# NEW BRITAIN BOARD OF EDUCATION
# CURRICULUM COMMITTEE MEETING

**DECEMBER 11, 2023 – 6:15 PM l 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:      December 8, 2023

RE:        New Britain Board of Education Committee Meetings

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

- **The New Britain Board of Education Policy Committee** will hold a regular meeting on Monday, December 11, 2023 at 6:00 PM at the New Britain Educational Administration Center, located at 272 Main Street in New Britain, Connecticut.

- **The New Britain Board of Education Curriculum Committee** will hold a regular meeting on Monday, December 11, 2023 at 6:15 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 <u>or</u> 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 l Curriculum Committee Regular Meeting

December 11, 2023 – 6:00 PM l 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. Informational presentation - Personal Safety Instruction
Presented by Ms. Keira Soler l Page 4

B. Informational presentation - School Based Diversion Initiative (SBDI)
Presented by Ms. Keira Soler l Page 7

## 3. New Business

A. Review and approve minutes from Curriculum Committee meeting on October 16, 2023
Submitted by Ms. Aja Edwards l Page 33

B. Review recommended curriculum for adoption - Problem Solving, Algebra 1, Algebra 2, Geometry
Submitted by Ms. Lara Bohlke l Page 34

## 4. Closing and Adjournment

A. Other Business as Permitted by Law
B. Adjournment

**New Britain Board of Education**
Anthony Cane| Salvador Escobales | Anthony Kane | Joseph Listro | Barbara Marino |Annie S. Parker | Joan Pina l Diana Reyes | Jose Rivera | Tina Santana

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# CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

## Board Memorandum

Submitted by Keira Soler for approval at the Regular Board Meeting in January 2024.
Senior Leadership Sponsor: Ivelise Velazquez   Staff Presenter: Keira Soler

### Type of Memorandum

Informational Presentation - Personal Safety Instruction

### Background and Purpose/Rationale

This presentation is aligned with Dr. Gasper's 'Essential 10' - Environment: Calm, Safe, clean, healthy , welcoming learning environments.   Environment and Curriculum:  A rigorous, useful, Board-approved curriculum document for every subject area, course, and grade.

In response to Connecticut General Statute Sec. 17a-101q A Statewide Sexual Abuse and Assault Awareness Program where several Sexual Abuse and Assault Awareness Program were vetted in order to select and pilot two of them.  The two programs are Think First and Stay Safe and Safer Smarter Schools.  The goal is to prevent the sexual abuse of minors by educating children and adults about sexual predators, promoting awareness of sexual abuse laws and supporting survivors and their families in post-disclosure recovery.

We have an existing contract with Vector Solutions for staff.  We are adding students to the platform.

### Financial Information

The total is $400.00 and the funding source is Purchased Professional and Technical Services 300.

### Committee Review

To be reviewed by the Curriculum Committee on December 11, 2023

Personal Safety Curriculum - Diana Rios.pdf

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# Personal Safety Curriculum Pilot Plan

**Goal:** To prevent the sexual abuse of minors by educating children and adults about sexual predators, promoting awareness of sexual abuse laws, and supporting survivors and their families in post-disclosure recovery.  Actions taken to date:
- Identified possible curriculums to Pilot.
- Conducted initial review including vendor demonstrations from Safer, Smarter Schools and Safe Schools.
- Received quotes to ascertain cost including pilot cost.
- Determined which school  would pilot the Curriculum.
- Pilot window is January through April.
- Administration will make a recommendation based on the pilot information in May.

**Attributes of two curriculums chosen to pilot:**

Safer, Smarter Schools and Think First & Stay Safe - both:
- are Erin's Law approved
- meet the Nine Principles of Prevention
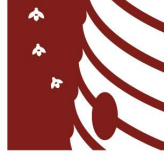- are developmentally and age appropriate

| Schools | Staff Piloting | Time and Length | Safer Smarter Schools | Think First & Stay Safe |
|---|---|---|---|---|
| DiLoreto | Social Worker and Psychologist | 25 min bi-weekly Time of day to be determined by Principal | Grade 2 | Grade 5 |
| Lincoln | Social Worker | 25 min bi-weekly Time of day to be determined by Principal | Grade K | Grade 3 |

| Safer, Smarter Schools | Think First & Stay Safe |
|---|---|
| **Number of Lessons** K, 3rd -6 lessons 1st, 2nd- 8 lessons 4th,5th - 5 lessons | **Number of Lessons** pK-2 - 7 Lessons 3, 5 - 5 lessons 4 - 6 lessons |
| **Length of Lesson** About 25 minutes | **Length of Lesson** About 25 minutes |
| **Curriculum Content** | **Curriculum Content** |

| | |
|---|---|
| -Safety awareness<br>-Respecting yourself and others<br>-Developing self esteem<br>-Peer pressure<br>-Bullying, cyberbullying<br>-Assessing safe vs. unsafe situations<br>-Understanding rules and responsibilities<br>-Identifying and protecting body boundaries<br>-Listening to a guiding voice<br>-Accessing help and identifying trusted adults<br>-Determining safe vs. unsafe touches<br>-Safe vs. unsafe secrets<br>-Staying safe online and on digital devices | **Grades PreK-K:**<br>-Staying Healthy & Safe<br>- Kindness, Trusted Adults<br>-Rules & Laws, Secrets, Grown-ups<br>-who can help<br>-Child Luring<br>-Abuse is Never a Child's Fault.<br>**Grades 1-2:**<br>-Staying Healthy and Safe<br>-Kindness & Respect<br>-Trusted Adults<br>-Rules & Laws<br>-My Body Belongs to Me<br>-Secrets, Instincts<br>-Child Luring<br>-Choosing Grown-ups to Help<br>-Children are Special,<br>-Abuse is Never a Child's Fault.<br>**Grade 3:**:<br>-Affection Lure<br>-Be Kind/No Bullying<br>-Assistance Lure<br>-Pet Lure and Authority Lure.<br>**Grade 4:**<br>-Emergency, Games<br>-Name, Friendship<br>-Threats & Weapons<br>-e-Lures.<br>**Grade 5:**<br>-Affection<br>-Bullying/Cyberbullying/Harassment<br>-Bribery<br>-Ego/Fame<br>-Hero Lures. |

**Cost of Pilot:**
- Safer Smarter Schools - $400
- Think First & Stay Safe - free

# CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

**Board Memorandum**
Submitted by Keira Soler for approval at the Regular Board Meeting in January 2024.
Senior Leadership Sponsor: Tyrone Richardson   Staff Presenter: Keira Soler

## Type of Memorandum

Informational presentation - School Based Diversion Initiative (SBDI)

## Background and Purpose/Rationale

New Britain High, Pulaski and Slade are currently working with School Based Diversion Initiative (SBDI) which is designed to prevent school-based arrests and reduce out-of-school suspensions and expulsions for students experiencing emotional or behavioral health challenges. SBDI is a school-level initiative that engages teachers, staff, administrators, other school faculty and community providers through consultation, professional development and capacity building activities.  SBDI has provided us with a grant for $54,500 to use in ways that will help us meet our goals that schools have created with them based on school data.  We would like to extend our contract that we currently have with Safe Schools for teachers to reach our students.  The platform contains videos and lessons on the following topics: Substance Misuse Prevention, Mental Health & Well-Being, Healthy Relationships,  Personal and Community Safety.
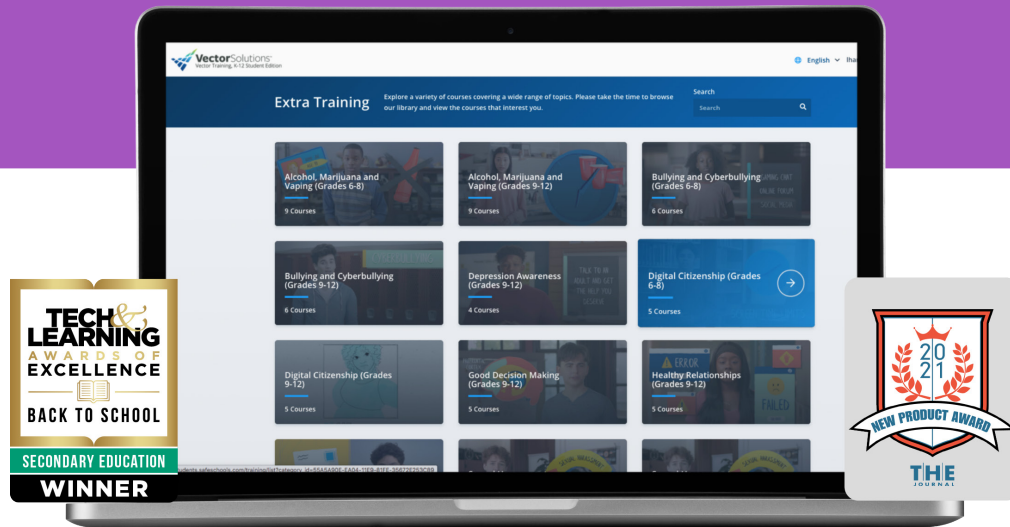
## Financial Information

