



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

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

MAY 20, 2024 – 6:15 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: May 17, 2024

RE: New Britain Board of Education Committee Meeting

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, May 20, 2024 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, May 20, 2024 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 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-2024-Meetings-Documents-Calendar.php>





CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Curriculum Committee Regular Meeting

May 20, 2024 – 6:15 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. Presentations

- A. English Curriculum Renewal
Presented by Ms. Lillie Stuart
- B. Grade K-5 Personal Safety Curriculum
Presented by Ms. Keira Soler
- C. Grade 6-12 Health Curriculum
Presented by Ms. Lisa Kawecki

3. New Business

- A. Review and Approve Minutes from Curriculum Committee Meeting on April 22, 2024
Submitted by Ms. Aja Edwards | Page 4
- B. Approve English Curriculum Renewal
Submitted by Ms. Lillie Stuart | Page 6
- C. Approve Grades K-5 Personal Safety Curriculum
Submitted by Ms. Keira Soler | Page 18
- D. Approve Grades 6-12 Health Curriculum
Submitted by Ms. Lisa Kawecki | Page 25

4. Closing and Adjournment

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



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

New Britain Board of Education | Curriculum Committee Regular Meeting

April 22, 2024 – 6:15 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

Curriculum Chair, Mr. Sal Escobales called the meeting to order at 7:39PM

Board Members Present

Salvador Escobales*, Anthony Kane*, Joseph Listro, Barbara Marino*, Diana Reyes*, and Tina Santana#*

*Committee member #Attended remotely

CSDNB Staff Present

Ms. Amy Anderson, Ms. Kristie Bourdoulous, Ms. Lara Bohlke, Ms. Aja Edwards, Dr. Anthony Gasper, Ms. Maryellen Manning, Ms. Silvia Mayo-Molina, Mr. Jeff Prokop#, Mr. Tyrone Richardson, Dr. Nicole Sanders, Ms. Lillie Stuart, and Ms. Ivelise Velasquez

2. Presentation

- A. K-5 General Music Curriculum
Presented by Ms. Leona Clerkin

Ms. Clerkin introduced music teacher Rachel Dupont and Chad Fortune, who presented the K-5 General music curriculum.

Presentation attached.

3. New Business

- A. Review and Approve Minutes from Curriculum Committee Meeting on March 18, 2024
Submitted by Ms. Aja Edwards

Ms. Marino motioned to approve minutes from the curriculum committee meeting on March 18, 2024, seconded by Ms. Santana. Motion carried unanimously.

- B. Approve American Reading Core Digital Resources which include SchoolPace, SchoolPace Connect, and ARC Bookshelf for digital independent reading texts in English and Spanish
Submitted by Ms. Lillie Stuart

Informational presentation only.

- C. Approve K-5 General Music Curriculum
Submitted by Ms. Leona Clerkin

New Britain Board of Education

Joseph Listro – President | Barbara Marino – Vice President | Diana Reyes – Secretary
Anthony Cane | Salvador Escobales | Anthony Kane | Annie S. Parker | Joan Pina | Jose Rivera | Tina Santana

The curriculum committee recommended to add this item to the agenda for the upcoming meeting in May.

4. Closing and Adjournment

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

Meeting adjourned at 7:59 PM



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Lillie Stuart () for approval at the Regular Board Meeting on June 3, 2024.
Senior Leadership Sponsor: Tyrone Richardson Staff Presenter: Yvonne Giarnella

Type of Memorandum

Presentation to the Board and recommended adoption

Background and Purpose/Rationale

English Curriculum Renewal

In an effort to ensure the graduates of the Consolidated School District of New Britain are able to compete with our neighboring school districts and the nation as a whole, we have undertaken revisions to English One, Three and Four courses. These courses have been revised based on suggestions made during an audit conducted by Ed Advance in previous years. Many of the revisions are an effort to engage students more in the act of reading, writing and thinking about text as well as think about themselves as learners. Students are exposed to a variety of genres and participate in learning activities that allow them to apply their new learning to the world. The revisions are the result of a thoughtful, collaborative process.

