

# Board of Education Regular Meeting

Wednesday, April 5, 2017 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1.	<b>CALL TO ORDER/NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE</b>	
2.	<b>STUDENT, STAFF and COMMUNITY RECOGNITION</b>	<b>Presenter:</b> Lori Eschner and Karen Vibert
3.	<b>APPROVAL OF MINUTES</b>	
4.	<b>COMMITTEE REPORTS</b>	<b>Presenter:</b> Commissioners
5.	<b>CHAIRMAN REPORT</b>	<b>Presenter:</b> Chris Wilson
6.	<b>STUDENT REPRESENTATIVE REPORT</b>	<b>Presenter:</b> Colin Savino and Alexandra Allen
7.	<b>SUPERINTENDENT REPORT</b>	<b>Presenter:</b> Ellen Solek
8.	<b>CONSENT AGENDA</b>	<b>Presenter:</b> Chris Wilson
8.1.	Personnel	
8.1.a.	Teacher Retirement - Effective June 30, 2017	
8.1.b.	Teacher Resignations	
8.1.c.	New Teacher Hire	
8.1.d.	Teacher Request for an Unpaid Leave of Absence	
8.1.e.	Coaching Resignations	
8.1.f.	Coaching Appointments	
8.2.	Policy Affirmations	
9.	<b>PUBLIC COMMENT</b>	
10.	<b>DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS</b>	
10.1.	Bristol Eastern High School Proposed Trip to South America - June 2018	<b>Presenter:</b> Amy Bastiaanse and Andrea Schacht
10.2.	Elementary Summer Enrichment Program	
10.3.	High School Graduation Date and End of Year Closing Date	<b>Presenter:</b> Sam Galloway
11.	<b>CURRICULUM REVISION</b>	
11.1.	Introduction to Marketing	<b>Presenter:</b> Pam Brisson
12.	<b>POLICY REVISION</b>	

- 12.1. Policy 2400 - Evaluation of Administrators - Revised
- 12.2. Policy 5131.7 - Weapons and Dangerous Instruments - New
- 12.3. Policy 5145.511 - Exploitation; Sexual Harassment Sexual Abuse Prevention and Education - New

13. **OLD BUSINESS**

14. **NEW BUSINESS**

15. **INFORMATION**

16. **LIAISON REPORTS**

17. **VOTE TO CONVENE INTO EXECUTIVE SESSION for the purpose of discussing:**
18. **RECONVENE INTO PUBLIC SESSION to take any votes on items discussed in Executive Session**
19. **ADJOURNMENT**

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**March 1, 2017 – Regular Meeting Minutes**

The regular meeting of the Bristol Board of Education was held on Wednesday, March 1, 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=34334>

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and 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 Alexandra Allen and Colin Savino

**CALL TO ORDER/ NATIONAL ANTHEM/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE**

Chairman Wilson called the meeting to order at 7:02 p.m. and asked the audience to stand for the National Anthem. The National Anthem was performed by the Greene–Hills and West Bristol Band under the direction of Sarah DiVenere. The audience remained standing for the Pledge of Allegiance.

A moment of silence was observed for Russell Marcotte a teacher in the district from 1962 to 1968.

**SEUSSICAL PERFORMANCE VIGNETTE**

Cast members from Mountain View's production of Seussical performed a vignette from their upcoming performance.

**STAFF AND STUDENT RECOGNITION**

**Bristol Eastern Wrestling Team Class L State Title**

Chris Cassin, Athletic Director informed the board of the recent State Title won by Bristol Eastern. The Bristol Eastern High wrestling team recently completed their regular season with a perfect 19-0 record. They went on to win Class L State Championship hosted at Bristol Central High School. Bristol Eastern had three wrestlers win individual State Championships in their weight classes; Zac Marquis, Mike Barrett and Trinidad Gonzalez. They also had seven additional wrestlers place in the top six, qualifying them to wrestle in the Connecticut State Opens this past weekend in New Haven. At the Connecticut Opens this past weekend, Bristol Eastern and Bristol Central each had one wrestler finish in the top four: Mike Barrett from Bristol Eastern and Chris Trelly from Bristol Central. Chris and Mike will travel this weekend to Providence Rhode Island to compete in the New England Championships. The Board wished them both the very best. Members of the winning team were present in the audience and stood to be acknowledged. Congratulation Bristol Eastern!

**2017 Bristol Scholastic Art Award Winners Certificate Presentation**

Dr. Solek introduced and thanked Lori Eschner, Art Department Chair for organizing this evening's art presentation and the reception that was held before this evenings meeting. She also thanked the art teachers for the fine work that they do with our students.

Bristol Public Schools students earned 15 awards in the Connecticut Regional Scholastic Art Awards competition and exhibition at the Hartford Art School, University of Hartford.

The Connecticut Regional Scholastic Art Awards is the largest juried student art exhibition in the state.

Following the close of the Conn. Regional exhibit, the select Gold Key award winners from each national region will have their art works reviewed by a blue ribbon panel of judges at the National level in March. Bristol's Gold Key award winners are Jonathan Rindfleisch, Kristyn Beaupre and Danielle Goff.

The 2017 Connecticut Regional Scholastic Art Awards exhibition featured select work from 145 participating Connecticut schools in grades 7- 12. Selected from approximately 3000 total art entries, 575 works were accepted for exhibit at the University of Hartford. From that accepted number, there were 184 Gold key awards (including 23 Gold portfolios), 173 Silver keys and 218 Honorable Mention awards granted.

Danielle Goff was the recipient of a top award. Her print, titled, *Only I Know What Lurks Within*, received the CAAA, Best in Show Printmaking, Group 1.

Mrs. Eschner and Dr. Solek presented each student with a participation certificate, and the students stood beside their artwork to be recognized.

### **2017 Scholastic Art Awards Recipients**

#### **Bristol Central High School**

Evan Day, Printmaking, Spaceship, Honorable Mention, Leslie Fernandez  
Olivia Savino, Printmaking, Angel Tree, Honorable Mention, Leslie Fernandez  
Jonathan Rindfleisch, Drawing and Illustration, The Corporate Scheme, Gold Key, Kristine Monaco

#### **Bristol Eastern High School**

Riley Anderson, Mixed Media, Misty Mountains, Honorable Mention, Barbara Lessard  
Vaziuddin Khan, Ceramics and Glass, Textured Platter, Honorable Mention, Deborah Thaler  
Mckenna Damiano, Drawing and Illustration, Alien Foot, Honorable Mention, Sharon Williams

#### **Chippens Hill Middle School**

Ashlee Lewandoski, Design, New Cleat Design Concept, Silver Key, Brian Troccolo

#### **Greene-Hills School**

Kristyn Beaupre, Comic Art, Furrealism, Gold Key, Joseph Johnson  
Danielle Goff, Printmaking, Only I Know What Lurks Within, Gold Key, Joseph Johnson  
Michael Lodge, Printmaking, The Pelican, Honorable Mention, Joseph Johnson

#### **Northeast Middle School**

Sebastian Adorno, Printmaking, Lake in the Spring, Silver Key, Allison Chatelle  
David Michaud, Printmaking, Bird Mania, Silver Key, Sarah May  
David Reek, Printmaking, Sunset Fish, Silver Key, Sarah May

#### **West Bristol School**

Ava McCann, Mixed Media, Lost in a Dream, Honorable Mention, Mary Kilduff  
Kristi Yurko, Painting, Center Piece, Honorable Mention, Mary Kilduff

### **APPROVAL OF MINUTES**

On motion by Commissioner Vibert and seconded by Commissioner Taylor it was

***VOTED: That the Board of Education approve the minutes from the February 1, 2017 Regular Meeting as written. Commissioners Caggiano and Hintz abstained.***

## COMMITTEE REPORTS

**Policy** – Commissioner Taylor reported that the committee met on February 13<sup>th</sup> and collaborated with the Communications Committee in their continued policy work. Several policies were affirmed, revised and they appear later on the agenda for a vote.

**Finance** – Commissioner Vibert reported that the committee met earlier this evening. As usual commissioners received an update on the current budget and discussed at length how they would work with the Alliance Grant being cut \$250,000. Administration presented ways to fill the gap; however we still need to come up with additional ways; which will be discussed on Saturday. The board is holding a budget workshop, Saturday, March 4, 2017 from 9 to 3, for discussion of the 2017-2018 school year budget. Commissioners also spoke about Munetrix. A program Councilman D'Amato from the city forwarded to the board for further review. It is a program from Flint Michigan that he thought might benefit the city and the Board of Education. The committee will continue to discuss this program with the public.

**Operations** – Commissioner Hintz reported that the committee met on February 16<sup>th</sup>. Rob Puzio, Technology Manager presented an extensive presentation on our technology needs. The committee has decided to add technology needs to our Capital Improvement request. As a bare bones request we are asking for hardware purchases and wireless access points at the K-8 schools; while they are new, it is already time to start replacing servers and switches and Chippens Hill needs new Wireless Access Points, so they have been approved to be put on the Capitol Improvement budget. That is in addition to transportation equipment requests that we received at prior months meetings from Pete Fusco, Facilities Director; some of the transportation fleet is quite old and vehicles need to be replaced. The committee also discussed some energy conservation recommendations and the committee will continue to delve into those and possibly on Saturday we will look at some of the sidewalk snow removal that the board currently does that is not necessarily in our purview.

