

Regular Meeting

Wednesday, February 1, 2017 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1. CALL TO ORDER/NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE	Presenter: Chris Wilson
2. COMMITTEE REPORTS	Presenter: Commissioners
3. APPROVAL OF MINUTES - January 4, 2017 Regular Meeting Minutes	Presenter: Chris Wilson
4. CHAIRMAN REPORT	Presenter: Chris Wilson
5. STUDENT REPRESENTATIVE REPORTS	
6. SUPERINTENDENT REPORT	Presenter: Dan Sonstrom and Michelle LeVasseur
7. CONSENT AGENDA	
7.1. Personnel	
7.1.a. Coaching Resignations	
7.1.b. Coaching Appointment	
7.2. Grants	
7.2.a. Unified Sports Program Grant	
8. PUBLIC COMMENT	
9. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS	
9.1. Bristol Central Italian Exchange - November 2017	Presenter: Gina Gallo, Tricia DiCarlo, Amy Bastiannse
9.2. Bristol Central and Bristol Eastern Trip to Quebec - February 2018	
9.3. Preliminary Calendar for the 2017-2018 and 2018-2019 School Years (Second Presentation)	Presenter: Sam Galloway
9.4. Enrollment Update	Presenter: Sam Galloway
10. CURRICULUM REVISION	
10.1. Personal Career Planning Curriculum	Presenter: Pam Brisson
10.2. Learn to Lead Curriculum	Presenter: Pam Brisson
11. OLD BUSINESS	
12. NEW BUSINESS	
13. INFORMATION	

14. LIAISON REPORTS

15. VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing: Local 818 Contract

16. RECONVENE INTO PUBLIC SESSION to take any votes on items discussed in Executive Session

17. ADJOURNMENT

BOARD OF EDUCATION
Bristol, Connecticut
January 4, 2017 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, January 4, 2017 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut. **To see the meeting and hear full reports please go to:** <http://nutmegtv.org/video-on-demand/single/?id=34121>.

PRESENT: Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Thomas O'Brien, David Scott, Karen Vibert, Christopher Wilson; Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources, David Mills, City Council Liaison; and Student Representatives Colin Savino and Alexandra Allen

EXCUSED: Commissioners Karen Hintz and Tina Taylor

CALL TO ORDER/ PLEDGE OF ALLEGIANCE

Chairman Wilson called the meeting to order at 7:00 p.m. and asked the audience to stand for the National Anthem, the National Anthem was performed by the flute choir from Bristol Central High School, directed by John Abucewicz. The audience remained standing for the Pledge of Allegiance.

MINI GRANTS PRESENTATION

Dr. Solek introduced the teacher awardees of the Bristol Business Education Foundation Mini Grants. She thanked Jeanine Audette, for all of her work, Board members, Cindy Scoville of the Central CT Chamber of Commerce, the Bristol Business Education Foundation Board for their support, the Stocker Foundation and the Main Street Community Foundation. At a reception held earlier this evening, the following teachers were awarded mini grants from the Bristol Education Foundation. The foundation awarded a total of: \$14,978. Grant winners were present in the audience and came forward to be recognized.

Breaking Down Barriers: Creighton Paquette-Claman Bristol Eastern H.S.

Building Unity Interactive Installment: Bridget Gohla ACCESS Program

Cultivating STEM at Northeast M.S.: Vince Jenetta and David Luchina, Northeast M.S.

Digging in the Dirt: Christine Fanelli and Chelsea Konyndyk, Hubbell

Digital Boards: Jennifer Plourde, Bristol Central H.S.

Every Minute Counts: Kristine DeLeo, West Bristol

Expanding Horizons: Elizabeth Burdelski, Bristol Eastern

Focus and Stand-to Learn: Barbara McLean, Hubbell

Good Morning Gators: Adam Sample, Greene Hills

Hubbell Hound Builders: Lisa Ayotte, Hubbell

Improving Students Social, Emotional and Behavioral Functioning: Marissa Graziano, Hubbell

Living the Comic Life: Maggie DeVito, Greene Hills

Math Literature for Grade 1: Stacey Clingan & Sara Kulig, Greene Hills

Move and Focus: Holly Caruso-Pugliese, South Side

One Book, One Team: Katie Mercieri, Jake Madden, Paul Ryskowski & Michelle Cantin, Chippens Hill

Pawsome Activities for Pawsome Behavior: Lisa Ayotte, Hubbell

Read It! Hear It! Say It!: Gina Gallo Reinhard, Bristol Central

STEM and Story Writing Buddies: Marcy Deschaine & Jennifer McCaffrey, Mountain View

Skills for Social and Academic Success: Kristen Cicchetti and Sarah Morehouse, Greene Hills

The Breakfast Club: Paul Phillipon & Katie Roberts, Bristol Eastern

The Gator Gallery: Joe Johnson and Jennifer Chase, Greene Hills

Unified Sports: Michelle Gugliotti, Edgewood

West Bristol Community Garden: Cindy Ahern, West Bristol

MINI GRANTS PRESENTATION – con't

Congratulations to all of our award winners and a heartfelt thank you to the Bristol Education Foundation for their continued support.