N/A

## Committee Review

To be reviewed by the Curriculum Committee on December 11, 2023

Annotated CASEL Alignment K-12 Student Safety & Wellness (2) - Keira Soler.pdf

# Student Safety & Wellness Courses

## CASEL Alignment Guide



## About Our Student Safety & Wellness Courses

Our powerful, engaging Student Safety & Wellness Courses cover a wide variety of safety, wellness, and social and emotional learning topics. Courses feature diverse peer presenters and unique, age-appropriate content for grades 6-8 and 9-12.

| Course Collections | Student Outcomes |
|---|---|
| Substance Misuse Prevention | Develop healthy identities |
| Mental Health and Well-being | Manage emotions and achieve personal and collective goals |
| Healthy Relationships and Inclusion | Demonstrate empathy for others |
| Personal and Community Safety | Establish and maintain supportive relationships |
| | Make responsible and caring decisions |

*Positively impact school culture, improve student outcomes, and keep students safe.*

# Vector Solutions' Student Safety & Wellness Courses Address SEL Competencies

The Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework outlines five core social and emotional competencies that support learning and development.

Many districts have used the CASEL Framework to establish learning standards and competencies that articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

We have carefully aligned our Student Safety & Wellness Courses to address the five core competencies and to support educators in integrating these modules into your SEL program.

**Resources**
> https://drc.casel.org/license-agreement-for-online-access/
> https://casel.org/sel-framework/

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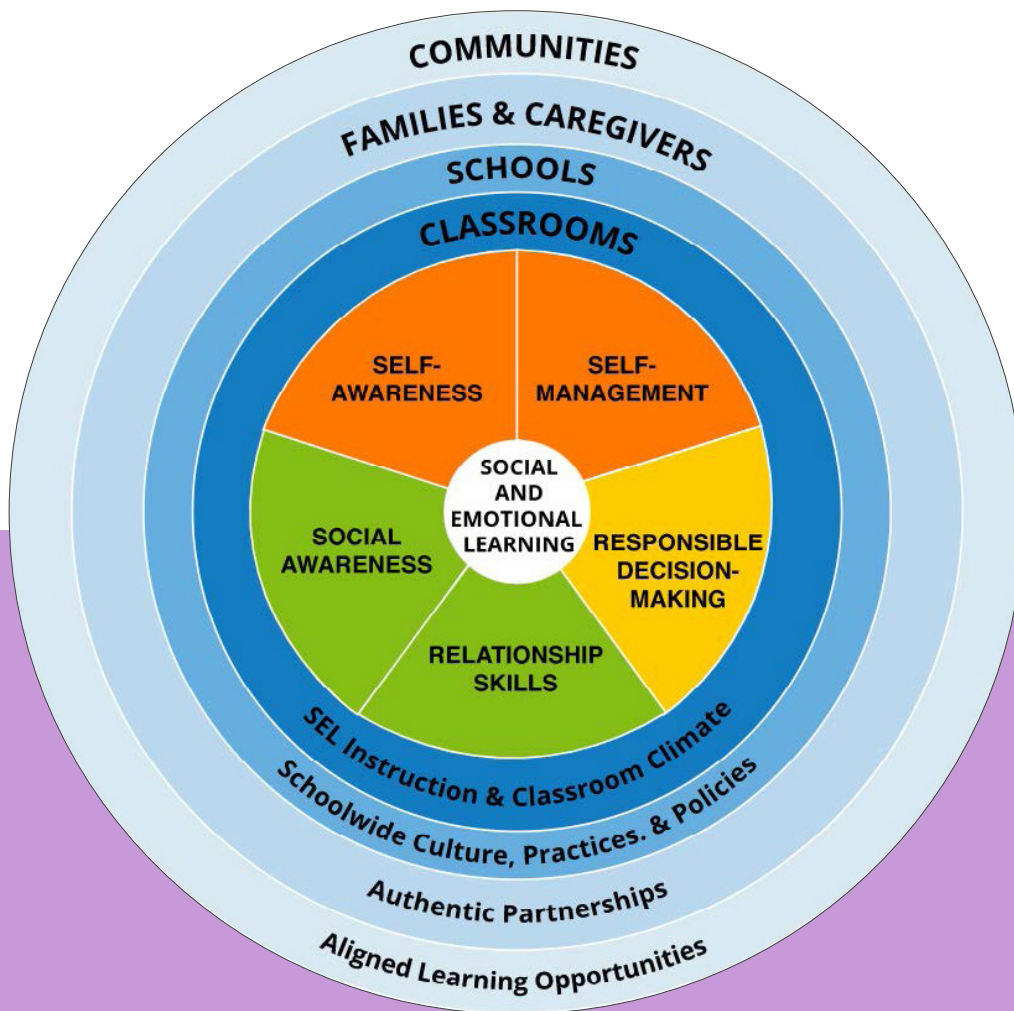
# Student Safety & Wellness Courses

| Substance Misuse Prevention | Mental Health & Well-Being | Healthy Relationships & Inclusion | Personal & Community Safety |
|---|---|---|---|
| **Alcohol, Marijuana and Vaping**<br>*Responsible Decision-Making* | **Stress and Anxiety**<br>*Self-Management* | **Bullying and Cyberbullying**<br>*Social Awareness* | **Active Assailant**<br>*Responsible Decision-Making* |
| | **Depression Awareness**<br>*Self-Awareness* | **Digital Citizenship**<br>*Responsible Decision-Making* | **Human Trafficking Awareness**<br>*Responsible Decision-Making* |
| | **Youth Suicide Risk**<br>*Responsible Decision-Making* | **Resolving Disagreements**<br>*Relationship Skills* | **Trauma Awareness**<br>*Self-Awareness* |
| | **Self-Harm Awareness & Prevention**<br>*Self-Management*<br>*(COMING SOON)* | **Dating Violence Awareness**<br>*Relationship Skills* | **Good Decision Making**<br>*Responsible Decision-Making* |
| | **Eating Disorder Awareness & Prevention**<br>*Self-Awareness*<br>*(COMING SOON)* | **Sexual Harassment**<br>*Social Awareness* | **Sexual Abuse Awareness**<br>*Responsible Decision-Making* |
| | | **Healthy Relationships**<br>*Relationship Skills* | **Hazing Awareness and Prevention**<br>*Social Awareness*<br>*(COMING SOON)* |
| | | **Personal Skills for an Inclusive School**<br>*Social Awareness* | |