## CHAIRMAN REPORT

Chairman Wilson informed the board that Dr. Solek, Dr. Moreau, Dr. Brisson, Dr. Huber and Mrs. Fortin and Mrs. Vibert were invited to present to the Education Committee yesterday and they did a great job discussing all of the initiatives that were created with the Alliance Grant Resources.

Chairman Wilson discussed Governor's Proposed Budget and how it might affect Bristol.

## STUDENT REPRESENTATIVE REPORTS

Alexandra Allen from Bristol Eastern started her report congratulating the wrestling team on their new title. She addressed the board regarding AP language classes and the possibility of expanding the language options. Alexandra also shared that the Governance Council is looking to expand volunteer and mentoring options in school; students looking at teaching careers may soon have the chance to shadow teachers. They are also looking for student messengers during (A) periods where students can potentially earn volunteer hours, which is a topic that will be discussed more at the next meeting. Student Council had recently organized a community based blood drive, and because there were so many donations, the students who organized it may be eligible for a scholarship sponsored by the Red Cross. We recently had our NHS induction and many new members were inducted and the Keynote speaker was Cindy Scoville, her story and strong dedication to her work is inspiring. The NHS will be hosting a dodgeball tournament to support the Veteran Strong Committee. The game is Bristol Eastern vs Bristol Central on Friday, March 17<sup>th</sup> at 4:30 at Bristol Eastern admission is only a \$1.

Colin Savino from Bristol Central shared the upcoming dates (3/7, 3/21, 3/24, 3/28 and 4/4) juniors will be having Cocoa and Khan to prepare for the SAT. For those who do not know what Khan Academy is; it is a website that offers math tutorials. However in this case they will be using it to analyze student PSAT's scores to offer him/her personalized advice on how they can reach their full potential on the SAT. Students

and teachers will also be available at this event to assist. The SAT is one of the highest stakes tests that a high school junior can take, so it is very important for them to be prepared for success. As a junior the in school SAT was his first experience with the test, he did take it again outside of school, the test taken in the school was the higher score despite having less experience and practice, he believes the in school test is the best opportunity for the student to achieve their personal high score. In school SAT's are April 5<sup>th</sup>. While the juniors are taking the test, sophomores will be taking the CAPT, and the other grades will be doing various activities throughout the day, such as student recognition, a guest speaker to discuss alcohol and drug abuse and presentations by various teachers discussing a wide variety of topics. Coming up on Tuesday, the boys' basketball team will play in the first round of the tournament at Windsor. Also, do not forget on March 4<sup>th</sup> and 5<sup>th</sup> you can eat donuts for 24 hours straight while watching students do push-ups at BC's annual Push Up for Patriots event with all proceeds going to the Semper Fi Fund.

### **SUPERINTENDENT REPORT**

Accountability Reports were presented to the Board. Mary Hawk, Principal at Mountain View School and Kristin Irvine, Principal at Stafford School along with Joanna Bonino presented their schools' accountability reports to the board.

### **CONSENT AGENDA**

On motion by Commissioner Vibert; seconded by Commissioner Taylor it was unanimously

***VOTED: That the Board of Education approve the following Consent Agenda items:***

#### **Teacher Retirement**

Ruth Pater – GH – Special Education – Effective June 30, 2017

#### **New Teacher Hires**

Michael LeClair – BEHS – Technology Education – Effective March 6, 2017

Eric Turner – EPH/STAF – Special Education – Effective February 7, 2017

#### **Ph.D. Salary Credit**

Deborah Linke, Ed.D. – BEHS – Assistant Principal – Effective February 1, 2017

#### **Sixth Year Salary Credit - Effective February 1, 2017**

Erin Bedrossian – STAF – Special Education

Shawn Mirmina – BCHS – Guidance

Elizabeth Rossier – BCHS – Guidance

#### **Grants**

Carl D. Perkins Federal Grant

Education of Homeless Children and Youth

Consolidated Federal Grant

Immigrant and Youth Education Program

#### **Policy Affirmation**

Policy 1313 – Gifts to School Personnel - Affirmed

Policy 1324 – Fundraising Activities/Funds Management – Affirmed

Policy 1411 – Law Enforcement Agencies – Affirmed

### **PUBLIC COMMENT**

No one from the public wished to address the Board.

**DELIBERATED ITEMS**

**POLICY REVISION**

**Policy 1110.0 – Parent Involvement – New**

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

***VOTED: That the Board of Education approve the New Policy 1110.0 – Parent Involvement.***

**Policy 1112.5 – Media Access to Students – New**

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

***VOTED: That the Board of Education approve New Policy 1112.5 – Media Access to Students .***

**Policy 5131.601/4118.236 – Medical (Palliative) Use of Marijuana – New**

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

***VOTED: That the Board of Education approve New Policy 5131.601/4118.236 – Medical (Palliative) Use of Marijuana.***

**Policy 5145.6 – Students – Student Grievance Procedure (Title IX) – New**

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

***VOTED: That the Board of Education approve New Policy 5146.6 – Students – Student Grievance Procedure (Title IX).***

**Policy 1120 – Board of Education Meetings – Revised**

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

***VOTED: That the Board of Education approve revisions to Policy 1120 – Board of Education Meeting.***

**Policy 1140 – Distributions of Non-Instructional Materials by Students (Use of Students) – Revised**

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

***VOTED: That the Board of Education approve revisions to Policy 1140 – Distributions of Non Instructional Materials by Students (Use of Students).***

**Policy 1170 – Recognition of Staff Members and Community Members – Revised**

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

***VOTED: That the Board of Education approve revisions to Policy 1170 – Recognition of Staff Members and Community Members.***

**Policy 1312 – Public Complaints – Revised**

On motion by Commissioner Caggiano and seconded by Commissioner O'Brien it was unanimously

***VOTED: That the Board of Education approve revisions to Policy 1312 – Public Complaints.***

**Policy 5113 – Students – Attendance/Excuses/Dismissal/Truancy – Revised**

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

**VOTED:** *That the Board of Education approve revisions to Policy 5113 – Students – Attendance/Excuses/Dismissal/Truancy.*

**Policy 5145.14/5145.15 – Students – On Campus Recruitment/Directory Information – Revised**  
On motion by Commissioner Hintz and seconded by Commissioner Dube it was unanimously

**VOTED:** *That the Board of Education approve revisions to Policy 5145.14/5145.15 – Students – On Campus Recruitment/Directory Information.*

**Policy 1220 – Citizen's Advisory – Removal**

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

**VOTED:** *That the Board of Education remove Policy 1220 – Citizen's Advisory from our policy manual.*

**Policy 1250 – Visits to Schools – Removal**

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

**VOTED:** *That the Board of Education remove Policy 1250 – Visits to Schools from our policy manual*

**Policy 1340 – Access to School and Materials – Removal**

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

**VOTED:** *That the Board of Education remove Policy 1340 – Access to School and Materials from our policy manual.*

#### **New Business**

There was no New Business to come before the Board.

#### **Information**

Chairman Wilson reminded the board members that March 8<sup>th</sup> is Day on the Hill for CAFE for Educational Advocacy; he encouraged anyone who could attend to do so. He also suggested that the Student Representatives attend.

Councilman Mills also informed the board of a free event being held March 8th at 7:00 p.m. at Bristol Central High School. It is a program on Social Media and its effects. He would suggest any students in junior high or high school, parents and grandparents attend. It is sponsored by the Bristol Sport Hall of Fame. The guest speaker is Tom Pincince Assistant Athletic Director for Communication and Media Services at Central Connecticut State University. He will share vital information that people should know about social media.

#### **Liaison Reports**

Commissioner Dube reported on and events from West Bristol School.

Commissioner Hintz reported on information from the Mayor's Task Force Committee. South Side, Stafford and Mountain View Schools are now qualified to be recognized as 2017 Energy Star Certification Buildings. Chippens, Northeast, Bristol Central, Bristol Eastern and West Bristol are also eligible to be certified as Energy Star award winners, we just need some updated information from them.

Commissioner Joe Grabowski reported on events from Northeast and Ivy Drive School. He also shared information regarding the End Hunger Outreach Program.

Commissioner Vibert reported on information from South Side School and Bristol Eastern.

*March 1, 2017 Regular Meeting*

Commissioner Caggiano reported on events from Stafford and Chippens Hill Middle School.

Commissioner Taylor reported on events from Greene Hills School. Congratulated Joe Johnson on the scholastic art award winners that were present this evening.

Chairman Wilson reminded everyone that tomorrow (March 2nd) is Read Across America and he will be reading at West Bristol on Friday, if you have the opportunity to read at one of our schools you should do it.

**Adjournment**

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

***VOTED: With there being no other business to come before the Board of Education the meeting should adjourn. (8:41 p.m.)***

Respectfully Submitted

***Susan P. Everett***

Susan P. Everett  
Executive Secretary to Board of Education

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**March 8, 2017 – Special Meeting Minutes**

A special meeting of the Bristol Board of Education was held on Wednesday, March 8, 2017 at 7:45 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor, Karen Vibert and Christopher Wilson; Also present: Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent, Sam Galloway, Director of Human Resources, Michael Dietter, Director of Special Services, Pam Brisson, Director of Teaching and Learning

\*Note: the use of single quotes '.....' indicates paraphrased comments. This meeting was not recorded.

**CALL TO ORDER**

Chairman Wilson called the meeting to order at 7:45 p.m.