STAFF AND STUDENT RECOGNITION

Gina Gallo Reinhard – BCHS – 2016 Coccia–Inserra Award for Excellence and Innovation in the Teaching of Italian (K–12). Gina Gallo Reinhard from Bristol Central was present in the audience to be recognized for her recent award. At a reception held on November 4, 2016 Mrs. Gallo Reinhard was awarded the 2016 Coccia–Inserra Award for Excellence and Innovation in the Teaching of Italian (K–12). A generous monetary award of \$5,000 accompanies this honor, half of which is dedicated to the professional development of Gina, while the other half is targeted for the exclusive use of the students in her classroom for enrichment activities and cultural field trips. The award was presented during the “Teaching Italian IX Symposium/Workshop: EduMusica, Songs and Music in the classroom: the annual professional development program for the Italian Experience in America and our Italian Faculty held at Montclair State University in New Jersey.

Chris Cassin – National Interscholastic Athletic Administrators Association (NIAAA) Recognition. Chris Cassin was present in the audience and stood to be acknowledged for his recent recognition by the National Interscholastic Athletic Administrators Association as a Certified Athletic Administrator. To earn this distinction, Mr. Cassin has demonstrated the highest level of knowledge and expertise in the field of interscholastic athletic administration. He is one of an elite group of interscholastic athletic administrators nationwide to attain this level of professionalism.

Kristen Peck – National Association for the Education of Young Children Accreditation. In December, Kristen Peck the Supervisor for Early Childhood was notified that Hubbell and South Side School had received NAEYC Accreditation.

COMMITTEE REPORTS

Operations – Commissioner Caggino reported that the committee met on December 20th and discussed school rentals and field rentals. He will be asking the communities input on this topic at the next meeting. As we look at the current protocols of the current rentals we are not recouping our costs on rentals fees in our buildings. The committee had a brief discussion of unpaid meals in the schools, they have asked for more data to continue the discussion. The last topic was setting the meeting calendar for 2017, the next meeting will be held on January 17th, where they will be talking more about school rental fees.

Finance – Commissioner Vibert reported that the committee met last night and there were several items to discuss. The general operating budget for 2016-17 is on par; hopefully we will not have any surprises. In regards to the Special Education budget we have used about 45-50% percent of the budget; however, if you look at encumbrances it is more like 85% of the budget. We a little concerned with that budget, so we will be keeping a close eye on it. She acknowledged that these services are critical, the students deserve them and need them, they just are not funded properly. They also spoke about the food services budget, we are projecting that we will probably breakeven at the end of the year. We will not have an exact amount until one or two months after school closes due to the way reimbursements come back in. Dr. Dietter brought in representatives from an organization that discussed Medicaid reimbursements, looking at how we can maximize Medicaid reimbursements. Dr. Solek gave an outline of budget prep for the 2017-18 school year, that has already started with the administrators in the buildings and commissioners will be getting involved towards the end of February. They also set a schedule of meetings for 2017, they will continue to meet the first Wednesday of the month before the board meeting starting at the 5:45 p.m.

APPROVAL OF MINUTES

On motion by Commissioner Vibert and seconded by Commissioner Caggiano it was unanimously

VOTED: That the Board of Education approve the minutes from the December 7, 2016 Regular Meeting as written.

CHAIRMAN REPORT

Chairman Wilson updated the Board and the public on the following topics: A January 7th Legislative Breakfast, with the Bristol contingent of legislators, starting at 9 a.m. here at the Board of Education. The public is welcome and we have invited the City Council and the Board of Finance. A Legislative Breakfast at the Capitol in Hartford on January 26th at 8:00 a.m., CCJEF Update, and educational spending research.

STUDENT REPRESENTATIVE REPORTS

Alexandra Allen from Bristol Eastern discussed student workload and test scheduling based on her survey of 100 students. Alexandra also shared suggestions on how to help with test scheduling for teachers and students. She discussed the benefits of AP classes and perhaps a need for college credit expansion. Colin Savino from Bristol Central shared recent and upcoming activities at Bristol Central.

SUPERINTENDENT REPORT

Accountability Reports were presented to the Board, two schools Hubbell and Bristol Eastern will be presenting. Rochelle Schwartz principal at Hubbell School and members of her teaching staff presented their school improvement plan. Carly Fortin, Principal at Bristol Eastern High School along with Assistant Principals Debra Linke and Michael Higgins presented their accountability plan.

CONSENT AGENDA

The following items were approved under the Consent Agenda on a motion by Commissioner O'Brien and seconded by Commissioner Caggiano.