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# Substance Misuse Prevention

| Alcohol, Marijuana and Vaping | Module Description | SEL Competency |
|---|---|---|
| **Binge Drinking and Alcohol Poisoning** | Not every student in high school will drink or use drugs. There are many ways teens can take action against alcohol and drugs. In this course, we give students key strategies and concepts that they can use to resist the pressure of substance use. | **Responsible Decision-Making** |
| **Driving Under the Influence and Other Dangers** | When you add alcohol and drugs to the inexperience of young drivers, it's no surprise that the result is often disaster. Underage drinking is involved in nearly half of all car crashes, and that's not the only dangers teens face if they decide to engage in substance use. In this module we talk about how alcohol and other drugs can contribute to many teen tragedies, such as teen car accidents, youth suicides, violence, injuries, and sexual assaults. | **Responsible Decision-Making** |
| **How Alcohol Affects Your Brain** | The brains of teenagers are still developing and because of that, alcohol use and abuse can have serious consequences. In this module, we talk about how alcohol affects the brain and the short- and long-term damage that it can cause to your health and future. | **Responsible Decision-Making** |
| **How Drugs and Vaping Affect Your Brain** | Alcohol isn't the only substance that can affect your health, specifically your brain. When someone smokes, injects, vapes or swallows a drug, it changes their brain's communication system. In this module, we dispel the myths about so-called "harmless" drugs, like marijuana and vaping, and explain the lasting effects these substances can have on the brain and health in general. | **Responsible Decision-Making** |
| **Social Pressure and Substance Use** | The pressure to fit in during high school can feel overwhelming, and that pressure can lead students to engage in harmful activities, like drugs and alcohol use. In this module we talk about some of the reasons why teens give into this social pressure and ways they can avoid it. | **Relationship Skills** |
| **Substance Use and Risks to Your Future** | Alcohol and drug use in high school can have lasting negative effects beyond just the physical. In this module, we will discuss the ways substance use can affect students' grades, sports and extra curricular activities, relationships with others and future education and career goals. | **Self-Management** |
| **Teenage Alcohol and Drug Use** | Underage drinking and substance use in the United States is undeniably pervasive. In this module we talk about the prevalence of substance use, some of the ways teen get introduced to drugs or alcohol, and how substance use can have serious consequences. | **Responsible Decision-Making** |
| **The Truth About Vaping** | The popularity of vaping among teens has risen dramatically in recent years due to the ease of concealed use and perceived harmlessness, especially in comparison to cigarette smoking. In this module, we dispel the myths about the safety of vaping and explain the risks and potential consequences of using electronic vaping products. | **Responsible Decision-Making** |
| **What You Can Do to Avoid Substance Use** | Not every student in high school will drink or use drugs. There are many ways teens can take action against alcohol and drugs. In this course, we give students key strategies and concepts that they can use to resist the pressure of substance use. | **Responsible Decision-Making** |

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# Mental Health & Well-Being

| Stress and Anxiety | Module Description | SEL Competency |
|---|---|---|
| **How Stress and Anxiety Affect the Body** | When someone suffers from stress and anxiety, they not only feel mental pain but also physical pain. Muscles tighten, blood pressure rises and heartbeats increase, which can interfere with teens' daily activities. In this module, we identify the physical symptoms of stress and anxiety so students can understand the toll these take on the body and seek help if they need it. | **Self-Awareness** |
| **Stress and Anxiety Relievers** | There are several ways to relieve stress and anxiety. And some are as easy as writing down fears or visualizing an upcoming event. In this module, we review these and other strategies and identify so-called solutions that are actually harmful to students | **Self-Management** |
| **Stress and Anxiety: There's a Difference** | Everyone experiences stressful situations once in a while. And sometimes that can lead to anxiety, which lasts a long time and can take over every aspect of a teen's life. In this module, we break down the differences between stress and anxiety so students can tell when what they're feeling is normal and when it's time to get help. | **Self-Awareness** |
| **The Causes of Stress and Anxiety** | Day-to-day life can cause stress. If stress keeps happening and doesn't seem to end...that's when anxiety can take over. In this module, we discuss some of the causes of stress and anxiety, such as parental pressure, body changes and even social media. We also talk about how a little stress, if managed effectively, can actually be a good motivator that helps teens focus on how to get the things they really need or want. | **Self-Awareness & Self-Management** |

| Depression Awareness | Module Description | SEL Competency |
|---|---|---|
| **How Depression Affects Your Health** | Depression is more than a feeling. It brings emotional and psychological pain, but it can also have serious and lifelong effects on the physical health of those suffering from it. In this module, we discuss the ways depression can affect teen health to underscore the need for prompt diagnosis and treatment. | **Self-Awareness & Relationship Skills** |
| **Strategies for Combating Depression** | Intervention and treatment can significantly help teens who are experiencing depression. In this module, we provide students with strategies for actively combating depression, as well as encouragement to seek support from adults and medical professionals. We provide steps teens can take towards overall wellness along with very specific, practical suggestions they can implement in their day-to-day lives to maintain good mental health. | **Self-Management** |
| **What Causes Depression?** | The teen years bring about so much change, which often includes mood swings and behavior changes. But why does it sometimes become depression? In this module, we talk about some of the causes of depression, including why it happens to some people and not others. In particular, we discuss how loss and significant changes or transitions in a teen's life can bring about depression. | **Self-Awareness** |
| **What Is Depression?** | Depression can happen to anyone, but it can be particularly difficult to recognize in teenagers alongside typical adolescent behavior and changes. In this module, we'll explain the difference between depression and feeling sad. We'll talk about the symptoms of depression, and how those can look differently in high schoolers so that they can recognize the warning signs in their peers as well as in themselves. | **Self-Awareness** |

| Youth Suicide Risk | Module Description | SEL Competency |
|---|---|---|
| **Groups at Increased Risk of Suicide** | No one is immune from experiencing suicidal thoughts or mental health issues at times. However, some students are at greater risk than others. In this module, we discuss the challenges faced by students suffering from depression or other mental health issues; those who have been bullied; and members of the LGBTQ+ community and ways those students can get the help they need. | **Social Awareness** |
| **Suicide Prevention and Intervention Strategies** | Suicides can often be prevented with the proper intervention and support. In this module, we provide students with the encouragement to speak up about suicide and mental health issues - along with the many, specific resources they can use to get the help they - or a friend - needs. | **Responsible Decision-Making** |
| **Symptoms and Warning Signs of Suicide** | Students who are experiencing suicidal thoughts usually show signs that they are suffering. In this module, we describe some of the warning signs indicating that students may be experiencing suicidal thoughts, or mental health issues, like depression. We provide students with ways they can get help for a friend - or themselves. | **Social Awareness** |
| **Teenage Stress and Suicide Risk** | Students face many changes, challenges and stressors during their teenage years and for some, they can feel overwhelming. This module recognizes and discusses the stress and anxieties that students experience and the connect to the risk of suicidal behavior. Healthy ways to manage the challenges of life are discussed including talking openly about problems students or their friends may have, including mental health issues. | **Self-Awareness & Self-Management** |
| **The Impact of Suicide and Contagion** | High school can be really hard for many students. The transition into adulthood brings many new forms of stress. School, greater responsibilities and challenges can take a toll on teens' emotional and mental health. This course is designed specifically for high school students so that they can better identify youth suicide risk - in themselves and others - so that they can intervene and/or ask for the support that is needed. With care and sensitivity, we will discuss mental health concerns - such as anxiety and depression; signs and symptoms, and how they can get the help they need. | **Relationship Skills** |