**PUBLIC COMMENT**

Ellen Zoppo Sassu – 51 Merriman Street – spoke about the quality of education in Bristol and wanting it to remain so for her children at Bristol Eastern High School

Laura Bartok – 130 Carriage Road – spoke in favor of maintaining current staffing levels.

Larissa Hogan – School Psychologist – spoke about the need for current levels of staffing for our students.

**Discussion of 2017–2018 Board of Education Budget**

Chairman Wilson began discussion of the 2017–2018 Board of Education Budget with an opening statement.

A discussion followed regarding the impact of the potential cuts on the school district. Further whether to send a budget with a 3% versus 7% increase to the Board of Finance.

Commissioner Vibert – 'I do not want to go backwards. We finally got world language back. We have a mission statement about teaching and learning with passion and purpose. Our goal of securing adequate funding for education will not be met by making these reductions. I cannot vote for a budget that makes these reductions'.

Commissioner Taylor – 'We are here for the students, if the city wants to cut our budget ...'

Commissioner Caggiano – 'These cuts make me sick to my stomach. I think we need to speak about consolidation of schools. I have a list that will not impact students. We did talk about closing two schools last year...We are waiting for the results of the feasibility study. The City suggested combining IT, payroll, accounts receivable. Have the city maintain and schedule the fields... I've sent you a list [looking at Chair Wilson] just ...'

*March 8, 2017 Special Meeting*

Chairman Wilson – ‘This board is more than willing to discuss shared services’.

Commissioner Grabowski – ‘We need to ask for what we need, but I want to be realistic’.

Commissioner Vibert – ‘I think the city has the ability to do this. They closed out with a \$4 million surplus’.

Commissioner Caggiano – ‘I advocated for increasing the MBR last year’.

Commissioner O’Brien – ‘It will cost \$7 million to move forward; I do not think that is realistic. I am hoping that when they see what these cuts mean ... to cut \$3.5 million will only happen if we reduce personnel’.

Chairman Wilson – ‘Are we negotiating with ourselves? Or do we go forward and let them make that call?’

Commissioner O’Brien – ‘I think we should attach this list to the budget we submit’.

Commissioner Dube – ‘I cannot vote on a budget that will take these things away’.

Commissioner Grabowski – ‘I agree this is unacceptable. We cannot keep on snowballing. I got a really good education here. We need to protect our students’.

Commissioner Scott – ‘I do not think this is easy. When I see more than a 9% increase in the instruction line... We just heard a report saying we need more staff. I have young children in the schools. Many of us have friends who have faced the challenges of losing their jobs. We have to be realistic’.

Commissioner Wilson – ‘Last year we spent \$47 million in the instruction line. Our former Business Manager made changes to that line and did not leave us the back-up on that information’.

Commissioner Hintz – ‘The nine members here voted on all of the contracts in this line. It is on us’.

Chairman Wilson – ‘I recommend going forward on the full 7%. We will continue to work on systemic change. We need to give our new business manager time to get this budget to the City’.

Commissioner Hintz – ‘Plowing sidewalks is not on the list for \$30,000’.

Commissioner Caggiano – ‘I do agree we shouldn’t be plowing sidewalks. That needs to be on the list. That’s the homeowner’s responsibility ... We need to build our relationship with the City. It is all city taxpayer money’.

Commissioner Vibert – ‘I understand being responsible ... Our job is to tell the City exactly what we need to move to the next year’.

Commissioner Caggiano – ‘Maybe we can ask for more money now to potentially offset increases in Special Education’.

*March 8, 2017 Special Meeting*

Commissioner O'Brien – 'I think we need to get input from our bargaining units. Maybe they have some thoughts. ... We either cut now or cut later'.

Commissioner Scott – 'I feel uncomfortable taking a vote tonight. We asked the Superintendent to make a plan at 3%'.

Chairman Wilson – 'The City has put off our budget meeting on March 22nd'.

Dr. Solek – 'When I spoke with Glenn Klocko they wanted the budget presented to the City by March 30<sup>th</sup>, ... present the first week of April'.

Chairman Wilson 'How long will it take to put the budget together to present to the City'?

Stephen Nembirkow – "It will take a couple of weeks to put the budget together".

### **2017–2018 Board of Education Budget Vote**

Commissioner Vibert made a motion, seconded by Commissioner Taylor to approve the 2017–2018 Board of Education Budget with an increase of 6.79%.

Commissioner O'Brien made a motion, seconded by Commissioner Caggiano to postpone the vote until March 15<sup>th</sup> for the board to get input.

Commissioner Wilson "The motion to postpone is voted upon first".

**Following a roll call vote of four (4) Commissioners in favor of the motion to postpone: Commissioners O'Brien, Caggiano, Scott and Dube, and five (5) Commissioners: Grabowski, Hintz, Taylor, Vibert, and Wilson, opposed. Chairman Wilson declared the motion to postpone DEFEATED.**

Commissioner Hintz called for a motion, seconded by Commissioner Taylor to amend the previous budget increase motion from 6.79% to 7.04%,

**Following a roll call vote of six (6) Commissioners in favor of the motion to increase to 7.04%: Commissioners: Dube, Grabowski, Hintz, Taylor, Vibert, and Wilson, and three (3) Commissioners, Caggiano, O'Brien and Scott, opposed. Chairman Wilson declared the motion to forward a 7.04% budget increase to the City PASSED.**

### **Adjournment**

There being no other business to come before the Board of Education the meeting should adjourn.  
(8:47 p.m.)

Respectfully Submitted

*Susan Kalt Moreau*

Dr. Susan Moreau

Deputy Superintendent

**BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**March 29, 2017 – Special Meeting Minutes**

A special meeting of the Bristol Board of Education was held on Wednesday, March 29, 2017 at 7:00 p.m., in the auditorium of the Board of Education Administration Building, located at 129 Church Street, Bristol, Connecticut.

**PRESENT:** Commissioners: Jeff Caggiano, Jennifer Dube, Joseph Grabowski, Karen Hintz, Thomas O'Brien, David Scott, Tina Taylor (7:20 p.m.), Karen Vibert and Christopher Wilson; Also present: Ellen W. Solek, Superintendent, Susan Kalt Moreau, Deputy Superintendent and Sam Galloway, Director of Human Resources

**CALL TO ORDER**

Chairman Wilson called the meeting to order at 7:01 p.m. and asked the audience to stand for the National Anthem.

**Approval of the 2017-2018 Food Services Budget**

On motion by Commissioner Vibert; seconded by Commissioner Taylor it was unanimously

***VOTED: That the Board of Education approve 2017-2018 Food Services Budget in the amount of \$2,950,172 dollars.***

Discussion followed regarding the substitute line being \$21,000 over budget in the current year.

**Approval of plans and specifications for the Chippens Hill Roof and Parapet Replacement Project**

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

***VOTED: That the Board of Education approve the Chippens Hill Roof and Parapet Walls Replacement Plans, Specifications, and Professional Costs dated March 29, 2017 for the Chippens Hill Middle School Roof/Parapet Walls Project located at Chippens Hill Middle School, 551 Peacedale Street.***

**Approval Chippens Hill Roof and Parapet Replacement Project Change Order**

On motion by Commissioner Caggiano; seconded by Commissioner O'Brien it was unanimously

***VOTED: That the Board of Education approve the change order to Silver, Petruccelli and Associates in the amount \$34, 200.00 for the Architecture and Engineering services for the mechanical equipment replacement for the Chippens Hill Middle School Roof/Parapet Walls Project located at Chippens Hill Middle School, 551 Peacedale Street. The new total of the contract will be \$58,200.00 and to forward to the City Council for approval.***

Questions followed regarding the use of energy efficient HVAC equipment.

**Approval of Alliance Building Repairs Grant**

Dr. Moreau shared some of the repairs that will be completed with the Alliance Building Repairs grant such as: the servers at West Bristol and Greene-Hills, a total upgrade of the wireless access points at Chippens Hill Middle School, replacement of some kitchen equipment, updating outdated security cameras and replacing ventilation in the kitchen at Hubbell. The Grant totals \$1,080,000, and funds need to be expended by June 30, 2019. The Operations Committee thoroughly vetted this at their last meeting.

Questions followed regarding repairs overlapping our current budget. Dr. Moreau shared that the servers

actually do not appear in the 17-18 budget.

On motion by Commissioner Hintz; seconded by Commissioner O'Brien it was unanimously

***VOTED: That the Board of Education approve the Alliance District Building Repairs Grant as proposed and approved by the Operations Committee on March 21, 2017 and to send to the City Council for action.***

**Approve the selection of DRA Inc. to conduct the Feasibility Study for the Bristol Public Schools**

The City allocated \$60,000 for the feasibility study which will look at all of our buildings. Questions that we are looking to be answered: Do we remain a split system K-5, 6-8, K-8, 9-12 or do we attempt to turn all of our schools to K-8? DRA came in with \$57,000 bid. They will meet with architects to determine the exact questions.

On motion by Commissioner O'Brien; seconded by Commissioner Hintz it was unanimously

***VOTED: That the Board of Education approve the selection of DRA Inc. to conduct the Feasibility Study for the Bristol Public Schools.***

Questions and discussion followed regarding the length of the study, start date and the timeline for an action plan.