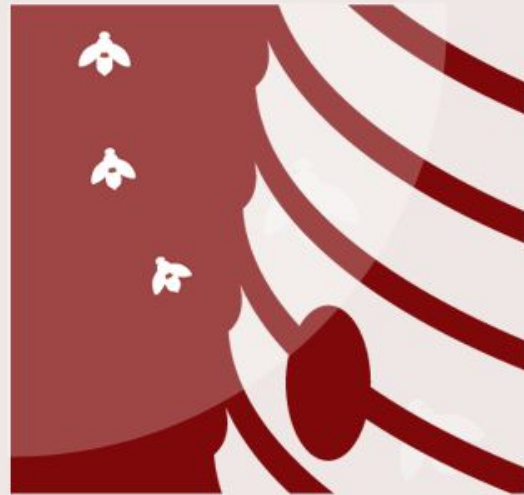
Financial Information

N/A

Committee Review

To be reviewed by the Curriculum Committee on May 20, 2024

[English Department Curriculum Renewal 2023 - Lillie Stuart](#)



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

Curriculum Renewal English Department



English Department
English 1- English 3- English 4

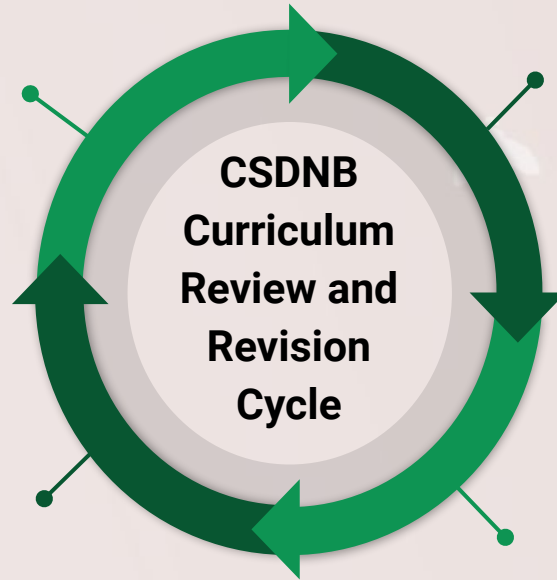
CSDNB CURRICULUM REVIEW AND REVISION CYCLE

STEP FOUR: BOE APPROVAL

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

STEP THREE: PILOT

Use the draft curriculum units and/or materials with a subset of students including students with disabilities and multilingual learners.



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.

STEP TWO: REVISION

Revise the curriculum with teachers including special education and multilingual staff

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

Vision for English Courses

- ★ **Overarching Essential Course Question and Aligned Unit Essential Questions**
 - Skill development aligned to PoG
- ★ **Skill-based units of instructions (Connecticut Core State Standards - English Language Arts)**
 - Increased student choice and independence
 - Range of modes of writing
 - High-frequency, low stakes writing
 - We want students to see themselves as writers
 - Build confidence as writers
 - Students understand their own writing process
 - Students create texts
 - Range of texts



English One (191, 192, 193)

Honors, Accelerated, and Standard, Length (1 cr), Grade 9

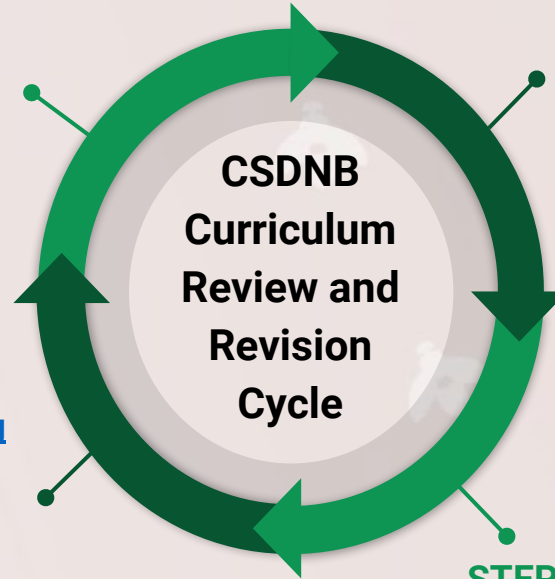
STEP FOUR: BOE APPROVAL

[English One Course Map](#)

[English One One Pager](#)