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# Healthy Relationships & Inclusion

| Bullying and Cyberbullying | Module Description | SEL Competency |
|---|---|---|
| **Cyberbullying** | Online bullying, or cyberbullying, has become a more common and often more vicious form of bullying among high school students via social media, apps, texts and many other ways. In this module, we identify various techniques cyberbullies use including catfishing, trolling, exclusion and sexting; the effects of cyberbullying on their peers; the dangers of engaging in this behavior and ways to protect yourself. | **Social Awareness** |
| **How to Be an Upstander Against Bullying** | For the bullying climate to change, students need to learn how to be an upstander, instead of a silent bystander. In this module, we provide real, practical examples of what students can do to help stop bullying - in big and small ways - which can make a huge difference in a victim's life. | **Relationship Skills** |
| **The Importance of Doing Something About Bullying** | Many students suffer silently from being bullied, but that can change if their peers speak up. In this module, we discuss why it's important to stand up to bullying and not just be a bystander. | **Responsible Decision-Making** |
| **Understanding Bullying** | Before we can expect students to actively help stop bullying, we need to be sure they understand exactly what it is. In this module, we discuss the prevalence of bullying; define bullying and cyberbullying for students, explain the difference between bullying and arguments; and identify those at risk for being a bully or being bullied. | **Social Awareness** |
| **What Does Bullying Look Like?** | It's important for students to understand that bullying and cyberbullying can take many forms, and all are equally traumatic. In this module, we identify various types of bullying, including: physical, verbal and social. | **Social Awareness** |
| **Why Should You Care About Bullying?** | The impact of bullying and cyberbullying during high school can affect students for their entire lives. In this module, we discuss the signs that a friend or classmate is being bullied; and the long-term effects it can have on them, including suicide and self-harm risks. | **Responsible Decision-Making** |

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| Digital Citizenship | Module Description | SEL Competency |
|---|---|---|
| **How to Be an Aware and Positive Contributor Online** | There are countless ways online digital media can be used to connect and create, but it can unfortunately also be used to manipulate. In this module, we encourage students to use technology in positive, productive ways, such as sharing and developing their talents in addition to enjoying that of others. We also discuss tactics some businesses or other users may use online to mislead or manipulate - such as the perpetuation of likes, sharing, filtered/altered photos and fake news - so that students can be fully informed and aware when online. | **Social Awareness** |
| **Protecting Yourself and Others Online** | Technology offers a world of possibilities to students in today's digital world, but it also presents certain risks. In this module, we provide strategies that students can use to protect themselves and their information online, including guidance on location services, check-ins, scams, shopping online, passwords, and more. We also discuss harmful behaviors such as cyberbullying and texting while driving. | **Responsible Decision-Making** |
| **Respecting Yourself and Others Online** | It's sometimes easy for high schoolers to forget that there's a real person, with real feelings, on the other side of that screen. In this module, we discuss the importance of being respectful online and with your devices, and ensuring you're representing yourself appropriately. We cover topics specifically affecting high school students, such as exclusion, screen time, trolling, and cyberbullying. | **Responsible Decision-Making** |
| **What Is Digital Citizenship?** | Many of us may be guilty of behaving differently online than we would in person. But teenagers in particular may do and say things online they'd never say in person, and definitely later regret. In this module, we discuss the concept of digital citizenship and what it means to be a good citizen of the digital world. We talk about why it matters what we do, how we act and how we treat each other online, just as much as it would if we were face to face. | **Social Awareness & Responsible Decision-Making** |
| **Why Should You Care about Digital Citizenship?** | Online technology connects us all and is a part of pretty much everything in today's world, opening up endless possibilities as well as unique challenges. In this module we discuss the importance of responsible online behavior by providing students with an understanding of the digital footprint they are creating right now. We talk about potential consequences of inappropriate online behavior and how students can ensure that the footprint they leave behind is the story they want to tell about themselves. | **Social Awareness & Responsible Decision-Making** |

| Resolving Disagreements | Module Description | SEL Competency |
|---|---|---|
| **Challenges and Pitfalls in Resolving Disagreements** | Disagreements are often difficult to navigate and often painful to endure, no matter what they're about. In this module, we talk about some of the common challenges teens face when involved in a disagreement and how to address them effectively in order to preserve that relationship and still stay true to their own values. | **Relationship Skills** |
| **How We Resolve Disagreements** | There are many different ways teens can respond during disagreements. How they choose to react will usually determine if a happy resolution is achieved or not. In this module, we'll outline the different choices teens have when involved in a disagreement and help them navigate towards a healthy resolution. | **Relationship Skills** |
| **Resolving Disagreements Effectively** | Few things are more painful to teenagers than being in an argument with a friend. In this module, we discuss the themes involved in most disagreements and dissect what they really mean. We provide students with examples demonstrating strategies for navigating difficult conversations, responding to negative comments and reacting to peer pressure. | **Relationship Skills** |
| **The Anatomy of a Disagreement** | How does a conversation become a disagreement? In this module, we'll break down the parts of disagreements so that teens can better recognize and understand what's at the heart of a disagreement and identify ways to resolve it. | **Relationship Skills** |
| **Why It's Important to Resolve Disagreements** | Having disagreements with others, especially in high school, is perfectly normal, but unfortunately most do not know how to resolve them effectively. Unresolved disagreements can create uncomfortable and even very problematic feelings and situations. This module will help teens understand why it's important to develop the skills needed to resolve disagreements and build healthier relationships. | **Relationship Skills** |

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| Dating Violence Awareness | Module Description | SEL Competency |
|---|---|---|
| **Recognizing Toxic and Abusive Relationships** | You've likely heard the term toxic. But what does a toxic relationship actually look like? This module is designed to answer that question for high school students, exploring warning signs that a relationship may be toxic. | **Relationship Skills** |
| **Responding to and Preventing Dating Abuse** | What do you do if you're in an unhealthy relationship, or if you believe a friend or someone you love is in one? It's important to trust your instincts. This module guides high school students through the steps to take to re-establish boundaries within a relationship, or safely exit the relationship if needed. The module also provides students with information about bystander intervention, how to support a friend who is in an unhealthy relationship and when to talk to a trusted adult. | **Relationship Skills** |
| **Thinking about Boundaries** | One of the most important aspects of a healthy relationship is creating and maintaining boundaries. This module helps high school students understand the role of boundaries in a relationship, and gives an overview of seven main types of boundaries that students should consider. | **Relationship Skills** |
| **What is a Healthy Relationship?** | Have you ever thought about how we learn to have relationships, or what makes them healthy? This module gives high school students guidelines on what qualities to look for in a healthy relationship. These include being able to be your authentic self, mutual respect, open communication, and how to address conflict. | **Relationship Skills & Self-Awareness** |

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| Sexual Harassment | Module Description | SEL Competency |
|---|---|---|
| **Stopping Sexual Harassment** | Sexual harassment not only has devastating effects on the student being targeted, but also on the entire school. In this module, we provide students with strategies to intervene safely when they see sexual harassment happening. We encourage students to speak up, and we identify resources for help. | **Social Awareness** |
| **The Role of Power and Consent in Sexual Harassment** | Sexual harassment can take place when one person has more power than another – like in a teacher/student relationship. It can also happen when people have the same amount of power in the relationship, such as student to student. All sexual harassment, though, involves a lack of consent and can create a hostile environment. In this module, we provide examples of varying power relationships in sexual harassment situations. We also discuss consent, including verbal and nonverbal cues and withdrawal. | **Social Awareness** |
| **What Does Sexual Harassment Look Like?** | Sometimes it may be difficult for students to be able to identify what behavior is truly inappropriate. In this module, we show what sexual harassment may look like. It can be verbal, nonverbal, physical, or take place online. We also explain the difference between sexual assault and sexual harassment so students can recognize and avoid these inappropriate and possibly illegal behaviors. | **Social Awareness** |
| **What Is Sexual Harassment?** | Sexual harassment has many forms, and students may not always recognize the line that separates things like compliments and flirting from sexual harassment. In this module, we define sexual harassment and the different forms it may take so that students can recognize situations of sexual harassment. | **Social Awareness** |