**Authorize the Superintendent to notify non-tenured educators that their positions are subject to non-renewal due to budgetary constraints**

Dr. Solek stated that pursuant to CT General Statute 10-151b which constitutes two conditions for the non-renewal of non-tenured staff in a public school district. The first conditions are those around performance and the second conditions are those related to budget uncertainty. For clarification, she informed the audience that tonight's discussion centers solely on budget uncertainty, it in no way has to do with the performance of any of the staff. She then introduced Dr. Sam Galloway, Director of Human Resources who updated the board on the information and the slides that were shared teachers and administrators yesterday at an informational meeting. If approved this evening teachers and administrators would be noticed that their positions may not be renewed. He also shared that this process has a timeline connected to it, so that notification would need to be made prior to May 1<sup>st</sup>. He also shared at yesterday's meeting, that no staffing decisions have been made at this time.

Dr. Solek stated yesterday's meeting was for informational purposes only, State Statute 10-151b is a procedural piece of legislation, and the procedures dictated are well defined, the deadline for serving written notice to any and all non-tenured staff should the board approve the recommendation would need to take place on or before May 1<sup>st</sup>. Other districts do engage in this practice either in full or partial non-renewal, some districts engage in this practice annual especially larger districts, where budget uncertainty is present. Often times, non-tenured teachers have received notice, and are then hired back at the beginning of the following school year. As a teacher she has experienced this practice herself while working in Meriden.

A motion was made by Commissioner O'Brien; seconded by Commissioner Vibert to **Authorize the Superintendent to notify non-tenured educators that their positions are subject to non-renewal due to budgetary constraints and to read into record the names of each employee.**

Chairman Wilson then read the list of employees (104) whose positions are subject to non-renewal. (See Attached Listing). Chairman Wilson called for discussion of the motion.

A motion was made by Commissioner Caggiano; seconded by Commissioner Scott to **postpone or table**

**this vote to our next regularly scheduled Board of Education meeting which is on April 5<sup>th</sup>, or at a later date subject to initial feedback from the Joint Board of Finance on our current budget proposal of 7.04%.** It was clarified that the motion was to postpone the vote.

Discussion followed with each commissioner expressing their approval or opposition of the motion to postpone the vote to a later date.

### **Public Comment**

Anthony D'Amato, Councilman, 1<sup>st</sup> District - addressed the Board to ask why they we are laying off the producers (the teachers) who service the customers (the children)? Has other staff been looked at for possible layoff? He felt the board should look to "cut the fat" not the teachers.

Dr. Solek shared that this evening's non-renewal recommendation pertains to 101 non-tenured teachers and five (5) administrators. Prior to that when the Board looked at the proposed budget with 3% of reductions, there were almost 30 staff members on the list which was comprised of certified and non-certified staff across the district.

Commissioner O'Brien shared that the board cut a million dollars last year, the cuts that we are looking at go across all bargaining units. He spoke of the importance of all staff to our students and how prior year's cuts have affected class sizes, and reduced support staff that helps the teachers. We would be happy to hear any suggestions that Councilman D'Amato has for where to "cut the fat".

Cheryl Thibeault – 73 Yarde Drive – addressed the Board in support of the motion to postpone. She shared the budget presentation was postponed at the request of the Board of Education. The budget season was launched a month earlier to allow people more time. They just received their budget book last night she has only been able to do a cursory review. We should have had that first hearing to vet out questions; the goal of the hearing is to work collectively to see ways that together we can find ways to cut the budget. This vote could have waited; we are only talking a week it could have saved a lot of angst. The finance board will be there with open ears, she ask that the Board come prepared on Monday to discuss all of their assumptions, from everything from student enrollment to how many megawatts of energy and at what rate they were put in the budget, because that is how we are going to find things that we can do better, to just give them numbers with nothing to support it is going to make it a very late evening. Please let's work together on Monday.

Commissioner Caggiano wanted to get on record as saying he whole heartedly agrees with Commissioner Vibert, we should be sending these non-renewals every year especially in the face of the Connecticut State budget and the crisis that we are in. This is a tough budget season; he is glad that Cheryl spoke. At the last meeting he did express his idea that we needed to work and partner with the City. He believed that this action tonight would poke a stick in the eye of the Board of Finance who we are trying to work with. He is trying to find common ground; it would be a gesture of good faith to say we can wait until April 5<sup>th</sup> after we present this budget to the Board of Finance.

Andrew Howe – addressed the board regarding how we expect the teachers to go into schools and teach our children after this vote. How are they going to want to give their all, not knowing if they have a job next year? This did not require a special meeting; it could have waited until the regular meeting after meeting with the board of Finance. We did not know what the outcome would be from that meeting. It should not be a democrat/republican issue. The board should get the budget straight before we go to the media.

Commissioners continued to express their approval or opposition of the motion to postpone the vote to a later date

A motion was made by Commissioner Caggiano; seconded by Commissioner Scott, it was

***Voted: That the Board of Education postpone the vote to authorize the Superintendent to notify non-tenured educators that their positions are subject to non-renewal due to budgetary constraints to a later date.***

Chairman Wilson declared the motion **PASSED**, following a roll call vote of (5) Commissioner in favor of the motion, and four (4) , Commissioners Hintz, O'Brien, Taylor and Wilson opposed.

### **Budget Review**

Commissioner Caggiano had a question regarding Excess Cost and the Governor's Special Education proposal. Dr. Dietter explained the Excess Cost and the Maintenance of Effort calculations. Dr. Solek asked about the \$13 million dollars that we have been hearing is coming to back to Bristol. It is still unclear what the total represents, or if that will be the actual total.

Commissioner Caggiano wanted to know how our 16-17 budget was tracking. He will receive that update at next week's Finance Committee meeting.

### **Public Comment**

Cheryl Thibeault – 73 Yarde Drive – wanted to share with the board that at a recent meeting with Representatives Henri Martin and Whit Betts that said they are going to find out some specifics. A list of questions was created that basically revolve around special education and its funding; they hope to have answers to those questions at Monday's meeting.

Kristen Giantonio – 275 Allentown Rd – addressed the board to share her displeasure with Governor's Proposal for Special Education. She is not comfortable with what he is proposing, and she cautions the board in relying on this model as we will be competing with other districts for a piece of this pie.

### **Adjournment**

There being no other business to come before the Board of Education the meeting should adjourn. ***(8:12 p.m.)***

Respectfully Submitted

*Susan P. Everett*

Susan P. Everett

Executive Secretary to Board of Education

## LIST OF NON-TENURED STAFF

	<b>Last Name</b>	<b>First Name</b>
1	BANDA	KARA
2	BERG	CHELSEA
3	BINGHAM	KAYLA
4	BOBRUFF	ERICA
5	BONILLA-JUSINO	KIARA
6	BOSTROM	JOAN
7	BOUCHARD	KELLY
8	BROWN	JESSICA
9	BUTKEVICH	GRACE
10	CABRAL	DANIELA
11	CAHILL	ERICA
12	CAISSE	MIRANDA
13	CANTIN	MICHELLE
14	CARLSON	ASHLEY
15	CASASANTA	CAITLIN
16	CASNER	CASSANDRA
17	CAVALIERE	KRISTEN
18	CISTULLI	BRYAN
19	COSTA	MARJORIE
20	DALY	ERIN
21	DAUPHINAIS	AMY
22	DECKER	COURTNEY
23	DEFILLIPPI	SARA
24	DI CARLO	TERESA
25	DIDOMINZIO	MICHAEL
26	DOKAS	KARA
27	DOWNES	ELIZABETH
28	DUCHEMIN	KATIE
29	FERONY	LEANDRA
30	FLAHERTY	BRIANNA
31	GALVAN	JEANETTE
32	GAVRILIS	DIANA
33	GLEASON-SCHULITZ	AMY
34	GRAZIANO	MARISSA
35	GRIEBEL	ALASIA
36	GUGLIOTTI	MICHELE
37	GUMPERT	JESSE
38	HAHN	JAMES
39	HARHAY	OLGA
40	HARRIS	JESSICA
41	HILL	CATHY
42	HUMPHREY	MONICA
43	ITALIA	ROMINA
44	JACQUES	STEPHANIE
45	JANDREAU	NATHAN
46	JULIUS	ANTHONY
47	KEELEY	KARYSSA
48	KING	ELIZABETH

	<b>Last Name</b>	<b>First Name</b>
49	KONYNDYK	CHELSEA
50	LECLAIR	MICHAEL
51	LEDERMAN	PRUDENZA
52	LEFKOVICH	BARBARA
53	LEJEUNE	KELLY
54	LIZOTTE	SARAH
55	MARTIN	JENNIFER
56	MASTROIANNI	ROSETTA
57	MAYER	KATHERINE
58	MENDAL	ZOE
59	MEUSEL	AMANDA
60	MICHNA	GEORGE
61	MORIN	CHRISTINE
62	NOCERA	SHELLY
63	NOYES-TORTORA	DANIELLE
64	NYGREN	KATRINA
65	O'MEARA-CARTWRIGHT	JAMIE
66	PALMIERI	MAUREEN
67	PAPAZIAN	JEFFREY
68	PECK	SUSAN
69	PECK	KRISTEN
70	PEPPER	LANCE
71	PERCIVAL	ROBIN
72	PETRILLO	AMY
73	PHEE	JUSTIN
74	PHELAN	KYLE
75	QUINTERO	JUAN
76	REDMAN	NICOLE
77	REYNOLDS	COLLEEN
78	RHEINER	MEGAN
79	RICCIARDONE	KRISTY
80	RILEY	MEGAN
81	ROCHE	SHERYL
82	RODJENSKI	KAREN
83	RUTKOWSKI	SARAH
84	RYSKOWSKI	PAUL
85	SAPORITO	ANGELINA
86	SETTLE	LOIS
87	SILVA	ALYSON
88	SILVER	REBECCA
89	SMITH	SARA
90	STABILE	LAURA
91	STORTI	LEAH
92	SUMMA	MARK
93	SWIDORSKI	SARA
94	TICHY	JESSICA
95	TITUS	LAUREN
96	TOBIN	SUZANNE
97	TROCHE	STEVE
98	TROMBLEY	JENNIFER

	<b>Last Name</b>	<b>First Name</b>
99	TURNER	ERIC
100	VALDESI	PAMELA
101	WANNER	JESSICA
102	WERNICKI	AMY
103	WILLIAMS	KAITLYN
104	WRENN	SAMANTHA
105	ZALDIVAR	CHRISTA
106	ZIEGLER	NATHANIEL

## **Recommend Affirmation**

**2121  
Policy**

### **Administration**

#### **Lines of Responsibility**

All personnel employed by the Bristol Board of Education shall be responsible to the Board through the Superintendent. The Board expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

**Policy Adopted: August 25, 1993**  
**Affirmed: April 5, 2016**

**Administration**

**Policy and Regulation Systems**

**Policy Manual**

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned.

