC)





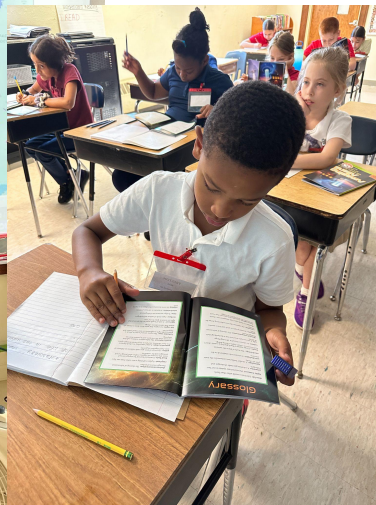


# Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

- Administered three times a year (BOY, MOY, EOY)
- Students in grades K-3 are assessed
- Used to inform which students receive supports
- Used to assess student progress while receiving support
- 10% of students are on grade level in Fall.



# Thank You!



69  
Thank you CSDNB Educators for an amazing launch!!!!



## CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

# New Britain Board of Education Curriculum Committee Meeting

September 18, 2023 – 6:15 PM | New Britain Educational Administration Center

### Call to Order and Opening

Committee Chair Anthony Kane Mr called the meeting to order at 6:50 PM

### Board Members Present

Merrill Gay\*, Anthony Kane\*, Joseph Listro\*, Barbara Marino, Diana Reyes\*, Gayle Sanders-Connolly, Tina Santana\*

### CSDNB Staff Present

Ms. Amy Anderson, Ms. Lara Bohlke, Ms. Kristie Bourdoulous, Ms. Aja Edwards, Dr. Anthony Gasper, Ms. Maryellen Manning, Ms. Silvia Mayo-Molina, Ms. Cristina Morant, Mr. Jeff Prokop, Mr. Tyrone Richardson, Mr. Paul Salina, Dr. Nicole Sanders, Ms. Keira Soler, Mr. Mark Spalding, Ms. Lillie Stuart, and Ms. Ivelise Velazquez.

### New Business

Multilingual Department Newcomer Curriculum Review & Revision  
Presented by Ms. Silvia Mayo-Molina

Please see attached presentation.

Review and Approve Minutes from Curriculum Committee Meeting on May 22, 2023  
Submitted by Ms. Aja Edwards

Ms. Reyes motioned to approve minutes from Curriculum Committee Meeting on May 22, 2023, seconded by Mr. Listro.  
Motion carried unanimously.

Informational Update Regarding Offerings Referred to as “Honors Level” – Slade & Pulaski Middle School  
Submitted by Dr. Tony Gasper

Please see attached presentation.

Deputy Superintendent Ivelise Velasquez presented a power point regarding honors level course offerings at Slade and Pulaski Middle school. Dr. Gasper asked the Board to develop a philosophy statement defining what an honors experience is. Board members shared their concerns of creating an honors experience that focuses solely on the strengths of one curriculum, rather than providing a variety of experiences that represent the diversity of students in the district.

### Closing and Adjournment

Mr. Kane motioned to adjourn at 7:33pm, seconded by Ms. Santana. Motion carried unanimously

## New Britain Board of Education

Gayle Sanders-Connolly – President | Merrill Gay – Vice President | Joseph Listro – Secretary

Anthony Cane | Monica Dawkins | Anthony Kane | Barbara Marino | Annie S. Parker | Diana Reyes | Tina Santana