STEP THREE: PILOT

- [High frequency, low stakes writing](#)
- Development and ownership of a writing process
- Student choice



STEP 1: COURSE DATA REVIEW

- Align to the CCSS and POG
- Student Centered vs. teacher-centered
- Feedback from data team

STEP TWO: COURSE REVISION

Participants:

- Teachers: Gina Derasmo, Nina Foran, Maciej Fornal, Jess Ferraro, and Beth Mazadoorian
- Yvonne Giarnella: English Department Head



Course Description

This course focuses on developing and refining the skills necessary to read and respond critically and to write well for a variety of purposes and audiences. The class uses individual and collaborative learning experiences to introduce freshmen to the characteristics of poetry, nonfiction, the novel, and the short story. Students will demonstrate their creative and critical thinking skills through oral and written expression that includes journals, narrative, explanatory, and argumentative writing.

Units:

- ❑ **Unit One: This I Believe -**
 - ❑ **high frequency, low stakes writing (writer's notebook)**
- ❑ **Unit Two: Perspectives**
- ❑ **Unit Three: Reading Like a Writer**
- ❑ **Unit Four: Stories That Should Be Told**
- ❑ **Unit Five: Poetry**
- ❑ **Unit Six: Book Clubs**

English Three (171, 172, 173)

Honors, Accelerated, and Standard, Length (1 cr), Grade 11

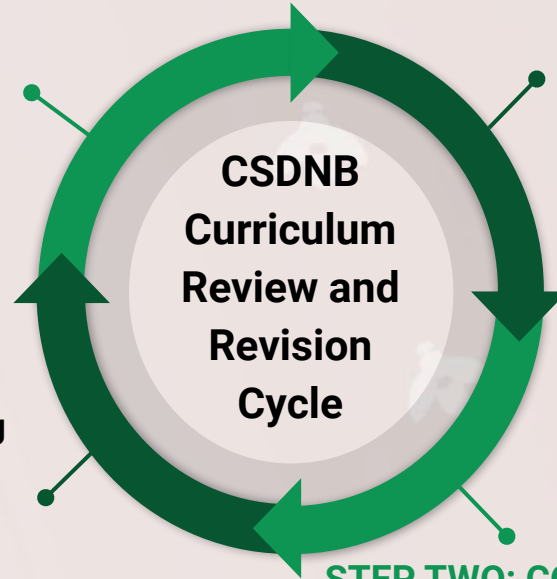
STEP FOUR: BOE APPROVAL

[English Three Course Map](#)

[English Three One Pager](#)

STEP THREE: PILOT

- High frequency, low stakes writing
- Development and ownership of a writing process
- Student choice
- Research Practices



STEP TWO: COURSE REVISION

Participants:

- Teachers: Kristie Beckwith, John Church, Gina Derasmo, Kristin Eggleston , Maciej Fornal, and James Mackay
- Department Head: Yvonne Giarnella

STEP 1: COURSE DATA REVIEW

- Align to the CCSS and POG
- Student Centered vs. teacher-centered
- Feedback from data team

Course Description

In the English Three courses students study, read and respond critically to literature that reflects universal ideas. Through the lens of world writers, students will examine multiple perspectives on a variety of issues in order to develop their own understanding of themselves and their relationship to the world. Students will write well for a variety of purposes and audiences with emphasis on modes required in college: argumentative, expository, and research. The class uses individual and collaborative experiences, allowing students to build these skills.

Units:

- ❑ **Unit One: The Power of Language and Words**
- ❑ **Unit Two: For the Hyphenated**
- ❑ **Unit Three: The Power of Differences**
- ❑ **Unit Four: The Power of Stories**
- ❑ **Unit Five: Making a Change**
 - ❑ **Project Based Learning**

English Four (111, 114, 115)