**Policies**

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent shall develop a regulation specifying how policies will be developed and presented to the Board.

**Regulations**

Consistent with policy, the Superintendent shall specify required staff actions, and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures which apply throughout the district shall be designated as "regulations," and placed in the district policy manual.

Regulations shall be presented to the Board but the Board will not approve regulations unless requested to do so by the Superintendent or unless required by federal or state law. The Superintendent should share regulations in advance of issuance with the Board in cases of strong community attitudes, or possible student or staff reaction regarding such regulations. The Superintendent is responsible for development and implementation of district regulations. He/she shall develop a system involving staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted Board policy, and capable of reasonable implementation.

The Board reserves the right to review administrative rules at its discretion, but it shall direct the Superintendent to revise such regulations only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

## **Bylaws**

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw, or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

(cf. [9313](#) - Formulation, Adoption, Amendment of Administrative Regulations)

**Policy Adopted: August 25, 1993**

**Affirmed: April 5, 2017**

# Ecuador & The Galápagos Islands

Andrea Schacht and Lucia Infante

**Bristol Eastern  
High School  
June 2018**



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Bristol Public Schools  
**Field Trip Request Form for Travel Outside the Continental United States**

All field trips outside of the Continental United States must be approved by the Board of Education. The following information must be presented to the BOE no less than 6 months prior to the date of the proposed trip. The Superintendent and building principal will be provided with a final list of student participants, hotels and flight arrangements one month prior to departure.

Name of School **Bristol Eastern High School**

Date of Request **March 13, 2017**

Trip to **Ecuador and the Galapagos Islands**

Date of Proposed Trip **June 21 – June 28, 2018**

Number of students participating (approximately) **12**

Name of teacher(s) making request **Andrea Schacht and Lucia Infante**

Number and names of teachers and chaperones:

1. **Andrea Schacht**

2. **Lucia Infante**

If more teachers or chaperones are required, please attach list on a separate piece of paper.

Transportation: **Bus X** Train \_\_\_\_\_ **Plane X** Car \_\_\_\_\_ Other \_\_\_\_\_

Are fund-raising activities planned? **No** If so, describe \_\_\_\_\_

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Name of Travel Agency **Explorica Educational Travel and Student Tours**

Lodging: Hotel/Motel **List of hotels in proposal – Will be provided 1 month prior to departure**

Insurance Arrangements for Staff and Students **Included in program**

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(Insurance should be provided by Travel Agency)

Please attach a copy of the travel agency's insurance coverage.

Cost per student (approximately) **\$3300**

Proposed Itinerary **provided in proposal**

Please write a brief narrative explaining the purpose and educational value of the proposed trip.

**Provided in proposal**

\*Attach a copy of the full brochure from the travel agency.

## **Trip to South America- Ecuador and the Galápagos Islands**

Students are looking for ways to succeed in the 21<sup>st</sup> century. One way to make our students more competitive is to offer them the opportunity to travel abroad. Educational Travel on a college or job application demonstrates initiative, maturity, well rounded interests and an inquiring mind. One of the best ways for today's high school students to prepare to take their places in a global community is by leaving behind the familiar halls of Bristol Eastern High School and venturing out to study abroad.

Mrs. Andrea Schacht, Mrs. Lucia Infante and students at Bristol Eastern High School will be traveling in South America through Explorica Student Tours. The dates of our proposed trip are during June of 2018. Students going on this South American adventure have taken Spanish, Latin, French and/or Italian classes, will have no serious disciplinary issues, have maintained their academics and have good attendance. In addition to gaining greater cultural sensitivity and an international perspective on their studies, students will return home feeling more confident and independent—qualities that will stay with them throughout their academic, professional and personal lives.

This tour will offer our students the opportunity to visit the South American country of Ecuador and the magical, evocative Galápagos Islands. Rather than just reading about the giant tortoises and lava lizards of the Galápagos, students will come face-to-face with these natural marvels in person. Rather than merely studying latitude as lines on a globe, students will straddle the equator at latitude 0°0'0", with one foot each in the northern and southern hemispheres. The tour will start in Quito, Ecuador where we will tour for 2 days. Then we will fly to the Galápagos Islands for 5 days to tour the islands. We return to Quito to close our tour and return to the U.S.A. Through it all, students will experience the language and culture of countries they have the opportunity to study in language classes here at Bristol Eastern, and will take their understanding of world history and cultures to a new level. In addition to gaining greater cultural sensitivity and an international perspective on their studies, students return home feeling more confident and independent—qualities that stay with them throughout their academic, professional and personal lives. We will be traveling with Explorica; an accredited company with nearly two decades of experience.

## **Anticipated Expenses**

**Program Fee:**           **\$3300.00 U.S.**

### **Program fee includes:**

- Airfare to and from Europe
- Hotel accommodations
- Transportation within Ecuador, including flights and bus
- Breakfast and Dinner
- Daily Excursions/Guided sightseeing tours
- Entrance fees to select attractions

### **Frequently asked questions:**

#### **What are the rooming arrangements on tour?**

Students will share rooms with two or three other travelers of the same gender. Each room will contain single beds.

#### **What kinds of meals will we have?**

Breakfast and dinner are included every day while on tour. Travelers are responsible for providing lunch for themselves each day. We will be able to recommend reputable restaurants or other venues for each lunch, and students always have a chance to sample local cuisine and culture.

#### **What happens if there is an emergency on tour?**

Explorica offers an additional “travel plus” insurance program which includes medical insurance. The price per student is an additional \$54.

#### **How does the payment schedule work?**

Monthly payments are recommended and a payment schedule can be set up with Explorica

## **Itinerary June 21 – 28, 2018**

**Day 1** Start tour – Fly to Quito, Ecuador  
Meet tour director, check into hotel, explore city

### **Day 2** Quito Landmarks

Independence Plaza  
Government Plaace  
San Francisco Church  
Mitad del Mundo

### **Day 3** Quito-Galápagos

Fly to Santa Cruz  
Twin Craters visit  
Highlands of the Island Visit  
View lava tunnels

### **Day 4** Santa Cruz Island to Isabela Island

Via Boat transfer to Isabela Island  
Wetlands visit: Playa del Amor, estuary tunnel, Wall of Tears visit  
Giant Tortoise Breeding Center guided visit  
Flamingo Lake walk

### **Day 5** Sierra Negra Volcano Excursion

Full-day guided Sierra Volcano exploration  
Puerto Villamil

### **Day 6** Isabela Island-Santa Cruz Island

Las Tintoreras visit  
Snorkling in Las Tintoreras  
Santa Cruz island visit  
Darwin Research Station guided visit

### **Day 7** Santa Cruz Island-Quito

Tranfer to Baltra Island via Itabaca Canal  
Fly to Quito

### **Day 8** Fly Home

**Subject: Intro to Marketing**



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

**DEPARTMENT:** Business and Finance

**COURSE:** Introduction to Marketing

**PRE-REQUISITE:** None

**COURSE DESCRIPTION:** This course is an introduction to the fundamental concepts of marketing. The four “P’s” will be examined: product development, price structure, place (distribution channels), and promotion through advertising.

**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: Intro to Marketing

**CONTENT STANDARDS:** The priority Marketing Content Standards and Competencies covered in this course are as follows:

**A. Channel Management: Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels.**

1. Explain channel management and understand its role in marketing.
2. Identify ways to create positive relationships with customers to enhance a company's image.
4. Determine ways to reinforce a company's image to exhibit the company's brand promise.

**C. Marketing: Understand the processes and set of institutions for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.**

11. Describe marketing's role and function in business to facilitate economic exchanges with customers.
12. Describe customer, client, and business behavior and how it motivates decision-making.
13. Develop marketing strategies to guide marketing tactics.
14. Select the appropriate target market for a product and business to obtain the best return on marketing investment (ROMI).
16. Explain the role of pricing in marketing.

**D. Product/Service Management: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.**

17. Explain the nature and scope of product and service management.
19. Explain how product-mix strategies can help meet customer expectations.
20. Identify ways products and services can be positioned to acquire a desired business image.

**E. Promotion: Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.**

21. Explain the nature and scope of promotion.
22. Identify promotional channels used to communicate with targeted audiences.
23. Explain the use of an advertisement's components to communicate with targeted audiences.