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| Healthy Relationships | Module Description | SEL Competency |
|---|---|---|
| **Becoming Self-Aware Through Mindfulness** | Mindfulness means focusing on the present. It helps us concentrate and remember things better. It lowers stress and improves sleep. And it can help us manage painful emotions. In this module, we discuss how high schoolers can use mindfulness to become more self-aware and accepting. When you're more accepting of what mindfulness reveals about yourself, you can usually see the problems in your relationships more clearly. | **Self-Awareness** |
| **Building a Give-and-Take Relationship** | Healthy relationships are based on give and take. Sometimes, though, we take others for granted or lack the communication skills we need to maintain these connections. In this module, we review how high schoolers can become better communicators and even better friends by being aware of the people they associate with and how their behavior affects others. | **Relationship Skills** |
| **Healthy Communication in Relationships** | Recognizing how our families influence the way we communicate can help us change or improve patterns of behavior. In this module, we talk about how high schoolers can communicate better so they can make stronger connections with others. We also discuss how assertiveness, self-esteem and empathy play a role in getting what we want. | **Relationship Skills** |
| **Understanding Your Emotions** | If you're having a hard time managing emotions, it can really hurt your relationships. Anger, fear, shame, depression and a lot of other emotions can really threaten relationships if you don't take care of them. In this module, we examine the differences among emotions, thoughts and behaviors. We also take a look at one specific emotion that can make it hard for high schoolers to be social: anxiety. | **Self-Management** |
| **Why Healthy Relationships Matter** | Connections with different people – whether a parent, friend or teacher – can create feelings of love, friendship and support. The happier and healthier these relationships are, the happier and healthier we are. In this module, we discuss the importance of making healthy connections in high school and how they affect our self-confidence and self-esteem. | **Relationship Skills** |

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| Personal Skills for an Inclusive School | Module Description | SEL Competency |
|---|---|---|
| Full Course | This course is about how students can contribute to and get the most out of their school experience and in any diverse community where they choose to live, learn and work. We'll cover baseline definitions like "diversity" "stereotype" and "microaggressions" as well as concepts like anticipating impact, using up-to-date and inclusive identity terms and ways to stop microaggressions. The topics include: school system's commitment to diversity and what it means for students, defining diversity, inclusively engaging comfortably with difference, examining assumptions, searching for similarities, anticipating impact and microaggressions and their impact. | Social Awareness |
| 10-Minute Refresher Course | | |

# Personal & Community Safety

| Active Assailant Preparedness | Module Description | SEL Competency |
|---|---|---|
| **Common Myths About Active Assailant Events** | The past few years, we've become all too familiar with tragedies at schools. And the fact that graphic videos and stories are shared all over the news and social media can really change how we think about safety at school. Unfortunately, this information is often frightening and can stress us out, which can reduce our ability to respond to danger. This module provides high school students with an overview of the common myths about active assailant events at school. Key topics include: how to view data and statistics, the element of bias, the effects of inaccurate information along with how to respond to it, and others. | **Responsible Decision-Making** |
| **How to Protect Yourself and Others if An Attack Occurs** | Thinking about being in an active assailant situation is scary. But there are a lot of things you can do to protect yourself and others in the moment if you experience one of these extremely rare events. This module provides high school students with a series of protective actions they can use to protect themselves and others in an active assailant event. Key topics include: communication, securing yourself, lockdowns, and others. | **Responsible Decision-Making** |
| **How to Recognize a Potential Attack is Imminent or Underway** | We all know it's better to prevent something from happening – or getting worse – rather than having to react to it. This is especially true when it comes to something as challenging and scary as an active assailant situation. This module provides high school students with an overview of how to recognize that a potential attack is imminent or already happening. Key topics include: behaviors and potential indicators, sounds, visual signs, overall context, and the concept of perceptual narrowing. | **Responsible Decision-Making** |
| **Warning Signs and Pre-attack Indicators** | Noticing when something is about to happen is really helpful in a lot of areas, like playing sports, checking the weather, or driving a car. Whether they're good or bad, being aware of certain warning signs is a valuable life skill. Even though a threat can happen quickly, there are actually some key warning signs involved. This means it's important to notice behaviors and statements that could indicate that someone might be at risk of carrying out an act of violence in the future – if appropriate intervention by professionals doesn't happen. This module provides high school students with an overview of key warning signs and potential pre-attack indicators. Key topics include: anomalies, the "pathway to violence," common behaviors, and early and imminent warning signs. | **Responsible Decision-Making** |
| **Ways to Think About Threats** | One of the most important things to know is that there is no "type" or "profile" of an active assailant. And relying on things like assumptions, profiles or stereotypes is unfair and dangerous and can actually lead to people completely ignoring a dangerous person before a threat. This module provides high school students with an overview of how to think about and prevent active assailant threats, as well as a set of tools to become more situationally aware. Key topics include: Context, active attentiveness, and creating a positive school climate. | **Responsible Decision-Making** |

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| Human Trafficking Awareness | Module Description | SEL Competency |
|---|---|---|
| **How Does Human Trafficking Work?** | The way human trafficking works is misunderstood. Movies often show it happening with dramatic kidnapping scenes, but a lot of it happens on social media. This module gives high school students an overview of how human trafficking works, how social media is involved, and how to identify it. | **Responsible Decision-Making** |
| **How to Stay Safe from Human Trafficking** | Human trafficking is such a horrific crime that it's really easy to think that we'd never end up being involved. But in reality, it can affect anyone. This module provides high school students with some preventive actions they can take to make sure they stay safe, especially as they interact on social media. | **Responsible Decision-Making** |
| **Warning Signs of Human Trafficking** | Warning signs are really helpful in a lot of situations. Especially with serious crimes like human trafficking, they can actually help save a life – whether it's yours or someone else's. This module gives high school students a review of key warning signs of human trafficking, and explains what to do if students notice signs in their peers. | **Responsible Decision-Making** |
| **What Is Human Trafficking?** | Human trafficking is a serious and scary topic, but it's important to understand it in order to stay safe. This module gives high school students a short overview of the types of human trafficking, how people are affected, and some popular misconceptions. | **Responsible Decision-Making** |

| Trauma Awareness | Module Description | SEL Competency |
|---|---|---|
| **Healing from Trauma** | It's important to find healthy ways to manage intense emotions and trauma symptoms, or they could get worse. In this module, we look at the reasons why people may not reach out for help; the importance of a good support system; ways to break out of survival mode; and healing practices, including mindfulness and self-compassion. | **Self-Awareness** |
| **How We Respond to Trauma** | When we're in a potentially dangerous situation, our instincts take over, and a lot of times we can't control how we react when we feel scared or threatened. In this module, we highlight the autonomic nervous system and identify the four survival responses: fight, flight, freeze and fawn. | **Self-Awareness** |
| **Signs and Symptoms of Trauma** | Because our survival system kicks in during a disturbing experience, trauma can end up affecting us in a lot of different ways. In this module, we examine how symptoms of trauma can take over our thoughts, actions, bodies and emotions. | **Self-Awareness** |
| **The Long-Term Impact of Trauma** | Most of the time, our minds and bodies recover pretty quickly after a traumatic event. Sometimes, though, the experience doesn't fade, and we're left wondering if things will ever get better. In this module, we discuss the long-term effects of trauma—including PTSD—and offer ways to find support. | **Self-Awareness** |
| **What is Trauma?** | Trauma is the emotional response to a deeply disturbing event, but why does it seem like some people are more affected than others? In this module, we discuss the different types of trauma and how they can impact our lives. | **Self-Awareness** |