Honors, Accelerated, and Standard, Length (1 cr), Grade 9

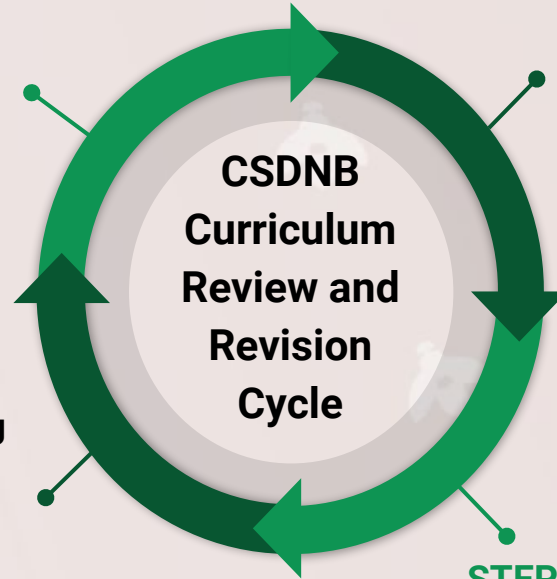
STEP FOUR: BOE APPROVAL

[English Four Course Map](#)

[English Four One Pager](#)

STEP THREE: PILOT

- High frequency, low stakes writing
- Development and ownership of a writing process
- Student choice



STEP 1: COURSE DATA REVIEW

- Align to the CCSS and POG
- Student Centered v teacher-centered
- Feedback from data team

STEP TWO: COURSE REVISION

Participants:

- Teachers: Cara Gerent, Alyssa Hughes, Tara Gorr, Tom Wankerl
- Department Chair: Yvonne Giarnella

Course Description

This course includes a study of a range of texts to help students develop the skills necessary to read and respond critically. In addition, students will write well for a variety of purposes and audiences with emphasis on modes required in college: narrative, argumentative, expository, and research. The class uses individual and collaborative experiences, allowing students to build these skills.

Units:

- Unit One: This Is Me: Sharing My Story**
- Unit Two: The Self as One of Many**
- Unit Three: Seeing Myself in Literature**
- Unit Four: The Self as Curator**
 - Anthology project**
- Unit Five: Self-made Wisdom**



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Keira Soler () for approval at the Regular Board Meeting on June 3, 2024.
Senior Leadership Sponsor: Ivelise Velazquez Staff Presenter: Keira Soler

Type of Memorandum

Presentation, recommended adoption and purchase order

Background and Purpose/Rationale

This presentation asks the BOE to approve a new curriculum and a purchase for the materials that teachers will use in K-5 classrooms. In response to the critical need for comprehensive sexual abuse and assault education (Sec. 17a-101q. State-wide sexual abuse and assault awareness and prevention program), Lincoln and DiLoreto piloted two program during the 2023-2024 school year to assess the efficacy and relevance of a specialized curriculum. The decision to purchase these curricula stemmed from a commitment to fostering a safe and supportive learning environment, acknowledging the prevalence and impact of such incidents on our student body. 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. This initiative aligns seamlessly with our Essential 10 curriculum, reinforcing our dedication to providing a rigorous and meaningful education that addresses the holistic needs of our students.

Financial Information

The total is \$10,442 and the funding source is Connecticut Stronger Connection Grant 600-Supplies.

Committee Review

To be reviewed by the Curriculum Committee on May 20, 2024 and Finance Committee on May 28, 2024

[Consolidated SD of New Britain Safer, Smarter Schools Agreement and Quote \(1\) \(1\) - Keira Soler.pdf](#), [Price Quote - CSD New Britain \(2\) - Keira Soler.pdf](#)

https://drive.google.com/file/d/1G3X-0YRDENyc2i21Yu-FIUvZ8rtd00wS/view?usp=drive_link



Safer, Smarter Schools User Agreement and Quote

PREPARED BY:

Blythe Adreon

Education@LaurensKids.org

888.336.5226



LAUREN'S KIDS



*Safer, Smarter
SCHOOLS*

SaferSmarterSchools.org



Safer, Smarter Kids User Agreement

License and Service Agreement

This license and Services Agreement is made on May 1, 2024 and entered between Lauren’s Kids 501(c)(3) non-profit organization with principal offices at 4000 Hollywood Blvd., Suite 667-S, Hollywood, FL 33021 and Greenwood Elementary (“Licensee”) with principal office at 272 Main Street New Britain, CT 06051

Teacher Licenses and Products:

License Type or Product	Cost Per License	Number of Licenses	less prorated amount from Pilot	Total
Teacher License K-2 Renewal	\$525	10		\$5250
Additional Classrooms Renewal (over 100)	\$10	85 (115 less 30 included in the Teacher License)		\$850
Less Prorated amount from pilot			(\$132)	(\$132)
Total:				\$5969

Cost is an annual subscription student license.

