

Board of Education Regular Meeting

Wednesday, June 7, 2017 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

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

2. **STAFF AND STUDENT RECOGNITION**

Presenter: Ellen Solek, Sue Moreau, Pam Brisson

2.1. Staff Achievement Awards

2.2. 2017 National Latin Exam

2.3. 2018 Teacher of the Year

3. **APPROVAL OF MINUTES**

4. **COMMITTEE REPORTS**

Presenter: Commissioners

5. **STUDENT REPRESENTATIVE REPORT**

6. **STUDENT REPRESENTATIVE RECOGNITION**

7. **SUPERINTENDENT REPORT**

8. **CONSENT AGENDA**

8.1. Personnel

8.1.a. Teacher Retirement - Effective June 30, 2017

8.1.b. A-2 Resignation - Effective June 30, 2017

9. **PUBLIC COMMENT**

10. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

10.1. Trip to Italy for BCHS Latin and Italian Students in June 2019

Presenter: Amy Bastiaanse and Kelly Monahan-Denoia

10.2. Bristol Secondary Summer School

Presenter: Larry Covino

10.3. TEAM Mentors/Cooperating Teachers Applicants

Presenter: Pam Brisson

10.4. Approval of the 2017-2018 Board of Education Budget

Presenter: Ellen Solek and Chris Wilson

10.5. Approval of Local 818 Contract

11. **CURRICULUM REVISION**

11.1. SAT Literacy Prep Curriculum - 2nd Reading

Presenter: Amy Bastiaanse

12. **POLICY REVISION**

12.1. Policy 3541 - Student Transportation -

Presenter: Sue Moreau

Revised

- | | | |
|-------|---|-------------------------------|
| 12.2. | Policy 6121 - Nondiscrimination in the Instructional Program - Revised | Presenter: Pam Brisson |
| 12.3. | Policy 6115 - School Ceremonies and Observations - Revised | Presenter: Pam Brisson |
| 12.4. | Policy 6141-3132 - Migrant Students - New | Presenter: Pam Brisson |
| 12.5. | Policy & Regulation - 5111.3 - Students - Protection of Undocumented Students - New | Presenter: Sue Moreau |

13. **NEW BUSINESS**

14. **INFORMATION**

15. **LIAISON REPORTS**

16. **ADJOURNMENT**

BOARD OF EDUCATION
Bristol, Connecticut
May 3, 2017 – Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, May 3, 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=34586>.**

PRESENT: Commissioners: 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

EXCUSED: Commissioners Jeff Caggiano and Karen Hintz

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

Chairman Wilson called the meeting to order at 7:01 p.m. and asked the audience to stand for the Pledge of Allegiance. The audience remained standing for The National Anthem. The National Anthem was performed by Bristol Eastern High Band under the direction of BEHS graduate Jacob Humerick. Following the performance, student Elizabeth Kalfayan displayed a plaque that was won when the Bristol Central and Bristol Eastern combined bands performed together at the Heritage Music Festival held in Williamsburg, VA over this past weekend.

A moment of silence was observed for Lester Bagley a History, Geography & Civic Teacher at Bristol Central from 1959 to 1994, Christopher Fortier a Facilities member at the BOE from 1991 to 2008 and Rita Gerzanick an English Teacher at Bristol Central from 1949 to 1997.

STAFF, STUDENT and COMMUNITY RECOGNITION

The following individuals or groups were recognized by the Board at this evenings meeting:

1. CT School Counselor Administrator of the Year – Megan Rheiner
2. CABA Award Winners:
 - Greene Hills – Jonathan Passander and Natalia Popielarz
 - Northeast – Ean Newman and Jenna Cefaly
 - West Bristol – Alexander Brand and Anatasia Ptak
 - Bristol Central – Colin Savino and Nancy Ongany
3. West Bristol School – Sandy Hook Award

APPROVAL OF MINUTES

April 5, 2017 - Regular Meeting Minutes - Passed with a motion by Karen Vibert and a second by Tina Taylor.

COMMITTEE REPORTS

Student Achievement – Commissioner Dube reported that the committee met on Wednesday, April 12th and three of the four items discussed will appear later on tonight's agenda for a vote. The committee also discussed the 2016-2017 Next Generation Accountability Report Card.

Finance – Commissioner Vibert reported that the committee met earlier this evening. As of today, it looks like we will close out the Food Services budget with a \$4,700 surplus. The general operating budget has not changed much since last month's meeting/report. We still believe that at years end we will be under budget

Finance – con't

by approximately \$500,000. They also receive a Special Education update. Since the beginning of this fiscal year we have had an additional 97 students either identified or placed within our district. Along with that large number, comes large expenses, due to their placement in specialized programs, in district services, private outplacements where there are tuition and transportation expenses.

CHAIRMAN REPORT

Chairman Wilson shared a Legislative Update. There are really no changes to report. It looks like there may not be a State budget until September. He would like to hold a Board of Education Professional Development meeting so he asked that Commissioners look at their calendars and get back to him regarding the meeting tentatively scheduled for Thursday, June 29, 2017.

STUDENT REPRESENTATIVE REPORTS

Alexandra Allen from Bristol Eastern is excited about the spring and her upcoming graduation. She wanted to share her thoughts as we enter into the end of the school year and final exams. She and those around her have been affected by “Senioritis” (which is a real condition) however even when you are experiencing senioritis you need to press on and finish strong as the last quarter grades do count and will be sent to colleges. She shared that teachers should understand that “senioritis” is a real thing, which most teachers do seem to understand. They have continued to push students to finish strong while at the same time understanding their limits. Many seniors are not thinking about high school right now, they are concerned with things that have to do with college and their freshman year. An aspect of helping students to finish strong is recognizing their accomplishments whatever they may be, academic, athletic, artistic etc. Bristol Eastern hosted the academic dinner last night where some board members and the superintendent attended. The mood at the dinners is always positive and students, parents and teachers are praised for playing an active part in the schools climate. This week the Bristol Eastern Theatre Art will present their spring production. Show times are May 4th 5th and 6th at 7 p.m. with an additional matinee performance on the 6th. She hopes that board members will attend as she has heard it is a very good show.

Colin Savino from Bristol Central announced that he will be attending Central Connecticut State University in the fall. He will be in the Honors Program and he will be studying Marketing, but he is considering switching to Political Science, and becoming a high school history or English teacher is also something he has considered. After a year and half of researching, visiting colleges, writing essays and receiving 20 ads per day in the mail; 12 acceptance letters later he is glad to finally know where he will be continuing his education. The Mr. BCHS contest was held. This year, over \$5,000 was raised; half of the proceeds will go to the Bristol Boys and Girls Club and the other half will go to Feeding America. Ben Funk was crowned Mr. BCHS by a panel of alumni judges. Last Wednesday the poetry contest was held by Mrs. Dickau. There was a panel of student judges and 23 contestants. The winners were: Zaheer Turtem, Zoey Sinclair, Oscar Soto, Fallon Repeta and Nicole Truszkowski These five poets will represent Bristol Central at the Citywide Poetry night. This week, AP testing will take place and the juniors are starting to get their SAT scores back from the April in school test. It is an exciting time at Bristol Central.

SUPERINTENDENT REPORT

Accountability Reports were presented to the Board. Bristol Central Principal Pete Wininger along with Assistant Principals, Marisa Calvi-Rogers and Geoffrey Sinatro shared a through accountability report from Bristol Central. Larry Covino, Ed Mongeon, Kara Caron and Daniela Cabral shared the progress the students are making at Bristol Preparatory Academy. Students in the program were also present in the audience and shared with the board what the program means to them, and how it has helped and supported them.

CONSENT AGENDA

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

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

Teacher Retirement Effective June 30, 2017

Debra Cawley – GH – Social Studies, Grade 6

Teacher Resignation - Effective June 30, 2017

Brianna Flaherty – GH – Grade 3

Unpaid Leave of Absence Request

Deborah Linke – BEHS – Assistant Principal – Effective September 2, 2017 through June 30, 2018

Grants

FRC Raising Readers Together Program (RRT) for next school year 2017–18

People Empowering People Grant (PEP)

Quality Enhancement Grant for Bristol FRCs for FY 2016–2017

WOW Bookmobile - Stocker Foundation Grant

PUBLIC COMMENT – No members of the public wished to address the Board.

DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

Change High School Midterm Exam Schedule

Dr. Brisson presented the Change High School Midterm Exam Schedule. Midterm exams at the high schools have been administered during full days of instruction, contrary to the half-day schedule used during final exams. Both sets of exams count the same weight in students' grades and cover material from the same period of time, each reflecting a semester's worth of learning. Supporters of a full-day schedule in the past have noted that it preserves instructional time in that students attend two classes after taking two exams. However, student representatives to the BOE as well as administrators and faculty have argued that the remaining class periods have proven ineffective due to test fatigue. Students would be better served to be dismissed early to further prepare for their next set of exams. To honor the efforts generated by students and staff for the midterms as well as the assessments' high-stakes significance, the Student Achievement Committee unanimously agreed to recommend adopting a half-day schedule over the four days of midterm exam administration, effective in the 2017-18 school year. This followed a unanimous recommendation by the High School Council, a body of secondary school and Central Office administrators.

Change High School Midterm Exam Schedule - PASSED with a motion by Commissioner Dube and a second by Commissioner Taylor.

Revised Calendars for 2017-18 and 2018-19

Dr. Brisson presented the Revised Calendars for 2017-18 and 2018-19. Preliminary calendars for 2017-18 and 2018-19 were brought to the Board of Education in January and have now been revised to include dates for parent-teacher conferences, selected with input from the Bristol Teachers Federation and administrative councils at the elementary, middle and high school levels.

There was also discussion around the 2017-2018 April vacation schedule. In order to be in line with the regional calendar we could adopt the second or third week for April vacation. Dr. Galloway's office conducted research on vacation schedules of surrounding towns and the results were 50-50 between the second and third week. We will keep the vacation as April 16-20, 2017 as voted at the February board meeting.

Revised Calendars for 2017-18 and 2018-19 - PASSED with a motion by Commissioner O'Brien and a second by Commissioner Taylor.

Healthy Food Certification Statement

Dr. Moreu presented the Healthy Food Certification Statement. The Board of Education has previously voted to participate in the Healthy Food Certification Compliance Act. Each year the district must certify full compliance with the program. This year, we will receive approximately \$60,000 in reimbursements from the State of Connecticut as a result of our participation in this program. Requested approval by the Board of Education is for the 2017-18 school year. The Food Services budget for 2017-2018 includes anticipated revenue of \$60,000 from the State.

The Board certified the Bristol Public Schools participation in the Healthy Food Certification Compliance Act for the 2017-2018 school year.

Healthy Food Certification Statement - PASSED following a Roll Call Vote on a motion by Commissioner O'Brien and a second by Commissioner Taylor. Six (6) commissioners in favor of the motion and one (1) Commissioner Dube opposed.

Approval of the West Bristol School Building Project as Complete and File Final Paperwork

Dr. Moreau present the Approval of the West Bristol School Building Project as Complete and File Final Paperwork. The West Bristol School Building Committee met on April 27, 2017 to accept the project as complete and refer it to the full board for final approval.

The Board resolved that the Bristol Board of Education accepts the West Bristol School Building Project located at 500 Clark Avenue in Bristol, CT as complete and to file the final paperwork with the Connecticut Department of Administrative Services, Division of Construction Services.

Approval of the West Bristol School Building Project as Complete and File Final Paperwork - PASSED with a motion by Commissioner Dube and a second by Commissioner Grabowski.

CURRICULUM REVISION

Introduction to Foods and Nutrition Curriculum Revision

Dr. Brisson presented the Introduction to Foods and Nutrition Curriculum Revision. The state of Connecticut standards for Career and Technical Education have been revised and updated, and Bristol curricula, therefore, needed to be revised.

Introduction to Foods and Nutrition Curriculum Revision - PASSED with a motion by Commissioner O'Brien and a second by Commissioner Dube.

Advanced Nutrition and Food Production Curriculum Revision

Dr. Brisson presented the Advanced Nutrition and Food Production Curriculum Revision. The state of Connecticut standards for Career and Technical Education have been revised and updated, and Bristol curricula, therefore, needed to be revised. This course builds upon the foundation of the newly revised Introduction to Foods and Nutrition to allow students to pursue a career pathway.

Advanced Nutrition and Food Production Curriculum Revision - PASSED with a motion by Commissioner Scott and a second by Commissioner Taylor.

TEXTBOOK ADOPTION

Advanced Nutrition and Food Production Textbook Adoption

Dr. Brisson presented the Advanced Nutrition and Food Production Textbook Adoption. The state of Connecticut standards for Career and Technical Education have been revised and updated, and Bristol curricula, therefore, needed to be revised. In doing so, the department revised the Advanced Food and Nutrition curriculum. It needs to be supported with a textbook, which was reviewed by teachers in the

Advanced Nutrition and Food Production Textbook Adoption – con't

Career and Technology Education department who teach the course. Dr. Brisson is requesting the second reading be waived to allow for us to purchase the books and have them for the start of the 2017-2018 school year.

Waiver of the Second Reading of the Advanced Nutrition and Food Production Textbook - PASSED with a motion by Commissioner Vibert and a second by Commissioner Dube.

Advanced Nutrition and Food Production Textbook Adoption - PASSED with a motion by Commissioner Vibert and a second by Commissioner Dube.

Marketing Textbook Adoption

The state of Connecticut standards for Career and Technical Education have been revised and updated, and Bristol curricula, therefore, needed to be revised. In doing so, the department created a course, called Introduction to Marketing, to replace a course in advertising. The course needs to be supported with a textbook, which was reviewed by several members of the Career and Technology Education department. Dr. Brisson is requesting the second reading be waived to allow for us to purchase the books and have them for the start of the 2017-2018 school year.

Waiver of the Second Reading of the Marketing Textbook - PASSED with a motion by Commissioner Vibert and a second by Commissioner Dube.

Marketing Textbook Adoption - PASSED with a motion by Commissioner Vibert and a second by Commissioner Dube.

Old Business – There was no Old Business to come before the Board.

New Business – There was no New Business to come before the Board.

Information – There was no Information to report.

Liaison Reports

Commissioner Scott – Reported on events at Edgewood and Hubbell Schools.

Commissioner Dube – Reported on events from West Bristol School.

Commissioner Vibert – Reported on events at Bristol Eastern.

Commissioner Taylor – Reported on events from Greene Hills School.

Commissioner Grabowski – Reported on his recent to Bristol Eastern High School.