PERSONNEL

New Teacher Hire

Susan Peck – SSS – Grade 3 – Effective December 7, 2016

A-3 Teacher Assignment

Kimberly DiFusco – District Wide – K-2 Literacy Trainer – Effective December 14, 2016

Coaching Resignation

John Girard – Softball Coach – NEMS, effective 12/21/16

Coaching Appointment

Todd Krolkowski – .5 Asst. Wrestling Coach – BCHS – Effective 12/20/16

GRANTS

- a. Barnes Foundation Grants
- b. Grants from the Bristol Education Foundation
- c. William Casper Graustein Fund Grant
- d. Bilingual Education Grant Award
- e. Title III Part A English Language Acquisition Grant
- f. Greene-Hills School FRC Grant
- g. South Side School FRC Grant
- h. West Bristol School FRC Grant

PUBLIC COMMENT

Cassidy Yates – 355 Fern Hill Road – Addressed the Board regarding college preparedness. She is currently attending the University of New Hampshire and as last years' Bristol Eastern Student Representative, she returned to share her first semester college experience with the Board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

High School Program of Studies

Peter Wininger, Principal at Bristol Central High School conducted the High School Program of Studies presentation. Thanks to the work of Carly Fortin last year, the program of studies is now an easily accessible online document. By making it a live google doc allows for it to be portable and easily undergo revisions at any time. There were not a significant number of changes to the program this year, there were some wording and course descriptions revisions based on curriculum changes. Upon this evenings approval, it will be released to each high school for personalization and then released for students to access it on their website for use at registration at the end of the month; commissioners will have access to the document tomorrow morning as well. Students without computer access are given a hard copy.

On motion by Commissioner Dube and seconded by Commissioner Vibert it was unanimously

VOTED: That the Board of Education approve the high school program of studies.

Preliminary Calendars for the 2017–2018 and 2018–2019 School Years (First Presentation)

The calendars presented do conform with the Regional Calendar. If you have any questions during the intervening month please contact Dr. Galloway. The calendars will be next month's agenda for a second reading.

POLICY REVISION

Policy 3524.1 – Pesticide Application – Revised

On motion by Commissioner Vibert and seconded by Commissioner Caggiano it was unanimously

VOTED: That the Board of Education approve the Revised Policy 3524.1 – Pesticide Application.

Policy 4118.231 – Personnel – Drug and Alcohol Use and Possession/Drug Free Workplace – Revised

On motion by Commissioner Caggiano and seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the Revised Policy 4118.231 – Personnel – Drug and Alcohol Use and Possession/Drug Free Workplace.

Policy 3541.5 – Transportation Safety Complaints – New

On motion by Commissioner Caggiano and seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the New Policy 3541.5 – Transportation Safety Complaints.

Policy 3542.22 Food Service Personnel Code of Conduct – New

On motion by Commissioner Caggiano and seconded by Commissioner Dube it was unanimously

VOTED: That the Board of Education approve the New Policy 3542.22 - Food Service Personnel Code of Conduct.

January 4, 2017 Regular Meeting

Old Business

There was no Old Business to come before the Board.

New Business

There was no New Business to come before the Board.

Information

There was no Information to come before the Board.

Liaison Reports

Commissioner Dube shared information from West Bristol School.

Commissioner Grabowski shared information from Northeast and Ivy Drive schools.

Commissioner O'Brien congratulated Commissioner Grabowski for attaining a 4.0 in his first semester of college.

Adjournment

There being no other business to come before the Board of Education the meeting should adjourn. (8:26 *p.m.*)

Respectfully Submitted

Susan P. Everett

Susan P. Everett
Executive Secretary to Board of Education

Coaches Going Before the Board of Education for Approval

Name: Neil Lalonde		Address: 113 Jennings Rd	
City: Bristol	State: CT		Zip: 06010
Current Occupation: Teacher – Bristol Central High School			
Position: Asst. United States Postal Service	School: Bristol Eastern High School		Level: High School
Coaching/Playing Experience: Played Basketball Coached Basketball Coached Basketball	Level: High School and College High School Youth		Years: 8 years 2 years 2 years
Date Paperwork Completed for Human Resources: 1/10/17			
Certification Required: Yes			
Coaching Permit Current: Yes		Valid Dates: Pending	
First Aid Current: Yes		Valid Dates: 11/14/16 – 11/13/18	
CPR Current: Yes		Valid Dates: 11/14/16 – 11/13/18	
Recommend to Hire Date: 1/10/17		By: Christopher Cassin – Supervisor of Athletics, Physical Education and Health	

**BRISTOL PUBLIC SCHOOLS CALENDAR
2017-2018**

Teacher Meeting Day: August 28 **Professional Development Days:** August 29 and 30; November 7

Vacation Weeks: Close December 22 at end of the shortened school day – Reopen January 2
 Close February 16 at end of school day – Reopen February 21
 Close April 13 at end of school day – Reopen April 23

No School: Labor Day, Sept. 4; Columbus Day, Oct. 9; PDD, Nov. 7; Veteran’s Day, Nov. 10;
 Thanksgiving Recess, Nov. 23, 24; Martin Luther King Day, Jan. 15; Presidents Day, Feb 19;
 Good Friday, March 30; Memorial Day, May 28.