**F. Selling: Understand the concepts and sequences of addressing the needs of a market, leading to the movement of a product or service from producer to consumer.**

25. Explain the nature and scope of selling.
26. Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the client or customer.

## Subject: Intro to Marketing

### Unit 1 – Intro to Business and Marketing

*This unit provides an introduction to business' organizational structures and how marketing impacts the success of any business. Students will be introduced to an on-line marketing simulation.*

#### **Content Standards**

C. Marketing: Understand the processes and set of institutions for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

F. Selling: Understand the concepts and sequences of addressing the needs of a market, leading to the movement of a product or service from producer to consumer.

#### **Performance Standards**

C11. Describe marketing's role and function in business to facilitate economic exchanges with customers.

C12. Describe customer, client, and business behavior and how it motivates decision making.

C14. Select the appropriate target market for a product and business to obtain the best return on marketing investment (ROMI).

F25. Explain the nature and scope of selling.

#### **CT Core Standards**

**Reading:** (CCSS.ELA-Literacy.RST.11-12.1-10), RST=Reading for Science & Technology

See Exhibit 1 for opportunities to scaffold for Reading for Science & Technology Literacy Standards for grades 9-12.

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**Subject: Intro to Marketing**

**Unit 1 – Intro to Business and Marketing**

<b>Unwrapped Standards</b>	
<b>Skills</b> <i>What students need to be able to do</i>	<b>Concepts</b> <i>What students need to know about</i>
Define	Marketing
Describe	Marketing's role and function in business The 4 P's of Marketing
Evaluate	Customer, client, and business behavior and how it motivates decision-making
Identify	The seven functions of marketing
Determine	How customer buying decisions affect business strategies
Explore	How marketing contributes to the success of a business
Apply	Marketing knowledge to an on-line marketing simulation

**Subject: Intro to Marketing**

**Unit 1 – Intro to Business and Marketing**

Learning Plan		
<i>Essential Questions</i>	<i>Big Ideas</i>	
<ol style="list-style-type: none"> <li>1. What are the forms of business organization?</li> <li>2. What is marketing?</li> <li>3. What are the seven functions of marketing?</li> <li>4. How can marketing contribute to the success of a business?</li> <li>5. What are the “Four P’s” of the marketing mix?</li> <li>6. How do customer buying decisions affect business strategies?</li> </ol>	<ul style="list-style-type: none"> <li>• Students will be able to describe the three basic forms of business organization: proprietorship, partnership, and corporation.</li> <li>• Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.</li> <li>• Marketing efforts identify the best potential customers, research how to improve a product, and find new ways to sell it.</li> <li>• The Marketing Mix consists of Four P’s: Product, Price, Place, and Promotion.</li> <li>• There are 3 basic types of customers: consumers (B2C), businesses (B2B), and government/institutions</li> <li>• There are several influences on customer buying behaviors.</li> </ul>	
<b>Instructional Strategies</b> <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	<b>Objectives</b> <i>The student will be able to:</i>	<b>Common Learning Experiences and Assessments</b> <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p><b><i>Instructional strategies may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Explain, present and demonstrate topics</li> <li>○ Provide teacher consultation and individual assistance</li> <li>○ Provide advertisements for students to analyze to determine target market.</li> <li>○ Guide students in use of an on-line marketing simulation for independent, project-based learning</li> </ul>	<p><b><i>The student will know and be able to apply:</i></b></p> <ul style="list-style-type: none"> <li>○ The 3 types of business organization</li> <li>○ Marketing Tier-3 vocabulary</li> <li>○ How marketing contributes to the success of a business</li> <li>○ The 4 P’s in the Marketing Mix</li> <li>○ The 7 functions of Marketing</li> <li>○ How customer buying decisions affect business strategies</li> </ul>	<p><b><i>Student assessment may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Formative pre-test assessment</li> <li>○ Activities and assignments:</li> <li>○ Choose a company to analyze its use of the seven functions of marketing</li> <li>○ Students create a song about the marketing mix using an existing song to adjust the lyrics.</li> <li>○ Informal in-process evaluation and feedback (assignments and simulation)</li> <li>○ Summative assessment tied to C. Marketing and F: Selling Standards</li> </ul>

**Subject: Intro to Marketing**

## Subject: Intro to Marketing

### Unit 2 – Product

*This unit delves in-depth into the first P of the marketing mix, Product.*

#### **Content Standards**

- C. Marketing: Understand the processes and set of institutions for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.
- D. Product/Service Management: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
- F. Selling: Understand the concepts and sequences of addressing the needs of a market, leading to the movement of a product or service from producer to consumer.

#### **Performance Standards**

- C12. Describe customer, client, and business behavior and how it motivates decision making.
- D17. Explain the nature and scope of product and service management.
- D19. Explain how product-mix strategies can help meet customer expectations.
- D20. Identify ways products and services can be positioned to acquire a desired business image.
- F26. Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the client or customer.

#### **CT Core Standards**

**Reading:** (CCSS.ELA-Literacy.RST.11-12.1-10), RST=Reading for Science & Technology

See Exhibit 1 for opportunities to scaffold for Reading for Science & Technology Literacy Standards for grades 9-12.

- 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**Subject: Intro to Marketing**

**Unit 2 – Product**

Unwrapped Standards		
<b>Skills</b> <i>What students need to be able to do</i>	<b>Concepts</b> <i>What students need to know about</i>	
Define	A product	
Describe	The elements of a product	
Evaluate	Product mix	
Explore	Corporate use of product mix and	
Apply	Product elements to the marketing simulation	
Learning Plan		
<b>Essential Questions</b>	<b>Big Ideas</b>	
<ol style="list-style-type: none"> <li>1. What is a product?</li> <li>2. What are the elements of a product?</li> <li>3. What is the product life cycle?</li> <li>4. What is a product mix?</li> <li>5. What is a target market?</li> </ol>	<ul style="list-style-type: none"> <li>• A product is what a business sells to satisfy customer needs.</li> <li>• There are three categories of product elements: features, usage, and protection.</li> <li>• The Product Life Cycle has four stages: Introduction, Growth, Maturity, and Decline.</li> <li>• A product mix is all the goods and services that a business sells as delineated by consumer and business products.</li> <li>• A target market is the group of consumers or organizations most likely to buy a company’s products or services.</li> </ul>	
<b>Instructional Strategies</b> <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	<b>Objectives</b> <i>The student will be able to:</i>	<b>Common Learning Experiences and Assessments</b> <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p><b>Instructional strategies may include:</b></p> <ul style="list-style-type: none"> <li>○ Explain, present and demonstrate topics</li> <li>○ Provide teacher consultation and individual assistance</li> <li>○ Present a business successfully guiding product development through the product life cycle.</li> <li>○ Present examples of product mix and products in various stages of the product life cycle.</li> <li>○ Guide students in use of an on-line</li> </ul>	<p><b>The student will know and be able to apply:</b></p> <ul style="list-style-type: none"> <li>○ Marketing Tier-3 vocabulary</li> <li>○ The elements of a product</li> <li>○ The stages of the product life cycle</li> <li>○ Explore the concept of product mix and how a company successfully manages that process.</li> </ul>	<p><b>Student assessment may include:</b></p> <ul style="list-style-type: none"> <li>○ Formative pre-test assessment</li> <li>○ Activities and assignments</li> <li>○ Case studies</li> <li>○ Informal in-process evaluation and feedback (assignments and simulation)</li> <li>○ Summative assessment tied to Standards:                             <ul style="list-style-type: none"> <li>• C: Marketing</li> <li>• D: Product/Service Mgmt</li> </ul> </li> </ul>

**Subject: Intro to Marketing**

marketing simulation for independent, project-based learning		<ul style="list-style-type: none"><li>• F: Selling</li></ul>
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**Unit 3 - Branding**

<b>Content Standards</b>
A. Channel Management: Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels.
<b>Performance Standards</b>
A2. Identify ways to create positive relationships with customers to enhance a company's image. A4. Determine ways to reinforce a company's image to exhibit the company's brand (promise).
<b>CT Core Standards</b>
<p><b>Reading:</b> (CCSS.ELA-Literacy.RST.11-12.1-10), RST=Reading for Science &amp; Technology See Exhibit 1 for opportunities to scaffold for Reading for Science &amp; Technology Literacy Standards for grades 9-12.</p> <ol style="list-style-type: none"><li>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li><li>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li></ol>

**Subject: Intro to Marketing**

**Unit 3 - Branding**

<b>Unwrapped Standards</b>	
<b>Skills</b> <i>What students need to be able to do</i>	<b>Concepts</b> <i>What students need to know about</i>
Define	Brand, brand name, and logo
Explain	Benefits of branding
Identify	Brand logos
Discuss	Brand loyalty
Evaluate	Past and present brands for their success
Apply	Branding to the marketing simulation
<b>Learning Plan</b>	
<b>Essential Questions</b>	<b>Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What is a brand?</li> <li>2. What is a brand name?</li> <li>3. What is a logo?</li> <li>4. Why is branding important?</li> <li>5. What is brand loyalty?</li> </ol>	<ul style="list-style-type: none"> <li>• A brand is a name, term, symbol, design, or combination thereof that identifies a seller's products and differentiates them from the competitors' products or services.</li> <li>• A brand name is that part of a brand that can be spoken, including letters (YMCA), words (Nike), and numbers (WD-40).</li> <li>• A logo is a graphic mark, emblem, or symbol used to aid and promote instant public recognition. Logos are either purely graphic or are composed of the name of the organization.</li> <li>• Branding helps customers identify products they wish to buy again and again and avoid those they do not, repeat sales. Branding also helps facilitate new product sales.</li> <li>• Brand loyalty is a consistent preference for one brand over all others. A consumer's brand loyalty often plays a pivotal role in the success of the product/company.</li> </ul>