Adjournment

There being no other business to come before the Board of Education the meeting should adjourn. (8:54 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

BOARD OF EDUCATION
Bristol, Connecticut
May 22, 2017 – Special Meeting Minutes

A special meeting of the Bristol Board of Education was held on Monday, May 22, 2017 at 5:30 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, Karen Hintz, Thomas O'Brien, Tina Taylor (arrived 5:45 p.m.), 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

EXCUSED: Commissioners: Jennifer Dube and David Scott

CALL TO ORDER

Chairman Wilson called the meeting to order at 5:30 p.m.

DISCUSSION OF BUDGET REDUCTIONS FOR THE 2017-2018 BOARD OF EDUCATION BUDGET

Chairman Wilson gave a brief opening. Commissioners were provided budget worksheets. The request from the Board of Education was \$114,422,339 which was a 7.04% increase. The Board of Finance proposal following last week's meeting was to grant a 3.0% increase which would total \$110,361,665. That number is a reduction of \$4,060,684 from the BOE request. From this number we are able to subtract \$1,412,679 due to Health insurance savings that were identified leaving us with \$2,648,005 in reductions. It looks like we will end the 2016-2017 budget year with a \$500,000 surplus and the Finance Board has said that amount can be carried over to next year's expenses. The required budget reductions now stand at \$2,148,005 which is what we are here to discuss this evening.

Dr. Moreau explained the budget worksheet, and the Offsets for rehires which total \$602,559. This number can be taken from the required budget reduction total that Chairman Wilson just shared bringing the number down to a little over a million and a half that needs to be reduced. The reductions on the left side of the worksheet total: \$3,300,168. The board will need to eliminate half of this list in order for us to meet the amount of budget that the city has provided to us.

Dr. Moreau explained some of the reductions in further detail.

Chairman Wilson shared his recommendations with the Board which totaled: \$1.6 million, offset by \$602,559, bringing us to a reduction total of \$2.2 million dollars.

Discussion followed with the full panel sharing their recommendations and comments.

Following discussion, it was proposed that \$50,000 be taken from the textbook account and substituted for the Gifted Coaches. Commissioner O'Brien encouraged teachers that plan on retiring to turn in their paperwork so that we plan accordingly.

Chris Cassin, Athletic Director gave an overview of athletic participation and estimated costs.

Dr. Solek suggested that instead of taking \$50,000 from the textbook line that we take \$40,000 from the Athletics (supplies and equipment) budget and keep the Freshman Athletic Teams.

Mr. Nembirkow has been keeping a tally of where we are in making reductions. We are putting Gifted Coaches back in the budget and replacing it with a reduction to the textbook line in the amount of \$50,000,

keeping Freshman Athletic Teams and taking \$40,000 from the Athletics (supplies and equipment).

Chairman Wilson reminded commissioners that we will need to make a decision tonight on non-certified staff, so that we can notice them in a timely manner. We do not have to make any of cuts as we have captured enough reductions.

Mr. Nembirkow clarified the proposed reductions and gave a running tally of \$1,635,097 in reductions.

Discussion continued with other potential reductions that could be considered.

APPROVAL OF REDUCTIONS

On a motion by Commissioner O'Brien, seconded by Commissioner Hintz it was voted to APPROVE the suggested reductions to the 2017–2018 Board of Education Budget with the discussed changes.

Chairman Wilson held the vote and opened the floor to Public Comment.

PUBLIC COMMENT

Katheryn Morales – Ivy Drive Teacher – She wanted to speak to Commissioner's O'Brien's point about retiring teachers. She wanted to remind the Board that the union President David Hayes did come forward and was willing to take out the contractual language about collaboration time. The union was willing to talk with the board about cutting that out of the contract and there would have been a substantial savings that would have resulted from the change. Collaboration time is not something that elementary teachers want.

Vanessa Janick – She is glad to see that Freshman sports is going to stay, her children were affected by the cutting of Middle School sports and the high schools athletes suffered from that lose. Also, she did not see any non-bargaining staff on the budget. Are any non-bargaining staff positions being considered?

Dr. Galloway, Human Resource Director asked that part of the motion contain language about attrition, in case teachers or others put in for retirement, it gives us some flexibility.

Chairman Wilson called Public Comment closed.

Chairman Wilson clarified Commissioner O'Brien's motion:

On a motion by Commissioner O'Brien, seconded by Commissioner Hintz it was voted to APPROVE the suggested reductions to the 2017–2018 Board of Education Budget totaling \$1,635,097.

Discussion continued regarding making fewer and the need for continued discussion of other not listed reduction options.

AMENDMENT

On a motion by Commissioner Vibert, seconded by Commissioner Taylor it was voted to **AMEND** the original motion; and put back into the budget the 10 month secretarial position and the Full Time to 10 month secretarial position for a total of \$74,000.00.

Chairman Wilson declared the motion FAILED, following a Roll Call Vote of three (3) Commissioners (Caggiano, Vibert and Dube) in favor of the motion: and four (4) Commissioners (O'Brien, Taylor, Hintz and Wilson) opposed.

ORIGINAL MOTION

On a motion by Commissioner O'Brien, seconded by Commissioner Hintz it was voted to **APPROVE** the suggested reductions to the 2017–2018 Board of Education Budget totaling \$1,635,097.

May 22, 2017 Special Meeting

Chairman Wilson declared the motion PASSED, following a Roll Call Vote of five (5) Commissioners (O'Brien, Vibert, Taylor, Hintz and Wilson) in favor of the motion and two (2) Commissioners (Caggiano and Dube) opposed.

ALLIANCE GRANT

Dr. Moreau explained the Alliance Grant cuts listed on Page 3 of the budget handout totaling \$850,000. These cuts do not affect the operating budget.

ADJOURNMENT

On a motion by Commissioner Vibert, seconded by Commissioner Caggiano it was unanimously

VOTED: That the Board of Education meeting be adjourned as there is no other business to come before the Board. (6:45 p.m.)

Respectfully Submitted

Susan Everett

Susan P. Everett

Executive Secretary to Board of Education

DRAFT

BOARD OF EDUCATION
Bristol, Connecticut
May 31, 2017 – Special Meeting Minutes

A special meeting of the Bristol Board of Education was held on Wednesday, May 31, 2017 at 7:30 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

EXCUSED: Commissioner Jennifer Dube

CALL TO ORDER

Chairman Wilson called the meeting to order at 7:40 p.m.

1. Vote to Convene into Executive Session

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

VOTED: That the Board of Education Vote to convene into Executive Session for the purpose of discussion an Addendum to the Superintendent's contract which runs from 7/1/2015-6/30/18.

2. Reconvene Into Public Session

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

VOTED: That the Board of Education Reconvene Into Public Session to take any necessary votes.

3. Addendum to the Superintendent's Contract

Chairman Wilson read the changes to the Superintendents Contract (*indicated in bold*):

The term of said employment is from July 1, 2015 through June 30, 2018. The Superintendent and the Board shall adhere to the following procedures to extend the Superintendent's employment.

Prior to **July 1, 2017**, the Board shall vote to consider a new agreement for a term of not more than three years. On or before **June 1, 2017**, the Superintendent shall notify the Board of the expiration date of this Agreement, shall provide the **Board with a copy of** this contract clause, and shall see to it that this item gets placed on the agenda of a Board of Education meeting. Anything in this paragraph to the contrary notwithstanding, the provisions of Section 8 of this Agreement shall take precedence and the Superintendent's employment may be terminated under the provisions of said section.

Except as modified by this addendum, all provisions of the contract shall remain in full force and effect through and including June 30, 2018.

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

VOTED: That the Board of Education Approve the Addendum to the Superintendent's Contract.

4. Adjournment

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

VOTED: That the Board of Education Special Meeting be adjourned. (8:10).

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

DRAFT

Bristol Adult Education Landscape

- Currently there are 6,049 adults without a high school diploma in Bristol
- 1,486 adults do not speak English
- Classes are offered in 5 locations throughout town
- We offer more than 40 Adult Continuing Education courses



Senator Blumenthal visits our Manufacturing Workforce Program Spring 2016

Demographics of Bristol Adult Education Learners

Average Age: 24-40

Race: 50% White, 25% Asian, 25% African American

Gender: 52% Female 48% Male

Percent with school age children: 78%

Desire to enhance Family Literacy: 22%

Looking to enter employment: 31%

Percent of students unemployed: 59%

Average cost per student: \$2,234

Funding: Local \$300,000, State \$330,000 Federal \$105,000

Visit us online @ www.bristol.k12.ct.us/adulted
On Twitter @Bristol_AdultEd Or Facebook Bristol Adult Education Center

Bristol Adult Education Center

210 Redstone Hill Road

Program Profile 2016-2017

Bristol Adult Education Center



Lifelong Learning & Training Opportunities

www.bristol.k12.ct.us/adult-education

860-584-7865

**LEARN
2EARN**
CONNECTICUT ADULT EDUCATION:
The Pathway to Lifelong Learning
www.Facebook.com/learn2earnCT

Bristol Adult Education is a non-profit organization that provides services to all Bristol residents

Number of Adults Being Served in 2016
High School Diploma: 228, ESL: 111, NEDP: 22
Bristol Adult Education Employs 17 Retired Certified Teachers, 3 Secretaries, and 3 Guidance Counselors
In 2016 we awarded 48 High School Diplomas

Bristol is also a Pearson-Vue Testing Center

Programs Offered

GED: General Education Development
Classes are offered 3 days per week, days or evenings

Credit Diploma: Small group instruction with a certified teacher 4 days per week

ESL: English as a Second Language, 4 days per week, available in 4 locations

United States Citizenship Classes, @ 2 locations

NEDP: National External Diploma Program By appointment



A young child with short hair, wearing a bright green t-shirt, is smiling and looking towards the camera. They are sitting at a table, stacking two tall towers of colorful wooden blocks. The blocks are in various colors including orange, purple, blue, red, and green. In the background, a classroom setting is visible with a wooden shelving unit containing labeled bins for toys like 'Stacking spoons', 'Gears', 'Small Wooden Blocks', 'Letters', 'Beads on a stick', 'Wand Blocks', 'Links', 'Magnet Blocks', 'Beads on a string', 'Crayboards', 'Shape and Color Butter', and 'Unifix Cakes'. A woman is seated at a table in the background, and a blue armchair is visible on the right. The room has large windows and educational posters on the walls.

Bristol Early Childhood Preschool Programs

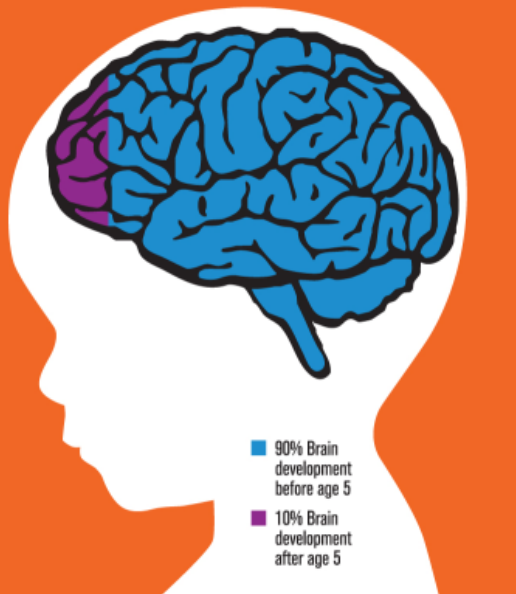
June, 2017

In PreK, *Passion and Purpose* drive our intentional teaching and establish the foundation for student learning.



90%

of a child's brain
development
happens
before age 5



Source: Harvard Center for the Developing Child

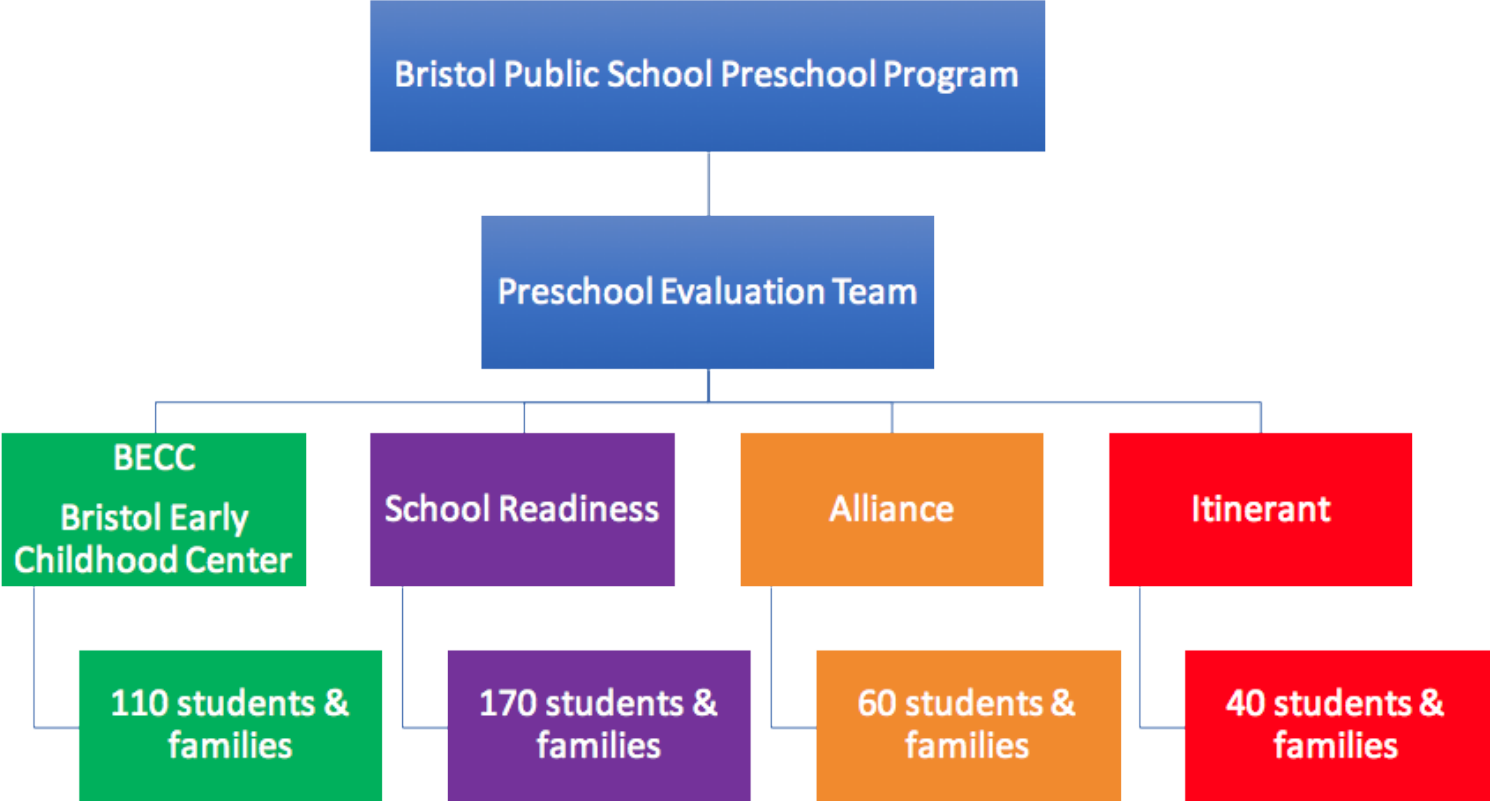
Every \$1 invested in early childhood education can save \$7 in the long-term through reduced costs associated with remedial education, criminal justice and welfare payments.