****Shortened Legal Days:** Thanksgiving Recess, Nov. 22; Christmas Recess, Dec. 22
 Elementary, K-8 & Middle – last three school days in June; High School – last school day in June

Parent Conference Days: (*indicates afternoon conferences)

Elementary –	(snow date:)
	(snow date:)
K-8 –	(snow date:)
	(snow date:)
Middle –	(snow date:)
	(snow date:)
High –	(snow date:)
	(snow date:)

M	T	W	TH	F		M	T	W	TH	F			
<u>August</u>						<u>February</u>							
TMD	PDD	PDD	31		1 days	5	6	7	8	9			
<u>September</u>						12	13	14	15	16			
LD	5	6	7	8		PD	VAC	21	22	23			
11	12	13	14	15		26	27	28			18 days		
18	19	20	21	22		<u>March</u>							
25	26	27	28	29	20 days				1	2			
<u>October</u>						5	6	7	8	9			
2	3	4	5	6		12	13	14	15	16			
CD	10	11	12	13		19	20	21	22	23			
16	17	18	19	20		26	27	28	29	GF	21 days		
23	24	25	26	27		<u>April</u>							
30	31				21 days	2	3	4	5	6			
<u>November</u>						9	10	11	12	13			
		1	2	3		(16	17	18	19	20)	vacation		
6	PDD	8	9	VD		23	24	25	26	27			
13	14	15	16	17		30					16 days		
20	21	22*				<u>May</u>							
27	28	29	30		18 days		1	2	3	4			
<u>December</u>						7	8	9	10	11			
				1		14	15	16	17	18			
4	5	6	7	8		21	22	23	24	25			
11	12	13	14	15		MD	29	30	31		22 days		
18	19	20	21	22*	16 days	<u>June</u>							
<u>January</u>										1			
NY	2	3	4	5		4	5	6	7	8			
8	9	10	11	12		<u>11</u>	12	13	14	15			
MLK	16	17	18	19		18	19	20	21	22			
22	23	24	25	26		25	26	27	28	29	7 days		
29	30	31			21 days								
First Half	97 days					Second Half	84 days					Total	181

Emergency Days – Students must attend school 181 days. With no snow days the last day of school will be June 11. Each snow day used will advance the last day of school forward to no later than June 29.

BRISTOL PUBLIC SCHOOLS

Kdg. - 2 = 22
Gr. 3 - 5 = 27

ENROLLMENT FIGURES
2015 - 2016

As of January 2017

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Edgewood	11	17	16	18	25	18	26			
	9	17	16	17	23	18	26			
		16	15	19		18				
Total	20	50	47	54	48	54	52	325	339	-14
Greene-Hills	15	22	17	22	23	25	21			
	16	22	21	22	25	25	21			
		22	18	22	26	25	22			
		22	18	22	25	24	21			
		22	21							
Total	31	110	95	88	99	99	85	607	634	-27
Hubbell	15	21	18	19	20	18	24			
	15	21	17	19	21	20	22			
	14	20	17	20	21	17	25			
	12		17	17						
Total	56	62	69	75	62	55	71	450	463	-13
Ivy Drive	13	22	19	21	21	25	25			
	12	21	20	21	21	24	25			
		21	22		21	24	24			
Total	25	64	61	42	63	73	74	402	416	-14
Mt. View	16	20	20	20	24	19	23			
	11	19	19	19	24	18	21			
		23	23	16		20	23			
Total	27	62	62	55	48	57	67	378	377	1
South Side	12	22	21	19	20	22	25			
	13	21	21	18	19	22	22			
	16	21	20	18	20	22	22			
	15			19	19	22				
Total	56	64	62	74	78	88	69	491	487	4

BRISTOL PUBLIC SCHOOLS

Kdg. - 2 = 22
Gr. 3 - 5 = 27

ENROLLMENT FIGURES
2015 - 2016

Elem.School	Pre-K	Kgn.	1	2	3	4	5	Total	Total Prev. Yr.	DIFF.
Stafford		20	22	17	24	25	20			
		18	21	14	22	27	19			
		19	20	17	22	26	21			
		18	20	18			19			
Total	0	75	83	66	68	78	79	449	473	-24
West Bristol		19	22	19	25	21	23			
		20	22	17	25	21	21			
		19	21	18	25	22	22			
		19	22	18	25	19	22			
		19	22	19		22	21			
Total	0	96	109	91	100	105	109	610	637	-27
BECC	5									
	7									
	9									
	10									
	9									
	8									
	11									
	8									
	11									
	10									
Speech	19									
Total	107	0	0	0	0	0	0	107	80	27
TOTALS	322	583	588	545	566	609	606	3819	3906	-87
Total K - 5		583	588	545	566	609	606	3497	3561	-64