| Good Decision Making | Module Description | SEL Competency |
|---|---|---|
| **How to Avoid Decision Traps and Biased Thinking** | Biases affect the way students interpret information. We all tend to look for information that confirms our way of thinking, and consider issues without appreciating other perspectives. This module discusses common decision traps and biased thinking that high school students might face, including filtering, distorting, habitual frames, and others. | **Responsible Decision-Making** |
| **How to Build Good Decision Making Habits** | Some in-the-moment decisions can be life changing. And a lot of small and quick decisions, when put all together, can have a significant impact on someone's life. This module offers a few strategies to strengthen decision-making habits and ways to make good decisions when time is short. | **Responsible Decision-Making** |
| **Six Elements of a Good Decision** | Sometimes a decision can be as simple as a "yes" or "no." But in reality, there are a lot of components involved. This module breaks down six elements of a good decision for high school students, including: helpful framing, clear values, creative alternatives, useful information and others. | **Responsible Decision-Making** |
| **The Good Decision Process** | Developing the skill of making good decisions in high school takes practice. But it also has a process that saves time and makes sense. This module breaks down the good decision process, including setting up frames, building and strengthening the decision chain, evaluating options and others. | **Responsible Decision-Making** |
| **Types of Decisions** | Some decisions in high school are quick and easy. Others are drawn out and difficult. In this module we discuss the types of decisions, how to recognize personal freedom and responsibility, and the importance of balancing powers of reason and a sense of caring. | **Responsible Decision-Making** |

| Sexual Abuse Awareness | Module Description | SEL Competency |
|---|---|---|
| **Digital Safety: Ways to Stay Safe from Sexual Harm** | Everyone deserves to feel safe online – whether it's gaming, social media, anywhere. And there's a lot you can do to have safe and healthy experiences. But even in places that feel safe, there are still risks. And there's still a chance that sexually harmful behaviors can happen there. This module provides high school students with a few strategies to stay safe from sexual harm online. Topics include: online identity and anonymity, safety in an online relationship, protecting photos and personal information, and what to do if something doesn't feel safe. | **Responsible Decision-Making** |
| **How to Respond if You Experience or Suspect Sexual Harm** | It can be hard to talk to someone about something uncomfortable, painful or difficult. But that gets a little easier when you have someone you can trust. This module provides high school students with a few ways to respond and get help if someone has been sexually harmed – themselves included. Topics include: helpful responses and how to support someone, how to look for resources and available choices, how to find a trusted person, and others. | **Social Awareness** |
| **Protecting Yourself and Others from Sexual Harm** | To create safe environments for ourselves and others, a lot depends on how we act and what we do. This includes staying safe sexually. This module gives high school students a toolset of protective factors they can use to keep themselves and others safe from sexual harm. Topics include: finding support, social connections, looking for credible resources, communication, and others. | **Relationship Skills** |
| **Understanding Your Rights and Your Body** | Everyone has a right to be safe in their own body and control what happens to their body. These two ideas are important in making decisions that are right for someone. And they can help you respond when you're worried about sexual behaviors that could be harmful. This module gives high school students an overview of understanding their body and rights to stay safe from sexual harm. Topics include: respect and consent, healthy boundaries, the right to say "no," and others. | **Self-Awareness** |
| **Warning Signs and Risks of Sexual Harm** | Rules and guidelines exist for a reason: to keep everyone safe. If those guidelines break down, someone can get hurt or harm someone else sexually. The good news is: there are warning signs that can help us step in or reach out for help if that happens. This module provides high school students with an overview of warning signs and risk factors of sexual harm. Topics include: signs of harmful or controlling behavior, the effects of experiencing sexual harm, grooming behaviors, what to do when signs aren't clear, and others. | **Social-Awareness & Responsible Decision-Making** |

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CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

# NEW BUSINESS

# New Britain Board of Education Policy Committee Meeting

October 16, 2023 – 6:15 PM l New Britain Educational Administration Center

## Call to Order and Opening

Committee Chair Anthony Kane called the meeting to order at 6:00 PM

**Board Members Present**
Anthony Kane*, Joseph Listro*, Barbara Marino, Diana Reyes*, Tina Santana*

*Committee Member*

**CSDNB Staff Present**
Ms. Amy Anderson, Ms. Lara Bohlke, Ms. Aja Edwards, Dr. Anthony Gasper, Ms. Lisa Kawecki, Ms. Maryellen Manning, Ms. Silvia Mayo-Molina, Ms. Cristina Morant, Mr. Jeff Prokop, Mr. Tyrone Richardson, Mr. Paul Salina, Ms. Keira Soler, Mr. Mark Spalding, Ms. Lillie Stuart, Ms. Ivelise Velazquez.

## Presentation

A. Advancing Health Equity
Presented by Ms. Lara Bohlke

Advancing Health Equity presented by Partners in Social Research, LLC. Presentation attached.

B. PK-5 Language Arts Update
Presented by Ms. Ivelise Velasquez

PK-5 Language Arts informational update presented by K-12 District ELA Coordinator, Ms. Lillie Stuart. Presentation attached.

## New Business

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

Ms. Santana motioned to approve minutes from the curriculum committee meeting on September 18, 2023, seconded by Ms. Reyes.

## Closing and Adjournment

Ms. Reyes motioned to adjourn at 6:50 pm, seconded by Ms. Santana.  Motion carried unanimously.

**New Britain Board of Education**
**Gayle Sanders-Connolly – President l Merrill Gay – Vice President l Joseph Listro – Secretary**
Anthony Cane| Monica Dawkins | Anthony Kane l Barbara Marino | Annie S. Parker | Diana Reyes | Tina Santana

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**Board Memorandum**

Submitted by Lara K. Bohlke  for approval at the Regular Board Meeting in January 2024.

Senior Leadership Sponsor: Tyrone Richardson   Staff Presenter: Colm Duffin and Lara Bohlke

## Type of Memorandum

Recommended curriculum for adoption  - Problem Solving, Algebra 1, Algebra 2, Geometry

## Background and Purpose/Rationale

November 2023 Mathematics Curriculum

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.

As discussed at the last Curriculum Committee meeting, the curriculum renewal and curriculum writing process has been progressing and there is curriculum ready to move forward to the Board for approval. The curriculum coming to the November 20th meeting is taught in the Mathematics Department and will be presented by the Mathematics Department Chair, Mr. Colm Duffin. Mr. Duffin and his team have spent time ensuring curricula are based on and aligned to the Connecticut Core Standards for Mathematics (CCSM), Connecticut English Language Proficiency Standards (CELP) and CSDNB's Profile of a Graduate (POG).  They have aligned concepts across each curriculum, created a rigorous pacing and assessment structure utilizing data team time to discuss student performance  and provided opportunities for students to practice the skills they will need to exhibit on their end of unit and end of course assessments as well as SATs.

The 4 curricula being presented at the meeting includes Problem-Solving, Algebra 1, Geometry and Algebra 2.
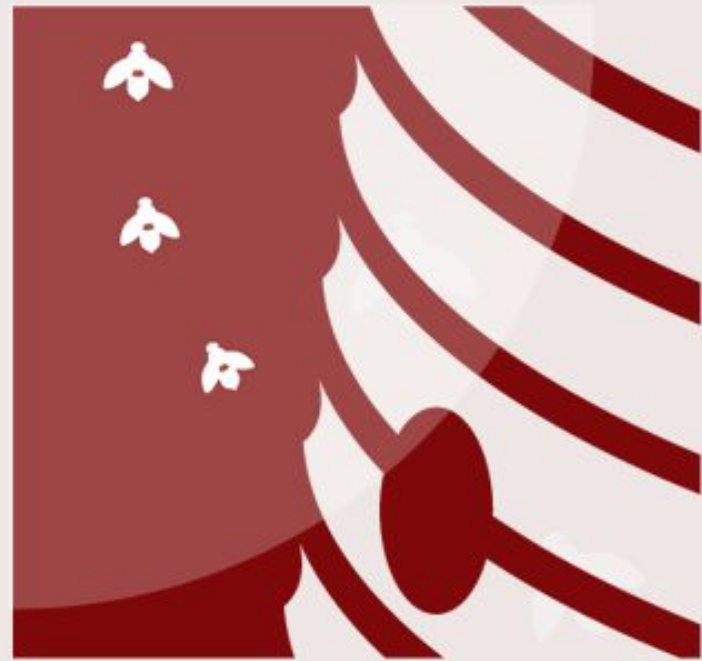
## Financial Information