Children in quality preschool programs are *less likely to repeat grades, need special education, or get into future trouble with the law.*



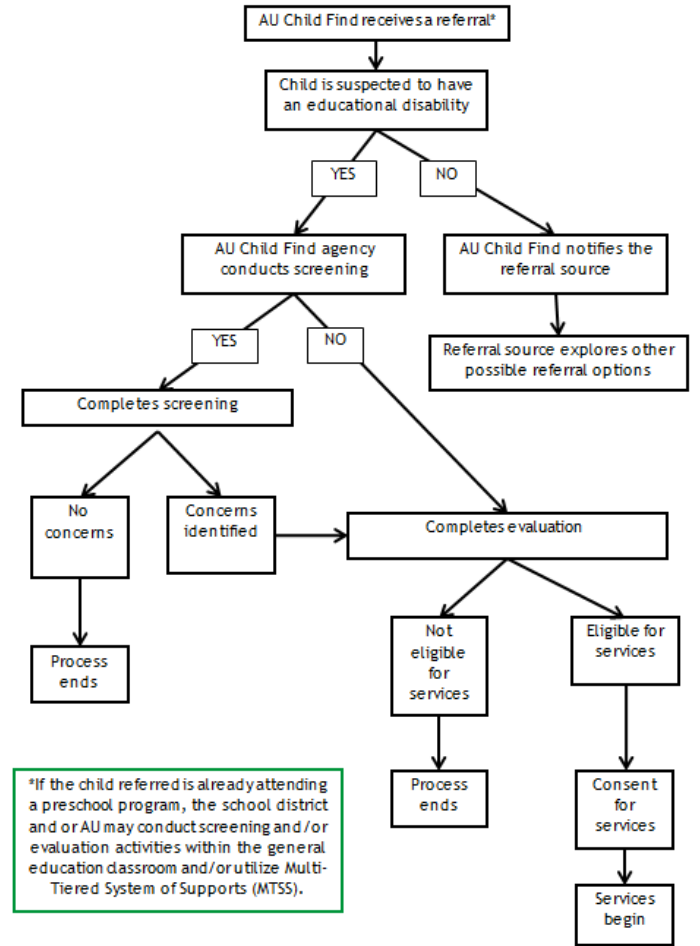
Early childhood learning through intentional teaching practices across the community of Bristol



Preschool Evaluation Team

Federal Law **requires** that children who are eligible for special education services have a free and appropriate public education (FAPE) program in place by their 3rd birthday.

The Preschool Evaluation Team collaborates with approximately 150 families each year to screen, identify and develop Individual Education Plans (IEPs) for children ages 3-5 who are eligible for specialized instruction.



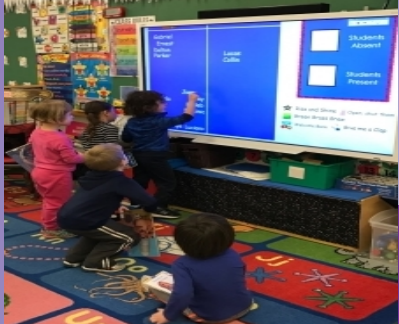


BECC

Bristol Early Childhood Center



110 students &
families



School
Readiness

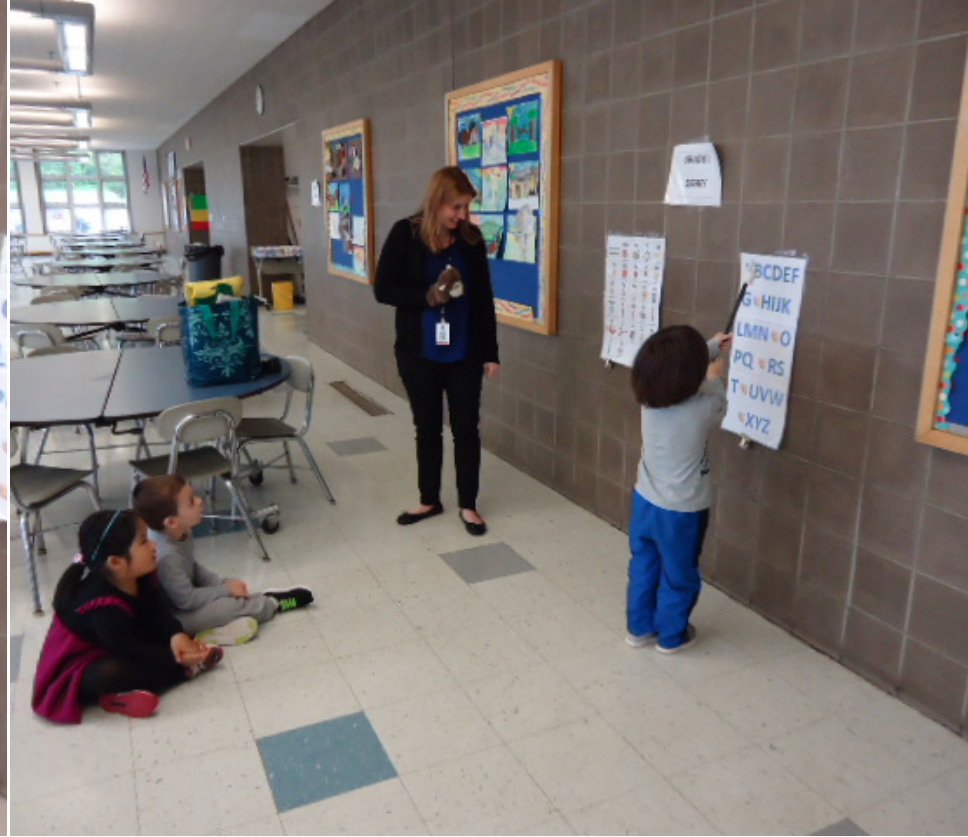
Alliance



170 students
& families

60 students &
families





Support for English Learners (EL)

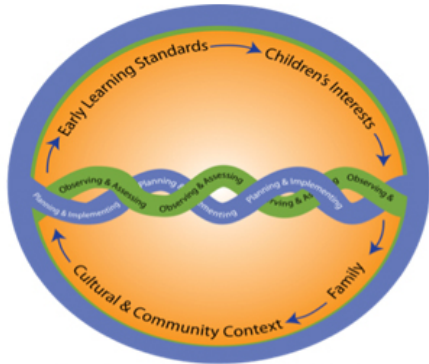


Itinerant

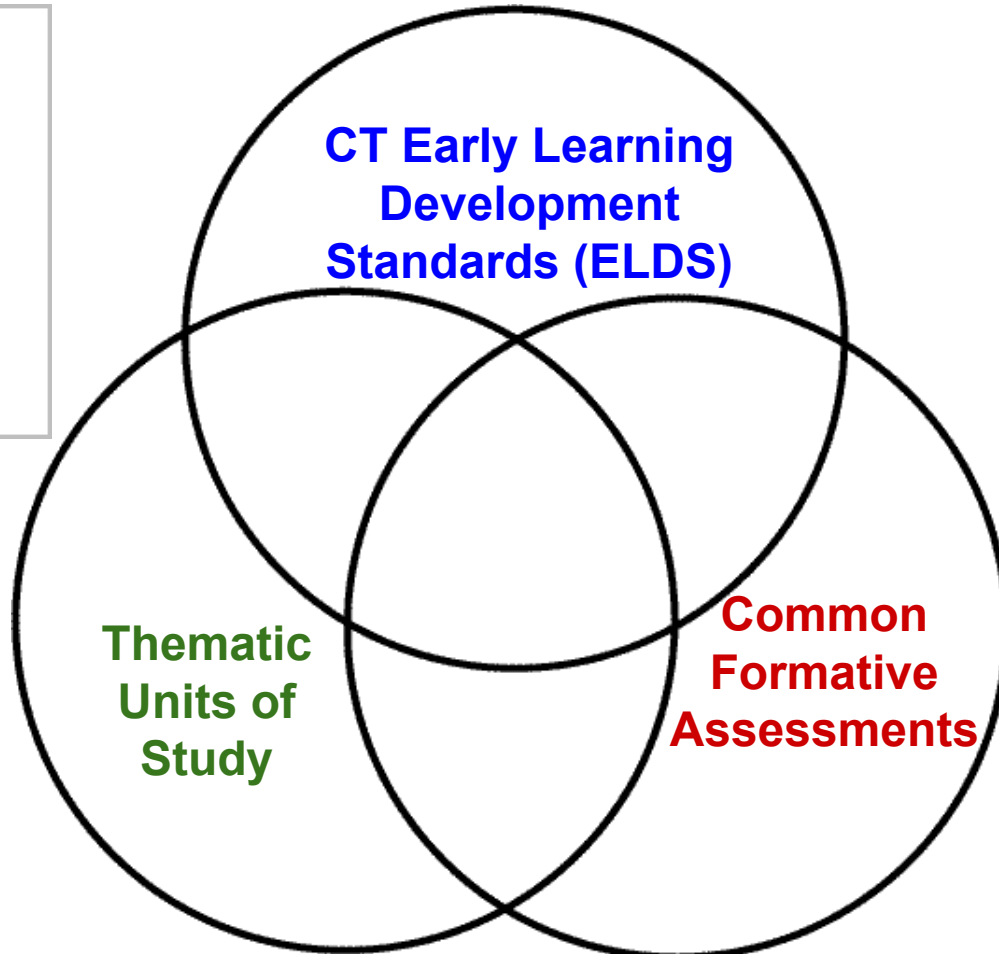


40 students & families

Planning for Rigorous Learning Experiences



Ongoing Cycle of Intentional Teaching



CT Early Learning Experience Plan:

LEARNING Experience: Weather web. During class brainstorming, Teacher will conduct a shared writing experience by capturing children's responses to "what do you know about weather?" in a web on chart paper on an easel. After a picture walks through wordless Big books about weather, students will talk with their partner to generate questions about what they want to learn about the weather. Brought back together as a group, teacher will record student's answers to: "What does your partner want to learn about weather?" during a shared writing on a different piece of chart paper (modeling for observation journals) T. will use language expansion strategies to expand on children's contributions to facilitate additional higher order Blooms questions from children.

Goal: Early Learning Development Standards:

Science Strand E-CHILDREN WILL understand (and identify) features of earth. (Earth's Features and the Effects of Weather and Water)

Cognition Strand A-CHILDREN WILL develop effective approaches to learning. (Curiosity and Initiative) through brainstorming methods and experimentation.

Teaching Strategies

Modeling expectations and model think alouds "I wonder why..."

Brainstorming

Encourage participation-Each student will be given a turn to ask a question about weather. The "special friend helper" can give the microphone to each student when it is their turn.

Question to further understanding-Recall a day that it was snowing and ask students "Why did we have no school..." "What would happen if..."

How will the experience be differentiated

- Examine all aspects of lesson, materials used and books for ACADEMIC and CONTENT SPECIFIC vocabulary to determine if picture supports or the child's L1 will be needed for comprehensible input.
- For ELL students, teacher will use total physical response to model actions.
- Picture supports and highlighting tape for chart paper
- Using scaffolding types of questions to help further understanding for children who need more support. Use visual models and then ask what happened, how, and then why did this happen.

Model labels and model think alouds. Ask questions using the STEM cards in the room. "How would you describe the..."

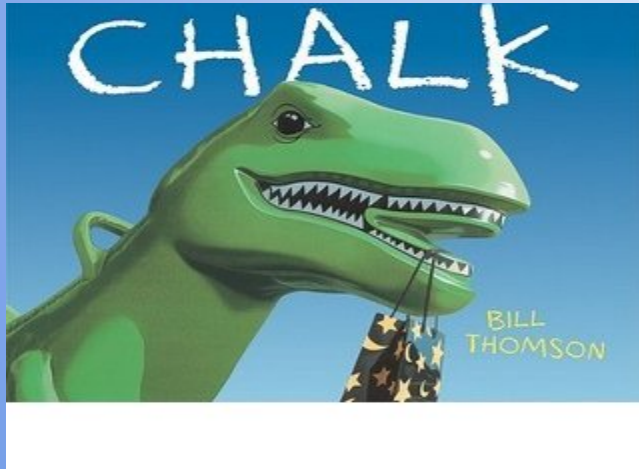
Assessment Standard

COG 1- Engages in scientific inquiry. (LINKED TO ELDS COGNITION STRAND A AND B)

The "What I know about weather" and the "I wonder web" will both be hung in the classroom as a model for brainstorming and observation journal writing and referred back to during experiences about weather. Each child's initials will be next to their contributions. Journal entries, and children's dictation of their science observational journals

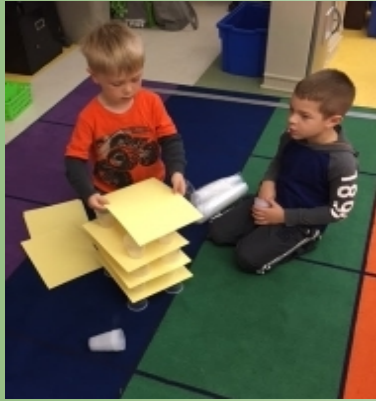
Learning Experience

After a picture walk through the book, *Chalk*, by Bill Thompson, children will talk with their partner to generate our own words to the story. “My partner thinks...should be in the story.”



STEM

RIGOR



INQUIRY

**Depth
of
Knowledge**

Higher Order Thinking

Weather Unit



CT ELDS

Strand E: Early learning experiences will support children to understand features of the earth.