Projections										
P. Prowda		593	599	552	554	605	586	3489		8

Elementary Class Size Averages

Pre-K	Kgn.	1	2	3	4	5	K-5
12.4	20.1	19.6	18.8	22.6	21.8	22.4	20.3

Range							
2017	5-16	16-23	15-23	14-22	19-26	17-27	19-26

excludes
Speech

BRISTOL PUBLIC SCHOOLS

Kdg. - 2 = 22

Gr. 3 - 5 = 27

ENROLLMENT FIGURES
2015 - 2016

Mid. School	6	7	8			Total	Total Prev. Yr.	DIFF.
Chippens Hill	272	239	264			775	720	55
Greene-Hills	111	95	107			313	296	17
Northeast	168	153	155			476	427	49
West Bristol	101	91	102			294	294	0
Total	652	578	628			1858	1737	121

Projections								
P. Prowda	650	576	611			1837		21

High School	9	10	11	12	Total	Total Prev. Yr.	DIFF.
BCHS	291	312	255	264	1122	1167	-45
BEHS	273	278	284	287	1122	1229	-107
BPA	17	20	10	7	54	54	0
Total	581	610	549	558	2298	2450	-152
Community/Vocational Program					11	11	0
					2309	2461	-152

Bristol Preparatory Academy (BPA) included in high school numbers last year.

Projections								
P. Prowda	611	576	599	577	2363			-65

	Number Attending	Total to Date	Total Prev. Yr.	DIFF.
	Total PreK-5	3819	3906	-87
	Total Gr. 6-8	1858	1737	121
	Total Gr. 9-12	2309	2461	-152
	Sub Total	7986	8104	-118
Special Education Program: Citywide	ASEP	18	18	0
	Sub Total	8004	8122	-118
Bristol Students Enrolled But Not Attending a Bristol Public School and Counted in the State Report	Spec. Ed. Out Pl. Priv.	99	86	13
	BTEC	28	28	0
	Sub Total	127	114	13
	Gr. Total Enrolled	8131	8236	-105
Magnet Students		304	278	26

Subject: Personal Career Planning



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Business and Finance

COURSE: Personal Career Planning

PRE-REQUISITE: None

COURSE DESCRIPTION: Choosing the right career is one of the most important decisions students will make. This course provides an opportunity for students to investigate their own interests and abilities as they prepare for the world of work in our dynamic global economy. These classroom experiences will allow students to make decisions to help them achieve their career and personal goals.

DEPARTMENT GOALS:

- Develop students' literacy and numeracy skills
- Encourage students to pursue advanced study in business and computer technology
- Employ instructional methods and interdisciplinary activities that stimulate student interest in business and computer technology
- Provide experiences for students to develop and demonstrate business-related knowledge and skills
- Engage students in real-world problem solving experiences
- Emphasize ethical business practices

Subject: Personal Career Planning

Unit 1 – Self Assessment

Content Standards
Personal Finance. B- Earning and Reporting Income: Identify various forms of income and analyze factors that affect income as part of the career decision-making process.
Performance Standards
4 - Analyze how career choice, education, and skills affect income and goal attainment
Connecticut Core Standards
CCSS RI 11-12. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS WST 11-12. Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<i>See addendum to this document for Connecticut Core Standards grades 9-10.</i>

Subject: Personal Career Planning

Unit 1- Self Assessment

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Define	A job, an occupation, and a career.
Describe	How skills, interests, and desired lifestyle may shape career plans.
Identify	Personal strengths, values, interests and abilities.
Determine	Careers that match personal strengths, values, interests, and abilities.
Evaluate	Job outlooks when making career choices.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<p>How do you find a career that interests you?</p> <p>How do you achieve your career goals?</p>	<p>Exploring career options is necessary to help you make an informed career decision.</p> <p>A career plan will help you achieve your career goals.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p>Lead discussion about personal abilities, strengths, and skills.</p> <p>Guide students to complete a personal interest survey.</p> <p>Facilitate discussions based on the results of the interest survey.</p> <p>Provide teacher consultation and individual assistance.</p> <p>Lead goal setting activity.</p>	<p>Identify personal strengths and interests.</p> <p>Set lifestyle goals based on strengths and interests.</p>	<p>Complete a personal interest survey.</p> <p>Teacher observation of student activities, assignments and projects.</p> <p>Teacher evaluation of student activities, assignments and projects.</p> <p>Use rubrics to assess activities.</p> <p>Formative and summative assessments.</p>