N/A

## Committee Review

To be presented at the December 11, 2023 Curriculum Committee

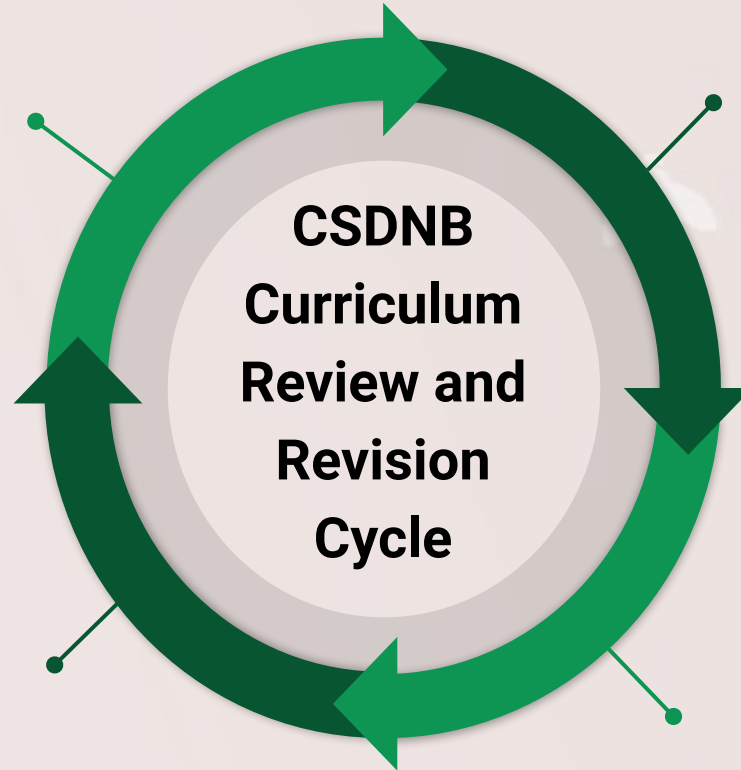November 2023 Mathematics Curriculum - Lara Bohlke.pdf

# CSDNB CURRICULUM REVIEW AND REVISION CYCLE

**STEP FOUR: BOE APPROVAL**
Make necessary adjustments based on the pilot, discuss with stakeholders, and bring to the BOE curriculum committee for approval.

**STEP ONE: DATA REVIEW**
Review student outcome data to determine if students are responding to the curriculum with increasing levels of proficiency. IF the data shows no revision is needed, the curriculum will be placed on a list for review in another 2 years.

CSDNB Curriculum Review and Revision Cycle

**STEP THREE: PILOT**
Use the draft curriculum units and/or materials with a subset of students including students with disabilities and multilingual learners.

**STEP TWO: REVISION**
Revise the curriculum with teachers including special education and multilingual staff.

CONSOLIDATED SCHOOL DISTRICT
NEW BRITAIN

# Common Elements Across All Content Areas

- **Essential questions developed to engage students in critical thinking and inquiry**

- **Profile of a Graduate Focus**

- **Designed with Content Area Standards/Frameworks and CT English Language Proficiency (CELP) Standards**

- **Specific Skills ★ Student-Centered Learning Experiences ★ Assessments in alignment with Standards, Frameworks and PoG**

- **Culturally Responsive Teaching Resources**

- **Strategies to support all learners**

- **Units written by NBHS staff with sustained support from EdAdvance**

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# Problem Solving (405)
## Standard. 1 credit, Grade 9

**STEP FOUR: BOE APPROVAL**
[Problem Solving Course Mapping](#)
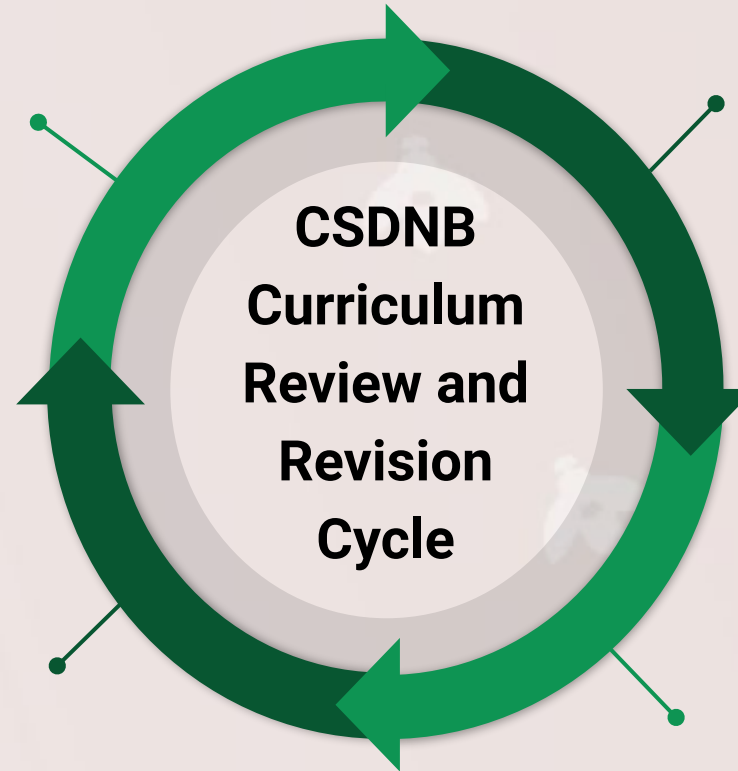[Problem Solving Pacing Guide](#)

**STEP 1: COURSE DATA REVIEW**
- **Align to CCSS standards and POG**
- **Focus on mindset, confidence, self-efficacy, and application**
- **Student-centered v. teacher-centered**
- **Concrete vs. abstract**

**CSDNB Curriculum Review and Revision Cycle**

**STEP THREE: PILOT**
**Grade level standards**
**Common student experience**
**Centered on student thinking and standards of mathematical practice**
**Piloted 2021-2022, Revised 2022-2023**

**STEP TWO: COURSE REVISION**
- **Participants:**
  - **Colm Duffin: DH, Math**
  - **Teachers**

CONSOLIDATED SCHOOL DISTRICT
NEW BRITAIN

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# Algebra 1(433, 434, 431)

Standard, Accelerated, Honors. 1 credit, Grade 9 (primarily)

## STEP FOUR: BOE APPROVAL
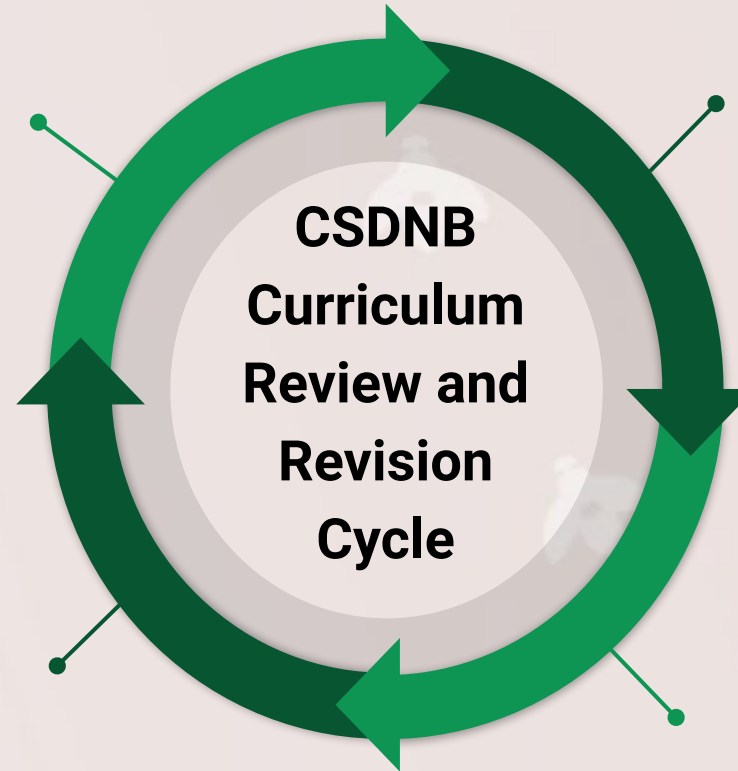
Algebra 1 Course Mapping

Algebra 1 Pacing Guide

## STEP 1: COURSE DATA REVIEW

- **Align to CCSS standards and POG**
- **Focus on standards of mathematical practice**
- **Student-centered v. teacher-centered**
- **Common Assessments**