Yr 2 and beyond pricing: \$1050 for K-5 Teacher License and the cost per additional classroom is reduced to \$15 per classroom

In consideration for the Licenses provided by Lauren’s Kids, Licensee agrees to pay the amount set forth in the table above.

Subscription start date: September 30, 2024

Subscription end date: September 29,2025



This Agreement (“**Agreement**”) is a binding agreement between you (“**Licensee**” or “**you**”), the person downloading, using, or accessing content via a via third-party learning management systems (“**LMS**”) and Lauren's Kids, Inc. (“**Lauren's Kids**”).

This Agreement governs your use of our Licensed Material during the Term of this Agreement. (“**Licensed Material**”) refers to curriculum, materials or deliverables that Lauren’s Kids provides, or is obligated to provide, under this Agreement.

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- b) You will not allow or allow third parties to use your user account;
- c) You will not assign, transfer or otherwise make your user account available to another person;
- d) You will not use a third-parties user account;
- e) You will keep the password for your user account or any identification that we provide to gain access to the service and the Licensed Materials secure and confidential and keep it secret;

Licensee shall be responsible for obtaining and maintaining any LMS and ancillary services needed to connect to, access or otherwise use the Licensed Materials, including, without limitation, servers, software, operating systems, web servers and the like. Provided, however, if a Licensee is using the Lauren’s Kids Canva instance then Lauren’s kids will be responsible for maintaining this specific LMS and ancillary services needed to connect to, access or otherwise use the Licensed Materials in association with this specific LMS.

Lauren’s Kids particularly reserves the right to immediately terminate the service and use of the Licensed Materials if you do not meet all the obligations set out above. Use of the service and Licensed Materials in excess of the prohibitions listed in this Paragraph will constitute a material breach of this Agreement.

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SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES, SO THE ABOVE EXCLUSIONS MAY NOT APPLY TO YOU. YOU MAY ALSO HAVE OTHER LEGAL RIGHTS, WHICH VARY FROM JURISDICTION TO JURISDICTION.

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IN NO EVENT SHALL LAUREN'S KIDS, OR ANY OF ITS AFFILIATES, OR ANY OF ITS OFFICERS, DIRECTORS, EMPLOYEES, AGENTS, REPRESENTATIVES, INFORMATION PROVIDERS OR LICENSORS BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE OR OTHER DAMAGES (REGARDLESS OF THE FORM OF ACTION) ARISING OUT OF USE OF THE LICENSED MATERIAL BY ANY PERSON. SOME JURISDICTIONS DO NOT ALLOW THESE LIMITATIONS OR EXCLUSIONS SO THEY MAY NOT APPLY TO YOU.

9. CHANGES TO THIS AGREEMENT

LAUREN'S KIDS MAY MODIFY THE TERMS AND CONDITIONS CONTAINED IN THIS AGREEMENT AT ANY TIME. NOTICE OF MATERIAL CHANGES TO THIS AGREEMENT WILL BE MADE AVAILABLE TO YOU BEFORE THEY BECOME EFFECTIVE. YOU ARE RESPONSIBLE FOR REVIEWING ANY APPLICABLE CHANGES.

YOU AGREE THAT WE MAY PROVIDE NOTICES, DISCLOSURES AND AMENDMENTS TO THIS AGREEMENT, AND OTHER INFORMATION RELATING TO THE LICENSED MATERIAL BY ELECTRONIC MEANS.

IF THIS AGREEMENT IS MODIFIED, THEN THE DATE OF THE MODIFICATION WILL APPEAR IN THE FIRST SECTION OF THIS AGREEMENT, ABOVE.

YOU AGREE THAT YOUR CONTINUED USE OF THE LICENSED MATERIAL FOLLOWING ANY CHANGES TO THIS AGREEMENT AND AFTER THE CHANGES TAKE EFFECT WILL CONSTITUTE YOUR ACCEPTANCE OF SUCH CHANGES.