Subject: Personal Career Planning

Unit 2 – Exploring Careers

Content Standards
Personal Finance. B- Earning and Reporting Income: Identify various forms of income and analyze factors that affect income as part of the career decision-making process.
Performance Standards
4 - Analyze how career choice, education, and skills affect income and goal attainment
Common Core State Standards
CCSS RI 11-12. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS WST 11-12. Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<i>See addendum to this document for Connecticut Core Standards grades 9-10.</i>

Subject: Personal Career Planning

Unit 2 – Exploring Careers

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Describe	Methods of researching careers.
Evaluate	Sources of career information.
Develop	Questions to ask when researching and assessing careers.
Identify	Characteristics used to develop a career profile
Determine	The education and training necessary for different careers.
Explore	Different career possibilities.
Develop	A career plan and set career goals.
Create	A career portfolio.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
How do you find a career that interests you?	Exploring options is necessary to help make informed career decisions.	
What steps do you need to take to reach your career goals?	A plan a required to achieve career goals.	
Instructional Strategies <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p>Guide formal and informal activities for researching careers.</p> <p>Group and individual analysis of career opportunities related to income and education.</p> <p>Lead discussion of current career trends</p> <p>Consult with students on project work and provide individual assistance.</p>	<p>Explore careers and identify the qualifications for specific careers.</p> <p>Match personal strengths to appropriate careers to maximize career potential.</p> <p>Evaluate career choices.</p> <p>Establish a career plan.</p>	<p>Complete career research project.</p> <p>Review crosswalk between interests and careers.</p> <p>Generate a list of courses/training required for specific careers.</p> <p>Develop a personal career plan/career portfolio.</p> <p>Use rubrics to assess activities.</p> <p>Teacher observation of student activities, assignments and projects.</p> <p>Teacher evaluation of student activities, assignments and projects.</p> <p>Formative and summative assessments.</p>

Subject: Personal Career Planning

Unit 3 – Finding a Job

Content Standards
Business Management. A - Analyze the management functions and their implementation and integration within the business environment Personal Finance. B- Earning and Reporting Income: Identify various forms of income and analyze factors that affect income as part of the career decision-making process.
Performance Standards
A3 - Identify effective communication skills. A4 - Describe the advantages and disadvantages of networking to achieve personal goals. A6 - Identify recruitment selection tools and determine why they are used, including interviews, tests, and reference checks. B4 - Analyze how career choice, education, and skills affect income and goal attainment
Common Core State Standards
CCSS RI 11-12. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS WST 11-12. - Production and Distribution of Writing. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>See addendum to this document for Connecticut Core Standards grades 9-10.</i>

Subject: Personal Career Planning

Unit 3 – Finding a Job

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Define	Networking and explain why it is an effective way to develop job leads.
Develop	A career network and contact list.
Explain	How to use the Internet and other resources to find career opportunities.
List	The elements required prepare for and complete a job application.
Explain	How to prepare for a job interview.
Create	A professional resume and cover letter.
Develop	Answers to typical and challenging interview questions.
Identify	How to body language can project a positive attitude and provide good communication skills.
Describe	How to follow up after an interview.
Analyze	The best methods of accepting and rejecting employment offers and handling rejection.

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<p>What resources are available to find a job? What can you do to have a successful interview?</p>	<p>There are multiple resources available for finding a job. Prior preparation is important for a successful interview.</p>	
Instructional Strategies <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p>Guide students to identify appropriate sources for job leads.</p> <p>Engage students in exploring the importance of researching prospective employers.</p> <p>Demonstrate how to complete a job application in different formats (e.g. electronic vs. paper application).</p> <p>Model appropriate interviewing techniques for a successful interview.</p> <p>Discuss the importance of appropriate interview follow-up procedures.</p>	<p>Explore sources of job leads using a variety of methods.</p> <p>Understand the process of applying for a job.</p> <p>Describe how to prepare for an interview.</p> <p>Explain the skills necessary for a successful interview.</p>	<p>Create resume and cover letter.</p> <p>Conduct mock interviews.</p> <p>Peer evaluation of mock interviews.</p> <p>Teacher evaluation of mock interviews.</p> <p>Use rubrics to assess activities.</p> <p>Teacher observation of student activities, assignments and projects.</p> <p>Teacher evaluation of student activities, assignments and projects.</p> <p>Formative and summative assessments.</p>

Subject: Personal Career Planning

Unit 4 – Joining the Workforce

Content Standards
Content Area: Business Management. A - Analyze the management functions and their implementation and integration within the business environment.
Performance Standards
A7 - Explain why employees are evaluated.
Connecticut Core Standards
CCSS RI 11-12. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS WST 11-12. - Production and Distribution of Writing. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<i>See addendum to this document for Connecticut Core Standards grades 9-10.</i>

Subject: Personal Career Planning

Unit 4 – Joining the Workforce

Unwrapped Standards	
<i>Skills</i>	<i>Concepts</i>
Identify	The skills and personal qualities employers look for in employees.
Describe	Ways to demonstrate desirable personal qualities at work.
Explain	The importance of ethics in the workplace.
Identify and Apply	Ethical principles and methods in a work environment.
Explain	How a positive attitude, high self-esteem, and enthusiasm contribute to career success.
Develop	Strategies to think positively and overcome negativity.