**Subject: Intro to Marketing**

**Unit 3 - Branding**

<p align="center"><b>Instructional Strategies</b></p> <p align="center"><i>Based on our department philosophy for student learning, Business and Finance teachers will:</i></p>	<p align="center"><b>Objectives</b></p> <p align="center"><i>The student will be able to:</i></p>	<p align="center"><b>Common Learning Experiences and Assessments</b></p> <p align="center"><i>Business and Finance teachers will assess and provide feedback to students about:</i></p>
<p><b><i>Instructional strategies may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Explain, present and demonstrate topics</li> <li>○ Provide teacher consultation and - individual assistance</li> <li>○ Present successful brands as well as failed brand campaigns to students. Example = In Brands We Trust DVD</li> <li>○ Guide students in use of an on-line marketing simulation for independent, project-based learning</li> </ul>	<p><b><i>The student will know and be able to apply:</i></b></p> <ul style="list-style-type: none"> <li>○ Marketing Tier-3 vocabulary</li> <li>○ Use technology to apply branding concepts to a research project</li> <li>○ Product placement within various media to promote and reinforce brand image</li> </ul>	<p><b><i>Student assessment may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Formative pre-test assessment</li> <li>○ Activities and assignments                             <ul style="list-style-type: none"> <li>● Create a brand/logo collage</li> <li>● Logo game</li> </ul> </li> <li>○ Informal in-process evaluation and feedback (assignments and simulation)</li> <li>○ Create or analyze a company or product brand image and explain how to reinforce that image.</li> <li>○ Case study</li> <li>○ Summative, post-test, assessment</li> </ul>

**Subject: Intro to Marketing**

**Unit 4 – Price**

<b>Content Standards</b>
C. Marketing: Understand the processes and set of institutions for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.
<b>Performance Standards</b>
C16. Explain the role of pricing in marketing.
<b>CT Core Standards</b>
<p><b>Reading:</b> (CCSS.ELA-Literacy.RST.11-12.1-10), RST=Reading for Science &amp; Technology See Exhibit 1 for opportunities to scaffold for Reading for Science &amp; Technology Literacy Standards for grades 9-12.</p> <ol style="list-style-type: none"><li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li><li>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li></ol>

**Subject: Intro to Marketing**

**Unit 4 – Price**

Unwrapped Standards		
<b>Skills</b> <i>What students need to be able to do</i>	<b>Concepts</b> <i>What students need to know about</i>	
Explain	Price as one of the 4 P's of marketing	
Describe	Pricing strategies	
Identify	Unfair pricing practices	
Discuss	Governmental price controls	
Apply	Pricing strategies to the marketing simulation	
Learning Plan		
<b>Essential Questions</b>	<b>Big Ideas</b>	
<ol style="list-style-type: none"> <li>1. What decisions must businesses make about product pricing?</li> <li>2. How is price calculated?</li> </ol>	<ul style="list-style-type: none"> <li>• There are seven factors that influence the price of a product: company goals, expenses, customer perception, competition, supply and demand, economic conditions, and product life cycle.</li> <li>• Price starts with break-even then mark-up is added.  <math>\text{Cost} \times \text{Markup \%} = \text{Markup Dollar Amount}</math>;  <math>\text{Cost} + \text{Markup Dollar Amount} = \text{Price}</math> </li> </ul>	
<b>Instructional Strategies</b> <i>Based on our department philosophy for student learning, Business and Finance teachers will:</i>	<b>Objectives</b> <i>The student will be able to:</i>	<b>Common Learning Experiences and Assessments</b> <i>Business and Finance teachers will assess and provide feedback to students about:</i>
<p><b>Instructional strategies may include:</b></p> <ul style="list-style-type: none"> <li>○ Explain, present and demonstrate topics</li> <li>○ Provide teacher consultation and - individual assistance</li> <li>○ Guide students in use of an on-line marketing simulation for independent, project-based learning</li> </ul>	<p><b>The student will know and be able to apply:</b></p> <ul style="list-style-type: none"> <li>○ Marketing Tier-3 vocabulary</li> <li>○ The seven factors that influence the price of a product.</li> <li>○ Apply the formula for calculating a percentage mark-up.</li> <li>○ Unfair pricing practices</li> <li>○ Governmental price controls</li> </ul>	<p><b>Student assessment may include:</b></p> <ul style="list-style-type: none"> <li>○ Formative pre-test assessment</li> <li>○ Activities and assignments                      Example = select a product, graph and explain where it is on the product life cycle.                      Example = complete a product price comparison against multiple retailers.</li> <li>○ Case study</li> <li>○ Informal in-process evaluation and feedback (assignments and simulation)</li> <li>○ Summative assessment tied to the C: Marketing Standard.</li> </ul>

**Subject: Intro to Marketing**

**Unit: 4 - Place**

**Content Standards**

- A. Channel Management: Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels.
- D. Product/Service Management: Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

**Performance Standards**

- A1. Explain channel management and understand its role in marketing.
- D20. Identify ways products and services can be positioned to acquire a desired business image.
- E22. Identify promotional channels used to communicate with targeted audiences.

**CT Core Standards**

**Reading:** (CCSS.ELA-Literacy.RST.11-12.1-10), RST=Reading for Science & Technology  
See Exhibit 1 for opportunities to scaffold for Reading for Science & Technology Literacy Standards for grades 9-12.

- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**Subject: Intro to Marketing**

**Unit: 5 - Place**

<b>Unwrapped Standards</b>	
<b>Skills</b> <i>What students need to be able to do</i>	<b>Concepts</b> <i>What students need to know about</i>
Define	Place as one of the 4 P's of marketing Direct and indirect distribution channels
Explain	The importance of the distribution function to effective marketing
Identify	The differences between producers and consumers addressed by the distribution channels.
Determine	Which method of transportation best fits a given product
Apply	Place strategies to the marketing simulation
<b>Learning Plan</b>	
<b>Essential Questions</b>	<b>Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What is the goal of distribution?</li> <li>2. What are the differences between a direct and indirect channel of distribution and when should each be used?</li> <li>3. How does product placement influence buying behaviors?</li> </ol>	<ul style="list-style-type: none"> <li>• Students will be able to describe the role of distribution (place) as part of the marketing mix.</li> <li>• Direct channels allow the producer to sell directly to the consumer while indirect channels have other businesses that perform one or more marketing functions between the producer and the consumer.</li> <li>• Direct channels work best for a small number of consumers, consumers located in a specific geographic region, when the product is complex and customized and when the business wants to have strong control over the marketing mix.</li> <li>• Product placement has a subconscious effect on consumer buying behaviors. Products consumers see more often tend to be the ones they are more likely to buy.</li> </ul>

**Subject: Intro to Marketing**

**Unit: 5 - Place**

<p style="text-align: center;"><b>Instructional Strategies</b></p> <p style="text-align: center;"><i>Based on our department philosophy for student learning, Business and Finance teachers will:</i></p>	<p style="text-align: center;"><b>Objectives</b></p> <p style="text-align: center;"><i>The student will be able to:</i></p>	<p style="text-align: center;"><b>Common Learning Experiences and Assessments</b></p> <p style="text-align: center;"><i>Business and Finance teachers will assess and provide feedback to students about:</i></p>
<p><b><i>Instructional strategies may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Explain, present and demonstrate topics</li> <li>○ Provide teacher consultation and individual assistance</li> <li>○ Guide students in use of an on-line marketing simulation for independent, project-based learning</li> </ul>	<p><b><i>The student will know and be able to apply:</i></b></p> <ul style="list-style-type: none"> <li>○ Marketing Tier-3 vocabulary</li> <li>○ How direct and indirect distribution channels affect consumer purchases and marketing strategies</li> <li>○ Transportation methods to the distribution process</li> </ul>	<p><b><i>Student assessment may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Formative pre-test assessment</li> <li>○ Activities and assignments:</li> <li>○ Case study</li> <li>○ Informal in-process evaluation and feedback (assignments and simulation)</li> <li>○ Summative assessment tied to these Standards:               <ul style="list-style-type: none"> <li>• A: Channel Management</li> <li>• D: Product/Service Mgmt</li> </ul> </li> </ul>

**Subject: Intro to Marketing**

**Unit 6 – Promotion**

<b>Content Standards</b>
E. Promotion: Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
<b>Performance Standards</b>
E21. Explain the nature and scope of promotion E22. Identify promotional channels used to communicate with targeted audiences. E23. Explain the use of an advertisement's components to communicate with targeted audiences
<b>CT Core Standards</b>
<b>Reading:</b> (CCSS.ELA-Literacy.RST.11-12.1-10), RST=Reading for Science & Technology See Exhibit 1 for opportunities to scaffold for Reading for Science & Technology Literacy Standards for grades 9-12.  <ol style="list-style-type: none"><li>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</li><li>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</li></ol>