Learning Progression: Indicator S.48.10; S.60.14

Observe, record, and note patterns regarding weather and the effects on the immediate environment

Give examples of ways in which weather variables affect us and/or cause changes to earth's features

Language, Literacy and Learning

Objectives:

Students know that weather conditions change over time.

Students know the effects of forces (e.g., wind) in nature.

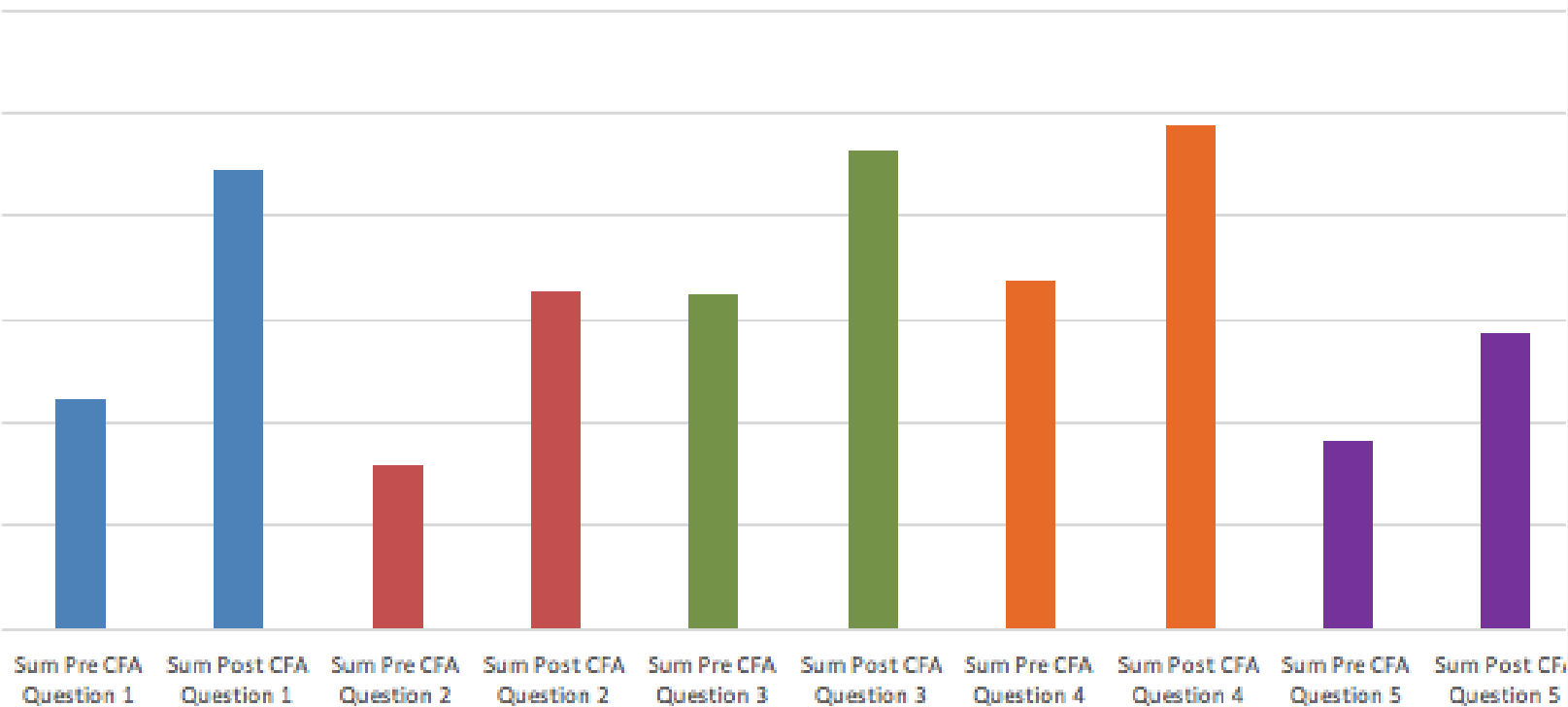
Students use the senses to make observations about living things, nonliving things, and events



We can explore ways in which weather affects us...



Weather Unit CFA Pre Post Scores



Benefits of Early Learning:

More likely to graduate from high school

A reduction in behavior problems throughout the school-career

Less likely to become involved with crime in later years

Longer attention spans and overall better retention of information



Improvement in the social skills of children

Reduction of the need for special education later in school

Generally better grades received

A+

"85 percent of who you are—your intellect, your personality, your social skills—is developed by age 5. Let's invest where it makes the most difference."

-Massachusetts Early Education for All



THANK YOU!

Kristen Peck
Supervisor of Early
Childhood & Special
Education

Principal of:
Bristol Early Childhood
Center
240 Stafford Ave.
860-584-335

Field Trip Proposal for Italy, June 2019

TABLE OF CONTENTS

Page 2: Field Trip Request Form for Travel Outside the Continental United States

Page 3: Narrative

Pages 4-5: Itinerary and Expenses

Page 6-9: Insurance coverage

Trip Narrative – Italy June 2019

Having taken students to Europe 14 times over the past 22 years, I now seek the Board of Education's approval to travel in 2019. Our ten-day trip always results in rewarding and memorable cultural experiences for students. Participating in an educational travel program holds a variety of benefits for our students. As part of their curriculum, students academically explore Italy. The trip adds new dimensions to students' formal curriculum, expanding their views of the world and their perspectives of themselves and their own culture. Direct exposure to a foreign culture enhances months of classroom study. Students will develop a stronger appreciation and interest in ancient history, literature, and the arts. Participation in an educational travel program can also improve a student's chances for college admission.

Worldstrides is the student travel agency that I have used five times since 2007. The people at Worldstrides are, by far, the BEST student travel representatives with whom I have ever worked. Worldstrides has provided superior educational tours abroad for nearly 25 years. Worldstrides prides itself on an interactive learning approach that involves our students in the learning process, rather than their passively listening to information about the destinations. With Worldstrides, everything revolves around *LEAP*, Learning through Exploring and Actively Participating. Mindful that there are different types of learners, Worldstrides Tour Directors make information available in a variety of exciting ways. The result is that culture and history come alive, with the students actively participating in the learning experience such as attending gladiator school on the Via Appia in Rome, cooking a full meal at the culinary college in Florence and debate who had the most impact on the Renaissance while riding the bus from Venice to Florence.

WORLDSTRIDES OFFICIAL ITINERARY AND PRICES:



DAY 1-2 FLY TO EUROPE. Fly to Europe. Begin your Italian adventure by taking a walk through colorful Venice.

DAY 3 VENICE. Discover the real beauty of this unique city as a local guide brings you to St. Mark's, the Grand Canal, the Doge's Palace with its Gothic facades of white Italian stone and pink Verona marble, and the Bridge of Sighs. Opt to create your own disguise in [Behind the Carnival Mask](#).

DAY 4 FLORENCE. Join a local guide for a tour of the Duomo, Ghiberti's Baptistery doors, and the Church of Santa Croce. A visit is included to the Accademia to view Michelangelo's David. Later, discuss the [Patron of the Renaissance](#). Then, cook a three-course traditional meal with a local chef using fresh local produce during [Cucina Fiorentina](#).

DAY 6 SAN GIMIGNANO Explore San Gimignano, famous for its fourteen fortified, crumbling towers. Today, a Tuscan farm lunch is included in place of dinner.

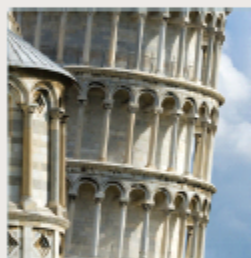
DAY 8 NAPLES-SORRENTO. Enjoy the breathtaking vineyards and rolling countryside as you journey south to the Mediterranean resort town of Sorrento. Pause en route for a visit to charming Naples. Consider your role carefully in the [Great Renaissance Debate](#).

DAY 7 POMPEII-CAPRI. A guided tour reveals Pompeii, a mysterious city left remarkably preserved after being buried by a catastrophic volcanic eruption in 79 A.D. Cross the Bay of Naples to the island of Capri, summer home of the Roman Emperor Tiberius. Tonight, enjoy an authentic evening with [Dance the Tarantella](#).

DAY 8 ROME. Drive to Rome, the capital of Italy. This afternoon, join a local guide on a walking tour of ancient Rome. Listen for the roar of the ancient crowds at the Colosseum, then visit the Roman Forum. Later, train as one of [Caesar's Gladiators!](#)

DAY 9 VATICAN-ROME. This morning, visit the Vatican and discover the artistic legacy of Catholicism. Marvel at the ceiling of the Sistine Chapel before moving up the broad steps of the world's largest Christian church, St. Peter's Basilica. Enjoy a walking tour of Baroque Rome this afternoon. Opt to go on a bus tour to explore Rome by Night.

DAY 10 RETURN JOURNEY TO THE UNITED STATES, or add extra days in Rome.



worldstrides.com/perspectives
800-771-2323

Perspectives

Educational journeys for students



Trip Details

Trip Name: Italy In Depth
 Group Leader: Ms. Kelly Monahan-DiNola
 Departure Date: Monday, June 24, 2019
 Departure City: Boston, MA

Enroll now at worldstrides.com/enroll

Group Username: Italy19
 Group Password: Bristol

An Enriched Educational Experience

WorldStrides programs offer unrivaled travel experiences to more than 90 countries on six continents. For more than three decades we've leveraged personal service, uncompromised quality, expert craftsmanship, and an unwavering focus on educational value to inspire and enrich the lives of our travelers. Our unique LEAP program uses creative and fun contemporary teaching methods to maximize the learning experience. LEAP engages students, making them active learners who translate information into knowledge and understanding.

Why Quality Matters

WorldStrides quality enhances the educational outcomes for our students, provides for the comfort and safety of the whole group and gives peace of mind to teachers and families. We use centrally located hotels in safe neighborhoods, which mean more time where you want to be and less time travelling. Meals are carefully chosen to reflect local cuisine. Our Tour Directors are much more than escorts. They use their extensive training to act as cultural mediators, engaging students throughout the program.

Safety

Your child's safety is always our top priority. Our staff members are on call 24 hours a day and our Tour Directors stay in the same hotels as their groups. Tours have a ratio of one chaperone for every six students. Each Group Leader is provided with an international cell phone. We include travel insurance and strongly recommend the Cancellation Protection Plus.

Included In the Trip Costs

Transportation

— Round-trip airfare and other transportation described in the itinerary

Travel Insurance

— Traveler Assistance, Medical Insurance & Travel Insurance

Hotel Accommodations & Meals

- Centrally located three- and four-star hotels for 8 nights
- Daily breakfast to start the day energized and ready to go
- Appetizing, hearty three-course dinner daily

Tour Director & Local Guides

- Full time, bilingual, WorldStrides Tour Director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- LEAP! Educational Program

Trip Costs

Total Cost \$4487

Using EZpay Plan
 25 Payments of \$167.88
 Based on enrollment today with deposit of \$300 and then 25 payments of \$167.88

Cost Breakdown

Tuition (Valid through 11/01/17)	\$4759
Early Enrollment Savings (Valid through 06/26/17)	-\$300
Academic Credit (Value \$1137)	\$0
Uffizi	\$19
Murano Glass Factory	\$19

worldstrides.com/perspectives
 800-771-2323

Perspectives

Educational Journeys for students

WORLDSTRIDES INSURANCE CERTIFICATES



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
04/04/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh USA Inc. Three James Center 1061 East Cary Street, Suite 900 Richmond, VA 23219	CONTACT NAME: _____ PHONE: _____ FAX: _____ E-MAIL: _____ ADDRESS: _____														
33767-Datio-16-17 FUTUR	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: center;">NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : Swedfield Insurance Company</td> <td style="text-align: center;">26367</td> </tr> <tr> <td>INSURER B : Zurich American Insurance Company</td> <td style="text-align: center;">18206</td> </tr> <tr> <td>INSURER C : North River Insurance Co</td> <td style="text-align: center;">21106</td> </tr> <tr> <td>INSURER D : Federal Insurance Company</td> <td style="text-align: center;">22201</td> </tr> <tr> <td>INSURER E : Zurich American Insurance Company</td> <td style="text-align: center;">18206</td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Swedfield Insurance Company	26367	INSURER B : Zurich American Insurance Company	18206	INSURER C : North River Insurance Co	21106	INSURER D : Federal Insurance Company	22201	INSURER E : Zurich American Insurance Company	18206	INSURER F :	
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COVERAGES **CERTIFICATE NUMBER:** CLS-00013720-01 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

SER. LTR	TYPE OF INSURANCE	ADOL. IND.	SUBR. WVD.	POLICY NUMBER	POLICY EFF. (MM/DD/YYYY)	POLICY EXP. (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY <input checked="" type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Hired Autos <input checked="" type="checkbox"/> Non-Owned Autos GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROTECT <input type="checkbox"/> LOC OTHER: _____			CLL532075-12	05/02/2016	05/02/2017	EACH OCCURRENCE \$ 10,000,000 DAMAGE TO RENTED PREMISES (Per occurrence) \$ 10,000,000 MED EXP (Per one person) \$ 5,000 PERSONAL & ADV INJURY \$ 10,000,000 GENERAL AGGREGATE \$ 10,000,000 PRODUCTS - COMP/OP AGG \$ 10,000,000
B	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS			PFA 0119586-06	05/02/2016	05/02/2017	COMBINED SINGLE LIMIT (Per Aggregate) \$ 1,000,000 BODILY INJURY (Per person) \$ _____ BODILY INJURY (Per accident) \$ _____ PROPERTY DAMAGE (Per accident) \$ _____
C	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR			UC-1042330 (1st layer - 25m)	05/02/2016	05/02/2017	EACH OCCURRENCE \$ 40,000,000
D	EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> SOLO <input type="checkbox"/> RESTRICTION #0			UC-45-15 (2nd layer - 15m or 25m)	05/02/2016	05/02/2017	AGGREGATE \$ 40,000,000
E	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY EMPLOYER OR PARTNER/PROSPECTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N/A	WC 0137136-02 (AG) WC 0137136-02 (DE, NC)	05/02/2016 05/02/2016	05/02/2017 05/02/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Errors & Omissions			CLL532075-12	05/02/2016	05/02/2017	Each Claim \$10,000,000 Aggregate \$10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Re: Program Leader: Kelly Monahan-Dioia; Fax/E-mail: kellymonahan-dioia@cbristol.ct.us
 Bristol Central High School where included as Additional Insured per the attached endorsement.