Learning Plan		
<i>Essential Questions</i>		<i>Big Ideas</i>
What types of behaviors are acceptable for work? What can you do to make sure you are successful at work?		Employers have certain expectations for their employees. Successful employees maintain specific behaviors.
Instructional Strategies <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Business and Finance teachers will assess and provide feedback to students about:</i>
Establish effective interpersonal skills in a work environment. Facilitate discussion about the importance of personal appearance and grooming in the workplace. Discuss ethical principles and the role of ethics in the workplace. Model appropriate ethical employee behavior. Analyze strategies for handling unethical behaviors.	Explain what employees can expect from their employer. Identify desirable employee qualities. Describe ethical employee behavior. Describe the attitudes of successful employees. Understand the characteristics of professional behavior.	Role-play ethical and professional employee behavior. Use rubrics to assess activities. Teacher observation of student activities, assignments and projects. Teacher evaluation of student activities, assignments and projects. Formative and summative assessments.

Subject: Personal Career Planning

Addendum - Connecticut Core Standards for Grades 9-10

Unit 1 – Self Assessment

CCSS RI 9-10. Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS WST 9-10. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 2 – Exploring Careers

CCSS RI 9-10. Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS WST 9-10. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 3 – Finding a Job

CCSS RI 9-10. Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS WST 9-10. - Production and Distribution of Writing.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 4 – Joining the Workforce

CCSS RI 9-10. Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS WST 9-10. - Production and Distribution of Writing.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Subject: Learn to Lead



**Bristol Public Schools
Office of Teaching & Learning**

DEPARTMENT: Business and Finance

COURSE: Learn to Lead

PRE-REQUISITE: None

COURSE DESCRIPTION: Learn to Lead provides student with a better understanding of their own leadership style as well as the style of others in order to better prepare them for life post-secondary education. These skills will allow students to be more successful in the workplace as they will be better prepared to work with a diverse work population.

DEPARTMENT GOALS:

- Develop students' literacy and numeracy skills
- Encourage students to pursue advanced study in business and computer technology
- Employ instructional methods and interdisciplinary activities that stimulate student interest in business and computer technology
- Provide experiences for students to develop and demonstrate business-related knowledge and skills
- Engage students in real-world problem solving experiences
- Emphasize ethical business practices

Subject: Learn to Lead

Unit: 1 – What is a leadership

Content Standards
A. Business Management: Analyze the management functions and their implementation and integration within the business environment.
Performance Standards
1. Discuss the characteristics of effective and ineffective leaders. 4. Describe the advantages and disadvantages of networking to achieve personal goals 5. Define business ethics and social responsibility
Connecticut Core Standards
CCSS RI 11-12. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS WST 11-12. Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<i>See addendum to this document for Connecticut Core Standards grades 9-10.</i>

Unwrapped Standards		
Skills <i>What students need to be able to do</i>	Concepts <i>What students need to know about</i>	
Define & Evaluate	Characteristics, values and behaviors of leaders	
Identify	Characteristics, values and behaviors of admirable people	
Determine	Personal Values and behaviors	
Learning Plan		
Essential Questions	Big Ideas	
<ol style="list-style-type: none"> 1. What are effective characteristics of a leader? 2. How are leadership qualities important to your personal development? 	<ul style="list-style-type: none"> • Effective leaders have strong verbal and nonverbal communications skills, they leverage people’s strengths and provide opportunities for development/growth. • Identifying your leadership qualities helps students determine their strengths and areas for improvement. 	
Instructional Strategies <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p>Instructional strategies may include:</p> <ul style="list-style-type: none"> ○ Explain, present and demonstrate topics ○ Provide teacher consultation and individual assistance ○ Provide leaders for students to analyze to determine their characteristics, behaviors and values. ○ Guide students to reflect on their own characteristics, values and behaviors to determine what they have in common 	<p>The student will know and be able to apply:</p> <ul style="list-style-type: none"> ○ Students will identify what they think makes a good leader. ○ Students will identify characteristics of leaders and apply these characteristics to them. ○ 	<p>Student assessment may include:</p> <ul style="list-style-type: none"> ○ Formative and summative assessments ○ Informal in-process evaluation and feedback (assignments and simulation) <p>Activities and Assignments may include</p> <ul style="list-style-type: none"> ○ Leader in Me – Identify a person who the student feels is a leader and determine what they have in common with that person. ○ Values Auction – Students bid to win