IF YOU DO NOT AGREE TO ANY CHANGE TO THIS AGREEMENT, DO NOT CONTINUE TO USE THE LICENSED MATERIAL AFTER THE EFFECTIVE DATE OF SUCH CHANGE.

10. APPLICABLE LAW

This Agreement and other causes of actions related to and arising out of this Agreement, shall be governed by and construed in accordance with the laws of the State of Florida, without giving effect to any principles of conflicts of laws, and you hereby consent to the exclusive jurisdiction of the state and federal courts sitting in the Southern District of Florida.

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11. ENTIRE AGREEMENT

This Agreement constitutes the complete agreement and understanding between the parties with respect to the subject matter hereof, and supersedes all prior agreements and understandings between the parties.

12. SEVERABILITY

If any provision of this Agreement shall be deemed unlawful, invalid, or for any reason unenforceable, then that provision shall be deemed severable from this Agreement and shall not affect the validity and enforceability of any remaining terms.

13. NO WAIVERS

Lauren's Kids' failure to enforce the strict performance of any provision of this Agreement will not constitute a waiver of Lauren's Kids right to subsequently enforce such provisions or any other provisions of this Agreement. No waiver of any provision of this Agreement shall be effective unless in writing.

14. INVOICES AND PAYMENT

Payments due by Licensee are stated in the applicable order form with Lauren's Kids. Such order forms are due and payable within 30 days of issuance. Timely payment is a material term to this agreement, and Licensee's failure to pay invoices when due shall constitute a material breach.

In consideration for the License/s provided by Lauren's Kids, Licensee agrees to pay the amount set forth in the table above. Furthermore, Licensee acknowledges that they have read, understood and agree to be bound by the terms and conditions of this quote during the duration of this Agreement

LICENSEE

Name : _____

Entity: _____

Date: _____

Personal Safety Curriculum

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.

Actions taken:

- Piloted Safer Smarter Kids and Think First and Stay Safe at DiLoreto and Lincoln.
- Collected feedback from the two Social Workers who piloted the program.
- Collected feedback from the teachers whose students received the curriculum.
- Received quotes to ascertain cost.
- Discussed options with District Administrators.

Attributes of two curriculums chosen:

Safer, Smarter Kids and Think First & Stay Safe - both:

- are Erin’s Law approved
- meet the Nine Principles of Prevention
- are developmentally and age appropriate

Safer, Smarter Schools	Think First & Stay Safe
<p>Number of Lessons K, 3rd -6 lessons 1st, 2nd- 8 lessons 4th,5th - 5 lessons</p>	<p>Number of Lessons pK-2 - 7 Lessons 3, 5 - 5 lessons 4 - 6 lessons</p>
<p>Length of Lesson About 25 minutes</p>	<p>Length of Lesson About 25 minutes</p>
<p>Curriculum Content -Safety awareness -Respecting yourself and others -Developing self esteem -Peer pressure -Bullying, cyberbullying -Assessing safe vs. unsafe situations -Understanding rules and responsibilities -Identifying and protecting body boundaries -Listening to a guiding voice -Accessing help and identifying trusted adults -Determining safe vs. unsafe touches -Safe vs. unsafe secrets -Staying safe online and on digital devices</p>	<p>Curriculum Content Grade 3:: -Affection Lure -Be Kind/No Bullying -Assistance Lure -Pet Lure and Authority Lure. Grade 4: -Emergency, Games -Name, Friendship -Threats & Weapons -e-Lures. Grade 5: -Affection -Bullying/Cyberbullying/Harassment -Bribery -Ego/Fame -Hero Lures.</p>

After the pilot was completed and feedback was reviewed it was decided to use Safer, Smarter Kids in grades K-2 and Think First and Stay Safe in grades 3-5. While the content is the same in both curricula, the pilot revealed that Safer, Smarter Kids' delivery is more developmentally appropriate for K-2 and Think First and Stay Safe's delivery is more developmentally appropriate for 3-5.



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Memorandum

Submitted by Lisa Kawecki () for approval at the Regular Board Meeting on June 3, 2024.

Senior Leadership Sponsor: Tyrone Richardson Staff Presenter: Lisa Kawecki

Type of Memorandum

Other -

Background and Purpose/Rationale

Presentation of the 6-12 Health Curriculum. In May 2022, the SDE released a new health and PE curriculum framework. The framework is a shift from content-based education to skills-based education. The 6-12 curriculum has been revised to represent this shift. Learning targets, assessments and learning activities are all in alignment with the new framework and skills-based instruction. This curriculum also integrates an evidence-based sexual health program provided by the members of the Youth Empowerment Services (YES!) team on 5/20.

Financial Information

N/A

Committee Review

To be reviewed by the Curriculum Committee on May 20, 2024

https://drive.google.com/file/d/15srBKli0H2MhTtVBkDxHK4qAw015qbR/view?usp=drive_link



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

**MIDDLE SCHOOL HEALTH CURRICULUM
Curriculum Committee Approval
May 20, 2024**

Purpose

In May 2022, the CSDE released a new health and PE curriculum framework.

The framework represents a shift from content-based education to skills-based education. Subsequently, a community-based organization, Youth Empowerment Services (YES!), proposed to CSDNB that evidence-based sexual health programming be included in the health curriculum. That committee recommended *Get Real*, 6-8 and *Making Proud Choices*, 9-12 units of instruction, aligned to the CSDE Framework. District used these resources in their revision and alignment to the Framework of all of 6-12 health curriculum. The full curriculum is brought forth in this presentation.



Historical Context

The CSDNB also has a policy requiring “instruction in the growth of the human body, family planning, human sexuality, parenting, and nutrition based on current national health and sexual education standards.” (6142.120, approved May, 2016)

The CSDNB Board of Education previously approved a policy on the distribution of contraceptive devices allowing “School Based Health Clinic and the offices of the School Nurse at the Middle Schools and High Schools”...“to make condoms available upon student request. Students will also be provided information on the proper storage and use of condoms.”
(5141.211, approved June, 2017)

The CSDNB also has a policy allowing families to opt out their children from sexual health education.
(6144.10, approved October, 2021)

Highlights from the Revision

6-8 Learning Targets	9-12 Learning Targets
<p>H 1.5.8 Determine the benefits of being sexually abstinent.</p> <p>SH 1.6.8 Explain how the most common STDs and HIV are transmitted</p> <p>SH1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic</p> <p>SH 1.9.8 Summarize the ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood and not touching used hypodermic needles.</p>	<p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception.</p> <p>SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</p> <p>SH 1.8.12 Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus).</p>

Teachers will receive 2 full days of professional learning to deliver instruction with these learning targets. YES! will provide the sessions and fund the materials.

New CSDE Health Framework

Content	PK-2 Core Content Indicators	3-5 Core Content Indicators	6-8 Core Content Indicators	9-12 Core Content Indicators
Sexual Health (SH)	<p>SH 1.1.2 Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth).</p> <p>SH 1.2.2 Identify those parts of the body that are considered private by using medically accurate names.</p>	<p>SH 1.1.5 Describe basic reproductive body parts and their functions.</p> <p>SH 1.2.5 Explain common human sexual development and the role of hormones.</p> <p>SH 1.3.5 Describe the range of physical, social, and emotional changes that occur during puberty.</p> <p>SH 1.4.5 Explain how puberty and development can vary greatly and still be normal.</p> <p>SH 1.5.5 Describe how people are similar and different.</p>	<p>SH 1.1.8 Identify resources, products, services related to supporting sexual health.</p> <p>SH 1.2.8 Explain sexual activity and their associated risks.</p> <p>SH 1.3.8 Describe reproductive body parts and their functions.</p> <p>SH 1.4.8 Describe the menstrual cycle, the process of sperm production and the relationship to conception.</p> <p>SH 1.5.8 Determine the benefits of being sexually abstinent.</p> <p>SH 1.6.8 Explain how the most common STDs and HIV are transmitted.</p> <p>SH 1.7.8 Describe the usual signs and symptoms of common STDs and HIV and explain that some are asymptomatic.</p> <p>SH 1.8.8 Summarize which STDs can be cured and which can be treated.</p> <p>SH 1.9.8 Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly if having sex, not touching blood, and not touching used hypodermic needles.</p> <p>SH 1.10.8 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (human papillomavirus).</p> <p>SH 1.11.8 Explain the significance of the physical changes in puberty.</p> <p>SH 1.12.8 Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity</p>	<p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception.</p> <p>SH 1.2.12 Explain the importance of and ability to access contraceptive, STD and HIV counseling and services if sexually active.</p> <p>SH 1.3.12 Discuss state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment).</p> <p>SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).</p> <p>SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</p> <p>SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p> <p>SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.</p> <p>SH 1.8.12 Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus).</p> <p>SH 1.9.12 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p>SH 1.10.12 Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression.</p> <p>SH 1.11.12 Examine the effectiveness of typical use of a variety of contraceptives in preventing pregnancy, HIV and STDs.</p> <p>SH 1.12.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.</p> <p>SH 1.13.12 Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.</p> <p>SH 1.14.12 Explain the state and federal laws related to Safe Haven Law, parenting, and sterilization, including their impacts on oppressed communities.</p> <p>SH 1.15.12 Describe the emotional, social, physical, and financial effects of being a teen parent.</p> <p>SH 1.16.12 Differentiate between sexual orientation, sexual behavior, and sexual identity.</p>

CSDNB MIDDLE SCHOOL HEALTH CURRICULUM REVIEW AND REVISION CYCLE

STEP FOUR: BOE APPROVAL

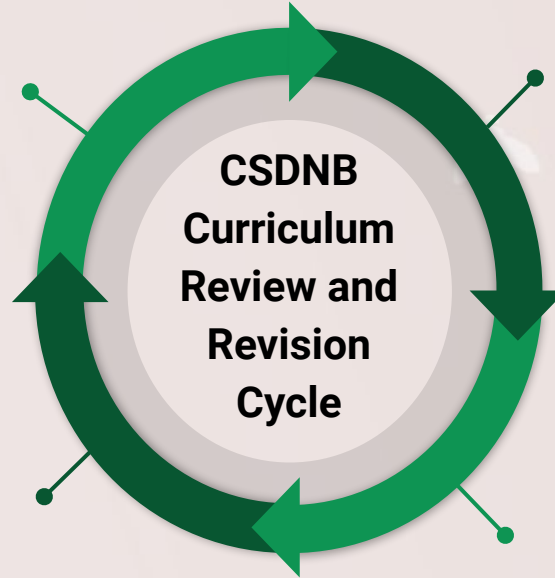
6th grade

7th grade

8th grade

STEP THREE: PILOT

Health curriculum maps have been developed and shared with health teachers across the district. Teachers have implemented sample skills-based learning activities into their lessons throughout the revision process.



STEP ONE: DATA REVIEW

- Align to CCSS standards and POG
- Align to Healthy and Balanced Living Curriculum Framework
- Shift to skills-based health
- Integration of evidence-based sexual health

STEP TWO: REVISION

Tami Hyde-DiLoreto Health/PE
Kara Lanz-Pulaski Health/PE
Russell Edeen- Slade Health/PE
Lisa Kawecky- Athletic Director

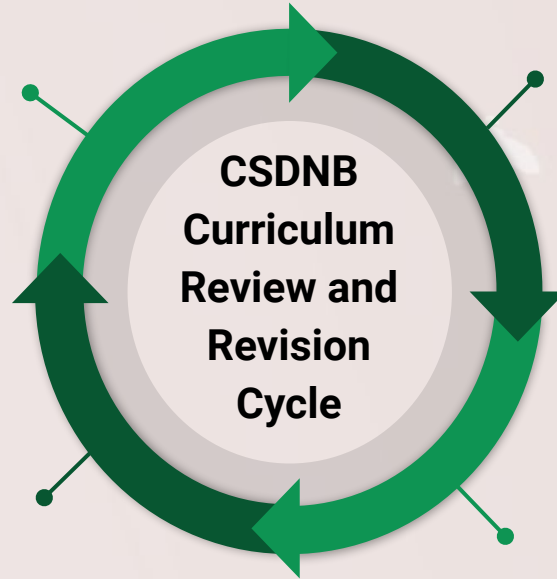
CSDNB HIGH SCHOOL HEALTH CURRICULUM REVIEW AND REVISION CYCLE

STEP FOUR: BOE APPROVAL

[Health 1](#)
[Health 2](#)

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STEP TWO: REVISION

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