CERTIFICATE HOLDER Bristol Central High School Attn: Kelly Monahan-Dioia 400 Wolcott St Bristol, CT 06010	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE of Marsh USA Inc. Kelly L. Dawson <i>Kelly L. Dawson</i>
--	---

AGENCY CUSTOMER ID: 337687

LOC #: Richmond



ADDITIONAL REMARKS SCHEDULE

Page 2 of 3

AGENCY Marsh USA Inc.		NAMED INSURED Lakeland Tours, LLC dba WorldStride 218 West Water Street Suite 400 Charlottesville, VA 22902	
POLICY NUMBER		EFFECTIVE DATE:	
CARRIER	NAC CODE		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

Named Insureds

- Lakeland Tours, LLC
- WorldStride, Inc.
- Christian Discoveries
- Captains Programs
- Accent Travel Group
- Travel MSA
- New Century Tours
- American High School Theatre Festival
- Workpass Travel Group
- USA Student Travel
- Music America
- GET TRAVEL
- Adventures America
- Lakeland Holdings, LLC
- Lakeland Finance, LLC
- Heritage Education and Festivals, LLC (AAA WorldStride Heritage Performance, WorldStride OnStage)
- Americas Travel Centre
- Goal Games of America
- Skys The Limit
- Classic Festivals
- Field Studies Center of New York
- Field Studies International
- Backstage Theatre Tickets
- WorldStride International, LLC
- Funkies Travel, Inc.
- National Educational Travel Council, LLC
- NETC
- International Discovery Programs
- Celebridge Tours, Ltd
- Lakeland Seller Finance, LLC
- WorldStride Holdings, LLC
- WH Blocker, Inc.
- WS Purchaser, Inc.
- WS Holdings, Inc.
- WorldStride Travel Information Consulting (Shanghai) Co., Ltd
- WorldStride PTY LTD
- Snowman Property Management PTY LTD
- Trogra PTY LTD
- Trickett Travel
- Group Travel
- Excel International Sports
- Excel Group
- Excel Sport
- Rhapsody Tours Limited
- Rhapsody Travel Limited
- Osbridge Academic Resources LLC

AGENCY CUSTOMER ID: 337687

LOC #: Richmond



ADDITIONAL REMARKS SCHEDULE

Page 3 of 3

AGENCY Marsh USA Inc.		NAMED INSURED Lakeland Tours, LLC dba WorldTride 218 West Water Street Suite 400 Charlottesville, VA 22902	
POLICY NUMBER		EFFECTIVE DATE:	
CARRIER	NAC CODE		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

Osbridge Academic Programs
OSL International Management, Ltd
OSL International Academic Education, Ltd
Global Education Group Holdings, Ltd
Oxford Kings College, Ltd
International Studies Abroad, LLC
Epsilon, Inc
Get Sports

Additional Insured – Automatic Status for Common Trip Sponsors, Venues and Clients



Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.
ECL3328978413	09/30/2016	09/30/2017	09/30/2016

Named Insured and Address:

Lakeland Tours, LLC
218 W. Water Street
Charlottesville, VA 22902

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the:

Travel Agents and Tour Operators Professional Liability Policy

A. Section III. PERSONS INSURED is amended to include as an Insured:

F. Any Common Trip Sponsor, Venue and Client the Named Insured is required to add as an additional Insured on this policy under a Standard Tour or Trip Contract.

B. The insurance provided to the additional Insured Common Trip Sponsor, Venue and Client applies only to Bodily Injury, Property Damage, Personal Injury, or negligent acts or negligent omissions covered under Section I. A. Coverages and the defense of Suits seeking Damages on account of such Bodily Injury, Property Damage, Personal Injury or any negligent act or negligent omission under Section I. B. Defense with respect to the Travel Agency Operations of the Named Insured.

However, regardless of the provisions of paragraphs A. above:

1. The Company will not extend any insurance coverage to any additional Insured Common Trip Sponsor, Venue and Client:

- a. That is not provided to the Named Insured in this policy; or
- b. That is broader coverage than the Named Insured is required to provide to the additional Insured Common Trip Sponsor, Venue and Client in the Standard Tour or Trip Contract.

2. The Company will not provide Limits of Insurance to any additional Insured Common Trip Sponsor, Venue and Client that exceeds the lower of:

- a. The Limits of Insurance provided to the Named Insured in this policy; or
- b. The Limits of Insurance the Named Insured is required to provide in the Standard Tour or Trip Contract.

C. The insurance provided to the additional Insured Common Trip Sponsor, Venue and Client does not apply to Bodily Injury, Property Damage, Personal Injury, or any negligent act or negligent omission that results solely from the negligence of the additional Insured.

D. The additional Insured must see to it that:

SUMMER SCHOOL

RULES & REGULATIONS

All Bristol Public School rules apply during the Summer School session. Summer School students are prohibited from smoking on school property and from wearing hats in the building. Violation of any school rules will result in consequences up to and including withdrawal from school without refund or credit. Any suspensions from summer school will count as an absence. Serious violations, such as fighting, theft, vandalism, or the use of alcohol or drugs may result in immediate withdrawal as well as police referral. All students must enter and exit the building through the gym entrance.

Attendance Policy

Students who receive more than two absences may be removed from the class. Tardiness will also impact your enrollment in a class. Every three tardies will result in one absence. Tardiness to class of more than 15 minutes will be considered an absence. Remember, you're completing a one year course in five weeks, so attendance is very important.

To Receive a Passing Grade, Students Must

- ◇ Meet the attendance policy.
- ◇ Receive a passing grade, defined as 65 or higher. The summer school grade consists of 20% assessment and 80% course work.
- ◇ The summer school grade is not averaged with the final course grade for the full year course.

I have read and reviewed the rules and regulations for summer school and agree to follow all of them.

Student Signature Date

Parent Signature Date

Registration Information

IN-PERSON REGISTRATION:

Bristol Eastern High School
632 King Street, Bristol;
Main Entrance

Thursday July 6, 2-6pm
Friday July 7, 8am-12pm,

What you need to register:

- 1 This brochure's registration information completed
- 2 This brochure's *Rules and Regulations* panel signed
- 3 Cash or a check made payable to:

City of Bristol

ONLINE REGISTRATION

Easy, Convenient and quick:

To register online all you need is the course you want to take and 5 minutes. Avoid the lines and register online.

www.summerschool.coursestorm.com

What you need to register:

1. The name or names of the courses you wish to register for.
2. Five minutes to complete the online registration page.
3. A valid credit card if payment is required.

**Bristol Public
Schools**

Middle School
Summer School
2017

July 10 – Aug 11
Monday– Friday



“Committed to Excellence”

Bristol Eastern High School
632 King Street
Bristol, CT 06010

Phone: 860.584.7735
ext. 122

Or online at

[https://www.bristol.k12.ct.us/
departments/summer-school](https://www.bristol.k12.ct.us/departments/summer-school)

Email questions to:
stevegaudet@ci.bristol.ct.us

Course Descriptions

Social Studies

Grade 6 Time: 9:20 am. –10:20am

Students will learn about ancient countries customs and cultures, while actively engaging in reading nonfiction texts and writing.

Grade 7 Time 8:15am-9:15am

Students will take a geographical walk though Europe, Asia, and Africa. They will read about the cultures as well as do research on the countries.

Grade 8 Time 11:35am-12:35am

Students will discover American History from colonization through the Civil War using a variety of reading and writing strategies. They will engage in discussions of how America's history impacts us today.

Middle School Math

Grade 6 Time: 10:30am-11:30am

The emphasis for students is placed on improving computational skills with decimals, fractions, ratios, proportions, percents, and integers. Concepts in geometry/measurement and statistics/probability are taught.

Grade 7 Time: 11:35am-12:35pm

The emphasis for students is placed on improving computational skills with integers, exponents, fractions, proportions and percents. Algebraic reasoning skills, geometry and measurement, and statistics and probability are also taught.

Grade 8 Time: 8:15am-9:15am

The emphasis for students is placed on improving algebraic reasoning skills, computational skills with real numbers and exponents, geometry/measurement, statistics/probability, patterns/functions and proportion and percent.

Language Arts

Grade 6 8:15am-9:15am

Students will explore several texts as they develop strategies to improve their ability and desire to read and write.

Grade 7 9:20am-10:20am

Students will explore several texts as they develop strategies to improve their ability and desire to read and write.

Grade 8 10:30am-11:30pm

Students will explore several texts as they develop strategies to improve their ability and desire to read and write.

Middle School Science

Grade 6 11:35am-12:35pm

Students will review content and inquiry skills, including Properties of Matter, Energy and Ecosystems, Weather, and Water Resources.

Grade 7 10:30am-11:30am

Students will review content and inquiry skills, including Energy and Work, Human Body Systems, the Earth's Interior and Surface, and Food Preservation.

Grade 8 9:20am-10:20am

Students will review the content and inquiry skills, including Forces and Motion, Genetics, the Solar System, and Bridge Structure.

Bristol Eastern High School

632 King Street

Bristol, CT 06010

Phone: 860.584.7735

ext. 122

Or online at

www.bristol.k12.ct.us/departments/summer-school

Email questions to:

stevegaudet@ci.bristol.ct.us

Summer School Registration Form

First Course's Title/Time: _____

Second Course's Title/Time : _____

Third Course's Title/Time: _____

Tuition per class

Bristol Residents: No Fee

Non-Bristol Residents: \$225

Book Deposit

All students are required to submit a **\$25 security deposit for each book** on or before the first day of class. This deposit will be returned upon return of all textbooks at the completion of summer school.. If you register online please bring your book deposit on the first day.

Make Checks Payable to:

Student's Name

Parent/Guardian's Name

Address

Emergency Contact

Phone Number

Current school and Grade

Amount Paid _____ Check # _____

Book Deposit _____ Check # _____

Email questions to:

stevegaudet@ci.bristol.ct.us

IN-PERSON REGISTRATION INFORMATION

In person registration will be held at Bristol Eastern High School main entrance on:

Thursday July 6, 2-6pm , and Friday

July 7, 8am-12pm. Bring this form and two

(2) separate checks, one for the class or classes, and one for the book deposit. Make

checks payable to:

City of Bristol

Summer School Registration Form

Name _____

Address _____

School _____

City _____

Phone _____

Emergency Contact _____

Phone _____

Period 1 _____

Semester _____ Full Year _____

Period 2 _____

Semester _____ Full Year _____

Amount Paid _____ Check # _____

Book Deposit _____ Check # _____

ONLINE REGISTRATION

Easy, Convenient and quick:

To register online all you need is the course you want to take and 5 minutes. Avoid the lines and register online.

www.summerschool.coursestorm.com

When you register on line please bring your \$25 book deposit check or money order made payable to: City of Bristol, to your first period teacher on the first day of classes.

**All classes will be held at:
Bristol Eastern High School
632 King Street
Bristol, Connecticut**

Classes will meet beginning Monday July 10 through Friday August 11, 2017. Period 1 classes will run from 8:00 am—9:50 am with a five minute break. Period 2 classes will be from 10:00 am- 11:50 am. Room assignments are available online and will be posted on the first day of class. Semester 1 classes run from 7/10-7/25, Semester 2 classes run from 7/26-8/11. All classes run Monday—Friday.

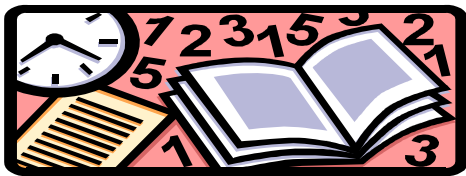


Bristol Secondary Summer School 2017

July 10—August 11

Bristol Eastern High School
632 King Street
Bristol, Connecticut
Phone: 860.584.7735 ext. 122
email: stevegaudet@ci.bristol.ct.us





TUITION AND FEES

Bristol Public School Students

9th & 10th grade core courses
(English, Math, Social Studies,
Science): **No Fee**

English 11, English 12, Algebra 2
\$175 full year (87.50 per
semester)
Civics \$87.50

All non-Bristol Public School Students:

All full year academic courses:
\$225.00 Civics \$112.50

Please make checks payable to:
City of Bristol

No refunds after July 12, 2017

Book Deposit

*All students will be required to
submit a \$25 security deposit
for each book on or before the
first day of class. This deposit
will be returned upon return of
all textbooks at the completion
of summer school.*

Courses may be combined or cancelled
depending on enrollment.

SUMMER COURSE OFFERINGS:

9TH GRADE

World History
Physical Science
Algebra I
English 9

10TH GRADE

Modern Amer. Hist.
Biology
Geometry
English 10

11TH & 12TH GRADE COURSES:

English 11 & Algebra 2

**When registering Bristol students must
indicate which semesters they are
taking. Semester 1, 2 or Full Year**

ONLINE COURSE OFFERINGS:

Civics and English 12 will be offered through the
Edgenuity Program. To register for these courses
please call 860.584.7735 ext 122 or register online

www.summerschool.coursestorm.com

When you register on line please bring your \$25
book deposit check or money order made payable
to: City of Bristol, to your first period teacher on
the first day of classes. There is no book deposit
for online courses.

**Semester 1 courses run from July 10 to
July 25 and Semester 2 from July 26 to
August 11. August 11 is a make up day.**

Additional information available at
www.bristol.k12.ct.us/departments/summer-school

Summer School Rules & Regulations

All Bristol Public School rules apply during the Summer
School session. Summer School students are prohibited
from smoking on school property and from wearing hats
in the building. Violation of any school rules will result
in consequences up to and including withdrawal from
school without refund or credit. Any suspensions from
summer school will count as an absence. Serious viola-
tions, such as fighting, theft, vandalism, or the use of al-
cohol or drugs may result in immediate withdrawal as
well as police referral. All students must enter and exit
the building through the gym entrance.

Attendance Policy

**Students who receive more than two absences may be
removed from the class.** Tardiness will also impact your
enrollment in a class. Every three tardies will result in
one absence. Tardiness to class of more than 15 minutes
will be considered an absence. Remember, you're com-
pleting a one year course in five weeks, so attendance is
very important.

To Receive Credit for the Course:

- Meet the attendance policy.
- Receive a passing grade of 65 or higher for the sum-
mer school course.
- The grade for credit awarded through the summer
school program consists of 20% assessment and 80%
course work. When a student participates in the sum-
mer school course for either semester 1 or semester 2
of a full year course and passes the semester half of
the course in summer school, the student shall re-
ceive ½ credit for the summer school course and ½
credit for the semester passed during the school year.
The ½ credit awarded for the summer school course
and the ½ credit awarded for the semester passed
during the school year is only applicable to the reme-
dial summer school courses. The summer school
grade is not averaged with the final course grade for
the full year course.