Subject: Learn to Lead

<p>with a leader they look up to through project-based learning</p>		<p>items that are most important to them.</p> <ul style="list-style-type: none">○ Leader Presentation – Select a leader to research, create a presentation to share with the class on the selected leader
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Subject: Learn to Lead

Unit: 2 – Leadership Styles

Content Standards
A. Business Management: Analyze the management functions and their implementation and integration within the business environment.
Performance Standards
3. Identify effective communication skills. 4. Describe the advantages and disadvantages of networking to achieve personal goals 13. Identify the advantages of a diverse workforce.
Connecticut Core Standards
CCSS RI 11-12. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS WST 11-12. Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<i>See addendum to this document for Connecticut Core Standards grades 9-10.</i>

Unwrapped Standards		
Skills <i>What students need to be able to do</i>	Concepts <i>What students need to know about</i>	
Define & Describe	3 Leadership styles (Authoritarian, Democratic & Laissez-Faire)	
Analyze & Evaluate	Different Leaders	
Learning Plan		
Essential Questions	Big Ideas	
<ol style="list-style-type: none"> 1. What is my leadership style? 2. Should I adjust my leadership style to fit the situation I am in? 	<ul style="list-style-type: none"> • Democratic, Authoritarian or Laizze Faire • Strengths and weaknesses of each leadership style 	
Instructional Strategies <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p>Instructional strategies may include:</p> <ul style="list-style-type: none"> ○ Explain, present and demonstrate topics ○ Provide teacher consultation and individual assistance ○ Provide leaders for students to analyze to determine their leadership style. 	<p>The student will know and be able to apply:</p> <ul style="list-style-type: none"> ○ The strengths and weaknesses of Democratic, Authoritarian and Laizze Faire Leadership styles 	<p>Student assessment may include:</p> <ul style="list-style-type: none"> ○ Formative and summative assessment ○ Informal in-process evaluation and feedback (assignments and simulation) <p>Activities and assignments may include:</p> <ul style="list-style-type: none"> ○ Identify leaders who demonstrate each of the 3 leadership styles ○ Identify the strengths and weaknesses of their own leadership style as well as the style of others ○ Evaluate a variety of real-life scenarios to determine the leadership style used and provide feedback on what could be done differently to obtain a different result.

Content Standards
A. Business Management: Analyze the management functions and their implementation and integration within the business environment.
Performance Standards
3. Identify effective communication skills. 4. Describe the advantages and disadvantages of networking to achieve personal goals 13. Identify the advantages of a diverse workforce.
Connecticut Core Standards
CCSS RI 11-12. Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS WST 11-12. Research to Build and Present Knowledge. 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<i>See addendum to this document for Connecticut Core Standards grades 9-10.</i>

Unwrapped Standards	
Skills <i>What students need to be able to do</i>	Concepts <i>What students need to know about</i>
Explain & Apply	Time Management, Organization, Facilitation, Self-Esteem, Study Skills, Written and Oral Communication, Verbal and Non-verbal Communication and Motivation.
Learning Plan	
Essential Questions	Big Ideas
1. What leadership skills are needed to be successful?	<ul style="list-style-type: none"> Time Management, Organization, Facilitation, Self-Esteem, Study

		Skills, Written and Oral Communication, Verbal and Non-verbal Communication and Motivation.
Instructional Strategies <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	Objectives <i>The student will be able to:</i>	Common Learning Experiences and Assessments <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p><i>Instructional strategies may include:</i></p> <ul style="list-style-type: none"> ○ Explain, present and demonstrate topics ○ Provide teacher consultation and individual assistance ○ Guide students in development of a community service project which they will deliver prior to the end of the semester. 	<p><i>The student will know and be able to apply:</i></p> <ul style="list-style-type: none"> ○ How each leadership skill helps a leader be successful ○ Which skills are most critical to successfully implementing their selected community service project ○ The 8 leadership skills to implement a successful community service project. ○ Develop an engaging way to teach peers about a leadership skill 	<p><i>Student assessment may include:</i></p> <ul style="list-style-type: none"> ○ Formative pre-test assessment ○ Informal in-process evaluation and feedback (assignments and simulation) <p><i>Activities and assignments may include:</i></p> <ul style="list-style-type: none"> ○ Lead their peers in team building activities. ○ Develop engaging activities that teach the class about a leadership skill. ○ Use these leadership skills to develop and implement a community service project of their choosing

Subject: Learn to Lead

Addendum - Connecticut Core Standards for Grades 9-10

Unit 1 – What is a leadership?

CCSS RI 9-10. Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS WST 9-10. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 2 – Leadership Styles

CCSS RI 9-10. Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS WST 9-10. Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Unit 3 – Leadership Skills

CCSS RI 9-10. Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS WST 9-10. - Production and Distribution of Writing.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.