**Subject: Intro to Marketing**

**Unit 6 – Promotion**

<b>Unwrapped Standards</b>	
<b>Skills</b> <i>What students need to be able to do</i>	<b>Concepts</b> <i>What students need to know about</i>
Define	Promotion
Explain	Promotional mix
Identify	Promotional channels used to communicate with the target audience
Discuss	An ad’s components to communicate with the targeted audience
Create	An advertisement
Write	A press release
Apply	The promotional mix to the marketing simulation
<b>Learning Plan</b>	
<b>Essential Questions</b>	<b>Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What is promotion?</li> <li>2. What role does the promotional mix play in marketing?</li> <li>3. What promotional channels are used to communicate with target markets?</li> <li>4. How does advertising benefit society?</li> </ol>	<ul style="list-style-type: none"> <li>• Promotion is the process of communicating with potential customers in an effort to influence their buying behavior and increase their satisfaction.</li> <li>• The promotional mix is a combination of the elements used in a promotional campaign which are advertising, sales promotion, public relations, and personal selling.</li> <li>• Traditional promotional channels are print media and broadcast media.</li> <li>• New promotional channels include Internet advertising and social media.</li> <li>• There are many ways in which advertising benefits society.</li> </ul>

**Subject: Intro to Marketing**

**Unit 6 – Promotion**

<p align="center"><b>Instructional Strategies</b></p> <p align="center"><i>Based on our department philosophy for student learning, Business and Finance teachers will:</i></p>	<p align="center"><b>Objectives</b></p> <p align="center"><i>The student will be able to:</i></p>	<p align="center"><b>Common Learning Experiences and Assessments</b></p> <p align="center"><i>Business and Finance teachers will assess and provide feedback to students about:</i></p>
<p><b><i>Instructional strategies may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Explain, present and demonstrate topics</li> <li>○ Provide teacher consultation and - individual assistance</li> <li>○ Present successful promotion and advertising campaigns to students. Example = Empire of Industry, Cola Wars DVD</li> <li>○ Guide students in use of an on-line marketing simulation for independent, project-based learning</li> </ul>	<p><b><i>The student will know and be able to apply:</i></b></p> <ul style="list-style-type: none"> <li>○ Marketing Tier-3 vocabulary</li> <li>○ The promotional mix</li> <li>○ Promotional channels</li> <li>○ How marketing benefits society</li> <li>○ The elements of an effective ad in various forms of media</li> <li>○ The benefits of advertising on society</li> </ul>	<p><b><i>Student assessment may include:</i></b></p> <ul style="list-style-type: none"> <li>○ Formative pre-test assessment</li> <li>○ Activities and assignments. Examples may include the following: <ul style="list-style-type: none"> <li>● Create a new ad for an existing product and compare it to an existing ad,</li> <li>● Create a television commercial and present it to the class,</li> <li>● Write an effective press release,</li> <li>● Prepare a presentation outlining how you would use social media to promote a product or service.</li> </ul> </li> <li>○ Case study</li> <li>○ Informal in-process evaluation and feedback (assignments and simulation)</li> <li>○ Summative, post-test, assessment</li> </ul>

## CURRENT POLICY

Policy

2400

### Administration

#### Evaluation of Administrators

Administrators will be evaluated annually. The annual evaluation will consist of three parts:

- A. Development, implementation and evaluation of annual performance objectives;
- B. Professional growth; and
- C. Appraisal.

Performance objectives for administrators will contain the following minimum essentials:

1. Procedures for achieving the district's goals and objectives.
2. A statement of specific local, division, school or department objectives and procedures for achieving those objectives.
3. Appraisal.
4. Procedures for involving staff members in instructional decision making (where applicable).
5. Procedures for involvement of the community in division, school, or department activities and decisions related to the division, school or department program (where applicable).
6. Procedures for program improvement, monitoring and evaluation (where applicable).

Conferences will be scheduled with the Superintendent or designee in May or June each year to discuss and evaluate the preceding year's job performance and personal growth plans; to discuss tentative and final job performance and personal growth plans for the succeeding year; and to discuss and sign the Superintendent's or designee's written evaluation summary. The Superintendent may invite members of the Superintendent's administrative team to assist in reviewing and evaluating the job performance plan.

The Superintendent will prepare a summary report of the administrative evaluation to be presented to the Board annually.

Legal Reference: Connecticut General Statutes

[10-157](#) Superintendents.

**Policy Adopted: August 25, 1993**

**Administration**

**Evaluation of Administrators**

All administrators will be evaluated annually. The annual evaluation will consist of three parts:

- A. Development, implementation and evaluation of annual performance objectives;
- B. Professional growth; and
- C. Overall student achievement.

Performance objectives for administrators will contain the following minimum essentials:

1. Student Learning Indicators
2. Instructional Leadership Focus Goals
3. Climate improvement based upon survey data
4. Overall student achievement

Conferences will be scheduled with the Superintendent or designee for goal setting, a mid-year review, formal and informal observations of practice and a summative review before the close of the school year.

The Superintendent will prepare a summary report of the administrative evaluation to be presented to the Board annually.

Legal Reference: Connecticut General Statutes

[10-157](#) Superintendents.

**Policy Adopted: August 25, 1993**

**Revised: April 5, 2017**

**Students**

**Weapons and Dangerous Instruments**

Students shall not possess firearms, facsimiles of firearms, weapons, or dangerous instruments of any kind on school grounds or buildings, not on school buses, nor on any school-related or school-sponsored activity away from school facilities. Firearms, weapons, and dangerous instruments shall include those defined by law. (18 U.S.C. 921, C.G.S. 53a-3, and 53-202 to 53-206, and 29-35).

Possession of or bringing such weapons or devices on to school grounds or to other areas under the control of the Board of Education may also be a violation of criminal law, and therefore any violation of this policy shall be reported immediately to the local law enforcement agency, the Board of Education, and, if possible, the parent or guardian. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible court action. A student's conduct off school grounds that is seriously disruptive of the educational process or violative of the Board's publicized policies may also be grounds for expulsion. A student found to be in possession of a firearm or dangerous weapon, as defined by law, shall be subject to an expulsion of one calendar year. The expulsion period may be modified on a case by case basis.

Any dangerous device or weapon may be seized by an employee of the school system under the power granted to the Board of Education to maintain order and discipline in the schools, and to protect the safety of students, staff and the public.

Every employee seizing any weapon or dangerous instrument under the provisions of this policy shall report the incident to the building Principal immediately, and deliver the seized device to the Principal, together with the names of persons involved, witnesses, location and circumstances of the seizure.

If an employee knows or has reason to suspect that a student has possession of such a device but the device has not been seized, the employee shall report the matter to the Principal immediately, and the Principal shall take such action as is appropriate. The Principal shall report all violations of this policy to the Superintendent or designee, and to the local law enforcement agency.

Students in violation of this policy shall be subject to the following disciplinary measures:

1. Possession of a firearm, dangerous instrument, or dangerous weapon as defined by law:
  - A. Referral to law enforcement agency
  - B. Recommendation to be expelled for one year

**Students**

**Weapons and Dangerous Instruments**

2. Possession of a facsimile of a firearm:
  - A. 10-day suspension
  - B. Referral to law enforcement agency
  - C. Recommendation for expulsion hearing
  
3. Possession and use of any instrument in a manner to inflict bodily harm or to intimidate or threaten:
  - A. 10-day suspension
  - B. Referral to law enforcement agency
  - C. Recommendation for expulsion hearing
  
4. Possession of any dangerous instrument will result in a suspension up to five days.

Students and parents or guardians shall be notified of this policy annually.

(cf. 5114 - Suspension/Expulsion; Due Process)

(cf. 5145.12 - Search and Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233f - Expulsion as amended by PA 95-304

53a-3 Definitions.

53a-217b - Possession of firearms and deadly weapons on school grounds

53-206 Carrying and sale of dangerous weapons.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act

18 U.S.C. 921 Definitions.

Policy adopted: April 5, 2017

## **Recommended New Policy**

**Policy**

**5145.511**

### **Students**

#### **Exploitation; Sexual Harassment**

#### **Sexual Abuse Prevention and Education Program**

##### **Program**

The District shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with P.A. 14-196, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2015. The program shall include, but not be limited to:

1. Providing teachers with training that may include, but not be limited to:
  - a. The prevention and identification of, and response to, child sexual abuse and assault, and
  - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.
2. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct and to identify actions a child may take to reduce the risk of and report sexual abuse or sexual assault. Students will be:
  - a. Provided with resources and referrals to handle these potentially dangerous situations.
  - b. Provided access to available counseling and educational support.

The Board of Education directs the superintendent to develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in classroom instruction specifically regarding sexual abuse and sexual assault upon receipt by the principal of a written request from the student's parent or guardian.

## Students

### Exploitation; Sexual Harassment

#### Sexual Abuse Prevention and Education Program

##### Program – con't

Any student exempted from the sexual abuse and assault lessons shall be provided, during the period of time in which the student would otherwise be participating in such instruction, an opportunity for other study or academic work.

##### Definitions

**Sexual abuse** refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Sexual abuse may include intimidation, threats of violence, manipulation, and/or the use of force. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

**Sexual assault** usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or manipulation. The offender often takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse - a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

(cf. [5131.911](#) - Bullying)

(cf. [5141.4](#) - Reporting of Suspected Child Abuse)

(cf. 5145.5 - Sexual Harassment)

Legal Reference: Connecticut General Statutes

P.A. 14-196 An Act Concerning a State-Wide Sexual Abuse and Assault Awareness Program.

Adopted: April 5, 2017