**CSDNB Curriculum Review and Revision Cycle**

## STEP THREE: PILOT

**Grade level standards**

**Common student experience**

**Centered on student thinking and standards of mathematical practice**

**Revised 2021-2023**

## STEP TWO: COURSE REVISION

- **Participants:**
  - **Colm Duffin: DH, Math**
  - **Teachers**

CONSOLIDATED SCHOOL DISTRICT
NEW BRITAIN

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# Geometry (453, 452, 451)
Standard, Accelerated, Honors.  1 credit, Grades 9-11

**STEP FOUR: BOE APPROVAL**
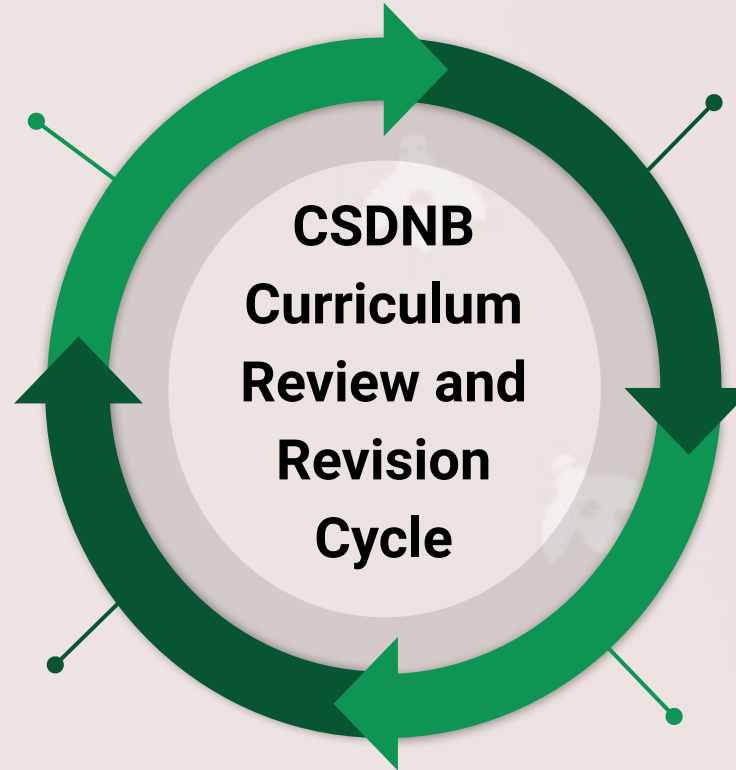[Geometry Course Mapping](#)
[Geometry Pacing Guide](#)

**STEP 1: COURSE DATA REVIEW**
- **Align to grade level CCSS standards and POG**
- **Focus on standards of mathematical practice**
- **Student-centered v. teacher-centered**
- **Common Assessments**

CSDNB Curriculum Review and Revision Cycle

**STEP THREE: PILOT**
**Grade level standards**
**Common student experience**
**Centered on student thinking and standards of mathematical practice**
**Piloted 2021-2022.  Revised 2022-2023**

**STEP TWO: COURSE REVISION**
- **Participants:**
  - **Colm Duffin: DH, Math**
  - **Teachers**

CONSOLIDATED SCHOOL DISTRICT NEW BRITAIN

# Algebra 2 (463, 462, 461)

Standard, Accelerated, Honors.  1 credit, Grades 10-12

**STEP FOUR: BOE APPROVAL**

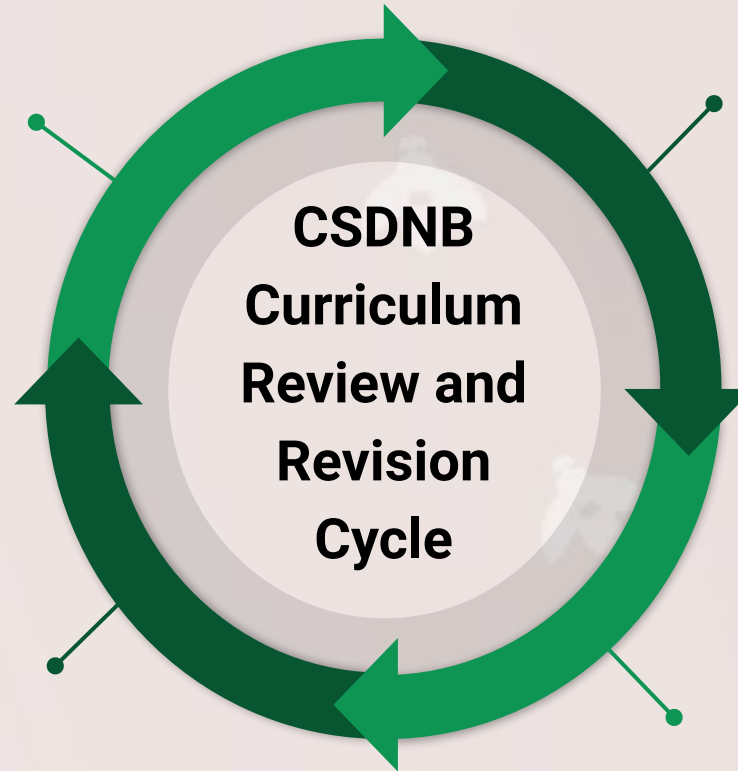[Algebra 2 Course Mapping](#)
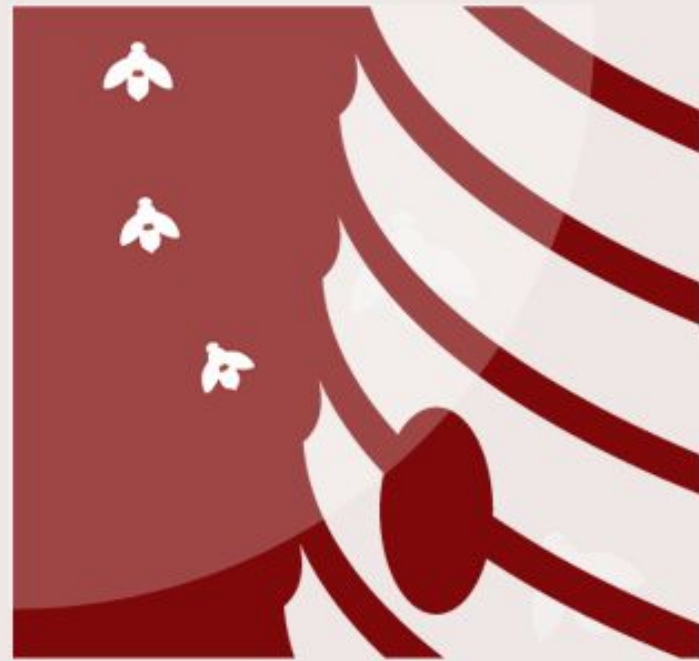
[Algebra 2 Pacing Guide](#)

**STEP 1: COURSE DATA REVIEW**

- **Align to grade level CCSS standards and POG**
- **Focus on standards of mathematical practice**
- **Student-centered v. teacher-centered**
- **Common Assessments**

**CSDNB Curriculum Review and Revision Cycle**

**STEP THREE: PILOT**

**Grade level standards**

**Common student experience**

**Centered on student thinking and standards of mathematical practice**

**Piloted and revised 2022-2023**

**STEP TWO: COURSE REVISION**

- **Participants:**
  - **Colm Duffin: DH, Math**
  - **Teachers**

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN