

# BLACKHAWK SCHOOL DISTRICT

## Curriculum

Course: Computer

Grade: 3-5

Periods per week: 1

Authors :

Date: October 12, 2015

### MISSION STATEMENT:

The goal of computer education is to develop within students an understanding of types, applications and appropriate uses of technology as well as the role it plays in the changing world around us by fostering curiosity, developing inquiry skills, and creating an excitement for learning.

### COURSE DESCRIPTION:

Third through Fifth Computer is designed to introduce basic computer and integrated technology concepts practical everyday use. This course emphasizes critical thinking skills and the utility of technology as a life skill, communication, career and recreation. Although it will be taught most frequently in an integrated fashion, the intent is that some part of these standards are included in lessons a minimum of once per week.

### PA Common Core Standards for Reading and Writing in Science and Technical Subjects:

Pennsylvania Department of Education has released standards that describe how students are to be able to utilize computers and other technology in the classrooms integrated with science, social studies, mathematics, English language in reading and writing, grade 3 through 5.

### ESSENTIAL QUESTIONS:

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom. Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well.

### ROBUST VOCABULARY

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. "Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension." (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

Standard Category	Essential questions [EQ?]  Essential Question Assessment.{EQA}	Proposed labs / lessons	Resources / Materials  Suggested  Optional
<p>Standard Area - 15.4: Computer and Information Technologies</p> <p>Standards: Anchor</p> <p><b>15.4.5.A:</b> Identify emerging technologies used for educational and personal success.</p> <p><b>15.4.5.B:</b> Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior.</p> <p>Login to a variety of technology devices to access software and network resources</p>	<p><b>EQ:</b> In what ways are technology important to me and my world?</p> <p><b>EQA:</b> Identify technology use and role in various careers and its utility in school on <i>Paws in Jobland</i> activities.</p> <p><b>EQ:</b> How and why is the internet used in a safe way?</p> <p><b>EQA:</b> Through written assessment and ongoing observation, students will demonstrate</p>	<p>Career lessons; community workers in social studies</p> <p>Cyber ethics, safety and cyberbullying during Olweus meetings</p>	<p>Paws in Jobland, News-o -Matic</p> <p><a href="http://www.emsisd.com/page/894">http://www.emsisd.com/page/894</a></p> <p>Lessons available in G drive: lessons</p> <p>Paws in Jobland, AR, webpage, News-o-Matic, Think Central</p> <p>Paws in Jobland</p>

<b>Standard Category</b>  <b>Standard Area - 15.4: Computer and Information Technologies</b>  <b>Standards: Anchor</b>	<b>Essential questions [EQ?]</b>  <b>Essential Question Assessment.{EQA}</b>	<b>Proposed labs / lessons</b>	<b>Resources / Materials</b>  <b>Suggested</b>  <b>Optional</b>
<p><b>15.4.5.C:</b> Describe the purpose, use, and care of peripheral devices of computer systems including input, processing, storage, and output devices.</p> <p><b>15.4.5.D:</b> Demonstrate the ergonomically correct use of more sophisticated input technologies.</p> <p><b>15.4.5.G:</b> Create a digital project using appropriate software/application for an authentic task.</p> <p><b>15.4.5.K:</b> Use digital media to enhance a content-specific work product</p>	<p><b>EQ:</b> Why is it important to use proper form while using technology? [What is the correct stance, posture, etc. to sue when using the computer to avoid long term injury?]</p> <p><b>EQA:</b> Demonstrate proper posture and hand placement.</p> <p><b>EQ:</b> How can technology be used to complete an authentic task or project?</p> <p><b>EQA:</b> create a digital project; Power Point or other digital project to complement content area study.</p>	<p>Keyboard lesson including lesson on correct seating and hand position.</p> <p>Digital Scavenger hunt</p> <p>Power point</p> <p>Research project</p>	<p>Plant Life Cycle multi-media Lesson- on G-drive</p> <p>Paws in Jobland</p> <p>Power point and lesson on the g-drive, <a href="https://www.youtube.com/watch?v=vXsutIz0G1Q">https://www.youtube.com/watch?v=vXsutIz0G1Q</a></p> <p>Websites:  <a href="http://www.bbc.co.uk/guides/z3c6lfr">http://www.bbc.co.uk/guides/z3c6lfr</a> <a href="http://www.actden.com/bp/index.htm">keyboarding games</a></p> <p>See lesson on G-drive for example digital scavenger hunt  <a href="http://www.actden.com/bp/index.htm">http://www.actden.com/bp/index.htm</a> [power point lesson website]</p> <p>Plant Life Cycle multi-media Lesson- on G-drive</p> <p>Paws in Jobland</p>

<b>Standard Category</b>  <b>Standard Area - 15.4: Computer and Information Technologies</b>  <b>Standards: Anchor</b>	<b>Essential questions [EQ?]</b>  <b>Essential Question Assessment.[EQA]</b>	<b>Proposed labs / lessons</b>	<b>Resources / Materials</b>  <b>Suggested</b>  <b>Optional</b>
<p><b>15.4.5.L:</b>Discuss the characteristics of a credible website.</p> <p><b>15.4.5.M:</b> Discuss the impact of emerging technologies on a variety of careers.</p>	<p><b>EQ:</b> What differentiates credible websites from less credible sites? <b>EQA:</b> Students will determine the credibility of websites through researching their sources using set questions.</p> <p><b>EQ:</b> How do technological advances change careers and career opportunities? <b>EQA:</b> Identify careers that have changed or created by technology.</p>	<p>Lesson on Characteristics / questions to ask when evaluating websites</p> <p>Social Studies; community studies; Guidance career awareness lessons</p>	<p>Evaluation questions sheet on g-drive <a href="http://21cif.com/wsi/index.html">http://21cif.com/wsi/index.html</a> [Advanced: WSI: WebSite Invest.]</p> <p>Paws in Jobland</p>



# Blackhawk School District

## Field Trip Request

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*Please forward a hard copy of this document to your building principal.*

Name of Lead Sponsoring Teacher: Sarah Shuleski Date request submitted: 11/9/15

Date(s) of Field Trip: April 21 2016 Title of Field Trip: YSU English Festival

Names of other Teachers in attendance: Dana Cox and Lauren Bartoe

Group or class: 7th and 8th grade School: Highland Middle School Duration of Trip: One school day

Location of Trip: Youngstown State University Number of Students involved: 30

Substitute required: ☒ YES ☐ NO Number of days of substitute time: 1

Bus costs: partially paid by student Private cars (whose): n/a

Financial support promised from other agencies (Student Council, PTO, etc.): \$8 per student registration paid by student activities account

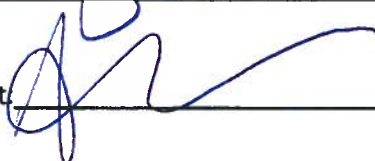
Other expenses: None

☒ Expenses are budgeted ☒ Expenses collected from students ☐ Expenses collected from other

### Statement of educational value:

Students prepare for the festival by reading seven young adult novels which will also contribute to their AR points. While attending the festival students will have the opportunity to participate in writing workshops, trivia games and lectures.

Signature of Lead Sponsoring Teacher:  Date: 11/9/15

Signature of Building Principal/Superintendent:  Date: 11/9/15

**\*Building office: Please forward this document to the Superintendent's Secretary at District Office.**



# Blackhawk School District

## Field Trip Request

.....  
*Please forward a hard copy of this document to your building principal.*

Name of Lead Sponsoring Teacher: Zaccari Date request submitted: 11/3/2015

Date(s) of Field Trip: 12/21/2015 Title of Field Trip: HS/HMS Side By Side Band

Names of other Teachers in attendance: Zaccari and Hoydich

Group or class: High School Band School: High School Duration of Trip: 2 hours

Location of Trip: Highland Middle School Number of Students involved: 40

Substitute required: ☐ YES ☒ NO Number of days of substitute time: 0

Bus costs: 1 bus Private cars (whose): \_\_\_\_\_

Financial support promised from other agencies (Student Council, PTO, etc.): \_\_\_\_\_

Other expenses: Lunch provided by Band Boosters

☒ Expenses are budgeted ☐ Expenses collected from students ☐ Expenses collected from other

Statement of educational value:

Students from the high school band will rehearse holiday songs side-by-side with members of the 7th and 8th Grade Band at HMS, and "carol" around the school.

Signature of Lead Sponsoring Teacher: [Signature] Date: 11/3/15

Signature of Building Principal/Superintendent: [Signature] Date: 11/5/15

**\*Building office: Please forward this document to the Superintendent's Secretary at District Office.**



# Blackhawk School District

## Field Trip Request

.....  
*Please forward a hard copy of this document to your building principal.*

Name of Lead Sponsoring Teacher: Jeff Tripodi Date request submitted: 10.28.2015

Date(s) of Field Trip: 11.25.2015 Title of Field Trip: Pittsburgh 1892: Industry, Society, and Conflict

Names of other Teachers in attendance: Ashley Biega

Group or class: Honors History 9 School: Blackhawk High School Duration of Trip: One day

Location of Trip: Frick Art and Historical Center Number of Students involved: 35-40

Substitute required: ☒ YES ☐ NO Number of days of substitute time: 1

Bus costs: \$500 Private cars (whose): \_\_\_\_\_

Financial support promised from other agencies (Student Council, PTO, etc.): \_\_\_\_\_

Other expenses: Student registration (\$240 total)

☒ Expenses are budgeted ☒ Expenses collected from students ☐ Expenses collected from other

Statement of educational value:

Students extend their study of Frick, Carnegie, and the Homestead Strike with a specially developed, docent-led tour of the Henry Clay Frick estate in the East End of Pittsburgh.

Signature of Lead Sponsoring Teacher:  Date: 10.28.2015

Signature of Building Principal/Superintendent:  Date: 10/30/15

**\*Building office: Please forward this document to the Superintendent's Secretary at District Office.**



# Blackhawk School District

## Field Trip Request

.....  
*Please forward a hard copy of this document to your building principal.*

Name of Lead Sponsoring Teacher: Andy Yuhaniak Date request submitted: 11/2/15

Date(s) of Field Trip: November 24, 2015 Title of Field Trip: CCAC Skilled Trades and Service Fair

Names of other Teachers in attendance: \_\_\_\_\_

Group or class: Transition School: BHS Duration of Trip: 1 day

Location of Trip: CCAC-Oakdale Number of Students involved: 6

Substitute required: ☐ YES ☒ NO Number of days of substitute time: \_\_\_\_\_

Bus costs: none Private cars (whose): school van

Financial support promised from other agencies (Student Council, PTO, etc.): \_\_\_\_\_

Other expenses: \_\_\_\_\_

☐ Expenses are budgeted ☐ Expenses collected from students ☐ Expenses collected from other

Statement of educational value:

IEP students are required to attend transition activities throughout the year. This activity allows students to attend hands-on student contests and live trade demonstrations throughout the day in various interest of trades.

Signature of Lead Sponsoring Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Building Principal/Superintendent: [Signature] Date: 10/2/15

**\*Building office: Please forward this document to the Superintendent's Secretary at District Office.**





# Blackhawk School District

## Field Trip Request

.....  
*Please forward a hard copy of this document to your building principal.*

Name of Lead Sponsoring Teacher: Andy Yuhaniak Date request submitted: 11/2/15

Date(s) of Field Trip: November 24, 2015 Title of Field Trip: CCAC Skilled Trades and Service Fair

Names of other Teachers in attendance: \_\_\_\_\_

Group or class: Transition School: BHS Duration of Trip: 1 day

Location of Trip: CCAC-Oakdale Number of Students involved: 6

Substitute required: ☐ YES ☒ NO Number of days of substitute time: \_\_\_\_\_

Bus costs: none Private cars (whose): school van

Financial support promised from other agencies (Student Council, PTO, etc.): \_\_\_\_\_

Other expenses: \_\_\_\_\_

☐ Expenses are budgeted ☐ Expenses collected from students ☐ Expenses collected from other

Statement of educational value:

IEP students are required to attend transition activities throughout the year. This activity allows students to attend hands-on student contests and live trade demonstrations throughout the day in various interest of trades.

Signature of Lead Sponsoring Teacher:  Date: 11/3/15

Signature of Building Principal/Superintendent:  Date: 11/2/15

**\*Building office: Please forward this document to the Superintendent's Secretary at District Office.**



# Blackhawk School District

## Field Trip Request

.....  
*Please forward a hard copy of this document to your building principal.*

Name of Lead Sponsoring Teacher: PRIDE Date request submitted: 11.2.15

Date(s) of Field Trip: Friday Dec 4 Title of Field Trip: Special Olympics Bowling Tournament

Names of other Teachers in attendance: DeClaudio, Sarver, Yowler, Brown

Group or class: PRIDE School: NWP HMS BIS BHS Duration of Trip: 1 school day  
\* Various PCA of Athletes to be determined.

Location of Trip: Sim's Bowling Alley Number of Students involved: 10-15

Substitute required: ☒ YES ☐ NO Number of days of substitute time: 1 day

Bus costs: \$150 Private cars (whose): \_\_\_\_\_

Financial support promised from other agencies (Student Council, PTO, etc.): \_\_\_\_\_

Other expenses: Athletes would all receive a lunch from SOBC

☐ Expenses are budgeted ☐ Expenses collected from students ☒ Expenses collected from other ACCESS/SPED

Statement of educational value:  
Students will participate in athletic competition with their peers through special olympics.

Signature of Lead Sponsoring Teacher: David Sawyer - PRIDE staff Date: 11.2.15

Signature of Building Principal/Superintendent: [Signature] Date: 11-2-15

**\*Building office: Please forward this document to the Superintendent's Secretary at District Office.**



# Blackhawk School District

## Field Trip Request

.....  
Please forward a hard copy of this document to your building principal.

Name of Lead Sponsoring Teacher: Nate Goodrich Date request submitted: 11-2-15

Date(s) of Field Trip: ~~1/14-16/15~~ Title of Field Trip: District 2,3,5 Orchestra

1/14/16 - 1/16/16

Names of other Teachers in attendance: None

Group or class: BHS Orchestra School: BHS Duration of Trip: 3 Days 2 nights

Location of Trip: Meadville HS Number of Students involved: 7 students

Substitute required: ☒ YES ☐ NO Number of days of substitute time: 2

Bus costs: 400.00 Private cars (whose): None

Financial support promised from other agencies (Student Council, PTO, etc.): \_\_\_\_\_

Other expenses: ~~None~~ Approx. \$125.00 fee per student Also see Conference request sheet

☒ Expenses are budgeted ☐ Expenses collected from students ☐ Expenses collected from other

Statement of educational value:

District 2,3,5 Orchestra offers an excellent opportunity for students to perform in an over 150 piece student Orchestra under the direction of a professional conductor.

Signature of Lead Sponsoring Teacher: Nate E. Goodrich Date: 11/2/15

Signature of Building Principal/Superintendent: [Signature] Date: 11/13/15

\*Building office: Please forward this document to the Superintendent's Secretary at District Office.



# Blackhawk School District

## Field Trip Request

.....  
*Please forward a hard copy of this document to your building principal.*

Name of Lead Sponsoring Teacher: Nate Goodrich Date request submitted: 11-5-15

Date(s) of Field Trip: 2/25/16-2/27/16 Title of Field Trip: Western Region Orchestra

Names of other Teachers in attendance: None

Group or class: BHS Orchestra School: BHS Duration of Trip: 3 Days

Location of Trip: State College High School State College, PA Number of Students involved: 2-4 (pending audition results)

Substitute required: ☒ YES ☐ NO Number of days of substitute time: 2

Bus costs: 400.00 Private cars (whose): \_\_\_\_\_

Financial support promised from other agencies (Student Council, PTO, etc.): none

Other expenses: Approx. 125.00 Fee per student and also see Conference Request sheet

☒ Expenses are budgeted ☐ Expenses collected from students ☐ Expenses collected from other

Statement of educational value:

Western Region Orchestra is a great opportunity for advanced musicians to participate in a 150 student Orchestra comprised of the best student musicians from Western PA.

Signature of Lead Sponsoring Teacher: [Signature] Date: 11-16-15

Signature of Building Principal/Superintendent: [Signature] Date: 4/13/15

**\*Building office: Please forward this document to the Superintendent's Secretary at District Office.**



# Blackhawk School District

## Conference Request

.....  
*Please forward a hard copy of this document to your building principal.*

Employee Name: Susan Hullihen Building where Employed: BHS

Name of Meeting, Event, or Conference: 10<sup>th</sup> Annual School Nurse In-Service

Location of Conference: New Castle (Villa)

Conference Beginning Date: 1-18-16

Conference End Date: 1-18-16

Purpose of Attendance: School Nurse Updates + Information/Training  
(Please list subject or purpose of conference. Ex: Curriculum, Title I, Math)

Substitute Needed: Yes ☐ No ☒ Dates Absent from School: \_\_\_\_\_

Estimated Expenses: Travel \$35- Meals \_\_\_\_\_ Lodging \_\_\_\_\_ Other \$40-  
Budgeted Y (yes/no) Total \$ \_\_\_\_\_

Employee Signature: S Hullihen Date: 10-7-15

Principal Signature: [Signature] Date: 10/7/15 ASN#: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: If you have a conference registration form to fill out and send in, please do so and attach a copy to this form. **District Office will not make reservations-each employee should do this on his/her own.**

# School Nurse In-service - Jan. 18th 2016

10th Annual School Nurse Inservice January 18th, 2016 The  
Villa- just down from the PSEA building  
Time 8:45am program begins, 8:15am- 8:45am registration

\* Required

**Name \***

Susan Hullivan

**School District \***

Blackhawk

**Professional Development Number (AUN #, Act 48 Number) \***

2808645

**Email Address that you can be reached. \***

hullihens@bsd.k12.pa.us

**Telephone Number you can be reached if needed. \***

724-846 9600 #2005

*Never submit passwords through Google Forms.*



# 10<sup>th</sup> ANNUAL SCHOOL NURSE IN-SERVICE

Program starts at 8:30am until 3:40pm

## Presentation Topics:

**Anaphylaxis/Epi-Pen Training for the School Nurse**

(Train the Trainer Program)

**Drug Overdose Prevention and Training**

(First Responders, Narcan Training/use in the school)

**Suicide Prevention Training QPR**

(meets 2 hours of the 4 required in suicide prevention training over the next 5 years)

**Child abuse laws and how to interpreted in schools**

**Monday, January 18, 2016**

**Registration from 8:00am- 8:20am**

**Program Start Time: 8:30am- 3:40pm**

**The Villa** (Medure's Catering)

(Rt. 422 East, New Castle, just down the road towards New Castle from the PSEA building  
(THE ENTRANCE AND PARKING ARE BEHIND WHICH IS ACCESSED VIA HOOVER ROAD))

**2500 New Butler Road**

**New Castle, PA 16101**

**COST \$40 Please make check out to:**

**Lawrence County School Nurses Association**

**Lunch menu : Steak & Chicken Salad Buffet, Vegetable and  
Cream of Potato Soups, dessert**

**PLEASE RSVP BY COMPLETING THE GOOGLE DOC FORM AT THE LINK BELOW AND  
SENDING IN YOUR MONEY TO LORI DADO.**

<https://docs.google.com/spreadsheet/viewform?formkey=dHdvWmE1OE9mWi1Ya0h3VldMdU5xWHc6MQ>

(Hold Control key and click internet address to open document or copy and paste link to access)

Send payment to:

***Please make checks out to Lawrence County School Nurses Association.***

*Send to:*

Lori Dado, Laurel High School

2497 Harlansburg Road, New Castle, PA 16101

TELEPHONE AND EMAIL IF NEEDED FOR QUESTIONS: [LDADO@LAUREL.K12.PA.US](mailto:LDADO@LAUREL.K12.PA.US)

OR 724 598 9932

***Applied for 6.0 HOURS OF ACT 48 CREDITS TO BE AWARDED THIS WILL TBD BY DEPT. OF HEALTH  
PLEASE TAKE ADVANTAGE OF THIS GREAT OPPORTUNITY TO NETWORK AND  
GET VALUABLE INFORMATION!***

***PLEASE RSVP BY 1/4/2016 AT 3:00PM***



# Blackhawk School District

## Conference Request

*Please forward a hard copy of this document to your building principal.*

Employee Name: Katie Singletary Building where Employed: Highland

Name of Meeting, Event, or Conference: FBA Training

Location of Conference: BVIU

Conference Beginning Date: January 12, 2015 (Must attend both days)  
March 23, 2015 Conference End Date: \_\_\_\_\_

Purpose of Attendance: Learning Support / Positive Behavior Support Plans  
(Please list subject or purpose of conference. Ex: Curriculum, Title I, Math)

Substitute Needed: Yes ☒ No ☐ Dates Absent from School: Jan 12<sup>th</sup> / March 23<sup>rd</sup>

Estimated Expenses: Travel \_\_\_\_\_ Meals 0 Lodging 0 Other \_\_\_\_\_  
Budgeted \_\_\_\_\_ (yes/no) Total \$ \_\_\_\_\_

Employee Signature: Katie Singletary Date: \_\_\_\_\_

Principal Signature: [Signature] Date: 11.5.15 ASN#: 6280 (sub)

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: If you have a conference registration form to fill out and send in, please do so and attach a copy to this form. **District Office will not make reservations-each employee should do this on his/her own.**





# Blackhawk School District

## Conference Request

*Please forward a hard copy of this document to your building principal.*

This form must be completed and submitted with the above request form.

Employee Name: Katie Singletary Building where Employed: Highland

Name of Meeting, Event, or Conference: FBA Training

1. What is the reason that you wish to attend this workshop/conference? What is the purpose of the conference?

I would like to attend this training for more information on developing Positive Behavior Support plans and to learn new strategies to promote positive behavior in the classroom. The purpose of the training is educate on the facilitation of the Functional Behavior Assessment process and to assist with developing Positive Behavior Support plans.

2. How will this conference benefit you and the students in the District? How will this conference increase student performance?

As a Learning Support Teacher, I see students with all sorts of behaviors and coping issues. This conference will help expand my knowledge of behavior support plans and how to effectively carry my behavior support plans to staff + students. This will help increase student performance because we will learn ways to help eliminate behavior so students can stay in the classroom.

3. How will you disseminate the information you acquire from this conference to other staff members in the District?

I will provide information and notes to other learning support teachers that will help them create PBSP and educate the content teachers on the material specific to their student's needs.

4. Did you attend this conference last year?

Yes

No



# Blackhawk School District

## Conference Request

.....  
*Please forward a hard copy of this document to your building principal.*

Employee Name: Amanda Wertz Building where Employed: Highland Middle School

Name of Meeting, Event, or Conference: FBA Training

Location of Conference: BVIU

Conference Beginning Date: January 12, 2016 (must attend both days)  
March 23, 2016 Conference End Date: \_\_\_\_\_

Purpose of Attendance: Learning Support / Positive Behavior Support Plans  
(Please list subject or purpose of conference. Ex: Curriculum, Title I, Math)

Substitute Needed: Yes ☒ No ☐ Dates Absent from School: Jan. 12 / March 23

Estimated Expenses: Travel \_\_\_\_\_ Meals 0 Lodging 0 Other \_\_\_\_\_  
Budgeted \_\_\_\_\_ (yes/no) Total \$ \_\_\_\_\_

Employee Signature: Amanda Wertz Date: \_\_\_\_\_

Principal Signature: [Signature] Date: 11/5/15 ASN#: 6200 (sub)

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: If you have a conference registration form to fill out and send in, please do so and attach a copy to this form. **District Office will not make reservations-each employee should do this on his/her own.**



# Blackhawk School District

## Conference Request

*Please forward a hard copy of this document to your building principal.*

This form must be completed and submitted with the above request form.

Employee Name: Amanda Wertz Building where Employed: HMS

Name of Meeting, Event, or Conference: FBA Training

1. What is the reason that you wish to attend this workshop/conference? What is the purpose of the conference?

I would like to attend this training to gain more knowledge on developing effective Positive Behavior Support Plans as well as learn new strategies to implement in the classroom to promote positive behaviors. The purpose of this training is to educate on the facilitation of the FBA process and to assist with developing Positive Behavior Support Plans.

2. How will this conference benefit you and the students in the District? How will this conference increase student performance?

As a middle school learning support teacher, I work with students who struggle with behaviors and coping skills daily. This conference will provide me with new knowledge on how to effectively support and help my students through the use of Behavior Support Plans. This in turn will create a better learning experience for many students.

3. How will you disseminate the information you acquire from this conference to other staff members in the District?

I will provide my notes + new learned information to other learning support teachers in the district. I will also provide information to content teachers if necessary.

4. Did you attend this conference last year?

Yes

No



# Blackhawk School District

## Conference Request

.....  
*Please forward a hard copy of this document to your building principal.*

Employee Name: Jack Fullen Building where Employed: Blackhawk High School

Name of Meeting, Event, or Conference: P.A.S.D.A. Conference

Location of Conference: Hershey, PA

Conference Beginning Date: 3/15/16 Conference End Date: 3/19/15

Purpose of Attendance: State Athletic Directors Conference  
(Please list subject or purpose of conference. Ex: Curriculum, Title I, Math)

Substitute Needed: Yes ☐ No ☒ Dates Absent from School: \_\_\_\_\_

Estimated Expenses: Travel \$250 Meals \$150 Lodging \$875 Other Reg. \$225

Budgeted <sup>Yes</sup> (yes/no) \_\_\_\_\_ Total \$ \_\_\_\_\_

Employee Signature: [Signature] Date: 11-13-15

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_ ASN#: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: If you have a conference registration form to fill out and send in, please do so and attach a copy to this form. **District Office will not make reservations-each employee should do this on his/her own.**



# Blackhawk School District

## Conference Request

*Please forward a hard copy of this document to your building principal.*

Employee Name: Nate Goodrich Building where Employed: BHS/HMS/BIS

Name of Meeting, Event, or Conference: Western Region Orchestra

Location of Conference: State College High School, PA

Conference Beginning Date: 2/25/16 Conference End Date: 2/27/16

Purpose of Attendance: 2-4 students from BHS Orchestra will be performing at the festival  
(Please list subject or purpose of conference. Ex: Curriculum, Title I, Math)

Substitute Needed: Yes ☒ No ☐ Dates Absent from School: 2/25/16 and 2/26/16

Estimated Expenses: Travel 150.00 Meals 100.00 Lodging 250.00 Other \_\_\_\_\_

Budgeted Yes (yes/no) Total \$ \_\_\_\_\_  
Employee Signature: Nate E. Goodrich Date: 11/5/15

Principal Signature: [Signature] Date: 11-16-15 ASN#: \_\_\_\_\_

Superintendent Signature: [Signature] Date: 11/13/15

Note: If you have a conference registration form to fill out and send in, please do so and attach a copy to this form. District Office will not make reservations-each employee should do this on his/her own.



# Blackhawk School District

## Conference Request

*Please forward a hard copy of this document to your building principal.*

This form must be completed and submitted with the above request form.

Employee Name: Nate Goodrich Building where Employed: BA5/HMS/BIS

Name of Meeting, Event, or Conference: Western Region Orchestra

1. What is the reason that you wish to attend this workshop/conference? What is the purpose of the conference?

2-4 students will make Western Region Orchestra this year and participate in the festival. PMEA requires that a lead teacher be present for supervision. Also, there are professional development workshops that will benefit me as an educator.

2. How will this conference benefit you and the students in the District? How will this conference increase student performance?

This festival will greatly benefit student performance as the students bring back new skills. I will also benefit from the discussion with other colleagues.

3. How will you disseminate the information you acquire from this conference to other staff members in the District?

As always, I will share all the knowledge I acquire with my colleagues when I return from the festival. I will do this via e-mail and in department meetings.

4. Did you attend this conference last year?

☒ Yes

☐ No





# Blackhawk School District

## Conference Request

*Please forward a hard copy of this document to your building principal.*

Employee Name: Nate Goodrich Building where Employed: BHS/HMS/BIS

Name of Meeting, Event, or Conference: District 2,3,5 Orchestra

Location of Conference: Meadville, PA

Conference Beginning Date: 1/14/16 Conference End Date: 1/16/16

Purpose of Attendance: 6 students from BHS Orchestra will be performing at the festival  
(Please list subject or purpose of conference. Ex: Curriculum, Title I, Math)

Substitute Needed: Yes ☒ No ☐ Dates Absent from School: 1/14/16 and 1/15/16

Estimated Expenses: Travel 150.00 Meals 100.00 Lodging 250.00 Other           

Budgeted <sup>yes</sup> (yes/no)            Total \$ 500.00  
Employee Signature: Nate E. Goodrich Date: 11/5/15

Principal Signature: [Signature] Date: 11/13/15 ASN#:           

Superintendent Signature: [Signature] Date: 11-16-15

Note: If you have a conference registration form to fill out and send in, please do so and attach a copy to this form. **District Office will not make reservations-each employee should do this on his/her own.**



# Blackhawk School District

## Conference Request

*Please forward a hard copy of this document to your building principal.*

This form must be completed and submitted with the above request form.

Employee Name: Nate Goodrich Building where Employed: BHS/HMS/BIS

Name of Meeting, Event, or Conference: District 2,3,5 Orchestra Festival

1. What is the reason that you wish to attend this workshop/conference? What is the purpose of the conference?

Six students from BHS Orchestra qualified to participate in this festival. PMEA requires that a lead teacher be present for supervision. Also, there are professional development workshops that will benefit me as an educator.

2. How will this conference benefit you and the students in the District? How will this conference increase student performance?

This festival will greatly benefit student performance as the students bring back new skills. I will also benefit from the discussions with other colleagues and professional development.

3. How will you disseminate the information you acquire from this conference to other staff members in the District?

As always, I will share all the knowledge I acquire with my colleagues when I return from the festival. I will do this via e-mail and in department meetings.

4. Did you attend this conference last year?

Yes

No



# Blackhawk Athletic / Activity Department Transaction List by Date October 2015

Type	Date	Num	Name	Memo	Account	Class	Clr	Split	Amount
Oct 15									
Check	10/01/2015	7253	Brian Chiodo	Official: MS F...	ESB Bank			Football	-40.00
Check	10/01/2015	7254	Frank Druzisky	Officials: MS...	ESB Bank			Football	-40.00
Check	10/01/2015	7255	Brady Temple	Official: MS F...	ESB Bank			Football	-40.00
Check	10/01/2015	7256	Tim Haggart	Official: Boy's...	ESB Bank			Boy's Soccer	-70.00
Check	10/01/2015	7257	Daniel Yost	Official: Varsit...	ESB Bank			Boy's Soccer	-70.00
Check	10/01/2015	7258	Jeff Santasario	Official: Girls...	ESB Bank			Girl's Basketball	-55.00
Check	10/01/2015	7259	Mike Kinkead	Official: Middl...	ESB Bank			Girl's Basketball	-55.00
Check	10/02/2015	7266	Rich Mattes	Official: MS G...	ESB Bank			Girl's Basketball	-55.00
Check	10/02/2015	7267	Jeff Santasario	Official: Girls...	ESB Bank			Varsity Football	-267.00
Check	10/02/2015	7268	Hopewell Athletic De...	Tickets - Hop...	ESB Bank			Football	-50.00
Check	10/06/2015	7269	Patrick Mullaney	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/06/2015	7270	John Ludwig	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/06/2015	7271	Matt VanKirk	Official: MS...	ESB Bank			Girl's Basketball	-55.00
Check	10/06/2015	7272	Chad Calabrita	Official: MS...	ESB Bank			Girl's Basketball	-55.00
Check	10/06/2015	7273	Mitchell Campbell	Official: MS...	ESB Bank			Boy's Soccer	-120.00
Check	10/06/2015	7274	Robert Pander	Official: JV/Va...	ESB Bank			Girl's Soccer	-120.00
Check	10/06/2015	7275	John Fix	Official: JV/V...	ESB Bank			Girl's Soccer	-45.00
Check	10/06/2015	7276	John Pfeifer Jr.	Official: MS...	ESB Bank			Girl's Soccer	-45.00
Check	10/06/2015	7277	Tim Levinger	Official: MS G...	ESB Bank			Boy's Soccer	-45.00
Check	10/06/2015	7278	Tim Haggart	Official: Boy's...	ESB Bank			Boy's Soccer	-45.00
Check	10/06/2015	7279	John Fix	Official: MS B...	ESB Bank			Girl's Soccer	-45.00
Check	10/07/2015	7280	Dan Gorman	Official: MS...	ESB Bank			Girl's Soccer	-45.00
Check	10/07/2015	7281	Frank Dileo	Official: Girl's...	ESB Bank			Miscellaneous	-80.00
Check	10/07/2015	7282	Mayflower Florist	Jim Wilson Fu...	ESB Bank			Varsity Football	243.00
Deposit	10/07/2015			Deposit	ESB Bank			MAC Golf	1,080.00
Check	10/09/2015	7283	Chris Dinardo	Official: MS B...	ESB Bank			Boy's Soccer	-45.00
Check	10/09/2015	7284	Steve Salak	Official: MS B...	ESB Bank			Boy's Soccer	-45.00
Check	10/09/2015	7285	Steve Salak	Official: JV/V...	ESB Bank			Boy's Soccer	-120.00
Check	10/09/2015	7289	Victor Ndinyah	Official: JV/Va...	ESB Bank			Boy's Soccer	-120.00
Check	10/09/2015	7290	Art Woods	Official: Boys...	ESB Bank			Boy's Soccer	-70.00
Check	10/09/2015	7291	Teresa Morelli	Ticket Seller...	ESB Bank			Ticket Seller	-55.00
Check	10/09/2015	7286	Jackie Fullen	Ticket Seller...	ESB Bank			Ticket Seller	-55.00
Check	10/09/2015	7287	Bunny Oravitz	Ticket Taker...	ESB Bank			Ticket Taker	-50.00
Check	10/09/2015	7288	Floyd Panella	Ticket Taker...	ESB Bank			Ticket Taker	-50.00
Check	10/09/2015	7292	Ed Giannini	Announcer -...	ESB Bank			Football	-40.00
Check	10/09/2015	7293	Bob Amalia	25 Second Cl...	ESB Bank			Varsity	-40.00
Check	10/09/2015	7294	Rich Oswald	Score Clock -...	ESB Bank			Varsity	-50.00
Check	10/09/2015	7295	Mike Greco	Field Manager...	ESB Bank			Field Manager	-50.00
Check	10/09/2015	7296	Ed Howarth	Locker Room...	ESB Bank			Misc. Functions	-50.00
Check	10/09/2015	7297	Steve Gallagher	Photographer...	ESB Bank			Football	-55.00
Check	10/09/2015	7298	Andi Lee	Parking - Wes...	ESB Bank			Parking	-50.00
Check	10/09/2015	7299	Joe Lehner	Parking - Wes...	ESB Bank			Parking	-50.00
Check	10/09/2015	7300	Dusty Rapp	Parking - Wes...	ESB Bank			Parking	-50.00
Check	10/09/2015	7301	James Rapp	Parking - Wes...	ESB Bank			Parking	-25.00
Check	10/09/2015	7302	Robin Smith	Parking - Wes...	ESB Bank			Parking	-25.00
Check	10/09/2015	7303	Nancy Sheblish	Ticket Taker...	ESB Bank			Ticket Taker	-50.00
Check	10/09/2015	7304	Willy Jacobs	Official: Varsit...	ESB Bank			Football	-70.00

# Blackhawk Athletic / Activity Department Transaction List by Date October 2015

Type	Date	Num	Name	Memo	Account	Class	Clr	Split	Amount
Check	10/09/2015	7305	Ed O'Brien	Official: Varsit...	ESB Bank			Football	-70.00
Check	10/09/2015	7306	Carmen Trovato	Official: Varsit...	ESB Bank			Football	-70.00
Check	10/09/2015	7307	Bryan Mikush	Official: Varsit...	ESB Bank			Football	-70.00
Check	10/09/2015	7308	Bruce Amshell	Official: Varsit...	ESB Bank			Football	-70.00
Check	10/09/2015	7309	Mark Samuels	Official: Varsit...	ESB Bank			Football	-70.00
Deposit	10/09/2015			Deposit	ESB Bank			Football	2,711.10
Check	10/14/2015	7310	Frank Dileo	Official: Boy's ...	ESB Bank			Boy's Soccer	-45.00
Check	10/14/2015	7311	Jack Fix	Official: MS B...	ESB Bank			Boy's Soccer	-45.00
Check	10/14/2015	7312	Robert Pander	Official: MS G...	ESB Bank			Girl's Soccer	-45.00
Check	10/14/2015	7313	Dan Gorman	Official: MS ...	ESB Bank			Girl's Soccer	-45.00
Check	10/14/2015	7314	Dave Florie	Official: Girls ...	ESB Bank			Girl's Basketball	-55.00
Check	10/14/2015	7315	Jeff Santasero	Official: Girls ...	ESB Bank			Girl's Basketball	-55.00
Check	10/14/2015	7316	Ryan Beegle	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/14/2015	7317	Tom Desmond	Official: JV F...	ESB Bank			Football	-50.00
Check	10/14/2015	7318	Chuck Pinchotti	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/16/2015	7319	Steve Gallagher	Photographer ...	ESB Bank			Football	-55.00
Check	10/16/2015	7320	George Davis	Official: Girl's ...	ESB Bank			Girl's Basketball	-55.00
Check	10/16/2015	7321	Eric Susich	Officials: MS ...	ESB Bank			Girl's Basketball	-55.00
Check	10/16/2015	7322	Erk Johnson	Official: Boy's ...	ESB Bank			Boy's Soccer	-120.00
Check	10/16/2015	7323	Steve Salak	Official: JV/V ...	ESB Bank			Boy's Soccer	-120.00
Check	10/16/2015	7324	John Morin	Official: Boys ...	ESB Bank			Boy's Soccer	-70.00
Check	10/16/2015	7325	North Allegheny Gol...	Entry Fee - 20...	ESB Bank			Tournament Ex...	-250.00
Check	10/16/2015	7326	Freedom Track & Cr...	MAC Cross C...	ESB Bank			Tournament Ex...	-189.00
Check	10/16/2015	7327	Montour Athletic De...	Montour PreS...	ESB Bank			Ticket Sales	-53.00
Check	10/16/2015	7328	Montour Athletic De...	VOID: Montou...	ESB Bank			Ticket Sales	0.00
Check	10/19/2015	7329	Steve Salak	Official: Varsit...	ESB Bank		X	Girl's Soccer	-70.00
Check	10/19/2015	7330	John Morin	Official: Girls ...	ESB Bank			Girl's Soccer	-70.00
Check	10/19/2015	7331	Blackhawk Food Ser...	Football - Iced...	ESB Bank			Meals	-144.36
Check	10/19/2015	7332	Blackhawk Food Ser...	Football - Ice ...	ESB Bank			Meals	-666.54
Check	10/21/2015	7333	Pam Sedlak	Official: JV/Va...	ESB Bank			Girl's Soccer	-120.00
Check	10/21/2015	7334	Tim Levinger	Official: JV/Va...	ESB Bank			Girl's Soccer	-120.00
Check	10/21/2015	7335	Robert Pander	Official: JV/V ...	ESB Bank			Girl's Soccer	-120.00
Check	10/21/2015	7336	Tim Haggart	Official: JV/V ...	ESB Bank			Girl's Soccer	-120.00
Check	10/21/2015	7337	Don Diehl	Supplies - Tra...	ESB Bank			Supplies	-63.86
Check	10/21/2015	7338	Matt VanKirk	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/21/2015	7339	Patrick Mullaney	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/21/2015	7340	Ryan Murphy	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/21/2015	7341	John Pfeiffer	J/V/V Volleyba...	ESB Bank			Volleyball	-70.00
Check	10/21/2015	7342	Marcie Young	Official: Volley...	ESB Bank			Volleyball	-70.00
Check	10/23/2015	7343	Frank Druzisky	Officials: MS ...	ESB Bank			Football	-40.00
Check	10/23/2015	7344	Ryan Beegle	Official: MS F...	ESB Bank			Football	-40.00
Check	10/23/2015	7345	Ron Schad	Official: MS B...	ESB Bank			Football	-40.00
Check	10/23/2015	7346	Tim Levinger	Official: MS ...	ESB Bank			Football	-40.00
Check	10/23/2015	7347	Dan Gorman	Official: MS ...	ESB Bank			Boy's Soccer	-45.00
Check	10/23/2015	7348	Frank Dileo	Official: Girls ...	ESB Bank			Boy's Soccer	-45.00
Check	10/23/2015	7349	John Fix	Official: MS G...	ESB Bank			Girl's Soccer	-45.00
Check	10/23/2015	7350	Blackhawk Food Ser...	Golf - Bag Lu...	ESB Bank			Meals	-35.00
Check	10/23/2015	7351	Steve Gallagher	Photographer ...	ESB Bank			Football	-55.00
Check	10/23/2015	7353	Ambridge Athletic D...	Football Pres...	ESB Bank			Varsity Football	-65.00

# Blackhawk Athletic / Activity Department Transaction List by Date October 2015

Type	Date	Num	Name	Memo	Account	Class	Clr	Split	Amount
Check	10/23/2015	7354	Baldwin Girls Volley...	Fee - 2015 Ba...	ESB Bank			Tournament Ex...	-150.00
Check	10/26/2015	7355	Joe Boyer	Boys Golf: MI...	ESB Bank			Misc. Expenses	-30.85
Check	10/26/2015	7352	Pizza Hut	WPIAL PLAY ...	ESB Bank			Meals	-247.00
Check	10/27/2015	7356	Mark Nemeck	Official: JV F...	ESB Bank			Football	-50.00
Check	10/27/2015	7357	Quinn Alexander	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/27/2015	7358	Ryan Beegle	Official: JV Fo...	ESB Bank			Football	-50.00
Check	10/27/2015	7359	WPHSGSCA	Dues	ESB Bank			Dues	-35.00
Check	10/30/2015	7361	Steve Gallagher	Photographer ...	ESB Bank			Football	-55.00
Check	10/30/2015	7362	Mike Bruno	Official: Vars...	ESB Bank			Football	-70.00
Check	10/30/2015	7363	Drue Flora	Official: Vars...	ESB Bank			Football	-70.00
Check	10/30/2015	7364	Rick Flora	Official: Vars...	ESB Bank			Football	-70.00
Check	10/30/2015	7365	Gary Lutz	Official: Vars...	ESB Bank			Football	-70.00
Check	10/30/2015	7366	Rick Noca	Official: Vars...	ESB Bank			Football	-70.00
Check	10/30/2015	7367	Rick Slagle	Official: Vars...	ESB Bank			Football	-70.00
Check	10/30/2015	7368	Teresa Morelli	Ticket Seller -...	ESB Bank			Ticket Seller	-55.00
Check	10/30/2015	7369	Jackie Fullen	Ticket Seller -...	ESB Bank			Ticket Seller	-55.00
Check	10/30/2015	7370	Bunny Oravitz	Ticket Taker -...	ESB Bank			Ticket Taker	-50.00
Check	10/30/2015	7371	Floyd Panella	Ticket Taker -...	ESB Bank			Ticket Taker	-50.00
Check	10/30/2015	7372	Ed Giannini	Announcer - ...	ESB Bank			Football	-40.00
Check	10/30/2015	7373	Bob Amalia	25 Second Cl...	ESB Bank			Varsity	-40.00
Check	10/30/2015	7374	Rich Oswald	Score Clock - ...	ESB Bank			Varsity	-50.00
Check	10/30/2015	7375	Ed Howarth	Locker Room ...	ESB Bank			Misc. Functions	-50.00
Check	10/30/2015	7376	Ben Rapp	Parking	ESB Bank			Parking	-50.00
Check	10/30/2015	7377	Andi Lee	Parking - Can...	ESB Bank			Parking	-50.00
Check	10/30/2015	7378	Joe Lehner	Parking - Can...	ESB Bank			Parking	-50.00
Check	10/30/2015	7379	Dusty Rapp	Parking - Can...	ESB Bank			Parking	-50.00
Check	10/30/2015	7380	James Rapp	Parking - Can...	ESB Bank			Parking	-50.00
Check	10/30/2015	7381	Robin Smith	Parking - Can...	ESB Bank			Parking	-25.00
Check	10/30/2015	7382	James Jaszcar	Field Manager...	ESB Bank			Field Manager	-50.00
Check	10/30/2015	7383	Sean Kearney	Assignor: Wr...	ESB Bank			Wrestling	-50.00
Deposit	10/30/2015			Deposit	ESB Bank			Football	2,502.00

Oct 15



## **The First Tee Outreach Programs**

### **Overview of The First Tee National School Program**

- Positive introduction to a life-long activity
- Motor skill concept and learning
- Character education-personal and social responsibility
- Health and wellness education
- Developmentally appropriate approach to teaching and learning



#### **Objectives:**

- Mainstream golf and The First Tee Nine Core Values in elementary schools across the country
- Raise awareness and extend the reach of The First Tee to school children and families throughout the country
- Provide a complete golf program appropriate for today's elementary school physical education students and teachers
- Enable physical educators to introduce golf in a developmentally appropriate manner, consistent with national standards developed by the Society of Health And Physical Educators (SHAPE America)

### **Overview of The First Tee DRIVE**

- Positive introduction to a life-long activity
- Golf skill and concept learning
- Character education-personal and social responsibility
- Developmentally appropriate approach to teaching and learning



#### **Objectives:**

- The First Tee **DRIVE**: Develops Rewarding Inspiring Values for Everyone
- Created with youth development professionals and volunteers in mind
- Modifies traditional sports to incorporate the four basic golf shots of drive, chip, pitch and putt
- Fun and games are focused activities
- Integrates The First Tee Nine Core Values into each activity

# The First Tee Outreach Programs

## PURPOSE

### Chapter Engagement

- Increase footprint/relevancy in communities served
- Increase program offerings to thousands of young people in an affordable and practical manner
- Expand chapter's overall impact
- Support Outreach program leaders
- Provide transition opportunities



## How

### How to Bring Outreach Programs to Your Community

- Identify markets for implementation
- Research physical education platform and youth serving organization structure
- Identify funding for development
- Develop local leadership team

### One-Time Investment

The First Tee National School Program: \$3,250/per location

The First Tee DRIVE: \$2,500/per location

Combination School: \$3,600/per location

*(School that utilizes modified golf equipment for both programs)*

Optional In-Person Training: \$2,750/per session

### Funding Sources: Examples

- The First Tee chapters
- Individual schools and school districts
- Individual youth-serving organizations
- PGA TOUR, Champions Tour, LPGA Tour, Web.com Tour events
- Golf industry partners
- Individuals
- Companies/Corporations
- Foundations/Grants
- The First Tee home office matching grants

# The First Tee Outreach Programs

## IMPLEMENTATION PROCESS

### The First Tee National School Program

1. Provide the names of sponsored school(s) and physical educator(s) to regional Outreach representative. *See page 13 to find your regional Outreach representative.*
2. Ensure that each school principal reviews, completes, and signs the Individual School Agreement (ISA). The completed forms may be returned to the home office via fax or email. The fax number and email address are provided on the form. In order for a school to be fulfilled, The First Tee Home Office must have a completed and signed Individual School Agreement.
3. Training Formats: Online eLearning Course and/or In-Person Training. Please see detailed training timeline on page 4.

Encourage teachers to complete the Online Training course with instructions that will be provided to them upon receipt of their signed Individual School Agreement. *As signed forms are returned, a member of our training support team will forward eLearning info to the teachers via email with a copy to you.* Please note that those taking the course have 45 days to complete their training.

4. The First Tee National School Program curriculum manual and golf equipment will be shipped within 2 weeks of a teacher's completion of the eLearning course as long as an ISA form is on file and the school is sponsored to receive curriculum and equipment.

### The First Tee DRIVE

1. Provide the names of sponsored program location(s) and youth leader(s) to regional Outreach representative. *See page 13 to find your regional Outreach representative.*
2. Ensure that each organization leader reviews, completes, and signs the Program Agreement (PA). The completed forms may be returned to the home office via fax or email. The fax number and email address are provided on the form. In order for a program location to be fulfilled, The First Tee Home Office must have a completed and signed Program Agreement.
3. Training Formats: Online eLearning Course and/or In-Person Training. Please see detailed training timeline on page 4.

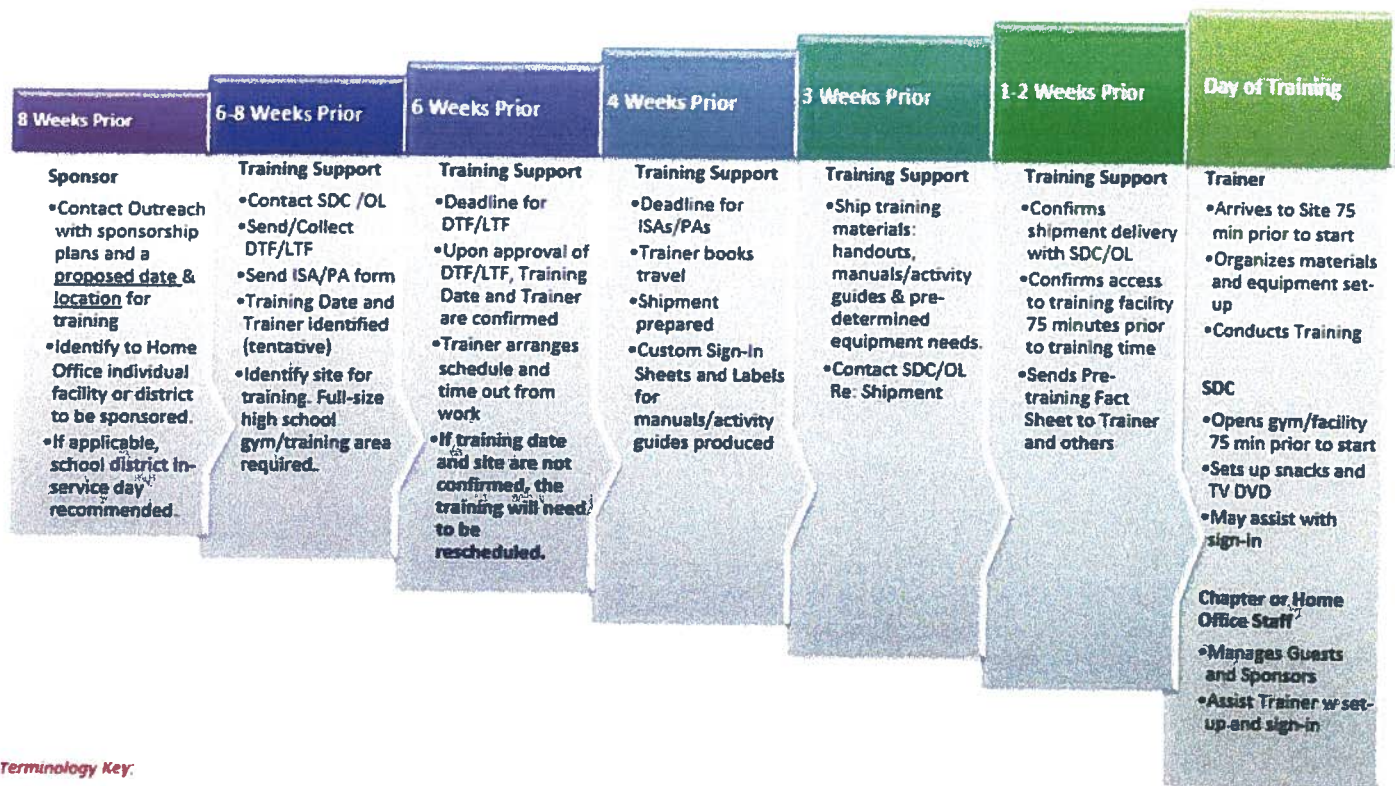
Encourage youth leaders to complete the Online Training course with instructions that will be provided to them upon receipt of their signed Program Agreement. *As signed forms are returned, a member of our training support team will forward eLearning info to the youth leaders via email with a copy to you.* Please note that those taking the course have 45 days to complete their training.

4. The First Tee DRIVE activity guide and golf equipment will be shipped within 2 weeks of a youth leader's completion of the eLearning course as long as a Program Agreement is on file and the program location is sponsored to receive the activity guide and equipment.





## Outreach Programs & In-Person Training Implementation Timeline



### Terminology Key:

#### National School Program

SDC – School District Contact

DTF – District Training Form

ISA – Individual School Agreement Form

#### The First Tee DRIVE

OL- Organization Leader

YL- Youth Leader

PA- Program Agreement

LTF- Location Training Form

\*In-Person trainings are based upon availability.

\*Max. limit for NSP in-person training is 45 educators

\*Max. limit for DRIVE in-person training is 24 attendees



The First Tee National School Program equips elementary schools with a program designed to introduce students to golf, core values and healthy habits. The goal of the program is to use activity-based learning that provides students with skills, knowledge, understanding, support and the opportunity to practice basic golf while adopting life-enhancing behaviors in physical education. This includes also empowering them to extend these skills and behaviors to their school, home and community lives.

The National School Program is designed to be implemented as a part of regular, in-school elementary physical education classes and is delivered by school-based physical educators. Currently involving millions of students and over 7,000 schools, the goal is to reach 10,000 elementary schools by 2017. Schools are provided with a complete introductory golf program appropriate for today's physical education students and teachers.

### Objectives of the program are to:

- Enable physical educators to introduce golf in a developmentally appropriate manner consistent with national P.E. standards developed by the Society of Health And Physical Educators (SHAPE America).
- Develop student appreciation for the positive personal and social values associated with the game with each lesson and extend those behaviors to other areas of their lives
- Engage students in daily lesson activities that lead to motor skill development
- Present golf to students as a lifelong recreation and health-enhancing activity

### Each participating school receives three tangible products and services:

1. **Curriculum:** designed to align with national P.E. standards developed by SHAPE America.
2. **Equipment:** developmentally appropriate, introductory golf equipment
3. **Teacher Training:** professional development for participating physical education teachers.



*"While teaching the National School Program lessons, the confidence level of students improves from beginning to end of the lesson. Many have never tried golf and assume it to be too hard. After going through the lessons they see that it is more than possible for them to play."*

~ Deborah Tyler  
Hidden Hollow Elementary  
Humble ISD, Kingwood, TX

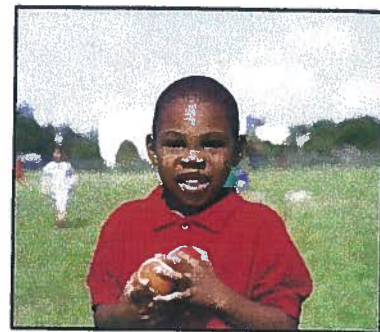
### Curriculum

The First Tee National School Program curriculum centers on four primary areas:

1. Lifelong activity
2. Character and health education—personal and social responsibility
3. Motor skill and concept learning
4. Developmental approach to teaching and learning



Participating students actively engage in a variety of motor skills associated with striking a stationary ball with a long-handled implement to a target. Striking is taught through the basic golf skills of putt, chip, pitch and full swing in gradual, safe progression to align with students' developmental process as teachers move students through 18 lessons throughout the elementary years. Basic skills are presented to students on how to hold, set up and safely swing a putter and a wedge. Cue word sequences are taught to enable students to better understand the body positions for performing the critical elements of each skill.



The National School Program lessons provide students with the opportunity to learn basic motor skill concepts of personal space, force, flow, relationships to objects and routines.

In addition to the golf skills and concept learning, character and health education are embedded within each lesson.

The First Tee Nine Core Values™ and The First Tee Nine Healthy Habits™ are included as objectives integrated into lesson activities to enhance ease of instruction for teachers and simplify learning for students. The core values and healthy habits are listed below:

- **Nine Core Values:** honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy, and judgment
- **Nine Healthy Habits:** play, energy, safety, mind, family, vision, friends, school, community

Students learn about these life-enhancing values and habits while engaged in games and golf activities. Simple, easy-to-use rubrics enable teachers to track student progress while making the most of “teachable moments” during physical education classes. Additionally, information is provided to assist teachers with communicating how the core values and healthy habits apply in golf as well as other aspects of students’ lives including other school activities and at home.

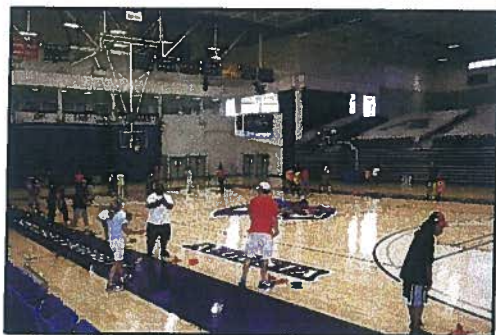
## Equipment



The National School Program utilizes developmentally appropriate equipment called SNAG®. This equipment is durable, safe and consists of colorful, oversized, plastic clubs, tennis-style balls and a variety of targets. The introductory clubs are replicas of two basic traditional golf clubs, a putter and wedge. The heads are purposefully large and provide a hitting surface proportionately larger than the ball for easy learning and high success.

It is available for both right-handed and left-handed students. Schools receive enough equipment to deliver programming to up to 48 students per class. Diagrams showing equipment placement for each activity are included in the curriculum manual for each lesson plan, making set-up easy to understand and accomplish.

## Teacher Training



The First Tee offers two forms of training for schools to get started with the program: online and/or in-person

The interactive online training includes in-depth information on skills, concepts, core values and healthy habits. Authentic video of actual teacher lessons demonstrating how lessons are implemented with elementary students indoors and outside are included along with excerpts from the curriculum manual, safety protocols and class management, review questions and testing.

**In-person trainings** are conducted by The First Tee certified National School Program trainers. Arranged through The First Tee home office, school districts schedule half-day professional development sessions according to school calendars and in-service days. Professional development in-person training sessions are four hours and include activity demonstrations, hands-on participation, lesson plan review and practice, testing and surveys.

## The First Tee National School Program Brochure

**The First Tee National School Program**

**NINE CORE VALUES**

- Honesty
- Integrity
- Sportsmanship
- Respect
- Confidence
- Responsibility
- Perseverance
- Courtesy
- Judgment

**NINE REALISTIC HABITS**

- Loyalty
- Play
- Safety
- Vision
- Mind
- Family
- Friends
- School
- Community

**Several key objectives**

- DEVELOP** student opportunities for the positive personal and social values associated with the game of golf.
- PRESENT** good character to a student, health, individual activity.
- ENGAGE** students in active activities that lead to active child development.
- ENABLE** physical education to compete, good character, development, positive character with personal students developed by teachers.
- PROVIDE** a unique golf program experience for today's elementary school physical education students and teachers.

**Comprehensive Program**

Participating schools are provided with the necessary elements to deliver the program including curriculum and in-person training.

**Curriculum**

The curriculum is written to align with national physical education standards and is provided by the National Association for Sport and Physical Education (NASPE). The curriculum is designed to be a variety of in-school physical education settings.

The curriculum consists of three primary areas: **Physical Education**, **Character Education**, and **Life Skills Education**. The curriculum is designed to be a variety of in-school physical education settings.

**Physical Education**

Two main physical education training sessions are provided. The first session is a half-day training session for teachers and administrators. The second session is a full-day training session for teachers and administrators. The training sessions are designed to be a variety of in-school physical education settings.

**Character Education**

The character education training session is designed to be a variety of in-school character education settings. The training session is designed to be a variety of in-school character education settings.

**Life Skills Education**

The life skills education training session is designed to be a variety of in-school life skills education settings. The training session is designed to be a variety of in-school life skills education settings.

**Equipment**

The First Tee offers developmentally appropriate golf equipment that is durable and safe for the student. The equipment includes a variety of golf clubs, a golf bag, and a golf cart. The equipment is designed to be a variety of in-school physical education settings.

**Professional Development Training**

Two main professional development training sessions are provided. The first session is a half-day training session for teachers and administrators. The second session is a full-day training session for teachers and administrators. The training sessions are designed to be a variety of in-school physical education settings.

**Our students have enjoyed the program. The lesson plans are very easy to follow.**

Core National Physical Education: The First Tee National School Program





## Overview

The First Tee DRIVE is the perfect activity for young people as it Develops Rewarding, Inspiring Values for Everyone.

The First Tee DRIVE is a set of 18 golf Activity Plans designed to provide a fun, engaging program which exposes young people to the behaviors associated with The First Tee Nine Core Values (Honesty, Integrity, Sportsmanship, Respect, Confidence, Responsibility, Perseverance, Courtesy, Judgment). Participants are exposed to these core value behaviors through games using sports that young people may already be familiar with, such as baseball, football, bowling and tennis; however, these games are modified to incorporate the four basic golf shots—putt, chip, pitch, and full swing.



These activities are played with modified golf equipment and are designed to offer participants opportunities to apply core value behaviors and basic golf strokes. At the end of each class, participants are challenged to apply these behaviors in other areas of their lives. The end goal is for participants to be exposed to The First Tee Nine Core Value behaviors during activities and for them to apply these behaviors both in and out of class.

This activity-based program has been specifically designed and written for youth-serving organizations. By using a golf platform, our goal is to extend the life skills and Nine Core Values of The First Tee to young people who may not previously have been exposed to the game of golf. The program Activity Plans are designed in a way that allows for indoor and outdoor set up to fit a variety of locations such as gymnasiums, basketball courts, baseball, football and soccer fields.



## Components

Participating locations are provided with the necessary elements to deliver the program including 1) modified golf equipment, 2) a comprehensive activity guide and 3) online training.

### 1) Modified Golf Equipment

The First Tee utilizes introductory golf equipment that is durable and safe for indoor or outdoor use. The equipment is modified, developmentally appropriate and consists of colorful oversized clubs, tennis-style balls and a variety of targets. The clubs are replicas of two basic traditional golf clubs, a putter and a wedge. The heads are purposefully large and provide a hitting surface proportionately larger than the ball for easy learning and increased success. Available for both right-handed and left-handed students, the equipment set is configured to include enough clubs, targets and balls to teach up to 30 participants per class.

### 2) Comprehensive Activity Guide

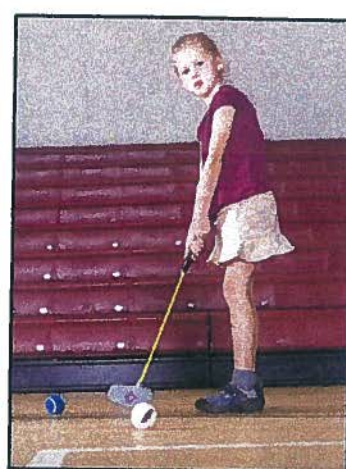
The Activity Guide is written with the youth development professional and volunteer leader in mind. The program is designed to fit in a variety of settings, addressing class time, class size and other parameters unique to youth-serving organizations. The curriculum includes 18 detailed Activity Plans, an information section explaining teaching methods, safety and class management procedures, instructional cue cards, golf terms and other helpful information for successful implementation.

### 3) Online Training

Our interactive online training includes video of actual Activity Plan sessions, excerpts from the Activity Guide, review questions and assessments.

## Get Involved

To get involved with The First Tee DRIVE, contact your local chapter of The First Tee (view locations at [www.thefirsttee.org](http://www.thefirsttee.org)), a member of the Outreach Team at 904.940.4300 or send an email to [DRIVE@thefirsttee.org](mailto:DRIVE@thefirsttee.org).





# The First Tee DRIVE Brochure

"We have been extremely pleased with the positive results and high levels of interest exhibited by our children. The enthusiastic response from our at-risk youth has been much greater than anything we expected."

The First Tee DRIVE uniquely allows youth to build positive character traits while having fun."

Jason P. Davis—  
(Lafayette) Juvenile Probation Officer  
Lafayette Juvenile Probation  
Department, Lafayette County, TX



## The First Tee DRIVE Activity Plans Include:

- Putting with Respect
- Chipping with Courtesy
- Pitching with Responsibility
- Swinging with Honesty
- Putting with Sportsmanship
- Chipping with Confidence
- Pitching with Judgment
- Swinging with Perseverance
- Putting with Integrity
- Chipping with Respect
- Putting with Honesty
- Swinging with Judgment
- Stroke Play with Courtesy
- Match Play with Responsibility
- Scramble with Confidence
- Alternate Shot with Perseverance
- Best Ball with Sportsmanship
- Extreme Golf with Integrity

Created in 1997, The First Tee is a nonprofit youth development organization with the mission to provide educational programs that build character, instill life-enhancing values and promote healthy choices through the game of golf. The First Tee offers programs on golf courses, in elementary schools and at youth development centers in all 50 United States and select international locations.



The First Tee  
**DRIVE**  
Developing Character Through the Game of Golf



World Golf All-Stars  
425 South Legacy Trail  
St. Augustine, FL 32082  
(804) 940-5100  
www.thefirsttee.org



The First Tee DRIVE is a fun, engaging program for young people designed to develop meaningful, inspiring values for everyone who participates.

Created with youth development professionals and volunteer leaders in mind, the program modifies traditional sports—including baseball, football, basketball, and tennis—to incorporate the four basic golf shots: putt, chip, pitch and full swing. Each activity empowers young people to explore their abilities and develop life-enhancing values along the way by integrating The First Tee Nine Core Values™ in each lesson.

**The First Tee Nine Core Values**  
Honesty • Integrity • Sportsmanship • Respect • Confidence • Responsibility • Perseverance • Courtesy • Judgment



www.thefirsttee.org

## The First Tee DRIVE

An easy-to-deliver, all-inclusive program that includes professional development training, activity guide and modified golf equipment.

**Professional Development Training**  
Training adults to deliver empowering youth programs using golf as the platform is one of The First Tee's hallmarks. An interactive, online training for The First Tee DRIVE includes video of activity plan sessions, excerpts from The First Tee DRIVE Activity Guide, review questions and assessments.



## Activity Guide

The First Tee DRIVE Activity Guide includes 18 detailed activity plans with helpful instructional cue cards to assist with successful delivery. It also includes established teaching methods, safety and class management procedures, golf terms and other helpful information needed for effective implementation.

## Modified Golf Equipment

The First Tee utilizes introductory golf equipment that is durable and safe for indoor and outdoor use. The equipment is modified, developmentally appropriate and consists of colorful oversized clubs, tennis-style balls and a variety of targets. Both right-handed and left-handed clubs are available, and the equipment set includes enough clubs, targets and balls for up to 30 participants per session.



"Our youth leaders find The First Tee DRIVE easy to understand and implement. The program provides very engaging and really fun activities that our students are excited about, all the while learning important core values and life skills they will need to be successful."

Bill Farnsworth—Director of Programs, THINE Together, Santa Ana, CA

## The First Tee Programs

Delivery Channel	What	Who	Where
Chapters	Life Skills Experience	Coaches	Golf Facilities & Community
The First Tee National School Program	Golf Motor Skills Core Values Healthy Habits	Physical Educators	Elementary Schools
The First Tee DRIVE	Golf Motor Skills Core Values	Youth Leaders	After School Locations: YMCA, BGCA, School Campus



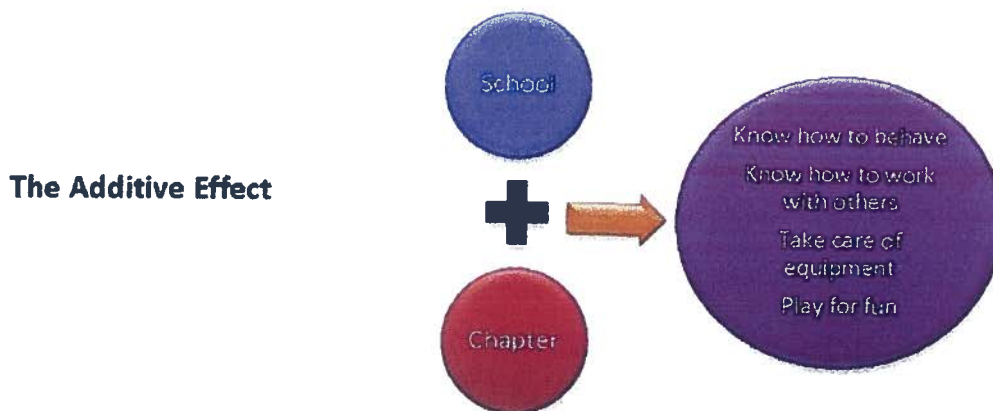
## **An Important Relationship Between Chapters and The First Tee National School Program**

The First Tee commissioned a 2011 case study to examine the efficacy of The First Tee National School Program in a district without a chapter of The First Tee. This case study provided an in- depth view of how various implementation variables related to participant outcomes within a real-life context (see [The First Tee National School Program: A Closer Look](#)). In 2013, The First Tee authorized a second case study to examine the National School Program in a district that included a The First Tee chapter. Data were collected from 415 third, fourth and fifth grade students, nine physical education teachers, eight para educators, 20 parents and six The First Tee chapter coaches who had taught the National School Program during their physical education careers.

### **The Additive Effect**

Findings from the 2013 case study of the National School Program support a long- standing belief in the power of the additive effect in promoting positive youth development. Resilience in young people is typically measured by the relationship between “risk factors” and “protective factors”—including caring adults and life skills such as resolving conflicts and managing emotions. The First Tee programs promote these protective factors and are positioned to assist youth in all contexts of their lives, in school, after school and during summer months.

Case study participants who attended The First Tee Life Skills Experience at the chapter in addition to exposure in the school setting showed the most benefits from the National School Program. While the number of elementary students involved in the chapter was low, there was a positive—or additive—effect for students receiving the material at school *and* at the chapter. The students self-reported engaging in more of the following desirable behaviors compared to students only in the National School Program: 1) knowing how to behave, 2) knowing how to work with others, 3) taking care of equipment and 4) playing for fun.





## Recommendations for the Chapter

1. Build relationships with physical educators to increase the likelihood of student transition from school to chapter.
2. Supplement the National School Program trainings by conducting follow-up workshops with physical educators.
3. Establish an annual event at the chapter's golf facilities for physical educators to increase the school-chapter connection.
4. Incent physical educators to come to the chapter program locations by offering opportunities to participate and engage in golf-related activities designed to help them improve their golf skills.
5. Offer opportunities for the National School Program students to attend field trips at the chapter's program locations and experience green-grass golf facilities.
6. Provide physical educators paid opportunities to be a "Golf Fitness Instructor" to support the Nine Healthy Habits at the chapter during the after school, weekend and summer classes.

### Your Outreach Team

#### CENTRAL ATLANTIC

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John Kutsch  
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#### SOUTHEAST

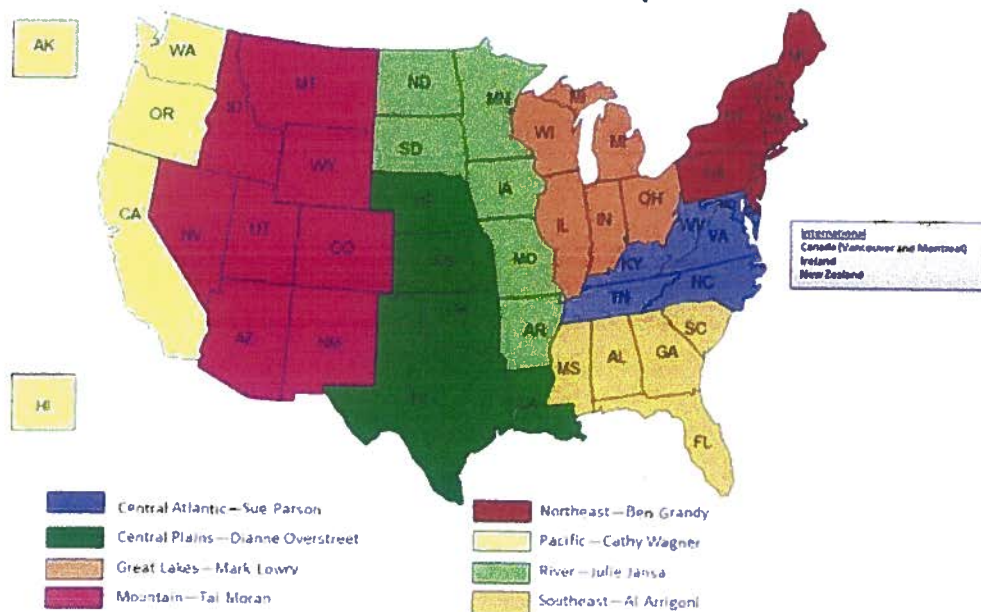
Juan Escobar  
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#### MOUNTAIN

##### PACIFIC

Leon Gilmore  
Office: 510.686.1346  
[lgilmore@thefirsttee.org](mailto:lgilmore@thefirsttee.org)

## Regional Map





# Resources

## The First Tee National School Program

- More information on The First Tee Website-> [The First Tee National School Program](#)
  - See brochure and other helpful resources

## The First Tee DRIVE

- More information on The First Tee Website-> [The First Tee DRIVE](#)
  - See Brochure and other helpful resources

## Promote Your Chapter

- [PR Tool Kit](#)
- [Media Relations](#)
  - Including: Reach & Impact, Press Release Templates, Media Lists, Print & Broadcast PSAs, Print Collateral

## Best Practices

- [School Partnerships and The First Tee National School Program](#)
- [Fundraising](#)

## Commonly Used Terms

- **Individual School Agreement “ISA”**
  - Form to be reviewed, completed and signed by the principal of each school receiving The First Tee National School Program.
  - This form provides important logistic information needed to set up a school for the program. Items such as name and address of the elementary school along with name and email of PE teachers are requested.
- **Program Agreement “PA”**
  - Form to be reviewed, completed and signed by the organization leader of each program location receiving The First Tee DRIVE.
  - This form provides important logistic information needed to set up a location with the program. Items such as name and address of the program location along with name and email of youth leaders are requested.
- **District Training Form “DTF”**
  - Form to be completed and returned to the home office to request an in-person training for The First Tee National School Program and The First Tee DRIVE. All requests for an in-person training must be made no later than 8 weeks prior to requested training date.

## Sample Lesson Plans

### The First Tee National School Program K-1 Lesson 1 (Front Side)

## National School Program 2.0 | K-1 Lesson 1

#### LEARNING OBJECTIVES

**Core Value RESPECT:**  
Listen and Follow Directions

**Golf Skill/Concept TARGET:**  
Golf is a Target Sport

**Healthy Habit SAFETY:**  
Play By the Rules

#### LESSON OVERVIEW

In the Core Learning Activity, players will focus on **Respect** by listening to and following directions during class and **Target** by focusing on getting the ball to stop at or near the target. During the Warm-up Activity, players focus on the health objective **Safety** by following the rules of the activity.

#### ASSESSMENT FOCUS (NASPE STANDARD)

Players identify critical elements of respectful listening and following directions. (S 5)

Players identify a variety of targets are used in golf activities. (S 2)

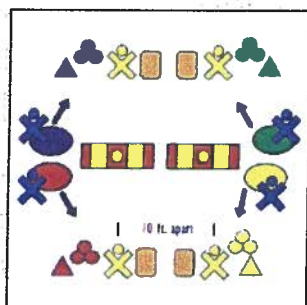
Players identify and understand rules that promote safety. (S 5)

#### LESSON ASSESSMENT/ TEACHER REFLECTION

At the end of the lesson identify at least 3 things that went well (**GOOD**) with the lesson, and 1 thing to do differently for next delivery of this lesson to make it **BETTER**. Include **HOW** you plan to make it better.

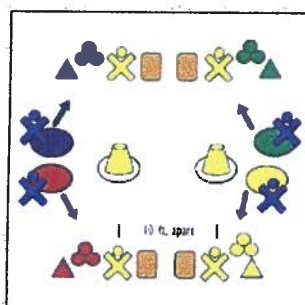
### CORE LEARNING ACTIVITY DESCRIPTION

Players work with a partner as "Players" and "Caddies." All will work on the Core Value of respect by listening and following directions while participating in the activity. Targets are set at different distances at each station. "Players" stand near the tee-mat and their partner "Caddies" stand in the safety hula hoop. Players decide the best way to send the ball toward the target and get it to stop at or near the target. Each "Player" takes three turns and then switches positions with their Caddy partner following the procedures practiced in the Warm-up activity.



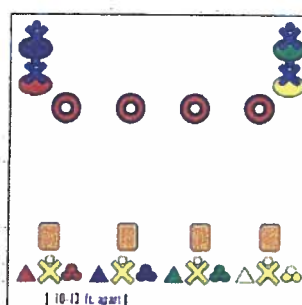
**Station ONE**

K-1: Roll ball with Hand - 6 ft.



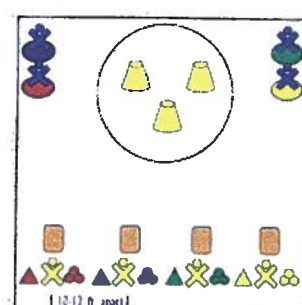
**Station TWO**

K-1: Low bounce ball with Hand - 8 ft.



**Station THREE**

K-1: Underhand Toss with Hand - 10 ft.



**Station FOUR**

K-1: High overhand Throw with Hand - 20 ft.

#### Equipment List



Standing Cones

16



Safety Hoops

16



Hoop



Rollerzuma

2



Flagstick

5



Ball size

4



Tee

16



Putter



Wedge



Balls

48



Player

16



Caddy

16

## Sample Lesson Plans

### The First Tee National School Program K-1 Lesson 1 (Back Side)

## National School Program 2.0 | K-1 Lesson 1



### WARM-UP HEALTHY ACTIVITY 5-10 Minutes

#### Healthy Habit SAFETY: Play By the Rules

- Behavior: Players respond that following the basic rules of an activity or game makes it safer for everyone.
- Safety is enhanced when everyone "plays by the rules." Rules were designed to make games/activities fair and safe. When everyone respects the rules by following them there is less chance that someone will get hurt.

**Descriptions:** Using the set-up for Lesson Plan One, have everyone find a hoop to stand in or a tee to stand next to. Tell students: If in a hoop, point to the person closest to you with cone/balls that match the color of your hoop. That is your partner. If you are near the tee you are the **Player**. If you are in the hoop, you are the **Caddy**. Players go to your Caddy partner's hoop and greet them with a high-five or a knuckle bump. Now switch and Players become Caddies and stay in the hoop and Caddies go to the tee and become the Player. Have students move around the play area and find a different hoop and/or tee-mat. Ask them to point to their partner and make sure they know who is the Player and who is the Caddy. Have Players meet their Caddy partners at the safety hoop with a high-five or knuckle bump and switch positions. Remind them that Caddies may not leave their hoops until the Player meets/greets them at the hoop.

**Learning/Assessment Prompts:** Ask Players guiding questions to focus them on the Healthy Habit of Safety and "playing by the rules." Sample questions include: What are three of the rules of this activity? How is this activity more safe when everyone follows the rules?

### CLOSURE 3-5 Minutes

#### Understanding – Achievement of Objectives

- **Core Value** – How did you show respect in class? How many of you listened to and followed directions today by rolling the ball (for example) when it was your turn? (ask for show of hands)
- **Golf Skill/Concept** – What did you learn about golf today? How many said the word "target" today before you rolled or tossed the ball? (ask for show of hands) What was your target?

#### Application – Bridge to Life

- **Core Value** – What will you do to show respect in your next class today? How can you show respect in the classroom or at home?



### CORE LEARNING ACTIVITY 15-25 Minutes

#### Core Value RESPECT: Listen and Follow Directions

- Behavior: Players respond that it shows respect when they listen to and follow directions during class.
- Listening to and following directions during class helps everyone learn and have fun while participating.

#### Golf Skill/Concept TARGET: Golf is a Target Sport

[Introduce] Golf is a **TARGET** sport. The goal in golf is to move the ball from a starting point to an ending point which is the target. Explain the meaning of "target" – an object/area aimed at or a goal to reach. Their goal is to get the ball to stop near or at the target at each station.

- **TARGET** Cue: The instructional cue introduced in this lesson is "Target." This relates to teaching players to focus on the target as they participate in the activity by saying the word cue "Target" as they roll/bounce/underhand toss/overhand throw the ball toward the target.

[Introduce] Safety: See Healthy Habit activity and implement safety "rules" while participating in "Target" activity. Reinforce Safety protocols for taking turns and switching.

**Descriptions:** Players work with a partner. As players participate prompt them to focus on listening to and following directions while participating to practice the core value respect. The following questions may be used to prompt players to think about and focus on getting the ball to the Target.

**Learning/Assessment Prompts:** During the activity, verbally reinforce individual players who are following directions or using the "target" cue. Ask guiding questions to focus their attention on these concepts. For example:

- **Core Value** – What do you do to show respect when you are playing? (Listen to and follow directions.)
- **Golf Skill/Concept** – What do you do to identify your "target" when it's your turn with the ball? When you say the word "target," how does it help you get the ball to the target? What is your target?

VOLUNTARY WORDS: RESPECT TARGET SAFETY



## Sample Lesson Plans

### The First Tee DRIVE Activity Plan 6 (Front Side)

#### Activity Plan 6

## CHIPPING WITH CONFIDENCE



### OVERVIEW

#### OBJECTIVES

**Life Skills:** Self-management

**Core Value: CONFIDENCE**

- Identifying something he/she is doing well regardless of the outcome
- Maintaining a positive attitude regardless of how he/she is playing

**Golf Category: CHIP**

**Golf Skill:** Chip with Balance

#### ACTIVITY FOCUS

Players will have opportunities to integrate confidence—identifying something he/she is doing well regardless of the outcome and maintaining a positive attitude regardless of how he/she is playing—while learning how to chip with balance.

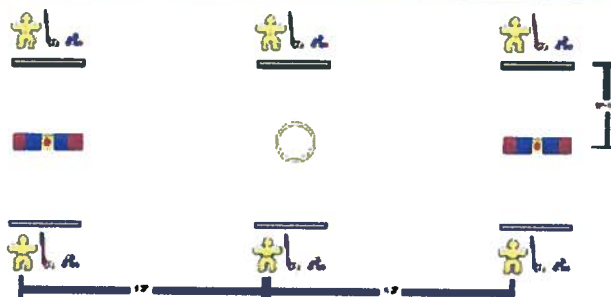
#### EQUIPMENT

- SNAG® Equipment
- Objects which can be utilized as targets
- Hoop

#### LOCATION

- Indoor (Gymnasium Floor)
- Outdoor (Tennis Court, Basketball Court or Baseball Diamond)

### WARM-UP: GOLF T-BALL



**SET-UP:** Rolleramas, Wedges, Tees and Balls

**PLAYER EXPLORATION—Ask Players questions such as:**

- How far do you swing your club back when chipping a ball? How far do you follow through? How do you know if you are in balance when finishing? How long can you hold your finish?
- How do they hold the club? What is the grip pressure on the club? How do they set up before swinging?

**CORE VALUE INTEGRATION—Coaches ask questions related to core value behaviors:**

- Players should be reminded to show confidence by finding something they are doing well and maintaining a positive attitude.

#### GAME DESCRIPTION

- Coach demonstrates chipping a ball. Highlight a balanced swing of arm (equal distance back and through) and a balanced finish (hold finish for at least three seconds).
- Players partner up and station will get four balls and one wedge to bat (chip) to the Rollerama.
- Player's goal is to "hit for cycle", the right blue square is a single, the center Bullseye is a double, and the left blue square is a triple. Either red square or inside the hoop is a home run.
- When at the Rollerama, players must follow the order of a single, double, triple, and home run. If they get all four, they can then play a fifth ball to the other red square for a "Grand Slam."
- Balls missing the square or hoop are foul balls. When a player hits a foul ball or misses the order of the targets, they step aside and let their partner go.

## Sample Lesson Plans

### The First Tee DRIVE Activity Plan 6 (Back Side)

#### Activity Plan 6

## CHIPPING WITH CONFIDENCE



### PLAY: GOLF T-BALL



**SET-UP:** Rolleramas, Bullseye, Flagsticks, Wedges, Tee, Balls and Hoop

**PLAYER EXPLORATION—Coaches model and ask questions related to golf skills:**

- When players are waiting for their turn, in the on-deck circle, ask them to demonstrate their chipping stroke.
- Ask if their length of swing is balanced (back and through). Are they balanced when they finish? Can they hold their finish until the ball stops rolling? This self-discovery process facilitates learning and empowers players to find their balance when chipping.

**CORE VALUE INTEGRATION—Coaches model and ask questions related to core value behaviors:**

- Ask players to show confidence by identifying something he/she is doing well regardless of outcome and maintaining a positive attitude regardless of how he/she is playing.
- Each player should demonstrate confidence during the game. Assist players to identify things they are doing well and reward players who maintain a positive attitude.

**GAME DESCRIPTION**

- Divide players into teams of four or five.
- Each player hits a chip. If they hit a target then they take their base. If they miss a target, they get a strike and another chance.
- Three strikes and the player is out. Team keeps track of how many runs they score.
- They bat through the order three times or until team gets three outs.

### WRAP-UP

Interact with group in a way that, based upon today's activities, draws out their experiences, understanding, and application. The questions below may be used as a model or coaches can develop their own. Engage participants for approximately five minutes and help them bridge the use of skills learned through golf to other areas of their lives.

**EXPERIENCE:**

- How would you describe your experience today?
- How was it fun? How was it challenging?
- What was most interesting to you?

**UNDERSTANDING:**

- What kinds of things did you learn today?
- What did you learn about golf? Chipping? Balance?
- What are the cues for chipping with balance?

- What did you learn about confidence?
- What behaviors are associated with confidence?

**APPLICATION:**

- What areas of your life can you use what you have learned today?
- How are you going to use the skills you have learned today to improve other areas of life?
- What is a specific example of how you are going to apply what you have learned today to school, family, friends or other?

**COACH NOTES:**

- Use open-ended questions that typically begin "how" and "what."
- Allow players to complete all sentences without interruption.
- Be comfortable with silence, allowing players adequate time to provide thoughtful responses.

## **PROCESS:**

- **Sign School Agreement**
- **Upon home office receipt of agreement and check, on line training will be set up for P.E. teachers**
- **Training is on line 2 ½ hours and can be done at your own speed**
- **Training give non golfers all the cues to deliver the program**
- **Upon completion of training equipment will be shipped to Blackhawk**

**Delivery time of curriculum is determined by your schedule.  
Number of days per class, per school, Example equal time as  
other basetball/soccer curriculums**

**Will the equipment rotate schools or permanent per school  
How many teachers? How many schools?**

**Some reporting by year end. # of students  
If possible – breakdown of gender, ethnicity**

**Currently in Midland Elementary School  
Jacob Ludwig – Teacher – phone 330-843-3361  
Brenda Militello – Principal – 724-643-8650**

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## INDIVIDUAL SCHOOL AGREEMENT The First Tee National School Program™

We are excited to offer The First Tee National School Program™ to the students in your school. This golf program provides basic information on learning the game of golf as a lifelong health and fitness activity while each lesson emphasizes skills, concepts and one of The First Tee® Nine Core Values: *honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy and judgment*. We look forward to working with you to provide your students an opportunity to develop skills that will benefit them on and off the golf course. Thank you for your participation and agreement to follow the program requirements listed below.

**As a participating school in The First Tee National School Program, your school will receive from The First Tee:**

1. **TRAINING:** Training session for a K-5<sup>th</sup> Grade Physical Educators teaching in your school.
2. **CURRICULUM:** One curriculum manual containing resource materials and progressive lessons for kindergarten through grade 5 – adapted from national physical education standards developed by NASPE®.
3. **EQUIPMENT:** One set of developmentally appropriate, modified golf equipment designed and configured for teaching large groups safely.

**As a participating school in The First Tee National School Program, your school agrees to the following:**

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2. **SAFETY:** Read and follow all safety protocols described in the curriculum manual.
3. **MINIMUM HOURS:** Implement the program within your Physical Education curriculum, as stipulated in The First Tee curriculum manual. Teach the program to allow students the same amount of participation time and lesson exposure as offered to them in their other Physical Education activities.
4. **STUDENT IMPACT:** Teach the program to at least half of the students assigned to you within K-5 by year one and all students by the third year (and years that follow) to the grades you provide P.E. instruction.
5. **REPORTING:** Complete and return forms and survey information as needed by The First Tee to enable additional support, and effective evaluation and improvement of the program.

*Note: Participation is subject to terms and conditions of payment. The curriculum manual and golf equipment are the property of the participating school. Some schools might share the manual and/or equipment per sponsor agreement. Additional training, manuals and equipment are available for purchase by contacting The First Tee at [www.TheFirstTee.org](http://www.TheFirstTee.org). In the event a new Physical Educator is hired by the school, or more than one teacher wants to deliver the program, that teacher must complete the National School Program training (free of charge) to become certified to deliver the program.*

**RETURN COMPLETED FORM TO: DEBBIE SMITH, FAX (904) 940-1556 or [dsmith@thefirsttee.org](mailto:dsmith@thefirsttee.org)**

SCHOOL: \_\_\_\_\_ SCHOOL DISTRICT: \_\_\_\_\_

School Address: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School Phone: (\_\_\_\_) \_\_\_\_\_ School District EIN (Employer Identification Number): \_\_\_\_\_

Percent Free & Reduced Lunch: \_\_\_\_\_ % Number of students enrolled in school: \_\_\_\_\_

**Physical Educator(s) ~**

Print Name: \_\_\_\_\_ Email: \_\_\_\_\_

Print Name: \_\_\_\_\_ Email: \_\_\_\_\_

Print Name: \_\_\_\_\_ Email: \_\_\_\_\_

**Principal ~**

Sign Name: \_\_\_\_\_ Email: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

**HOME OFFICE USE ONLY:**

Sponsor: \_\_\_\_\_

eLearning Completion: \_\_\_\_\_ In-Person Completion: \_\_\_\_\_

SNAG® Shipment Date: \_\_\_\_\_ Manual Ship or Deliver Date: \_\_\_\_\_

Instructions: \_\_\_\_\_ Multi PE ☐ Sharing ☐ New PE ☐ Database: \_\_\_\_\_



# INDIVIDUAL SCHOOL AGREEMENT

## The First Tee National School Program™

We are excited to offer **The First Tee National School Program™** to the students in your school. This golf program provides basic information on learning the game of golf as a lifelong health and fitness activity while each lesson emphasizes skills, concepts and one of The First Tee® Nine Core Values: *honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy and judgment*. We look forward to working with you to provide your students an opportunity to develop skills that will benefit them on and off the golf course. Thank you for your participation and agreement to follow the program requirements listed below.

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School Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School Phone: (\_\_\_\_) \_\_\_\_\_ School District EIN (Employer Identification Number): \_\_\_\_\_

Percent Free & Reduced Lunch: \_\_\_\_\_ % Number of students enrolled in school: \_\_\_\_\_

**Physical Educator(s) ~**

Print Name: \_\_\_\_\_ Email: \_\_\_\_\_

Print Name: \_\_\_\_\_ Email: \_\_\_\_\_

Print Name: \_\_\_\_\_ Email: \_\_\_\_\_

**Principal ~**

Sign Name: \_\_\_\_\_ Email: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

**HOME OFFICE USE ONLY:** Sponsor: \_\_\_\_\_

eLearning Completion: \_\_\_\_\_ In-Person Completion: \_\_\_\_\_

SNAG® Shipment Date: \_\_\_\_\_ Manual Ship or Deliver Date: \_\_\_\_\_

Instructions: \_\_\_\_\_ Multi PE ☐ Sharing ☐ New PE ☐ Database: \_\_\_\_\_

**The Blackhawk School District's Athletic Department is sponsoring a Sports Medicine Presentation on Tuesday, November 17, 2015 at 7:00 p.m. in the Blackhawk High School Auditorium.**

The following is the schedule of speakers:

7:00 p.m. – David Tumbas – Welcome and Introduction of UPMC Sports Medicine Experts

7:10 p.m. – Dr. Vonda Wright – Opening Remarks – UPMC Lemieux Sports Complex

7:30 p.m. – Dr. Mark Sakr – Sports Medicine Injuries

7:50 p.m. – Mark McMillen – Centers for Rehab Services (Physical Therapy Facility Director – Chippewa Office)

8:10 p.m. – Dr. Jon French – UPMC Sports Medicine Concussion Program

8:30 p.m. – Lorne Goldenberg – UPMC Sports Performance (Director of Sports Performance – UPMC Lemieux Sports Complex)

8:50 p.m. – Q & A

## **2015 WPIAL Summit on Sportsmanship**

*At The Heinz History Center and Sports Museum*



*2014*

**Thursday, November 12, 2015**

**Registration: 9 am-9:30am**

**Welcome and Statement of Purpose (9:45-10am)**

**Tim O'Malley/Executive Director/WPIAL**

**First Commonwealth Bank/Dan Hooper**

**Kickoff Speaker (10:00-10:15am)**

**Larry Richert/KDKA Radio Personality/Steeler Announcer**

**"Social Media and Interscholastic Athletics"**

**Heinz Sports Museum Discovery Zone (10:15-10:35 am)**

***"Respect the Game" Hunt***

**Speaker (10:35-10:50)**

**Meg Bulger/Former Oakland Catholic and WVU Athlete**

**"Respect Begins with You"**

**Speaker (11:00-11:10)**

**Rachid Ibrahim/Pitt Football**

**"Dealing with Personal Adversity"**

**2015 WPIAL Sportsmanship Award Winners Presentation**

**Dan Cardone (11:15-11:35)**

***"Good Deeds on Gameday"***

**Speaker (11:40-12:00)**

**Bruce Gradkowski/Pittsburgh Steeler QB and former local HS athlete**

**"To Be Your Best; You Must Give Your Best"**

Blackhawk School District  
September Work Plan  
2015-16 School Year

**Department/Division: District Wide**

**Goal Area: To work with principals to update student progress, staffing concerns, delivery of services and capital projects progress**

<b>What</b>	<b>How/ Action</b>	<b>How/ Evidence</b>	<b>Who</b>	<b>Who</b>	<b>When</b>	<b>Where</b>
Action that needs to be taken.	Delivery	Monitor & Evaluate Evidence of implementation	Person(s) responsible	Persons involved	Date(s) Timeline Duration	Location(s)
1. Prepare final arrangements for the Capital Improvements Meeting November 10	Finalize power point and talking points	Presentation and materials are in place and distributed to board and posted on link by November 5	Dr. Melanie Kerber	Dr. Melanie Kerber	November 3-5	Central Office
2. Make final preparations for the November administrative meeting	Finalize Agenda Prepare handouts and breakout activity	All managers are engaged with the meeting content and report the information to be useful	Melanie Kerber Admin Team	Melanie Kerber Admin Team	November 2 and 3	Admin office
4. Conduct 10 walk through observations of schools	Meet with principals to update progress on goals	10 visits are conducted during the month	Melanie Kerber	Melanie Kerber	November 2-30	District wide
5. Schedule	Meeting is	Open format for	Melanie Kerber	Melanie Kerber	November 3-30	High School

morning coffee with parents	scheduled	questions and answers				Cafeteria
6. Attend safety and security conference November 12 and 13 at Nemaocolin	Meetings attend and summary briefing given to board and administrators	Next steps are identified re: safety handbook revision	Melanie Kerber Board Members Administrators	Melanie Kerber Board Members Administrators	November 16-30	District Office
7. Meet with Robert Morris faculty re: institutional research and data gathering	RMU has signed off on proposal and roles defined	Grant is prepared for submission by end of the month	Melanie Kerber Grant writers Administrators	Melanie Kerber Grant writers Administrators	November 4-30	District Office
8. Complete NSF grant application narrative	Application is completed and approved	Application ready for submission by November 30	Melanie Kerber Grant Writers RMU faculty	Melanie Kerber Grant Writers RMU faculty	November 3-30	Central Office

Book	Policy Manual
Section	800 Operations
Title	Suicide/Crisis Management
Number	819
Status	Under Revision
Legal	
Adopted	September 21, 2006
Last Revised	November 19, 2015

## 1. Purpose

The Board adopts this policy in acknowledgement of the District's commitment to maintaining a safe school environment; to protect the health, safety and welfare of its students; to promote healthy development; and to safeguard against the threat or attempt of suicide among school-aged youth. The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students and the entire school community are significant. Therefore, in order to ensure the safety and welfare of students, the District will work to educate school personnel and students on the actions and resources necessary to prevent suicide and promote mental well-being.

## 2. Authority

This policy shall apply in any situation where a student is expressing suicidal thoughts or intentions of self-harm on school property, at any school-sponsored activity, or on any public vehicle providing transportation to or from a school or school-sponsored activity. This policy shall also apply following a student's suicide threat or attempt that does not occur on school grounds or during a school-sponsored activity, but that is reported to any school personnel.

## 3. Publication

The District will notify its school personnel, students and parents/guardians of this policy and will post the policy on the District's website.

## 4. Definitions

**At Risk for Suicide** shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

**Chief School Administrator** shall mean the superintendent of a school district

**Crisis Response Team** shall include, but may not be limited to, the administrators, guidance counselors, the school nurse, social worker, and school resource officers, and/or other members of the Student Assistance Program (SAP), as designated, and may include other members as deemed appropriate by the chief school administrator/district. Community mental agency resources may be called for assistance to be a part of the team.

**Expressed Suicidal Thoughts or Intentions** shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to

die, but has not acted on the behavior.

**Prevention** refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support, and protect individuals from suicide.

**Protective Factors** shall refer to characteristics (biological, psychological, and social) that reduce risk and the likelihood of the individual developing a mental illness.

**Resilience** shall refer to an individuals' innate ability to persevere in the face of adversity and reduce the risk of unhealthy outcomes.

**Risk Factors** shall mean the personal or environmental characteristics associated with suicide. People affected by one or more of these risk factors have a greater probability of suicidal behavior.

**School Connectedness** shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals

**School Personnel** include, but may not be limited, administrators, teachers, paraprofessionals, support staff, coaches, custodians, and cafeteria workers.

**Suicide** shall refer to death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

**Suicidal Act or Suicide Attempt** shall mean a potentially self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries.

**Warning Signs** are evidence-based indicators that someone may be in danger of suicide, either immediately or in the very near future.

## 5. Suicide Awareness and Prevention Education

The District shall utilize a multifaceted approach to suicide awareness and prevention education, which includes the following:

### Staff Development

All school personnel, including, but not limited to, administrators, teachers, paraprofessionals, support staff, coaches, custodians, and cafeteria workers, shall receive information regarding the school's protocols for suicide awareness and prevention. Information will be provided for all school personnel about the importance of suicide prevention and recognition of suicide risk factors, as well as strategies to enhance protective factors, resilience, and school connectedness. Additionally, school personnel will be educated about the warning signs and risk factors for youth depression and suicide.

As part of the District's Professional Development Plan, professional staff in all school buildings serving students in grades six (6) through twelve (12) shall

participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

### Prevention Education for Students

Students shall receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others including how to engage school resources and refer friends for help. Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral, and social skills development.

## 6. Methods of Prevention/Intervention

### Intervention/Prevention

In compliance with state regulations and in support of the school's suicide prevention methods, information received in confidence from a student may be revealed to the student's parents or guardians, the building principal or other appropriate authority when the health, welfare, or safety of the student or other persons is at risk.

Any school personnel who has identified a student with one or more risk factors, or warning signs, or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention in accordance with the District's referral procedures.

The District shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide.

For students with disabilities who are identified as being at-risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

Any school personnel who are made aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the principal or designee. Any threat in any form shall be treated as real and dealt with immediately. No student should be left alone, nor confidence promised. In cases of life-threatening situations, a student's confidentiality will be waived. The District's crisis response procedures shall be implemented.

If an expressed suicide thought or intention is made known to any school personnel during an afterschool program and the principal or designee are not available, call County Emergency Services, at 1-800-400-6180 or 724-775-5208, 1-800-SUICIDE, or 1-800-273-TALK for help. Thereafter, immediately inform the principal of the incident and actions taken.

## 7. Methods of Response

The District shall establish a crisis response team(s). The crisis response team(s) may include, but is not limited to, administrators, guidance counselors, the school



nurse, social worker, school police officer or school resource officer, and/or teachers and other members of the school's Student Assistance Program team.

The crisis response team(s) should also include individuals designed as coordinators and/or investigators on cases involving peer-to-peer harassment, as required under federal law. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.[1]

#### Response to Suicide or Suicide Attempt on Campus

The first school personnel on the scene of a suicide or suicide attempt must follow the District's crisis response procedures, and shall immediately notify the principal or designee.

The District will immediately notify the parents or guardians of the affected student(s)

### 8. Methods of Reporting

#### Procedures for Parental Involvement

Parent or guardian of a student identified as being at-risk of suicide must be immediately notified by the school and must be involved in consequent actions. If any mandated reporter suspects that a student's risk status is the result of abuse or neglect, that individual must comply with the reporting requirements of the Child Protective Services Law.

If the parent or guardian refuse to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicide thought or intention will pursue a 302 involuntary mental health assessment by calling County Emergency Services, at 1-800-400-6180 or 724-775-5208 and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal or other central office administrator.

### 9. Resources

#### Resources for Youth Suicide Awareness and Prevention

A comprehensive set of resources for youth suicide awareness and prevention is accessible through the PA Department of Education at [www.education.pa.gov](http://www.education.pa.gov)

PA Youth Suicide Prevention Initiative – <http://payspi.org/>

Oct.2014 Dear Colleague Letter related to peer harassment of students with disabilities: <http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504>

Suicide Prevention Resource Center – <http://www.sprc.org/>

American Foundation for Suicide Prevention – <http://www.afsp.org/>

**Reference:**

**2012 National Strategy for Suicide Prevention: Goals and Objectives for Action**

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**[1]Please see U.S. Department of Education, Office for Civil Rights (OCR), guidance related to disability discrimination and sex discrimination for more information: <http://www2.ed.gov/about/offices/list/ocr/publications.html>**

**Last Modified by Melissa Delmonico on November 16, 2015**

PENNSYLVANIA  
DEPARTMENT OF EDUCATION

Suicide Awareness and Prevention  
Administrative Regulation

**Staff Development**

*Training Effectiveness:*

Best practices in suicide prevention have found that improved outcomes (i.e., greater reduction in suicidal thoughts and behavior after training) are more likely when professional staff training is spread out over an extended period of time, as opposed to one long training session and then not revisiting training for several years.

Additional professional development in risk assessment and crisis intervention shall be provided to guidance counselors, mental health professionals and school nurses, and any individual that would reasonably be expected to assess at-risk individuals.

School staff should also receive training to better understand the intersection of suicide prevention and intervention and other responsibilities related to student safety (bullying prevention<sup>1</sup>, sexual harassment, gender-based violence, relationship violence<sup>2</sup>, etc.), including how incidents are documented, involvement of key staff in case evaluation, investigations, and interventions.<sup>3</sup>

Additional protocols to consider for (general) awareness and prevention education:

1. Defining behavioral, emotional, and mental health disorders.
2. Defining minimal policy standards and expectations.
3. Establishing communication through a chain of command.
4. Determining appropriate staff trainings and appropriate trainees.
5. Awareness of and familiarity with appropriate resources.
6. Selecting appropriate resources and materials.

**Early Identification and Referral**

Early identification of individuals with one or more suicidal risk factor is vital to a District's suicide prevention efforts.

**Risk factors** refer to personal or environmental characteristics that are associated with suicidal behavior including, but not limited to:

1. Behavioral Health Issues/Disorder
2. Depression
3. Bipolar disorder or other mood disorder

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<sup>1</sup> OCR "Dear Colleague Letter: Responding to Bullying of Students with Disabilities", October 21, 2014.  
<http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504>

<sup>2</sup> OCR Title IX guidance available here: <http://www2.ed.gov/about/offices/list/ocr/publications.html#TitleIX>

<sup>3</sup> Please see the U.S. Department of Education, Office for Civil Rights (OCR), for guidance related to disability discrimination, sex discrimination, and other concerns. Reading Room:  
<http://www2.ed.gov/about/offices/list/ocr/publications.html>

4. Substance abuse or dependence
5. Previous suicide attempts
6. Self-injury
7. Hopelessness/low self-esteem
8. Loneliness/social alienation/isolation/lack of belonging
9. Poor problem-solving or coping skills
10. Impulsivity/risk-taking/recklessness
11. Adverse/stressful life circumstances
12. Gender identity/sexual orientation
13. Homelessness
14. Interpersonal difficulties or losses
15. Disciplinary or legal problems, including school disciplinary issues
16. Bullying (victim or perpetrator; target, aggressor and/or witness)
17. School or work issues
18. Physical, sexual or psychological abuse
19. Exposure to family or peer suicide
20. Family characteristics – lots of conflict, few activities
21. Family history of suicide or suicidal behavior
22. Family mental health problems, including alcoholism
23. Divorce, death of parent
24. Parent-child conflict

**Warning signs** are evidence-based indicators that someone may be in danger of suicide, either immediately or in the future. These signs may mean that a youth is at risk for suicide, particularly for youth who have attempted suicide in the past. Risk is greater if the warning sign is new and/or has increased and if it seems related to an anticipated or actual painful event, loss, or change. Finally, the presence of more than one of the following warning signs may increase a youth's risk for engaging in suicidal behaviors.

1. Talking about or making plans for suicide.
2. Expressing hopelessness about the future.
3. Displaying severe/overwhelming emotional pain or distress.
4. Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:
  - a. Withdrawal from or changing in social connections/situations.
  - b. Recent increased agitation or irritability.
  - c. Anger or hostility that seems out of character or out of context.
  - d. Changes in sleep (increased or decreased).

### **Intervention**

The District shall approve intervention and assessment procedures that contain:

1. Procedures for responding to various risk scenarios.
2. A suicide assessment instrument to be used by training school and or mental health staff (counselors, psychologists, social workers).
3. Guidelines for staff after conducting suicide assessment.
4. Guidelines for collaborating with community mental health agencies.
5. Guidelines for emergency evaluation referrals.
6. Guidelines for notification of parents/guardians.

The following procedures will be followed in response to expressed suicide thoughts or intentions:

1. The staff member who learns of the expressed thoughts or intentions will locate the individual and arrange for or provide constant adult supervision.
2. The above-mentioned staff member will immediately inform the principal or designee.
3. The principal or designee will involve the school nurse practitioner and other staff as he/she sees fit.
4. The appropriate staff or approved agency provider will determine risk and intervention needed by interviewing the student and gathering appropriate supportive documentation from teachers or others who witnessed the expressed suicide thought or intention.

The principal or designee will:

1. Contact the parent or guardian, apprise them of the situation, and make recommendations.
2. Put all recommendations in writing to the parent or guardian.
3. Keep a record of/document how contact was made/established.
4. Maintain a file copy of the letter in a secure and appropriate location.
5. If the student is known to be currently in counseling, the principal or designee will attempt to inform his/her treatment provider in writing of what occurred and the actions taken. Encourage the family to sign a Release of Information at their treatment provider's office allowing communication between the school and the provider. This level of communication will help facilitate a return to school should an absence be warranted.
6. Notify the chief school administrator or central office.

### **Methods/Procedures for Community Support/Outreach**

If an expressed suicidal thought or intention is made during an afterschool program and no school personnel are available, call County Emergency Services at 1-800-400-6180 or 724-775-5208, 1-800-SUICIDE, or 1-800-273-TALK for help. Inform the principal of the incident and actions taken.

Procedures for facilitating a student's return to school for members of the crisis response team:

1. Prior to the student returning to school, schedule a meeting between designated school staff from the crisis team and parent or guardian to discuss possible arrangements for support services and to create an individual re-entry plan.
2. Be familiar with the basic information of the case.
3. Maintain regular contact with the family.
4. Serve as a liaison between the student, family, and teachers with family permission.
5. Monitor the student's progress.
6. Closely monitor the student's re-entry into school and maintain contact with the student's parent or guardian and mental health provider.
7. If the student is unable to attend school for an extended period of time, determine how to help them complete course requirements. Assistance can include, but is not limited to, homebound instruction and/or a 504 plan to assist with accommodations.