I have read and reviewed the rules and regulations
for summer school and agree to follow all of them.

Student Signature

Date

Parent Signature

Date



Bristol Public Schools
Office of Teaching & Learning

DEPARTMENT: English/Language Arts

COURSE: SAT Literacy Prep

COURSE DESCRIPTION:

SAT Literacy Prep is a half-year course focused on developing thinkers as readers and writers. This course will align with classroom learning creating a bridge between high school work and the knowledge and skills that students will encounter in post-secondary pursuits. This course is modeled after the redesigned SAT focusing on “Evidence Based Reading and Writing” which includes three sections: reading, writing and language, and the SAT essay. Students will study a variety of genres in literature and in informational texts, that is, in fiction and non-fiction. Students will read closely, analyze texts, revise and edit a range of texts to improve the expression of ideas, and correct the use of standard English conventions. In addition, students will write a clear analysis of the effectiveness of an argumentative essay.

DEPARTMENT PHILOSOPHY:

The English/Language Arts curriculum helps students to discover, through the acquisition of reading, researching, writing, speaking, and listening skills, an understanding and appreciation of how literature and informational texts reflect and influence the “world in which they live.” Critical thinking and writing skills, demonstrated by various tasks ranging from research papers to essays, creative writing and/or multi-media projects, will support students to reach the departmental goals of becoming fluent writers, speakers and critical thinkers. Students will interact with each other and the teacher to discover the elements of the multiple genres within the subject matter. Examining literature and informational text will deepen their understanding of themselves and their world and will empower them to build intellectual arguments to express that understanding.

We recognize that students embody many differences in abilities, talents and learning styles as well as in interests and goals. We, therefore, are committed to developing and delivering curricula of such variety and scope that we may serve these widely divergent needs and interests. The desired end: to prepare students to take their place in the world community, providing them with the capacity to succeed in college and careers and ultimately to live enriching personal and public lives.

DEPARTMENT GOALS:

Through a planned, sequential and integrated curriculum, the staff of Bristol Public Schools strives to educate each student in conjunction with the Common Core of English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. The goals of the English/Language Arts Department are for students to:

- Develop the skills to read, write, speak, listen and view texts to construct meaning;
- Read with understanding and respond thoughtfully to a variety of texts;
- Write and speak English proficiently to communicate ideas clearly;
- Choose and apply strategies that enhance the fluent and proficient use of language arts;
- Understand and appreciate texts, both fictional and nonfictional, from many literary periods and cultures;
- Employ the language arts for lifelong learning, work and enjoyment.

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

The College and Career Readiness anchor standards, found directly below, and grade-specific standards, found in subsequent pages, are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards exist for Reading, Writing, Speaking & Listening, and Language.

College and Career Readiness Anchor Standards for Reading (Reading Literature/ RL and Reading Information / RI)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing (W)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language (L)

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Planning Organizer

Subject(s)	English
Grade/Course	SAT Literacy SAT
Pacing	15 Days
Unit 1	Reading
Unit 1 Overview	
Overarching Standards	
<p>11-12.R.L.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.R.I.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Priority Standards	
RI	<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
RL	<p>RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the</p>

	<p>impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL 11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
Supporting Standards	
L	<p>L 11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L 11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L 11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L 11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L 11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L 11-12.5b Analyze nuances in the meaning of words with similar denotations.</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Reading RI:	
evidence analysis <ul style="list-style-type: none"> explicitly inferences matters <ul style="list-style-type: none"> left uncertain 	Cite Support Determine
central ideas <ul style="list-style-type: none"> two or more development	Determine Analyze

<ul style="list-style-type: none"> • how they interact • how they build on one another analysis <ul style="list-style-type: none"> • complex summary <ul style="list-style-type: none"> • objective 	Provide Provide
meaning of words and phrases <ul style="list-style-type: none"> • figurative, connotative, and technical meanings how an author uses and refines the meaning of key terms <ul style="list-style-type: none"> • (e.g., how Madison defines faction in Federalist No. 10). 	Determine Analyze
effectiveness of the structure an author uses in his or her exposition or argument <ul style="list-style-type: none"> • clear, convincing, and engaging 	Analyze Evaluate
author's point of view or purpose in a text how style and content contribute <ul style="list-style-type: none"> • power, persuasiveness or beauty of the text 	Determine Analyze
multiple sources of information <ul style="list-style-type: none"> • presented in different media or formats • (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	Integrate Evaluate
Reading RL:	
evidence analysis <ul style="list-style-type: none"> • explicitly • inferences matters <ul style="list-style-type: none"> • left uncertain 	Cite Support Determine
central ideas <ul style="list-style-type: none"> • two or more development <ul style="list-style-type: none"> • how they interact • how they build on one another account <ul style="list-style-type: none"> • complex 	Determine Analyze Provide

summary <ul style="list-style-type: none"> objective 	Provide
impact of author's choices <ul style="list-style-type: none"> how to develop and relate elements (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 	Analyze
meaning of words and phrases <ul style="list-style-type: none"> figurative, connotative, and technical meanings impact of specific word choices <ul style="list-style-type: none"> meaning and tone words with multiple meanings fresh, engaging, beautiful language (Include Shakespeare as well as other authors.) 	Determine Analyze
author's choice concerning structure <ul style="list-style-type: none"> (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) how it contributes to overall structure and meaning aesthetic impact 	Analyze
point of view what is directly stated vs what is meant <ul style="list-style-type: none"> (e.g., satire, sarcasm, irony, or understatement). 	Analyze Distinguish

Essential Questions	Corresponding Big Ideas
1. How do readers interpret a text?	1. Readers interpret a text by drawing conclusions and making connections using information that is implicit and explicit in the text.
2. How do readers determine the meanings of words?	2. Readers use multiple strategies to unlock word meanings within a text.
3. How do readers analyze the author's ideas and style?	3. Readers must analyze the author's word choice, text structure, point of view, purpose, and argument in order to understand how the choices an author

<p>4. How do readers synthesize information from multiple texts?</p>	<p>makes contribute to the overall meaning of the text.</p> <p>4. Readers compare and contrast ideas, structure, or style presented in multiple sources that share a theme or topic to address a question or solve a problem.</p>
<p>Prioritized standards</p>	<p>Learning objectives Identify what readers and writers will be able to:</p>
<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> • determine the best evidence to support an inference or draw a conclusion • interpret data presented in informational graphics (charts, graphs, and tables) • evaluate an argument to determine whether its use of evidence is effective
<p>RI 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • summarize the text objectively • determine two or more themes or central ideas of a text • draw connections between themes or central ideas
<p>RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none"> • interpret words and phrases as they are used in text • analyze word choice rhetorically by considering how an author’s choice of words and phrases helps shape meaning

<p>RI 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RL 11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<ul style="list-style-type: none"> • identify how a text's structure shifts over the course of the text • recognize the relationship between an identified part of a passage such as a phrase or sentence or a particular detail and the passage as a whole
<p>RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RL 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<ul style="list-style-type: none"> • determine the point of view or perspective of the author, narrator, or speaker • consider the main purpose or function of the whole passage or of a significant part of the passage • recognize the use of rhetorical devices and how they influence meaning within a text
<p>RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> • make connections between topically related informational passages • draw connections between an informational graphic and a text passage (decide whether data in the graphic support or weaken a particular conclusion reached by the author of the passage)
<p>Instructional strategies Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will employ the following:</p>	

- [Marking the text](#) (content, evidence, main ideas)
- [Charting the text](#) (author's purpose, how/why is the author developing claim)
- [Writing in the Margins](#)
- Predicting answers (provide multiple-choice or open-ended questions and remove answers)
- Think-pair-share
- Collaborative group work
- [Rhetorical Triangle](#)
- Identify Text Structure
- Use graphic organizers to analyze paired texts including charts and graphs

Vocab in Context Strategies:

- Asking questions: Do I know this word from someplace else?
- Locating clues in the passage to understand the word (information, tone, synonyms, antonyms, definitions)
- Recognition of transition words (but, however, on the other hand, as a result...)
- Root words / suffixes / prefixes
- Multiple meaning words

General Test Taking Strategies

- Summarize/simplify complex questions using key words
- Process of elimination
- Pacing
- Locate information

Assessments
 In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Reading and responding to reading

- Pre-test, Practice Test 1.1, questions 11-21, p. 337-339, *The Official SAT Study Guide* by, The College Board Answer Key – p. 408-411
- Post-test, Practice Test 4.1, questions 42-52, p. 687-689, *The Official SAT Study Guide* by, The College Board Answer Key – p. 756-759
- Portfolio with progress monitoring chart (teachers to create)
- Practice tests (Choose any practice tests/exercises **except** pre/post assessments and SAT practice tests 5, 6, 7 and 8 which have been modified to create the “Alternative District Assessments in Literacy”)

Unit Vocabulary Terms	Interdisciplinary Connections
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Figurative
 Connotative
 Rhetoric:
 • Rhetorical devices
 • Rhetorical effect
 Style
 Tone
 Point of View
 Structural Shifts
 Refine
 Satire
 Sarcasm
 Irony
 Understatement

Explicit
 Implicit
 Integrate
 Evaluate
 Analyze
 Synthesize
 Impact
 Technical Meanings
 Claim
 Stance
 Perspective
 Passage
 Graphic

Resources:

Khan Academy (steps to link Khan Academy to [College Board accounts](#)) *Recommended first week of class
 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance
<https://docs.google.com/document/d/1oEg9VRhXGFUYIDoFt8GlvRNUWkq1jEkHtfluWxm1kL8/edit>
[Avidweekly.org](#) (need access credentials from Avid coordinator)
 The Learning Network, NY Times
Reading Nonfiction: Notice and Note; Stances, Signposts, and Strategies by, Kylee Beers and Robert E. Probst
General Test Taking Resource
http://www.ivyglobal.com/teach/teachers_manual.pdf

Text Structure

Text Structure - visual organizer describing the types of structures

http://mdcpsbilingual.net/pdf/secondary/Text_Structures_in_Informational_Texts.pdf

Text Structure - practice pages

http://www.pendercountyschools.net/UserFiles/Servers/Server_3727387/File/text%20structure%20from%20signal%20words.pdf

Text Structure - a website offering additional resources addressing each of the structures more in depth

<http://www.nsbisd.org/Page/3561>

The Official SAT Study Guide by The College Board (2016)

Barron's Reading Workbook for the New SAT (2016)

Unit Planning Organizer

Subject(s)	English
Grade/Course	SAT Literacy Prep
Pacing	15 Days
Unit 2	Writing and Language
Unit 2 Overview	
Overarching Standards	
<p>11-12.R.I.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p>	
Priority Standards	
L	<p>L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L 11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
W	<p>W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
Supporting Standards	
RI	<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Supporting??</p> <p>RI 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Supporting??</p> <p>RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>

<p>RI 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
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Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Language:	
command of conventions of standard English grammar and usage	Demonstrate
command of conventions of standard English capitalization, punctuation, and spelling	Demonstrate
syntax for effect <ul style="list-style-type: none"> consult references (e.g., Tufte's Artful Sentences) syntax to study complex texts	Vary Apply /Understand
context as a clue to meaning <ul style="list-style-type: none"> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 	Use
Writing:	
writing <ul style="list-style-type: none"> planning revising editing rewriting 	Develop Strengthen

Essential Questions	Corresponding Big Ideas
<p>1. How do I identify ways that a writer could improve their expression of ideas in their writing?</p> <p>2. How do I identify ways that a writer could improve their standard English conventions in their writing?</p>	<p>1. A reader must step into the role of editor by evaluating the development, organization, and use of language in a passage to determine where revision is necessary to make the writing clearer, richer, and more engaging.</p> <p>2. A reader must step into the role of editor by evaluating sentence structure, usage, and punctuation in a passage to determine where editing is necessary to demonstrate command of standard English conventions.</p>
Prioritized standards	Learning objectives Identify what readers and writers will be able to:
<p>L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Observe standard usage practices by:</p> <ul style="list-style-type: none"> • recognizing and correcting ambiguous or vague pronouns • distinguishing between and among possessive determiners (ie – its, your, their), contractions (it’s, you’re, they’re), and adverbs (there) • ensuring grammatical agreement between subject and verb, between pronoun and antecedent, and between nouns • distinguishing between frequently confused words (ie – affect and effect) • recognizing and correcting cases in which unlike terms are compared • recognizing and correcting cases in which, for no good rhetorical reason, language fails to follow conventional practice
<p>L 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Observe standard punctuation practices by:</p> <ul style="list-style-type: none"> • using the correct form of ending punctuation • recognizing and correcting misuses of colons, semi-colons, and dashes • recognizing and correcting inappropriate uses of possessive nouns and pronouns and deciding between plural and possessive forms • using commas and sometimes semicolons to separate lists of items • using punctuation to set off nonessential sentence elements and recognizing and correcting cases in which punctuation is wrongly used to set off essential sentence elements • recognizing and eliminating unneeded punctuation

<p>L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<ul style="list-style-type: none"> • consider how two or more sentences can be combined to improve flow or cohesion • recognize and correct problems in how sentences are formed (ie – sentence fragments, run-ons, and comma splices; the use of and, but, although, because; parallelism; dangling or misplaced modifiers) • identify and fix cases in which constructions shift inappropriately within or between sentences (ie – shifts in use of past and present tense; shifts in use of 2nd person and 3rd person; shifts in use of a singular pronoun to a plural pronoun)
<p>L 11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> • determine whether a particular word or phrase in the passage means what is intended in the context in which it appears or whether another word or phrase should be used instead
<p>W 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Refine the content of a passage to achieve the author's purpose by:</p> <ul style="list-style-type: none"> • adding, revising, or retaining the thesis statements, topic sentences, claims and other ideas of a passage • adding, revising, or retaining material that supports a passage's points or claims • adding, revising, or retaining material on the basis of relevance to the purpose • using data to enhance the accuracy, precision, and overall effectiveness of a passage <p>Improve the structure of a passage to enhance logic and cohesion by:</p> <ul style="list-style-type: none"> • critiquing the logical order of ideas presented in a passage • improving the openings and closings of paragraphs and passages and the connections between and among information and ideas <p>Improve the precision and concision of expression by:</p> <ul style="list-style-type: none"> • eliminating wordy or redundant language • recognizing the writer's voice and identifying language that fits in with that voice

Instructional strategies

Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will employ the following:

Revise or edit peer work (including texts, short answers, etc.)

- Have students create sentences with errors (targeting a specific skill). Switch papers and revise/edit each other’s work.

DOL to model and practice specific [Grammar](#) skills related to expression of ideas and standard English conventions

Practice composing and combining sentences.

Use synonyms to improve expression of ideas and develop more precise language.

Test-Taking Strategies

Substitute your answer into the passage to see if it makes sense

Assessments
 In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

- Language
- Pre-test 1.2 questions 1-11, pages 350-353, from *The Official SAT Study Guide* by The College Board
 Answer Key pages 421-423
 - Post-test 4.2 questions 1-11, pages 578-581, from *The Official SAT Study Guide* by The College Board
 Answer Key pages 645-647
 - Portfolio with progress monitoring chart
 - Formative assessments
 - Practice tests (Choose any practice tests/exercises **except** pre/post assessments and SAT practice tests 5, 6, 7 and 8 which have been modified to create the “Alternative District Assessments in Literacy”

Unit Vocabulary Terms	Interdisciplinary Connections
Syntax Pronoun Antecedent Possessive determiners Contractions Adverbs Colons Semicolons Dashes Possessive nouns, pronouns Commas Punctuation	Ambiguous Vague Context Purpose Audience

Cohesion
 Fragments
 Run-ons
 Comma splices
 Parallelism
 Dangling or misplaced modifiers
 Shifts:

- Verb tenses
- Point of view
- Singular/plural

 Revise
 Edit
 Redundant
 Precision
 Concision
 Voice

Resources:

https://docs.google.com/a/bristol12.org/document/d/11HXEG_gyQJw4sHsGwRQUeT06LpsifRPRIsfYZn21Uc/edit?usp=sharing
Sentence Composing for High School, by, Don Killgallon
Hot Words for the SAT, 6th Edition, Linda Carnevale, M.A.
 Khan Academy
[Grammar Lessons](#)
[Vocabulary Strategies Toolbox](#)
<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Vocabulary%20Strategies%20Toolbox.pdf>
[Sentence Combining](#)
<http://learningtasks.weebly.com/vocabulary-strategies.html>
The Official SAT Study Guide by The College Board (2016)
Barron's Writing Workbook for the New SAT (2016)

Unit Planning Organizer

Subject(s)	English
Grade/Course	SAT Literacy Prep
Pacing	15 Days
Unit 3	SAT Essay
Unit 3 Overview	
Overarching Standards	
<p>11-12.R.I.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</p> <p>11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Priority Standards	
W	<p>W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.11-12.2.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
L	<p>L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Supporting Standards	
RI	<p>RI 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI 11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and</p>

	<p>build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI 11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>
W	<p>W.11-12.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

Unwrapped Standards	
Concepts (What students need to know)	Skills (What students need to be able to do)
Writing:	
precise, knowledgeable claim(s) significance of the claim(s) claim(s) <ul style="list-style-type: none"> • alternate or opposing logical sequences <ul style="list-style-type: none"> • claim(s), counterclaims, reasons, and evidence 	Introduce Establish Distinguish Create /Organize
claim(s) and counterclaims evidence strengths and limitations audience's knowledge <ul style="list-style-type: none"> • level, concerns, values, and possible biases 	Develop Supply Point out Anticipate
words, phrases, clauses, and varied syntax major sections of the text cohesion relationships	Use Link Create Clarify

<ul style="list-style-type: none"> • between claim(s) and reasons • between reasons and evidence • between claim(s) and counterclaims 	
formal style and objective tone to norms and conventions of the discipline	Establish /Maintain Attend
concluding statement/section form argument presented	Provide Follow support
evidence <ul style="list-style-type: none"> • literary or informal texts analysis, reflection, and research	Draw Support
Language:	
command of the conventions of standard English <ul style="list-style-type: none"> • grammar and usage • when writing or speaking 	Demonstrate
command of the conventions of standard English when writing <ul style="list-style-type: none"> • capitalization, punctuation, and spelling 	Demonstrate

Essential Questions	Corresponding Big Ideas
1. How do I analyze the effectiveness of an argument? 2. How do writers skillfully craft an analysis of an argument?	1. Readers must consider how the author uses evidence to support claims, uses reasoning to develop ideas and to connect claims and evidence, and uses stylistic or persuasive elements to add power to the ideas expressed. 2. Writers craft an analysis that includes a precise central claim, is cohesive, and demonstrates a highly effective use and command of language.

Prioritized standards	Learning objectives Identify what readers and writers will be able to:
W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	<ul style="list-style-type: none"> • Develop a precise central claim (by evaluating how the author builds an argument to persuade the audience) • Write a skillful introduction • Demonstrate a deliberate and highly effective progression of ideas both within paragraphs and throughout an essay
W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	<ul style="list-style-type: none"> • Analyze how the author uses evidence, reasoning, and/or stylistic and persuasive features to develop the ideas expressed • Provide relevant, sufficient, and strategically chosen support for claim(s) or point(s) made
W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<ul style="list-style-type: none"> • Use a variety of sentence structures • Demonstrate a consistent use of precise word choice • Demonstrate a deliberate and highly effective progression of ideas both within paragraphs and throughout an essay
W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> • Recognize and employ a formal style of writing • Recognize and use an objective tone throughout a piece of writing
W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • Write a skillful conclusion • Demonstrate a deliberate and highly effective progression of ideas both within paragraphs and throughout an essay
W.11-12.2.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Use textual evidence in the form of quotations and paraphrases to support claim
L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Write a response that is free or virtually free of grammar and usage errors

<p>L 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> Writes a response that is free or virtually free of capitalization, punctuation, and spelling errors
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Instructional strategies
 Based on our philosophy for student learning in English Language Arts and our knowledge of effective reading instruction, teachers will employ the following:

Graphic Organizer ([AEG](#))
 Model and write effective introductions/thesis statements
 Highlight targeted areas on sample and student essays (thesis, topic sentence, evidence, and interpretation)
[PEE](#) (point, evidence, explain) [Blank](#) PEE Organizer
 Score sample essays through modeling, collaboration, and think a-louds
 Scaffold essay writing/build to full essays

Assessments
 In order to understand the strengths and needs of our students, teachers will assess and provide feedback to students about the following:

Writing
 Pre essay – pages 203-205 from *The Official SAT Study Guide* by The College Board
 Post essay – pages 731-733 from *The Official SAT Study Guide* by The College Board
 Formative assessments of essay components (Choose any practice tests/exercises **except** post assessment)
 Portfolio with progress monitoring chart (teachers to create)

Unit Vocabulary Terms	Interdisciplinary Connections
Formal style Objective tone Coherent Stylistic Persuasive	Argument Analysis Evaluation Task Purpose Audience Claim Relevant Cohesion Reasoning Sufficient Precise

Resources:

The Official SAT Study Guide by The College Board (2016)

Barron's Writing Workbook for the New SAT (2016)

CURRENT POLICY

6121

Instruction

Nondiscrimination in the Instructional Program

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. equal rights and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to students with access not solely based upon race, color, religious creed, age, marital status, national origin, sex, sexual orientation, or physical disability.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination, on account of race, color, religion national origin, or physical disability.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

10-18a Contents of textbooks and other general instructional materials.

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.

10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted: April 5, 1995

EDITED POLICY

6121

(Lines marked through words indicate deletions and bold face font indicate additions to current language.)

Instruction

Nondiscrimination in the Instructional Program

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. equal rights and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to ~~students with access not solely based upon race, color, religious creed, age, marital status, national origin, sex, sexual orientation, or physical disability~~ **all students**.
6. **an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.**

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination, ~~on account of race, color, religion national origin, or physical disability~~ **of any kind.**

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

10-18a Contents of textbooks and other general instructional materials.

10-226a Pupils of racial minorities.

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Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted: April 5, 1995

Instruction

School Ceremonies and Observances

Religious Ceremonies

The Supreme Court of the United States in two significant decisions declared it illegal to hold formal, prescribed religious exercises in the public schools. [Engel decision on state-adopted prayer (1962), and the Schempp decision on Bible reading (1963)]. However, while the court's prohibitions are narrow, its permissions are broad. Accordingly, the following types of school activities are permitted so long as they do not take on the character of religious devotions:

1. Writing or analyzing literature on religious subjects
2. Playing, singing and presentation of music which is religious in its inspiration or origin
3. Performance of drama which deals with religious history or which is religious in its content
4. Production or exhibition of art work dealing with religious themes
5. Recognition of significant religious holidays by declaring school vacations or by sponsoring activities which acknowledge the importance of these holidays in our cultural life
6. Comparative studies of religion
7. Analyses of the Bible, and other religious books, as part of the study of religions
8. Studies of the contribution made by religion to civilization
9. Study of the Bible for its historic significance
10. Study of the Bible for its literary importance
11. Recitations or study of historical documents that contain references to God
12. Singing of official anthems which contain references to God

United States Flag

The Flag of the United States of America shall be raised above each schoolhouse and at other appropriate places during all school sessions, weather permitting, and on the inside of the schoolhouse on other school days. The Flag shall be raised before the opening of school and taken down at its close every day.

The United States Flag shall be displayed in each school room each day school is in session.

Opening Exercises

The morning opening exercises will include the Pledge of Allegiance. Those students who have made the personal decision not to recite the “Pledge” may be excused from participating.

The Board of Education shall provide opportunity at the start of each day to allow those students and teachers staff who wish to do so, the opportunity to observe such time in silent meditation.

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations

10-230 Flags for schoolrooms and schools

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Policy Adopted: April 5, 1995

Revised: November 6, 2002

Regulation

Separation of Church and State

Time shall be provided daily, preferably during the morning opening exercises, to provide the opportunity for students to recite the Pledge of Allegiance. Permissive language, rather than mandatory language, shall be used to introduce the recitation of the Pledge, such as “You may now stand to recite the Pledge,” or “You are invited to participate in the recitation of the Pledge.”

If because of some personal philosophy or belief, a student has made the personal, serious decision not to salute the flag or stand for the “Pledge of Allegiance,” he/she may choose to remain seated and silent. Students may wish to use this time to reflect on their belief or remember loved ones. In any event, all students must be courteous and respectful of the beliefs of others.

Absence for Religious Observation

Student absences for religious observances shall be excused. Furthermore, such absences should not prohibit receipt of attendance-related awards, nor impact student grades or participation in school events.

Recognition of Religious Holidays

The recognition of holidays of different religions presents a natural and convenient opportunity for providing learning experiences to develop understanding, appreciation and respect for religious diversity.

1. The holidays to be recognized must be representative of the diverse religions of the world, not just Christianity and Judaism, and must be of historical and cultural significance to the religions they represent.
2. All religions must be treated with equal dignity, in a context based upon the premise that the time and resources devoted to the recognition of religious holidays be a very small part of that devoted to the total educational program.
3. All religions whose holidays are recognized must be afforded equal respect; none, as well as the right to disbelieve, shall be advanced or disparaged.
4. Recognition of religious holidays must be a secular education experience directed solely to enhancing tolerance of and respect for religious diversity and must be developmentally and age-appropriate, accurate in content, and objective in presentation.
5. All programs and materials used for recognizing religious holidays must support curriculum objectives.
6. All programs and materials used must neither promote nor inhibit any ethnic, religious, or racial cultural views.
7. All programs and materials used for recognizing religious holidays must be sensitive to the needs of the various backgrounds of the students.
8. Decorations that are a part of the custom and folklore of a religious holiday, that have no direct religious meaning or bearing (e.g., menorah, Christmas tree) may be displayed. Christmas trees must be secularly decorated and may be displayed.
9. Performance in the arts that recognize religious holidays must be for artistic reasons, not religious. The design and total effect of a performance must adhere to this purpose. How this will be accomplished should be explained prior to the performance taking place.
10. Musical concerts may include sacred music and traditional music of a religious holiday provided they are balanced with solutions that reflect the customs and folklore as well as festive and seasonal characteristics associated with the holiday. Religious music must not predominate although this may not be possible where major works are programmed at the high school.
11. Parents shall have the right to have their children excluded from any classroom or school program involving the recognition of religious holidays. This request must be made in writing to the Building Principal.
12. Religious dietary restrictions shall be considered by the cafeteria staff on a year-round basis when planning menus.

It is also necessary to be mindful of the Constitutional requirement of the separation of church and state. However, if a display conveys a secular recognition of different traditions for celebrating the winter holiday season, it may be appropriate (e.g., a creche alone is

unconstitutional, but a multi-tradition display combining a creche, tree, menorah, etc., with information about the items displayed, without promoting them, may be constitutional). In short, the displays must involve an educational purpose.

Holidays and Special Events

Holidays and special events may be recognized in our schools within the mores of our culture so long as such recognition respects the rights and feelings of minorities and is consistent with law.

Songs and customs which have come to us from the various ethnic and racial segments of our population may be used so as to broaden the awareness of our students to the contributions which each such segment has made to the composite American culture.

No public funds may be used in any way to benefit sectarianism in our public schools. No books, papers or utterances of a sectarian character shall be used except for instructional purposes.

Regulation Approved: November 6, 2002

EDITED POLICY
(Lines marked through words indicate deletions and bold face font indicate additions to current language.)

6115

Instruction

School Ceremonies and Observances

Religious Ceremonies

The Supreme Court of the United States in two significant decisions declared it illegal to hold formal, prescribed religious exercises in the public schools. [Engel decision on state-adopted prayer (1962), and the Schempp decision on Bible reading (1963)]. However, while the court's prohibitions are narrow, its permissions are broad. Accordingly, the following types of school activities are permitted so long as they do not take on the character of religious devotions:

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3. Performance of drama which deals with religious history or which is religious in its content
4. Production or exhibition of art work dealing with religious themes
5. Recognition of significant religious holidays by declaring school vacations or by sponsoring activities which acknowledge the importance of these holidays in our cultural life
6. Comparative studies of religion
7. Analyses of ~~the Bible, and other religious books~~ **religious texts** as part of the study of religions' **historic and literacy significance**
8. Studies of the contribution made by religion to civilization
9. ~~Study of the Bible for its historic significance~~
10. ~~Study of the Bible for its literary importance~~
11. Recitations or study of historical documents that contain references to God
12. Singing of official anthems which contain references to God

United States Flag

The ~~F~~**f**lag of the United States of America shall be raised above each school~~house~~**house** and at other appropriate places during all school sessions, weather permitting, and on the inside of the school~~house~~**house** on other school days. The ~~f~~**f**lag shall be raised before the opening of school and taken down at its close every day.

The United States Flag shall be displayed in each school class room each day school is in session.

Opening Exercises

The morning opening exercises will include the Pledge of Allegiance. Those students who have made the personal decision not to recite the “Pledge” may be excused from participating.

The Board of Education shall provide opportunity at the start of each day to allow those students and teachers staff who wish to do so, the opportunity to observe such time in silent meditation.

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations

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Policy adopted: April 5, 1995

Revised: November 6, 2002

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Student absences for religious observances shall be excused. Furthermore, such absences should not prohibit receipt of attendance-related awards, nor impact student grades or participation in school events.

Recognition of Religious Holidays

The recognition of holidays of different religions presents a natural and convenient opportunity for providing learning experiences to develop understanding, appreciation and respect for religious diversity.

1. The holidays to be recognized must be representative of the diverse religions of the world, not just Christianity and Judaism, and must be of historical and cultural significance to the religions they represent.
2. All religions must be treated with equal dignity, in a context based upon the premise that the time and resources devoted to the recognition of religious holidays be a very small part of that devoted to the total educational program.
3. All religions whose holidays are recognized must be afforded equal respect; none, as well as the right to disbelieve, shall be advanced or disparaged.
4. Recognition of religious holidays must be a secular education experience directed solely to enhancing tolerance of and respect for religious diversity and must be developmentally and age-appropriate, accurate in content, and objective in presentation.
5. All programs and materials used for recognizing religious holidays must support curriculum objectives.
6. All programs and materials used must neither promote nor inhibit any ethnic, religious, or racial cultural views.
7. All programs and materials used for recognizing religious holidays must be sensitive to the needs of the various backgrounds of the students.
8. Decorations that are a part of the custom and folklore of a religious holiday, that have no direct religious meaning or bearing (e.g., menorah, Christmas tree) may be displayed. Christmas trees must be secularly decorated and may be displayed.
9. Performance in the arts that recognize religious holidays must be for artistic reasons, not religious. The design and total effect of a performance must adhere to this purpose. How this will be accomplished should be explained prior to the performance taking place.
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11. Parents shall have the right to have their children excluded from any classroom or school program involving the recognition of religious holidays. This request must be made in writing to the Building Principal.
12. ~~Religious dietary restrictions shall be considered by the cafeteria staff on a year-round basis when planning menus.~~

It is also necessary to be mindful of the Constitutional requirement of the separation of church and state. However, if a display conveys a secular recognition of different traditions for celebrating the winter holiday season, it may be appropriate (e.g., a creche alone is unconstitutional, but a multi-tradition display combining a creche, tree, menorah, etc., with information about the items displayed, without promoting them, may be constitutional). In short, the displays must involve an educational purpose.

Holidays and Special Events

Holidays and special events may be recognized in our schools within the mores of our culture so long as such recognition respects the rights and feelings of ~~minorities~~ **and everyone** and is consistent with law.

Songs and customs which have come to us from the various ethnic and ~~racial~~ **cultural** segments of our population may be used so as to broaden the awareness of our students to the contributions which each such segment has made to the composite American culture.

No public funds may be used in any way to benefit sectarianism in our public schools. No books, papers or utterances of a sectarian character shall be used except for instructional purposes.

Regulation Approved: November 6, 2002

Instruction

Ceremonies and Observances

Separation of Church and State

Federally Required Guidelines

Students have the following rights pursuant to federal law:

- **To engage in private, non-disruptive activity such as prayer or bible reading while at school;**
- **Participation in before or after school events that have a religious content;**
- **To study about religion when appropriate to the curriculum;**
- **To produce written expressions of religious beliefs in homework, art work, and other assignments;**
- **To distribute in a non-disruptive manner, subject to reasonable restrictions as to time, place, and manner, religious literature;**
- **To be excused for religious reasons from participation in school programs or activities;**
- **To be granted release time to attend religious events;**
- **To wear clothing that includes a non disruptive religious theme or message;**
- **To be given access to school media to announce religious events in the same manner as other organizations;**
- **To be granted access to school facilities for religious activities in the same manner as other organizations.**

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child/Student Definition

- A. A “**migratory child**” means a child who:
- (1) is a migratory agricultural worker or a migratory fisher; or
 - (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;
 - (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

Instruction

Migrant Students

Migratory Child/Student Definition (continued)

- B. Move or Moved** means a change from one residence to another residence that occurs due to economic necessity.
- C. Migratory Agricultural Worker** means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.
- D. Migratory Fisher** means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,
34 C.F.R. §200.40 - 200.45.

Federal Register – July 29, 2008 – Final Rule
34 C.F.R. Part 2000

Policy adopted: June 7, 2017

Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian

Language(s)

Telephone Number or other contact information

Today's Date

Needs Assessment

Please check response

1. Do any of your children have health problems that interfere with their ability to learn? Explain: Yes No _____

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date? Yes No Don't know

4. Do you have immunization records? Yes No Don't know

5. Have you established a source of primary healthcare? Yes No Don't know

If not, would you be interested in information on primary healthcare? Yes No Don't know

Resources and Referrals

Please circle/check response

1. Would you be interested in information on:

- | | | | |
|---------------------|------------------------------|-----------------------------|-----------------------------------|
| Head Start | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| District Preschool | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| Parents as Teachers | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |
| GED/ESL Classes | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Enrolled |

2. Would you be interested in information on:

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| Public/County Health Dept. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Division of Family Services | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

3. May we share your name and address with these agencies?

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

4. When is the best time to reach you

- | | |
|-----------------------------|-----------------------------|
| <input type="checkbox"/> AM | <input type="checkbox"/> PM |
|-----------------------------|-----------------------------|

Days of the week:

- | | | | | |
|---------------------------------|----------------------------------|------------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> Monday | <input type="checkbox"/> Tuesday | <input type="checkbox"/> Wednesday | <input type="checkbox"/> Thursday | <input type="checkbox"/> Friday |
|---------------------------------|----------------------------------|------------------------------------|-----------------------------------|---------------------------------|

Name of Person Completing Form

Name of Person Being Interviewed and
His/Her Relationship to Family/Children

PROPOSED NEW POLICY

Students**Protection of Undocumented Students**

All students have the right to attend public school and access equitable educational and programmatic services regardless of their immigration status or that of their family members.

For the purposes of this policy, “Bristol personnel” includes all Bristol Board of Education employees, legal counsel for the Bristol Board of Education, and any agencies or businesses contracting with the Bristol Board of Education.

Bristol Board of Education personnel shall not take any steps that would deny a student’s access to education based on their immigration status or that would impede the rights of any students to public education under the U.S. Supreme Court’s 1982 ruling in Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.

Absent any applicable federal, state, local law or regulation or local ordinance or court decision, Bristol Board of Education staff shall abide by the following:

- employees shall make residency determinations without regard to students’ or family members’ immigration status.
- all students who meet the relevant programmatic criteria for school services, including free lunch, free breakfast, transportation, and educational services, are entitled to receive them regardless of their immigration status or that of their family members; and whether or not they or their family members have Social Security numbers.
- employees shall not inquire about, or record in any way, a student’s immigration status, nor shall they require documentation of any student’s or parents’/guardians’ legal status, such as asking for a “green card” or citizenship papers, whether at initial registration or at any other time, and for any purpose.
- employees shall not require students to apply for Social Security numbers nor shall require students to supply a Social Security number for any purpose.

If any member of the Bristol Board of Education community (including students, families, or staff) has questions about their immigration status, Bristol Board of Education employees shall not refer them to the Immigration and Customs Enforcement Office (“ICE”) or any other government agency. Instead, employees shall refer them to state and/or local non-profit immigration law organizations. A list of such organizations shall be compiled by the Human Resources Director or designee and disseminated at all sites and placed on the Bristol Board of Education website. The Superintendent or designee will increase and enhance partnerships with community-based organizations, legal services organizations, and other educational institutions (such as community colleges and universities) to provide resources for families of students who are facing deportation or other adverse immigration consequences.

Students

Protection of Undocumented Students - Continued

It is the general policy of Bristol Board of Education not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. It is the administration's belief that ICE activities in and around schools, preschool education centers, and adult school facilities would constitute a severe disruption to the learning environment and educational setting for students. Therefore, any request by ICE to any Bristol Board of Education employees to visit a school or program site shall be immediately forwarded to the Superintendent of Schools or their designee for review and consultation with Bristol Board of Education's legal counsel, to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws.

All requests for documents by ICE to Bristol Board of Education or any employees shall be immediately forwarded to the Superintendent of Schools or their designee for review and consultation with Bristol Board of Education's legal counsel to ensure the safety of all students, as well as compliance with Plyler v. Doe and other applicable state and federal laws.

The Superintendent or designee shall ensure that copies of this Policy are distributed to all school sites.

The Superintendent of Schools or their designee shall ensure all teachers, school administrators, and other staff are trained on how to implement this policy and shall ensure that notification with required translation be distributed to families to fully inform them of their rights in the district.

(cf. 5111 – Admission/Placement)

(cf. 5118.1 – Homeless Students)

(cf. 5125 – Student Records)

(cf. 5141 – Student Health Services)

(cf. 6171 – Special Education)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited

10-76a – 10-76g re special education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive)

Students

Protection of Undocumented Students – Continued

10-186 Duties of local regional boards of education re school attendance. Hearings.
Appeals to state board. Establishment of hearing board. Readmission, as amended

10-220h Transfer of student records, as amended.

10-261 Definitions

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

10-204a Required immunizations

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93 568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. Provisions act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011)

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

Plyler v Doe, 457 U.S. 202, 102S. Ct. 2382 (1982)

Students

Protection of Undocumented Students

In order to provide a free and appropriate public education for all children and to provide a welcoming, safe, and supportive school environment, the following guidelines are to be followed when handling requests and visits from the U.S. Immigration and Customs Enforcement (ICE):

1. If an ICE agent approaches a school or program asking for student information or for access to a student, that agent is to be referred to the Superintendent's Office or to the office of an appropriate administrator designed by the Superintendent.
2. Generally, the Superintendent or his/her designee should immediately contact Bristol Board of Education's attorney before taking any action or providing any information in response to a request or visit from an ICE agent. The Superintendent or his/her designee is to ask the ICE agent to state the reasons and authority for the visit, whether the "sensitive locations" policy is being followed, and if so, why such "sensitive locations" policy permits the visit.
3. Depending on the situation, ICE agents may have an "administrative warrant" which is not a court order signed by a judge. School officials should not assume that an ICE agent has the authority to enter school facilities or obtain information or records based on an administrative warrant.
4. The Superintendent or his designee is to ask the ICE agent to confirm that the agent has a judicial warrant and to show the warrant. If the agent does not have a judicial warrant, the Administrator shall prohibit entry to school facilities to the ICE agent.
5. If the ICE agent does not have a judicial warrant, the school official shall review it carefully with the assistance of the Bristol Board of Education's attorney, to determine what it authorizes the ICE agent to do and who issued it.
6. Situations could arise if the school setting, including when ICE agents demand records or information concerning a student, where a warrant signed by a judge or other appropriate court order likely would be required by law. In such situations, school officials are to consult with the appropriate administrator who in turn shall consult with the Bristol Board of Education's attorney.
7. Resources to assist families informing them of their rights regarding immigration and connecting them with legal and social services that are available within the community should be made available and translated in multiple languages.

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

June 07, 2017

(Date)

Information

Decision

AGENDA REPORTING FORM

TOPIC: Adult Education Program Enhancement Project (PEP) Grant Application

BACKGROUND:

Bristol Adult Education is applying for four Federally funded grants distributed by the Connecticut State Department of Education. Each grant will be used to expand services to our Adult Learners and provided needed services to the community. The application process is highly competitive and final allotments will be decided in August. This notice is to request BOE approval for the application process only.

COST: \$145,000/\$36,769

FUNDING SOURCE: Federal Government/Bristol Adult Education

RECOMMENDATIONS/COMMENTS:

Recommend approval

ATTACHMENTS:

Adult Education Program Enhancement Project Summary

TOPIC PRESENTER: Lawrence S. Covino

CONTACT NUMBER: (860) 584-7865

SUPERINTENDENT: Ellen W. Solek, Ed. D.

Ellen W. Solek, Ed. D.

Bristol Board of Education, Bristol CT

Presented at Board Meeting: _____

Approved: _____

Order Filed: _____

Referred to: _____

II. APPENDICES

APPENDIX A

**PROPOSAL COVER SHEET
FOR 2017 – 2018 ADULT EDUCATION PROGRAM ENHANCEMENT PROJECTS
Bureau of Health/Nutrition, Family Services and Adult Education**

Title of Grant: Pathways to a Brighter Future

Applicant Organization: Bristol Adult Education Center, 210 Redstone Hill Rd, Bristol

Initiated By: Lawrence S. Covino, Director, 210 Redstone Hill Rd, Bristol
860-585-4368,lawrencecovino@ci.bristol.ct.us

Project Director: Lawrence S. Covino, Director, 210 Redstone Hill Rd, Bristol
860-585-4368,lawrencecovino@ci.bristol.ct.us

Submitted By: Ellen W. Solek, Ed.D. Superintendent; Bristol Public Schools
860-584-7002, ellensolek@ci.bristol.ct.us

**Signature of Superintendent of
Schools or Chief Executive Officer of
Agency:** _____

Priority Area	Code	Funds Requested	Matching Funds
Workforce Readiness – Elementary, ESL and ABE/GED	AE-18-1E	\$40,000	\$10,005
Workforce Readiness – CDP, NEDP	AE-18-1S	\$10,000	\$2,500
Integrated Education and Training (IET)	AE-18-2S		
Transition to Postsecondary Education and/or Training	AE-18-3S		
Family Literacy Services – Elementary, ESL and ABE/GED	AE-18-4E	\$50,000	\$12,500
Family Literacy Services – CDP, NEDP	AE-18-4S		
Expansion of the NEDP	AE-18-5		
Corrections Education and Other Institutionalized Individuals or Special Populations	AE-18-6		
English Language Acquisition (ELA) Integrated English Literacy and Civics Education (IEL/Civics)	AE-18-7	\$45,000	\$11,764
Connecticut Adult Virtual High School	AE-18-8		
Total Funds Requested		\$145,000	\$36,769
Date Submitted: April 27, 2017		Date of Board or Agency Approval: May 3, 2017	